

Exploring the Pathway of the Equitable Development of Education in China--Based on a Comparative Perspective on the Lineage of Educational Equity Development in China and Japan

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Abstract. Educational equity is an important manifestation of the country's pursuit and realization of equality in the field of education, and is an important goal of educational development. As the development of the times, the attention to the issue of educational equity has been deepened, equity in the starting point of education and equity in the process and equity in the result have been proposed one after another. At the same time, Japan's educational equity has continued to develop and improve in terms of educational rights, opportunities, and segment performance, which has implications for us to continue to deepen our understanding of educational equity and promote educational equity reform. The report of the 18th National Congress emphasizes the need to "vigorously promote equity in education" and "enable every child to become a useful person." [1] On December 27, 2015, the 18th meeting of the Standing Committee of the 12th National People's Congress of the Party included "education equity" in the Education Law. [2] Xi Jinping who is the General Secretary pointed out in the report of the 19th National Congress that "priority should be given to the development of education, the development of quality education, the promotion of educational equity, the cultivation of socialist builders and successors with all-round the development of moral, intellectual, physical and aesthetic qualities, and tries to enable each child to enjoy a fair and quality education." [3] In the global perspective, at the UN Summit in September 2000, there were 189 countries signed the United Nations Millennium Declaration, which states that governments and leaders place a high priority on education equity and "universal primary education, ensuring that all boys and girls complete a full course of primary schooling." [4] This goal that related to educational equity was included in the Millennium Declaration. According to publicly available data from the World Bank, the International Monetary Fund, the United Nations, etc., Japan is ranked as one of the world's "most equitable" countries in terms of education. According to the World Economic Forum's "Global Social Mobility Index 2020", its data shows that Japan is the first in Asia and the 15th in the world in terms of "education and employment equity." [5] The model for the development of educational equity in Japan provides inspiration for the continued development of educational equity in China, and is extremely important for China to continue the process of promoting educational equity..

Keywords: Educational equity; Reform; Comparison between China and Japan; Using as reference.

1. The connotation of the concept of educational equity and its development history

1.1 Connotation of the concept of educational equity

Educational equity has been a long hotly debated topic among scholars at home and abroad, with the discussion in the Western world beginning in the 1960s. The American scholar Coleman defined equal opportunity in education firstly, [6] emphasized that the provision of equal access to education for all children. Later, Swedish educator Hussen proposed that educational equity includes fairness in starting point, fairness in process and fairness in outcome, [7] up until this, the development of the concept of educational equity is basically completed. This definition was mainly used in the introduction of the concept in our educational community and was localized in the process of its development over time. In "Dictionary of Ethics", educational equity means "the concrete embodiment and extension of social equity in the field of education, which is the main ethical

principle and moral code for the allocation of educational resources, educational system and educational process, and is an important foundation of social equity." [8] Educational equity as all connotations of social equity related to the distribution of educational resources, educational opportunities, promotion of human resources and social development, etc. emphasizes the close link between educational equity and social equity. As the foundation of social development, the effectiveness of education equity is of great significance for education equity to promote social equity.

In the process of understanding the connotation of educational equity, there is a problem of confusing the connotation of both educational equity and educational equality. Therefore, it is also necessary to clarify that educational equity is not educational equality, and although there is an overlap between educational equality and educational equity, there are differences between the two things: the content of educational equity includes educational equality, while equity allows for the existence of differences in individual allocations and differences in resource allocation, while educational equality emphasizes absolute uniformity in individual allocations and identical resource allocation; educational equity is a value judgment rather than a form, with greater subjective variability, allowing for more diverse methods of judging. Everyone has different standards of value judgment, and their judgment of fairness will be different, so their perception of whether education is fair or not will also be different. [9]

Today, the definition of the concept of educational equity by scholars in China is diversified. However, it's basically agreed that educational equity is a process concept, which generally contains three stages, namely, equity in starting point, equity in process, and equity in outcome. Equity at the starting point is the right to school, and equality of opportunity in education for everyone who receives it; process equity, including both the educator and the educated subject, it required that exclude as far as possible the influence of various subjective and objective factors in the process of educational activities and to treat every educated person fairly. Additionally, this paper argues that in the existing range of activity process equity, the content of equal distribution of educational resources should be added, based on the reasonable distribution of resources to achieve process equity; Outcome equity is the state of "success" in which each participant achieves a common standard after experiencing a fair starting point and process.

