EDUCATION AND TEACHER TRAINING IN PAKISTAN, THAILAND, AND SOUTH KOREA

by

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CHAPTER I

INTRODUCTION

One of the most important things to a developing country is the building up of its educational system. No matter how many trained people are sent into a developing country the country can not have a well established economy for the whole population until the people of the country can be educated to perform the higher level jobs themselves.

Well trained teachers are the heart of any educational system. Adequate buildings and equipment are useless without teachers. This report covers education in general for the three countries selected with a stress on teachers.

The writer of this paper is going to Pakistan in 1963 to teach in a Methodist school at Raiwind. In conjunction with the school there is a teacher training institute in which the writer will help to train teachers to teach in the vocational and technical high schools.

Pakistan has a long way to go in educational development and is behind several of the other Asian countries. The writer has selected Thailand and South Korea as two pro-western Asian countries which are at a more advanced stage than Pakistan in developing their educational systems. Like Pakistan, Thailand and South Korea have placed an emphasis on vocational and technical training. The writer hoped that by making a study the information gained would be of some value to him in his work in Pakistan.

The Problem

This study was made to secure information on education and teacher training in Pakistan, Thailand and South Korea. The writer was seeking to find out how the educational system in general, the teacher training programs, and the vocational training programs of Pakistan compare with those of Thailand and South Korea. In order to obtain this information the writer used the following procedures.

Procedures

The writer proceeded by examining literature pertinent to the study. Letters were written to the embassies of 10 countries in continental Asia and South East Asia, asking specific questions on the educational system and teacher training programs. After studying the information received from the embassies, the countries of Pakistan, Thailand and South Korea were selected for this study.

Much of the information for this study was obtained from pamphlets and periodicals written by nationals of Pakistan, Thailand and South Korea. Other information was secured from pamphlets in the Montana State College library and from Mr. Mushtaq Ammed Khan, a student at Montana State College from Pakistan.

The factors discussed in the following section form the basis for the questions which the writer sent to the 10 embassies and each factor is dealt with separately in the chapters which follow.

Factors to be Considered Which Effect Education and Teaching in Pakistan, Thailand and South Korea

Teachers and the quality of education are influenced by several factors and each of these should be considered to get a complete picture of a teaching situation. The following factors have been selected and a comparison is made between South Korea, Thailand and Pakistan for each factor.

Policy Making. The educational policy of a country can have an effect upon teachers. It is important to know what policy is made at the national level and what policy is made at the local level.

School Administration. The way in which an educational system is administered and how policies are carried out may have some effect upon teachers and the quality of the educational system.

Levels of Education. Teaching is done at different levels and the training which teachers must have will vary depending upon the level at which they plan to teach. There may also be a variety of curricula at different levels which effects a teacher's training needs.

Teacher Requirements. Certain requirements are necessary for teachers to be admitted to training programs and minimum standards must be met before teachers can assume teaching positions at the various levels. To provide the best teacher training it is well to know these requirements.

Training Centers for Teachers. Adequate training programs must be set up to provide the teachers needed at the various educational levels. Training centers are provided for in separate normal schools

and also in connection with secondary schools and university systems. How many teachers can be trained in these centers is also of importance.

Background Information on Countries Used in This Study

A preliminary study was made of 10 countries in the Middle East, Southern Asia, South East Asia and Eastern Asia. The three countries of Pakistan, Thailand and South Korea were selected because of their pro-Western tendencies, geographical location to Communist China, and interest in vocational education.

Pakistan. Pakistan is split into two provinces with India lying between the two. In August of 1947 when Great Britain gave independence to India the two sections of Pakistan were set up as an independent nation because of their heavy Muslim populations. Pakistan has been an extremely poor and illiterate country and has a long way to go in its development process. There are 92,727,000 people in Pakistan which has an area of 364,737 square miles.[1]

Thailand. Situated between neutral Burma and neutral Laos, Thailand has taken a strong stand against communism. Thailand is one of the few countries in Southeast Asia which has never been under colonial rule. As early as the sixteenth century the Thai people have been influenced by the Portuguese, Dutch, English, Danes, French and the Americans.[2] Despite

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[1]Paul G. Hoffman, "Bread Upon the Waters," 1962 Britannica Book of the Year (Chicago: 1962), p. 10.

[2]Luang Videt-Yontrakich, Notes on Certain Facts About Thailand, Royal Thai Embassy (Washington), p. A-3.

these influences and the desire of the Thai rulers to educate the people, the development of Thailand has been slow. This country has an area of 200,000 square miles and a population of 26 million people.[3]

Republic of South Korea. During the past few years the development process of South Korea has been set back because of the occupation by Japan and later Communist China. With the aid of the United States, South Korea has been making rapid progress, but is still greatly lacking in educational facilities and qualified teachers.

After World War II Korea was divided into North and South Korea. South Korea has a population of 24,665,000 people, which is about twice the population of North Korea, and has an area of 37,427 square miles.[4]

The first thing which will be considered about the education in Pakistan, Thailand and South Korea will be the policy making. In order to better understand the educational system of each country it is necessary to understand something about how its policy is formed.

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[3]Ibid., p. A-5.

[4]Hoffman, op. cit., p. 10.

CHAPTER II

EDUCATIONAL POLICY MAKING IN PAKISTAN, THAILAND AND SOUTH KOREA

In the United States the main control of education is with the state and local school districts. For a large country which has had time to develop slowly, this method seems to have worked out fairly well.

Small countries which are striving to develop rapidly have usually chosen to control education at the national level under a Minister of Education. Under this system the amount and kind of education the people receive depend upon the national government. The governments of Pakistan, Thailand and South Korea realize that a more educated people is necessary in order to assume a responsible place among the nations of the world.

