

Research on the Difficulties and Countermeasures of College Students Financing for Entrepreneurship

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Abstract: Driven by the global wave of entrepreneurship, college student startups have become an increasingly important force in stimulating social innovation and promoting economic transformation and upgrading. However, funding shortages remain the primary challenge hindering the success of these ventures. This article aims to delve into the deeper reasons behind the difficulties in financing for college student startups, conducting a comprehensive analysis from multiple dimensions including financial markets, policy environment, educational support, personal capabilities, and social capital. Based on this analysis, a series of targeted and actionable recommendations are proposed, with the aim of providing valuable references for governments, financial institutions, universities, and all sectors of society, to jointly improve the financing environment for college student startups and optimize the entrepreneurial ecosystem.

Keywords: Entrepreneurship, Financing, Capital.

1. Introduction

In the context of mass entrepreneurship and innovation, an increasing number of college students are engaging in startups. However, difficulty in securing funding has become a significant barrier for student entrepreneurs, leading to the premature termination of many innovative projects. As of 2023, the employment rate for graduates in Fujian Province was 57.6% (with a masters degree holder at 61.4%, bachelors degree holders at 55.1%, and associate degree holders at 51.9%), which is generally lower than the national average. The labor market in China already faces a sharp contradiction between supply and demand. If all college graduates rush to compete for existing job positions, the path to employment will only become narrower, exacerbating the employment dilemma. Currently, numerous scholars have conducted in-depth research on this issue. Qu Xianghua and Chen Biao pointed out that local governments play an indispensable role in the financing process for student entrepreneurs [1]. Clarifying the role of local governments could help address the difficulties students face in securing startup funds. Fan Juan emphasized that the primary challenge for student entrepreneurs is obtaining startup capital. By collecting literature and conducting surveys, she analyzed and summarized the reasons behind the difficulty in securing startup funding [2]. Additionally, Xiong Hua highlighted that the lag in innovation and entrepreneurship education in universities and the relative lack of financial skills among college students are closely related [3]. She proposed strategies for enhancing the cultivation of entrepreneurial and financial capabilities among college students. Shang Wenjie conducted a study on the current implementation of policies to further enhance their effectiveness for college student entrepreneurship [4]. The research concluded that multi-media collaboration can strengthen policy promotion, improve the efficiency of implementing college student entrepreneurship policies, and refine the evaluation system for these policies. Liu Wei, Li Xiaojun, and Yu Yongbo identified the main issues affecting college student entrepreneurship financing, which include financing channels,

entrepreneurs, banks, and local governments, and proposed targeted countermeasures accordingly [5].

Currently, analyzing the financing model for startups has become an urgent requirement for Chinas economic development and entrepreneurial growth. This paper employs qualitative research methods to conduct an in-depth analysis of the current difficulties faced by college students in securing startup funding and their financing channels. It specifically examines the financing situation of college students in Fujian Province, explores the key factors influencing these difficulties, and proposes corresponding solutions.

2. The Current Situation of Financing Difficulties for College Students Starting Businesses

2.1. Mismatch Between Financing Demand and Supply

College student entrepreneurial projects are often in their early stages, with high capital requirements and significant risks. Traditional financial institutions impose strict risk assessments on such projects, setting high loan thresholds and complex procedures that fail to meet the financing needs of college student entrepreneurs. Meanwhile, venture capital firms, despite having ample funds, tend to invest in mature and promising market projects, showing little interest in college student entrepreneurial ventures. This mismatch between demand and supply has made it increasingly difficult for college students to secure funding for their startups.

2.2. High Financing Costs

Even if college student entrepreneurs manage to secure funding, they often have to bear high financing costs. On one hand, bank loans come with high interest rates and various additional fees; on the other hand, venture capital firms typically demand a higher equity stake and dividend rights, adding to the financial burden of the business. These exorbitant financing costs place greater pressure and challenges on college student entrepreneurs during the

fundraising process.

