

COMPARATIVE STUDY OF PRE-PRIMARY
EDUCATION IN DIFFERENT
ASIAN COUNTRIES

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PAKISTAN
1985

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P R E F A C E

Pre-Primary Education is one of the important links between early childhood and elementary education. In Pakistan this particular aspect has not developed to the extent as in other countries of the Asian Region. Realizing the significance of this area, the Academy of Educational Planning and Management undertook a study: "COMPARATIVE STUDY OF PRE-PRIMARY EDUCATION IN DIFFERENT ASIAN COUNTRIES". Dr. R. A. Farooq, faculty member of the Academy was assigned the responsibilities to carry out this study.

The study has attempted to high-light the present international scene regarding pre-primary education in selected countries, the rationale of emphasis on this level of education, implications for Pakistan and actions that need to be initiated in the country.

In the conduct of the study, there were numerous constraints especially the non-availability of relevant information. Through the good offices of the Ministry of Foreign Affairs, the Academy was able to collect information about countries viz Japan, Thailand, Hong Kong, Singapore, Sri Lanka and Korea. The Academy extends its gratitude to the Ministry of Foreign Affairs and through the Ministry of Foreign Affairs to all the Pakistani missions abroad for their cooperation without which the study would have been an impossible task. The local offices of the UNICEF Islamabad also deserve our thanks for providing relevant information about Peoples Republic of China, India and Malaysia. This study will hopefully provide insight to the Educational Planners for taking future policy and operational initiatives.

(A. G. Mufti)
Director General

May, 1985

1 - INTRODUCTION

The years from conception to age five is the most crucial and critical period in the growth and development of the child. Development literature has stressed the importance of these years. No child can grow independently by himself. He has to rely on his environment for nurturance and nourishment. Whether the child could develop into a social success or social failure is determined in many ways by the quality of environment he enjoyed in early years. Special attention is given by educationists to early childhood as the formative period of a child's learning ability.

The institutional arrangements for pre-school/pre-primary education vary widely around the world as do the names applied to the institutions. The development of nursery schools, kindergarten and other institutions of pre-school education in the 20th century can be traced to a number of developments: (1) a new scientific interest in early childhood resulting from applications in the field of Physiology, medicine psychiatry and education; (2) recognition of the importance of child guidance and parent education; and (3) the efforts of individuals and agencies to improve the educational programmes of day nurseries already established for the care of children of working mothers. The development of pre-school education in the form of day care centres and kindergartens - is a step forward to tackle these problems. This idea is becoming more and more popular especially in the Asian Countries.

1.1. Purpose of the Study:

There is general agreement that the pre-school education is the first very important step in the education of the child because it helps in achieving later success in schools and because it starts to mold him in the image of the society.

The need for pre-school education in Pakistan is also being felt. The idea was conceived well in time. Pakistan is a developing country and trend of involving the female population in the task of the socio-economic development of the country is increasing day by day. In order to design an effective and purposeful programme of pre-primary education it was necessary to see the status of pre-primary education in different Asian Countries. It is hoped that the experiences of these countries would certainly be helpful for the planners to design and formulate a comprehensive programme of pre-primary education in the country.

2. METHODOLOGY FOR COLLECTION OF DATA

It was difficult to conduct a comprehensive comparative study in the absence of reliable first-hand data and relevant information. Very few studies have been conducted on the status of pre-primary education in Asian Region. It was therefore essential to have a contact with the concerned agencies of the respective countries. For this purpose the Ministry of Foreign Affairs was requested through a letter (appended as Annex.I) to approach the Ministries of Education/concerned agencies of different countries for supplying data on pre-primary education. The Ministry of Foreign Affairs directed the Embassies of Pakistan in different countries to get relevant information. As a result of this exercise the data/information were recieved from the following countries:

- 1: Japan
- 2: Thailand
- 3: Hongkong
- 4: Korea
- 5: Singapore
- 6: Sri Lanka

The data regarding pre-primary education in India, Peoples Republic of China and Malaysia was traced out from the documents/papers supplied by UNICEF.

As far as the status of pre-primary education in Pakistan is concerned, various institutiostn imparting pre-school education such as Islamabad Model Schools, Jinnah Preparatory School, Rawalpindi, and Anglo-Arabic Secondary School, Rawalpindi, were visited to get relevant information.

The data recieved, though not comprehensive in some cases, is presented in the following pages. On the basis of information supplied by various agencies, the findings have been recorded and recommendations made for designing a meaningful programme of Pre-primary education in the country.

3. STATUS OF PRE-PRIMARY EDUCATION IN SELECTED ASIAN COUNTRIES

3.1. PRE-PRIMARY EDUCATION IN JAPAN

3.1.1. Pre-Primary Education in Historical perspectives:

Kindergartens:

Kindergarten has its inception in 1872 at the time when the Government Order of Education was instituted. In the same year, the first kindergarten was established based on the concept that infant education is the basis for all kinds of education which was advocated by some forerunners in the Ministry of Education, Science and Culture. This was followed by many other Kindergartens.

This first kindergarten established in 1872 was a national kindergarten attached to the Tokyo Women's Normal School. This kindergarten was founded prior to the elementary school attached to the same school, in the light of the importance of child education as the basis for all education and a necessity as a model of kindergarten to the nation. This first kindergarten still exists today.

One year kindergarten education was the main stream until around 1960 (for 5-year old children), then, two year education from 4-year old children came to the fore. At present, three-year education starting from 3-years old children is on the increase.

Like elementary schools, kindergartens have "One teacher incharge of one class" system. One teacher takes whole responsibility of a class. The standards for the establishment of a kindergarten stipulates that the number in a class should be less than 40 in principle and that the class should

be organised age-wise for 3-year olds, 4-year olds and 5-year olds respectively.

The number of kindergartens throughout Japan in 1982 is shown in the following table:

TABLE 1: Kindergartens as existend in 1982 in Japan.

Classification	Total	National	Public	Private
No. of kindergartens	15,152	48	6,197	8,907
Total	22,27,550	6,571	5,70,929	16,50,050
Enrolment				
3 year old	1,92,191	1,964	4,303	1,86,924
4 year old	8,96,760	2,842	1,81,063	7,12,855
5 year old	11,38,599	2,765	3,85,563	7,50,271
No. of Teachers Full-time:	99,587	272	27,244	72,071

Nursery Schools:

The nursery is defined as an institution for nursing children between the ages of zero to eighteen for eight hours a day in principle upon the request of parents/guardians who are unable to do so because of their illness or employment. The fees should be paid by parents/guardians in principle, however, reduction and exemption are considered depending on the scale of their income.

