

Elementary and Secondary Education Equity from the Perspective of Finance

-- A Case Study of Beijing

Man Wang^{1,a,*}

¹*Business School, Xiangtan University, Yanggutang Street, Yuhu District, Xiangtan City, Hunan Province, China*

a. Wwangman827@gmail.com

**corresponding author*

Abstract: Educational equity means that the subject of education is fair to every object of education and fair to educational evaluation in educational activities, regardless of their gender, race, birth background, life circumstances, family conditions, beauty and ugliness, etc., they can have the same opportunity to receive education and enjoy the right to receive education as others, and can reach a general social standard with their education and own efforts. As the capital of China, the development of primary and secondary education in Beijing has always attracted much attention. However, due to the imbalance of financial input and educational resources, there are some problems in the fairness of primary and secondary education in Beijing. Therefore, from the perspective of finance, it is of great significance to deeply study the educational equity of primary and secondary schools in Beijing.

Keywords: education, finance, equity

1. Introduction

Beijing as an economically developed city, primary and secondary education has developed well. However, some questions remain:

The current state of financial investment

Financial input is uneven, with some schools spending more, while others are relatively low.

Educational resources are unbalanced, some schools have better teachers and educational facilities, and the financial investment in primary and secondary education in some areas is relatively small, resulting in a serious shortage of educational resources.

High-quality education resources are mainly concentrated in high-quality schools, and the educational conditions of ordinary schools are relatively poor [1]. Teachers, facilities and curricula vary widely between schools, resulting in unequal opportunities among students.

2. Educational Development and Financial Responsibilities

2.1. The Relationship Between the Balanced Development of Education and Public Finance

The fair development of education mainly means that students have relatively equal opportunities in the starting point, process and result of receiving education, get roughly equal educational resources and educational conditions, and can develop and grow as much as possible [2]. Educational equity is an educational concept that needs to be established universally.

According to the standard of product division in economics, education should belong to public goods or quasi-public goods. Compulsory education is not exclusive in consumption, and the social return rate is greater than the individual return rate, which is a public product. Non-compulsory education, including high school education and higher education, is exclusive in consumption, and the individual return rate is higher than the social return rate, which belongs to quasi-public goods. Due to the shortcomings of market mechanism in providing public goods, maintaining macroeconomic stability and promoting the fair distribution of social wealth, China has initially built a public finance system. Public finance can make up for the failure of market mechanism in providing public goods and meet the public needs of society [3]. It can promote the fair distribution of social wealth and achieve equal access to public services. Therefore, the supply of educational products is one of the responsibilities of finance. Promoting the balanced development of education is not only an important part of realizing the equalization of public services, but also another responsibility of finance.

2.2. The Mechanism by Which Finance Promotes the Balanced Development of Education

The basic means of finance to promote the balanced development of education is to realize the equalization of financial resources, and the equalization of financial resources directly depends on the inter-governmental educational financial management system and financial transfer payment system. The educational financial management system regulates the allocation of educational financial resources among governments and directly determines the scale and direction of transfer payment. The financial transfer payment system is an important tool for the higher level government to adjust the regional income gap and implement economic regulation [4]. It is to narrow the economic development gap between regions by promoting the equalization of financial resources between regions, and then narrow the gap of financial investment in education development between different regions, and promote the balanced development of education. The standardized financial transfer payment system is the basic means for all countries to narrow the development gap between regions and realize the balanced development of education between regions and regions.

3. The Impact of Fiscal Expenditure Structure on the Equity of Primary and Secondary Education

The structure of fiscal expenditure is an important factor affecting the equity of primary and secondary education. In Beijing, the financial expenditure mainly includes the following aspects:

Compensation expenses: Used to pay teachers' salaries and benefits;

Investment in educational facilities: to improve the physical condition of schools.; Allocation of educational resources: used to improve the quality and efficiency of primary and secondary education;

4. The Impact of Financial Input on the Equity of Primary and Secondary Education

The benefit of financial input is an important index to evaluate the equity of primary and secondary education. In Beijing, the financial investment benefits are mainly reflected in the following aspects [5]:

Education quality: The improvement of education quality can better meet the learning needs of students and promote education equity.

Allocation of educational resources: Rational allocation of educational resources can solve the gap between different schools and improve educational equity.

5. Solution

First, this paper pays attention to promoting the quality and equity of education. First of all, on the basis of achieving high-quality education development, governments at all levels should further solve the problems of uneven urban and rural education development and insufficient quality education resources in cities, pay more attention to equal opportunities in education, and enable disadvantaged groups to enjoy quality education results. In the process of promoting the quality and balance of compulsory education and the integrated development of urban and rural education, the focus is on increasing the guarantee of education funds for disadvantaged children such as left-behind children, migrant children, poor families, orphans and disabled children [6]. Secondly, in the process of implementing the “double reduction” policy, the guarantee mode of after-school service funds for primary and secondary schools in our country should be improved, and each province should formulate the supply mode of after-school service funds from the actual financial situation. While allowing differentiation, it always ensures the public welfare and livelihood attributes of after-school services; Construct a multi-fund investment model to ensure the stability and sufficiency of after-school service fund supply [7]; Equity in education will be pursued, and increase the reduction and exemption of after-school service fees for students from poor families.

