

# A Comparative study on the Construction of Public Service system of 6-year-old Integration of childcare and education Preschool Education in OECD

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**ABSTRACT.** *As the beginning of education, preschool education is of great importance. Science has proved that 0-6 years old is the initial stage of a person's socialization, is a key period of a person's cognitive formation, at the same time, is also a period of a person's behavior habits, emotions, personality and other initial formation. OECD countries attach great importance to the role of education and recognize the importance of pre-school education earlier. At the same time, they regard pre-school education as one of the important items of education development. The public service system of pre-school education refers to the government-led and multi-party participation of society to provide basic teaching settings that can meet the needs of childcare and education for infants aged 0-6, Such as day care centers, kindergartens, etc. The "integration of childcare and education" in many OECD member countries has developed relatively maturely. This paper makes a comparative analysis of OECD countries that have formed mature integration of childcare and education public service systems and countries that are striving to realize integration of childcare and education public service systems. At the same time, combined with China's actual situation, it proposes a suitable integration of childcare and education public service system for 0-6 years old preschool education in China, and puts forward reasonable suggestions for the construction of China's integration of childcare and education public service system for 0-6 years old preschool education, so as to build an integrated public service system for preschool education with Chinese characteristics.*

**KEYWORDS:** *Integration of childcare and education; Preschool education; OECD; public service system; Study*

With the development of the world, pre-school education has attracted more and more attention from all countries and has become an important priority area for all countries. The construction of a public service system for pre-school education for children aged 0-6 is an inevitable trend in the development of international pre-school education. However, China's pre-school education system is divided into

two stages: 0-3-year-old infant education and 3-6-year-old kindergarten education. This dual situation is a major problem facing the development of China's pre-school education. This paper uses case law to make an in-depth analysis of the "integration of childcare and education" in OECD member countries. Finally, combining the experience of OECD countries with the actual situation of our country, we will promote the construction of "integration of childcare and education" in our country and provide strong help for the establishment of an integrated public service system for pre-school education.

### **1. OECD countries' theoretical background of "integration of childcare and education"**

With the spread and promotion of the concept of early childhood education and care, the "integration of childcare and education" of preschool education for children aged 0-6 has become the direction of preschool education reform in various countries in the world, and the integration of preschool teachers and childcare personnel has become an international trend.

#### ***1.1 International development trend of pre-school education with integration of childcare and education for infants aged 0-6***

For half a century, the education and childcare of children aged 0 to 6 years old have been divided into two major systems, "kindergarten" and "nursery", which belong to different departments. In 1986, an international expert meeting on early childhood education was held in Paris, France, with the theme of "developing early childhood education at low cost and in various ways". With the change of social form, a full-time kindergarten integrating education and childcare came into being, and the concept of integration of childcare and education came into being. Subsequently, some developed countries in Europe and the United States advocated "early schooling" and "universal early childhood education" to improve the early childhood education policies of future talents. Under the influence of integration of childcare and education, the construction of an integrated pre-school education management and service system for 0-6 years old has become the focus of attention of all countries. Finland, Britain, Sweden, Norway, Canada and other countries have carried out the integration of childcare and education pre-school education reform since the 1990s. Among them, Japan, South Korea and other Asian member countries are also striving to realize the integration of childcare and education pre-school education. Since then, the pattern of integration of childcare and education has basically taken shape. In our country, Baoshan District of Shanghai City first began to explore the educational management system of integration of childcare and education in 1991.

### ***1.2 The concept and formation of pre-school education with integration of childcare and education for infants aged 0-6***

The integration of childcare and education refers to the consideration and planning of education for 0-3 years old and kindergarten education for 3-6 years old as a whole, and the overall planning of education mechanism and curriculum at the same time, that is, the mutual integration of conservation and education. In this system, we should pay more attention to the education and childcare of infants, so as to realize the connection between preschool education and family and society and promote the all-round development of infants. In 1981, Paris held the “International Consultation on Preschool Education”. During this period, discussions confirmed that “preschool education” refers to all children aged 0-6 years old, and pointed out that preschool education refers to all childcare and education activities that can promote children's whole-body development. The “integration of childcare and education” advocated by UNESCO emphasizes that governments should actively promote the integration of childcare and education. OECD advocates an integrated pre-school education system. In order to improve the popularization and quality of pre-school education in OECD member countries, OECD conducts regular policy reviews of member countries, and urges member countries to formulate and improve their own pre-school education system to promote the development of integrated pre-school education.

### ***1.3 The reform and practice of OECD's pre-school education with integration of childcare and education***

New Zealand promulgated the Preschool Education Curriculum for Preschool Children in 1996, which became a guide for New Zealand preschool educators. Sweden set up a curriculum for all preschool education for children aged 1-5 years in 1998. Finland published the National Curriculum Framework for Early Childhood Education and Care in 2003, which includes various contents of education and care for children aged 0-6. Britain enacted the Children's Act in 2004 and the Child Care Act in 2006, which clearly defined the services for pre-school children including education and care. Japan has established a “Recognized Children's Park” system in accordance with the 2006 Law on Promoting Comprehensive Education and Care for Preschool Children. “Recognized Children's Park” enables kindergartens and nurseries to have similar functions, thus providing an integrated service of education and care. In 2008, Australia established the Office of Early Education and Child Care, which is responsible for child care and education at the federal level. The U.S. government attaches great importance to the early education of infants aged 0-5 and promotes the formation of the 0-5 Plan. South Korea issued the integration course Nm Course in 2011.