Nursery schools were started by charitable people to help working mothers by caring for their children and by employers of working mothers who opened a day-care nursery attached to their factories. The first day-nurseries in Japan

is said to have been established around 1890. The early day nurseries were started by the private sector. Since 1909, the establishment of such facilities has been promoted as the Ministry of International Affairs began subsidizing the cost of such schools as a means of improving family life of workers and enhancement of productivity, and the protection of families of deceased soldiers, Around 1919, local government cities, towns and villages - also started to establish nursery schools.

Together with the kindergartens, the total percentage of children getting pre-school education in 1976 is shown below:-

TABLE: 2: Enrolment in Kindergartens & Nursery schools (1976) (in percentage)

	Enrolment		
	Total	Kindergartens	Nursery schools
Total	63.50	39.60	23.90
3-year olds	25.70	6.60	19.10
4-year olds	76.10	48.70	27.40
5-year olds	90.00	64.60	25.40

Source: Joint Survey by the Ministry of Education, Science and Culture and the Ministry of Health and Welfare.

3.1.2. Policy Provision:

Infant education in Japan is provided at kindergartens for children of three years or more until the date of their enrolment at elementary schools. Currently, 65% children of five-year are enrolled in kindergarten. Infants not able to be adequately cared for at home are taken care of at any nursery schools.

With a view to promoting kindergarten education the Mobusho (Initiator of this program) has formulated a kindergarten Education Promotion Plan. It aims at enrolling all four and five-year-olds who wish to be enrolled at Kindergartens (except those who are already at day nurseries).

Under the Plan, the National government provides subsidy for meeting the cost of facility and equipment in both public and private kindergartens; and a part of management costs of private kindergartens. The national government has instituted a scheme of "Subsidies for encouraging enrolment at Kindergartens", under which reduction or exemption of enrolment fees can be made commensurate with the income of the families concerned in order to mitigate the economic burden on the parents.

3.1.3. Objectives and Content of Pre-Primary Education
Kindergartens:
Objectives:

The purpose of kindergarten education is to bring up children, develop their minds and bodies, and providing them a suitable environment (Article 77 of the school Education Law). In order to achieve its aims, the following five objectives are stipulated in Article 78 of the same law:

1. To cultivate every day habits necessary for a sound, safe and happy life to effect a harmonious development of the physical body;
2. To make children experience in the kindergarten a group life and to cultivate willingness to take part in it as well as the germ of the spirit of cooperation and independence;
3. To cultivate the germs of right understanding of and right attitude towards the surrounding social life and happenings around themselves;

4. To guide the right use of the language and foster an interest in fairy tales and picture books; and
5. To cultivate their interest in expressing themselves through music, dances, pictures and other means.

Content:

In line with the above-mentioned objectives, the standards of teaching content of kindergarten is expressed in the Course of Study for Kindergartens through a notification from the Ministry of Education, Science and Culture. Unlike elementary school education which has subject-wise Japanese Language, Social Studies and Arithmetic etc., teaching content at kindergarten covers 137 main items necessary for child education. These items taken up from the child's practical life and considered common to the child in general are divided into six areas; Health (23), Social life (27), Nature (21), Language (22), Music and Rythm (26), Picture and Crafts (18).

For practice, each kindergarten selects the education method needed to realize its aim, and it offers to its children experiences and activities, inviting their interest and participation. As it seems, education at kindergarten is quite different from elementary school education. This is because children in these age groups understand matters only after actual experiences or practices, and they are not yet able to make an abstract, analytical thinking or generalisation.

Nursery Schools:

Objectives:

In the Guideline for Nursing, the following objectives are given so that children with many potentials may live their present life best and cultivate the basic ability to build a better society:

1. To help children settle emotionally in a relaxed atmosphere and to foster their mental and physical development harmoniously;
2. To nurture basic habits and attitudes for health and maintain a safe every day life in a fully protected environment;
3. To encourage children to take part in plays and activities to nurture their independent and cooperative attitude;
4. To arouse their interest in natural and social phenomena;
5. To teach them the right use of language with a rich vocabulary;
6. To nurture their creativity through various activities of self-expression; and
7. To cultivate their sentiments and the base for thinking and the seeds of morality through various phases of life.

Content:

In order to achieve the above objectives, the curriculum at a nursery school is divided roughly into two areas of activities: One is "life" which relates chiefly to daily activities; and the other is "Play" which fosters mental and physical development. The teaching contents are further divided according to age and developmental stage of children. The content of curriculum for nursery as set forth in the Guide-line for Nursing at Nursery schools indicates 85, 87 and 77 items as necessary for children of four, five and six years of age respectively in the areas of the Health, Social Life, Language, Nature, Music and Crafts.

3.1.4. Teacher Training

To enrich the teacher's with professionalism and techniques it is very important to maintain and improve the educational standards at school level. For this purpose, a teacher certificate system is adopted from kindergarten level to upper secondary level. A certificate for kindergarten teachers is obtainable generally by taking fixed credits at

Universities (including junior colleges and teacher training institutions designated by the Ministry of Education; Science and Culture).

In 1982 there were 374 institutions authorised by the Ministry to give certificate for kindergarten teachers i.e. 96 Universities, 227 Junior Colleges and 51 designated teacher training institutions. Around 55,000 received certificates during the year 1983, and about 10,000 of them were employed at kindergartens.

Qualifications of Kindergarten Teachers:

Certificates of kindergarten teachers are classified into first and second classes. A way of getting teachers certificate is to obtain designated credits at universities or other Colleges, and the other way is for the second class certificate holders to get first class certificate by passing the Teacher Certificate Examination conducted by the prefectural boards of education.

- a) Acquiring a Kindergarten Teacher's Certificate at Universities and other Institutions.

Before getting a teachers' certificate, one must have the following basic qualifications according to the type of certificate she/he needs.