The second is to build a student-centered financial allocation mechanism. First of all, China’s urbanization development is irreversible, the trend of population flow and the change of urban and rural education pattern have widened the gap between the financial education expenditure of the population inflow area and the population outflow area. In order to solve these problems, the future allocation of education funds must be student-centered and follow the students, which requires increasing the expenditure responsibility of the central and provincial governments in the compulsory education stage, improving the rationality and accuracy of education transfer payments, and improving the financial incentive mechanism of “linking students with funds” [8]. The system of transfer payments from the central and provincial governments to the cities and counties where the population flows and the mechanism of awarding and subsidizing the citizenization of rural migrant workers should be improved, and accelerate and increase the efficiency of the citizenization of rural migrant workers in the field of education. However, the government of the outflow area lacks the motivation of education expenditure, and the existing transfer payment system and local governance model need to be reformed. Secondly, the student-centered funding mechanism also needs to create a more dynamic teaching model within the education system that can better meet the high-quality personalized needs, which needs to further promote the reform of the education financial system, support schools to take the initiative to respond to the personalized education demands of families, and build a diversified education development pattern in the basic education stage.

The third is to provide solid human, material and financial support for the modernization of education. First of all, along with industrial upgrading and economic restructuring, further improve the professional level of teachers, and create a teacher team that meets the needs of education development in the new era. The practitioners will improve the attractiveness of the teaching

profession and promote the high-quality development of education through financial funding. Secondly, accelerate the construction of a modern vocational education system that integrates and integrates, effectively improve the quality, adaptability and attractiveness of vocational education, in this process, the practitioners should actively play the role of financial funds to leverage industrial capital and technical capital to participate in vocational education construction, and build a channel for vocational education talents to connect with the market. Finally, further promote the “double first-class” construction, further enhance the comprehensive strength and international competitiveness of China’s higher education, effectively promote the implementation of the strategy of rejuvenating the country through science and education, strong talent, and innovation-driven development, and provide strong intellectual support for the realization of the great rejuvenation of the Chinese nation. In this process, the scientific “double first-class” performance evaluation index system should be established and improved, to further refine the comprehensive quota allocation standard per student, so as to improve the efficiency of financial funds.

Fourth, optimize the structure of fiscal revenue and expenditure, narrow the gap between regional education development, further improve the education financial management system, and scientifically divide the financial and administrative powers of governments at all levels To realize the balanced development of education between regions, financial support is the key. First, this paper suggests that schools should enhance the self-development ability of backward areas, increase fiscal revenue, and provide adequate financial support for education development. Second, schools should optimize the structure of fiscal expenditure, and governments at all levels should increase financial input in education. In accordance with the principle of matching financial resources with administrative powers, further improve the sharing mechanism of governments at all levels in the supply of education. Based on the reality of insufficient financial resources of county-level governments, it is necessary to ensure the responsibility of the central, provincial and prefecture-level governments to invest educational funds. The county-level government should transfer part of the financial power of education to the higher level government, especially the provincial government should become the main investment in rural compulsory education. In addition, in view of the differences in the economic development of the east, middle, west and northeast regions of our country, different educational fund sharing mechanisms should be implemented in different regions.

Fifth, increase financial investment in primary and secondary education and improve the balanced distribution of educational resources. The policy will strengthen the allocation of high-quality educational resources to ordinary schools and improve the educational level of ordinary schools. Promote fair admissions policies and reduce differentiated competition among schools. Provide more education subsidies and incentives to encourage excellent teachers to teach in weak schools.

Sixth, strengthen the macro-adjustment of the distribution of high-quality educational resources and gradually narrow the gap between schools. It is forbidden to divide schools into key and non-key ones in any name, and it is insisted that primary and junior high schools be exempted from entrance examinations. Strengthen the overall management and reasonable allocation of teacher resources, and promote the balanced development of teachers. It will be actively implemented of the method of equitably distributing the enrollment target of high-quality ordinary high schools to junior high schools [9].

Seventh, ensure that the children of migrant workers receive compulsory education, and effectively solve the problem of rural left-behind children receiving compulsory education. For the children of migrant workers who meet the requirements in cities, on the basis of implementing the “two main” (the government of the destination is the main public primary and secondary schools), further measures will be taken to enable the children of migrant workers in cities to study in local public primary and secondary schools.

Eighth, improve the education subsidy system and the student aid system, and expand the channels of education.

The practitioners should improve the system of state grants and scholarships for higher education and senior high schools, actively promote the system of student loans, establish a scholarship system in various forms, implement a work-study system, provide subsidies for special difficulties, implement a tuition reduction system, and encourage all sectors of society to donate money for education.

Ninth Standardize management and strictly administer education.

The practitioners will vigorously strengthen the construction of party conduct and clean government in the education system, and establish a sound system of punishing and preventing corruption that attaches equal importance to education, system and supervision. Standardize the items and standards of school fees and resolutely stop arbitrary education fees. Standardize the school-running behavior in accordance with the law and improve the level of school management [10]. Carry forward the fine style of diligence, thrift and hard work in running schools. Strengthen the construction of academic ethics in universities and scientific research institutions and establish a good academic atmosphere. Make enrollment open, transparent, fair and just. The practitioners will strengthen the legal system in education and comprehensively promote law-based governance of education and schools.

6. Conclusions

The equity of primary and secondary education from the financial perspective is a complicated and severe problem. Through reasonable financial investment and resource allocation, the goal of equity in primary and secondary education can be realized step by step. Beijing can learn from the successful experience of other regions and adopt a series of measures to solve the current problems and provide students with fairer and better education services.

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