



The Difficulties and Countermeasures of the Development of Universal Benefit Private Kindergartens

Xin Zhang*, Yuran Shen

Monash University, School of Business and Economics, McMahons Road, Frankston 3199, Australia

*Author to whom correspondence should be addressed.

Abstract: *Preschool education is the beginning of lifelong education, and nurturing from infancy is the common expectation of the people. Comrade made it clear in the report of the 19th CPC National Congress that "preschool education should be done well and that every child can enjoy a fair and quality education." In recent years, China has carried out the action plan of preschool education in an all-round way, and made a breakthrough in the cause of preschool education. However, with the acceleration of urbanization and the implementation of the comprehensive two-child policy, the imbalance between the demand for preschool education and the development and supply of preschool education is still very prominent. The development of the universal benefit private kindergartens has become an important practical way to "basically build a public service system for preschool education that covers a wide range of areas, ensures basic and quality education". However, in the process of developing the universal benefit private kindergartens, there are a series of difficult problems such as vague identification standards, general support policies, weak faculty and inadequate regulatory mechanisms. Therefore, it is necessary to scientifically define the connotation of the universal private kindergartens, improve the training system of preschool teachers, accelerate the construction of its internal education quality assurance system, and constantly improve the long-term policy support and supervision mechanism, so as to make them play an important role in expanding public preschool education resources and promoting education and social equity.*

Keywords: Preschool education; Universal benefit private kindergartens; Educational equality.

Cited as: Zhang, X., & Shen, Y. (2024). The Difficulties and Countermeasures of the Development of Universal Benefit Private Kindergartens. *Journal of Theory and Practice in Education and Innovation*, 1(1), 16–24. Retrieved from <https://woodyinternational.com/index.php/jtpei/article/view/127>

1. The Definition and Characteristics of Universal Benefit Private Kindergartens

Universal benefit private kindergartens refer to “private gardens that are funded by the government or commissioned to provide pre-school education services, not for profit, for the masses, for the park, for reasonable fees, and for quality assurance” [1] Other social organizations or individuals use non-state financial funds to organize for the society, and the government recognizes the listing, the fees can be accepted by the general public, the quality is guaranteed, and the government gives more subsidized and supervised kindergartens.” [2] Pratt & Whitney The essence of sex-based kindergartens is that the government purchases pre-school education services from qualified private kindergartens through different forms.

According to the characteristics of inclusiveness and preschool education, the researchers launched an in-depth discussion of the connotation and characteristics of Universal benefit private kindergartens. Some researchers have suggested that Universal benefit private kindergartens should have the following five basic characteristics and conditions [3]: - the main body of the park is a public welfare organization, a company or a citizen individual, and all the clear legal persons of the park; Qualified, that is, the park is a qualified registered private kindergarten, the teaching conditions are basically up to standard and the quality of education is qualified; the third is the ordinary people (including some vulnerable people) who have demand for preschool education; the fourth is pricing for the public, Charge control is within the reach of most people; Fifth, certain government preferential policies and even financial support can be obtained according to relevant policies of China. From the domestic researchers' understanding of the connotation of Universal benefit private kindergartens [2], Universal benefit private

kindergartens should generally have the characteristics of social welfare, quality assurance, appropriate fees, government compensation, and regulatory constraints.

2. The Necessity of Developing Universal Benefit Private Kindergartens

According to the 2017 National Statistical Report on Education Development, there were 255,000 kindergartens in the country and 46,100,400 children in the park. According to this ratio and scale, 3 million children will be added each year, and at least 16,600 kindergartens will need to be added. But the actual demand is much larger than this number. Because according to the requirements of the national third-phase action plan, by 2020, the national pre-school three-year gross enrollment rate will reach 85%. The promotion of the comprehensive second-child policy in 2016 made the national birth rate increase by 8% year-on-year. The impact of the 2016 new population dividend on the kindergarten education market will be reflected in the future in 2018, and will be more fully reflected after 2019. In this way, on the one hand, the increase in the base of the new population, and on the other hand, the policy requirement for the increase in the rate of gross enrollment, the two factors are superimposed, and the increase in the rigid demand for preschool education resources is expected in the foreseeable future. Determined [4]. The development of Universal benefit private kindergartens as an important measure to expand pre-school education resources, popularize public welfare pre-school education and promote balanced development of pre-school education, achieve an important way of education fairness, and guarantee the quality of preschool education and pre-school education for more age-appropriate children. Strategic goals have important practical implications.

