

## The Development of Preschool Education Achievements, Problems and Policy Recommendations of Tibet

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### Abstract

This paper shows the development of preschool education in Tibet through analyzing the statistical data from *Statistical Yearbook of National Education*, *Statistical Yearbook of National Education Funding and Statistical Yearbook of Tibet* and field investigations. It is found that the preschool education in Tibet has developed rapidly for the support of government, and achieved the following development effectiveness: education resources have increased; preschool education funding increased rapidly; the development tends to be balanced between urban and rural areas; bilingual education developed rapidly, and more attention is paid to education equality. However, there are still many problems to be solved in the future. The study has indicated that the quality of preschool education in ethnic areas is low, the local government does not play an active role in developing preschool education and the preschool education is unsuitable for local features. Therefore, more attention should be paid to the preschool education in ethnic areas as well as to the quality of the quantity and the theory researches. The government should also develop the bilingual education in Tibetan scientifically.

**Key words:** Tibet; Preschool education; Education Equality; Bilingual education

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### INTRODUCTION

There were 72 counties in Tibet in 2012, which contained 35 agricultural counties (including the district around Lhasa city), 14 pastoral counties and 24 coordinations of farming and pastoral counties. In addition, this large area is sparsely populated. There are 3,072,600 residents, of which 22.7% live in town and 77.3% live in rural areas and the natural population growth rate is 10.27% (National Bureau of Statistics, 2013). Moreover, counties are far away from each other so that the economy is mainly invested in by the government. In 2012, 89.37% of Tibet government revenue is accounted for in the national financial aids. Under these circumstances, 52% of children aged 3-5 years old went to kindergarten in Tibet in 2013, which was 15.5% below the national average (67.5%) (National Bureau of Statistics, 2013). Affected by natural environment, low economic level and historical reasons, preschool education in minority areas faces difficulties. These difficulties include the high cost of education, weak social support system and lack of motive force. Consequently, the development of preschool education in minority areas lags behind the mainland for a long term and its basic security level is low (Xing & Li, 2012).

Since the 2010, policies are more skewed towards Tibet than before, and the government has earmarked special funds for developing Tibet. Especially at the beginning of this century, the governments put forward by the leaping development of ethnic education and made a series of policies to develop preschool education in ethnic regions. The development of pre-school education in Tibet quickly made remarkable achievements in 6 aspects, including the supply of educational opportunities, educational fund input, preschool teacher quantity expansion and professional level, kindergarten facilities construction, urban and rural preschool education equilibrium level, and the level of development of bilingual education. At

the same time, there are also some factors restricting the development of preschool education. Therefore, it is necessary to promote sustainable development of preschool education in minority areas by analyzing effectiveness and problems of government policies.

## 1. THE REVIEW OF EXISTING STUDIES AND THE RESEARCH METHODS

### 1.1 The Review of Previous Studies

The development of preschool education, modernization, and development of education in ethnic minority regions plays a decisive role. The development of preschool education in minority areas concerns the implementation and effectiveness of ethnic policy in China (Shen, 2013). The research about the preschool education in Tibet concentrates on several aspects. Firstly, they were interested in the history of preschool education in Tibet. There are two key events to influence the preschool education in Tibet—democratic reform and the reform and opening up policy (Yan & Yao, 2010). The democratic reform in Tibet brought formal preschool education and the reform and opening up policy made preschool education move to modernization (Yan & Yao, 2010). From general perspectives, politics and economy play important roles in developing pre-school education in Tibet. Secondly, the former researchers paid close attention to problems in the preschool education of Tibet based on survey research and filed investigations. They also proposed some suggestions: (a) the inclusive kindergarten should be developed more rapidly; (b) the preschool teachers should be trained with high quality; (c) The compilation of the bilingual textbooks for preschool children in Tibet should be improved; (d) departments should be established to govern preschool education specially (Xing & Li, 2012). Thirdly, some researchers were aware of the importance to study Tibetan for children in Tibet. From this perspective, they investigated the current situation of Tibetan language and explored the bilingual preschool education in Chinese and Tibetan (Yao, 2014). The cultivation and training of bilingual teachers are other aspects on which researchers focus. Yao Jianjun has made a study of the bilingual teachers training and proposed some suggestions to improve the quality of teachers (Ibid.). Based on the former research, this article analyzes the preschool education in Tibet from 6 aspects.

