

# National And Social Actions On The Development Of Preschool Educational Diversified Modes In Perspective Of Diachronic Development Of The Children's Social Welfare

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**Abstract:** All children enjoy their childhood in kindergartens in the context of diversified modes of preschool educational development in China shows the great achievements of the national and social actions taken to fight for the children's social welfare since the foundation of new China. Literature research method and observation analysis research method were respectively used to outline the internal driving factors and figure out their work principles in the development of children's social welfare. The findings of the six internal driving factors and their work principles that the national and social actions co-influence on children's social welfare in different historical processes are of great significance and helpful, by means of which the foggy mysteries behind the development of preschool educational diversified modes can be looked into and uncovered, which, as a return, will more greatly push forward the development of the children's social welfare. The conclusion shows that the relationships of combination, aggregation, and blend of the national and social actions determine the broadly and profoundly developing prospect of preschool educational diversified modes, which will have a positive reference significance for the state and society to formulate the nationwide children's social welfare policy including preschool education.

**Keywords:** National and Social Actions, Children Welfare, Diversified Modes, Preschool Education

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Date of Submission: 14-05-2023

Date of Acceptance: 24-05-2023

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## I. Introduction

The development of human being is, to some sense, the history of the development of children, which is reflected in the development of the children's social welfare that a nation and its society can afford. With a mixture of methods of study on related literature review and qualitative research, this paper starts with the diachronic study on three stages of children's social welfare in Chinese history: the children's social welfare in ancient times, the children's social welfare in modern times, and achievements and problems of the children's social welfare in contemporary China.

From the study on the literature of the children's social welfare development in Chinese history, some of whose deep hiding reasons were explored, mainly including: The most important factor is the top-down reform taking place in the ruling class: some political decrees were issued to protect children; the reformist figures, the depth and breadth of the reform and its direction; celebrities of the time. (Zhang, 1983, pp.37-43)

And the most outstanding feature of the development of the children's social welfare is that its variety of internal driving factors has become easily combined and aggregated with a trend to get blended, which is affected not only by the frequency of dynasties' change, but also by the scale of social activities. It is in the sense of its most prominent feature that education, especially the modern preschool education, has increasingly become the largest and relatively most equitable social welfare for children recognized by the state and all society. (Lu, 2006, pp. 170-179)

In the last part of the paper, what found in the literature review study, the internal driving factors, is applied to analyse the the hidden mysteries behind the diversified modes of preschool education, so to master how national and social actions, both respectively and jointly, impact on the originally forming the diversified modes of preschool education, and later, affect their development. The study and the results of the study are both significant for promotion and development of the preschool education. The final findings can be used as reference data when new policies and measures made to better the children's social welfare, in which preschool education itself is a big share.

## II. Research Objectives

Based on academic study and needs of career development in educational administration, the objectives of this research mainly covers: to facilitate the development of preschool educational diversified modes and to promote better social welfare for children in the perspective of national and social actions.

### Research hypothesis

It is supposed that National and social actions are helpful for the development of preschool educational diversified modes in perspective of diachronic development of children's social welfare.

### Conceptual framework

Integrated the research objectives -- to facilitate the development of preschool educational diversified modes and to promote better social welfare for children in national and social perspective-- and research hypothesis -- national and social actions can be helpful for the development of preschool educational diversified modes in perspective of diachronic development of children's social welfare, the research framework of this research can be constructed, as displayed in Figure 1.

