

Research on Financial Support for Preschool Education

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Abstract: Education is the foundation. The development of education is related to the speed of development of a country and the rise and fall of the entire nation. Preschool education is the first step towards lifelong learning. Financial policy support is the key to the rapid and healthy development of preschool education in China. This research analyzes the financial support for preschool education in theory and facts. Firstly, it introduces the core concepts of financial support for preschool education in China. It points out many problems in preschool education in China, and then starts with the financing and distribution of preschool education. And use these three aspects to analyze the current situation and reasons of pre-educational financial support; finally, it puts forward multi-channel financing for pre-school education development, formulates relevant laws and policies for pre-school education, improves the pre-school education guarantee system and strengthens pre-school education. Proposals for reform of supervision and management.

1. Introduction

Education finance refers to the state's management of education funds and other related education resources. Its main contents include the state's financing, distribution of education funds and other education resources, and supervision of its use. At present, there are three main ways to raise funds: First, formulate relevant laws and regulations to ensure the legitimacy and effectiveness of channels for raising education funds; second, mobilize private forces to absorb educational funds by various administrative or economic means; Gradually increase the proportion of education expenditures at all levels of government in public fiscal expenditures. The allocation of education funds is mainly based on the relevant policies on national education regulations to make a reasonable and scientific allocation of existing education resources in China, or to choose resources based on the needs of society at all levels and types of education. In the supervision of education funds and the use of resources, strict monitoring of educational institutions at all levels and at various levels to prevent the private use of education funds, thereby ensuring the maximum efficiency of education funds and use of educational resources. The preschool education finance mainly includes three aspects, namely, the financing allocation and use of preschool education. In addition, these three aspects also have related financial policies for preschool education, the purpose of which is to provide policy guarantee for the smooth financing, distribution and use of preschool education financial funds in China. Therefore, when analyzing financial support for preschool education, we must also analyze from these three aspects.

2. Predicaments in financial support for preschool education

2.1 Predicaments in raising funds for preschool education

Education funds mainly depend on the state's financial appropriations, as do preschool education funds in china. However, China has focused most of its attention on compulsory education and higher education, neglecting preschool education, and its financial investment is not as good as other education. The main influencing factor restricting the development of preschool education in China is the insufficient investment in preschool education funds. National financial education funding has always been the focus of our attention. From 1993 to 2012, preschool

education funding accounted for only 1.2% -1.3% of the total national education funding input, which shows that investment in education funding is very small. From the figure, we find that in the financing of preschool education, parent contributions accounted for 54% of the total income, which is the most compared to other; The government appropriation is only 28%, so we know that for a family, the expenditure on preschool education is a heavy burden.

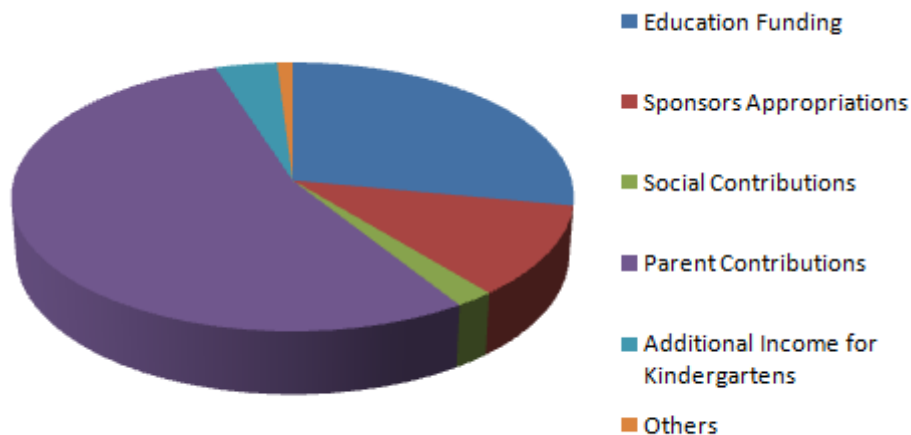


Figure 1 Composition of funding sources for preschool education

2.2 Predicament in the allocation of preschool education funds

In recent years, with the government's attention and strong support, preschool education has achieved good development. The preschool education combining public and private preschool education is a development model that takes the education department to run the park as a model and the social forces to run the park as the main body. In 2016, the number of kindergartens in China reached 239,800, of which 85,600 were public kindergartens, accounting for 35.7%; while privately-owned kindergartens were 154,200, accounting for 64.3%. It can be seen that the proportion of public parks and private parks is so disparate. At this stage, the financial appropriations for preschool education in China are mainly local governments, and this appropriation is mainly for public kindergartens, while appropriations for private kindergartens are scarce.

