

This essay will compare and critically evaluate children's lives in Sweden and China, factors such as culture, language, education, health and rights will be explored to discover the similarities and differences children experience in these countries. According to Stevenson (2010: 302) childhood is 'the state or period of being a child', however Waller (2014) mentions that there are many definitions of childhood as there are multiple perceptions of it and diverse childhood experiences. Waller and Davis (2014) believes that childhood experiences are different in every country, each creating their own forms of policy related to children which may have some similarities but can differ in the quality of support, care and education children receive. Sweden is a Scandinavian country located in northern Europe, the capital is Stockholm and the population is 10 million (Swedish Institute, 2018). China is in East Asia, the capital of China is Beijing (Juarez, 2014) and the population is 1.379 billion (The World Bank Group, 2018).

The official language in Sweden is Swedish, the government promotes bilingualism and many foreign languages such as English, French and Spanish are taught in schools (Halonen et al, 2014). Baker (2014) believes that Bilingualism can benefit children as it can promote their education and social development, as well as opening them up to new opportunities in the future such as studying or working abroad. The official language in China is Mandarin (Kuiper, 2011), the Chinese government also supports bilingualism, they have identified a rise in parents wanting their children to speak languages such as English to prepare them for studying or working abroad; they have done this by introducing bilingual education programmes, however most of them are based on English because they believe that this is a popular language around the world (Wang and Phillion, 2009: Gao and Wang, 2016).

Children in Sweden have many forms of entertainment such as socializing with friends, music, books and films which raise awareness of difficult subjects, for example the novel 'Glowing Stars' written by Lisa Siwe is about a fourteen-year-old girl who is torn between caring for her mother who is ill and her desire to live a normal teenage life (Sweden Sverige, 2018b). It is important to raise children's awareness of serious topics as it can help them to develop an understanding of differences in people's lives and the dangers of the world to help them protect themselves and support others in need (Pan, 2007). In China, children take part in a

range of hobbies to enhance their development and have a variety of forms of entertainment such as music and art, which reflects the history of China (Kuiper, 2011; Naftali, 2016). However, the Chinese government has control over the media and Internet, they use monitoring systems and firewalls to analyse the content and remove it if it does not fit their criteria (Council on Foreign Relations, 2017). This violates legislation such as the United Nations Convention on the Rights of a Child as it states that children should have the right to freedom of speech and access the mass media for play and education purposes (Unicef, no date) and because of this, it can impact children's education and enjoyment (Donald, 2005).

In Swedish culture, children get to experience a variety of celebrations, for example a popular celebration is 'Lucia', this takes place on the thirteenth of December (Sweden Sverige, 2018e). During this time children sing songs and wear white full-length gowns, one child will wear a crown with fake lights to represent Lucia wearing 'light in her hair', the other children would be star boys/girls holding stars on a stick and wearing a tall paper crown (Sweden Sverige, 2018e). In China, children also get to experience celebrations such as the Chinese New Year. According to Kalman (2008) this is the largest and most important Chinese celebration, which is influenced by cycles of the moon. Chinese New Year takes place on the first day of the first lunar month (Robinson, 2012). As part of Chinese tradition, each New Year is named after one of the twelve animals featured in the Chinese zodiac and 2018 is the year of the dog (BBC, 2018). The homes, shops and streets of China are filled with colourful and flashy decorations/lights and they also decorate with mandarin trees as it represents good luck (Kalman, 2008). Many family members return home to celebrate the new year together, this is a lively and enjoyable experience for children as they try a variety of foods, receive money in red envelopes from family members, watch dragon dance parades and fireworks (Kalman, 2008; Robinson, 2012). Culture can have a positive effect on children, it can help them to develop their ethnic identity and views of themselves while feeling included benefitting their emotional development (Meyer, 2003). However certain aspects of culture can create a negative viewpoint, for example in Chinese culture, males were viewed as more dominant and had more responsibilities than women, making women housewives and restricting their opportunities to work and education (Rao et al, 2017).

