

Research on the Implementation of China Lottery Public Welfare Fund to Support Extra-School Activities Guarantee and Ability Enhancement Project

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Abstract. This research focuses on the special investigations of the central special lottery public welfare fund to support off-campus activities. Therefore, the core of the research mainly focuses on 1. the implementation of the central special lottery public welfare fund to support the expansion and expansion of extracurricular activities; The implementation of the institution's teacher training programs; 3. The central special lottery public welfare fund supports the results of non-profit public welfare activities carried out by educational venues outside schools.

1. Introduction

As one of the main funding sources to support the development of social welfare and public welfare, the lottery public welfare fund still plays a very important role in the construction and development of extra-school activities and education. In 2008, in order to refine the management of the lottery public welfare fund to support the construction of extracurricular activities venues, the Ministry of Finance and the Ministry of Education jointly issued the "Administrative Measures for the Construction of Central Special Lottery Public Welfare Funds to Support the Construction of Extracurricular Activity Places for Young Students". In 2011, the Ministry of Finance issued the "Administrative Measures on the Funds of the Central Special Lottery Public Welfare Fund to Support the Guarantee and Ability Enhancement Project for Minor Out-of-school Activities". In order to further standardize the use of public welfare funds for the construction and guarantee management of extracurricular activities, in 2016 the Ministry of Education also issued the "Administrative Measures for the Central Special Lottery Public Welfare Fund to Support Extracurricular Activities Guarantee and Ability Enhancement Project". According to Article 2 of the Administrative Measures, "The extracurricular activities guarantee and capacity improvement projects referred to in these Measures refer to the use of the central special lottery public welfare fund to support the expansion and expansion, equipment update, event organization, resource development, personnel training, etc. of extracurricular activities venues. ". For the effect of the use of the public welfare fund for the extracurricular activities guarantee and capacity improvement project, it is to study the achievements of the public welfare fund in the above-mentioned aspects, summarize the successful experiences and publicize them, find out the existing problems and propose improvement suggestions.

2. Theoretical and Practical Basis of the Lottery Public Welfare Fund to Support Education

Compliance with current education policies and laws and regulations. The lottery public welfare fund is used for education. The first question to consider is whether it meets the requirements of some current policies and regulations. The use of lottery public welfare funds for education is in line with the basic legal spirit of raising education funds through multiple channels. Article 53 of the "Education Law" stipulates that "the state establishes a system mainly based on financial appropriations and supplemented by other channels to raise education funds, gradually increasing investment in education, and ensuring a stable source of school education funds organized by the state." The Decision of the Central Committee of the Communist Party of China and the State Council

on Deepening Educational Reform and Comprehensively Promoting Quality Education states that "we must further emancipate our minds, change concepts, and actively encourage and support social forces to run schools in various forms to meet the growing educational needs of the people and form a government-run school. The pattern of joint development of the main body, public schools and private schools. "From the relevant regulations issued by the state, it can be seen that the state encourages and supports the multi-channel fundraising policy. The use of lottery public welfare funds for education happens to be one of the multi-channel fundraising, which meets the requirements of national regulations. Using it to raise funds can raise idle funds in the society to make up for the lack of government investment in education funding.

The nature of lottery and the public welfare nature of education. Lottery is a special financial instrument like stocks, bonds and funds. Issuing lottery tickets can continuously and repeatedly raise funds for social idleness. However, unlike stocks, bonds, and funds, lottery tickets cannot be traded or redeemed at any time. Lottery tickets do not reflect equity relationships, creditor rights relationships, or entrusted investment relationships. They only reflect the potential bonus distribution relationship between lottery buyers and lottery issuers. The return of the lottery to the purchaser is based on probability. Buying the lottery may get nothing, or it may be returned several times, dozens of times, hundreds of times, or even thousands of times. In this sense, the lottery will bring The high returns and correspondingly bring huge risks. The endogenous gambling nature is also the main reason why lottery is theoretically controversial and must be strictly controlled in practice. The public welfare of lottery is the first established purpose of issuing lottery in any country. It lays the foundation of the legitimacy of lottery, and strictly distinguishes it from pure gambling. It resolves the internal conflict between lottery industry and morality and religious belief. Therefore, the sale of lottery tickets should be fund-raising and can only be carried out by the government or government-authorized agencies, and only for the purpose of supporting welfare, sports, culture, education, health and other public welfare undertakings.