### 1.2 Materials and Methods of Research

Based on statistics in China Statistical Yearbook, published by the Ministry of Education and Tibet Autonomous Region, and investigations in Nagqu (a county in Tibet) and Yushu Autonomous Prefecture (a place in Qinghai province), this article analyses the effectiveness, development features and problems of preschool education in Tibet from 6 aspects, including educational resources, funds, the quality of teachers, the condition of kindergarten,

bilingual education and preschool education in agriculture and animal husbandry counties.

### 1.3 The Development of Preschool Education Evaluation Index System of Tibet

“Preschool Education Supervision and Evaluation Index System” published by the Ministry of Education stipulates the evaluation standards of preschool education from six main aspects: (a) gross kindergarten enrollment rate; (b) the proportion of public kindergarten in all kindergarten classes; (c) the proportion of preschool education funding; (d) the quality of preschool teachers; (e) the quality of looking after and teaching children; (f) social satisfaction of preschool education.

According to the national supervision and evaluation standard and conditions in Tibet, this paper analyses the preschool education in Tibet from six aspects.

(a) The developmental scale of preschool education include the number of kindergarten classes and children in kindergarten and gross kindergarten enrollment rate from K1 to K3, which not only reflects the level of preschool education in Tibet, but also is a symbol to measure if all school-aged children have equal opportunity in preschool education; (b) The preschool education funds were measured by the total investment of national preschool education funds, educational budget and expenditure of every child, which reflect the source and structure of preschool education investment; (c) The quality of preschool teachers depends on staff number, the number of full-time teachers, educational background and title of teachers, which reflects the level of preschool human resources in Tibet. (d) The conditions of kindergarten are measured by the size of kindergarten classes (including teaching rooms and other subsidiary rooms), the number of books and other teaching resources, which reflects the material level of preschool education in Tibet. (e) The preschool education in agriculture and animal husbandry counties is based on the number of kindergarten classes and children, the quality of teachers and the condition of kindergarten classes, which reflect the balanced level of preschool education in Tibet. (f) Bilingual education in Tibetan which measured by the number of bilingual kindergarten classes, the funds of bilingual education, the teacher quality and educational resources of bilingual education; which reflects the equality level of preschool education in Tibet.

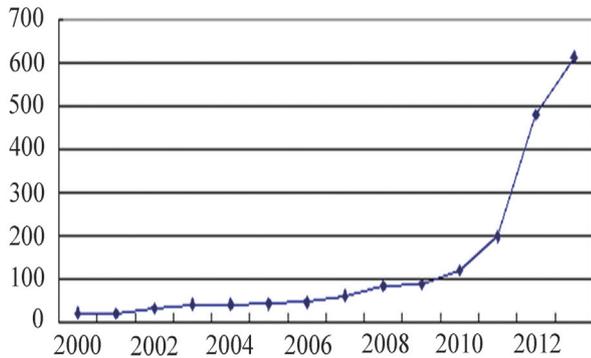
## 2. EFFECTIVENESS OF PRESCHOOL EDUCATION IN TIBET

### 2.1 Preschool Resources Expend and Preschool Admission Rate Increases

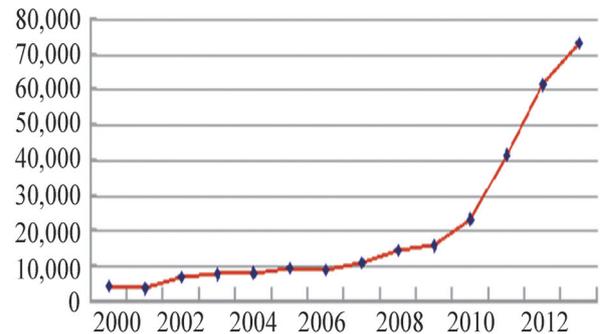
Tibet had a serious shortage of kindergarten classes before 2010 so that the main point lies on the expansion of preschool education resources to allow more children aged

3-6 years old to go to kindergarten. Due to the Chinese Government is making a series of policies to develop pre-school education in minority regions in 2010, the scale of pre-school education expanded rapidly in Tibet. The number of children in kindergarten is soaring and