1.2 Development history of Educational Equity Development in China and Japan

China has a vast territory, long history and culture, a large population and other national conditions that determine the process of promoting education equity is tortuous and the current situation is complex. The current development history of China regarding educational equity is very similar to the three stages of educational equity development. It has undergone many educational reforms and formed a theoretical system of educational equity with Chinese characteristics, and made substantial development achievements.

On April 12, 1986, the Fourth Session of the Sixth National People's Congress adopted the Compulsory Education Law of the People's Republic of China, the law provided that China practiced the nine-year compulsory education has initially achieved equal opportunities for every school-age child in education, and the concept of educational equity has begun to come into the public eye. In 2001, the Ministry of Education of the People's Republic of China promulgated the Tenth Five-Year Plan for National Education, the theory of "equity in education" was truly introduced in the form of legislation by making "equity in education" the basic principle of educational reform and development. ; On September 1, 2006, the newly revised Compulsory Education Law was implemented, "the new law was more concerned about the balanced development of compulsory education, which was reflected in various aspects such as government responsibility, financial guarantee, teacher allocation, education supervision, and accountability." [10] The Compulsory Education Law that enacted in 1986 states that "the State shall exempt students receiving compulsory education from tuition fees. However, because of China's large population, large scale of education and relatively weak financial resources, in practice parents of students in compulsory

education need to share part of the cost to supplement the shortage of school public funds. In 1992, the implementing regulations of the Compulsory Education Law stipulated that schools implement compulsory education could charge miscellaneous fees. According to data that provided by the Ministry of Education, in 2004, the country's compulsory education schools earned 28.8 billion yuan in miscellaneous fees, included 15.3 billion yuan in rural areas. Compulsory schools charge miscellaneous fees, which promote education while putting a lot of financial pressure on many families." [11] So in 2006, when amended the new Compulsory Education Law, in the second article added "the State implements a nine-year compulsory education system, the implementation of compulsory education, no tuition fees, miscellaneous fees." [12] At the same time, China establishes a compulsory education funding guarantee mechanism to ensure the implementation of the compulsory education system.

Entering a new era, China has new requirements for education equity: pursuing fair and quality education, to achieve equal rights and opportunities in education, and equity in the education process. On October 29, 2020, at the Fifth Plenary Session of the 19th Central Committee of the Communist Party of China, the "Proposal of the Central Committee of the Communist Party of China on Formulating the 14th Five-Year Plan for National Economic and Social Development and the Visionary Goals for 2035" was adopted, it was mentioned in the proposal that "to build a high-quality education system, adhere to the principle of education for the public good, deepen education reform, promote education equity, promote the balanced development of compulsory education and urban-rural integration, improve the guarantee mechanism for inclusive preschool education and special education, specialized education, and encourage the diversified development of high schools." [13] As the continuous reform of educational equity, China's educational equity system has been improved, but there are still problems in the implementation path of educational goals, distribution of educational resources, and equal educational opportunities, and reform is still necessary.