Realistic basis for lottery public welfare fund for education. According to the statistics of national education funding in 2018 released by the Ministry of Education, the total investment in national education funding in 2018 was 4,133.5 billion yuan, an increase of 8.39% over the previous year. Among them, the state's financial education funding is 369.9 billion yuan (mainly including education funds arranged by general public budgets, education funds arranged by government fund budgets, enterprise appropriations in running schools, school-run industry and social service income for education funds Etc.), an increase of 8.13% over the previous year. In addition, the distribution of education funds among all levels of education is as follows: the total investment in preschool education nationwide was 367.2 billion yuan, an increase of 12.79% over the previous year. The total investment in compulsory education nationwide was 2,085.8 billion yuan, an increase of 7.73% over the previous year. The total investment in high school education nationwide was 718.4 billion yuan, an increase of 8.23% over the previous year. Among them, the total investment in secondary vocational education was 246.3 billion yuan, an increase of 6.17% over the previous year. The total investment in higher education nationwide was 111,300 million yuan, an increase of 8.15% over the previous year. Among them, the total investment in general vocational education was 215 billion yuan, an increase of 6.16% over the previous year. The total investment in other education funds nationwide was 240.8 billion yuan, an increase of 9.45% over the previous year. Kindergarten, ordinary elementary school, ordinary junior high school, ordinary high school, secondary vocational school, and ordinary higher school students' total education expenditures have increased from the previous year, and the increase rates are: 8.93%, 4.56%, 5.32%, 10.04%, 7.45% , 8.42%.

Although China's total education expenditure exceeds 4% of GDP, the gap between the expenditure ratio of the United States and other developed countries (6.32% in the United States) is huge, and it has not even reached the world average of 5%. Based on the constraints of the existing objective situation and the system mechanism, it is very necessary to actively explore new financing channels to develop education. This provides the feasibility of using lottery proceeds for education.

3. Research on the Policy and Practice of out-of-school Education

Since the founding of the People's Republic of China, young people's out-of-school education has begun to receive attention and development. The Chinese government has also issued corresponding policy documents to regulate the development of out-of-school education in different historical periods, such as the "Regulations on the Work of Children's Palaces and Children's Homes" issued in 1957. Several Provisions ", " The Decision of the Central Committee of the Communist Party of China on the Reform of the Education System "promulgated in 1985," Opinions of the State Education Commission and the Central Committee of the Communist Youth League on Strengthening the Work of Children's Palaces "and" Regulations on the Work of Education Outside Schools "promulgated in 1995 Working Rules for Juvenile and Children's Out-of-School Education Institutions, "Notice on Strengthening the Construction and Management of Youth Student Activity Places" (Document 13), and "On Further Strengthening and Improving the Ideological and Moral Construction of Minors" issued in 2004 Several Opinions "(Document 8)," Opinions on Further Strengthening and Improving the Construction and Management of Minor Out-of-School Activities "(Document 4), etc. Out-of-school education has played a guiding and promoting role.

Because of the connection between off-school education and school education, and the integration with social education, it is rarely used as a special education policy alone, and it is often attached to relevant policies and regulations or documents related to school education and social education. . With the increasing attention of education departments and all walks of life, the research on out-of-school education policies has also attracted the attention of educational theory and practice workers. The research on the education policy of primary and middle school students has the following aspects.

A Sociological Perspective. Some scholars treat out-of-school education as a social welfare policy for adolescents and children, and examine how they play their corresponding social security functions. For example, they think that the juvenile palace has a social security function for adolescents, and it has certain value and significance for the realization of child welfare. This type of research emphasizes the social functions and serviceability of off-school education from the perspective of youth social welfare and social security, and puts forward policy reflections and recommendations from the perspective of giving play to the social security functions of off-school education institutions and achieving youth welfare. From the perspective of learning from the perspective of adolescents' out-of-school education policy.