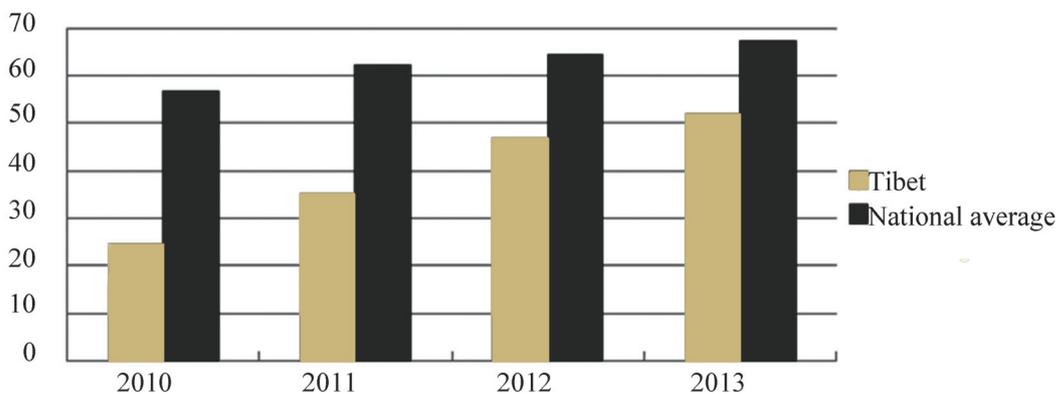
preschool enrollment rates nearly catch up with the national average, as shown in Figure 1, Figure 2 (sources from *Statistical Yearbook of Tibet, 2013*) and Figure 3 (source from *Statistical Yearbook of National Education, 2013*).



**Figure 1**  
The Number of Kindergartens in Tibet in 2001-2013



**Figure 2**  
The Number of Children in Kindergartens in Tibet in 2001-2013



**Figure 3**  
The Preschool Enrollment Rate of Tibet and National Average 2001-2013

Although based on poor foundation, the preschool education in Tibet has its own advantages and develops faster since 2010, even becoming one of the most developing areas in China. The number of children in kindergarten increases more than 50% every year. At present, the backward preschool education in Tibet has been greatly changed and more and more 3-6 year old children go to kindergarten to accept the modern and formal pre-school education.

## 2.2 The Growing of Preschool Education Funding and Remarkable Benefits Driven by Economy

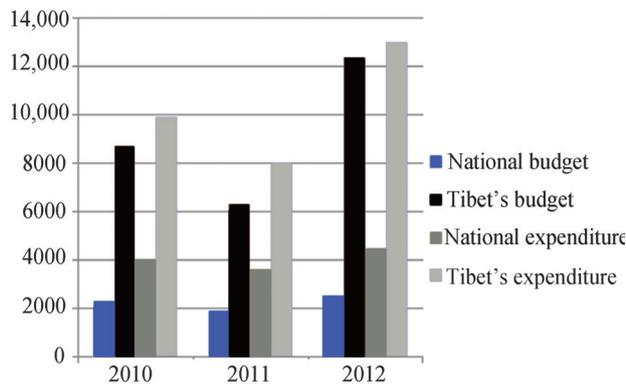
The Chinese invested heavily in Tibetan economic development, as well as infrastructure, education and health services. To develop education in Tibet, the Chinese government has invested more than 1.1 billion yuan and introduced a series of special policies over the past 40 years.

Chinese Government funding has increased dramatically for developing preschool education in Tibet since 2010. Especially from 2005 to 2010, pre-school funding growth rate in Tibet was 17.53% every year, as shown in Table 1 (source from *Statistical Yearbook of National Education, 2013*).

**Table 1**  
The Pre-School Education Funding in Tibet in 2005-2012

Year	2005	2010	2011	2012	Growth rate(%)
Total investment (million yuan )	0.15	1.15	2.78	3.46	83.1%

Along with the increasing in total funding, every child's preschool education budget and expenditures had been improved dramatically. By 2011 in Tibet, every preschool child's education budget reached 12316.66 Yuan (source from *Statistical Yearbook of National Education Funding*, 2012), ranking second in the whole country. It was 493.46% of the national average. Every child's educational expenditures reached 12927.68 yuan (source from *Statistical Yearbook of National Education Funding*, 2012), ranking third in the whole country. It was 220.85% of the national average, as shown in Figure 4 (source from *Statistical Yearbook of National Education*, 2012).