At the same time, Japan, which has practiced educational equity for more than 50 years, has undergone several reforms in promoting educational equity. In a survey that conducted by the World Economic Cooperation, Japan was able to provide equal educational opportunities to children from different classes. In Japan, students' academic performance is influenced by their family's economic background by only 9%, compared to the average of 14% in OECD countries. [14] Japan's experience in promoting the development of educational equity has a high rate of universal access to basic education and balanced development of education and attracted widespread attention worldwide. In 1947, the Diet enacted the Basic Law of Education, which regulated Article 3: Equality of Educational Opportunity, Article 4: Compulsory Education, and Article 5: Gender Equality in Education. Article 3: all of the citizens should have access to education appropriate to their abilities and shouldn't be discriminated against in education on the basis of race, creed, sex, social status, economic status or family origin; state and local governments must adopt an incentive approach for those who are able but have difficulty learning due to financial reasons. Article 4: citizens are obliged to ensure that children receive nine years of compulsory education; for the compulsory education in schools established by the state or local governments, there is no tuition fee. Article 5: men and women must respect and cooperate with each other, and the equal educational rights of men and women in education must be recognized. At the same time as enacted the Basic Law of Education, also introduced a companion education act, the School Education Act, the "6 · 3 · 3 · 4" school system was instituted that is 6 years of elementary school, 3 years of middle school, 3 years of high school, and 4 years of college. A total of 9 years of elementary and junior high school establish the 9-year compulsory education system.

In 2006, the Japanese Diet introduced the newly revised Basic Law of Education, in the new law, a new concept of lifelong education and a new addition to the law on equal opportunities in education emerged, Article 3: lifelong learning concept: each citizen can improve his or her level of intellectual ability and live a prosperous life; realize the students have sufficient opportunities to learn anywhere, anytime throughout their lives and to participate in a society where they can maximize their

abilities. Article 4: equality of educational opportunities: all of the citizens should have access to education appropriate to their abilities and shouldn't be discriminated against in education on the basis of race, creed, gender, social status, economic status or family origin; state and local governments must provide the necessary educational support to enable persons with disabilities to receive adequate education in accordance with their disabilities; state and local scholarship measures must be taken for those who can afford it but have difficulty in learning due to financial reasons.[15]

In recent years, Japan has been stepping up its reform efforts to make new steps in the areas of local educational administrative power, the individual abilities of students themselves, and special schools. This approach has led to the development of educational equity in Japan, which ranked first in Asia and 15th in the world in the list of "Education and Employment Equity" for 2021.

2. The differences in the process of educational equity practice in China and Japan

Since the similarities and commonalities between the national conditions and economic bases of educational equity in China and Japan after the 1980s, so chosen the post-1980s development as the main subject of analysis. The following is a detailed analysis for the subject's responsibilities, resource allocation, and educational opportunities:

2.1 Differences in primary responsibility

The 19th National Congress pointed out that the main contradiction of Chinese society is the contradiction between people's growing need for a better life and unbalanced and insufficient development, and the unbalanced development of the country's regional economy leads to the regional inequalities in Chinese education. China has made improvements to promote quality and balanced development of compulsory education and urban-rural integration, and optimize the allocation of educational resources; Japan has a high per capita GDP, a high level of economic development, and a small difference in economic levels between regions, which has led to a balanced level of education in each region, basically forming an educational chain of "family-community-school-board of education, which the family education is an important part.

China mentions in Article 50 of the Education Law of the People's Republic of China that “ (1) Parents or other guardians of minors should provide the necessary conditions for the education of their minor children or other wards. (2) Parents or other guardians of minors should cooperate with schools and other educational institutions for the education of their children or other wards. (3) Schools and teachers can provide family educational guidance to parents and students.” [16] While in Japan, the Ministry of education, culture, sports, science and technology (mext) has organized a family education support group consisted of people with local child-rearing experience, livelihood committees and children's committees to create a region where all parents can raise their children and receive family education with peace of mind. Because many parents and families have difficulty accessed opportunities to connect with and learn from their local communities, so developed a way to support parents and families that support by introducing effective cases, providing information and dissemination and establishing a new registration system. Created a "family education support team flyer" to support parents and families' efforts and help them connect with their local communities and schools.[17] From the comparison, Japan attaches more importance to family education than China does. Japan has a high value on social participation in family education, although family education has less relevant in the process of educational equity, family education precedes school education being an innate condition that can drive school education toward equity.