According to Pianta et al. (2012) education is the process of facilitating learning to develop children's knowledge and understanding while pedagogy is a method of teaching, they are both considered important for promoting children's learning and development. Children in Sweden attend preschool between one to six years old (Sweden Sverige, 2018c) and then attend compulsory education at seven years old until the age of sixteen; these are free as it is funded by the government and parent's taxes (Sweden Sverige, 2018: Sweden Sverige, 2018d). Children attend compulsory education at a later age because the Swedish approach believes that children's early experiences give them the foundation for future education and intellectual development (Ozar, 2012). Children in China attend nurseries between the ages of zero to three (Zhu, 2015), they can also attend preschool or kindergarten at three years old, they then start compulsory education at the age of seven until the age of twelve and this is free as it is funded by the government (InterNations, no date). Like Sweden, China are also concerned with early experiences as they believe that early childhood is a basic part of education and learning and influences the quality of early years' settings and support children in China receive (Zhu, 2015).

The preschool curriculum in Sweden has a holistic approach that focuses on care, learning and socialization (Miller and Cameron, 2014). Preschools are described as a secure place where children can grow and have control over their learning, development and actions, by having activities which are based on developing personal/learning experiences and play (Skolverket, 2010). Samuelsson and Carlsson (2008) emphasise that play is an important element of children's learning as it can allow them to be active in their own learning and encourages them to express themselves, be creative, curious, problem solve and learn to communicate and respect others. In China, like Sweden the curriculum emphasises the importance of collaboration and teamwork as children are encouraged to work in groups (Han, no date). However, children in China have less freedom and control over their own learning, Vaughan (no date) mentions that the Chinese curriculum is structured and emphasises creating academic work, children sit at desks and learn different topics through this method either independently or in groups. Structured learning is considered a useful approach as it can help practitioners to plan activities to target a specific learning area for children (Gordon and Browne, 2013). However Selmi et al (2014) mentions that structured learning can control children's learning in a negative

way as it can create a boring learning experience for children. Chinese Education is described as competitive because the system is built around exams, schools and parents mainly focus on the marks children receive, with less focus on what they are learning because children's success in education influences their honour and respect in society (Han, no date: National Center on Education and the Economy (NCCE), 2018). Although many parents and researchers such as Zhao (2014) disagree with China's approach, Papathodorou (2012) and Newman and Newman (2017) mention that in recent studies such as the International mathematics and science study, showed that Chinese children have higher results in mathematics and science examinations compared to the rest of the world. Children also have homework daily and are encouraged to take part in extracurricular activities to enhance their development and learning (NCEE, 2018). This puts children under a lot of pressure which Han (no date) and Thorley (2016) mentions it can affect children's mental health and their attitudes towards education.

The Swedish preschool curriculum also emphasizes the importance of outdoor learning (Skolverket, 2010). According to White (2011) the outdoor provides children with a different learning experience compared to the indoors, it also has many benefits to children's health, wellbeing and development. The outdoor environments such as forest schools provides children with a large amount of freedom and space to be curious, active and adventurous (White, 2011). It also gives children the opportunity to have fresh air and sunlight, helping them to maintain a good sleep/eating pattern and immune system, which will benefit their attention span and learning (White, 2011: Richardson, 2014). Learning and playing in the natural environment has become part of the daily activities in preschools, children play and explore the natural environment independently, in groups or with a practitioner (Samuelsson and Kaga, 2008). Children play with natural resources and have their midday naps outside at every opportunity regardless of the weather and learn about sustainability (Skolverket, 2010). According to Siraj-Blatchford (2009) educating young children about sustainability can support the achievement of living a sustainable lifestyle. This is because Davis (2009) mentions that the early years of a person's life influences their knowledge, values and skills regarding sustainability, which can influence their passion and attitude towards taking care of their local environment and the world. Children in China do not have the same outdoor

opportunities, due to china's rapid economic development and population growth this has caused issues with environmental pollution, practitioners are cautious of the pollution levels and the effects on health and restrict children's access to the outdoors (Trasande et al, 2007). Alongside this, children also have midday naps but indoors and the playgrounds are enclosed courtyards made from brick or concrete and have very little greenery (Vaughan, no date). The playground equipment children use are man-made resources such slides, merry-go-rounds, climbers and swings, the walls around the playground are painted with bright colours to brighten up the area (Vaughan, no date). Due to these barriers and lack of resources and outdoor experiences, Chinese children have little access to the outdoors which Richardson (2014) mentions this can have a negative impact of children's health and wellbeing.