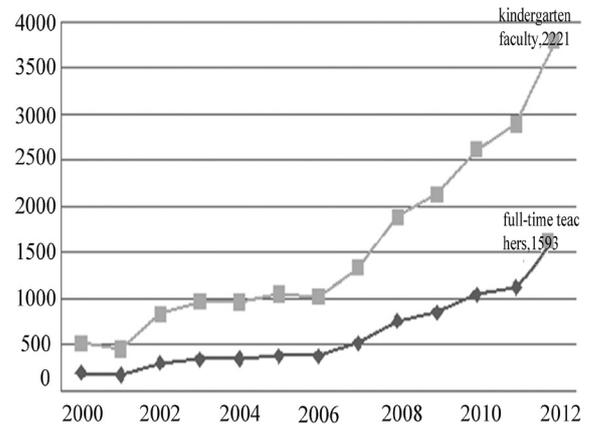
**Figure 4**  
**Every Child's Education Funding in Tibet and National Average in 2010-2012**

During the "12<sup>th</sup> Five -Year Plan" period, the Chinese Government plans to invest 1.62 billion Yuan (source from *Statistical Yearbook of National Education Funding*, 2013) to preschool education in Tibet, which accounts for 15.13% in the "12<sup>th</sup> Five -Year Plan" total educational funds in Tibet. All the funds born by the Central Government are used to increase pre-school education funding and enhance kindergarten condition (Zha, 2011). Although the cost of pre-school education in Tibet is higher than the mainland areas in China, because of the strong support from the central Government and the hard-work of Tibet's government, the preschool education in Tibet has achieved remarkable social benefits, even some aspects of which have paced the whole nation. For example, Tibet is the first area in the nation to achieve three-year free preschool education and fifteen-year free education in 2012.

### 2.3 The Faculty Develops Rapidly and Basic Human Resources Are Guaranteed

The faculty members expend extremely in Tibet since 2010. The Government has taken various measures to supply teachers for Tibet, including training preschool teachers in normal universities and vocational colleges in the mainland, recruiting preschool teachers from the whole nation, training secondary and primary school teachers for preschool teachers, and encouraging undergraduates to serve in Tibet and so on. The number of kindergarten faculty ranges from 322 to 2,221 (source from

*Statistical Yearbook of National Education*, 2013), which has increased 6 times from 2000 to 2012. Meanwhile, the number of full-time teachers varies from 196 to 1593 (source from *Statistical Yearbook of National Education*, 2013), which has risen 7 times, as shown in Figure 5 (source from *Statistical Yearbook of National Education*, 2013).



**Figure 5**  
**The Number of Kindergarten Faculty and Full-Time Teachers in Tibet in 2000-2012**

At the same time, formal schooling records of preschool teachers enhance quickly and teachers' academic titles also improve to a certain extent. From 2005 to 2012, the number of teachers acquired special education increases from 136 (36% of all the teachers) to 1,322 (75% of all the teachers) (source from *Statistical Yearbook of National Education*, 2013). It indicates that the formal schooling level of preschool teachers has been developed from high school education (even below high school education) to higher vocational education (even above this level). At the same time, the number of preschool teachers with a master or bachelor degrees have increased gradually. In 2012, teachers who have obtained more than a bachelor degree account for 23% of all the preschool teachers, which are higher than the average level of the western provinces in China. Academic title structure of preschool teachers develops with diversification. For example, in 2012, there were 279 kindergarten managers and full-time teachers who gained academic titles in pastoral areas in the Tibetan countryside, which account for 60% and have grown 20.89% from 2011 (source from *Statistical Yearbook of National Education*, 2013). By increasing the number of preschool teachers, enhancing formal schooling records of teachers, and diversifying academic titles, preschool education in Tibet now possesses sufficient human resources and ensured quality.

### 2.4 The Kindergarten' Condition and Material Foundation Have Been Improved Greatly

The condition of kindergarten classes has improved rapidly with the increase of kindergarten and education

funding. The amount of children’s books and the size of activity room area have increased 107.31%, and 204.76% respectively, which is higher than the growth rate of the

amount of children in kindergarten, as shown in Table 2 (source from *Statistical Yearbook of National Education*, 2013).

**Table 2**  
**Kindergartens’ Conditions in Tibet in 2010-2012**

	2010	2011	2012	Growth rate(%)
Kindergarten building area (ha.)	1414.578	1717.2818	2222.5612	35.38
Teaching rooms and ancillary b (Rooms area (ha.))	858.5868	989.8623	1313.1603	53.26
Children’s activity room area (ha.)	383.8434	585.8343	797.9678	107.31
Children’s library area (ha.)	280.2891	370.3724	450.4558	57.66
Children books (ha.)	3,737,515	7,474,057	11,114,332	204.76
Teaching resources	818,128 (plate)	353,508 (GB)	404,055 (GB)	--