Pakistan

In 1958 President Ayub appointed a Commission on National Education and gave it the power to develop the education system in accordance with the actual requirements of the country. With only 15.3 per cent of the nation's population able to read and write, universal literacy is the most important goal to be pursued. The advancement of religious studies also constitutes a major goal of education.

The commission has the responsibility of studying and recommending policy in regard to higher, professional, secondary, technical and vocational, primary, female, adult, and religious education. Other responsibilities include deciding the language medium of instruction,

providing text books, standardizing the training and qualification of teachers, and setting the standards of student welfare and discipline.[1]

In 1959 the commission stated that compulsory education for ages six through 11 should be met within 10 years and for ages 11 through 14 within another five years.[2]

The government is placing special emphasis on skills which are vital for the development of Pakistan. As a result a high priority has been given to technical and vocational education, and to specialized training in the more essential activities.

Since Pakistan is greatly lacking in facilities and qualified teachers, a choice has to be made between many poorly trained students or a few well trained students. The government has chosen to train large numbers of students in a short period of time at the primary and secondary levels and to train a few well qualified people at the higher educational level.[3]

President Ayub is well aware of the importance of education in Pakistan and stresses that progress cannot be made without an educated and well trained people, as shown in the following statement.

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[1]Pakistan A Profile, A Report Prepared by the Information Division of the Embassy of Pakistan (Washington: June, 1961), p. 23.

[2]The Second Five Year Plan (1960-65), Government of Pakistan Planning Commission, p. 339.

[3]Ibid., p. 337.

> No country can retain its independence, let alone make progress, unless it takes the trouble to realistically educate and train its manpower--the most valuable asset for the tasks ahead. These tasks, so far as Pakistan is concerned, are enormous and embrace every field of human endeavour. Our foremost need is to develop a character pattern which is capable of producing hundreds and thousands of properly trained young men and women to provide that quality of leadership which can give a correct direction to the affairs of the country.[4]

The educational policy of Pakistan is being formulated around the idea of President Ayub's that many well trained young men and women are needed to provide the leadership for directing the affairs of Pakistan.

Good leadership is a quality which Thailand has recognized for many years. The educational policy making of Thailand will be considered next.

Thailand

Thailand has a long history in the development of her educational system. A brief look at the history of education in Thailand will give better understanding of the educational policy.

Early schools in Thailand date back to the seventeenth century when French mission schools were set up to teach the youth in the king's court. Since this time the educational system of this independent country has developed steadily.[5]

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[4]People's President, The Department of Films and Publications, Government of Pakistan, (Karachi: Saifee Printers).

[5]Carl G. F. Franzen, Thailand, World Education Series, (1959), p. 6.

Modern education started in 1892 when the Ministry of Education was set up under the central government. Since then, various schools have been established under the Ministry's control including a teacher training school.[6]

In 1921, compulsory education was established and all children between the ages of seven and 14 were required to attend the four-year elementary school.[7] The National Education Plan which was revised in 1961 allows the state to increase the number of years of compulsory education as the level of economic status rises. Compulsory education in all government schools is free and the state (country of Thailand) is required to furnish appropriate educational facilities for students compelled to attend school.[8] As a result almost all of the children between the ages of seven and 14 are in school.[9]

The establishment of private schools is encouraged especially at the primary and secondary levels. These schools are subject to the same regulations as the government schools.

The literacy rate in Thailand is about 60 per cent.[10] Adult

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[6]Luang Videt-Yontrakich, Notes on Certain Facts About Thailand, Royal Thai Embassy, (Washington: November 1961), p. A-7.

[7]Ibid., p. A-6.

[8]Ibid., p. B-2.

[9]Georges Fradier, "Asia's Vicious Circle," UNESCO Courier, Vol. XIII, (November, 1960).

[10]Charles Messenger, United Presbyterian U. S. A. Missionary in Thailand, (Speech given in Belgrade, Montana, April, 1962).

education programs are strongly encouraged for those adults who have not had the opportunity of having any education during their childhood years.

The government recognizes that a good vocational education program is important in improving national economic conditions. Recognizing the extreme importance of education, the government considers education the first priority of all its undertakings.[11]

King Chulalonghorn, who ruled from 1868-1900, founded the first modern school in Thailand named "Suan Kularb." He was determined to increase the educational opportunities based upon the European pattern as shown in his following declaration: "All children from my own to the poorest should have an equal chance of education."[12]

It is because of leaders like King Chulalonghorn that the educational system of Thailand has advanced as far as it has.

South Korea is another country which places a strong emphasis on education and its policy in education will be considered next.

South Korea

The educational policy of South Korea has been greatly influenced by the Japanese. In 1905, as a result of the first Korean-Japanese treaty, the Japanese government began intervening in the educational affairs of Korea. The public schools were gradually placed under Japanese control. The private schools resisted the Japanese and started a movement

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[11]Videt-Yontrakich, op. cit., p. B-2.

[12]Ibid., pg. C-11.

to educate the people against the Japanese control.

The Japanese used the educational system to impose their culture upon the Koreans. In 1919 the school system in Korea was changed to conform with the Japanese system. Japanese authorities used the schools to induce loyalty to the Japanese Emperor among the people.[13]

During the Japanese occupation of World War II the education of the Korean people was kept to a low level and Japanese language was imposed upon them. Only one out of four Korean children was allowed to attend the primary schools, still smaller numbers could attend the middle and high schools, and very few were permitted to attend colleges and universities.