Type of certificate	Qualification	Basic qualification for certificates	Minimum required credits	
			Specialized subjects	Professional subjects
Kindergarten teacher	Ist class	B.A.	16	28
	2nd class	To be enrolled in a university for more than 2 years and have more than 62 credits, two of which must be in physical Education	8	18

Types of Certificate and Specialized Subjects

Subjects and Others	Ist class certifi- cate	2nd class certi- ficate
Specialized subjects Specialized subjects of ele- mentary school	4 credits each for Music, Arts and Handicrafts, and Physical Educa- tion 16 credits.	2 credits each for Music, Arts and Handi-crafts Phisi- cal Education.... 8 credits.
Professional subjects		
Education principle	4	2
Educational psycho- logy and child psychology	4	2
Study on teaching content of nursing	12	8
Teaching practice	4	4
Other subjects	4	2
Total	28	18

b. Obtaining a Higher Class Certificate through
the Teacher's Certificate Examination

An opportunity is open to second class certificate holders having worked as kindergarten teachers for some designated years, and with good records. To attain higher class certificate, one must obtain additional credits at a university or others, institutions. The process is shown as follows:

Certificate to be obtained	Ist class kindergarten teacher's certificate
Necessary qualification	2nd class kindergarten teacher's certificate
Practical experience: Minimum length of service to get a letter of certificate by the responsible authority to verify that the examinee has worked as a kindergarten teacher at a kindergarten	5 years
Academic ability: Minimum additional credits after the acquisition of 2nd class certificate	45 credits

Training of Nursery School Teachers

The nursery school teachers are those who engage in nursing children at welfare facilities (14 types such as infant homes, facilities for the visually and hearing handicapped, the physically handicapped, the mentally retarded, and reformatory schools). Besides the quality for kindergarten teachers, knowledge in infant-caring, infant health, counselling for infant and child care, nursing the handicapped, care work and other is demanded of nursery school teachers.

The training of nursery school teachers has been conducted by the Nursery School Teacher Training Institutions approved by the Ministry of Health and Welfare which requires for admission basic qualification of Upper Secondary School graduation or equivalent, and more than 2 years of training. In 1982, there existed 332 training institutions in total, namely 18 Universities, 212 Junior Colleges, and 120 designated institutions.

The subjects and credits required to obtain a nursery school teacher's certificate as prescribed by the

Ministry of Health and Welfare are professional subjects of 52 credits consisting of 20 compulsory subjects with 44 credits and 5 elective subjects with 8 credits from among 16 subjects, in addition to the general education subjects and physical education required by Junior Colleges.

Compulsory subjects and elective subjects are listed below:-

Compulsory Subjects

Areas	Subjects	Credits
Welfare	Social Welfare I (lecture)	2
	Social Welfare-II (seminar)	2
	Child Welfare (lecture)	2
Nursery and Education	Educational Principle I (lecture)	2
	Nursery Principle I (lecture)	4
	Nursery Principle for the Handicapped I (lecture)	2
	Child Nursery Practice (practice)	4
Psychology	Child Psychology (lecture)	2
	Educational Psychology (lecture)	2
Health Care	Infant Health Care I (lecture)	4
	Infant Health Care (practice)	1
	Mental Hygiene (lecture)	2
	Infant Nourishment (lecture)	2
	Infant Nourishment (practice)	1
Teaching Content	Health (seminar)	1
	Social Life (seminar)	1
	Nature (seminar)	1
	Language (seminar)	1
	Music and Rythm (seminar)	1
	Picture and Crafts (seminar)	1
	Infant Caring I (lecture)	2
Basic Skills	Music I (seminar)	2
	Arts and Handicrafts (seminar)	2
	Physical Education (seminar)	2

Elective Subjects

Areas	Subjects	Credits
Nursery and Education	Nursery Principle II (lecture)	2
	Nursery Principle for the Handi-capped II (lecture)	2
	Nursery Practice II (practice)	2
	Nursery Practice III (practice)	2
Psychology	Youth Psychology (lecture)	2
	Infant Psychology (seminar)	2
	Clinical Psychology (seminar)	2
Health Care	Infant Health Care II (lecture)	2
Home Economics	Home Management (lecture)	2
Teaching Content	Health (seminar)	1
	Language (seminar)	1
	Music and Rhythm (seminar)	11
	Picture and Crafts (seminar)	1
	Content of Nursing the Handi-capped (seminar)	2
	Infant Care II (seminar)	2
Basic Skills	Music II (seminar)	2

b. Examination Subjects for Nursery School Teachers

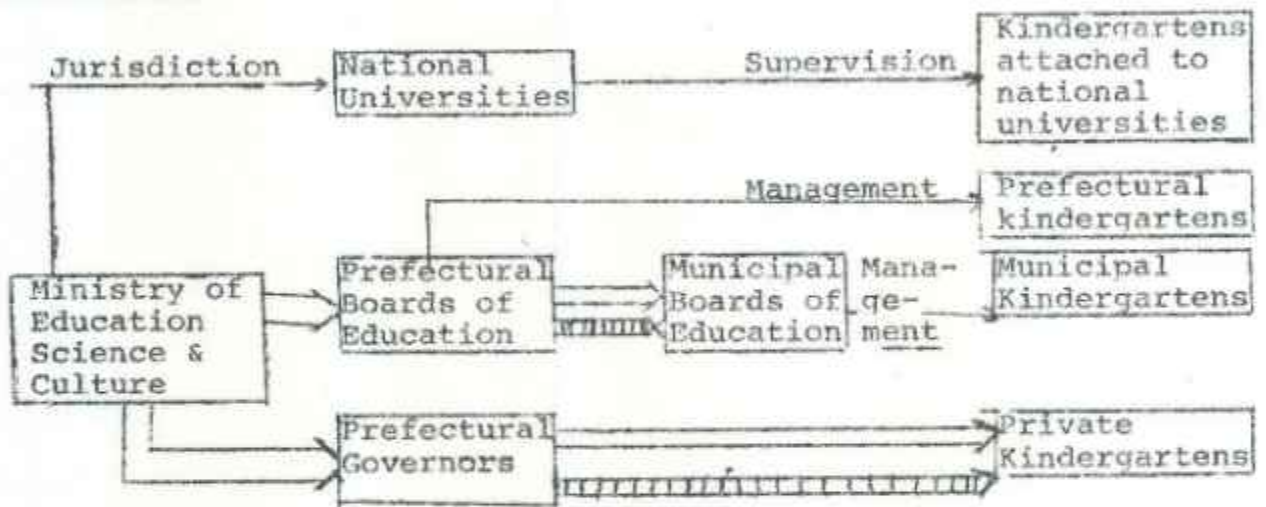
Each prefectural government conducts an examination for nursery school teachers under a commission of the national government. Subjects included in the examination are:-