As early as 1988, Japan established the lifelong learning bureau in the Ministry of education, culture, sports, science and technology as an organizational institution to promote the construction of a lifelong learning system and set up the National Municipal Committee for Lifelong Learning in Japan specifically , [18] and launched relevant measures to promote lifelong learning. Approved by

the Ministry of Education, the China Adult Education Association and the China National Commission for UNESCO jointly initiated the "Lifelong Learning Week for all citizens" in October 2005 with the participation of ten cities and one province, since then it has been carried out once a year in some cities in China.[19]

2.2 The differences in educational resources

The differences in educational resources are mainly in three aspects that is financial expenditures (government support), school conditions, and teaching teacher resources.

Stopping at the 2021, China's state expenditure on education as a percentage of GDP has remained above 4% for nine consecutive years. The funds in the poorer areas are mainly used for infrastructure and still on the way to building infrastructure. What's certain is that China is investing a lot in education. However, because of the unbalanced development in mountainous and poorer rural areas, there is a problem of inefficient use of funds for national education investment, it reflected in the slow pace of investment in education finance and the slow pace of education development in poorer regions. In 2004, Japan invested 17% of its GDP in education. After that, because the regions have a better system of educational resources, there is less investment in infrastructure and as the population ages, the youth population decreases led to a year-on-year decrease in Japan's education spending as a share of GDP in recent years, "By 2011 it decreased to 3.3%, in 2013 for rebounded to 5.4% and remained at 4% for four years from 2014-2017."

Secondly, in terms of the conditions of school facilities, China has further improved the level of configuration of teaching instruments and equipment of compulsory education, but the gap between urban and rural areas is still large. "The national average value of teaching instruments and equipment for primary school students is 1809 yuan, increased 137 yuan or 8.2% over the previous year, the rural elementary school students is 1,652 yuan, equivalent to 80.4% of urban elementary school, increased 2.6 percentage points over the previous year." [20] However, due to the high and low conditions of the original school, the school facilities vary from region to region. The teaching conditions in rural areas are more difficult, not only the number of schools and the configuration of facilities are low, but also the level of teachers is low; while there are also some differences in school facilities between developed cities and average cities, mainly because China has a large population base and a large number of school-age children, so the requirements for school conditions are higher, it leads to such differences in school conditions for a certain period of time. In Japan, national and public elementary and middle schools are divided according the school districts, and the overall level and scales of the schools are not vary big, with about 20 to 30 students in each class, and small class scales are implemented. Japan has reduced regional disparities in compulsory education across the country by setting a uniform standard for investment in education funding. School buildings, facility configurations, and teacher resources are very balanced in different districts. Reducing regional disparities in compulsory education across the country through central government and fiscal standards, and trying to maintain the same conditions of compulsory education across the country. Each school guaranteed to have basic educational facilities, such as school buildings, sports fields, gymnasiums, swimming pools, etc.[21]

Finally, China implements a career unit system, and according to the relevant policies, the career establishment can be transferred but most teachers' tenure has stability because of the constraints of achieving relocation by some subjective and objective conditions, and the relatively fixed nature of the region. Especially the social perception of the career as a "secure job" has led to a preference for professions such as teaching, but the result is the faculty is hard to move other places. Although in the new revised Compulsory Education Law, Article 32 provides: "County-level people's government administrative departments of education should balance the allocation of school teachers within the administrative region, the organization of principals, teacher training and mobility, and strengthen the construction of weak schools." [22] However, most of the areas do not fully realize. Elementary and secondary school teachers are civil servants in Japan. In order to balance the number of teachers

among schools, the Japanese government adopted a system of regular teacher mobility, the main point is carried out between public schools and is generally divided into two cases: one is the same city, town (neighborhood), the movement between villages; two is the movement between administrative regions across the county level (equivalent to the provincial level in China). Teachers who have taught at that school for up to seven years continuously will be rotated to another school, which also includes teacher mobility between urban and rural areas. There is not only a high level of professional mobility for teachers, but also a system of rotating principals at the same time. In Japan, principals are rotated every five years and can't be reappointed to the same school. It will not only encourage principals to gain experience in school management, but also avoid rigid thinking patterns and promote management skills.[23] Japan ensures a consistent balance of teachers' resources in schools, as well as a balance of educational standards and quality of education among schools in this way.

