

Differences in the Principles and Policies of National Equality in the Field of Education

—Comparative analysis of relevant preferential policies between China and the United States

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Abstract—National equality is a basic principle that persists in China's legal and social development. Equality in education is also the foundation. Economic development has not reduced ethnic differences. Although the right to equality in education is legally stipulated, de facto inequality still exists. Although the implementation of a series of preferential policies plays a certain role in educational equality, it breeds the emergence of "reverse discrimination". Under the trend of the popularization of education, how to balance the formal equality and the substantive equality of education is a transition inclination or an appropriate guarantee. This paper attempts to draw inspiration for the equality of ethnic education in China by comparing the policies and measures adopted by China and the United States in higher education for ethnic minorities.

Keywords—National education; Equality; Preferential policies; China and the United States

I. INTRODUCTION

As the direction of education equality, education policy has attracted much attention. Ethnic equality, as a basic principle and educational concept, has played a positive role in ethnic education. However, the long-term inequality and backwardness make it difficult to completely eliminate the inequality in the development of ethnic education in a short period of time. In fact, inequality still exists. Although many existing ethnic policies have played a certain role in the equality of ethnic education, the so-called "reverse discrimination" has also emerged, which has triggered discussions in the academic circles [1]. Therefore, it is of great significance to summarize the advantages and disadvantages of the past national education policy and to learn from the successful aspects of the preferential education policy of the United States for improving the preferential policy of equal rights in national higher education in China.

II. OVERVIEW OF RELATED CONCEPTS

Through sorting out the right to equality and analyzing the value of China's current preferential policies for higher education, and based on the existing theoretical basis, this paper demonstrates the implementation status of China's preferential policies for higher education from the perspective

of the difference between formal equality and substantive equality.

A. The Connotation of the Right to Equality in Education

Equality, from "natural human rights" to "equality" and "national equality", is not only a concept and value, but also a product of social history. Equality is not only the basic principle stipulated in the Constitution, but also the basic rights of citizens. The Universal Declaration of Human Rights of 1948 defines the right to equality in education as a fundamental human right of all countries. Equal right to education has been upgraded from legitimate right to statutory right. In the 1982 Constitution, the right to equality in education was regarded as a statutory right. Equal right to education means that "citizens need equal opportunities for survival and development in improving their intelligence, enriching their spiritual world and interpersonal communication. The state has the obligation to provide equal opportunities for citizens to receive education and to safeguard their basic rights to receive education. [2]"

B. Definition of Preferential Policies for Ethnic Higher Education

1) *Academic circles have different interpretations of the definition of ethnic higher education from different aspects.* Generally speaking, there are three aspects. The first is that the target of ethnic higher education should be ethnic minority students or Han students living in ethnic minority areas; the second is to carry forward the traditional characteristics of ethnic minorities, such as traditional history and culture; the third is that the purpose of education should be to train comprehensive talents for ethnic minority areas and accelerate the development of ethnic minority areas.

2) *Ethnic Preferential Policies*

As a policy system, ethnic preferential policies aim to break down the substantive inequality of ethnic minorities and provide certain preferential and assistance for the backward areas of ethnic minorities. These policies are not created out of thin air, but must rely on the actual situation of the whole country and integrate the economic, political and economic conditions of the regions. In cultural and historical situations, these compensation measures do not differentiate ethnic

minorities, but give everyone substantial equality from the objective situation of actual differences between different ethnic groups and different regions, which inevitably leads to so-called differential treatment.

C. Differences of Equal Rights in Preferential Policies for Ethnic Higher Education

Formal equality and substantive equality have different effects on the implementation and effect of national preferential policies. The provision of national equality in law is to pursue formal equality and give everyone equal access to education. But we can not ignore the fact that in the actual operation process, there are various ethnic differences, which lead to the impossibility of implementing education in accordance with formal equality. Therefore, the preferential policy of education has come into being. By facing up to the differences among ethnic groups, implementing equality, coordinating and dividing the existing problems and conflicts in the process of education. Match. Therefore, national preferential policies should adhere to the unity of formal equality and substantive equality, and realize substantive equality to the maximum extent without violating formal equality. Formal equality is absolute and factual equality is relative.

III. CONTENTS OF PREFERENTIAL POLICIES FOR ETHNIC HIGHER EDUCATION IN CHINA

A. Preparatory Class Policy for Ethnic Minorities

Since the national preparatory course became a university preparatory course in 1980, the centralized and large-scale mode of running schools has strengthened the support and coverage of minority education [3], and has played an exemplary role in promoting the substantive equality of minority higher education.

B. The Preferential Policy of Decreasing the Scores of National Minority College Entrance Examination

The purpose of the policy is to take care of the remote and impoverished areas in ethnic minority areas. Because of the relatively backward conditions of teachers, teaching facilities and economic development in these areas, it is difficult for minority nationalities in these areas to obtain the same educational environment as those in other economically developed areas. Therefore, appropriate reduction should be made during the college entrance examination. The low score line takes care of ethnic minorities in order to achieve substantive equality. The policy can be divided into two categories: first, from the perspective of national identity, regardless of geographical and linguistic factors; second, from the regional perspective, it can be divided into national autonomous areas and non-autonomous areas [4].