3. Analysis of the Difficulties of College Students Financing for Entrepreneurship

3.1. Financial Market Barriers

3.1.1. It is difficult to get bank loans

Bank loans are a traditional method for college students to finance their entrepreneurial ventures, but they come with numerous challenges in practice. The loan approval process is complex, involving multiple departments and stages. From submitting an application to receiving the final loan, it often takes several months. For college student startups, time is a business opportunity, and such a lengthy approval cycle can lead to missing the optimal development window. When issuing loans, banks typically require applicants to provide sufficient collateral to mitigate their own risks. However, most college student entrepreneurs are in the early stages of their ventures, with limited assets and lacking the necessary collateral that meets bank requirements. Additionally, they struggle to find guarantors who have sufficient financial strength. This often results in many college students being rejected by banks due to their inability to meet collateral requirements. Banks also conduct detailed reviews of the company's financial statements to assess its debt repayment capability and profitability. College student entrepreneurs generally lack financial management experience, have incomplete financial systems, and find it difficult to provide standardized and accurate financial reports, which further complicates the bank loan process.

The interest rates on bank loans are relatively high, which puts significant pressure on repayment for student entrepreneurs with slim profit margins. In addition to the interest, banks may also charge additional fees such as handling charges and appraisal fees, further increasing the burden on startup businesses. For example, some banks charge a handling fee based on a certain percentage of the loan amount when issuing loans, which is undoubtedly a considerable expense for financially strained student entrepreneurs.

3.1.2. High threshold of venture capital

Venture capital firms typically prioritize projects that already have a certain scale, mature business models, and broad market prospects when selecting investment targets. In contrast, most college student entrepreneurial projects are still in the creative stage or just getting off the ground, with immature technology, uncertain market demand, and business models that need validation, making it difficult for them to meet the investment standards of venture capital firms. For example, Yan Guihai is a doctoral supervisor at a research institute and also the founder of a domestic chip company. The DPU developed by his company is a specialized processor that has recently emerged globally. This project requires significant investment and has a long cycle, making it hard to scale quickly. However, its advantage lies in high technical barriers and strong customer loyalty, which makes it a "tough nut" for most investors. Initially, he faced repeated rejections when seeking venture capital funds, as venture capital firms have high requirements for the experience of startup teams, which college student teams often struggle to meet. Shu Qiang, the founder of Shanghai Tongyu Automotive Technology Co., Ltd., started his entrepreneurial

journey during his university years. His team has solid technical skills, but as he himself puts it, "Apart from that, we have almost no advantages." They lack customer channels and connections, supplier trust and support, and investors willing to invest. Shu Qiang recalled to a reporter from The STAR Market Daily that in the early days of the company's establishment, he frequently attended investment roadshows to raise funds. Due to their lack of fame and being a student team, the chosen startup project was the most technically challenging and highest quality core component in the automotive industry—chassis. No one was interested in financing it. One investor once bluntly told Shu Qiang, "The track of line-controlled chassis has great potential for imagination; the startup project is good, but a student team can't pull it off." Venture capital firms have stringent conditions when investing, often requiring high equity stakes and profit-sharing rights. When Shu Qiang's Tongyu Auto secured its first round of funding in 2018, it released over 50% of its equity. This left the company with limited decision-making power, and new financing became extremely difficult due to the equity structure issues. From 2019 to 2020, the company faced a cash flow crisis, forcing Shu Qiang to take on tens of millions of yuan in debt to repurchase equity and optimize the structure, making it hard to secure subsequent funding. Venture capital firms place great importance on the professional competence and industry experience of startup teams. They believe that a team with rich industry experience and specialized skills is more likely to handle various challenges during the startup process, increasing the likelihood of project success. Most college student entrepreneurs have just stepped out of campus, lacking practical business operation experience and industry resources, and they also fall short in team building and management. This makes venture capital firms cautious about their projects.