2.3 Predicaments in the use of preschool education funds

China has listed preschool education and compulsory education as basic education. It has invested in it without specifying how much preschool education finances will be. In general, the investment process is to allocate the total education funding to each city, and then each city allocates it according to its actual situation of education and finance, and leaves a part of the funds as special funds. Preschool education is different from compulsory education. Compulsory education cannot be charged, but preschool education is charged. In order to increase the extra income, some elementary schools tried to free up the classrooms to run kindergartens in accordance with the call of the state. In order to increase some extra income, some elementary schools tried to free up classrooms to run kindergartens in accordance with the call of the state, resulting in overcrowding in some elementary schools. At the same time, in order to allow parents to choose their own kindergarten, some schools have linked preschool education to elementary school and proposed unreasonable requirements that children who are not in their own kindergarten cannot be promoted to primary school. As a result, young children can only go to primary kindergarten affiliated kindergartens, resulting in a large loss of private kindergarten students, and some kindergartens have closed down because of this. At the same time, a series of problems have arisen, such as the inability of primary students to enjoy the right to enter the nearest school.

3. Analysis of the reasons for the predicament of financial support for preschool education

3.1 Analysis of the reasons for the predicament of financing for preschool education

The allocation of preschool education funds in China mainly takes the form of decentralization. At present, private kindergartens in China are roughly divided into three grades: high, middle, and low. The high-end private parks are mainly concentrated in high-end communities. Most of the mid-range private parks are brand or community kindergartens, while the low-grade private parks are mostly built by private or training institutions. Their insurance premiums are also charged accordingly. In accordance with the actual situation of the park, each garden fair listed a number of alternative items, such as meals, shuttle fees, and other activities, in addition to the child care premiums. These items were chosen by the parents themselves. In terms of fees, the fees for public kindergartens are the lowest, while those for private kindergartens increase in order. For most ordinary families in the city, public kindergartens are the first choice. If they cannot attend public kindergartens, they can only choose to go to private kindergartens. However, the fees for private kindergartens are relatively high for an average family.

3.2 Analysis of the reasons for the predicament in the allocation and use of preschool education funds

3.2.1 The uneven development of preschool education

The relevant data from the Ministry of Education indicates that there were 232,900 kindergartens across the country at the end of 2016, an increase of 16,100 from the previous year, and 19.22 million children enrolled in the park, a decrease of 867,600 over the previous year. Lu Yugang, director of the Department of Basic Education of the Ministry of Education, admits that preschool education is a shortcoming of the entire education system. The problem of imbalanced and inadequate development is very prominent. Its inclusive resources are inadequate. The policy guarantee system is not perfect. At the same time, the teacher team construction is relatively lagging, and the supervision system and mechanism for it are not perfect enough. Due to funding problems, some privately-run parks have experienced prominent problems such as excessive profit-seeking. Especially after the introduction of the two-child policy, these problems will become more prominent. The imbalance in the development of preschool education is closely related to the imbalance in financial investment in preschool education.

3.2.2 Irrational distribution of preschool education funds

Even if most of the preschool education funds raised are allocated to public kindergartens, it is still not guaranteed that all public kindergartens can get sufficient funds, so some public kindergartens have to raise funds themselves, Reduce some unnecessary overhead. The main reason for this phenomenon is that when granting funds to public parks, they are not treated equally, but based on the level and level of the kindergarten. Different levels and different levels of kindergartens will make the allocation of financial allocations different. In kindergartens with different levels, although they are also kindergartens belonging to the same district, differences in their levels and levels also cause disparity in fees, which shows that the allocation of preschool education funds is uneven.

3.2.3 Concept of parent education

Different cities pay more attention to targeted preschool education for school-age children than rural areas. The importance is the prerequisite to improve the quality of urban early childhood education. However, in rural areas, due to the backward economic development, large population, and low level of farmers' education, the importance of early childhood education is not high enough, and the concept of early childhood education does not have the same sense of recognition as cities. At the same time, the education sector is facing pressure to popularize nine-year compulsory education, focusing most of its attention on compulsory education, but not paying enough attention to rural early childhood education, and not understanding the development of rural early childhood

education. Rural children have lost their chances for normal preschool education.