- Social Welfare Service in General
- Outline of Child Welfare Service
- Child Psychology and Mental Hygiene
- Hygienics and Physiology
- Medical Science for Nursing and Its Practice
- Nutrition and Its Practice
- Theory of Child Nursing

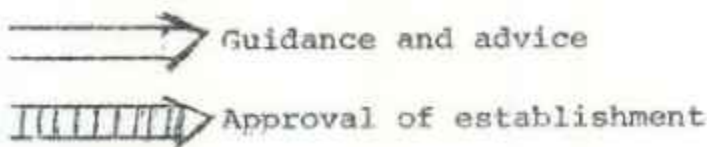
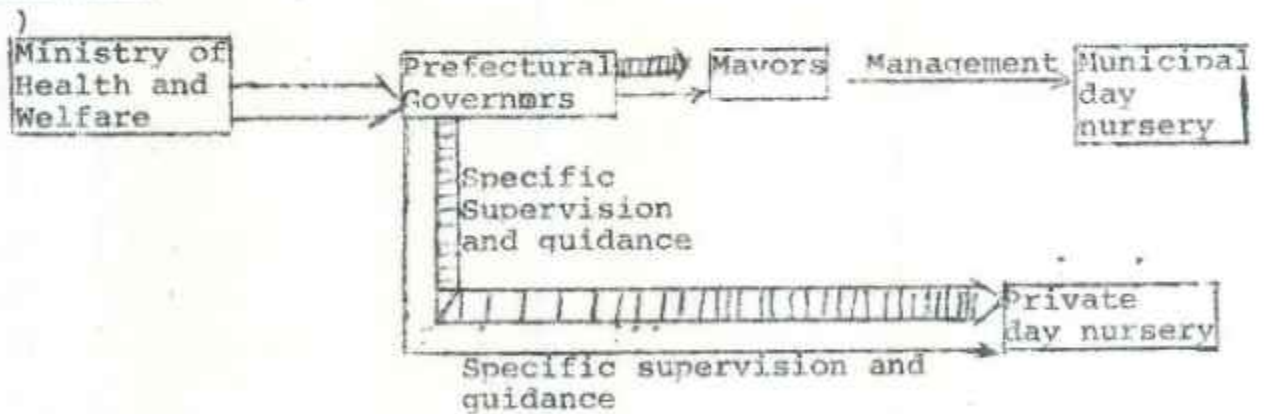
3.1.5. Organization of Pre-Primary Educational System in Japan.

Kindergartens are under the jurisdiction of the Ministry of Education, Science and Culture, while day nurseries are under the Ministry of Health and Welfare. The chart below shows the organization of pre-school educational system.

KINDERGARTEN



DAY NURSERY



3.2. PRE-PRIMARY EDUCATION IN THAILAND

3.2.1. Introduction:

The National "Scheme of Education 1977 of Thailand, undertaken in 1978, established the groundwork on which the government was to accelerate and promote pre-school education. This policy statement was expanded and made more operational in the Fourth National Education Development Plan (1977-81). The Plan states that precompulsory education may be of different types as appropriate to local conditions. Pre-school models may be arranged as either formal or out-of-school education. It may, for example, take the form of a nursery home, a child-care centre, a class for small children, or a kindergarten. The aim of pre-school education is to lay a foundation so that a child may go to the next stage of his/her education properly prepared.

Uptil now, there has been no policy concerning universal pre-school education other than the proposal of the Education Reform Committee. This committee proposed that 5 year-olds in the rural areas be given the benefit of compensatory education before entering primary school at age 6. Although there is a need to coordinate the agencies responsible for organizing pre-school services, the lack of a clear definition of the role of each agency has resulted in expanded separate efforts. Consequently there is duplication of services for pre-school children in some areas, whereas in other areas no services are available. The main problem with pre-schooling is that both the public and private sectors can provide only a limited scope of coverage to children in this age group, and that pre-primary students show a high repetition rate.

3.2.2. Current Status of Pre-School Services

Many types of pre-school experiences are available to children in this age-group: (a) formal education for 2 years in Kindergarten for children between the ages of 4-6 years; (b) formal education in schools for pre-primary children who may spend one year there before entering the first grade. These children are 5-6 years old; and (c) non-formal education in child development centres of various types such as nutrition centres, child development centres, day-care centres or child care centres.

The first two types of the pre-school experiences aim to prepare the children for entrance into primary education; whereas the third type aims to provide child care services to reduce the burden of working-mothers. Some of these aim at improving the child health and nutrition.

As far as the availability of these services is concerned, about 9% of the children in the 4-6 years of age group attend Kindergartens and child development centres, which means that there are about 3.6 million children in this age group who do not have any access to pre-school services. The opportunity to benefit from these services is open only to those who live in the cities, suburban areas, towns and certain rural areas. Of the total number of children who received such services in 1979, 41% were children from Bangkok, whereas the other 59% were from 71 provinces (Unesco 1979).

The distribution of the 4541 school centres by area is shown in Table 3. 66% are government school centres, 1% of which are in Bangkok and 65% are in other areas. Of the 34% of the non-government centres, 20% are in Bangkok and 14% are in other areas. Thus there are more government centres than non-government centres in other provinces, The situation is just the opposite in Bangkok. Also pre-school children in Bangkok are served mainly by private Kindergartens and private

day-care centres; whereas children in other areas are served mainly by child development centres, child nutrition centres, and pre-school classes in primary schools.

3.2.3. Finances:

Pre-school education during 1974-77 received 72% of its financial support from donations, parents and foundations; the remaining 28% was provided by the Government.

The degree of government support varies considerably from area to area. For example, government kindergartens, which mainly serve advantaged children, received full salaries for teachers, equipment, supplies and building. Child development centres received partial support for equipment and supplies and a monthly salary of about US \$ 16 for every child care worker. Parents are required to make up the difference between the funds provided by the government and the total cost of the services. Private kindergartens are financed mainly by allowances and registration fees as government support is limited. The annual cost per child for all types of centres is from US \$ 1.00 to US \$ 300.00.

TABLE 3 :

PRE-SCHOOL STATISTICS IN 1978 (THAILAND).

