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Study on Ethnic Minority College Entrance Examination Extra Points Policies under the Perspective of Educational Equity

-- Taking Mianning County, Liangshan Yi Autonomous Prefecture, Sichuan Province, as an Example

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Abstract: Taking Mianning County of Liangshan Yi Autonomous Prefecture in Sichuan Province as an example, this paper analyzes the implementation of the ethnic minority college entrance examination bonus points policy and its impact on local education from the perspective of educational equity. Through the study of the policy background, implementation process and effect evaluation, the positive effects of the policy in promoting education equity and improving the education level of ethnic minorities are discussed, and the problems and deficiencies in the implementation of the policy are also pointed out. This paper aims to provide references and suggestions for the further improvement of the bonus points policy of the college entrance examination for ethnic minorities in China.

Keywords: Educational Equity; Ethnic Minorities; College Entrance Examination Extra Points; Liangshan Yi Autonomous Prefecture.

1. Introduction

In recent years, the issue of fairness in access to higher education in China has attracted widespread attention. As an area inhabited by ethnic minorities, Coroning County of Liangshan Yi Autonomous Prefecture in Sichuan Province, the implementation of the bonus points policy of the college entrance examination for ethnic minorities is of great significance in promoting educational fairness and improving the education level of ethnic minorities in the area. According to the Implementation Plan for Further Deepening the Reform of College Entrance Examination Extra Points in Sichuan Province, there are a series of changes in the college entrance examination extra points policy of Sichuan Province starting from 2024, which are aimed at distributing the educational resources in a more just and reasonable way and ensuring the fairness of education. In the college entrance examination enrollment, ethnic minority candidates enjoy a certain amount of extra points to reflect the fairness of education and ethnic policy. Mianning County of Liangshan Yi Autonomous Prefecture in Sichuan Province, as an area inhabited by ethnic minorities, is representative of the implementation of the bonus points policy in the college entrance examination. This paper analyzes the policy of bonus points for ethnic minorities in Mianning County, Liangshan Yi Autonomous Prefecture, and discusses its advantages and disadvantages under the perspective of educational equity, so as to provide reference for the formulation of relevant policies in China.

2. Policy Background and Implementation Process

2.1. Policy Context

Since the resumption of the college entrance examination in 1977, China has been implementing the policy of extra points in college entrance examination enrolment [1]. As a special policy, the bonus points policy for ethnic minorities is designed to safeguard the educational rights and interests of ethnic minority students and to promote fairness in education. In recent years, China has made a number of adjustments to the bonus points policy for ethnic minorities on the college entrance examination in order to meet the needs of economic and social development and the development of ethnic education. These adjustments show that the State is constantly optimizing the college entrance examination bonus points policy to make it fairer and more reasonable. At the same time, they also reflect the great importance that China attaches to the education of ethnic minorities and its firm commitment to educational equity.

At present, China's ethnic minority points-added policy consists of two main categories: one for ethnic minority students and the other for ethnic minority regions. Both types of policies are aimed at compensating for the educational disadvantages of minority students and providing them with more opportunities for development. However, with the implementation of these policies, some problems have gradually emerged. For example, some candidates may obtain minority household registration through illegal means in order to obtain additional points; some minority candidates, while enjoying additional points, still need to improve their own quality and ability development. In response to these problems, our government and education departments have taken a series of measures, such as strengthening the examination of the qualifications for the bonus points and standardizing the procedures for the bonus points, in order to ensure the fairness and effectiveness of the policy. In the future, China will continue to deepen the reform of the bonus points policy of the college entrance examination for ethnic minorities, further optimize the policy system, and improve the efficiency of the implementation of the policy. At the same time, the State will increase its investment in education

in minority areas, improve teaching conditions and raise the level of education in minority areas. In addition, the state will encourage and support the development of minority students' specialties and provide them with more opportunities to become successful. In conclusion, the policy of bonus points for ethnic minority students has played an important role in safeguarding the educational rights and interests of ethnic minority students, promoting fairness in education, and maintaining national unity and social harmony. In the context of the new era, China will continue to adhere to the principle of educational fairness, optimize the bonus points policy for ethnic minority students, and create better conditions for the growth and development of ethnic minority students. This will help cultivate more outstanding minority talents and contribute to the realization of the Chinese dream of the great rejuvenation of the Chinese nation.

2.2. The Implementation Process

Mianning County, Liangshan Yi Autonomous Prefecture's college entrance examination bonus point policy is mainly reflected in the following aspects.

(1) Extra points: including extra points for ethnic minorities living in the diaspora, extra points for areas inhabited by ethnic minorities, and extra points for specialties in short supply for ethnic minorities.