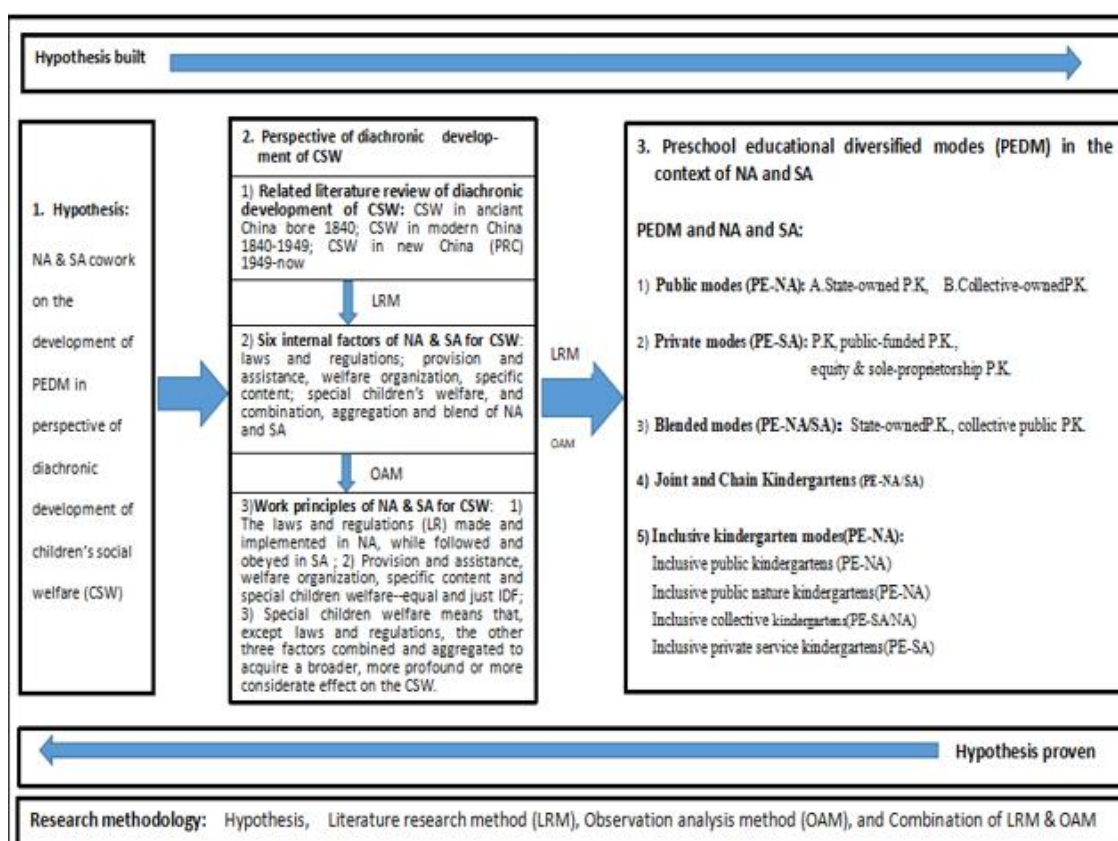


Figure 1 Conceptual framework

## III. Related Literature Review

This part focuses on the related literature review on the children's social welfare in Chinese history, which diachronically covers three aspects as follow: the social welfare of children in ancient times (before 1840), the social welfare of children in modern times (from 1840 to 1949), and children's social welfare in contemporary China (from 1949 up to now)

### The social welfare of children in ancient times (before 1840)

This part mainly covers three aspects: decrees of maternal and children health and its famous representatives, provisions for the upbringing and assistance of dependant children, and establishment of infant care institutions in ancient times.

Firstly, the social welfare of children in ancient times is mainly manifested in the following aspects: 1) A number of decrees were issued in the area of maternal and child health. For example, in 494 BC the King of Yue, Gou Jian, made some regulations of government decrees about having children, boys and girls, and having

two children and three children. 2) Guan Zhong also stipulated in the State of Qi. Zhang-Gu-guan, an official in charge of supporting or adopting orphans, would find out about the adoption of orphans. They regulated the taxes on corvee or conscription or military service for the adoption of an orphan, two orphans, three orphans. 3) In the Han Dynasty, it was also stipulated that if people gave birth to a son, they could be exempted from tax and military service for two years. 4) During the Reign of Emperor Shunzhi of the Qing Dynasty, it was forbidden to abandon babies. (Li, 1997, pp. 54-60) These were the children's social welfare in ancient times, i.e., some political decrees were issued to protect children, or protect families to better support and take care of children by the reformist figures, with the depth and breadth of the reform and its direction. (Chai, 2017, pp. 121-128, 132)

Secondly, there were provisions for the upbringing and assistance of dependent children. The imperial edict in the third year of the Eastern Han Dynasty said, "Infants without parents or relatives and children could not be fed, both of whom should be provided with rice by the law". The Song dynasty stipulated that "The government give 500 mu of land to anyone who adopted an abandoned child in a state or county with no harvest, and ordered Lin 'an prefecture to open a Salesian bureau." These are some of the decrees that were issued at the time to help children who had lost their dependency. (Zhang, 1983, pp.37-43)

Thirdly, the establishment of infant care institutions. In the Yuan and Ming dynasties, there were foundling hospitals, which, however, were not established countrywide. In the Qing Dynasty, the issue of baby rearing began to attract the attention of the rulers. In terms of importance and popularity, the foundling homes were the welfare institution second only to the nursing home in the Qing Dynasty. Before 1840, under the initiative of the Supreme rulers of the Qing Dynasty, foundling hospitals were established in almost every county, which became a common phenomenon. This is the social welfare of children in ancient times. (Chai, 2017, pp. 121-128, 132)

#### **The social welfare of children in modern times (from 1840 to 1949)**

In this part, four related items: child welfare institutions, child assistance, laws and regulations on children's welfare, and child welfare management organization, are to be illustrated as follow.

Firstly, child welfare institutions. After the Opium War in 1840, as China was reduced to a semi-colonial and semi-feudal society, foreign churches and capitalist imperialists also set some children's welfare institutions in China on the basis of the one established by China itself. Another was the Taiping Kingdom, which adopted refugees, took care of the widower and the lonely, and took welfare measures for children. (Yao, 2015, PP. 1-215)

Secondly, child assistance. There are mainly two things. One is that during the period of the Republic of China, some warm-hearted people set up some children's organizations and did a great deal of work to help children, such as the China Welfare Foundation founded by Soong Ching Ling. The other is that the base areas led by the Communist Party of China, in 1948, Refugee Education Homes were established, in the Shaanxi-Gansu-Ningxia border region, to assist helpless children aged 6 to 12, and the masses were mobilized to accept and settle orphans and refugee children under the age of 6. (Yao, 2015, PP. 1-215)

Thirdly, laws and regulations on children's welfare. In 1928, the Government of the Republic of China promulgated rules for local work houses, which in fact dealt with the welfare of children. In addition, many decrees issued by the local government of the liberated areas led by the Communist Party of China involved the protection of children. For example, the Land Law of the Chinese Soviet in 1931 stipulated that the Soviet government should provide relief to the old, the weak, the disabled and the widowed who could not work and had no family members to rely on. This was the child welfare law.

