

# Analysis of the "Lottery" Admission Policy Based on the Perspective of Educational Equity

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**Abstract:** With the rapid development of our society, ecology, science and technology, and education, talents have become the lifeblood of our country, which shows that our citizens' pursuit of a better life is more focused on the field of education. "The hot topic of enrollment is also linked to the personal interests of the public in the field of education and affects the future development of thousands of candidates and families of different levels, but the shortage of education resources and However, the shortage of educational resources and the distribution of educational resources have always been one of the social problems, so the introduction of the "lottery" enrollment policy is a big step forward in the progress of educational equity in China. This study will examine the rationality of the policy from the starting point of education and the process of equity, and try to analyze the educational equity behind the "lottery" policy, and on this basis, analyze the role of primary school reform in promoting educational equity in compulsory education.

**Keywords:** Education Equity; Public Policy; "Lottery" Admissions

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## 1. Introduction

The "lottery" is a very hot way to enroll in compulsory education in recent years, and when we think back to the emergence of the social problem of "lottery enrollment," for enrollment in public schools, some are directly in accordance with the zoning The school's admissions policy is based on proximity, some are based on household registration, and some are based on a combination of test scores and zoning. For private schools, when the Education Bureau gives enrollment, they can enroll on their own, as long as they are financially viable or have good grades, and if the number of applicants exceeds the number of students enrolled, they are admitted on merit through exams and interviews. Public schools and private schools separate enrollment, which over time has led to a series of problems, such as irregular enrollment in public secondary schools, charging school fees; high quality students are taken away by private schools, public schools are difficult to run, not enough students; a room can go to a good school "school district house fever", leading to a sharp rise in housing prices. The "private school pinch", and so on a series of problems, and even more private schools and extracurricular training institutions jointly organized the test recommended enrollment has also attracted a lot of criticism, so the "lottery enrollment" this social problem has become the focus of attention.

## 2. The emergence of lottery enrollment

The lottery enrollment policy is a student enrollment policy introduced in Tianjin in 2015, which is officially and professionally known as "Guidance on Further Standardizing the Enrollment and Enrollment Work of Ordinary Primary and Secondary Schools", and is an important document of the government focusing on the reform of education teaching at the compulsory education stage, aiming to comprehensively improve the quality of compulsory education while expanding high-quality educational resources and achieving educational equity and equality<sup>[1]</sup>. In 2015, the Tianjin Municipal Education Commission officially announced the Opinions on Further Improving Compulsory Education Admissions without Tests and in Close Proximity to Schools, and in order to better promote educational equity, it started the policy of test-free "lottery" admissions and teacher "teaching away" in 2015. Beijing also issued a notice to continue to implement a combination of single-school and multi-school enrollment, but the difference is that in 2017, the scope of multi-school enrollment will be

further expanded, through the random lottery to obtain specific school places, through the purchase of school district housing to achieve the "one-to-one" way to enroll will also increase. The uncertainty will increase. In the face of the implementation of the policy of "primary school roll call in the vicinity of test-free enrollment", ostensibly to achieve educational equity in the development of education across geographic and regional boundaries and to promote educational equity in the nine-year compulsory education stage for students, in reality this is a larger reform of basic education, basic education as a national cause, equity must be put in the first place, with Policy to macro-control the flow of educational resources, whether teachers or students, reshuffle, is a reasonable allocation of educational resources based on a balance of equity and efficiency. However, there is still a lot of controversy over whether the policy of shaking admission numbers from the perspective of society, families, and individual students has really promoted educational equity.

## **2.1 Basic related theories**

### **2.1.1 Primary school "lottery" test-free enrollment**

In March 2015, the primary school entrance examination in Tianjin was changed to a lottery, and the way for students to enter their preferred "key" junior high schools changed from relying on examinations to relying on luck. At the same time, the school district is divided into single-school district and multi-school district. The number of applicants exceeds the number of students enrolled in junior high schools, the way to random assignment, that is, "lottery" to determine the enrollment of students, shall not organize a selection test. In short, the basis of selecting students by examination will slowly become history, and the random assignment is not a selection method for admission, nor will it take students' high or low grades as the criteria for selection<sup>[2]</sup>.