## **2. Discussion on integration of childcare and education public service system in OECD member countries**

### ***2.1 Discussion on Britain's integration of childcare and education public service system***

At the end of 1990s, Britain began to move towards the reform road of integration of childcare and education. The British government believes that education is the core of the reform. Preschool education emphasizes that all infants and young children should be provided with equal access to education, and puts forward a series of policies that can promote the development of childcare and education. In 1998, the government put forward the Green Paper Meeting the Challenges of Childcare and made the integration of childcare and education the focus of development in pre-school education. The Children's Act and the Child Care Act were promulgated in 2004 and 2006 respectively to provide integrated services for pre-school children, clarify the responsibilities of relevant departments and provide legal support for the integration of childcare and education. The Children's Act stipulates that each locality shall appoint a child service supervisor to be responsible for the education and service of local children and other related matters. The Child Care Act aims to implement integrated pre-school services through the establishment of some institutions and the cooperation among various institutions. In 2008, the Legal Framework for Early Basic Stage was introduced and implemented. The introduction of this framework ensured the unified standardization of the integration of childcare and education, and made the pre-school education of the integration of childcare and education in Britain take shape initially. At present, there are many forms of pre-school education institutions in Britain, such as pre-school classes attached to public primary schools; Public and private kindergartens; Children's homes founded by charitable organizations, etc. Moreover, Britain has gradually formed an integrated system not only in the management of pre-school education for children aged 0-6, but also in the implementation of the curriculum.

### ***2.2 Discussion on New Zealand's integration of childcare and education public service system***

New Zealand was the first country to implement the integration of pre-school education. In the late 19th century, New Zealand established the first free kindergarten. Before the 1980s, childcare and education in New Zealand were separate. In the past 20 years, New Zealand's preschool education system has developed rapidly. The New Zealand government promulgated the Early Education Service Regulations in July 1989 and began to implement them nationwide. New Zealand's Ministry of Education issued the pre-school education curriculum TeWhaariski in 1996, which is the first document of a legal nature in the world. TeWhaariki is a guide to pre-school education in New Zealand and is called the "Bible" of pre-school education. This national document has important explanations

on the role of early education, the links between various institutions, the rapid changes in New Zealand society, and family ties. Starting from July 2007, a 20-hour free pre-school education will be provided to children aged 3-4 throughout the country. Under the guidance of this series of national documents, New Zealand's preschool education reform has been gradually implemented in preschool education practice through various ways and means. At present, pre-school education institutions and facilities in New Zealand are under the unified management of the Ministry of Education. Moreover, New Zealand's pre-school education institutions must implement the curriculum of pre-school education according to TeWhaariki. New Zealand has gradually formed an integrated public service system for pre-school education by promulgating a series of documents on pre-school education.

### ***2.3 Discussion on Japan's efforts to achieve an integration of childcare and education public service system***

Japan's preschool education is in the process of development from “dualization” to “unitarization”. At present, early childhood education in Japan is dualistic, that is, education and childcare are managed separately. According to their respective laws and regulations, the two are related, but they also have their own characteristics. The society is changing with each passing day and the times are surging forward. In order to adapt to the rapid development of pre-school education in the 21st century, the Ministry of Education, Culture and Sports revised the Essentials of Kindergarten Education in 1989. This document changed the education system of primary schools and emphasized the characteristics of pre-school education. In December 1998, the Ministry of Education, Culture and Sports carried out a comprehensive revision of the Essentials of Kindergarten Education and implemented it two years later. The revised Essentials of Kindergarten Education emphasizes the value of children's activities, helps them form a preliminary moral outlook, and defines the responsibilities of teachers. The Basic Law of Education was amended in 2006. Subsequently, on March 28, 2008, the Ministry of Education, Culture and Sports and the Ministry of Health and Welfare promulgated the newly revised Guidelines for Care in Nursing home and Essentials of Kindergarten Education. In order to promote the development of integrated pre-school education and reduce many disadvantages of duality, the Ministry of Education, Culture, Sports, Health and Welfare published the Joint Action Plan to Support Children and Families in 1998. This plan is the embodiment of Japan's attempt to realize integrated preschool education. However, there are still many differences in Japan's conservation and education. How to realize a unified public service system for pre-school education for 0-6 years is still a problem to be solved.

### **3. Thoughts and suggestions on integration of childcare and education for children aged 0-6 in China**

The integration of childcare and education means that the education of children

aged 0-6 can be brought into the public's vision, can receive the attention of relevant departments under the existing administration, and can receive financial input from the government. The current situation in China is similar to that in Japan. The state attaches importance to the education of infants aged 0-3 years old, but there is a phenomenon of multi-department management and repeated management, which leads to non-standard pre-school education. At present, many early education institutions in Jiangsu Province begin to provide education services to infants aged 0-3 years old, but they have not kept pace with the curriculum and implemented early education in small classes. The British pre-school education system is worth learning from. One department manages pre-school education institutions in a unified way, and truly realizes the integration of pre-school education at the legal and policy levels. We should draw lessons from the integration systems of OECD member countries such as Britain and New Zealand, develop and study the pre-school education integration of childcare and education, and set up relevant supervision departments to improve the quality of institutions and promote the construction of an integration of childcare and education public service system in China.

#### **4. Summary**

The reform of pre-school education began in the 1980s around the world. All countries have realized that the integration of childcare and education plays an important role in children's growth. The integration of childcare and education in Britain has achieved good results and attracted the attention of all countries in the world. China has also received certain influence. There are many problems in the integration of nurseries and kindergartens implemented in China, especially at the implementation level. Learning from OECD's experience in the integration of childcare and education, we should carry out reforms in all aspects to promote the healthy and rapid development of China's integrated public service system for pre-school education.

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