Fourthly, child welfare management organization. In 1940, the Social Welfare Department was set up under the ministry of social affairs of the government of Republic of China (ROC) to assist social welfare matters, and subsequently to set up Chongqing Experimental Relief Hospital and other demonstration units. This can be seen as a child welfare management organization. The social welfare of children, both ancient and modern, has been briefly reviewed. (Yao, 2015, PP. 1-215)

#### **Children's social welfare in contemporary China (from 1949 up to now )**

This part is to review and discuss two aspects of main achievements and problems of the children's social welfare in nowadays' China.

Aspects of achievements, main achievements of the children's social welfare in contemporary China can be summarized in three aspects:

Firstly, the continuous improvement of laws and regulations. On the one hand, considerable progress has been made by the state in the legal system and provisions for the welfare of children. China has signed the United Nations Convention on the Rights of the Child, promulgated and implemented the Law on the Protection of Minors, the Law on Compulsory Education, the Law on Maternal and Infant Health Care, the Law on the Prevention of Juvenile Delinquency, the Prohibition of Child Labor, and a series of other laws and regulations

on the specific content of children's welfare. On the other hand, the state has also made major and phased plans for the development of children's welfare undertakings. (Qiu & Hao, 2009, 26-30, 46) It has issued the Outline for the Development of Chinese Children in the 1990s, the Outline for the Development of Chinese Children from 2001 to 2010, and the Outline for the Development of Chinese Women and Children from 2011 to 2020, all of which cover children's rights to survival, development, protection and participation. These laws and plans provide a basic framework and sound legal and institutional guarantee for the welfare of children, and are constantly being improved. Secondly, the specific content is also constantly enriched. The content of the children's welfare has constantly increased and enriched, which has experienced a major shift from general care and nurturing to comprehensive and systematic care and nurturing, (Qiu & Hao, 2009, 26-30, 46) which is an overall consideration and comprehensive development of breeding, raising, education, and health. The quality of care has been also increasingly improved, especially in terms of children's health care benefits, life security and educational benefits. Thirdly, the welfare of special children has been rapidly developed. In addition to the Chinese government pushing forward the development of the general child welfare, the Ministry of civil affairs, education department, and other relevant departments have focused on the special children's welfare, and in the past few decades, a lot of work has been done in the children's institutions and family rearing, special education, rescue protection, rehabilitation services, and other services, done a lot of work. (Yao, 2015, PP. 1-215)

Aspect of problems, seven main problems existing in the children's social welfare in contemporary China are discussed below.

Firstly, the level of social welfare for children is relatively low. With the development of economic society, people's material and spiritual needs are constantly improving, so correspondingly, the children's social welfare level is also facing higher and higher demand. Like all children, children in welfare homes hope to meet more and higher needs with the development of society and economy. But there is still a gap between the welfare services available and the growing welfare needs of children. For example, the main services for the welfare of special children remain at the level of parenting, which cannot meet their more and higher needs. Therefore, the level of children's social welfare is still in a relatively low level. (Qiu & Hao, 2009, 26-30, 46) Secondly, there is a state of more government input and less social participation in children's social welfare. Statistics show that more than 85 percent of the social welfare expenses for women and children are financial allocation of the government, which is incompatible with the developmental needs of child welfare. In some sense, it even restricts the utilization and development of social forces and resources in the welfare for children, which is incompatible with the developmental needs of child welfare. In some sense, this even restricts the use and development of social forces and resources in the child welfare. (Qiu & Hao, 2009, 26-30, 46) Thirdly, policies and regulations are still relatively scattered and disorderly. There is no systematic child welfare system and no general child welfare law, from the perspective of which a top-level design for children's welfare is of need. Practically, it is often not conducive to the implementation of some specific policies and regulations, which leads to the corresponding welfare can not cover all the children in need, and result in some blank in the children's welfare.

Fourthly, the management service organization needs to be strengthened. Although the Ministry of Civil Affairs is mainly responsible for the welfare of children, the Ministry of Civil Affairs, at the national level, only has two departments and one public institution responsible for the work related to the welfare of children, so it lacks a strong administrative agency. This often results in a lack of strong organization and mobilization of relevant resources. At the same time in the execution and operation, there may be lack of a strong guarantee.

Fifthly, the lack of effective links between various services. In the children's welfare system, the lack of effective connection between different groups of children's welfare, different aspects of the same group of children's welfare, and different services will often lead to the greatly reduced utilization rate of welfare resources. (Qiu & Hao, 2009, 26-30, 46)

Sixthly, the lack of high-quality professional personnel. At present, the vast majority of the personnel engaged in children's welfare work have no professional training related to children's welfare; Many do not even have general training in higher education, let alone specialized training in the children's welfare work.