(2) Extra points: 5 points for ethnic minorities living in the diaspora, 20 points for ethnic minority concentrated areas, and 10 points for ethnic minorities in scarce specialties.

(3) Conditions for additional points: Candidates must have local household registration of ethnic minorities and be enrolled in the local college entrance examination.

(4) Scope of implementation: Mianning County of Liangshan Yi Autonomous Prefecture and its townships.

According to the latest program [2], there are three main categories of extra credit policies.

Table 1. Extra Points Policies Scheme

Extra Credit Program	Extra Credit Score	implementation areas and requirements
Candidates who are children of martyrs	20 points	No special requirements
Candidates who are retired military personnel who have been awarded second class merit or above during their military service or who have been awarded an honorable title by a unit above the war zone	20 points	No special requirements
Candidates for self-employed ex-soldiers	20 points	No special requirements
returnees, children of returnees, and children of overseas Chinese	5 points	Candidates from the eastern and western districts of Panzhihua City are no longer eligible, and the value of extra points for candidates from other districts has been adjusted from 10 points to 5 points
Candidates of Taiwan Province (including candidates of Taiwan household registration)	5 points	No special requirements
Candidates from Aba, Ganzi and Liangshan Prefectures	Score adjustments	From 2024 onwards, the ministries and commissions, foreign province colleges and universities admission, Panzhihua City, East and West candidates no longer enjoy the ethnic areas of extra points; other areas of the extra points for candidates to be determined. Candidates enjoying the bonus points of the college entrance examination in ethnic areas must have three consecutive years of complete household registration, school registration and actual schooling (no hanging school registration).

As an important part of China's ethnic areas, the implementation of the bonus points policy for ethnic minorities on the college entrance examination in Mianning County, Liangshan Yi Autonomous Prefecture, Sichuan Province, is of great practical significance for the promotion of fairness in education and the maintenance of national unity. The formulation and adjustment of the policy not only reflects the protection of the rights and interests of ethnic minority candidates in education, but also adheres to the principle of equality in the Constitution[3].

The principle of equality has been fully realized in the new points-added policy. The policy ensures that ethnic-minority candidates can enjoy a fair chance to compete in the college entrance examination, while at the same time compensating for their disadvantages in the distribution of educational resources by means of extra points, a practice that is in keeping with the principle of equality advocated in the Constitution of China and that manifests the basic spirit of a socialist State governed by the rule of law.

In addition, the adjustment of the policy has followed the principle of Pareto optimization, i.e., the pursuit of a balance between efficiency and equity in the allocation of resources. By optimizing the points-added policy, it not only improves the educational opportunities of ethnic minority candidates, but also takes into account the allocation of educational resources in society as a whole, ensuring the maximization of social utility. Such policy adjustments based on considerations of efficiency and fairness will help to promote the overall educational level of society.

However, the implementation of the policy also faces a number of challenges. For example, the verification of the authenticity of the information of the candidates' household registration and school registration, as well as the reasonable assessment of the qualification of the bonus points, are the

key links to ensure the fair implementation of the policy. In this regard, the relevant departments must strengthen supervision, standardize the operation process, and crack down on any attempts to obtain extra points through improper means, so as to ensure that every extra point is fair and legal.

At the same time, in order to fundamentally address the issue of educational equity, the State should also continue to increase the tilt of educational resources towards ethnic areas, improve teaching conditions and enhance the quality of education. By raising the level of education in ethnic areas, the gap in educational resources between regions will be reduced, thus providing a fairer starting line for all candidates [4].

3. Policy Implications and Shortcomings

3.1. Policy Implications

In Coroning County, Liangshan Yi Autonomous Prefecture, Sichuan Province, the implementation of the additional points policy for ethnic minorities on the college entrance examination is aimed at comprehensively improving the acceptance rate of ethnic minority candidates on the college entrance examination, realizing educational fairness and promoting the overall improvement of the local educational level.

First of all, the points-added policy has significantly increased the acceptance rate of ethnic minority candidates for the college entrance examination. By providing ethnic minority candidates with a certain number of bonus points, this policy has enhanced their competitive advantage in the college entrance examination and made it easier for them to enter higher education institutions. Such positive measures have helped to narrow the educational gap between different ethnic groups and to ensure that ethnic minority candidates have equal access to educational opportunities[5].

Secondly, the points-added policy is an important means of promoting equity in education. Against the background of the uneven distribution of educational resources, the points-added policy provides additional support for ethnic minority students, enabling them to cross geographical and ethnic boundaries and to stand on the same starting line as candidates from other regions. This level playing field not only helps to maintain national unity, but is also in line with the guarantee of equal rights and interests under the Constitution and laws of China.