It is noteworthy that after passing the Education Staff License Law, which was revised in June 2007 (Heisei 19), the teacher license renewal system will in effect from April 1, 2009. The purpose of the teacher license renewal system is to ensure that teachers maintain the necessary quality competencies at all time by learning the latest knowledge and skills on a regular basis, which can add to the confidence and pride of teachers in the pulpit and earn the respect and trust of the community. The new license is valid for 10 years, if want to extend the validity period and keep the license valid, it is necessary to apply to the license administrator (prefectural board of education) within two years and two months after the expiration date (deadline for confirmation of completion) for more than 30 hours of study in a license renewal course offered by a university or other institution of higher learning. Besides, if the requested extension of validity (postponement of the deadline for confirmation of completion) applies, or if it is a subject of the course exemption, will apply for the necessary application procedures. The advantage of this system is raises teachers' attention to their own teaching standards, and continue to learn and accumulate knowledge to become even better teachers.[24]

China also has the similar policy, as mentioned in the notice of "Interim Measures for the Periodic Registration of Primary and Secondary School Teachers' Qualifications" that issued by the Ministry of Education: "Regular registration of teachers' qualifications is a periodic verification of teachers' qualifications to teach after they have joined the profession. The primary and secondary schools' teacher qualifications to implement a 5-year cycle of regular registration. Regular registration failed or late registration of personnel, shouldn't engage in education and teaching work. The local education administrative departments at or above the county level are responsible for the organization, management, supervision, and implementation of periodic registration of local teachers' qualifications." [25] However, the comparison shows that Japan's policy on teacher qualification is more perfect, it mainly shows in terms of the strength and effectiveness of the assessment. Japan's teacher license renewal system is effective in raising the level of competence of teachers and in reducing disparities in teacher resources. The registration of teacher qualifications of China is more lenient in assessment.

2.3 The differences in educational opportunities

China's Ministry of Education issued on January 26, 2014, "further improve the implementation of the work of elementary school to junior high school without test, close to the school" mentioned, "Deciding the requirement of compulsory education without test and close to school, reasonably delineating the scope of enrollment, orderly determining the enrollment target, standardizing the enrollment procedures, fully implementing sunshine enrollment, gradually reducing special enrollment, doing a good job of attending school with migrant children, piloting school district operation, accelerating the balanced development of compulsory education at the same time, improving the scientific, clear and convenient elementary school to junior high school system, regulating the enrollment behavior, improving the level of governance and promoting educational equity." [26] The implementation of this policy has promoted educational equity to a certain extent,

but there are also certain problems such as the problem of “the hot spot of school district house and choosing school”. In the report of "China Education Index 2017" officially released by the Changjiang Institute of Education, “Beijing is basically ranked the top in the country in 12 dimensions, including education scale, investment, quality, information, equity, contribution, innovation, entrepreneurship, creativity, health, ecology, and rule of law” [27], and much ahead of other regions, students in Beijing have more resources and opportunities, and there are already regional and inter-regional differences in educational attainment. In addition to the differences between regions and districts, there are also differences between schools within a region that are superior and inferior, it reflected in the disparity between schools due to different school resources. The better-resourced schools not only offer a more diverse curriculum and more opportunities for exposure, but the price of school district housing near better-resourced schools is generally higher than the price of regular school district housing, and the number of students enrolled is also higher. Therefore, the opportunity for advancement and school district housing interact with each other. School district housing determines the schools to which students eventually go, and different teaching resources and different teaching arrangements make schools increasingly different from each other. In fact, there are differences not only between regions and schools, but also within schools. Even though Article 22 of the newly revised Compulsory Education Law states provides that, “People's governments at or above the county level and their educational administrative departments should promote the balanced development of schools and narrow the gap between school conditions, and shouldn't divide schools into key schools and non-key schools. Schools can't set up classes into key classes and non-key classes.” [28] However, some schools still set up classes like "experimental classes" and "key classes" which gain the best students gather in order to increase the school's promotion rate.