Venture capital firms often demand a high equity stake when investing, aiming to secure substantial returns upon project success. This means that college student entrepreneurs may lose partial control over their businesses and have less say in corporate decisions. Furthermore, venture capital firms will also require involvement in major business decisions, intervening in the company's direction and operational management. College student entrepreneurs must make tough choices between securing financial support and maintaining control over their businesses.

3.2. Imperfect Policy Environment

3.2.1. Insufficient policy support

Although national and local governments have introduced a series of policies to support college student entrepreneurship, there are issues with limited policy coverage in actual implementation. For example, since 2012, Guangzhou has implemented a policy for interest-subsidized loans for recent college graduates starting businesses. However, the application procedures are cumbersome, and the increase in venture capital from third-party market players has led many college students to no longer rely on government loans, resulting in few graduates applying for this policy, significantly reducing its effectiveness. Some policies target specific regions, industries, or types of enterprises, leaving many college student startups ineligible for the support they need, thus failing to benefit them. There are also problems in policy enforcement, such as the lengthy application processes that require substantial documentation and extended approval

times, which deter some entrepreneurs. Additionally, some policies are implemented with discounts, failing to truly benefit every college student entrepreneur.

Some policies lack specificity and operability, making it difficult to effectively address the practical issues faced by college students in securing startup funding. Some policies merely provide broad guidelines without specific implementation details or supporting measures, leaving entrepreneurs at a loss when applying for and utilizing policy support. Additionally, some policies are out of touch with market realities, failing to meet the diverse needs of college student startups.

3.2.2. Inadequate policy publicity

Currently, policy promotion mainly relies on the official government website, a few media reports, and limited publicity from universities. These channels have a narrow reach and struggle to reach all college student entrepreneurs. Take "Huangpu Innovation Card" as an example; this is a policy launched by the Huangpu District Human Resources and Social Security Department to support college student entrepreneurship. It offers cardholders free office space, expert guidance for startups, startup funds, pre-startup loans, and other benefits. However, in the early stages of promotion, due to the focus on only a few universities and government channels, many students from outside the area or who graduated locally but came to Huangpu to start businesses were unaware of it. This limited the target audience for the policy, causing many college student entrepreneurs to miss out on applying for policy support because they did not timely pay attention to relevant information. The content of policy promotions is often too general and abstract, lacking detailed explanations of specific policies, application requirements, and procedures. As a result, when entrepreneurs read promotional materials, they find it difficult to understand the core points and scope of application, cannot determine whether they meet the eligibility criteria, and do not know how to apply for the relevant policies.

3.3. Insufficient Educational Support

3.3.1. The entrepreneurial education system is not perfect

Many universities entrepreneurship education courses remain at the theoretical level, lacking integration with real-world entrepreneurial cases, which leads to a disconnect between what students learn and practical application. The course content often focuses on imparting basic knowledge of entrepreneurship, neglecting the cultivation of innovative thinking, entrepreneurial skills, and risk management abilities in students. In the faculty of university entrepreneurship education, most teachers lack practical entrepreneurial experience, making it difficult for them to provide targeted and practical guidance to students. During teaching, they can only read from their textbooks, unable to incorporate their own practical experience into the curriculum, significantly reducing the effectiveness of instruction.

3.3.2. Lack of entrepreneurial practice opportunities

The lack of effective cooperation mechanisms between universities and enterprises, as well as the absence of stable internship bases and practical platforms, makes it difficult for college students to gain real entrepreneurial practice opportunities. When selecting interns, companies tend to favor those with some work experience, lacking confidence in the practical skills and innovative potential of college students. Society's low recognition of college student

entrepreneurship is often attributed to a belief that they lack experience and that startup projects carry significant risks. This mindset makes it challenging for college students to find partners, secure investments, and access market resources, further limiting their entrepreneurial practice opportunities.