Finally, the policy of bonus points has had a positive effect on improving the educational level of ethnic minorities. The bonus points policy has stimulated the enthusiasm and self-confidence of ethnic minority candidates, making them study harder and strive for excellent results in the college entrance examination. This positive incentive mechanism helps to improve the overall education level of ethnic minority areas, cultivate more excellent talents, and lay a solid foundation of talents for local economic and social development.

3.2. Problems and Deficiencies

(1) The points-added policy may lead to unfairness: some candidates may obtain ethnic minority household registration through illegal means, thus obtaining points-added preferences.

(2) The effect of the implementation of the points-added policy needs to be improved: while enjoying points-added preferences, some ethnic minority candidates still need to improve their own quality and capacity development.

(3) The bonus point policy may lead to over-reliance by candidates: some candidates may focus too much on the bonus point policy to the detriment of improving their own practical abilities[6].

4. Recommendations and Outlook

In order to ensure the fairness of the college entrance examination and the reasonableness of the policy, China has implemented a series of additional point-scoring policies for ethnic minority candidates. These policies are designed to make up for the lack of educational resources in ethnic minority areas and to promote equal educational opportunities, reflecting the State's care and support for ethnic minority candidates. However, there are some problems and challenges in the implementation of the policies, such as insufficient publicity of the policies, lax examination of the qualifications for the bonus points, and unreasonable setting of the bonus points.

First, improving the policy system is the first step in ensuring fairness. The Government and relevant departments need to strengthen the publicity and interpretation of the policy on ethnic minority college entrance examination bonus points, ensure that the majority of candidates and parents fully understand the original intent and details of the policy, and increase the transparency of the policy. This will not only help to minimize misunderstandings and questions, but will also enable parents to make better use of these policy advantages to support their children's educational development[7].

Secondly, strengthening the monitoring mechanism is the key to maintaining fairness. The examination and approval of the qualification for extra points must be strictly controlled to prevent any form of fraudulent behavior. For minority candidates' applications for extra points, the audit process should be established and improved, using multi-level auditing, cross-auditing and other ways to ensure that each extra point qualification can withstand the test. At the same time, any violation of the law in obtaining extra points should be resolutely investigated and dealt with, so as to maintain the fairness of the college entrance examination[8].

Furthermore, emphasizing the quality of candidates is an inevitable requirement for improving the quality of education. In the case of ethnic minority candidates, education and teaching reforms should be strengthened, and high-quality educational resources should be tilted towards those areas in order to improve the quality of education and teaching. At the same time, we should pay attention to the individual needs of students, provide diversified educational resources and counseling, and cultivate the comprehensive quality of students so that they can better demonstrate their strength in the college entrance examination[9].

Lastly, moderate adjustment of the bonus points is a necessary means of ensuring fairness. The setting of extra points should be evaluated and adjusted according to the actual situation to ensure that the original intent of the policy can be reflected and that unfairness can be avoided. The government should regularly evaluate the extra credit policy and adjust the value of the extra credit in accordance with the actual needs of educational development and the opinions of all sectors of the society, so as to make it more reasonable and better serve the fairness of education.

To sum up, improving the policy system, strengthening the supervision mechanism, focusing on the cultivation of candidates' quality and moderately adjusting the value of

bonus points are the key measures to optimize the bonus points policy of the college entrance examination for ethnic minorities and to safeguard the fairness of education. Through these measures, we can ensure that the college entrance examination bonus points policy in promoting fairness in education at the same time, but also to protect the rights and interests of the majority of candidates, for the healthy development of China's educational undertakings to lay a solid foundation. [10]

5. Conclusion

Combined with the content of the previous article, we can see that in the process of implementing the college entrance examination bonus points policy in Mianning County, Liangshan Yi Autonomous Prefecture, Sichuan Province, the policy has indeed promoted educational fairness to a certain extent and improved the admission rate of ethnic minority candidates to the college entrance examination. However, at the same time, we must also see that some problems have arisen in the implementation of the bonus points policy, such as the acquisition of minority nationality by some candidates through illegal means and the fact that some minority candidates, while enjoying the bonus points privilege, have yet to improve their own qualities and ability to cultivate.

The implementation of the additional points policy for ethnic minorities on the college entrance examination in Mianning County, Liangshan Yi Autonomous Prefecture, has generally helped to promote fairness in education and to raise the level of education for ethnic minorities. However, there are still certain problems and deficiencies in the implementation of the policy. In order to further improve the bonus points policy of the college entrance examination for ethnic minorities in China, it is necessary to carry out reforms and innovations in terms of the policy system, regulatory mechanism, and cultivation of candidates' quality.

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