At the end of the war the Japanese held two-thirds of the teaching positions in the institutions of higher education, one-half the positions in the middle schools, and two-fifths of the positions in the primary schools. All of the administrative and supervisory positions were held by the Japanese.[14]

Since the war there have been two contradictory factors existing in the South Korean educational philosophy consisting of the Japanese colonial education prior to 1945 and the progressive education established

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[13]Han-yong Lim, "A Short History of Korean Education," Life in Korea (Number V in a Series; Washington: Korean Research and Information Office).

[14]Clara H. Koenig, The Republic of Korea, (World Education Series, 1958), p. 11.

by the United States government after the war.[15] Most of the people favored the western ideas and the educational changes were patterned after the United States.

The new educational system was placed in the hands of the Ministry of Education under the central government.[16] The Minister of Education is appointed by the President of the Republic and is a member of his cabinet. A vice-minister is also appointed to assist the Minister of Education and has the following five bureaus under his supervision:

1. common education (primary and secondary schools)
2. higher education
3. technical education (advancement of science, agriculture, commercial, industrial, and fisheries school)
4. culture (adult education, living standards, cultural guidance, the arts, museums, libraries, and physical training)
5. textbooks (their compilation, translation, publication, inspection, purchase, and distribution)

The Ministry of Education establishes and executes policies in all these areas of education with a considerable amount of power.[17]

In 1961 the Ministry of Education announced a four-point educational policy in which the government hopes to build a new South Korea that is

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[15]"General Review of Education in Korea," Korean Report, Vol. I, p. 11.

[16]Koenig, op. cit., p. 12.

[17]Koenig, op. cit., p. 71.

entirely different from the past.[18] This four-point educational policy explained by Kim in the following statement:

> Policy Number One seeks to re-establish a strong anti-Communist posture by crushing "indirect aggression." The Government pledges to protect maximum academic freedom, while uprooting political influence and accompanying corruption and Red infiltration into the campus. Anti-Communist curriculum will be newly established, and stepped-up military training, including ROTC programs, will be launched.
>
> "Human reformation," as Policy Number Two, is meant to eradicate the multiple vices which prevailed in the past. Korean education is lacking in strong, moral training. Therefore, students will be taught to lead the austere life and to overcome all manner of temptations including bribery which was rampant in the bygone society.
>
> Toward the elimination of poverty, covered in Policy Number Three, strong emphasis is to be given to technical and vocational education. This will contribute to the development of local communities, hence to national reconstruction as a whole.
>
> Renovation of national culture is stressed in Policy Number Four. These four aims are part and parcel of the six general revolutionary pledges stated at the outset of the revolution.
>
> Even a cursory glance at the past reveals the existence of an educational malady. For example, why is there an astonishingly large number of unemployed among the educated people?[19]

Eighty per cent of the people in South Korea are literate and the children between the ages of six and 12 are in school under compulsory education laws.[20]

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[18]Fradier, op. cit.

[19]Dong-sun Kim, "New Trends in Korean Education," Korean Report, Vol. I, (December, 1961), p. 6.

[20]Harold W. Sundstrom, "Korea's Growth in Education," Korean Report, Vol. I, (December, 1961), p. 8.

Summary

The educational policies of Pakistan, Thailand, and South Korea are all made by departments of the central governments. Each of these three countries realizes a need for vocational training programs in order to obtain the skilled workers necessary to improve the national economies.

South Korea and Thailand have actually achieved compulsory education at the lower levels with most of the children through ages 12 and 14 respectively in school. Pakistan is striving to establish compulsory education through the first five grades, but many of the children are still not given an opportunity to attend school.

The percentages of literacy for Pakistan, Thailand and South Korea have been mentioned in this chapter. Table 1 on page 15 is being included to give a clearer relationship between the literacy rates and populations of the three countries.

Having considered the educational policy making of Pakistan, Thailand and South Korea, a study of the school administration will naturally follow in the next chapter.

TABLE 1. PER CENT OF LITERATE PEOPLE AND THE TOTAL POPULATION FOR PAKISTAN, THAILAND AND KOREA

	Per Cent of Literacy	Total Population (millions)
Pakistan	15.3	93
Thailand	60	26
Korea	80	23

CHAPTER III

SCHOOL ADMINISTRATION IN PAKISTAN, THAILAND AND SOUTH KOREA

Once an educational policy has been established administrators are necessary to carry out this policy. The nature of how school systems are organized and run has a bearing upon what kind of instruction will take place in the schools. Beginning with Pakistan a discussion follows on the administrative structures of Pakistan, Thailand and Korea to obtain an understanding of its influence on education.

Pakistan

Education in Pakistan is largely administered by the central Ministry of Education under the central government. All the Universities are run by the government and so are most of the primary schools, secondary schools and colleges.

The private schools and colleges are under government control to the extent that they have to take government administered examinations the same as the public schools do. Many of the private schools are heavily subsidized by the government.[1]

The commission has the responsibility of studying and reforming the examination systems and improving teaching methods at all levels. It also is responsible for achieving a better balance between science,

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[1]Shahid M. Amin, Vice Counsel General of Pakistan, Letter to Favre E. Eaton, (February, 1962).

arts, and professional courses according to Pakistan's needs.[2]

A recommendation has been made by the commission to reorganize the secondary education into a separate stage under the responsibility of secondary education boards. This is mainly because of the heavy emphasis being placed on vocational and technical training at the secondary level.[3]

There has been some experimentation with primary education boards. So far these boards have lacked the experience and understanding required to run a school system.

The chief administrative officers are the directors of public instruction of each province. Under the provincial directors are divisional and district inspectors who supervise the district inspectorates which are the basic administration units. The duties of the district inspectors and their deputy inspectors are primarily administrative. The provincial, divisional, and district inspectors are similar in administrative level to the state, county and district superintendents in the United States. A better understanding of the school administration structure in Pakistan may be gained from Figure 1.