In order to guarantee equal opportunities for schooling, the Japanese education-related law stipulates that "compulsory education is based on the proximity of residence. The distance to school on foot should not exceed 4 kilometers for elementary school students and 6 kilometers for secondary school students.” [29] For this reason, the education authorities must take this rule as a principle in the setting of schools and cannot violate it. As early as 1968, Japan introduced the "school district education" system. [30] the "school district education" system is the system when students are admitted to junior and senior high schools based on their overall performance and their home address. Precisely, there are school districts in Japan, but there is no such concept as "school district housing". There is no household registration system in Japan. Whether you buy or rent an apartment, you won't be restricted from enrolling your child in school because of your property or household registration, and students are assigned to school based on where they live, not where their household registration is. Renting and buying are treated equally as long as you live within the school's zoned district. According to the regulations of the Japanese Ministry of education, culture, sports, science and technology, students can attend schools out of the school district by submitting an application to the local board of education. And the problem of school choice does not exist at the basic education level in Japan, because there are no major differences between schools and resources are more evenly distributed, parents and children don't need to worry about choosing a school, they often just need to attend the nearest school. This system created a system in which the criteria for measuring a great school within a Japanese school district isn't the strength of the teachers, infrastructure, etc., but gradually transformed into a system in which great schools are defined by the difference in the financial situation of the students' families. Families in a great financial situation are able to provide additional resources for their students on top of the inherent resources provided by the school, families of average means are also limited in the additional educational resources they can provide to their students. Higher percentage of students from well-off families at a school are evidence that the school will have a higher rate of advancement.

3. Reasons for Differences in the Development of Educational Equity in China and Japan

3.1 Two countries have different geography and demographics

The above situation arises is because China has a vast territory, the largest population in the world, a unified multi-ethnic socialist country and the largest developing country. Firstly the geographical vastness is a prerequisite for the unbalanced development of educational regions, many of which have their own unique geographical and development conditions and require special strategies or even the help of the state to be able to develop on the original basis. Second, the large population base creates conditions for educational inequity, and the large number of school-age children makes it difficult to implement small classes in China, makes it impossible to take into account the needs of every student. Finally, China is a multi-ethnic country and ethnic minorities have their own culture. We should respect and preserve the culture of ethnic minorities, then cultural integration and development. The content of the teaching nationwide should adjust accordingly, and it can't be a uniform teaching content nationwide. Doing the adjustment according to our national conditions. Japan is a small country which compared to China, but it is densely populated and economically developed, and is a rare mono-ethnic country. Japan is mainly composed of the Yamato people. Because Japan has a small territory and a well-developed economy, there are fewer economic differences between regions, so the level of education varies less from place to place. Secondly, although Japan is densely populated, Japan has had a rather serious problem in recent years: the high level of aging in the country and the declining fertility rate, which has led to a decrease in the number of newborns and a steady decline in the number of school-age children, and taking the small classes, so teachers are able to pay attention to the needs of each student. Finally, Japan is a mono-ethnic country, which facilitates language exchange, history and culture, and faith and culture. In terms of teaching, the goals are more uniform and clear, facilitating rapid development afterwards.