3. The Development Dilemma of Universal Benefit Private Kindergartens

3.1 The Understanding of Universal Benefit Private Kindergartens is Not in Place, and the Standard of Identification is Vague

Local governments do not fully understand the connotation of inclusive private kindergartens, and do not have a deep understanding of its role, which is mainly reflected in the local governments' recognition and emphasis on the development of inclusive private kindergartens, which directly affects the enthusiasm of the transformation and development of inclusive private kindergartens. First of all, the state council's opinions on the current development of preschool education does not define the general benefit of private kindergartens, but stipulates that "actively support the development of private kindergartens, especially the general benefit of private kindergartens facing the public with low fees". This regulation does not indicate that the public oriented private kindergartens with low fees are a feature of the inclusive private kindergartens, but only that the public oriented private kindergartens with low fees are an important part of the inclusive private kindergartens. In view of the development of Universal benefit private kindergartens, many documents issued by local governments in China are generally vague, and the construction of private kindergartens is simply explained without detailed listing, with great randomness and lack of long-term reasonable planning.

Secondly, some local governments fail to correctly understand the nature and characteristics of Universal benefit private kindergartens, and their understanding of the development of Universal benefit private kindergartens is one-sided, or the definition of private kindergartens with vague and random nature is relatively large, or a higher threshold is set for the identification of Universal benefit private kindergartens. Many provinces in defining the universality private kindergartens, arbitrarily for the mass, charge lower as core characteristics of universality private kindergarten, can't correctly understand fundamental purpose for the development of private kindergarten universality, think development universality private kindergarten is in order to improve the attending rate, see it as a private kindergarten by reducing the income is a way to enhance competitiveness, and will improve in the second place the quality of education. Among them, some local governments only emphasize the material conditions such as charging standards, hardware facilities, and lack of assessment indicators of connotation construction such as quality of care and education, curriculum teaching, etc. Some places set access standards too high, with a certain scale, the corresponding grades, and in the area and facilities made "one pace reaches the designated position" hard and fast rules, make a lot of low and middle income earners family oriented, reach the standards of small-scale private kindergarten free in the universality award policy, finance can't effectively play a role of the palm, failed to achieve financial fund "to make sure children families are financially difficult accept pratt & whitney preschool education [5]". To a certain extent, it affects the enthusiasm of running kindergartens for the benefit of all private kindergartens.

3.2 Support Policies for the Development of Universal Benefit Private Kindergartens are General

In recent years, the central and the local government has successively introduced some development and support universality private kindergarten policy initiatives, such as the national and local building fill the universality of private kindergarten prize money, the government public funds subsidies, construction project support, appointed director, in public, breaks the rent and other teachers, to promote the development of universality private kindergarten had a positive effect, but there are still some problems.

First, most local governments lack overall consideration and long-term planning for the development of Universal benefit private kindergartens. Many local governments only support the development of inclusive private kindergartens as a temporary measure to promote the development of local preschool education, lack of long-term planning and overall consideration, and will not formally include the support and development of inclusive private kindergartens into the action target of regional preschool education development. Second, the government management on how to specific regulatory and support the development of the private kindergarten universality is still in trial exploration stage, the "policy objectives, support measures and the effect, the implementation process, lack of supervision mechanism and so on scientific reasoning, likely random [6], made no mention of individual, implementing measures, the main responsibility of the operating procedures and supervision mechanism, the lack of rigid policy and safeguard mechanism, causes many universality private kindergarten could not enjoy in addition to the award of the supportive policies other than money, failed to take out a set of mature, science, system the feasibility of the scheme. As Wang yajun and He shixi, two scholars, pointed out [7], "At present, there is room for strategy for supporting policy expression. By the investigation result, "taxes and rent" and "in teachers" although "helping" pairing with reference points higher, but the average coverage is low, most of the policy document, almost unity to paraphrase "the ten" file proposed "take the government to buy services, breaks the rent," replace subsidies with awards, in public teachers, not in detail how to buy the service, how to relief the rent etc, on the one hand, this strategy for governments everywhere have space and room for discretion, through refactoring around rules, potentially modify or reorganization of the relevant provisions, to suit the local reality and meet local interests. However, on the other hand, this may lead to the local government's inaction, turning the policy into a piece of paper with slogans [8]. The universal private kindergartens cannot enjoy the substantive support policies brought by the acceptance of the recognition conditions, thus discouraging the enthusiasm of running kindergartens.