3.4. Insufficient Personal Ability

3.4.1. The quality of business plan is not high

A business plan should not only clearly articulate the projects concept and business model but also conduct an in-depth market analysis to evaluate the feasibility and risks of the project. Many college student entrepreneurs, due to a lack of market research experience and analytical skills, fail to accurately grasp market demand and competitive dynamics, leading to a lack of persuasiveness in the market analysis section of their business plans. Moreover, when formulating marketing strategies, they often idealize the situation without fully considering actual market conditions and competitors reactions, making it difficult for the project to promote itself effectively. A business plan must also establish a reasonable financial budget and profit forecast to demonstrate the projects profitability and return on investment potential. Most college student entrepreneurs lack financial management knowledge, which prevents them from accurately predicting costs and revenues, resulting in unreasonable financial budgets and overly optimistic or pessimistic profit forecasts, thereby affecting investors confidence in the project.

3.4.2. Lack of financial management ability

College student entrepreneurs generally lack experience in financial management and have limited knowledge of finance. They often fail to accurately distinguish between fixed and variable costs, and cannot plan their use of funds effectively, leading to low efficiency in fund utilization. During the financing process, due to a lack of negotiation skills and communication abilities, they struggle to clearly articulate the value and potential of their projects to investors, nor can they effectively address investors concerns and doubts. When communicating with investors, they may appear nervous, unconfident, or unable to accurately understand the investors intentions, making it difficult for both parties to establish a good trust relationship, thus affecting the success of the fundraising.

3.5. Insufficient Social Capital

3.5.1. Lack of human resources

Networking plays a crucial role in the entrepreneurial process, helping entrepreneurs access various resources such as capital, technology, and market information. In the early stages of entrepreneurship, college student entrepreneurs primarily have social circles limited to their campus and classmates, lacking connections with professionals in business and investment. They find it difficult to connect with potential investors and partners through personal networks, thus failing to acquire valuable entrepreneurial resources and experience. Moreover, college student entrepreneurs lack awareness and methods for expanding their networks, not knowing how to proactively participate in various social activities to build and maintain their own network.

3.5.2. Low social recognition

Most college student startup projects are in their early stages, with products or services that have not yet been thoroughly tested by the market, resulting in low market recognition and brand influence. When investors choose investment projects, they often prefer companies that have

already achieved some success in the market, with high visibility and brand value. The low social acceptance of college student entrepreneurship also makes it difficult for them to access social resources and support. For example, when applying for government subsidies or seeking partner support, college student entrepreneurs may face restrictions due to their low social recognition.

4. Suggestions on Solving the Financing Difficulties of College Students Entrepreneurship

4.1. Optimize the Financial Market Environment

Financial institutions should develop specialized credit loan products based on the characteristics and needs of college student entrepreneurial projects. When evaluating loan applications, they should reduce reliance on collateral and focus more on the projects innovation, market potential, and the capabilities of the entrepreneurial team. A comprehensive credit assessment system can be established to consider factors such as the entrepreneurs personal credit, academic performance, and the feasibility of the entrepreneurial project, thereby granting eligible college student entrepreneurs a certain amount of credit loans. At the same time, interest rates should be appropriately reduced to ease the repayment burden on entrepreneurial enterprises. Financial institutions should actively introduce new financing methods like equity crowdfunding and debt crowdfunding to provide more financing channels for college student entrepreneurs. Equity crowdfunding involves entrepreneurs raising funds from the public through internet platforms, with investors contributing capital in the form of equity in the business. Debt crowdfunding, on the other hand, involves investors providing funds to entrepreneurs through loans, with entrepreneurs repaying principal and interest according to agreed terms and rates. Through these crowdfunding platforms, college student entrepreneurs can showcase their projects to a wide audience of investors, attracting their attention and investment. Financial institutions should strengthen cooperation with universities and startup parks to establish a one-stop financial service system. Financial service outlets should be set up in universities and startup parks to serve college students. Entrepreneurs provide convenient financial services. They can offer comprehensive services including startup loan consultations, application processing, and financing plan design, helping entrepreneurs address various issues encountered during the financing process. At the same time, financial institutions can collaborate with universities to conduct entrepreneurship finance training, enhancing the financial knowledge and financing capabilities of college student entrepreneurs.