C. The Policy of Subsidizing Ethnic Students

Subsidies for minority students are mainly provided through "green channel", "reduction and exemption of miscellaneous fees", "grants and scholarships", "student loans" and "work-study assistance". Ethnic minority students should

have equal right to education. So far, China has formed guidelines from compensation to guidance, from general preferences to hierarchical support, and realized the transformation of value objectives from formal equality to substantive equality.

D. Bilingual Education Policy

Ethnic minorities have the right to use their own language. Respect for their language rights is the requirement of equal education. Language differences are the most significant manifestation of ethnic differences [5]. The Law on Regional Autonomy of Ethnic Minorities guarantees the right of minority nationalities to use their own languages and languages from a legal point of view. It stipulates that minority colleges and universities should provide bilingual teaching for students. This not only enables minority college students to get equal educational opportunities, but also is an important measure to protect national culture.

IV. DEVELOPMENT AND ENLIGHTENMENT OF PREFERENTIAL POLICIES FOR HIGHER EDUCATION OF AMERICAN MINORITIES

As one of the most developed countries in the higher education system, the United States has made many practices and attempts on the equal rights of students of all nationalities in the process of the development of higher education, and there are many places worth learning.

A. Policy Background and Path

The United States is a multi-ethnic, multi-ethnic country, with immigrants and their descendants accounting for the majority of the population. China is also a big national country. Although the formation of ethnic issues is different from that of the United States, the efforts and goals of China in the area of ethnic equality are the same. They all try to change the long-term unfavorable status of ethnic minorities through the concept of compensation. The most important equality issue in the United States is racial discrimination. China does not have the problem of ethnic equality caused by immigration and national rejuvenation, nor does it have the problem of racial discrimination. Policy implementation has a relaxed environment.

China and the United States hold different attitudes towards the economic, cultural and regional differences of ethnic minorities. Education equality in the United States is a bottom-up movement, which is the result of the resistance of various minorities, including blacks, to various interest groups. The equality policy of higher education for ethnic minorities in China is the product of the top-down concept and the development result of the state's emphasis on ethnic minority education. The preferential policies for minority education in the United States are also different from those in China. The United States is mainly a comprehensive and universal national education policy, rather than a number of policy documents specifically designed to guide minority education activities [6].

B. *The Enlightenment of the Development of Equal Rights in American Higher Education to China*

1) *From Recognizing Differences to Recognizing Common Characters*

From recognizing differences to recognizing commonness is the general trend of formulating and implementing ethnic policies in multi-ethnic countries. The United States began to implement multicultural policies in the 1960s, but the overemphasis on racial differences led to the over-recognition of ethnic minorities' race or ethnic identity. Recognizing the importance of recognizing commonality in multi-ethnic countries, the United States began to emphasize the construction of commonality based on differences, that is, national identity. Mapping to our country, there is also a process from recognizing differences to emphasizing generality. The great differences in history and culture make us realize the differences of ethnic minorities themselves, recognize the differences of ethnic minorities through ethnic identification, protection of traditional ethnic culture and other measures, as well as various preferential policies for ethnic minorities on this basis. However, over-emphasizing differences has opened up the gap between ethnic groups. Therefore, the state has now adopted a series of preferential policies to promote exchanges and exchanges among ethnic groups to reduce differences among ethnic groups and achieve a harmonious model of common development.

2) *Development Model from Formal Equality to Substantive Equality*

In the 1960s, the United States emphasized the form of access to education to ensure equality. It was not until the late 1960s that equality of opportunity significantly changed the inherent educational disadvantage of ethnic minorities. It was proposed that special care and compensation should be given in essence in order to achieve real equality in education. That is the ultimate result of realizing substantive equality of education through unequal means mentioned in Roosevelt's Theory of Justice. As far as China is concerned, the Constitution guarantees the equal origin of the right to education from the perspective of formal equality. Therefore, proper tilt based on respect for differences has become the guarantee of realizing substantive equality of national higher education.

V. SUMMARY

The connotation of formal equality is to prohibit the existence of unreasonable differences, while the main purpose of substantive equality is to recognize the inevitable existence of reasonable differences. In order to realize the substantive equality of the right to education, we need a certain degree of

differential treatment in practice, that is, in order to achieve de facto equality, it may be necessary to violate formal equality [7]. Therefore, on the premise that ethnic minorities' history and culture have long been at a disadvantage of development, providing appropriate preferential policies will enable ethnic minorities to enjoy the right to education and achieve de facto equality.

The policy of equal rights in higher education for ethnic minorities can not be a one-size-fits-all support. On the basis of analyzing the particularity, we should formulate scientific, reasonable and specific preferential limits to avoid "reverse discrimination". We should change the nature of support and adopt measures of respecting particularities, and strive to take into account the natural qualifications, acquired development, social status and family structure of each individual in the process of implementing preferential policies, taking into account national and regional differences. On the basis of formal equality, let the minority nationalities in inferior position participate in competition fairly, not only guarantee equal opportunities, but also implement substantive equality. Efforts should be made to realize the policy of equality in higher education for minority nationalities, narrow the gap between minority nationalities and Han nationalities in education equality, and effectively guarantee higher education for minority nationalities. The realization of equal rights.

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