Health is considered an important factor in childhood development because the way children's health needs are met can influence their education and development (Underdown, 2007). According to the BBC (2008) Sweden has the lowest mortality rate in the world, Sweden Svergie (2018g) also agrees with this statement because of their low infant and mortality rate. This is because Sweden emphasises the importance of having good quality services, this influences the training provided to people wishing to work in health, for example Sweden highlight their midwives have excellent training and experiences which resulted in the decrease in mortality rates (Sweden Svergies, 2018g). Sweden has a big focus on health and legislation such as the 1982 Health and Medical Services Act that states that all Swedish citizens especially children have the right to access health services in places such as school and health centres (Wettergren et al, 2016: Country Administrative Board of Vastra Gotaland, 2016). However, in China there is a big health divide, with differences in services provided in different Chinese regions and ethnic groups, Humanium (no date) and Brown et al (2015) mention that rural and poor areas in China rarely have access to a doctor or medical treatment compared to urban areas because there is more emphasis on placing them in cities. If people in the rural/poor areas wanted to seek medical help, they would have to pay a high fee, putting the people in more financial debt and causing more stress for the family, but if they did not get this medical help, it could lead to illness or death (Brown et al, 2015). Because of this, it has led to China having a high mortality rate, according to the World Health

Organisation (WHO) (2018) 93% of deaths of children under the age of five are in six countries and China is one of them. Although the Chinese government have tried to improve their health services by increasing investments in children's health, this issue remains (WHO, 2018). For example, Tibet which is located to the south-west of China and is under China's control has the highest infant mortality in the world and considered the worst place to live due to its poor health and limited health services (Humanium, no date).

Wettergren et al (2016) mentions that Swedish children are in excellent health, there are a variety of healthcare professionals such as midwives, dentist, nurses, doctors and paediatricians who all have a commitment to promote health and prevent illnesses for all Swedish citizens especially children (Blennow, 2011: Wettergren et al, 2016). Alongside this, there is school healthcare to support children with their health and development, helping them grow and achieve their educational goals (Country Administrative Board of Vstra Gotaland, 2016). The Swedish government and county councils have shared responsibility over the health services, they have a policy which states every county council has a duty to provide people/children with good-quality health care and encourage people to look after their health by exercising and being outdoors (Sweden Sverige, 2018g). China also has a variety of professionals who promote children's health like in Sweden, however as Humanium (no date) and Brown et al (2015) mentioned, the big divide between health access in urban and rural/poor areas in China can affect people's health and lead to increases in ill health and deaths. Also, Trasande et al (2007) mentioned earlier that children in China have limited access to the outdoors, which could affect the amount of exercise they have. Lin et al (2017) mentions that in cities such as Beijing, there has been an increase in the population which has led to the increased use of transportation and energy consumption. Gong (2016) and Ye et al (2007) mentions that this has created deadly pollutants which are over the recommended exposure limits. Lin et al (2017) believes that having high exposure to these pollutants can have a negative impact on children's growth and development, their immune and respiratory systems are still developing, the polluting fumes can affect the way children's bodies fight illness and lead to increases in respiratory and cardiovascular disease. Due to the pollution, this causes increased concern regarding children's health, leading to early years' professionals and parents keeping their children indoors and children having limited

access to the outdoors affecting their health, wellbeing and increasing the rate of childhood obesity (Gong, 2016: Lin et al, 2017).

Children have the right to life, protection, education, growth and participation, this is highlighted in the United Nations Convention on the Rights of a Child (UNCRC) and this is the first and most widely ratified international human rights treaty which provides the foundation for children's rights (Unicef, no datea). There are fifty-four articles, which list children's rights and how the government can work to ensure children have access to these rights, it came into force in 1990 which led to the growth of children's rights (Gillett-Swan and Coppock, 2016).