3.2 Economic reason

In the global GDP per capita ranking by country 2022, [31] China's GDP per capita occupying 63rd place in the world, China's economy is in transition to high-quality development, but in this process, the problem of unbalanced regional development and unbalanced urban and rural development has also arisen. A more backward economy means poorer native educational resources and disparities between regions remain, how can our educational equity still in such an immature stage. Yang Yinfu, deputy director of the National Center for Educational Development Research thinks: In recent years, China has been promoting the integration of compulsory education in urban and rural areas, and committed to solving the problems of "weakness in the countryside" and "overcrowding in the towns". The reason why implementing the policy is the need to promote education equity at a deep level, and the current development of education equity in China has entered a new stage, "one is guaranteeing access to school, it has entered a new stage of promoting fairness with precision and inclusiveness, two is from a general point of view, China's educational equity has entered a new stage from fairness in opportunity to fairness in the allocation of educational resources, and innovation in institutional mechanisms is urgently needed. The key to this institutional innovation is to break down the urban-rural dual structure and move toward integration." [32] Japan has a high degree of economic development and a high level of GDP per capita, occupying the 23rd place in the world in the 2020 global ranking of GDP per capita by country. Also Japan's urbanization rate is 92%, just its three major metropolitan areas are concentrate more than 70% of the country's population. It also resulted in smaller differences in the level of economic development between regions, smaller differences in the level of schooling resources across the country, and more evenly distributed with educational equity at a mature stage.

3.3 Two countries have different traditional cultural concepts

In China, the traditional culture just like the ocean, and the solid cultural foundation is the source of our self-confidence, such as the thought of “provide education for all people without discriminate and individualized” of Confucius. Till this day, our pursuit of educational equity continues to be about equitable access and resources for students, and the thought of Confucius of educational fairness can help us understand educational fairness better, which has important significance for improving educational fairness mechanism. But in the process of promoting educational equity, some of the old thoughts are hindering because they aren't adapted to the development of educational equity in contemporary society. Influenced by the imperial examination system, for a long time we have a "spoon-feed education" and rote memorization became the norm for learning. Influenced by the thought of respecting teachers, students believe that the views conveyed by teachers are correct, and it's difficult for them to have the ability to discern and think for themselves. Influenced by the thought of “unification” ,it's difficult to develop students' "sense of independence". The influence of the closed and conservative mentality of traditional culture is not conducive to the cultivation of open-mindedness and curbs the development of innovative consciousness.[33]

As a single nation, the country consists mainly of the Yamato people. Japan always had a strong sense of national identity, and the cohesion it generates is a natural passport to the implementation of national policies and the implementation of various reforms to promote equity in education and Japan is a country that values hierarchical order, etiquette and grooming, and the spirit of collectivism. This culture is also reflected in education, Japan is able to have schools with the same infrastructure in different areas. The schools pay more attention to off-campus content, mainly by arranging various fun activities after school such as school festival, flea market, store simulation, etc., these activities will continue from elementary school to university, it not only develops students' creative spirit and sense of cooperation, but also truly fosters the development of students' moral, intellectual, physical, and aesthetic development.

4. Referent the Japanese Pathway

The final goal of educational equity is equity in outcomes, and China still has a long way to go in the development of educational equity. Focus on the Ministry of Education's "double reduction policy" to be introduced in July 2021, the emergence of this policy contributes to the understanding of our country's aspirations in achieving equity in education, by comparing the contents of various aspects of educational equity in Japan and China, we propose the following three aspects:

4.1 The path of education specific implementation

The double reduction policy was aim at reducing the pressure on students and parents. In this regard, the importance of preschool education has represented. Li Tianshun, director of the Preschool Education and Protection Committee of the Basic Education Teaching Steering Committee of the Ministry of Education and vice president of the China Education Association thinks: “Preschool education is an important link in the education ecosystem. Preschool education is the beginning of lifelong learning, the first period of the national education system, an important part of the national education system, and has a significant impact on people's lifelong learning and development and the shaping of the entire educational ecology.” [34] The importance of preschool education goes without saying that, and complementary family education is equally important. Because the influence of learning anxiety expands, the competition in student achievement is more about the ability of the parents themselves and the investment in their children's education resources, especially under the deep influence of the "starting line" anxiety, in the "chicken child" and "tiger mother" and other unreasonable internal volume phenomenon from time to time intensified, the reality pressure of preschool and homeschooling has increased dramatically. High quality development of preschool and family education influences children's lifelong learning and development. Japan's attention on

