

## *Supplementary Material*

# **A Comparative Study of Early Childhood Education and Care (ECEC) National Documents between China and Finland**

**Shuanghong Jenny Niu<sup>1</sup>, Olli-Pekka Malinen<sup>1</sup>, Inkeri Ruokonen<sup>1</sup>, Anitta Melasalmi<sup>2</sup>, Signe Siklander<sup>3</sup>, Xinghua Wang<sup>4</sup>, Heyi Zhang<sup>4</sup>, Tarja-Riitta Hurme<sup>2</sup>, Zhiguang Zhang<sup>4</sup>, Jaakko Moilanen<sup>3</sup>, Xiaowei Li<sup>4</sup>, Lijuan Wang<sup>3</sup>**

<sup>1</sup>Faculty of Educational Sciences, University of Helsinki, Finland

<sup>2</sup>Faculty of Education, University of Turku, Finland

<sup>3</sup>Faculty of Education and Psychology, University of Oulu, Finland

<sup>4</sup>Faculty of Education, Beijing Normal University, China

**\* Correspondence:**

Corresponding Author

[jenny.niu@helsinki.fi](mailto:jenny.niu@helsinki.fi)

## **1 Supplementary Data**

Supplementary data includes:

(Finnish) National Core Curriculum (NCC) for Early Childhood Education and Care (ECEC), (2022). Available online and accessed on Feb.2024

<https://www.oph.fi/sites/default/files/documents/National%20core%20curriculum%20for%20ECEC%202022.pdf>

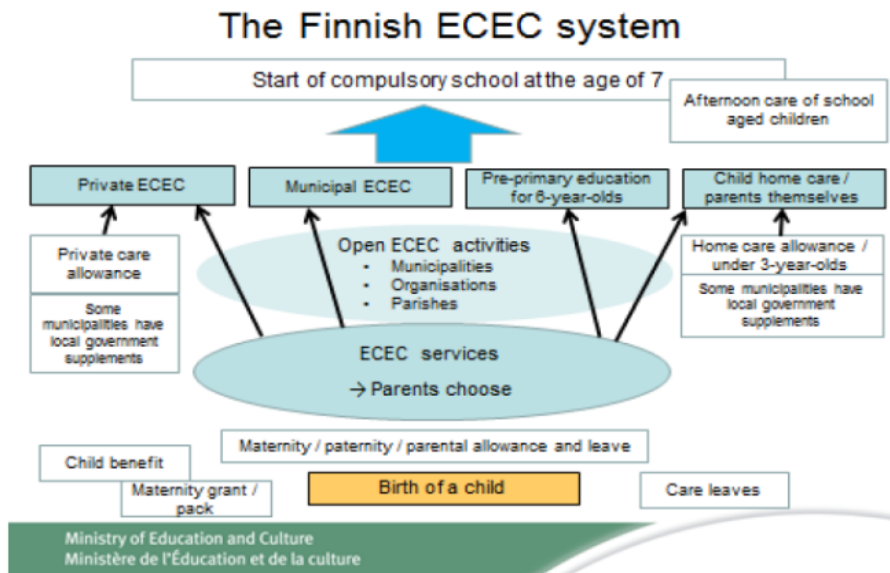
(Chinese) Kindergarten Education Guidelines (KEG) for aged 3-6 old children, (2001), translated English version, available upon request from the corresponding author at [jenny.niu@helsinki.fi](mailto:jenny.niu@helsinki.fi).

(Chinese) Early Learning and Development Guidelines (ELDG) for aged 3-6 old children, (2012), The English version of KEG document is downed from UNICEF website, which was translated by UNICEF. Available online and accessed on Feb.2024