The Swedish Government have given early childhood and education rights high priority over the recent years, they have focused on ensuring that all children's have their needs and rights met (Unicef, no dateb). Sweden are strong supporters of the UNCRC and were one of the first countries to ratify the treaty on the 29th June 1990 along with two optional protocols, also all their legislation regarding children is influenced by the UNCRC (Sweden Sverige, 2018f: Unicef, no dateb). China also support children's rights as they ratified the UNCRC in March 1992 and ratified the optional protocols relating to children being involved in armed conflict in 2007/2008 and the Sale of Children, Child Prostitution and Child Pornography in 2002 (Unicef, no datec: Human Rights in China, 2013). From China adopting the UNCRC, this led to them creating their own regulations dedicated to children such as the 1992 law on the protection of minors, this law states that children have a right to education, basic needs such as sleep and protection from all forms of violence as highlighted in the UNCRC (Naftali, 2014). However, it mentions very little regarding children's rights to participation, this could suggest that China does not appreciate children's voices during decision-making processes (Naftali, 2014). The UNCRC article 13 and 14 states that children have the right to gather and share information, interests and beliefs without anyone stopping them (Unicef, no date). Allowing children to participate can benefit their social and emotional development, allowing them to have their voices heard and make changes to their everyday life, benefiting their future (Clark, 2004). Sweden are very committed to children's rights to ensure they thrive in life and have access to services that support their health/education, they emphasise the importance of children's voices being heard and them receiving the support they need (Sweden Sverige, 2018f). Sweden also take child protection very

seriously and in 1979 it became the first country in the world to ban all corporal punishments and make it a criminal offence to ensure that all children are free from any form of harm as emphasised in article 19 of the UNCRC (Unicef, no date: Karlsson, 2013). In China, Humanium (no date) mentions that Chinese children do not fully enjoy their rights, for example in 1979 China created the one-child policy which was an attempt to control their population (Han, no date). This violated the Humans Right Act and article six of the UNCRC which is the right to life (Han, no date: Unicef, no date). This policy prevented Chinese couples from having more children and according to the BBC (2015) this policy has prevented around four hundred million births and led to many children (mostly girls) being abandoned, hidden away or sold (Humanium, no date). People who had or were expecting more children during the policy faced many punishments such as fines, loss of employment or forced abortion (Humanium, no date: BBC, 2015). However, this changed in 2002 as China allowed the birth of a second child to balance and deal with the aging population (BBC, 2015). China also consider child protection an important matter as the revised Protection of Minors 2006 act bans physically punishments in the early years' setting, however, Chinese children experience abuse at home because physical punishment is allowed and the Chinese tradition encourages physical punishment and shaming to improve children's behavior (Global Initiative to End All Corporal Punishment of Children, 2017: Bao-Er, 2008). According the Asia Foundation (2017) more than 43% of children between the ages of 10-17 years old were abused by one or both parents in the form of corporal punishment or another form such as verbal/physiological abuse. Child abuse can have a negative impact on children's health and wellbeing as it affects children's physical, cognitive emotional, social and mental development which can affect their education, growth and adulthood (Department of Health and Human Services, 2013).

To conclude, there are many similarities and differences in the lives of children living in Sweden and China, the experiences children have in these countries can have a positive or negative effect on their health, development and learning which can have an impact on their future.

Reference List

Baker, C. (2014) *'A Parents and teachers guide to bilingualism (4th ed)'*. Bristol: Multilingual Matters.

Bao-Er (2008) *China's Child Contracts*. Australia: BMLRC.

BBC (2008) 'Children are Sweden's top priority'
<http://news.bbc.co.uk/1/hi/health/7202694.stm> [Accessed: 7th March 2018].

BBC (2015) 'China to end one-child policy and allow two'
<http://www.bbc.co.uk/news/world-asia-34665539> [Accessed: 10th March 2018].