Finally, insufficient support for the family. In fact, the family is very important for the realization of the children's welfare. First of all, family is the environment where children grow and live. In addition, many children's welfare needs are met through families, but families may also have various problems. Therefore, when providing services for children, we should also pay attention to the families in which they live, so as to avoid and prevent the children's welfare from meeting the needs of children at a discount. (Yao, 2015, PP. 1-215)

## **Method of Research**

Literature research method and observation analysis research method were respectively used to outline the internal driving factors and figure out their work principles in the development of children's social welfare on the hypothesis that national and social actions co-work on the development of preschool educational diversified modes in perspective of diachronic development of the children's social welfare

The method of literature research was firstly adopted to summarize from the literature review and work out an outline of the internal factors in the diachronic practice of the development of the children's social welfare in the actions taken by the nation and society, and then analyzes and summarizes the internal driving factors of the development of children welfare in different historical processes, from which and outline of the work principles of the internal driving factors was outlined.

With the outline of work principle of the internal driving factors, the relationship between national and social actions in their co-influence on forming the diversified modes of preschool education was then observed and inferred, so as to uncover the how the national and social actions serving and impacting on the development of preschool educational diversified modes, the biggest share of the children's social welfare.

## **Internal driving factors of the children's social welfare**

According to the related literature review, six internal factors of the children's social welfare development were discussed and outlined as follow:

Firstly, formulating and continuously improving laws and regulations on children's welfare. Some political decrees were issued to protect children, or protect families to better support and take care of children by the reformist figures, with the depth and breadth of the reform and its direction. The continuous improvement of laws and regulations provide a basic framework and sound legal and institutional guarantee for the welfare of children, and are constantly being improved. (laws & regulations)

Secondly, providing provisions for the upbringing and assistance of dependent children. Child assistance of some children's organizations by warm-hearted celebrates, such as the China Welfare Foundation by Soong Ching Ling, and Refugee Education Homes by the Communist Party of China. (provision & assistance)

Thirdly, setting up a children's welfare management organizations. Establish infant care institutions. The Yuan and Ming dynasties had baby homes, and the Qing Dynasty had foundling homes. The children's social welfare institutions were established by capitalist and imperialist in Chin. Another was the Taiping Kingdom, which adopted refugees, took care of children. (welfare organizations)

Fourthly, constantly enriching the specific content. The content of the children's welfare has constantly increased and enriched, which has experienced a major shift from general care and nurturing to comprehensive and systematic care and nurturing. (specific content)

Fifthly, having rapidly developed the welfare of special children. National and social actions have focused on the special children's welfare, and a lot of work has been done in the children's institutions and family rearing, special education, rescue protection, rehabilitation services, and other services, done a lot of work. (special children welfare)

Finally, improving the national and social actions. The national and social actions, as the internal driving factors of the development of the children's social welfare, have been combined, aggregated, and gradually moved towards blend. (combination, aggregation and blend)

## **Work principles of the internal driving factors of the children's social welfare**

It is necessary to make a discussion about the work principle of the internal driving factor of the children's social Welfare since they were figured out from the literature review. For the sake of convenience, the above mentioned six internal driving factors can be simplified as follow: 1) Laws and regulations 2) Provision and assistance 3) Welfare organization 4) Specific content 5) Special children welfare 6) Combination, aggregation and blend. Literally and figuratively, three following aspects are to be observed and discussed: Firstly, the first factor of laws and regulations can only be made and implemented in the side of national action, while social action can and can only follow and obey laws and regulations as an internal factor. Secondly, the internal driving factors 2, 3, 4 and 5 are different from the first one, they can be regarded as the equal and just internal driving factors of both national and social actions in children's social welfare. Thirdly, special children's welfare can be accomplished by laws and regulations, as well as by the combination and aggregation of the other three factors. Fourthly, broader, more profound or more considerate children's social welfare can be achieved by combining, aggregating and blending all or partial internal driving factors of NA and SA. Of course there are more roles than what discussed here. The work principle of the six internal driving

factors can be displayed in Table 1.

**Table 1** Work principles of six internal driving factors national and social actions (NA & SA)

National action (NA): government, administration, public		Social action (SA): market, capital, private	
1) laws & regulations	NA	SA	1) laws & regulations
2) provision & assistance	NA	SA	2) provision & assistance
3) welfare organizations	NA	SA	3) welfare organizations
4) specific content	NA	SA	4) specific content
5) special children welfare	NA	SA	5) special children welfare
6) combination, aggregation & blend	NA	SA	6) combination, aggregation & blend

**Preschool educational diversified modes (PEDM) in the context of NA and SA**

Educational mode refers to the concrete pattern of education being formed under certain social condition, in which children are treated as human beings. (Gu, 1986, 1-5353) China's educational modes refers to the sum of the characteristics and regular tendencies of educational system, educational structure, and both educational contents and methods , which are adaptable to economic modes and political patterns in the country.

The context of NA and SA , in this research, refers to a circumstance drives with the all internal listed or related to factors in Table 1.