4. Proposals to Promote the Pre-school Education Financial Support Development

4.1 Multi-channel Financing of Education

For a long time, the main source of funding for pre-school education in China has been the state's financial appropriation. Education funding is also the basis for the development of education. The lack of education funding will definitely affect a series of problems such as education infrastructure, staffing, and system reform, thus hindering the development of education. Therefore, the development of preschool education and sufficient investment in education are the first issues that China must consider, and this is the focus that has long plagued the development of preschool education in China. China is a country with a large population, which makes it impossible for education funds to be fully paid by the state, but the proportion of family payments is too large, which will not be conducive to the healthy development of preschool education. In order to solve this dilemma, after active exploration from various directions and field trips, raising education funds through multiple channels is a new way in line with China's increase in education funds. For the future of China's preschool education, in addition to laws and other means, China can continue to increase government investment in preschool education funding; mobilize social forces to run high-quality kindergartens; establish preschool education foundations or preschool education Financial and credit instruments such as bonds are used to finance preschool education. In addition, with the rapid development of the real estate industry, today's communities need to be equipped with kindergartens. Due to the wealth of developers' funds, the kindergartens run by them not only have good software and hardware facilities and high quality, but also set a very good example in private kindergartens. . So it is recommended to provide them with certain preferential policies and mobilize their office.

4.2 Establishing pre-school education related laws and policies

Pre-school education, as a quasi-public product, should be a welfare given to people by the state. However, at present China is still a developing country, and its social welfare system and security system are very low. In addition, China has devoted more resources and funds to the development of compulsory education and higher education. Therefore, we do not pay enough attention to preschool education. At present, some of the laws and regulations formulated by China for preschool education are only outline documents, and they only provide some reform and development for the standards of preschool education in China, facilities and safety of the park. The proposal did not involve how to guarantee the legitimacy and effectiveness of the financing of preschool education. Therefore, China urgently needs to introduce some related laws and regulations to guarantee the funding of preschool education in China, and determine how to guarantee the financial investment of preschool education; what are the specific sources of education funding, and whether there is an upper limit on tuition fees for private schools; Legal liability, etc., and enforce them. In addition, when formulating relevant laws and regulations for preschool education, in addition to clarifying the responsibilities of various government departments in the development of preschool education and ensuring the legality and effectiveness of education funding, preschool education funds should be separated from other education funds. List them and add special funds for preschool education, and also ensure that special funds must be used for special funds through laws to ensure the healthy and rapid development of China's preschool education.

4.3 To improve the preschool education security system

The basic conditions and financial levels of different provinces and cities in China have been different, and their education levels have also differed accordingly. Therefore, when perfecting the preschool education security system, we must fully consider the basic conditions of each province and city, as well as the status of their financial revenues, and reasonably allocate preschool

education funds to improve the overall preschool education level. The government should establish a complete preschool education guarantee system, and shift the focus of financial investment to cities with weak economies, especially in remote rural areas. At the same time, it should increase financial investment in preschool education in rural remote areas to protect children of appropriate age. The most basic opportunity for admission and pre-school education, thus increasing the enrollment rate of rural children. The government should create good admission conditions for those areas where the city's economic strength is weak, and do not let any child fall behind to ensure that children in this city can receive preschool education. Therefore, local governments should pay more attention to the children of low-income families, and protect their basic admission rights as far as possible, reduce inequities, and jointly promote the balanced development of preschool education.

4.4 Strengthening the supervision and management of preschool education

To promote the development of preschool education to the greatest extent, a complete preschool education supervision and management mechanism shall be provided to monitor and manage the allocation and use of preschool education funds. The cost of preschool education is on the edge of the knife so as to improve the efficiency of the use of preschool education funds, especially the strict monitoring of the fees of private kindergartens. For a long time, the government's financial investment in preschool education has been very limited, and in this limited education funding, the focus has been on public parks, especially public demonstration parks and educational parks, with minimal investment in private kindergartens. Kindergartens are mainly run by social forces. Private parks occupy almost two-thirds of the entire preschool education market. Under such circumstances, many policy biases must be provided to private parks. To alleviate this situation, in addition to supporting public kindergartens, it is also necessary to strengthen the monitoring of fees charged by private kindergartens. Evaluate the comprehensive quality of the park's investment, software and hardware facilities, and the number of personnel, and then charge according to the evaluation results.

5. Conclusion

The development path of preschool education is a long way to go, and high-quality and steady growth is our long-term goal. The development of good preschool education requires not only the strong financial support of the government, but also the constant attention of enterprises and institutions, as well as the continuous research and discussion of experts and scholars. With our joint efforts, the development of preschool education in our country will definitely get better and better.

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