"preschool education" and "family education" is worthy of our using as reference. Because the development of family education can reduce the pressure of preschool education to a certain extent, and you can deepen your understanding of the concept of "lifelong learning". It's important to note that the academic ability of parents is the basis for the realization of family education. Stopping on November 15, 2021, according to the data in the "China Education Profile - National Education Development in 2020", "China's per capita college enrollment rate higher education gross enrollment rate further increased to 54.4%, 4.4 percentage points higher than the planning target.[35]" It also provides a great basis for the development of preschool education and family education. On this basis, we should change the current model of family education and move curriculum-based family education forward, lay the foundation in preschool education and forming a tie-in with early childhood education.

4.2 Education resources

Yang Xianzhi, the member of the Special Committee on Mathematics Teaching of the Basic Education Teaching Steering Committee of the Ministry of Education and a teaching researcher at the Education Teaching Research Center in Hohhot, Inner Mongolia Autonomous Region thinks:

"The double reduction policy can't be implemented without the improvement of teachers' discipline literacy. The core of the double reduction policy is to reduce the burden of homework and off-campus training for students in compulsory education. How to regard grasping the antithesis of both reducing the burden and ensuring quality, obviously with the help of efficient classrooms. From the above analysis, we can find that if we compare teaching as a fruit tree and consider an effective classroom as the fruit on the tree, then teachers' disciplinary literacy should be the root of the tree. From this sense, the implementation of the "double reduction" policy, the urgent need to improve the teacher's discipline literacy." [36] In this aspect, China's assessment of teachers who have obtained teaching qualifications is inadequate in terms of the selection of outstanding teaching staff, the regular assessment system, and the upgrading of teachers' professional skills, resulting in teachers' abilities not being updated in a timely manner. The Japanese teaching license renewal system is an excellent example of reform. We should make appropriate changes in the timeliness of teaching licenses and in the assessment of teacher competency.

4.3 Educational opportunities

When the "double reduction" policy firstly appeared, there were many voices of disagreement, but "double reduction" policy is a difficult task that requires time and change to promote educational equity. Behind the "double reduction" policy is the promotion of equal opportunities at both the starting point and the process of education equity. Improving inequity by balancing the resources that students received. Just the force "double reduction" policy is still relatively weak. Comparing with Japan, Japan has been able to achieve a high level of educational equity thanks to the small differences in economic development and urbanization rates between regions, so China should continue to promote the economic development and urbanization penetration rate of every region. In the process of promoting the development of educational equity, China should make corresponding adjustments to urbanization development, promote urbanization, raise the level of GDP per capita, promote the economic development of each region, narrow the economic differences between regions, and promote the tendency of rational distribution of educational resources, so as to achieve equality of opportunity.

5. Conclusion

Educational equity is the ideal pursuit of promoting adequate and balanced development in the field of education, and is an important measure of educational reform. For realizing educational equity, the Party and China have carried out reforms in the starting point of education and the educational process, universalizing compulsory education, banning excessive borrowing fees, raising the

proportion of preschool education, and implementing the expansion of university admissions, which have advanced the process of educational equity in China. However, it's also important to see that the problem of inequality in education in China still exists due to insufficient and unbalanced development. On the one hand, we should continue to improve the implementation of institutional mechanisms to solve the problem of resource allocation and equal opportunities. On the other hand, the objective advantages of Japan's development of educational equity and Japan's existing achievements have given us many useful references. We should uphold a humble learning attitude, continuously improve and replenish fresh blood under the existing institutional framework system, and establish a more comprehensive institutional, theoretical, road and cultural self-confidence. Different areas need to be planned and developed according to local conditions, analogous to the thought of "individualized" of Confucius. We should analyze inter-regional according to the local situation and then propose appropriate measures to solve the problem. Although there are similarities between China and Japan, there are actual differences that require more attention. The process of the change also requires more refined and accurate solutions, reform and development is not supposed to happen overnight. We need time to get each step to do right and lay a solid foundation for the development of educational equity.

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