Area	Enrolment in pre-school institutions		No. of Pre-School Institutions		Pre-School Teacher Training Institutions'					
	No	%	Government	Non-Government	Government	Non-Government				
1. Bangkok	151298	41	62	1	893	20	955	21	2	-
2. Other Provinces	217721	59	3014	65	672	14	3686	79	14	-
3. Total	369019	100	3070	66	1565	34	641	100	16	-

3.3. PRE-PRIMARY EDUCATION IN HONG KONG

The Government of Hong Kong issued a Green paper on Primary Education and Pre-Primary Services in April 1980, inviting comments from the public. On the basis of the views thus obtained and further study a white paper was issued in July 1981. This white paper accordingly represents the Government's considered views on the future development of the areas of primary education and pre-primary services.

3.3.1. Structure of Pre-Primary Education

There are two types of institutions based on the number of hours of operation each day. The first type is known as kindergartens which would not be allowed to receive any group of children for more than four hours a day. The other type of institutions which provides luncheon facilities and full day care is designated as child-care centres.

Child-Care Centres

Child care centres offer services for children below kindergarten age but usually over the age of two. One of the roles of a child-care centre is the provision of services which often cannot be provided at home. Children of the 2-3 year age group socialize and enjoy the beginning of educational experiences in these centres.

Training for child care staff is provided by the Training Section of the Social Welfare Department, the Hong Kong Polytechnic and the Lee Wai Technical Institute. The Hong Kong Polytechnic provides both pre-service and in-service training, while the Lee Wai Technical Institute runs a pre-service course for Form III School leavers. The total number of trained staff as on May 1, 1981 was 1305 against a current requirement of 1859. The present training facilities are considered to be adequate to meet full demand.

Kindergarten:

By the age of four, children can benefit from a more controlled environment where appropriate materials and guidance are available to promote their mental and physical developments. Five specific areas were identified in the Green Paper:

- a: Social and emotional development;
- b: activities to stimulate the formulation of concepts;
- c: activities to develop linguistic competence;
- d: activities to develop creativity;
- e: motor activities to improve coordination.

At present owing to lack of training, the need to cover these areas is only clearly understood in a very limited number of kindergartens. In order to guide teachers to an understanding of these areas and to ways in which they can be promoted, an intense period of curriculum development is needed together with a systematic scheme of teacher training.

No Kindergarten can implement the type of curriculum envisaged, even on an experimental basis, without adequate equipment and teaching materials. The Government intends to make it obligatory for all kindergartens to provide and maintain in good condition equipment materials of a quantity and standards which is acceptable to the Director of Education. The Government provides the list of basic furniture and equipment which is required when this is first implemented, but the list may be amended by the Director from time to time.

3.3.2. Teacher Training:

At present about 84% of the teaching staff in Kindergartens are untrained and the Government will step up

its training resources to remedy this situation as soon as possible. The measures outlined below are intended to ensure that all kindergartens will employ a reasonable proportion of teachers with atleast basic training. In the longer term, it is intended to provide pre-service initial training for kindergarten teachers along the lines similar to that now provided for primary school teachers. However, it is recognised that this will only become possible when Kindergarten teaching can offer attractive career prospects.

The Government of Hong Kong intends to require Kindergartens to employ a substantial proportion of Qualified Kindergarten Teachers and Assistant Teachers. It has planned to meet the following targets:-

- a: by September 1984, all Kindergartens should be required to employ atleast One Qualified Kindergarten Teacher;
- b: by September 1986, 45% of Kindergartens staff must have been trained by attending a recognized kindergarten training course;
- c: by September 1988, 60% of Kindergarten staff must have been similarly trained.
- d: by September 1990, 75% of kindergarten staff must have been similarly trained.
- e: by September, 1992, 90% of Kindergarten staff must have been similarly trained.
- f: by September 1994 all the kindergartens will have trained staff.

3.3.3. Financial Assistance:

The Government of Hong Kong recognizes that in non-profit-making institutions one of the more important elements in determining fee levels is the rent which has to be paid for the premises. In order to make this possible as well as to encourage the establishment of non-profit-making pre-primary institutions, it is intended to reimburse rents

for non-profit making child care centres and kindergartens both within and outside public estates provided the accommodation is of an appropriate standard. The Government will continue to provide assistance in land allocation, accommodation, reimbursement of rents and in the fitting out cost for child care centres run by approved non-profit-making agencies.

3.4. PRE-PRIMARY EDUCATION IN SINGAPORE:

3.4.1. Objectives:

The areas of development of the child undertaking the pre-primary education programmes have been categorised under three sub-headings. These areas should not be considered separately as they overlap one another in a programme designed to meet the developmental needs of the child. These are as follows:-

1. Physical Development

To provide opportunities for the child to achieve his potential physically.

2: Emotional, Social and Moral Development

The child should be encouraged to be:

- 2.1. confident and self controlled
- 2.2. able to discriminate and make simple decisions.
- 2.3. involved in learning to relate to others, and be able to set acceptable standards of behaviour in relation to himself, his parents, teachers and peers.
- 2.4. increasingly aware of the need to be considerate and have respect for the rights and property of others.
- 2.5. increasingly aware of his local environment and be involved in national celebrations and festivals

3: Development of Learning Abilities:

The child should be encouraged to:

- 3.1. satisfy curiosity resulting in learning
- 3.2. develop good working habits to be attentive, able to concentrate and carry through simple activities to a satisfactory conclusion;
- 3.3. develop a readiness for reading and writing in two languages through listening, conversing and increasing his vocabulary.
- 3.4. develop early mathematical and scientific concepts through observations, exploration and discovery.
- 3.5. develop enjoyment in music, art, movement and other creative activities.

2.4.2. Curriculum:

To achieve the aforementioned objectives the detailed curriculum programme has been designed by the Ministry of Education Singapore. This programme deals with the child's world of self, people, thing, places, events and ideas. It consists of social relationship which will enable the child to behave according to expectations established by customs, traditions and rules; and to be aware of differences in behaviour expectations in different situations such as in school or home or community places. As he develops, he begins to see, hear and feel the multicultural characteristics of life in Singapore through the people in his environment. All these would lead to the development of the pre-primary child's attitudes and values. According to the document available (Curriculum Guide-lines for pre-Primary Programmes by Ministry of Education Singapore) the following concepts are taught:

1. Language skills - (a) listening and speaking
(b) pre-reading (c) pre-writing,
- 2: Beginnings of mathematical concepts

- 3: Beginnings of environmental studies -
 - a - Developing social understandings and sensitivity
 - b - Nature and science experiences
- 4: Health and safety habits.
- 5: Outdoor play
- 6: The Development of character
 - a - Good social habits
 - b - Moral practices
 - c - Good work habits

The concepts have been further elaborated into different activities to be performed by the children.