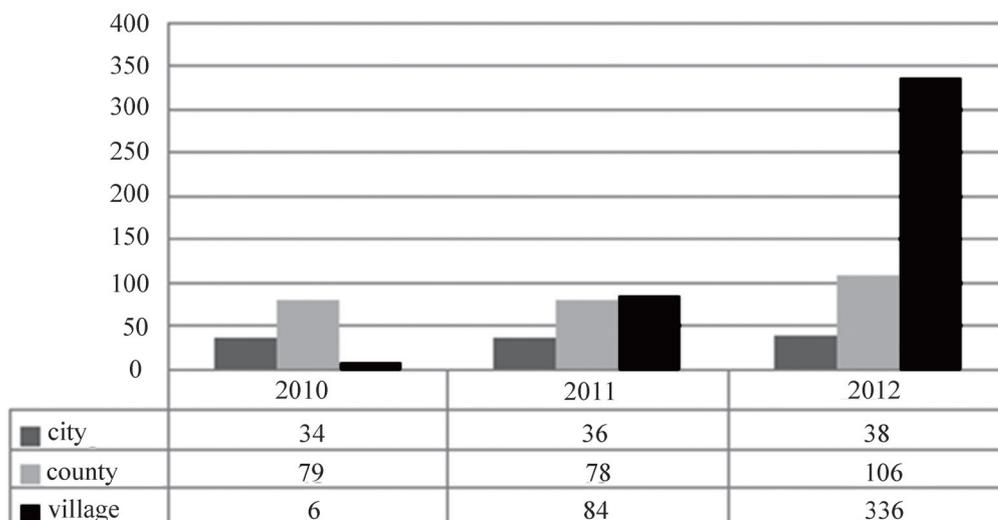
The comfortable kindergartens supply material foundation for children to live, play and grow and optimize the material elements in kindergartens. It satisfies the need for children growth from the material aspect.

**2.5 The Fastest Growing Areas Are the Agricultural and Pastoral Areas, and the Preschool Education in Urban and Rural Regions Tends to Be Balanced**

The development of preschool education in agricultural and pastoral areas is the key to develop preschool education in minority regions. In July 2012 Chinese government issued the “12<sup>th</sup> Five-Year Plan for the development of ethnic minority areas” and puts forward “The central government supports the development of public kindergartens in ethnic minority areas and

help to develop non-governmental kindergartens”. In a preschool education support project, the government should give priority to kindergarten development in agricultural and pastoral areas and build a public service system of preschool education with wide coverage to guarantee the basic needs of preschool education. The Chinese government also says, “The government should support kindergarten in counties and villages to improve conditions and set up attached kindergarten in primary schools. The government should conduct tour education in rural and poor places and actively support the development of private kindergarten.” When the policies were put into practice, the development of preschool education in agricultural and pastoral areas has sped up from 2010 to 2012.

In 2012, the preschool education budget and



**Figure 6**  
**The Distribution of Kindergarten Classes in Cities and Towns in Tibet in 2010-2012**

expenditures for every child in the agricultural and pastoral areas in Tibet reached 12,420 Yuan and 12,436 Yuan, which was 8.81 times and 5.1 times more than average level in other Chinese rural places (source from *Statistical Yearbook of National Education Funding*, 2013). The number of kindergartens increases from 6 to 336 in the agricultural and pastoral areas, which were 55 times more than before (source from *Statistical Yearbook of National Education*, 2013). The distribution of kindergartens in cities and towns tended to be reasonable, such as In 2012, the ratio of kindergartens in cities, counties and village was 8:22:70 which are consistent with the geographical distribution of Tibet cities and counties, as shown in Figure 6 (source from *Statistical Yearbook of National Education*, 2013).

Meanwhile, formal schooling records of preschool teachers enhance quickly and their academic titles also improve to a certain extent in the agricultural and pastoral areas. In 2012, there were 329 kindergarten principals and full-time teachers, who reached higher vocational education levels than a bachelors degree, who accounted for 70.71% of all teachers, which was 11.96% higher than 2011(source from *Statistical Yearbook of National Education*, 2013). In 2012, there were 279 kindergarten principals and full-time teachers with their academic titles in the agricultural and pastoral areas, which took up 60% of all teachers and were 20.89% higher than in 2011 (source from *Statistical Yearbook of National Education*, 2013). It is indicated that the gap between urban and rural areas narrowed quickly and the development of preschool education tends to be balanced in Tibet.

