

Research on Financial Investment in Higher Education in China

Tian Tian

School of Tianjin University of Finance and Economics, Tianjin 300000, China

924986425@qq.com

Abstract. Higher vocational education has the dual functions of higher education and vocational education, and plays an irreplaceable role in cultivating high-quality laborers and skilled talents and promoting economic transformation. As the foundation of state governance, finance plays an indispensable role in the development of higher vocational education. Under the background of economic transformation, the development of higher vocational education is also facing important reforms. This requires the finance to increase the financial investment, but also strengthen the top-level design, innovate the financial support model, optimize the fiscal policy, remove institutional barriers for the development of higher vocational education, and promote the sustainable development of higher vocational education.

Keywords: Higher vocational education; Financial resources; Fiscal policy.

1. Introduction

Vocational education and disciplinary education, the differences in the way and purpose of cultivating talents make them play different roles in the education system. Different from the training of general education in subject education, vocational education focuses on training "specialists", focusing on skills training and technology application, and has clear professional characteristics. At this stage, China's vocational education is basically divided into three categories: primary vocational education, secondary vocational education and higher vocational education. Higher vocational education is the core content of this study.

Higher vocational education has the dual functions of higher education and vocational education. It is not only an important part of China's higher education system, but also a high-level vocational education. Its practicality and practicality its distinctive features. Compared with ordinary higher education, which focuses on cultivating students' research ability, higher vocational education pays more attention to cultivating students' hands-on ability.

2. The Financial Investment of Higher Education in China

2.1 Unreasonable Allocation of Education Funds

At present, China's higher education funding mainly depends on financial allocation. With the continuous development of the economy, the total amount of financial education is also rising. As an indispensable part of the higher education system, higher vocational education still has a larger gap in the acquisition of financial education funds compared with undergraduate schools. The total amount of higher education funds in China is increasing year by year, and the education funds of higher vocational colleges are always maintained at around 16%. Although the total amount is also increasing, it is still low. The education funding for undergraduate colleges is more than four times that of higher vocational colleges, and the allocation structure of funds needs to be improved. The number of higher vocational colleges is more than that of undergraduate colleges, but the education funds are far lower than the education funds of undergraduate colleges. To improve the quality of higher vocational colleges and improve the level of education, it is not appropriate.

2.2 Regional Differences

The number of higher education institutions in China has been declining from east to west, and this trend is more prominent in the investment of education funds. The funds for higher vocational education depend on the financial funds of all levels of government, and the local fiscal revenue

depends mainly on the level of local economic development. The eastern region has a developed economy and a large number of higher vocational colleges, which can provide a high-quality workforce for economic development. According to the theory of human capital, high-quality labor force promotes economic development in the region, and economic development drives investment in education, thus forming a virtuous circle and attracting talents. In the less developed regions of the central and western regions, the level of economic development is low, financial resources are limited, and the development of higher vocational education is hindered.

3. The Characteristics of the Development of German Vocational Education

Germany implements a dual-system vocational education system with the goal of cultivating professional talents with innovative capabilities. “Double yuan” refers to vocational schools and enterprises respectively. Under the guidance of the government, the two cooperated with each other to promote the rapid development of German vocational education.

3.1 Clear Division of Powers and Responsibilities

According to the Federal Government's Basic Law, the state government has the management sovereignty of cultural education. In other words, vocational education is managed by the state government. But this does not mean that the state government is a big one. Because the development of German vocational education is managed and guided by three departments.

At the federal level, the Federal Ministry of Education and Research plays a guiding role in the development of vocational education, and approves the relevant regulations on vocational education formulated by the state government to ensure that local education regulations cannot conflict with the Federal Vocational Education Law. Through the approval and management of the law, its management functions are realized. The federal government guides the management of vocational education through the management of corporate training in vocational education and the matching of funds.

The state government's education department is directly responsible for the state's vocational education. The Cultural Education Department has a vocational training committee composed of enterprises, employees and government representatives. They provide guidance on the development of vocational education in the state and promote the healthy development of vocational education.

At the local level, industry associations guarantee the quality of training by supervising companies that provide training and training teachers. In addition, industry associations can develop eligibility criteria and assess training. Students who want to obtain a vocational qualification certificate must pass the assessment of the association. Students who have obtained a qualification can get a job more easily. This not only avoids the emergence of school-issued certificate behavior, but also makes the qualification certificate more authoritative and guarantees the quality of vocational education.

The federal, state, and local governments have clearly defined the powers and responsibilities of the management of vocational education. Each department has its own functions and does not interfere with each other, improving management efficiency. In addition, as an important social force, industry associations have effectively promoted the quality of local vocational education.

3.2 Diversification of Sources of Education Funding

The cost of vocational education in Germany is shared by public finances and enterprises. The state and local governments, as managers of financial funds, are mainly responsible for the expenses of schools in vocational education. Moreover, the state government and the local government have different divisions of labor, and the division of financial power is clear. For example, the state government must bear the personnel expenses of the school faculty and staff, and the local government is responsible for the construction maintenance costs of the school buildings and other educational facilities, as well as the personnel costs of the school district management personnel. As for the education funds for corporate training, it is entirely borne by the enterprises themselves. For

example, the cost of training facilities and training equipment. In addition, companies must pay for the apprenticeship during the entire training period and the salary of the training teacher.

Enterprises are the main bearers of education funding for the entire vocational education system. As for the expenditure of financial education funds, the division of responsibilities is also very clear. The state government is responsible for the main responsibility and ensures that the source of education funding is stable and sufficient. Adequate funding for education makes it unnecessary for students who receive vocational education to pay too much for the entire training period, which in turn avoids the phenomenon of dropping out of school due to poverty.

4. Financial Suggestions for Higher Vocational Education

4.1 Clear Powers and Responsibilities

Based on the strong regional characteristics of higher vocational education, local governments as beneficiaries should assume the financial responsibility of vocational education. At present, the management style of higher education in China has gradually changed from the central to the local. In this context, the scope of financial affairs of the central and local governments must also be clearly divided. China can rely on the principle of “who benefits and pays”, and the education funds of higher vocational colleges that make significant contributions to the region are borne by local governments, and those who coordinate education to ensure regional fairness the education funding for higher vocational colleges with inclusive benefits is borne by the central government. This will not only help alleviate the financial difficulties of local governments in underdeveloped economic regions, but also help achieve a balanced development of higher vocational education.

4.2 Improve Fiscal Incentives

Although the school-running model of vocational education in China once advocated school-enterprise cooperation, the effect was not satisfactory. The reason is that the enthusiasm of the company is not high. Compared with schools, enterprises have the advantages of capital, technology and practice, and can provide training platforms, technology and financial support for higher vocational colleges. Government departments can promote the cooperation between schools and enterprises by enacting corresponding encouragement policies, encourage enterprises to run schools, and realize the integration of “production, study and research”. For example, companies that actively participate in vocational education are given financial subsidies or tax incentives, and policies are encouraged for companies that donate money. Encourage and strengthen the cooperation between schools and enterprises, and gradually form a diversified pattern of government guidance, school cooperation, and active participation of social forces. Based on the funds and technological advantages of the industry and enterprises, we will work together to create an industry-university-research platform. Enterprises can provide training venues for schools and improve students' skills. The school can provide high-quality labor and training platforms for enterprises. The two are mutually beneficial and complement each other.

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