An Analysis of the Value Orientation of Out-of-school Education Policies. Some scholars have researched youth out-of-school education policies from the perspective of values. For example, they analyzed the value changes of out-of-school education policies in China through the analysis of the texts of the education policy over the past 30 years of reform and opening up. Research on the public welfare of out-of-school education and so on. This type of research is based on the texts of laws, regulations and policies on extra-school education promulgated since the founding of the People's Republic of China. It analyzes the value orientation in the process of policy changes from different perspectives, and clarifies for us the value trends of the development and changes of extra-school education policies and their implications. The change in the rights of the interest subject is a new breakthrough in the research of extracurricular education since the 21st century.

Research on the Problems of Outside School Education Practice. Some studies start from the practice of youth out-of-school education, and put forward constructive reflections on out-of-school education policies. This type of research mainly confirms the institutional obstacles and problems in the development of extra-school education in China by examining the specific content and methods of extra-school education practice, and attempts to improve and improve from the aspects of system construction, strategy improvement and policy perfection. This type of research focuses on some practical issues that affect the development of out-of-school education. Through the analysis of practice, it explores deep-seated policy positioning and system construction issues, hoping to provide constructive opinions on the future development of out-of-school education. These studies have enriched the accumulation of research materials at the micro-operational level of out-of-school

education policies, and have basic value for the theory and policy research of out-of-school education.

4. China Lottery Public Welfare Fund Supports the Implementation and Effectiveness of Extracurricular Activities Guarantee and Capacity Improvement Projects

The Ministry of Education made full use of the central special lottery public welfare fund to implement the "Dream Dream Dandelion" plan, and focused on supporting the construction of out-of-school activities in the central and western regions and counties. Require all primary and secondary schools to incorporate local research into school education and teaching plans, consider it in conjunction with comprehensive practical activity courses, promote the organic integration of research travel and school curriculum, and carefully design courses for research travel activities to achieve a high-level, clear purpose, and activities Lively and effective learning. Support young people's out-of-school activities to carry out Chinese traditional cultural heritage activities, focus on improving the service level of out-of-school activities, build a number of fine lines of traditional Chinese culture, and let primary and middle school students perceive the traditional culture spirit of the Chinese nation's indomitable and more frustrating, and give play to the youth's off-school The activity place plays a role of educating people in inheriting the excellent traditional culture of China and effectively improving the young people's practical ability.

From the "Fifteenth" to the "Twelfth Five-Year" period, together with relevant departments, the central special lottery public welfare fund will be used to support the construction of youth extracurricular activities, demonstration comprehensive practice bases, and rural school youth palaces. During the "Twelfth Five-Year Plan" period, the central special lottery public welfare fund was used to support all provinces to build 149 demonstration comprehensive practice bases. During the "Thirteenth Five-Year Plan" period, support the construction of research and travel practice education bases and camps for elementary and middle school students. Based on the goals of research travel education, combining local conditions, school conditions, and students' conditions, rely on natural and cultural heritage resources, red education resources, and comprehensive practice base , Large public facilities, well-known colleges, industrial and mining enterprises, scientific research institutions, etc., targeted development of various types of research bases such as nature, history, geography, science and technology, humanities, and experience. Support the construction of research camps of a certain scale, with safety guarantees, a full-fledged faculty, adequate route planning, and quality services. Through local efforts to promote resource sharing and regional cooperation, create a batch of fine lines and courses, and build a research and practice education network with the base as the site and the camp as the hub. In 2017, 204 primary and secondary student research and education bases and 14 camps have been named, and a preliminary research and education network with camps as hubs and bases as sites has been initially formed.

Judging from the implementation of various provinces and cities, the project is implemented with the strong support and supervision of the relevant departments such as the Ministry of Education, the Ministry of Finance, and the Civilization Office, and the cooperation of various departments such as the Education Bureau, the Finance Bureau, and the Civilization Office of each county and city Progress has achieved remarkable results.

5. Major Issues Found During Project Implementation

Government supervision is not in place. First, there are fewer relevant policy documents issued by government departments. According to the policy documents of the central special lottery public welfare fund supporting the support of extra-school activities and capacity-building projects, only a few related policy documents were found, and the scope of the documents was mostly for the whole country. The document is not very instructive. This has led to the fact that out-of-school educational institutions cannot find documentary basis when seeking development, which has affected the

development speed of out-of-school activities guarantee and capacity improvement to a certain extent.