The government can establish venture capital guidance funds or risk compensation funds to provide financial support and risk protection for venture capital institutions investing in college student entrepreneurial projects. When these projects incur losses, the government can offer compensation at a certain ratio to reduce the investment risks for venture capital institutions. The government can also use the guidance fund to encourage greater investment from venture capital institutions in college student entrepreneurial projects, promoting the development of the venture capital market. The government should formulate tax reduction policies to offer

tax incentives to venture capital institutions investing in college student entrepreneurial projects. This includes reducing corporate income tax and stamp duty for venture capital institutions, lowering their investment costs. The government can also provide financial subsidies to venture capital institutions based on the amount and duration of their investments in college student entrepreneurial projects, increasing their enthusiasm for investment. The government should establish and improve mechanisms for venture capital exits, providing diversified exit channels for venture capital institutions. Venture capital institutions can achieve exits through listing, equity transfer, mergers and acquisitions, and other methods to realize investment returns. The government can strengthen capital market construction, improve relevant laws and regulations, and create favorable conditions for the exit of venture capital institutions. At the same time, the government can also encourage enterprises to participate. Purchase college student entrepreneurship projects to promote the integration and development of entrepreneurship projects.

4.2. Improve the Policy Environment

The government should increase policy support for college student entrepreneurship and formulate more favorable tax policies and financial subsidies. It can provide a certain period of tax reduction for college student startups to lower their startup costs. The government can also establish special subsidies for entrepreneurship, offering financial support to eligible college student projects. For example, research and development subsidies can be provided for technology innovation projects; employment subsidies can be given to projects that create more jobs. The government should introduce more flexible financing policies to broaden the financing channels for college student startups. Financial institutions can be encouraged to develop financial products tailored for college student entrepreneurs, lowering the financing threshold. The government can also set up a financing guarantee mechanism to provide financing guarantee services for college student startups, enhancing their financing capabilities. The government should strengthen intellectual property protection, safeguarding the innovative achievements of college student entrepreneurs and encouraging them to innovate actively.

The government should widely promote the entrepreneurship policies for college students through various channels to increase public awareness. It can utilize media platforms such as television, radio, newspapers, and the internet to set up special columns on entrepreneurship policies, providing detailed explanations of policy content and application procedures. The government can also organize policy seminars, visiting universities and startup parks to provide face-to-face consultations with student entrepreneurs. At the same time, the government should establish and improve the policy consultation and service system, offering policy advice and guidance to student entrepreneurs. A dedicated policy consultation hotline can be established, with professionals assigned to answer questions from aspiring entrepreneurs.

The government should strengthen the supervision and evaluation of policy implementation to ensure that policies are effectively implemented. A performance assessment mechanism for policy execution can be established to evaluate the implementation status of relevant departments. The government should also regularly assess the effectiveness

of policies, making timely adjustments and improvements based on the assessment results to enhance the relevance and effectiveness of policies.