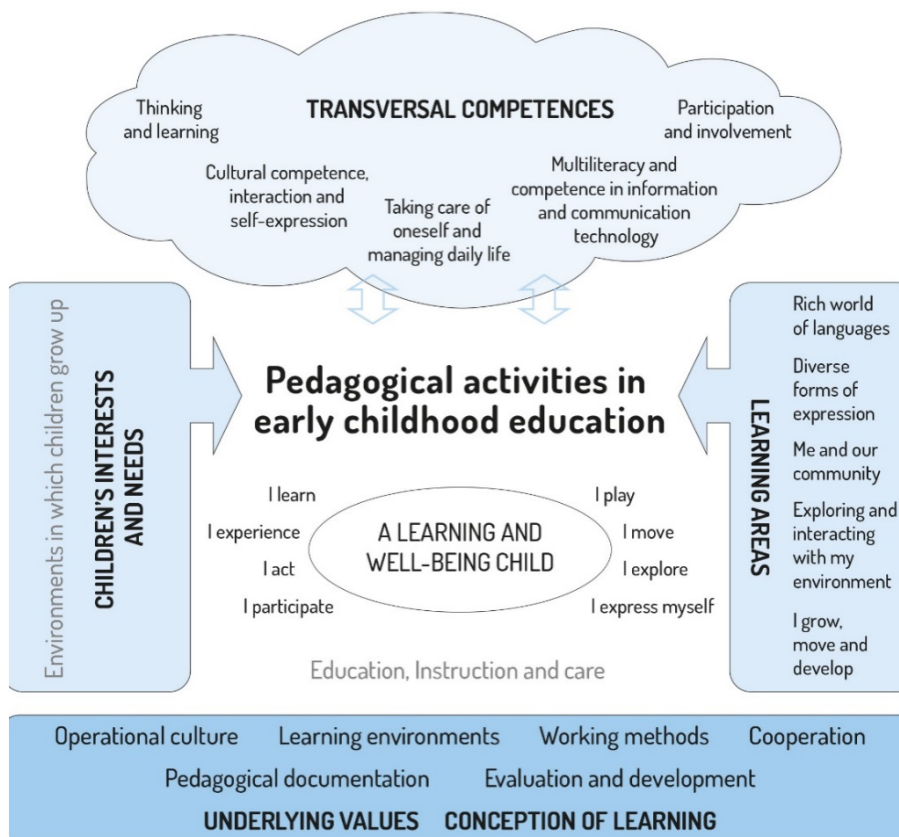
<https://www.unicef.cn/sites/unicef.org.china/files/2018-10/2012-national-early-learning-development-guidelines.pdf>

(Chinese) Childcare Institution Care Guidance Outline (CICGO) for aged 0-3 old children, (2021), translated English version, available upon request from the corresponding author at [jenny.niu@helsinki.fi](mailto:jenny.niu@helsinki.fi).

## 2 Supplementary Figures and Tables



**Supplementary Figure 1.** The Finnish ECEC system (Ministry of Education and Culture 2021)



**Supplementary Figure 2.** The framework for pedagogical activity in early childhood education and care (FNAE, 2022, page 35)

**Supplementary Table 1.** List of national-level Chinese ECEC educational documents and Finnish ECEC national core curricula in this study

Country	Document name in original language	Document name translated in English	Document abbreviation	Target ages (years old)	Publish year	Provider
Finland	Varhaiskasvatussuunnitelman perusteet	National core curriculum for early childhood education and care	NCC	0-6	2022	Finnish national agency for education, Ministry of Education and Culture
China	幼儿园教育指导纲要	Kindergarten Education Guideline	KEG	3-6	2001	Ministry of Education
China	3-6岁儿童学习与发展指南	Early Learning and Development Guidelines	ELDG	3-6	2012	Ministry of Education
China	托育机构保育指导大纲	Childcare Institution Care Guidance Outline	CICGO	0-3	2021	National Health commission

**Supplementary Table 2.** Key Aspects and Primary Components Identified in Chinese ECEC Educational Documents and Finnish ECEC National Core Curricula