## **2.6 The Development of Bilingual Preschool Education in Tibetan and Chinese has ensured the Equity of Education**

In 2010, the Chinese government put forward a proposal for paying more attention to the development of bilingual preschool education in minority areas. The government then adopted a number of measures to support the construction of bilingual preschool education in Tibetan and Chinese, increasing the number of bilingual kindergartens and special education funding. The central government set up special funding to develop preschool education in minority regions in November, 2010. In 2011, the special financial funding of preschool education in Tibet, set up by central government, decided the special budget of bilingual preschool education in Tibetan and Chinese, including multimedia teaching equipment funding (5.52 million yuan), teaching resources funding (13 million yuan), and the funding of repairing bilingual kindergartens (5 million yuan) (Zha, 2011). Bilingual preschool textbooks (“*language*”, “*art*”, “*science and mathematics*”, “*social and health*”) compiled by the Education Department of Tibet were put into use in the fall of 2011 (Wang, 2011). There were only 4 bilingual kindergarten classes in Tibet

in 2011, while there were 133 in 2012 (32.25 times of 2011). In 2013, there were 112 bilingual kindergarten classes built in counties and 164 built in villages, including 67, which relied on the government’s teaching points.

All the policies and measures contribute to achieving the development goal of “12<sup>th</sup> Five -Year Plan” in bilingual preschool education in Tibetan and Chinese—bilingual preschool education for three years in cities and two years in the country. The rapid development of bilingual education in Tibet not only provides more opportunities for Tibetan children, but also protects their rights to grow equally, which plays an important role in promoting social fairness and welfare.

## **3. DEVELOPMENT FEATURES AND PROBLEMS OF PRESCHOOL EDUCATION IN TIBET**

Under the guidance of national macro policy, the development of education is a priority to preschool education in Tibet. It has been improved through many measures, which the government is directly involved in, such as the support of national policies, direct allocation of human resources, the construction of preschool education infrastructure, special support of preschool education in agriculture and pastoral areas, and the development of bilingual preschool education in Tibet and China. In spite of the preschool education in Tibet supported by the Chinese government, education has developed rapidly, under the special geographical environment and cultural climate in Tibet. We need to think of how preschool education can obtain sustainable and leap-forward development of Tibetan heritage and culture, achieve education equality and provide better service to children through analyzing the features of preschool education so as to adjust development policy and system and improve the quality of education.

### **3.1 The Development Mode of Preschool Education in Tibet Should Change**

Since 2010, preschool education in Tibet has developed rapidly, and many achievements have been realized under national support. This is mainly manifested in several different aspects: The growth rate of preschool education from each aspect is higher than the western and national level, especially the funding and kindergartens’ conditions are higher and better than the national average level. The development of teaching faculty and the balanced development between urban and rural areas are close to the national average. The gap between preschool education and the national preschool education has narrowed. Although the government-led model is helpful to ensure the policy implementation and integrate development with high efficiency, problems still exist.

(a) The distribution between the central government and local government are out of balance. The central government takes too many responsibilities to make local government independent and active. The survey indicated the kindergarten curriculum system in Tibet has not integrated geography, local culture and customs, history, art, language and literature together effectively. The main reason is that the local government failed to play an active role in developing preschool education.

(b) The development of preschool education mainly relies on national administrative power, and emphasizes a standardized operation procedures in kindergartens. These measures cause the development system of preschool education not to be suitable for those living in Tibet. It is common for preschool teachers to treat children as primary school students, and pastoral kindergarten education appeared “urbanized”.

(c) The poor communication between the central government and local governments, and the people show a large gap of the objective and concrete implementation. The low understanding, acceptance and social satisfaction of kindergarten education among people affect the spread of mainstream culture and the inheritance of an excellent Tibetan culture. It also limits the cooperation between kindergarten, family and community, which even affect the development of children.

In summary, the development of preschool education in minority areas, the central government should shift the government-led model and control intervention reasonably instead of covering all responsibilities (Dong, 2009). The central government should take measures to inspire the local government, which is the internal dynamics in the development of preschool education, and ensure equal opportunity for everyone instead of nominal equality, which means every child may receive a proper education whose progress and method is suitable for the individual characteristics.

### 3.2 The Quality of Education Needs to Be Improved

Through analyzing before, we can find the development of preschool education in Tibet depends on the increase of kindergarten classes. The increase of kindergarten classes can provide more educational opportunities for children; however, it does not mean education equality has achieved.

(a) Focusing on the increase of kindergarten classes will cover the attention to the improvement of education quality. At present, preschool education is faced with many problems: The comprehensive index of preschool education in ethnic areas is low (Liu & Gao, 2013). The ratio of teacher to children has been increasing year by year (Table 3) (source from Statistical Yearbook of National Education, 2013).