4.3. Strengthening Educational Support

Universities should optimize the curriculum for entrepreneurship education, increasing practical courses and case analysis content. They can offer entrepreneurship practice courses, organizing students to engage in entrepreneurial project activities, allowing them to master entrepreneurial skills and methods through hands-on experience. Universities should also enhance case teaching, selecting successful and failed entrepreneurial cases to guide students in analysis and discussion, thereby improving their entrepreneurial thinking and decision-making abilities. At the same time, universities should strengthen the integration of entrepreneurship education with other professional courses, cultivating students' entrepreneurial capabilities across different fields. Universities should reinforce the development of faculty for entrepreneurship education, recruiting teachers or entrepreneurs with practical experience as part-time instructors. These part-time teachers can bring their entrepreneurial experiences and industry resources into the classroom, providing more authentic and practical teaching content. Universities should also intensify training for full-time faculty, encouraging them to participate in entrepreneurial practice activities to enhance their practical teaching skills. Universities can regularly organize faculty to attend entrepreneurship training sessions and seminars, inviting industry experts for guidance, promoting exchanges and learning among faculty members. Universities should strengthen cooperation between entrepreneurship education and the business community, establishing a mechanism for collaboration among industry, academia, and research. They can co-build internship bases with enterprises, offering students practical opportunities. Universities can also invite professionals from the business world to participate in entrepreneurship education. Course design and teaching activities provide students with cutting-edge industry information and practical guidance. Universities can also collaborate with enterprises to incubate entrepreneurial projects, jointly nurturing outstanding startups. For example, universities can recommend student entrepreneurial projects to partner companies, which in turn offer financial support, technology, and facilities to promote project development.

Universities should regularly host entrepreneurship plan contests, startup salons, and entrepreneurship seminars to provide a platform for college students to showcase and exchange ideas. In entrepreneurship plan contests, students can present their startup projects to judges and other participants, receiving feedback and suggestions. Startup salons and seminars can invite successful entrepreneurs and investors as guests to share their entrepreneurial experiences and investment philosophies, offering guidance and assistance to college students. Universities should establish entrepreneurship funds or incentive mechanisms to support and reward outstanding startup projects. The entrepreneurship fund can provide seed capital for promising startup projects, helping them realize their entrepreneurial dreams. The incentive mechanism can encourage students to actively participate in entrepreneurial activities, enhancing their entrepreneurial skills. Universities can offer cash rewards for projects that excel in entrepreneurship plan contests and confer honorary titles and awards to students with outstanding

entrepreneurial achievements.

4.4. Improve Personal Ability

Universities and entrepreneurship service institutions should offer courses or workshops on writing business plans, inviting professionals to teach and provide guidance. The course content can cover aspects such as the structure, content, and writing techniques of business plans. Professionals can use real-world cases to explain how to write an attractive and feasible business plan. Universities and entrepreneurship service institutions can also provide templates and case studies for college students to reference and learn from, helping them better master the writing methods. At the same time, organizing business plan review activities to recognize and reward outstanding business plans can inspire students' enthusiasm for writing. Universities and entrepreneurship service institutions should offer financial management courses or lectures, teaching basic financial management knowledge and skills. The course content can include financial statement analysis, cost control, and fund management. Through these courses and lectures, college student entrepreneurs can understand the importance of financial management and master basic financial management methods. Universities and entrepreneurship service institutions can also organize practical financial management activities, such as simulated operations and financial analysis, allowing college students to improve their financial management skills through practice. Additionally, providing financial management consulting and diagnostic services can offer personalized financial management solutions for college student entrepreneurs, helping them address their financial management challenges. Problems encountered.

4.5. Expand Social Capital

College student entrepreneurs should actively participate in various entrepreneurial activities and social events, joining startup communities, attending startup forums and exhibitions, and other such events. In these activities, they can establish connections and communicate with industry experts and investors, expanding their network of contacts. For example, at startup forums, college student entrepreneurs can engage in face-to-face exchanges with investors, introduce their business projects, and understand the investment intentions and needs of investors. At the same time, they can use social media channels to expand their network of contacts, connecting and interacting with potential investors through platforms like WeChat, Weibo, and LinkedIn, regularly sharing updates on the progress and achievements of their projects to attract their attention.

College student entrepreneurs should focus on brand building and market promotion, formulating scientific brand strategies and marketing tactics. Clearly define the brand positioning and target market, designing an appealing brand image and product services based on the needs and characteristics of the target market. Utilize internet and new media channels for brand promotion, enhancing brand exposure and attention through social media marketing, content marketing, and search engine optimization. Actively participate in various competitions and evaluation activities to showcase project strength and potential, boosting brand recognition and influence. For example, participating in innovation and entrepreneurship contests; winning awards can increase the projects' visibility and reputation, attracting

more investors attention and favor.