Document names	Main categories and contents	Identified key aspects	Primary components
(Finnish) National core curriculum for ECEC (NCC) (0-6 years old)  (Chinese) Kindergarten Education Guideline (KEG) (3-6 years old)  (Chinese) Early Learning and Development Guidelines for Children (ELDG) (3-6 years old)  (Chinese) Childcare Institution Care Guidance Outline (CICGO) (0-3 years old)	<ol style="list-style-type: none"> <li>1. Legislation and administration</li> <li>2. Mission and goals</li> <li>3. Operational culture</li> <li>4. Planning and implementing pedagogical activities</li> <li>5. Support the child</li> <li>6. Evaluation</li> </ol> <ol style="list-style-type: none"> <li>1. Legislation</li> <li>2. General guidelines</li> <li>3. Learning areas</li> <li>4. Organization and implementation</li> <li>5. Evaluation</li> </ol> <ol style="list-style-type: none"> <li>i. Health</li> <li>ii. Language</li> <li>iii. Social development</li> <li>iv. Science</li> <li>v. Arts</li> </ol> <ol style="list-style-type: none"> <li>1. General guidelines and basic principles</li> <li>2. Education goals, contents and requirements</li> <li>3. Organization and evaluation</li> </ol> <ol style="list-style-type: none"> <li>i. Nutrition and feeding</li> <li>ii. Sleep</li> <li>iii. Daily life skills and hygiene habits</li> <li>iv. Movements</li> <li>v. Language</li> <li>vi. Cognition</li> <li>vii. Emotion and social skills</li> </ol>	<ol style="list-style-type: none"> <li>1. Legislation and administrative structure</li> <li>2. General guidelines, aims, operational culture and collaboration</li> <li>3. Learning areas and transversal competencies</li> <li>4. Age group pedagogy vs. child's individual development plan</li> <li>5. Children's involvement and participation</li> <li>6. Special needs support</li> <li>7. Evaluation</li> </ol>	<ol style="list-style-type: none"> <li>Overall administration, legislation, guidelines, aims and principles</li> <li>Planning and implementing Pedagogical activities</li> <li>Evaluation</li> </ol>

**Supplementary Table 3.** Summary of Similarities and Differences in Key Aspects and Primary Components Identified in Chinese ECEC Educational Documents and Finnish ECEC National Core Curricula

Primary components	Key aspects	China	Finland	Summary of the main findings
Overall legislation, guidelines, aims and principles	Legislation and administrative structure	Yes	Yes	Lots of similarities in this overall level and these two key aspects with minor differences
	General guidelines, aims, operational culture and collaboration	Yes	Yes	
Planning and implementing Pedagogical activities	Learning areas and transversal competencies	The Learnings were very clearly defined and described in both countries. Transversal competencies were more specifically defined and highlighted in Finnish ECEC.		<p>The primary component of pedagogical considerations exhibited the most significant difference between the ECEC practices of these two countries.</p> <ul style="list-style-type: none"><li>◆ Both nations provided clear descriptions of learning areas, with Finnish ECEC placing greater emphasis on transversal competencies.</li><li>◆ Age-based pedagogy was absent in Finnish ECEC, whereas the concept of a child's individual development plan was not addressed in Chinese ECEC.</li><li>◆ The Chinese ECEC approach tends to be more teacher-directed, focusing on ensuring that pedagogical activities are engaging and appealing, while Finnish ECEC emphasizes promoting children's initiatives, involvement, and participation in the planning of pedagogical activities.</li><li>◆ In terms of special needs support, Finnish ECEC offered extensive content, whereas Chinese ECEC had minimal provisions.</li></ul>
	⇒ Learning areas	Yes	Yes	
	⇒ Transversal competencies	some	Yes	
	Age group pedagogy vs. child's individual development plan	Age group pedagogy was strongly emphases and described in Chinese ECEC, while it is not mentioned at all in Finnish ECEC. Child's individual development plan is strongly highlighted and defined in Finnish ECEC, while it was not mentioned at all in Chinese ECEC.		
	⇒ Age group pedagogy	Yes	No	
	⇒ child's individual development plan	No	Yes	
	Children's involvement and participation	Highlighting the importance of teachers' role to ensure the pedagogical activities engaging and appealing to children, thus encouraging their active participation.	Emphasizing on promoting children's initiatives, involvement, and active participation in the planning of pedagogical activities.	
	Special needs support	Almost none	Yes, with extensive content	
Evaluation	Evaluation	Yes	Yes	There were lots of similarities in the Evaluation aspect with minor differences.