3.4.3. Teachers:

The document does not speak about the training of teachers and organisational structure and the number of pre-primary educational institutions. Anyhow the teacher's role is to set the stage for learning by providing opportunities for various activities.

3.5. PRE-PRIMARY EDUCATION IN SRI LANKA

In Sri Lanka there is no single organisation, Ministry or body responsible for pre-primary education. There are several voluntary bodies, state organisations and private individuals maintaining pre-primary institutions.

3.5.1. Structure of Pre-Primary Education

There are approximately 6,000 institutions for pre-primary education in Sri Lanka. Of these institutions nearly one third operate as creches. Creches operate for a longer time each day and cater to children of a younger age for 0-5 years, Pre-school operates for 3½ - 5 hours a day and cater to children of 3-5 years of age. Creches generally are responsible for the care of children when mothers are at work. This is a special feature in the estate sector of Sri Lanka.

Private individuals who maintain pre-schools levy a monthly fee. The state and voluntary organisations do not levy fees, though nominal contributions in cash and kind are invited from parents. The Probation and Child Care Department assists about 200 creches run by voluntary bodies. The Local Government Department maintains 420 of the pre-schools. The voluntary organisations maintain a large number of institutions, while the estate sector maintains 1600 creches. Sarvodaya is one voluntary organisation responsible for a large number of village level pre-schools.

3.5.2. Personnel and Training:

Majority of pre-school and creche workers have passed GCE Ordinary Level (Grade 10). The training programmes are varied. Some voluntary organisations, private individuals, School of Social Work and the Open Universities have training

programmes for personnel involved. The assistance of the Primary Education Committee of the Curriculum Development Centre, Ministry of Education is sought by some of these training institutions.

The Children's Secretariat of the Ministry of Plan Implementation is at present attempting to integrate the training programmes for young child workers, The National Workshop on Early Childhood Care and Education held in November 1984 had several recommendations to this effect.

The proposed curriculum for the training of personnel is as under:

- 1: Child Growth and Development
- 2: Pre-school Education
- 3: Primary Health Care
- 4: Community Participation
- 5: Monitoring and Record Keeping
- 6: Communications skills
- 7: Production of Teaching-Learning material
- 8: Practical work.

The Children's Secretariat with the help of the Director Primary Education has developed a training manual for young child workers. This manual encompasses all the areas mentioned above and hopes to give guidance to trainers in formulating the "Core" of all training programmes.

3.5.3. Research in Early Childhood Education

There is a Survey of Pre-School Facilities of Sri-Lanka. The Curriculum Development Centre has also done a study of entry competencies of children to the first year of the formal school. It has also found some differences in competen-

cies between children who have been to pre-schools and those who have not been to pre-schools.

3.5.4. Present Position

Proposals have been made to bring all the organisations involved in the Care and Education of Young Children in Sri Lanka, under the purview of a National Body or a National Committee. The National Workshop on Early Childhood Care and Education held in November 1984 had several recommendations towards integrating services for young children.

The importance of early stimulation, care and education of young children is increasingly felt in Sri Lanka. Recent developments point out to the possibility of an integrated approach to the issue in the near future. Services, expertise and training programmes for the young child need to be mobilised by one Central agency under a National Body, with representatives from all agencies in Sri Lanka.

3.6. PRE PRIMARY EDUCATION IN KOREA

3.6.1. Objectives

Pre-school education is provided in kindergarten for children aged 4 - 5. A kindergarten defines its objectives as the provisions of the appropriate environment for the nursing of pre-school children and the promotion of health, mental and physical growth. Towards this end, kindergarten education strives to achieve the following specific aims:

- a: to instill habits necessary for healthy, safe, and enjoyable conduct of life and to promote healthy physical development;
- b: to provide opportunities for participation in group life and nurture a spirit of team work, independence, and self help;
- c: to encourage correct understanding and proper attitude towards one's social surrounding and environment;
- d: to encourage the correct usage of speech;
- e: to cultivate interest in music, games, drawing, crafts, and other means of creative expression.

3.6.2. Curriculum

The kindergarten curriculum is made up of five developments:

- a. development of the body
- b. development of emotions
- c. development of speech ability
- d. development of intelligence
- e. development of social adaptability

Kindergartens in Korea have a history of over 80 years, but they have been, for the most part, in the hands of missionary organisations or social groups. The rate of enrolment has remained generally low. Based on the relevant provisions of the Education Law, the Government has subsequently issued decrees laying down facility standards, (1962) and the kindergarten curriculum (1969).

However, it was not until the start of Fourth Five Year Plan in 1977 that a real effort was mounted to reinforce kindergarten education, and the number of kindergartens has increased sharply. Still the rate of enrolment remains low at around 11%. The government runs public kindergartens and distributes educational aids for kindergartens.

The comprehensive plan for the promotion of education for young children, covering the period 1982-86, calls for the establishment of 5645 kindergartens by 1986 to increase the rate of enrolment to 17.7%. If the seasonal nurseries are added to regular kindergartens, the rate of enrolment for pre-school education will rise to over 38%. The status of kindergarten by 1983 and enrolment of kindergartens are given in the following tables:

Table 4: The status of kindergartens (1983)

Classification	No. of Kindergartens	Enrolment	No. of Teachers
Total	4,276	206404 (46%)	6421 (89%)
Public	2,562	92707 (35%)	887 (100%)
Private	1,714	113697 (46%)	5534 (87%)

Note: Figures in the parentheses indicate the ratio of female:

3.7. PRE-PRIMARY EDUCATION IN INDIA

Pre-Primary institutions in rural India are known as "Balwadis". The word Balwadi is commonly used in almost all Indian languages for a pre-primary class conducted in villages or backward localities of cities. "Wadi" literally means a garden, an orchard or a small plantation. The word "Wadi" has a rural touch in the language. The idea was originated by Tarabai Modak to take the village children for pre-school education.

3.7.1. Teacher Training

There is no readymade formula which can be applied for the training of teachers to cope with the situation to be faced in each and every individual village. The training gives them a clear idea of what is to be achieved and the ways of achieving it. The teachers with the know-how and skills they get in their training, have to chalk out their own time table, choose their own equipment which can be made applicable to the particular village situation in which they are placed.