At the same time, the lack of effective publicity of the supporting policies and supervision measures for the development of Universal benefit private kindergartens is one of the reasons that make it difficult for the existing supporting policies to strengthen the determination of Universal benefit private kindergartens to develop into Universal benefit private kindergartens.

3.3 Insufficient Financial Investment in the Development of Universal Benefit Private Kindergartens

In order to make private kindergartens to present the development goal of "universal benefit" and make them fully play an important role in preschool education, strong financial support is essential. At present, China mainly provides financial subsidies to Universal benefit private kindergartens by means of allocating special funds, reducing rent, dispatching teachers and subsidizing per student, etc. The government guarantees the universal benefits of private kindergartens through various financial subsidies. According to China's current preschool education management system of "local responsibility and hierarchical management", the local government at the county level is the main responsible body of financial investment in preschool education. Due to the differences in economic development levels and the different degrees of attention paid to the development of inclusive private kindergartens in various regions, the educational financial expenditure before inclusive sex education in various regions is unbalanced, and there are generally problems such as insufficient investment, single mode and lack of supervision.

First of all, some provinces and cities provide too little financial subsidies for Universal benefit private kindergartens. At the same time, these kindergartens are required to implement the charging standard of similar public kindergartens. As a result, the reasonable profit demand of some Universal benefit private kindergartens cannot be satisfied and the quality of care and education cannot be guaranteed. In addition, the financial subsidies for the inclusive private kindergartens lack sustainability. Due to the lack of functions of relevant departments, the financial subsidies for the inclusive private kindergartens lack dynamic tracking, and one-time financial subsidies are not conducive to the sustainable development of the inclusive private kindergartens. Moreover, the lack of supervision and management on the use of financial subsidies for the development of inclusive private kindergartens leads to speculation in some private kindergartens, which to some extent reduces the social recognition and trust of inclusive private kindergartens, and is not conducive to the overall standard development

of inclusive private kindergartens.

3.4 The Supervision Mechanism for Universal Benefit Private Kindergartens is Not Sound Enough

As an emerging preschool education institution in recent years, the universal private kindergartens are not only different from the public kindergartens, but also different from the general private kindergartens. At present, there are some difficulties in the construction of supervision system of private kindergartens. From the perspective of management mode, the local government lacks the management and guidance of the Universal benefit private kindergartens, which makes the Universal benefit private kindergartens fall into the current situation of multiple management and separation of management and operation [3]. Look from the management team, responsible for general supervision and administration of private kindergarten affairs administrative personnel less, unable to realize the daily supervision and guidance function, reasonable and effective control of universality private kindergarten barriers to entry, and the quality of the charging standard, Wang fiscal subsidy funds usage monitoring such as the goal, management, weak supervision is not strong, difficult to guarantee to support effective implementation of policy and management measures. From the perspective of management content, some scholars pointed out that [6], education administrative departments mainly pay attention to the material environment, application procedures, charging standards, the conformity of financial subsidies and expenditure items of Universal benefit private kindergartens, and lack of daily supervision and guidance on kindergarten service quality and other specific matters.

3.5 The Quality Teachers of Universal Benefit Private Kindergartens s are Weak

The construction of high-quality and stable teaching staff is the key to improve the quality and connotation of universal private kindergartens, and it is also the top priority to solve the development dilemma of universal private kindergartens. Compared with public kindergartens and other educational stages, the teaching staff of private kindergartens in China still have many deficiencies, such as insufficient quantity, low quality, low social status and poor salary [9]. According to education statistics released by the ministry of education in 2017, the number of staff in private kindergartens in China was 276 in 2017. 50,000 children in the kindergarten 2,572. Thirty thousand people, the ratio of the number of teachers and staff to the number of children in the kindergarten is 1:9, which cannot meet the regulation that the ratio of teachers and staff to children in the full-time kindergarten is no less than 1:7 as proposed in the "standards for kindergarten staff allocation (interim)" (2013), especially the number of full-time teachers is only 151. Three hundred thousand, the number is only half of the number of faculty. At the same time, the private kindergarten teachers lack of necessary welfare treatment and social security, the teacher team is not stable, mobility is relatively large, the overall quality of teachers and education background is low, professional identity is generally not high. Although countries should pass of "replace subsidies with awards" teachers "in public" teachers "training" "research guidance" and actively supporting the universality private kindergarten, but many universal benefit private kindergartens after winning prize for funds, mainly on top of kindergarten's basic running in cultivating teachers training spending less. There are few opportunities for teachers to participate in on-the-job training, and it is difficult to improve their professional quality. Meanwhile, public teachers seldom teach in Universal benefit private kindergartens. Some researchers pointed out that the government's management responsibilities in the management of teachers in private kindergartens are not in place; Insufficient input of government financial funds; The professional quality of universal benefit private kindergartens's managers and teachers is low; The teacher management system of puhui garden is not perfect; The professional development of universal benefit private kindergartens teachers is passive. Problems such as weak awareness of preschool teachers' participation in teacher management in universal benefit private kindergartens [10]. Only by solving the problem of the construction of teaching staff, the universal benefit private kindergartens can make great progress in quality and quantity.