BBC (2018) 'What is Chinese New Year?'
<http://www.bbc.co.uk/newsround/38668427> [Accessed: 10th March 2018].

Blennow, M. (2011) Healthcare services for children in Sweden. *Kinder und Jugendliche im besten Gesundheitssystem der Welt*, pp.1-9.

Brown, E., Gorski, P. and Lazaridis, G. (2015) *Poverty, Class, and Schooling: Global Perspectives on Economic Justice and Educational Equity*. Charlotte: Information Age Publishing Inc.

Clark, A. (2004) *'Why and How We Listen to Young Children'* London: National Children's Bureau.

Council on Foreign Relations (2017) 'Media Censorship in China'
<https://www.cfr.org/backgrounder/media-censorship-china> [Accessed: 10th March 2018].

Country Administrative Board of Vstra Gotaland (2016) 'Health and Medical Care'
<https://www.informationsverige.se/Engelska/Barn-och-foraldrar/Pages/Halsovård-och-sjukvård.aspx> [Accessed: 7th March 2017].

Davis, J. (2009) 'Revealing the research 'hole' of early childhood education for sustainability: a preliminary survey of the literature'. *Environmental Education Research*, Volume 15, Issue 2). pp. 227-241.

Department of Health and Human Services (2013) 'Long-Term Consequences of Child-abuse and Neglect. https://www.childwelfare.gov/pubpdfs/long_term_consequences.pdf [Accessed: 12th March 2018].

Donald, S. (2005) *Little Friends: Children's Films and Media Culture in China*. Oxford: Rowman and Littlefield Publisher Ltd.

Gao, X.A. and Wang, W. (2016) Bilingual Education in the People's Republic of China. In *Bilingual and Multilingual Education*, Volume 16, Issue 1, pp. 1-13.

Gillett-Swan, J. and Coppock, V. (2016) *Children's Rights, Educational Research and the UNCRC: Past, Present and Future*. Oxford: Symposium Books Ltd.

Global Initiative to End All Corporal Punishment of Children (2017) 'Country report for China' <http://www.endcorporalpunishment.org/progress/country-reports/china.html> [Accessed: 12th March 2018].

Gong, Q. (2016) *Children's Healthcare and Parental Media Engagement in Urban China: A Culture of Anxiety?*. Leicester: Palgrave Macmillan.

Gordon, A. and Browne, K. (2013) *Beginnings & Beyond: Foundations in Early Childhood Education* (9th ed). United Kingdom: Cengage Learning.

Halonen, M., Ihalainen, P. and Saarinen, T. (2014) *Language Policies in Finland and Sweden: Interdisciplinary and Multi-sited Comparisons*. Bristol: Multilingual Matters.

Han, S. (no date) 'China's History and Culture' <http://www.pbs.org/kcts/preciouschildren/china/cultural.html> [Accessed: 10th March 2017].

Human Rights in China (2013) 'Convention on the Rights of the Child (CRC)' <https://www.hrichina.org/en/convention-rights-child-crc> [Accessed: 8th March 2018].

Humanium (no date) 'Children of China: Realizing Children's Rights in China' <https://www.humanium.org/en/china/> [Accessed: 8th March 2018].

InterNations (no date) 'The Chinese Education System' <https://www.internations.org/china-expats/guide/29461-family-children-education/the-chinese-education-system-17856> [Accessed 10th March 2018].

Juarez, C. (2014) *China*. Minnesota: Capstone Press.

Kalman, B (2008) *China, the Culture*. Lancaster: Crabtree Publishing Company.

Karlsson, E. (2013) 'Realizing the UNCRC in Sweden: A Three-Dimensional Study of Discourses on Children's Rights in Foster Care Placement Processes' <https://www.diva-portal.org/smash/get/diva2:664096/FULLTEXT01.pdf> [Accessed: 7th March 2018].

Kuiper, K. (2011) *The Culture of China*. New York: Britannia Educational Publishing.