**Table 3**  
**The Ratio of Teacher to Children in Tibet from 2005 to 2013**

Year	2005	2010	2010	2011	2012	2013
Teacher-children ratio (%)	25	19	23	37	38	27

(b) The recognition of preschool education among parents is low, and some parents are reluctant to send their children into kindergarten. Taking Yushu Autonomous Prefecture (a place in Qinghai province) as an example, even some new kindergarten classes do not enroll enough children. We have investigated a new kindergarten school which plans to recruit 15 classes and 300 children. Unfortunately, it was only able to enroll 220 children, which means 42% of the education resources are vacant.

The development of preschool education in Tibet pays more attention to the pursuit of quantity and the basic fairness of education resources distribution. Except for the quantity fairness of preschool education resources, the education quality requires every child to obtain the education which in accordance with its economy, politics, culture, society and other elements and which provide special education for every individual child (Bredenkamp & Copple, 2009). Therefore, it is only one part of the development goals to improve “admission rate”. Education effectiveness emphasizes more on quality rather quantity. Only the education with high quality could make more contribution to personal and national development (Zhu, 2008).

### 3.3 Human Resources Need to Pay More Attention

Through analyzing different dimensions of preschool education in Tibet from 2010 to 2012, we found that the teacher’s quality of teaching skills have developed to some extent. But the ratio of infrastructure construction funding to software funding (including the management and research funding of preschool education, the development funding of bilingual curriculum in Tibetan and Chinese, the training funding of teachers) is still unbalanced. For example, it is 278.155 million Yuan for public financial budget of preschool education in Tibet in 2011, of which 35.47% (98.66 million) are paid for the infrastructure construction and 21.76% (60.537 million) are spent on salary and welfare. But there is little funding spent on preschool education research, social support and advisory services project.

Due to the lack of attention spent on hardware resources, the original problems have not been fundamentally solved, such as the shortage of teachers and poor teachers’ professional level. As a result, deeper problems come into being, which restrict the development of education quality. The most serious problem is the

imbalance of teacher structure: The part-time teachers consist of the biggest part of all kindergarten teachers with unreasonable age structure; there is a shortage of teachers majored in preschool education and bilingual teaching. For example, some kindergarten classes have twenty-six workers in total. There are six part-time teachers and twelve substitute teachers, which account for sixty percent of the faculty. In terms of age, there are only three middle-aged teachers (12% of all teachers) and 16 teachers under the age of 25 (62% of all teachers); there are 7 teachers over the age of 45 (26% of all teachers). In the aspect of professional composition, there are only 5 teachers who have the background of preschool education, accounting for 19% of teachers; there are 11 teachers whose professions are primary school education. Chinese education and mathematics education, accounting for 42% of teachers; and there are 9 teachers whose professions are computer, public administration, accounting for 35% of teachers; while there are only one teacher whose profession is Tibetan language, accounting for 4% of the teachers.

The professional development of kindergarten teachers is the mainstream trend of current international preschool education development and the key to improve the quality of preschool education (Burger, 2012). Therefore, to achieve the development of preschool education in ethnic regions, the government should reasonably balance investment between hardware construction and human resources and distribution of preschool teacher resources in ethnic regions.

#### **4. PROPOSALS RELATED TO THE DEVELOPMENT OF PRESCHOOL EDUCATION IN TIBET**

It can discover the development entirely depended on government support has not adapted to the development needs of local preschool education by analyzing the features of preschool education in Tibet. Therefore, the policy should be adjusted to develop preschool education further.

##### **4.1 To Improve the Development of Preschool Education Quality**

The government should adhere to the value orientation of giving priority to child development and consider the recent development needs and long-term development value of the preschool education together. We also need to optimize the internal structure of preschool education and strengthen the construction of curriculum resources for changing the development center from the financial and material resources to the human resources.

The government should continue to implement the policy of free preschool education and increase the subsidies for family in pastoral areas. According to the

industrial development in ethnic regions, urban and rural construction planning, population flow trend and current preschool education resource, the government should continue to increase preschool education resources and popularize preschool education in pastoral areas so as to ensure the education quality.

A development model should be constructed to improve the quality of preschool education, which integrates a variety of functions, such as preschool education macroscopic planning, legislative guarantee, policy guidance, management norms, scientific guidance, localization evaluation, comprehensive supervision.

