Problems and Countermeasures in the Inclusive Transformation of Private Kindergartens

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Keywords: Private kindergartens, Inclusiveness, Countermeasures.

Abstract. At present, various localities have adopted the policies of fund compensation, providing kindergartens building construction, maintenance or rental funds, tax and fee reduction and other policies, and actively explored the financial support methods for the transition from private kindergartens to inclusive kindergartens, and achieved certain results. However, there are still some problems, such as lack of long-term planning, vague quality standard, small amount of government financial input, low proportion, lack of competition mechanism, reconstruction of light management and so on. It is urgent to further rationally plan the layout, establish quality standards, and increase government investment. Introduce competition mechanism, strengthen quality and fund supervision to ensure the healthy development of private kindergartens.

Introduction
Since the national medium and long term education reform and development program was issued and implemented in 2010, preschool education in our country has developed rapidly. The effect of the policy implementation is very obvious, but some problems still exist, such as the insufficient amount of preschool education resources in rural areas, the difficulty of obtaining one seat in urban public kindergartens, and the low quality of small-scale private kindergartens. The main root of these problems lies in: there is still a shortage of inclusive resources for preschool education. Although with the comprehensive development of the three-year action plan for preschool education in various localities, public kindergartens have developed rapidly, but private kindergartens still account for half of the total, the scale has not changed. Under the condition that public kindergartens with strong public welfare can not meet the urgent needs of the masses in preschool education, through the support of the government, some qualified private kindergartens should be promoted to make the transition to inclusive as soon as possible, which is to effectively lighten the financial burden on the government. Improve the satisfaction of the public, better meet the needs of children to enter the kindergarten.

The Meaning and Measurement Standard of Inclusive Private Kindergartens
Inclusiveness is a concept derived from economics. The most essential feature of inclusiveness is commonweal, fairness, universality and sharing.

The State Council's opinions on the current development of preschool education (No. 41, hereinafter referred to as "some opinions") clearly put forward that "preschool education is an important public welfare undertaking", "Development of preschool education," We must insist on public welfare and universality. "Around the concept of "Inclusive", the academic circles discussed the connotation and measurement standard of inclusive private kindergartens, such as Qin Xufang, Wang's default: "universal, non-discriminatory and non-reciprocal are the three basic characteristics", inclusive private management Kindergarten should have three conditions: "facing the public, fair price and high-quality resources". Ding Xiutang regards convenience, quality, low price, diversity and fairness as the basic standards of inclusive kindergartens.

We can define inclusive private kindergartens as: the government should mobilize private capital to participate in investment and face the public by combing the discussion of scholars, to meet the
needs of ordinary people for quality and affordable preschool education, to ensure inclusive
citizenship and the public welfare fairness of running kindergartens make it an important part of the
public service system of preschool education, which covers urban and rural areas. The quality is up
to standard, it is pointless to only pursue popularization rate and ignore quality. Inclusive private
kindergartens should charge a reasonable fee, let the ordinary people afford it, but also pass the test
of quality. Therefore, in addition to the conditions and facilities of the kindergartens, the
qualifications of the director, the level of teachers and the quality of the conservation education
should also meet the requirements.

The Problems Existing in the Inclusive Transformation of Private Kindergartens

In order to implement the spirit of "government leading, social participation, and public and private
administration", the Ministry of Finance and Education have formulated the interim measures on
the Administration of the Central Government's Financial support for the Development of
Children's Kindergartens run by the people. The Central Government's Financial arrangements for
"supporting the Development of privately run kindergartens with Award and subsidy funds," to
support the Development of All-inclusive and Low-fee Private kindergartens .In the three-year
preschool education action plan, support for inclusive private kindergartens have been included.
Various localities have increased their support for private kindergartens by providing funds for
compensation, supporting the construction or rental of garden buildings, and reducing taxes, and
have made active practice and exploration in the transition from private kindergartens to inclusive
kindergartens. This has greatly increased the number of inclusive kindergartens and effectively
alleviated them. "Enter the kindergartens is expensive, but difficult to get into the kindergartens.
However, at present, some problems in the transition from private kindergartens to inclusive
kindergartens are worthy of our attention.

Lack of Long-term Planning

After the promulgation and implementation of the outline, local governments have explored the
construction of inclusive private kindergartens. In order to explore empirically, many local
governments have only issued some documents explaining the construction of inclusive private
kindergartens in a general way, making inclusive private kindergartens an expedient measure for
providing more affordable preschool education degrees. Lack of long-term planning and systematic
design, for example, there is a lack of argumentation on policy objectives, support measures and
effects, implementation processes, supervision mechanisms, which are arbitrary, due to the lack of
science, the systematic plan and the ability to propagate. The majority of the private kindergarten
organizers still do not know much about the specific measures of government support and
supervision, and do not see clearly the development prospects after being transformed into inclusive
private kindergartens, and some even have a certain degree of assurance after the transformation.
The earnings are doubtful.