In the past no provisions have been made for research and experimentation to keep the educational system up-to-date with the changing

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[2]Ford Foundation Report on "Pakistan", (Crafton Graphic Co., Inc., 1959), p. 38.

[3]Habid Hasan, "Education Looks Ahead," Pakistan Quarterly, Vol. X, (Spring, 1960).

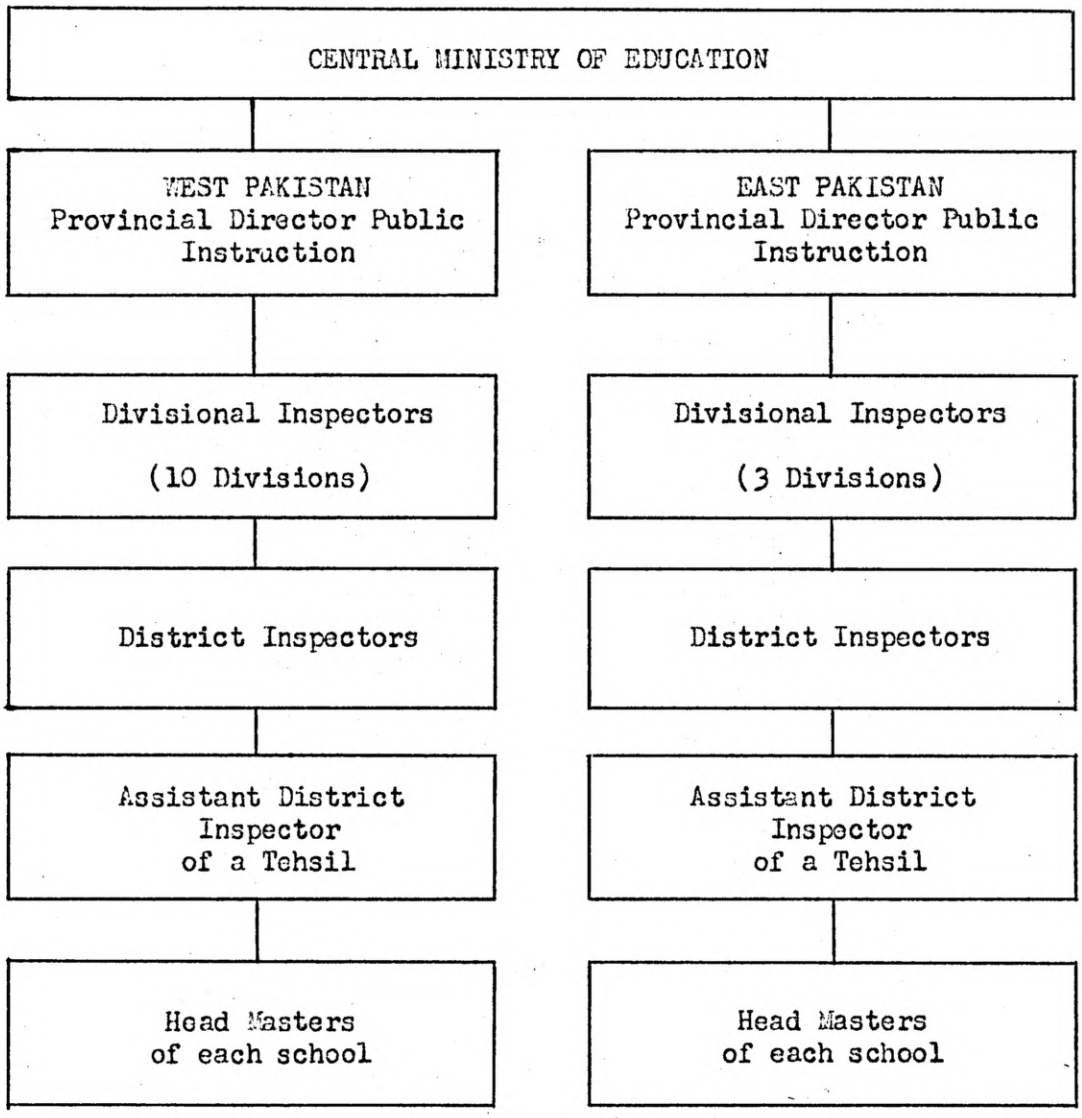


FIGURE 1. STRUCTURE OF SCHOOL ADMINISTRATION IN PAKISTAN[4]

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[4]Mushtaq Ahmed Khan, graduate student from Pakistan, personal communication, May, 1962.

requirements of the society.[5] Education extension centers are now being developed at Dacca and Lahore to carry out experiments in education. These centers will provide in-service training for educational administrators. Other in-service training programs for school administrators will be operated through the teacher training colleges and primary training institutes.[6]

Attempts have been made to transfer some of the central control of the primary schools to local bodies similar to the local school boards in the United States. Often this has resulted in general decline of the standards of primary school education. More and more control will be given to local bodies as the people become qualified to assume the responsibilities.[7]

The school administration of Pakistan is new and is still developing. The following sections view the much older school administrations found in Thailand and South Korea.

Thailand

Thailand is divided into twelve educational regions. A supervisory center is established in each region, with an executive committee for the administration of the education in the region. These committees

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[5]The First Five Year Plan, (1955-1960), Vol. II, Government of Pakistan Planning Board, (May, 1956), p. 412.

[6]The Second Five Year Plan, (1960-1965), Government of Pakistan Planning Commission, (1960), p. 345.

[7]Ibid., p. 346.

also have the responsibility of solving the various educational problems for their regions.