Diversified modes, more than social virtues, are fertile breeding gardens for innovation, technical progress and intelligence investment creation. (Hao & Zhang, 2016, pp. 34-38) Compared with the singular mode of public preschool education from 1949 to 1978, there have been diversities of preschool educational modes ever since 1978. According to the form of ownership, the preschool education system was divided into two types: public system and private system. The public system of preschool education, according to the subject of investment and management, could be concretely divided into five modes: state-owned public kindergartens, collective-owned public kindergartens, state-owned private kindergartens and collective-own private kindergartens make up of blended cooperative mode; private kindergartens, and chain kindergartens private kindergartens. (Li, 2019, pp. 21-28) PEDM has been being on its way to fuller reform and development, as was presented below:

Firstly, preschool education during the planned economy period of 1949-1978 was dominated by public kindergartens, including two modes: state-owned public kindergartens and collective public kindergartens. What made the public preschool education the absolutely dominate the planned economy period was mainly resulted from the two reasons below: On the one hand, the public preschool education was the practice of the organizational concept of children's welfare in the planned economy period, and also the result of advocating collective welfare and promoting the spirit of mutual assistance and cooperation. (Li, 2019, pp. 21-28) The main provider of urban welfare was the state-owned units and companies where the employees worked, which provided welfare for the children of its employees. In rural areas, the people's communes or production teams provided children with a low level of welfare, nurseries and kindergartens for children. On the other hand, the public preschool education was to develop education and train workers of high quality for the state. During this period, the state established a free education system covering from kindergartens to universities, such as nursery centers, kindergartens, children's palaces and children's activity centers , according to the guiding principles for education (GPE) -- "Our GPE should enable the educatees in moral education, intellectual education, physical education and other aspects of development to become workers of socialist consciousness and culture." (Mao, 1977, pp. 367-358)

Secondly, diversification of preschool educational modes ever since 1978. Since 1978, the core logic of China's reform and opening up has been to correctly handle the relationship between the government and the market, which, in fact, is the market-oriented reform and improvement of the relationship between the government and the market. The government and the market, nation actions and social actions, respectively, are two major mechanisms or institutional arrangements for the allocation of resources in modern economy and society, (Li, 2019, pp. 21-28) among the results of which is the allocation of educational resources, which is a cross-sector enterprise, a complex career with multiple attributes, which requires multi-sector coordination and

cooperation.

During the past of about 40 years of reform and opening up, preschool education in China has gone through several ups and downs, in the process of which, preschool education running systems of public kindergartens and private kindergartens have been gradually formed, and under which, diversification of preschool educational modes have rapidly shaped and developed as well, details of which were developed as follows: 1) Since preschool education was public welfare, implementation of kindergarten running system of public running as domination, private running as supplementary, (Hao & Zhang, 2016, pp. 34-38) with government permission and market guidance, was a stage of further development of public running kindergartens and the restoration and development of private running kindergartens between 1978 and 1992. On the one hand, preschool education was still considered as public welfare and developed quickly in the first more than ten years of reform and opening up. On the other hand, government permission and market guidance led to the restoration and development of private preschool education and the supplementary stage of public operation. (1978-1992) In the process of expanding the role of the market and developing various ownership economies, the co-existence of state-owned economy, collective economy, private economy and other non-nationalized economic forms in the social and economic structure provided the basic condition and institutional guarantee for the diversification of educational composition, In the kindergarten-running system, it was manifested as: the period when the public was the main body and the private was the supplement. In the process of the recovery and development of private preschool education, not only the market mechanism played a weak role, but also the market had a weak power in running schools, which behaved as the "weak market". In a word, in the development of private preschool education, the role of government and market was "government permission and market guidance", which reflected the pattern of "weak government and weak market". (Li, 2019, pp. 21-28) in the kindergarten-running system, as was shown in this period of further development of public kindergartens and recovery of private kindergartens. 2) Preschool education being separated from the original units, and actively encouraging social forces to run kindergartens, with the government direction and the market leadership, (Song & Zhang, 2016, pp. 1-13) led to a co-development stage of a rapid increasing private running kindergartens and public-running kindergartens, which were detailed on two aspects as follow: (1) Separation of public preschool education from the original units actively encouraged social forces to run kindergartens, which started from the mid-1990s, with the development of China's social economy, especially the reform of enterprises and institutions, preschool education began to explore the socialization process, and the welfare nature of preschool education gradually faded out. (2) Government guidance and market leadership helped promote rapid growth and co-development stage of private preschool education and public preschool education from 1993 to 2002, during which private preschool education, in the process of the government and the market mechanism greatly enhanced, achieved rapid development. Especially from 1999 to 2002, the number of private kindergartens, accounted for 20.44%, 25.20%, 39.86% and 43.28% of the total number of kindergartens in China, (Li, 2019, pp. 21-28) as shown in Figure 2. 3) Public preschool education transformed and planned for new development; private preschool education seized the opportunity to further develop. (Greenstone, Looney & Patashnik, 2013, 1-28) Government incentives and market leadership: standard promotion and main development stage of private preschool education (2003-2009). Firstly, after the tax reform in 2001, local financial incomes could not afford to support public preschool education, a large number of rural kindergartens were turned private ones for new development or abolished. In November, 2003, the Guiding Opinions on the Reform and Development of Early Childhood Education proposed that "A development pattern should be formed in which public kindergarten serve as the backbone and mode, kindergartens run by social