The Quality Standard is Vague

The starting point of the inclusive private kindergarten is to let the people accept the preschool
education with the same quality, as the public kindergarten with less money under the circumstance
of the shortage of the public welfare public kindergarten. However, since the original intention of
the local governments in recognizing inclusive private kindergartens is to quickly popularize
preschool education and increase the participation rate, the quality problem is often placed, so the
determination conditions are mostly based on hardware considerations: first, the requirements are in
line with the overall planning of local urban and rural construction and the layout of kindergartens,
and the shortage of private kindergartens to supplement the distribution of public kindergartens; the
other is to limit fees and impose price limits by the government. The requirement is equal to that of
the local the level of public kindergartens is equivalent; third, the hardware facilities are up to
standard, and the requirements for running the kindergartens are meeting the basic standards of
running the kindergartens, the number of classes and the class quotas are in accordance with the
regulations, but less is done to the quality of education and the level of management. Teachers educational background structure and other factors related to the quality of education are limited.

**Emphasize Construction over Management**

The construction of inclusive private kindergartens is only the initial work, to ensure that it can always provide quality and cheap preschool education services for the public, the government should provide financial support, but also to monitor the quality of its care. However, at present, there are not many methods and measures in guiding inclusive kindergartens to improve their soft power, and supervision and management are also very weak. They have not established a scientific supervision system for quality assessment of education, lack of sound quality supervision and monitoring. The evaluation mechanism, the guarantee of teachers' income and the education and teaching investment also lack the corresponding supervision mechanism.

**Countermeasures and Recommendations**

The outline clearly proposes to establish a system of government-led, social participation and public-run and private-run kindergartens. In particular, the construction of inclusive private kindergartens requires the government to play a leading role, because it emphasizes public welfare, fairness and sharing, while the core attributes of private capital are "pursuing profits" and "competitiveness." In order to resolve these two completely contradictory characteristics of inclusive private kindergartens, we must strengthen the guidance of the government and ensure their inclusiveness through the corresponding system design.

**Reasonably Plan the Layout**

To solve the problem of "difficult and expensive to enter the kindergartens", it is very important to plan the layout scientifically, which requires the relevant government departments to stand at the level of satisfaction of the people, according to the existing kindergarten pattern and local development plans and local conditions. The principle of convenience and proximity, reducing the radius of entering the kindergartens, adapting to the new imbalance caused by the change of population distribution, the rapid increase of urban population, and rationally distributing public and inclusive private kindergartens. In particular, in the second phase of the preschool education action plan to be issued in various localities, it is necessary to make a good plan. If the existing inclusive private kindergartens can meet the needs, they should not repeat new construction or reform. By expanding public kindergartens, on the one hand, investors in inclusive private kindergartens can eat a "confident pill"; on the other hand, it can lighten the financial burden of the government, maximize the use of existing resources, and use the limited financial funds to the knife edge.

**Establish Quality Standards.**

Quality and opportunity are equally important, there is no basic quality assurance, its meaningless to add inclusive private kindergartens to increase children's access to kindergarten. Education quality refers to "whether kindergarten care and education activities meet the needs of children's physical and mental health development, and the degree of meeting the needs of children's physical and mental health development", which can be divided into three dimensions: structural quality, process quality and result quality. Among them, class size, teacher-student ratio, teacher's qualifications, management level of the kindergartens, quantity and types of toys are relatively easy to regulate and control. But curriculum and activities, teachers, teaching and research, learning and development of young children, communication and interaction between teachers and students, and children's adaptability are the quality standards that belong to process and result. They are difficult to be measured by concrete values. Therefore, on the basis of the existing research results and the management practice of preschool education in various places is necessary. Formulate a set of laws consistent with the law of preschool education and the physical and mental development of children at the national level and in accordance with the national educational policy. In order to ensure the quality standard of inclusive private kindergartens, the structural quality, process quality and result
Quality are clearly stipulated in the concrete and comprehensive quality standard system of private kindergartens.

**Quality and Financial Supervision should be Strengthened**

The quality monitoring system of preschool education, the system of accountability and intervention of monitoring results should be established as soon as possible. In order to promote the inclusive private kindergartens to improve the quality of care and play an exemplary role, the government's corresponding institutions or third parties are entrusted with the dynamic supervision. At the same time, supervisory departments and professionals should be appointed to supervise the use of funds in inclusive kindergartens. Ensure rational use of funds to avoid waste of funds and ensure the virtuous circle and sustainable development of inclusive and private kindergartens.

**Acknowledgement**

This research was financially supported by the Graduate Innovation Foundation Project of Jiangxi Normal University (Grant NO. YJS2017031)

**References**