Also set up for each region is a Regional Education Development Project including Higher Education with an advisory committee consisting of qualified persons who contribute ideas and render assistance to the educational programs.[8] The school administration structure in Thailand is more clearly illustrated in Figure 2.

South Korea

The Ministry of Education in South Korea has complete control over school administration at all levels. The secondary school principals are appointed by the president on the recommendation of the Minister of Education. The responsibility of the principal is to set up the school budget, plan the building program for his school, work with the parent-teacher association organizations, attend meetings sponsored by the provincial government and the Ministry of Education, recruit teachers, and conduct staff meetings. He also assists teachers with personal, social, and health functions and problems. The principal is kept very busy trying to perform all of these duties and has very little time left to spend on the important function of supervising and improving class instruction.[9]

South Korea is divided into provinces headed by provincial governors

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[8]Luang Videt-Yontrakich, Notes on Certain Facts About Thailand, Royal Thai Embassy, (Washington: November, 1961), p. B-5.

[9]Clara H. Koenig, The Republic of Korea, (World Education Series, 1958), p. 71.

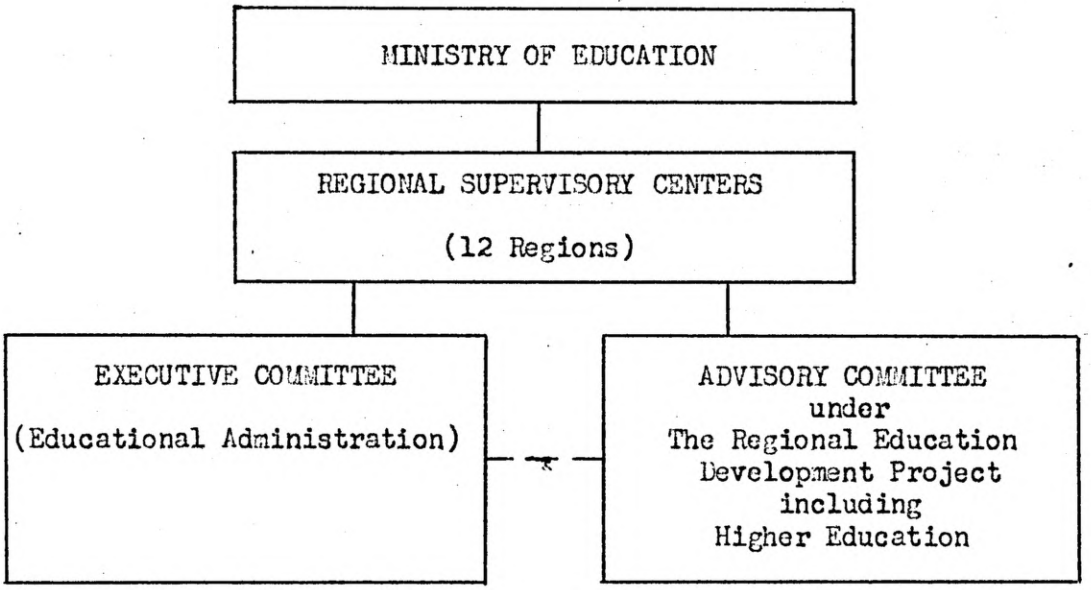


FIGURE 2. STRUCTURE OF SCHOOL ADMINISTRATION IN THAILAND

who are responsible to the Minister of Home Affairs. The governor is assisted by a Provincial Bureau of Education and Social Affairs which is responsible for the inspection of primary and secondary education. An Educational Advisory Committee working with the governor consists of one member elected from each county within the province, one from each city, and three members appointed by the governor. This committee elects its own chairman and is an important policy making body. To give a better picture of the school administration structure in South Korea, Figure 3 has been included.

Each county elects its own educational committee whose members have to meet qualifications which are established by the Educational Law.[10] There is a considerable amount of democracy in the administration of the educational system in spite of the control which the central government has. The main aspects of school administration for Pakistan, Thailand and South Korea are shown in the following summary.

Summary

The administration of education in Pakistan is largely controlled by the government especially at the secondary and higher education levels. Attempts are being made at the primary level to slowly transfer the administrative powers from the central government to local administrative bodies.

In Thailand much of the administrative power in education are

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[10] Ibid., p. 72.