forces serve as the main body, and public and private kindergartens and formal and non-formal education are combined". Subsequently, in the past 10 years, the number of private kindergartens increased rapidly, while the collective kindergartens and kindergartens run by enterprises and institutions decreased sharply. The kindergarten running system and pattern have reversed. (Li, 2019, pp.21-28) Secondly, at the beginning of the 21st century, China initially established a socialist market economy, and the basic role of which in the allocation of resources was further strengthened. Under the framework of the relationship between the government and the active market, private education had a clearer development orientation and standard. Thirdly, the role of the government and the market in private preschool education were reflected, in a word, as "government motivation and market leadership", showing a pattern of "strong market and strong government". (Li, 2019, pp. 21-28) In the framework of the role of the government and the market in 2003-2009, dynamic change of 3 aspects below: the number of private kindergartens accounted for the total number of kindergartens; the teacher-staff number of private kindergartens accounted for the total teacher-staff number of kindergartens nationwide; the full-time teachers' number of the private kindergartens accounted for the total full-time teachers number of kindergartens nationwide, showed: in the kindergarten-running system, private preschool education turned to be the main force in preschool education career nationwide as is displayed in Figure 3. (Li, 2019, pp. 21-28) Private preschool education has become the main force of preschool education in China. Fourthly, preschool education was included in the livelihood projects to establish a new pattern of public welfare and



universal benefits. (Liu, 2009, pp. 31-36) With the strong support of the government and the limited leadership of the market, a new stage of co-development between the public and private preschool education came into being. The two aspects were further discussed: Aspect one, to establish a new pattern of public to establish a new pattern of public welfare and universal benefits. In 2010, the Outline of the National Program for Medium-and-Long-Term government and the limited leadership of the market, a new stage of co-development between the public and private preschool education came into being.

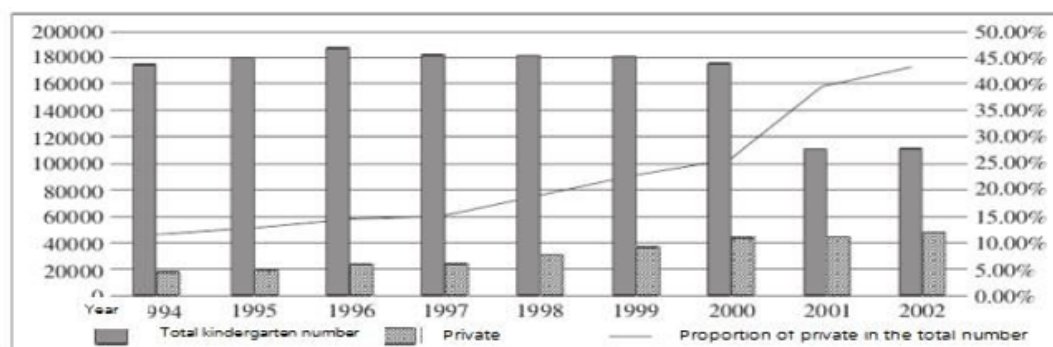


Figure 2 Number of private kindergartens and its proportion in the total number of kindergartens in China (1994-2002) (Li, 2019, pp. 21-28)

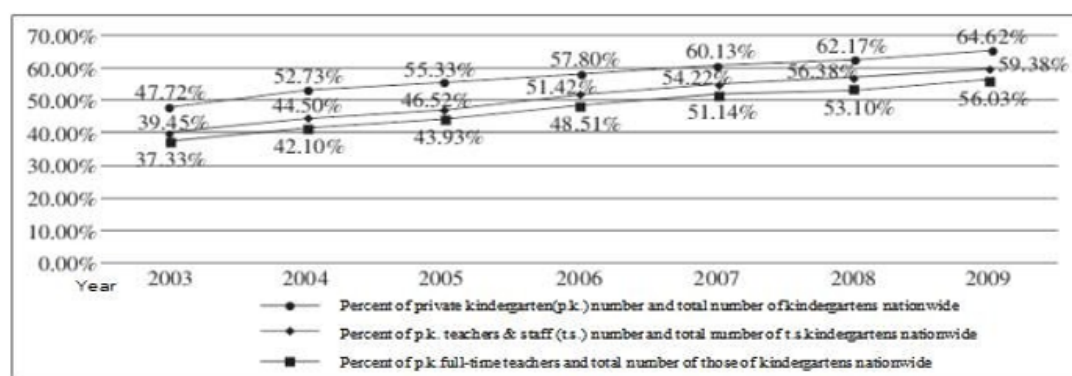


Figure 3 Total percent of private kindergartens, teaching staff and full-time teachers (2003-2009)