5. The Dilemma and Countermeasures of Financial Inclusion in Start-Up Financing

5.1. Difficulties of Inclusive Finance in Start-Up Financing

5.1.1. Insufficient funding sources

Traditional financial institutions tend to lend to large companies and individuals with stable sources of income, while small and micro businesses and low-income groups are seen as high-risk customers and have difficulty getting loans. Although the government has begun to take measures to support financial inclusion, the limited budget makes it difficult to invest sufficient resources in the field of financial inclusion.

Lack of social capital: Many social investors have limited attention to financial inclusion, resulting in insufficient capital inflows into this area.

5.1.2. Unclear positioning of service objects

Many financial inclusion products tend to be limited to a specific group, such as small and micro businesses or low-income people, leaving other groups in need of help neglected. Some financial inclusion products may impose strict restrictions on the use of borrowers, making it impossible for customers to use funds flexibly and reducing the efficiency of the use of funds.

5.1.3. Poor risk management

Low-income groups and small and micro enterprises often lack sufficient financial knowledge and credit records, which makes it difficult for financial institutions to obtain their real needs and affect the accuracy of services. In many developing countries, the credit system is not perfect, and there is a lack of credit records for small and micro businesses and low-income people, which makes it difficult for financial institutions to assess the credit risk of borrowers when lending. Due to the lack of effective risk management mechanism, financial inclusion often faces high default risk in practice, which not only affects the sustainable development of financial institutions, but also makes the ultimate beneficiaries unable to get the support they should.

5.1.4. Inadequate policy support

The laws and regulations of many countries have not kept pace with the development of financial inclusion, resulting in legal risks in the implementation process. Although some countries have introduced policies to support financial inclusion, there are often various problems in the implementation process, such as inadequate policy implementation and weak supervision.

5.2. Countermeasures of Inclusive Finance in Start-Up Financing

5.2.1. Expand funding sources

By providing tax incentives and policy support, more private capital will be attracted to the field of inclusive finance. We will encourage private capital to participate in the development of inclusive finance by setting up inclusive finance funds and investing in inclusive finance projects. Actively cooperate with international financial organizations to obtain their financial and technical support, and promote the international development of inclusive finance.

5.2.2. Accurate positioning of service objects

Financial inclusion should not only focus on small and micro businesses and low-income groups, but also extend to a wider range of social groups, such as farmers, students, the elderly and so on. According to the needs of different groups, diversified financial inclusion products such as microcredit, microinsurance and mobile payment are developed to meet the needs of different customers. Strengthen risk management. Big data, artificial intelligence and other fintech means should be used to establish a more scientific and effective risk assessment mechanism to reduce the risks of financial institutions in inclusive finance. Promote credit information sharing, establish and improve the credit system, provide accurate credit information for financial institutions, reduce lending risks. The government should strengthen the supervision of inclusive finance, establish and improve the risk prevention mechanism, and ensure the steady development of inclusive finance.

5.2.3. Improve policy support

We will accelerate the formulation and improvement of laws and regulations related to inclusive finance to provide legal guarantee for the development of inclusive finance. Ensure effective implementation and supervision of policies to prevent deviations and loopholes in the implementation of policies. Financial institutions will be encouraged to actively participate in the development of inclusive finance by setting up incentive funds and providing tax incentives.

6. Conclusion

The difficulty of financing for college student entrepreneurship is one of the pressing issues that need to be addressed. By improving the financial market system, strengthening policy implementation, enhancing the entrepreneurial capabilities of college students, and establishing a robust social support system, as well as improving the efficiency of evaluation processes for funding providers, we can offer more comprehensive and effective support and assistance to college student entrepreneurs. We believe that in the near future, college student entrepreneurship will welcome broader development opportunities and a brighter future.

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