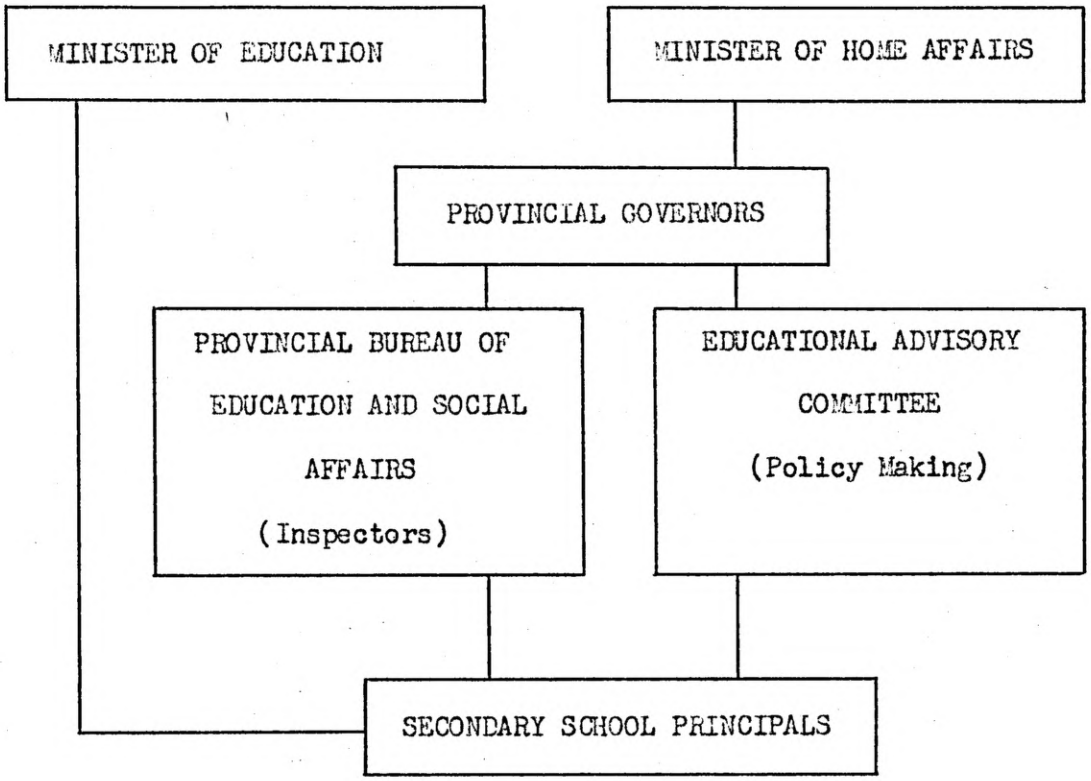


FIGURE 3. STRUCTURE OF SCHOOL ADMINISTRATION IN SOUTH KOREA

allocated to the executive committees set up in each of the 12 educational regions.

The Ministry of Education in South Korea has much power over the administration of educational policies. The principals of the secondary schools are appointed by the President on the recommendation of the Minister of Education. Even though the central government exercises a strong central control over education, there are educational committees elected at the provincial and county levels which have much to do with school administration.

Having considered the school administration structure it is natural to follow with a study on how the school grades are placed into levels of education in Pakistan, Thailand and South Korea.

CHAPTER IV

LEVELS OF EDUCATION IN PAKISTAN, THAILAND AND SOUTH KOREA

In a highly developed country, such as the United States, all levels of education from the elementary schools through college are offered to the people. The educational opportunities do exist for those who have the desire to become educated.

There are many countries in the world where the educational opportunities are not available to all those who wish to become educated. The following discussion will be devoted to educational opportunities which are available at the various levels in Pakistan, Thailand and South Korea.

Levels of education refer to the major grade groupings according to the educational policy of the country. Pakistan will be considered first in presenting the levels of education in Pakistan, Thailand and South Korea.

Pakistan

The education system in Pakistan is divided into four main levels. The education offered at the various grade levels is shown in Table 2. The first level of education is the four-year primary school. It is at this level of education where attempts have been made to give more control to local boards.[1] So far this has not worked out too well. The local board

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[1]Habid Hasan, "Education Looks Ahead," Pakistan Quarterly, Vol. X, (Spring, 1960).

TABLE 2. THE NAMES, AGES AND GRADES OF THE EDUCATIONAL LEVELS IN PAKISTAN

<table>
<tr><th>GRADE</th><th>AGE</th><th colspan="3">SCHOOLS</th></tr>
<tr><td>18
17
16</td><td>23
22
21</td><td colspan="2">Graduate School</td><td rowspan="3"></td></tr>
<tr><td>15
14
13
12</td><td>20
19
18
17</td><td>Universities and Colleges (230)*</td><td>Teacher Training Colleges (13)</td><td>Teacher Training Schools (84)</td></tr>
<tr><td>11
10
9</td><td>16
15
14</td><td colspan="2">Academic High School</td><td rowspan="2">Technical and Vocational High Schools</td></tr>
<tr><td>8
7</td><td>13
12</td><td colspan="3">Upper Middle School (6,030)</td></tr>
<tr><td>6
5</td><td>11
10</td><td colspan="3">Lower Middle School</td></tr>
<tr><td>4
3
2
1</td><td>9
8
7
6</td><td colspan="3">Primary School (44,222)</td></tr>
</table>

*The numbers in brackets indicate the number of schools.

members usually lack the training and understanding required to operate an efficient school system.

At the present time there are about 45 per cent of the children between the ages of six and 11 in school. The government hopes to increase the number of children in the primary schools to 60 per cent by 1965. The present plan is to increase the number of primary schools in West Pakistan from 18,000 to 33,200 by 1965. This number of schools will still be far from adequate to offer an education to all students of primary school age.

In East Pakistan there are 26,300 schools which are almost enough. Most of these schools are in poor condition and lack equipment. The government plans to furnish 13,300 new primary school buildings and equipment by 1965.

Education for girls has been neglected. At the present time only 1.1 million out of 4.7 million primary children are girls. In the future the educational facilities for girls should increase according to the second five year plan.[2]

Most of the children who finish primary school do not go on to the middle school, which is the second level of education. The middle school is further divided into the lower middle school and the upper middle school.

The middle school is followed by the secondary school which comprises the third level of education. There are two types of secondary

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[2]The Second Five Year Plan (1960-1965), Government of Pakistan Planning Commission (1960), pp. 341-42.

schools, the academic high school and the technical high school.

Special emphasis is placed on the teaching of the national language, Urdu in West Pakistan and Bengali in East Pakistan, and also science and mathematics. Since English is the medium of instruction in the colleges and universities all students are required to take it. Religious education is compulsory for all students in grades six through eight.[3]

Very few children of secondary school age are able to take advantage of this secondary schooling. At the present time there are only nine per cent of the children of secondary school age in school. The plans are to increase the number to 12 per cent by 1965.[4]

As the number of secondary schools is increased the program will become more diversified. More emphasis will be given to courses in technical, commercial and agricultural subjects to help meet the needs of the country's economy.[5] The courses of study which are being offered are listed in Table 3.