3.6 The Quality of the Education of the Universal Benefit Private Kindergartens is Not High

The development of universal private kindergartens is not only the realization of universal benefits of preschool education, but also the universal benefits of high-quality preschool education. To popularize high-quality preschool education and promote the healthy and sustainable development of preschool education is the deeper goal of developing Universal benefit private kindergartens. Preschool education quality evaluation at present, the supervision system is not perfect, the local administrative department of education has not yet set up scientific Wang quality evaluation and supervision system, lack of sound quality supervision, monitoring and evaluation mechanism, in the assessment of universality private kindergarten, there is no clear quality standards, such as "the ten" requirement for the quality of universality in kindergarten to primary tendency for prevent and correct the

education content. Due to the lack of unified quality standards, the evaluation of universal kindergartens in different areas is arbitrary, the difference between different areas of universal kindergartens may be very large, the national universal kindergarten statistics or unreliable. In addition, due to the lack of quality standards as a reference, there is a lack of understanding of the most urgent need to improve the quality of universal kindergartens. Therefore, the government cannot carry out targeted investment, supervision and inspection.

In addition, the weak running conditions and construction foundation of many private kindergartens in China is also an important factor restricting the development of private kindergartens in China. Many universally-beneficial private kindergartens have problems such as poor school running conditions, irregular management, large class size, too high ratio of kindergarten teachers, lack of "game-oriented" teaching methods in kindergartens, and retention of "elementary-oriented" teaching methods [5]. The quality of care and education needs to be improved.

4. Countermeasure Research on the Difficulties in the Development of Universal Benefit Private Kindergartens

4.1 Scientifically Define the Connotation of Universal Private Kindergartens and Increase Policy Publicity

The government's understanding of the connotation and significance of the Universal benefit private kindergartens will directly affect the pertinence and effectiveness of its establishment of support and management measures. Scientific and reasonable education policy is the premise and foundation of effective policy implementation, and policy understanding is the initial stage of policy implementation. The scientific and reasonable definition of the connotation of inclusive private kindergartens is conducive to the scientific formulation of relevant education policies of inclusive private kindergartens, and the policy implementers can reduce the misunderstanding of the policy itself, thus laying a good foundation for the implementation of relevant policies and enhancing the effect of policy implementation. Therefore, the local government should first of all deeply understand and clearly define the nature and characteristics of inclusive private kindergartens, in order to better carry out the development of inclusive private kindergartens.

Education policy evaluation is the necessary premise of making new education policy, the basis of rational allocation of education policy resources, a powerful tool to regulate the implementation process of education policy, and an important basis to determine the continuity, revision or termination of education policy. The definition of the concept of universal private kindergartens is an important premise to evaluate relevant educational policies. Scientific evaluation can only be carried out on the basis of scientific concepts and premise of reasonable concepts.

At the same time, we should increase the publicity of the government's policies, goals and ideas of developing Universal benefit private kindergartens. Governments at all levels extensively publicize the construction significance of Universal benefit private kindergartens to the society, let the people understand the connotation of Universal benefit private kindergartens, understand the ways and methods of promoting public welfare and pre-sex education [12], and improve the social awareness, recognition and trust of Universal benefit private kindergartens. Also should strengthen the universality private kindergarten held personnel and management personnel of relevant policies of the education and learning, to make it clear the basic nature of universality private kindergartens as well as its social responsibility, obligations and rights, cooperate with the government of various development universality private kindergarten construction and supervision work, promote the sustainable development universality private kindergarten.

4.2 To Establish a Long-term Policy Support Mechanism for the Development of Universal Benefit Private Kindergartens, and Implement Hierarchical Support and Management

Due to the different development levels and characteristics of the Universal benefit private kindergartens in various provinces and cities in China, the supporting contents and methods should be based on the specific needs and actual development situation of each region to formulate the supporting measures and management methods suitable for this region, implement the hierarchical support and management, and build a long-term policy support mechanism.