The local government should create favorable external conditions for sustainable development of preschool education through speeding up the construction of demonstration kindergarten with high quality in pastoral areas, promoting the cooperation between kindergarten, family and community and using multi-channels to prompt preschool education concept.

##### **4.2 Improving the Human Resource Allocation Level and Promoting the Professional Development of Teachers**

It is necessary to expand the teachers' team by improving pre-service teachers' quality in Tibet University, Xizang University for Nationalities, Lhasa Normal College, Shannan Vocational School, Shigatse Vocational School, Linzhi Vocational School and other colleges. Based on the normal university in mainland, it also needs to cultivate teachers obtained bachelor degree and supply the heads and outstanding teachers for kindergartens in order to improve the ability of management team and optimize the teachers' title, age structure and degree structure. To solve the problem of teachers' shortage, it is important to improve the quality of preschool education in vocational school and cultivate preschool teachers to aid kindergarten classes in farming and animal husbandry counties. Moreover, the number of students in every class should be reasonable and every teacher should not undertake too many classes and look after too many children.

The government could perfect the teacher management system by establishing teacher training system with multiple levels and improving teachers' professional abilities. The government also needs to consider the teacher standard in city and county as a whole and make the qualification and responsibility of principals, teachers and nurses clearly. The government could perfect preschool teacher examination and personnel management system so that the human resource could be allocated to every area in balance. It is necessary to improve the National Training Plan and develop multicultural training materials according to different kinds of teachers. Only we do this, can we establish the diversified preschool teacher training system?

The government could improve the partner assistance service and encourage the partnership teachers in mainland

to teach in Tibet. Then the government could organize preschool teachers in Tibet to study in the advanced university and kindergarten in mainland. In addition, the government should also promote the practice of students majored in preschool education and encourage the young volunteers to devote into Tibet's kindergarten classes. Thus, the local preschool teachers have the opportunity to learn the advanced teaching theory and method and improve the professional ability in advanced normal university.

What the government should do to be to construct the preschool bilingual teacher's team and establish the preschool bilingual teacher qualification system. The head and teachers of kindergarten classes who want to teach children must have teacher certification. Bilingual teacher training base of county could accelerate the construction and the training for all the current preschool bilingual teachers so that the teachers are willing to stay in the kindergarten schools and teach well.

### 4.3 Doing More Research About Theory and Pushing the Scientifically Bilingual Education in Tibet

Bilingual education in minority language and Chinese is the basic form of preschool education in ethnic regions, which is fit for geographical and cultural characteristics of the minority (Wang, 2011). Considering for problems led by methods, developmental speed and educational quality during implementation process, we propose the following suggestions to develop the preschool bilingual education in Tibetan and Chinese.

The government should establish quality supervision mechanism of preschool bilingual education and set up educational quality monitoring centers to guide and standardize the bilingual education in kindergarten. Experts could help to solve the practical problem of teachers and summarize the practical experience so as to deepen the research of teaching strategy and improve the effectiveness of bilingual education.

Schools should construct the resources of preschool bilingual education and integrate the local characteristics into the whole education process (design, implementation and evaluation). Teachers in kindergartens should use all materials and natural resources to perfect the bilingual curriculum system. Based on the original development of preschool bilingual textbooks, preschool teachers should follow the following principles to compile teaching materials: integrating forward planning and realistic thinking, modernization and localization, inheritance and innovation together (Xing & Li, 2013). According to the practical problems of teachers, the researchers should select the content of mainstream culture and traditional cultural and cultivate the teachers' and children's abilities to understand cultural differences, diversity and intercultural identity.

Doing more research about the theory of bilingual education in minority language and Chinese, researchers

should improve educational practice according to the new practice achievements at home and abroad and set up Tibetan-Chinese bilingual teaching research institutions to strengthen the teacher team. What researchers should know is to follow the law of preschool education and bilingual education and construct the theory system of bilingual education in minority language and Chinese with Chinese characteristics.

## CONCLUSION

This research for discussion is the attempt and study of preschool education in Tibet. Based on the previous research, combined with the status of preschool education in Tibet, we have constructed the index system of comprehensive developmental level of preschool education with six indexes in Tibet. According to the relevant statistical data, the indexes of preschool education development are calculated, it is found out that developmental level of preschool education in Tibet from 2010 to 2013 has been increased year by year, but there are significant differences and different characteristics in different indexes. Although the statistics and measures have been carefully chosen to give an extensive picture of development, but with the data collection and geographical restrictions, this study may throw light on the part of its present state, and needs further research.

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