The two aspects were further discussed: Aspect one, to establish a new pattern of public to establish a new pattern of public welfare and universal benefits. In 2010, the Outline of the National Program for Medium-and-Long-Term Education Reform and Development (2010-2020) (hereinafter referred to as The Outline of the Education Program) brought preschool education to a new period of development: multiple relevant files, once again, made it clear the basic nature of preschool education, strengthened the core attribute of the public welfare, clarified the development direction and began to form the new pattern of co-development of public and private preschool education, (Liu, 2008, pp.31-36) Aspect two, strong government support and limited market dominance co-worked to guide the classified development stage of private preschool education, (from 2010 to present) which could be detailed as follow: Firstly, in 2010, the promulgation of the Outline of the Education Program (2010-2020) marked the inclusive private education entering an exploration period of classified management and support. As a result, the role of the market was limited. In a word, the role of the government and the market in the development of private preschool education was "strong government support and limited market leadership", showing a pattern of "strong market and second-strong government", (Li, 2019, pp. 21-28) which, in the school-running system, was: co-development of both the optimized development of public kindergartens and the steady progress of private kindergartens. Secondly, strong support for private kindergartens was received from policies and finance and its steady progress was made during this period. From 2010 to 2017, the number of children in private kindergartens increased from 47.01% to 55.92%. In 2012, the figure exceeded 50% for the first time, and private kindergartens fully covered half of the preschool education industry. However, at the same time, the number of private gardens decreased year by year from 2012 to 62.90% in 2017, which was related to the government strengthening the provision of public services for



preschool education. It was in 2012 that the First Preschool Education Action Plan (2011-2013) showed initial results. With the strengthening the construction of public kindergartens in parts of the country, the number of private kindergartens relatively declined yearly since then, as showed in Figure 4. Thirdly, The development prospect of preschool education, whose main body would be inclusive kindergartens and supplement with for-profit kindergartens, world be dominated by government and supplemented by market in the future. Two aspects were further discussed in the follow: Aspect one, there were still great attraction and development space for new preschool education.

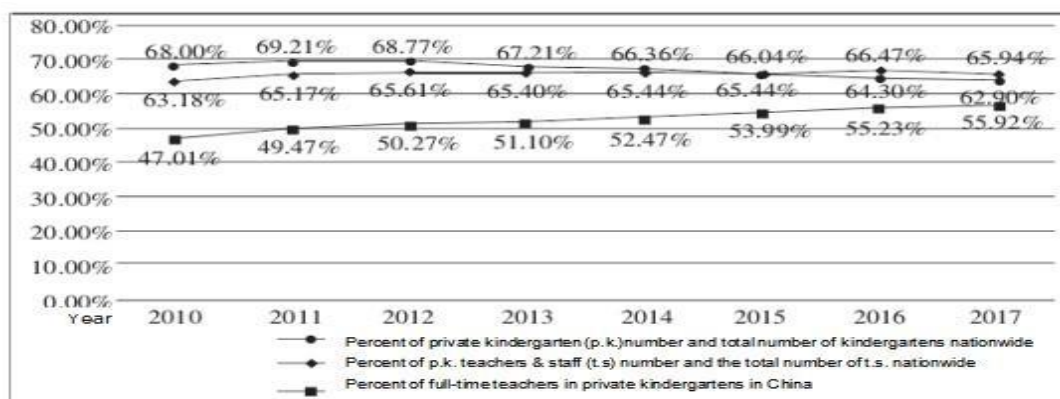


Figure 4 Total proportion of the number of private kindergartens, teachers and staff , and children in kindergarten (2010-2017)

But there were still more than 20% of school-aged children who were not enrolled in kindergartens or had no kindergartens to enter since 2017. Aspect two, with the promotion of the "universal two-child" policy, the preschool education market would continue to maintain liveliness and vitality. And there were still great attraction and development space for future kindergartens. (Li, 2019, pp. 21-28) Private preschool education classification and support the development of the inclusive private kindergarten, and to point out that the classified management and classified development were the necessary way of private preschool education in the future. (Li, 2019, pp. 21-28) Secondly, inclusive private kindergartens in the whole country should be guided to turn into non-profit kindergartens with help of the classified management of private preschool education. In the future, the relationship between the government and the market in the development of private preschool education would present a pattern of "strong government and secondary strong market", which was "dominated by the government and supplemented by the market". PEDM could be summarized as those presented in Table 2. Generally speaking, the role of the government in this process has grown from weak to strong. The path: weak -- gradually strong -- relatively strong -- secondary strong -- strong, while the role of the market is correspondingly weak -- strong -- strong -- secondary strong, for details, together with PEDM, have come in to being, that is, from the unit welfare-based supply model to the market-led multi-supply model, and then to the government-led multi - supply model, (Cai, Wang & Zhang, 2019, pp. 25-37) from unary mode to binary modes till diversified modes.

The development of the diversified modes of the preschool education are determined by "multi-subject" of the kindergartens who majorly refers to "government, market and society" and their representatives, in practice, of all levels of government (national actions), enterprises, social organizations, residents' committees, villagers' committees, private individuals and private organizations (social actions). The complexity of distinguishing the boundary of government responsibility is not only reflected in the strength of the government and various subjects, but also reflected in the strength continuously changes with the development of PEDM. (Li, 2019, pp. 37-42)