Secondly, the superior supervisory unit is reasonably inadequate and supervision and management are not in place. At present, there are various out-of-school educational activities venues in different provinces throughout the province. There are youth out-of-school sports centers run by the Provincial Cultural and Sports Bureau, women's and children's activity centers run by the Provincial Women's Federation, youth palaces run by the provincial and provincial committees, and provincial civilized offices. The children's palace of the rural schools in charge, there are youth students 'out-of-school activity centers and primary and middle school students' social practice bases supervised by the Provincial Department of Education, as well as a large number of non-governmental education and training institutions. These places of activity are affected by their respective authorities. The institutional, policy, and human, material, and financial inputs vary, resulting in repeated construction of out-of-school education infrastructure, but the in-school education resources cannot be effectively integrated. contradiction. In addition, due to the different management systems, financial expenditures, and resource allocation of each department, there are problems such as inadequate supervision and ineffective business guidance for subordinate out-of-school education institutions. Especially with the deepening of the reform of the national education system and the continuous advancement of group reforms, the management model between off-school education institutions and competent units also needs to undergo a deepening reform. Therefore, the government should urge higher-level authorities to strengthen the unified supervision, management and guidance of off-campus activities and educational institutions, streamline the management system, and clarify the authority and responsibilities of the authorities.

The internal management level of off-school education institutions is not high. First, there is a single management model for out-of-school education institutions. Management methods such as institution setup, organizational management, teacher employment, admissions training, and curriculum supervision are relatively extensive. A complete set of organizational operation management mechanisms has not yet been established, and there are detailed management and loopholes problem. Second, the concept of teacher training is outdated and the supporting mechanism is not perfect. The survey found that teachers participated in more independent teaching and research and Miyamoto training, but less in large-scale centralized training. Managers did not fully understand the characteristics of off-campus education, and related training mechanisms were not complete, which made it difficult for teachers to improve their professional skills Find a channel. Third, the implementation of public welfare policies for off-campus activities is not strong. Document of "Opinions on Further Strengthening and Improving the Construction and Management of Minor Out-of-School Activities Places" issued by the General Office of the CPC Central Committee and the General Office of the State Council on January 21, 2006: For the purpose of operating income generation, the universal education practice activities and cultural and sports activities of collective organizations shall be free of charge. For collective activities that really need to focus on board and accommodation and the use of consumables, as well as special expertise training programs, only cost costs can be charged. All minors in the family must be free of charge, and the fee-charging items for non-school minors 'out-of-school activities must be approved by the local finance and price department. However, the survey found that many parents reported that their families' financial conditions were not good, but they were willing to pay for their children. Most parents are not clear about the public welfare policies of out-of-school educational institutions, and they do not know much about some free education activities.

Out-of-school education is not closely linked to in-school education activities. General office of the communist party of China central committee general office of the state council "on further strengthening and improving the construction and management of off-campus activity venues for minors," article 17 clearly stipulates: "moral education, science, literature and history, art, sports and other aspects of the curriculum practice links, make full use of off-campus activities to carry out on-site teaching. Stipulated in article 18: "according to the needs of the school field trips, even adjust content, carefully designed and developed with the activities of the organic combination of school

education, actively explore participatory, experiential, interactive activities, carrier innovation activities, and equipped with corresponding counselling on personnel, off-campus activities and school education complement each other, promote each other." In the era of "exam-oriented education", students, parents, teachers and schools are facing severe pressure to further their study. Parents and some institutions of after-school education keep an eye on the mentality of "parents expect their children to become the future" under the guise of improving students' ability and intelligence, they set up tutoring classes and learning classes in a fanatic way, which leads to after-school education places becoming the "second class" of young students or the extension of classes deviating from the proper meaning of activities places for young students. At the same time in the curriculum, the deployment of teachers, etc. cannot achieve the effective connection between inside and outside the school, just stay in the unit, there is no real "go out" activities.

