
NEWSLETTER

The Impact of the New College Entrance Examination Reform on Inequality of Educational Opportunities

By Zhang, W., Ha, W., & Zhu, H.

Correspondence to: Wei Ha, Deputy Dean, Institute of Economics of Education, Peking University, China. Email: wha@pku.edu.cn

RECENTLY, an empirical study published in *Research in Educational Development* conducted the variance analysis of students' different social strata around the new college entrance examination reform based on the survey data of 2016-2019 freshmen cohorts in a key state university and also explored the compensation effects of career education in senior high schools.

The research findings are as follows:

- The early trail of the reform put the background selection much more severe, while students from the advantageous social level occupy the dominant position. The complexity of the reform, such as mark-giving methods and college application processes forced students to collect adequate and effective information to make the proper decisions. However, the disadvantaged students who relatively lack in the family economy, culture, and social capital are very likely to face the situation of asymmetric information or even the social stratum dilemma.
- The career education in high schools shows a positive effect on the participation of parents in college preparation for their children, but it has not yet shown significant compensation effects. However, school career education has shown signs of narrowing the gap in parental involvement between classes.

The study suggests that it may be just because of the exploratory period of school career education in the reform process and the lag period of its effectiveness, which highlights the role and the role played by family capital in this competition. This just emphasizes that under the background of the new college entrance examination system, continuing to effectively promote school career education plays an important regulating role in students' development and the realization of real educational equity

Source: Research in Educational Development, 2020; 40(Z1):57-66.