3.7.2. Starting A Balwadi

When a Balwadi teacher thinks of starting his work in a village, his first job is to collect children. Children all over the world love stories, games, songs and occasional distribution of sweets. As the teacher is well equipped with all these, he thinks he can get together some children very easily. But the best approach for a new teacher is to establish contacts with village elders first. These persons usually have contacts with cities. They also have broader outlook, very often they know of such schemes as Balwadi. They also like it if some one starts such scheme in their village.

3.7.3. Activities in a Balwadi:

When a suitable place for a Balwadi has been secured and the set up is complete, the next question is: What is to be taught in a Balwadi? How should the children be guided through play activities so that they may enjoy staying in a Balwadi for four to five hours and achieve the total development, which is the prime objective of Balwadi training of children between the age group of 2½ years to 6 years. For that it is necessary to know the fundamental needs of children of both body and mind. These needs can be summarised as below:

- i. Muscle development
- ii. Development of senses
- iii. Language development.
- iv. Development of independence
- v. Social development.

To meet the above needs the following activities have been recommended to be carried out in a Balwadi:

- i. Cleanliness of Balwadi rooms and courtyard
- ii. Personal cleanliness
- iii. Development training of children
 - a) Group activities
 - b) Individual activities - (Story telling, games, dramatization, free conversation, music, excursion, exhibition)
- iv. Motor activities (large muscle movements, small muscle movements, muscle control)
- v. Play activities
- vi. Free activities and training of senses - eyes, nose, ear, tongue, skin
- vii. Development of language abilities -oral
- viii. Teaching of numeration.

3.8. PRE-PRIMARY EDUCATION IN
PEOPLES REPUBLIC OF CHINA

The development of pre-school education in the form of kindergartens taking in children between 3-6 years old from early morning to late afternoon - is regarded one of China's most well-publicized achievements. The demand for kindergarten from communities themselves outstrips supply (with present coverage at 25 per cent of the population). The main objective of pre-primary education is intellectual, physical and aesthetic development of the child.

Another major aspect is the development of child's oral vocabulary before work on reading begins. Pre-school children are often taken by their teachers to interesting places such as markets and railway stations and things and activities are described by the teachers.

The great stress is given on moral education. Dance, movement, singing and story telling appear to form a major part of the daily use of times, not only for their value in themselves, but as a vehicle for messages of socialization.

In so many developing countries prime attention is given to the problems of nutrition of the young child, their protection against infectious disease, the impact of their poverty on their growth and development. In China today this appears to have a much less priority as it is dealt with by economic (agricultural) and social development in the brigade or commune. Immunization services do use the kindergarten as a centre, health check-ups are done, but routinely and not as the major activity of the kindergarten. This is much more a centre for educational purposes and for socialization of the young child.

3.9. PRE-PRIMARY EDUCATION IN MALAYSIA

Malaysia has embarked on a nationwide study on pre-school education with the help of UNICEF. This is a three year study which was going to be completed by the end of 1984. At the moment pre-school education is not within the purview of the Education Act, and it is not part of the Statutory Education System. As a result, there are about 28 organisations and bodies actively involved in providing pre-school education, each having its own approaches and objectives. This has caused some alarm because some of them, particularly in the urban area, have transgressed and transpassed into the national curriculum for primary schools (NCPS). Needless to say, there is also a wide difference between the pre-school education programme available in the rural and urban areas. It is hoped the final report of study will assist the Government to formulate a policy of pre-school education for the nation, It is believed that this will have a direct bearing on the achievement levels of children at the primary level.

3.10 PRE-PRIMARY EDUCATION IN PAKISTAN

There is no policy provision for the promotion of pre-primary education in the country. It is only being organised by the private institutions/organisations. Most of these institutions are being run on commercial basis. During the visit to various institutions in Islamabad and Rawalpindi it was known that children at the time of admission are expected to be between 4 to 5 years of age. As far as the curriculum is concerned, basic subjects like English, Urdu, Mathematics, Islamiat and General Knowledge are taught so as to prepare the children for education to follow.

It is very interesting that curriculum introduced at preprimary institutions has not been prepared on the basis of any criteria. The factor of intellectual development is more dominant in the curriculum being taught. Moral development is also considered but the physical development is not being properly treated. There is a dire need to prepare the pre-primary curriculum on scientific basis.

In these institutions, generally, trained Graduate Teachers are employed. K.G. Trained teachers are preferred and Chances are provided to the teachers to attend the refresher courses in Nursery Training. But this facility is not being provided to all the teachers. Only few institutions like Islamabad Model Schools facilitate the teachers to avail this opportunity.

For financial assistance fees are charged. Rate of tuition fee varies from institution to institution, but it is not more than Rs. 100/- p.m. in each case. Provision of staff is made from regular budget of the institution. Play equipment, educational toys and other audio-visual aids are normally purchased out of Union Fund. Stationery is purchased out of Maintenance Grant.

4. SUMMARY OF FINDINGS

Review of the documents made available by our embassies abroad and other sources reveals the following:

- General:
- 1) Pre-primary education has proved to be a great impetus for the development of elementary education. It helps in achieving later success in the education of children
 - 2) Day nurseries are established to take care of the children of the parents who are unable to do so because of their illness or employment.
- Japan
- 3) 60% of the entrants to elementary schools in Japan are claimed to have attended kindergartens.
 - 4) Most of the kindergartens in Japan are privately managed but a substantial amount is provided by the Government as financial assistance.
 - 5) Kindergartens and Nursery Schools in Japan are generally looked after by the Ministry of Education, Science and Culture and the Ministry of Health and Social Welfare respectively.
 - 6) Total number of kindergartens in Japan in 1982 is reported to be 15152. Number of National, Public and Private is shown as 48, 6197 and 8907 respectively.
 - 7) The pre-primary statistics of Japan show that 63.5% of the age group was enrolled in pre-primary institutions in 1976.
 - 8) The pre-primary curriculum being taught in Japanese institutions appears to be quite comprehensive for physical, moral, intellectual, aesthetic, spiritual and social development of the children.

- 9) Japan has a very comprehensive teacher training programme to equip the teachers with professional techniques necessary for the improvement of educational standards at pre-primary level.