According to the standards of running conditions, management, teachers and other standards of the universal private kindergartens, the universal private kindergartens are classified, classified management is implemented, and targeted support is provided. Generally speaking, rent reduction, tax reduction, the most cost saving; the most effective incentive is to replace compensation with prize. Supporting teacher development is most effective.

Therefore, areas with weak development of preschool education should first be supplemented with basic facilities, rent reduction and tax reduction, and the provision of subsidies for the establishment of kindergartens. Areas with rapid development of preschool education should focus on supporting poor families and stimulate kindergartens to improve their quality by using incentives instead of subsidies. For areas with moderate development of preschool education, teachers' professional development, the core element, should be taken into account and teachers' salary subsidy and professional development should be given priority [7]. We can also learn from each other and strengthen the positive interaction between private kindergartens and public kindergartens, and provide assistance in pairs and exchange for teaching. At the same time, it is necessary to avoid the practice of "one evaluation for life", to establish the way of dynamic entry and withdrawal as well as the dynamic rise and fall of the kindergarten grade, and to urge universal private kindergartens to improve the quality of running the kindergarten.

In addition, all regions, regardless of the development level of preschool education, should gradually improve in the following aspects. First, financial subsidies support policies should be refined. Resources, that is, the proportion of financial input from provincial, municipal and county governments. For example, the proportion of matching allocation of international mainstream financial transfer payment means is basically between 5% and 50% "[13]. Allocated standards, that is, to meet the conditions of universal benefit private kindergartens can benefit; the extent to which the subsidy is used; financial supervision, that is, the specific direction of investment and allocation process, such as the establishment of teachers, families, kindergartens, such as individual accounts. Second, for policy support, specific requirements should be made at least at the municipal level, such as rent reduction standards and tax incentives. Third, how to arrange supporting policies for teachers, such as training plans, teaching and research projects, and professional title assessment, should be specifically included in the annual plan. The construction of high-quality and stable teachers is the key to the development of inclusive private kindergartens. However, at present, there are few and insufficient supporting policies for teachers, and the reference rate and average coverage rate are significantly lower than those for kindergartens. To stable salary system and incentive policy system of teachers, especially the government subsidies on teachers, such as the position salary, allowances, teaching age, region, "five social insurance and one housing fund subsidies to the guarantee of non-profit private kindergartens in the capital market and talent market to attract the best talent, promote the development of preschool education quality" [14]. At the same time, it should be realized that the formulation and implementation of supporting policies for the development of Universal benefit private kindergartens is not a short-term behavior. The government must constantly adjust in the process of policy implementation, focus on breaking through key problems, and avoid the serious problems due to temporary difficulties or the interests of private kindergartens.

4.3 Improve the Supervision System for Universal Benefit Private Kindergartens

To improve the supervision system of Universal benefit private kindergartens, relevant government departments must make their rights and responsibilities clear in the supervision process.

First of all, it is necessary to make full use of professional administrative personnel in the field of preschool education, give full play to the role of business director of the education department, and conduct daily supervision and guidance on the quality of Universal benefit private kindergartens. Through the establishment of kindergarten quality evaluation and supervision system, improve preschool education teaching and research teaching guidance network system.

Secondly, local government should be according to the actual universality private kindergarten, combined with the regional economic and social conditions, formulate scientific and operable kindergarten education quality evaluation index system, regular evaluation universality private kindergarten wang quality in this region, to supervise and regulate the behavior of universality private kindergarten education of kindergarten, quality assessment report will be used as the basis for improving fiscal and other policy support. According to the trend of birth rate and population flow, the number of Universal benefit private kindergartens should be scientifically planned and distributed to ensure that all children at the right age have sufficient choice space [5]. In addition, through the network, television, news and other media to the general benefits of private kindergartens quality evaluation rules and evaluation results of publicity and publicity, guide parents to establish a scientific concept of quality education, strengthen social supervision, promote the general benefits of private kindergartens to improve the quality of education. Again, local governments need to have a clear formulation of non-profit private schools "Against corruption" rules, involving the interests of the private garden, the board of directors and staff conflict and clear definition of corruption and bribery, etc, and ask the private kindergarten to strengthen internal management, establish a financial system, perfecting informatization, transparent financial supervision mechanism [15].

Finally, a withdrawal and accountability mechanism matching the recognition standards and reward mechanism of Universal benefit private kindergartens should be established to ensure the orderly development of high-quality Universal benefit private kindergartens.