6. Improvement Strategies for Project Execution

Government departments need to issue supporting policies. At present, China's education law and regulation system lacks a comprehensive system design for the central special lottery public welfare fund to support extra-school activities. How to effectively use the special lottery public welfare fund to promote the healthy and orderly development of off-school education is a government, especially education administration The important tasks of the department, the financial department and the Civilization Office. The state has issued a few special policy documents for the central special lottery public welfare fund to support extra-school activities. There will be some problems and deviations in the implementation of national policies, which are directly related to the lack of supporting policies and lack of supervision.

The superior authority should construct a scientific and effective supervision systems. At present, out-of-school education institutions in major counties and cities in our province are mainly managed by local education bureaus, group organizations, and other units. There are multiple managements, unclear powers and responsibilities, and inadequate supervision and management. Therefore, it is necessary to build a scientific and effective supervision system.

Increasing the radiant coverage of the central special lottery public welfare fund to support the protection and capacity improvement of extra-school activities. The allocation of the Central Lottery Public Welfare Fund effectively solved the problem of lack of funds for the construction of local out-of-school education institutions, especially the project funds allocated each year to ensure the activities and enhance the capacity, and effectively guaranteed the normal operation of out-of-school education institutions. However, these funds are only used to start project construction and maintain general daily activities. The construction funds for the entire off-campus education institution are a waste of money, which is far from enough to raise the connotation construction of off-school education institutions. Therefore, it is suggested that the government increase the investment of special public welfare funds to enrich the connotation construction of out-of-school educational institutions. At the same time, it is recommended that multi-channel funding methods be used in the construction of extracurricular education projects, clarify the proportion of government investment at all levels, and include them in the annual government budget.

Innovating the operating model of off-school education institutions. As an important position for the ideological and moral construction of minors, out-of-school educational institutions, with the purpose of serving, cohesion, and educating minors, actively promote quality education and education of socialist core values, and play an important role in leading children and serving the society. Off-campus educational institutions must not only strengthen teaching management, but also cannot replicate the school's management model. They must provide good public service and communication platforms, and pay attention to overall planning and consideration. Therefore, it is imperative to establish a scientific and efficient operation management model.

Improve teaching teacher management in public off-school education institutions. To realize the transformation and development of off-campus educational institutions, we must first strengthen

our own construction, focusing on strengthening management in three areas: informatization construction, teachers, and teacher management training.

The first is to strengthen information construction and introduce an intelligent educational administration management system. The second is to build professional teachers. Teachers are the most important resource in out-of-school educational institutions. The degree and level of professional development of teachers determines the height and level of out-of-school educational institutions. Therefore, extra-school education institutions should attach importance to the cultivation of teachers' professionalism. The third is to make overall arrangements for teacher management training. Compared with school education, there is no unified textbook and syllabus for out-of-school education, and students also have greater mobility. All these have brought pressure and challenges to teachers in out-of-school education. To be competent in such work, teachers should continue to strengthen their learning. To improve professional standards, teachers also expressed their desire to improve their business capabilities through learning and training in teacher questionnaires and interviews. Therefore, managers should pay more attention to teacher management training.

Promote the coordinated development of out-of-school education and in-school education. The "Decision of the Central Committee of the Communist Party of China on the Reform of the Education System" (Zhongfa [1985] No. 12 Document) stated that "School education is combined with education outside and after school. Needs in terms of aspects. "School education is arranged in strict accordance with the curriculum and syllabus, which is a common education that all students must receive; and off-school education can provide students with colorful and personalized education.

Establish a third-party evaluation long-term mechanism. Since the beginning of the 21st century, with the support of the Lottery Public Welfare Fund, out-of-school education institutions have rapidly developed both the number of institutions and the quality of connotative educational resources. At the same time, out-of-school education has also introduced many new ideas, new ideas, and new methods. After the lottery public welfare fund is invested, there is no professional monitoring mechanism for the substantial benefits it generates. In addition, the development status and future development trends of foreign educational institutions cannot be scientifically evaluated. Therefore, it is recommended to use external brain think tanks to establish Third-party evaluation long-term mechanism. The advantage of third-party evaluation is to dilute the administrative color, introduce social forces, and use the professional literacy and credibility of various industry experts and scholars to complete the supervision of the use of the central special lottery public welfare fund by external educational institutions. Creating a sustainable third-party assessment mechanism needs to be accomplished through three aspects: concept change, system follow-up, and talent development.

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