### **2.1.2 Compulsory Education Equity and the Concept of Educational Equity**

The Compulsory Education Law of the People's Republic of China (2006) states that compulsory education is an education for all school-age children and adolescents, which is a public welfare undertaking that must be guaranteed by the state, and is compulsory, free and universal. Equity in education means that everyone enjoys equal rights to education, equal rights to public education resources, and equal treatment in education activities in the legal sense. From a practical level, maintaining educational equity is both a legal responsibility and a need to correct inequality and deny the privilege of receiving multiple forms of education<sup>[3]</sup>. From a hierarchical point of view, equity in education consists of three parts: first, equity in the starting point, second, equity in the process, and third, equity in the result, specifically in the right to education, equity in the opportunity to education, and equity in the achievement of education.

## **3. Analysis of the lottery enrollment policy based on the perspective of educational equity**

In order to curb the fever of some private schools and to promote educational equity, a combination of partial lottery and 100% lottery is implemented in private and public schools to cope with different forms of education in different regions. Throughout history, there has been no shortage of students in the quality schools that people have identified, as parents want their children to enjoy the most elite education at the beginning of their education, so entrance exams have not only become a means for schools in the community to consider students' qualifications and ensure the teaching atmosphere and quality of the school, but also a way to test students' learning ability and learning effectiveness in education today. The introduction, piloting, and development of the lottery admissions policy has completely overturned the "survival of the fittest" admissions mechanism that schools, society, and individual students were already familiar with.

The starting point of the nine-year compulsory schooling policy is to achieve educational equity, and the key to whether the "lottery" can truly promote educational equity is how much effective supply it provides or how much waste of resources it causes. From the perspective of resource allocation in education, when the supply of education in a region is saturated or the government supply is sufficient to ensure the balance of resources within schools, students will have sufficient opportunities to choose between schools, and there is no significant difference between schools. In the same city, if the quality of teaching varies greatly from one school to another, the phenomenon of concentrating too much of the best students

in the so-called "prestigious schools" will arise, leading to the "better the better, the worse the worse" problem of the Matthew effect of education. In this way, even the policy of zoning admissions can not effectively control the phenomenon of parents "school choice", "school choice" will lead to more unequal access to education, after all, the majority of parents do not want their children to lose in this. After all, parents do not want their children to lose at the starting line. Therefore, the results of the "lottery" cannot be a reason to prevent parents who are well-off from sending their children to so-called "prestigious schools," while families who do not have relative advantages can only send their children to "prestigious schools" based on the results of the "lottery," even if their children have outstanding academic abilities. The "lottery" results will send children to the appropriate school, regardless of the quality of the school's teaching. Therefore, the policy of schooling in close proximity will be mutated into an opportunity for children of rich families to enjoy quality education resources, which is contrary to the policy itself. In response to the above problems, increasing infrastructure development and supply-oriented construction are the primary feasible solutions to balance this phenomenon.

The "lottery" itself is a kind of random ranking, changing the choice of junior high school students to a random event, from a two-way choice between students and schools to a new type of admission criteria not determined by academic performance. It better promotes equity in educational opportunities, making the sum of the conditions for each student to enter and participate in educational activities as equal as possible. Basic education, as a universal undertaking, must put equity in the first place and reshuffle the flow of educational resources with policies to macro-control the flow of educational resources, whether teachers or students, is a forward-looking decision to rationalize the allocation of educational resources on the basis of both equity and efficiency from a policy orientation more inclined to equity in educational opportunities, weighing the interests of all parties in a comprehensive manner.

On the other hand, the random nature of the "lottery" makes it possible for children to attend the most prestigious schools<sup>[4]</sup>. On the other hand, the randomness of "lottery" makes "good students" lose the opportunity to attend prestigious schools, and luck becomes the key factor for success, while students with relatively poor grades enter prestigious schools, although they enjoy quality teachers and teaching resources, but the academic pressure also increases, which is not fair to students. This is not considered fair to the students, but rather adds to the pressure of schooling. The unfairness of the "lottery" is also reflected in the fact that it makes students less competitive, and students of all levels have the opportunity to enter high-quality schools, resulting in a lack of quality assurance in the student population of each secondary school and a wide range of student standards. The real significance of the "lottery" for students, teachers and schools will need to be judged by ongoing research after the policy is implemented.

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