4.4 Construct the Internal Education Quality Assurance System of Inclusive Private Kindergartens

Generally speaking, the quality assurance mechanism of universal private kindergartens consists of two parts: external education quality assurance mechanism of kindergartens and internal education quality assurance mechanism of kindergartens. Among them, the external education quality assurance mechanism of inclusive private kindergartens refers to the monitoring mechanism established outside the inclusive private kindergartens to supervise and evaluate the education quality of inclusive private kindergartens. The internal education quality guarantee mechanism of inclusive private kindergartens refers to the relationship, mutual restriction and interaction between different subjects in promoting children's physical and mental health development and the management mechanism established within the inclusive private kindergartens to improve the quality of kindergarten education [16]. Only by organically combining the internal and external education quality assurance mechanism of inclusive private kindergartens and performing the quality assurance function together can the effective guarantee of the education quality of inclusive private kindergartens be realized.

First, kindergarten managers should first break the traditional centralized management concept. Recognizing that each member of the kindergarten is an important factor affecting the quality of kindergarten education, more preschool teachers are allowed to participate in the construction and decision-making of the quality of kindergarten education, and the organization of kindergarten quality management is established [17]. Second, the universal private kindergartens should build up the in-service training and learning mechanism of preschool teachers, enhance the teachers' in-depth understanding of children and understanding of education quality knowledge, master the basic methods and skills of kindergarten education quality assessment, improve self-assessment ability, and establish a scientific concept of education quality. Third, the construction of multiple evaluation subjects of quality assurance, give full play to the advantages of each subject of kindergarten, through the mutual communication between teachers and leaders, teachers and parents, teachers and children and other subjects, to provide an important basis for improving and improving the quality of universal private kindergartens. Finally, a perfect information feedback mechanism should be constructed. We should fully recognize the importance of parents' participation in improving the quality of kindergarten education. Therefore, through a variety of publicity and education activities, private kindergartens of universal benefit can improve parents' awareness of the importance of early childhood education and their awareness of participation, help them to have a more comprehensive and profound understanding of children's development characteristics, enable parents to form a scientific concept of children and education, and improve parents' ability to evaluate the quality of kindergarten education. Form joint efforts with kindergartens to promote children's physical and mental health development.

4.5 Strengthen the Construction of Teachers and Improve the Teacher Training System

The construction of a relatively stable teaching staff with excellent professional quality is crucial and urgent to solve the development dilemma of private kindergartens of universal benefit. First of all, it is necessary to strictly implement the access system for preschool teachers to ensure that qualified preschool teachers are recruited into Universal benefit private kindergartens. We should protect the legitimate rights and interests of preschool teachers in accordance with the law, effectively improve the treatment of preschool teachers, improve the social recognition of preschool teachers' profession, and strengthen the professional identity and happiness of preschool teachers. Local governments shall formulate and implement specific detailed rules for the implementation of the legal rights and interests of privately-run schools in the newly revised law on the promotion of privately-run education, and ensure that privately-run kindergarten teachers and public kindergarten teachers enjoy the same rights in terms of business training, job appointment, calculation of teaching and working years, commendation and reward, and social activities. At the same time, the government has made clear provisions on the fund subsidies for the investment in the inclusive private kindergartens, requiring priority to guarantee the legitimate treatment of teachers such as "five social insurance and one housing fund", "salary and welfare", "training and training", and gradually improve the welfare and security system of private preschool teachers.

Secondly, to strengthen the construction of teachers of universal kindergarten, the focus is on training and training, which needs a certain process and time. On the one hand, we should strengthen the construction of preschool education disciplines and specialties in colleges and universities, improve the system of free normal university

students for preschool education, increase the proportion of preschool teachers in the orientation of preschool education, and increase the total number of preschool teachers at the source. On the other hand, we should strengthen the training of preschool teachers, strengthen the construction of backbone preschool teachers, train a group of expert-type kindergarten directors and teachers who are influential in the whole province and even the whole country, promote the exchange and teaching of excellent teachers, and realize the resource sharing of high-quality teachers and the overall improvement of teachers' quality [18].

Finally, great importance should be attached to the training and training of inclusive private kindergarten teachers. It is necessary to establish and improve the in-service training system and the appointment and professional title evaluation system for inclusive private kindergarten teachers [19], so as to enhance the occupational attractiveness of inclusive private kindergarten teachers and ensure the stability of the teacher team. Start with the quality and quantity of preschool teachers to promote the sustainable and healthy development of Universal benefit private kindergartens.

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