**Table 2** Development of PEDM in the context of internal factors and work principles of NA & SA

Items Periods	Role of government and the market	Relationship between national action (NA) & social action (SA)	Relationship between preschool education (PE) under NA and SA (PE-NA & PE-SA)	Preschool education Diversified Modes
1949 - 1978	The government permission Almost non-market	Weak NA Weaker SA	PE-NA domination Few PE-SA	<b>Unary Mode:</b> State-owned public mode (PE-NA) Collective-owned kindergartens (PE-NA)
1978 - 1992	The government permission The market guidance	Weak SA Weak NA	PE-NA strong to weak PE-SA restoration	<b>Binary Mode:</b> Public modes (PE-NA): A. State-owned and B. Collective-owned kindergartens Private mode kindergartens restoration
1993 - 2002	The government leading the market	Strong SA growing stronger NA	Strong PE-NA Rapid growth of PE-SA	<b>Diversified Modes:</b> 1. Public modes (PE-NA): A. State-owned public kindergartens, B. Collective-owned public kindergartens; 2. Private modes (PE-SA): private kindergartens, public-funded private kindergartens, equity and sole - proprietorship private kindergartens; 3. Blended modes (PE-NA/SA): State-owned private kindergartens (PE-NA) Collective public private kindergartens (PE-SA) 4. Joint and Chain kindergartens (PE-NA/SA) 5. Inclusive kindergarten modes (PE-NA): Inclusive public kindergartens (PE-NA) Inclusive collective kindergartens (PE-NA) Inclusive public nature kindergartens (PE-NA/SA) Inclusive private service kindergartens (PE-SA)
2003 - 2009	The government encouragement The market leadership	Strong SA Weak NA	Strong PE-SA Weak PE-NA	
2010 - 2018	Great support of the government Limited leadership of the market	Strong SA Minor strong NA	Strong PE-SA Minor strong PE-NA	
2019 - future	The government leadership The market supplement	Minor SA Strong NA	Minor PE-SA Strong PE-NA	
<p>Note * 1. Cooperative operation of kindergartens; Joint venture kindergartens(PE-SA/NA) Joint-stock operated kindergartens (PE-SA); Listed holdings operate kindergartens (PE-SA). 2. Subject of joint venture (PE-SA): Chinese and foreign funds (PE-SA); Chinese and foreign institutions (PE-SA); Public and private (PE-NA/SA);</p> <p>Competent departments of education and local or individual educational institutions (PE-SA); Famous kindergartens and local general kindergartens (PE-SA); The famous international Cooperation are very successful -- Sino-Singapore Guangzhou Knowledge City -- Huangpu District of Guangzhou. 3. Multi inclusive kindergartens (PE-SA): quality public kindergartens (PE-NA/SA), state-owned enterprises kindergartens (PE-SA), social organization kindergartens (PE-SA), individual kindergartens and kindergartens held by other social forces (PE-SA).</p>				

*Note: The relationship between government and market in the development of private preschool education, 2019, Li Hui, pp. 21-28.*

#### IV. Conclusions

This part covers four aspects: the six internal driving factors of NA and SA, work principle of the 6 internal driving factors, national and social actions on preschool educational diversified modes, and discussion and further study in future.

##### The six internal driving factors

By studying the related literature, hidden factors that had influences on the development of the children's social welfare were explored, summarized, processed, and outlined into six final internal driving factors, including: laws and regulations, provision and assistance, welfare organization, specific content; special children's welfare, and combination, aggregation and blend of NA and SA.

### **Work principle of the 6 internal driving factors**

With the six internal driving factors outlined, their work principle was observed and analyzed with the help of a clever designed table, in which national and social actions played each roles in their positions. Combination, aggregation and even blend, may take place between the national and social actions, so as to work together, at a higher and wider dimension, to accelerate to promote a better development of the children's social welfare and preschool education.

Firstly, the laws and regulations can only be made and implemented in national action, and can and can only be followed and obeyed, as an internal factor, in social action.

Secondly, provision and assistance, welfare organization, specific content, and special children welfare can be regarded as the equal and just internal driving factors of both NA and SA in CSW.

Thirdly, special children's welfare can be accomplished by laws and regulations, as well as by the combination and aggregation of the other three factors.

Fourthly, broader, more profound or more considerate children's social welfare can be achieved by combining, aggregating and blending all or partial internal driving factors of NA and SA.

### **National and social actions on preschool education diversified modes**

The six internal driving factors of national action (NA) and social action (SA) and their work principle co-work to accelerate preschool educational diversified modes in the context of NA and SA, as follow:

#### 1) Public modes (PE-NA):

State-owned public kindergartens and collective-owned public kindergartens

#### 2) Private modes (PE-SA):

Private kindergartens, public-funded private kindergartens, and equity and sole-proprietor-ship private kindergartens

#### 3) Blended modes (PE-NA/SA) :

State-owned private kindergartens and collective public private kindergartens

#### 4) Joint and Chain kindergartens (PE-NA/SA)

#### 5) Inclusive kindergarten modes (PE-NA):

Inclusive public kindergartens (PE-NA), inclusive public nature kindergartens(PE-NA), inclusive collective kindergartens (PE-SA/NA), and inclusive private service kindergartens (PE-SA)

## **V. Discussion and further study**

There is one issue of discussion whether the positions of some elements of the NA and SA can be adjusted so as to get any expected modes of the children's social welfare and that of preschool education. These modes should be more popular and beneficial for the children, more appropriate and more concerned for the parents, and more convenient and easier for the national and social actions.

Further study can be carried out in future with suggestions as follow: a quantitative method can be applied to measure the individual weighty of the six internal driving factors; and then, accordingly, the order of the work principles will be rearranged , so as to decide their different impacts on the outcoming of the PEDM, which can help offer reference for the adjustment of national and social actions on the children's social welfare.

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