Lin, W., Chen, Z., Kong, M., Xie, Y. and Zeng, X. (2017) 'Air Pollution and Children's Health in Chinese', In Dong, G. *Ambient Air Pollution and Health Impact in China*. Singapore: Springer, pp.153-180.

Meyer, J. (2003) *Kids Talking: Learning Relationships and Culture with Children*. Oxford: Rowman and Littlefield Publishers.

Miller, L. and Cameron, C. (2014) *International Perspectives in the Early Years*. London: SAGE Publications Ltd.

Naftali, O. (2014) *Children, Rights and Modernity in China: Raising Self-Governing Citizens*. London: Springer.

Naftali, O. (2016) *Children in China*. USA: John Wiley and Sons.

National Center on Education and the Economy (NCEE) (2018) 'Shanghai-China: Instructional Systems' <http://ncee.org/what-we-do/center-on-international-education-benchmarking/top-performing-countries/shanghai-china/shanghai-china-instructional-systems/> [Accessed: 11th March 2018].

Newman, B. and Newman, P. (2017) *Development through life: A Psychological Approach*. United Kingdom: Cengage Learning.

Ozar, M. (2012) 'Curriculum of Preschool Education: Swedish Approach'. *International Journal of Business and Social Science*, Volume 3, Issue 22, pp.248 -257.

Pan, K. (2007) *Children and the Millennium Development Goals: Progress Towards a World Fit for Children*. New York: UNICEF.

Papathedorou, T. (2012) *Debates on Early Childhood Policies and Practices: Global snapshots of pedagogical thinking and encounters*. London: Routledge.

Pianta, R., Barnett, S., Justice, L. and Sheridan, S. (2012) *Handbook of Early Childhood Education*. London: The Guilford Press.

Rao, N., Zhou, J. and Sun, J. (2017) *Early Education in Chinese Societies*. China: Springer.

Richardson, G. (2014) 'Creating a Space to Grow: Developing your Enabling Environment Outdoors (2nd ed)' Oxon: Routledge Taylor and Francis Group.

Robinson, F. (2012) *Celebrating Chinese New Year*. USA: Enslow Publishing Inc.

Samuelsson, I. and Carlsson, M. (2008) 'The playing learning child: Towards a pedagogy of early childhood'. *Scandinavian journal of educational research*, Volume 52, Issue 6, pp.623-641.

Samuelsson, I. and Kaga, Y. (2008) *The contribution of early childhood education to a sustainable society*. Paris: Unesco.

Selmi, A., Gallagher, R. and Mora-Flores, E. (2015) *Early Childhood Curriculum for All Learners*. London: SAGE Publications Ltd.

Siraj-Blatchford, J., 2009. Education for sustainable development in early childhood. *International Journal of Early Childhood*, Volume 41, Issue 2, pp.19-22.

Skolverket (2010) 'Curriculum for the Preschool Lpfö 98: Revised 2010' https://www.skolverket.se/om-skolverket/publikationer/visa-enskild-publikation?_xurl_=http%3A%2F%2Fwww5.skolverket.se%2Fwtpub%2Fws%2Fskolbok%2Fwtpubext%2Ftrycksak%2FBlob%2Fpdf2704.pdf%3Fk%3D2704 [Accessed: 12th March 2018].

Stevenson, A. (2010) 'Oxford Dictionary of English (3rd ed)' Oxford: Oxford University Press.

Sweden Sverige (2018) 'The Average Andersson Family' <https://sweden.se/society/meet-the-average-anderssons/> [Accessed: 12th March 2018].

Sweden Sverige (2018b) 'Children in Sweden' <https://sweden.se/society/children-and-young-people-in-sweden/> [Accessed: 12th March 2018].

Sweden Sverige (2018c) 'Preschool – A Place to Grow' <https://sweden.se/collection/from-preschool-to-university-in-sweden/article/play-is-key-in-preschool/> [Accessed: 12th March 2018].

Sweden Sverige (2018d) 'Compulsory Education' <https://sweden.se/collection/from-preschool-to-university-in-sweden/article/free-education-from-age-6-to-19/> [Accessed 12th 2018].