Thailand

- 10) In Thailand pre-primary education has been regarded as necessary for physical, mental, social and personality development of the children.
- 11) 66% of the Kindergartens in Thailand are run by the Government. Of the 34% of non-government institutions, 20% are in Bangkok. Thus there are more Government Centres than Non-Government Centres in other provinces.
- 12) In Thailand 9% of the children in 4-6 years of age-group attend Kindergartens and Child Development Centres and about 3.6 million children in this age-group do not have any access to pre-school services.
- 13) Pre-school education during 1974-77 received 72% of its finances from donations, parents and foundations. The remaining 28% was provided by the Government.

Hong Kong

- 14) There are two types of pre-primary institutions in Hong Kong such as Kindergartens and child care centres.
- 15) Training for child care staff is provided by the Training Section of the Social Welfare Department, the Hong Kong Polytechnic and the Lee Wai Technical Institute.

- 16) The total number of trained staff as on May 1, 1981 was 1305 against the requirement of 1959.
- 17) Curriculum of pre-primary education in Hong Kong helps in social and emotional development; concept formulation; development of linguistic competence; development of creativity; and improvement of coordination.
- 18) At present about 34% of the teaching staff is untrained and it is planned that by September 1994, all the Kindergartens in Hong Kong will have trained staff
- 19) The Government of Hong Kong provides financial assistance to non-profit-making institutions in land allocation, accommodation and reimbursement of rents.

Singapore

- 20) The documents provided by the Singapore Government show only the curriculum for pre-primary education which provides lot of activities for physical, emotional, social and moral development and development of the learning abilities of the child.

Sri-Lanka

- 21) There are approximately 6,000 Institutions for pre-primary education in Sri-Lanka. Of these only 420 are being run by the Local Government.
- 22) The teachers of pre-primary institutions in Sri Lanka are trained by some voluntary organisations, private individuals, Schools of Social Work and the Open University. These training institutions are assisted by the Primary Education Committee of the Curriculum Development Centre and the Ministry of Education.

- 23) The Children's Secretariat of Sri Lanka, with the help of the Director Primary Education, has developed training manual for young child workers.

Korea

- 24) The Kindergarten curriculum in Korea is made up of five developments such as development of body, emotions, speech ability, intelligence and social adaptability
- 25) In 1983 there were 4276 Kindergartens in Korea. Of these 2562 were public institutions and remaining 1714 were privately managed.
- 26) Out of total enrolment of 206404, 46% were reported to be female students.
- 27) Out of 6421 teachers 89% were women. All the 887 teachers in public institutions were reported to be female teachers.
- 28) The number of Kindergartens in Korea will increase to 5645 in 1986 to accommodate the 17.7% of the age-group. If the nurseries are added to the regular kindergartens the rate of enrolment for pre-school education will rise to over 38%.

India

- 29) Pre-Primary institutions in rural India are known as "Balwadis"
- 30) There is no readymade formula for the training of Balwadi Teachers.
- 31) The activities facilitated in a Balwadi help the children to meet their needs of muscle development, development of senses, language development, development of independence and social development.

Peoples
Republic
of China

- 32) The development of pre-school education in the form of Kindergartens is becoming more popular in China. Present facilities accommodate only 25% of the age group.
- 33) Pre-school education in China is aimed at the intellectual, physical and aesthetic development of the child.

Malaysia

- 34) At the moment pre-school education in Malaysia is not within the purview of the Education Act, and it is not part of the Statutory Education System. Consequently there are about 28 organisations and bodies actively involved in providing pre-school education, each having its own approaches and objectives.

Pakistan

- 35) Pre-primary education in Pakistan is totally a private consideration. It is organised by private bodies.
- 36) As each body/organisation imparting pre-primary education has its own objectives, there is no standard curriculum or set of activities for pre-primary education.
- 37) Statistics are not available to show the actual number of institutions imparting pre-primary education and the enrolment in these institutions.

5. RECOMMENDATIONS

The main advantage of pre-primary education is generally associated with child care which will free family members particularly women for work outside the home. The importance of pre-primary education has been endorsed by the literature available about the status of pre-primary education in some selected Asian countries. No doubt Pakistan has very limited resources but the importance of pre-primary education cannot be simply ignored due to non-availability of resources. The intensity of the problem demands some serious consideration. In the light of the findings drawn from the literature presented in the preceding pages the following recommendations are made:

1. Primary education is still a serious problem which is being faced by the country like Pakistan. It is, therefore, recommended that the pre-primary education programme be initially introduced in the areas where the facilities can easily be made available. For this purpose the programmes of privately managed institutions imparting pre-primary education be studied in detail. No doubt the importance of pre-primary education is above board but the feasibility studies in this respect can contribute a lot for introducing this scheme effectively. For this purpose the committees at Federal as well as at provincial levels be constituted.
2. After the feasibility of introducing pre-primary education has been studied in detail at Federal as well as provincial levels, a committee of experts be constituted by the Government to visit some Asian countries like Japan, Hong Kong, Thailand, Singapore and India where this programme

is going on very successfully. This committee should submit its report for comprehensive planning with respect to teacher training, curriculum planning and other related matters.

3. In the light of the recommendations of the Feasibility Study Committees and Study Visit Committee, a committee of experts be constituted at Federal level to prepare a scheme of studies for pre-primary education in the country. This scheme will subsequently be handed over to provinces for incorporating the local/regional/provincial needs in the scheme of studies.
4. In case the above mentioned recommendations are approved the Ministry of Education may approach the International agencies like UNICEF, U.N.D.P. or World Bank to provide the funds for study visit to the aforementioned countries.

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May 21, 1985

The Secretary
Ministry of Foreign Affairs
Government of Pakistan
Islamabad

Subject: Comparative Study of Pre-Primary Education Structure
Different Asian Countries

Sir,

The Academy of Educational Planning and Management has been assigned the Study cited above by the Ministry of Education. It will be very much appreciated if the concerned embassies are requested to provide data on the pre-primary education structure in respective countries. More specifically the following topics should be discussed in detail:

- i. Legal status with regard to the setting up of pre-primary educational institutions.
- ii. Administrative set up to implement the legal decision.
- iii. The institutional set up of the pre-primary schools.
- iv. Enrolment in these institutions.
- v. Curriculum/Course being taught.
- vi. Training of teachers.
- vii. Financial assistance being provided.

Alternatively, we may be advised about the mechanism of collecting such information.

Your most obedient servant

{ R. A. Farooq }