Forty new multi-purpose secondary schools are going to be built to test improved curriculum and methods. All of these schools will include courses in both mathematics and science. Twenty schools will be built in the Western Province and 20 in the Eastern Province. In each province there will be 10 urban high schools offering technical and

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[3]Hasan, op. cit.

[4]The Second Five Year Plan, op. cit., p. 343.

[5]Ibid., p. 342.

TABLE 3. VOCATIONAL AND TECHNICAL COURSES OFFERED IN SECONDARY SCHOOLS OF PAKISTAN, THAILAND AND KOREA

Pakistan	Thailand	South Korea
electrical installations	carpentry	applied chemistry
gas technology	commerce	architecture
paper technology	agriculture	ceramics
boat building	building	civil engineering
small craft design	woman's craft	electrical engineering
navigation	man's craft	mechanical engineering
printing	leather work	mineralogy
trades technology	mechanics	textiles
architectural draftsmanship	ship building	industrial marine
instrument making and repair	dress making	fisheries
masonry	sculpture	marine product, reproduction
brickwork	weaving	agriculture
slating	metal work	forestry
tiling	hair-dressing	livestock
concrete construction	languages	agriculture engineering
carpentry	painting	veterinary medicine
mechanics	block-making	sericulture
metal work	metal ornaments	horticulture
electricity	jewelry-making	

commercial subjects, five rural high schools to give vocational and agricultural training, and five girls' high schools to teach home economics.[6]

The fourth level of education includes all the institutions of higher learning. Pakistan has six university systems, 84 teacher training schools, 13 teacher training colleges, and 230 other colleges.[7]

There is a great shortage of trained man power to build new factories and work in industry. At Karachi, Rawalpindi, and Dacca three new polytechnic institutes are being set up to train man power for industry.[8] These institutes will offer three-year courses in mechanical, civil, electrical, power, automotive, and radio-electronic technology. Some of the graduates will teach in the technical high schools.[9]

Like Pakistan, Thailand has four main levels of education which will now be presented.

Thailand

The educational system of Thailand is organized into four levels as shown in Table 4. Kindergarten is provided for children between the ages

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[6]Ford Foundation Report on "Pakistan", (Crafton Graphic Co., Inc., 1959), p. 35.

[7]Pakistan a Profile, A Report Prepared by the Information Division of the Embassy of Pakistan, (Washington: June, 1961), p. 26.

[8]Ford Foundation Report on "Pakistan", op. cit., p. 17.

[9]Ibid., p. 19.

TABLE 4. THE NAMES, AGES AND GRADES OF THE EDUCATIONAL LEVELS IN THAILAND

GRADE	AGE	SCHOOLS		
19	24	Universities and Institutes of Higher Learning		
18	24			
17	23		Teacher Training College	
16	22			
15	21			Secondary Teacher Institute
14	20			
13	19	Upper Secondary School	Teacher Training Institute	Upper Vocational School
12	18			
11	17			
10	16	Lower Secondary School		Lower Vocational School
9	15			
8	14			
7	13	Second Level Primary Education		
6	12			
5	11			
4	10	First Level Primary Education		
3	9			
2	8			
1	7			
	6	Kindergarten		
	5			
	4			
	3			

of three and six. This provides an initial training program for children who wish to get ready for education in the primary school. Kindergarten is not compulsory and is not required for admission to the primary school.

The next level is primary education which covers the first seven grades. The primary education is further broken down into the first level and second level primary education which may be taught in the same school, or in separate schools.[10] At the present time only the first level of primary education is compulsory for all students. As the economic level of Thailand rises the state will extend the compulsory education to higher and higher levels. The educational levels for Thailand are shown in Table 4.

The government provides free schools and facilities under a compulsory education program.

Secondary education is divided into the junior and senior levels which may be taught in the same school or separate schools. There are two different types of secondary schools. The general secondary school gives the student a basic general education with sufficient fundamental knowledge to allow him to apply for admission to a university.

The vocational secondary school provides the knowledge and direction for earning a living. The number of grades required for the student to finish the vocational secondary school depends upon the number of

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[10]Luang Videt-Yontrakich, Notes on Certain Facts About Thailand, Royal Thai Embassy, (Washington: November, 1961), p. B-1.

subjects in the curriculum he chooses.[11] The different vocational subjects offered are shown in Table 3.

The fourth level is that of higher education which includes the universities, colleges, teacher training colleges, and teacher training institutes.[12]

The four educational levels of Thailand seem to be well organized, as are the three educational levels of South Korea which now follow.

South Korea

On August 15, 1948, a new plan was adopted in South Korea for an educational system which consisted of three main levels of education. The levels of education for South Korea are shown in Table 5.

The first main level of education is the elementary school. The first six years of school are spent in the elementary school from the age of six to 11. All the elementary schools have basically the same curriculum consisting of national language, arithmetic, social studies, natural science, music and fine arts. In 1956 there were 4,240 public elementary schools, 20 private schools, and 19 laboratory schools attached to universities, colleges, or normal schools.[13]

The second main level consists of six years of secondary school

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[11] Ibid., p. B-2.

[12] Ibid., p. B-5.

[13] Clara H. Koenig, The Republic of Korea, (World Education Series, 1958), p. 33.

