

Educational Justice: The Cornerstone of Modern Society

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“Justice is the constant and perpetual will to allot to every man his due.”
—Domitus Ulpian

EDUCATIONAL equity, a key feature of modernized society, is the application of fundamental values of modern culture in education, such as freedom, equality, justice, and human rights (Cole, 2022). It is also a product of education modernization, as well as an essential element of the new era’s education.

Education modernization represents higher-order educational development, requiring the modernization of educational concepts, systems, institution, contents, methodology, governance, among other aspects. The primary purpose of modern education is to develop in citizens’ modern ideas, competencies, and capabilities to participate in social activity (Gu, 2012). Given this, it is imperative that the educational equity be regarded as the core of education modernization, due to its close associations with human existence and development (Rather, 2004).

Educational equity has become a universal pursuit and shared vision in the present world. In 2015, to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all” was established as one of the goals in the United Nation’s transforming our world: the 2030 Agenda for Sustainable Development (United Nation, 2015). In response to this Agenda, the UNESCO announced The Education 2030 Framework for Action in November of the same year, with its overarching goal and specific targets pointing to the equity of educational opportunity, process, and quality (UNESCO, 2015).

For individuals, educational equity serves as a protection of their rights as humans. It assures them of basic rights to development by safeguarding their right to education. Through equal access to education opportunities and public educational resources, everyone has the chances to improve themselves regardless of their origins (Cao, 2017). From the societal standpoint, educational equity is the most crucial and fundamental component of social justice. It is critical to the society as a whole for its harmonious development (Yuan, 2001). In the meantime, it is a significant driver of social advancement by optimiz-

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ing the structure of social organization, supporting social mobility, and ultimately advancing the positive development of social environment. In contrast, educational inequity has the potential for sparking social inequity in other domains or amplifying existing social inequalities, as a result, damaging the interests of the community, the nation, and humanity (He, 2010).

The two articles entitled *A Policy Analysis of the Development of Balanced Compulsory Education in Chinese Counties* (Guo, 2023) and *Developing Equitable and Balanced Compulsory Education in Chinese County Regions: Achievements and Challenges* (Yang, 2023) in this issue are discourses focusing on the educational equity issue with Chinese compulsory education within county regions. According to Easton (1965), public policies are tools for the authoritative distribution of social resources. Educational equity is an ongoing, dynamic commitment, requiring the creation of a high-quality policy network by the government and relying on the enforcement of educational policies via the state's power (Guo & Zhu, 2022). *A Policy Analysis of the Development of Balanced Compulsory Education in Chinese Counties* is a study of educational policies issued by the Chinese government to support the development of balanced compulsory education at the county level. It gave an overview of the evolution of relevant policies on educational financing, teacher staffing, supervision and evaluation, and education quality. The significance of national policies for the advancement of educational equity was underlined (Guo, 2023). *Developing Equitable and Balanced Compulsory Education in Chinese County Regions: Achievements and Challenges* presented the accomplishments China made in developing equitable compulsory education in the county regions from the standpoints of educational investments, teacher staffing, and educational quality, and revealed the issues and complications the country confronts in this sphere, using facts and data of a number of counties as evidence (Yang, 2023). It is hoped that these studies can ignite more debate about educational justice in China.

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