Sweden Sverige (2018e) 'Lucia' <https://sweden.se/culture-traditions/lucia/> [Accessed: 12th March 2018].

Sweden Sverige (2018f) 'Sweden – Where Children Count' <https://sweden.se/society/sweden-where-children-count/> [Accessed: 7th March 2018].

Sweden Sverige (2018g) 'Health Care in Sweden' <https://sweden.se/society/health-care-in-sweden/> [Accessed: 7th March 2018].

Swedish Institute (2018) 'Quick Facts about Sweden' <https://studyinsweden.se/why-sweden/quick-facts-about-sweden/> [Accessed: 13th March 2018].

The Asia Foundation (2017) 'Safeguarding Children Against Domestic Violence in China' <https://asiafoundation.org/2017/03/01/safeguarding-children-domestic-violence-china/> [Accessed: 12th March 2018].

The World Bank Group (2018) 'Population, total' <https://data.worldbank.org/indicator/SP.POP.TOTL> [Accessed: 10th March 2018].

Thorley, C. (2016) *Education, Education, Mental Health*. Buckingham Street: Institute for Public Policy Research.

Trasande, L., Niu, J., Li, J., Liu, X., Zhang, B., Li, Z., Ding, G., Sun, Y., Chen, M., Hu, X. and Chen, L. (2014) The environment and children's health care in Northwest China. *BMC pediatrics*, Volume 14, Issue 1, pp.82-89.

Underdown, A. (2007) *Young Children's Health and Wellbeing*. England: Open Press University.

Unicef (no date) 'Fact sheet: A summary of the rights under the Convention on the Rights of the Child' https://www.unicef.org/crc/files/Rights_overview.pdf [Accessed: 10th March 2018].

Unicef (no date) 'Children have Rights' https://www.unicef.org/why/why_rights.html [Accessed: 8th March 2018].

Unicef (no date) 'Children's Rights in Sweden' <https://www.unicef.org/rightsite/sowc/pdfs/panels/Child%20rights%20in%20Sweden.pdf> [Accessed 7th March 2018].

Unicef (no date) 'Children's Rights in China' <https://www.unicef.org/rightsite/sowc/pdfs/panels/Child%20rights%20in%20China.pdf> [Accessed: 7th March 2018].

Vaughan, J. (no date) 'Early Childhood Education in China' http://www.pbs.org/kcts/preciouschildren/earlyed/read_vaughan.html [Accessed: 12th March 2018].

Waller (2014) 'Modern Childhood: Contemporary Theories and Children's Lives' in Waller, T. and Davis, G. (2014) *An introduction to Early Childhood (3rd ed)*. London: SAGE Publications Ltd.

Waller, T. and Davis, G. (2014) *An introduction to Early Childhood (3rd ed)*. London: SAGE Publications Ltd.

Wang, Y. and Phillion, J. (2009) Minority language policy and practice in China: The need for multicultural education. *International Journal of Multicultural Education*, Volume 11, Issue 1, pp.1-14.

Wettergren, B., Blennow, M., Hjern, A., Söder, O. and Ludvigsson, J.F. (2016) Child health systems in Sweden. *The Journal of pediatrics*, Volume 177, pp.187-202.

White, J. (2011) 'Outdoor Provision in the Early Years' London: SAGE Publications Ltd.

World Health Organisation (WHO) (2018) 'Maternal and Child Health' <http://www.wpro.who.int/china/mediacentre/factsheets/mch/en/> [Accessed: 8th March 2018].

Ye, X., Fu, H. and Guidotti, T. (2007) Environmental exposure and children's health in China. *Archives of environmental & occupational health*, Volume 62, Issue 2, pp.61-73.

Zhao, Y. (2014) '*Who's Afraid of the Big Bad Dragon?: Why China Has the Best (and Worst) Education System in the World*' USA: John Wiley and Sons

Zhu, J. (2015) 'Early Childhood Education and Relative Policies in China'. *International Journal of Childcare and Education Policy*, Volume 3, Issue 1, pp.51-60.