TABLE 5. THE NAMES, AGES AND GRADES OF THE EDUCATIONAL LEVELS IN SOUTH KOREA

<table>
<tr><th>GRADE</th><th>AGE</th><th colspan="4">SCHOOLS</th></tr>
<tr><td>21
20
19</td><td>26
25
24</td><td colspan="4">Graduate School</td></tr>
<tr><td>18
17
16
15</td><td>23
22
21
20</td><td colspan="2">University
or
College</td><td colspan="2" rowspan="3">Normal
College</td></tr>
<tr><td>14
13</td><td>19
18</td><td>Junior
College</td><td></td></tr>
<tr><td>12
11
10</td><td>17
16
15</td><td>General
or
Academic
High School</td><td>Technical
or
Vocational
High School</td><td>Normal
School</td><td>Higher
Technical or
Trade School</td></tr>
<tr><td>9
8
7</td><td>14
13
12</td><td colspan="2">Middle School</td><td colspan="2">Elementary, Technical
or
Trade School</td></tr>
<tr><td>6
5
4
3
2
1</td><td>11
10
9
8
7
6</td><td colspan="4">Elementary school</td></tr>
<tr><td></td><td>5
4</td><td colspan="4">(Kindergarten)</td></tr>
</table>

from grade seven through twelve. The secondary school is further divided into three years of middle school and three years of high school. The middle school curriculum consists of required subjects in national language, mathematics, social studies, science, gymnastics, music, fine arts, and vocational subjects and home economics.

The middle school curriculum is also taught at night with essentially the same curriculum as the day school without science and gymnastics. In 1957 there were 1,031 middle schools with an average class size of 65.[14]

The Ministry of Education is setting up elementary technical schools which will parallel the middle schools. This program is in the developing stage and there is a great need for equipment and trained teachers. So far most of the technical training is done in private schools which do not receive government aid, but are under the supervision of the provincial governments. Higher technical schools are established for part-time student youth and adults. These schools offer individual courses which vary in length and can be taken as either day or night classes.

The upper secondary schools cover the tenth through the twelfth years of school and include the general or academic high school, the technical or vocational high school, and the normal school. The academic high schools are devoted to college preparatory training and offer re-

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[14]Ibid., p. 36.

quired courses in national language, general social studies, morality, national history, mathematics, science, gymnastics, fine arts, music, vocational courses, and home economics. A large number of elective courses are also available in the fields of history, science and language. In 1956 there were 372 academic high schools in South Korea.

The technical and vocational high schools offer a large number of specialized courses for training the youth of South Korea to do skilled work. There are 136 agricultural, 74 commercial, 44 technical, and 15 fisheries and marine high schools in South Korea.[15] The courses offered in the technical and vocational high schools are listed in Table 3 on page 29.

A Technical Education Bureau has been set up under the Ministry of Education to improve the technical education program in South Korea. A training center is being developed as a department of the Seoul Technical High School at Yongdongpo.

The third main level is that of higher education. In 1956 there were 55 institutions of higher education which had the approval of the Ministry of Education. The Ministry of Education classified 15 institutions as universities of which there are five national, one public, and nine private universities. Thirty-one institutions are classified as colleges of which there are two national, four public, and 25 private colleges. There are three national and one private four-year teachers

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[15] Ibid., pp. 39-41.

colleges. There are two national and three private two-year teachers colleges.[16] More detailed information on the teachers colleges will be presented in Chapter VI on training centers for teachers.

Summary

The governments of Pakistan, Thailand, and South Korea are all interested in education for the entire population. Most of the children in Thailand and South Korea start to school and finish the first few primary grades. In the future Thailand and South Korea plan to improve the quality of their primary schools and increase the number of secondary schools.

Less than half the children in Pakistan start to school. However, in the next few years the government plans to increase the number of students in the primary schools. The present facilities, poor as they are, will have to be used, and new schools will have to be built to house the increase in school enrollment.

At the same time there is a tremendous need for workers who have been trained at the higher levels. Therefore, new facilities will need to be provided at all educational levels simultaneously.

All three countries see the need to train thousands of people in technical fields. At both the secondary and higher educational levels technical and vocational education is being emphasized strongly.

In the next chapter the requirements which teachers must meet

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[16] Ibid., p. 53.

before they are qualified to teach at the various educational levels will be discussed.

CHAPTER V

TEACHER REQUIREMENTS IN PAKISTAN, THAILAND AND SOUTH KOREA

Before an educational system can reach high standards it must have qualified teachers. Prospective teachers should meet certain requirements in order to be admitted to teacher training programs. The training and experience requirements of teachers should be established for each level of education. Once the teacher requirements of a country have been established, the school administrators should strive towards meeting these requirements. The teacher requirements in Pakistan, Thailand and South Korea respectively will now be covered.

Pakistan

The lack of qualified teachers is one of the major problems in developing an educational program in Pakistan. There is very little money available to pay teachers' salaries. Personnel who can attain the educational levels required to become teachers can receive much higher wages outside the teaching profession. As a result 40 per cent of the elementary and secondary teachers in Pakistan lack adequate professional training.[1]

Students can receive training at the secondary level and become qualified to teach at the primary level. After a student has finished

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[1]Ford Foundation Report on "Pakistan," (Crafton Graphic Co., Inc., 1959), p. 34.

high school, he can then receive training for one or two years in a teacher training institute and become qualified to teach at the secondary level. In 1959 these institutes graduated 6,540 men teachers and 1,550 women teachers. Even though this training qualifies a person to teach in Pakistan it does not seem adequate for those who are going to train youngsters.

In 1959 teacher training colleges graduated only 1,073 men teachers and 525 women teachers. With only 13 teacher training colleges in Pakistan, the large majority of primary and secondary teachers in Pakistan are not college graduates.[2] The teacher requirements in Thailand will be considered next.

Thailand

In 1953 over 70 per cent of the primary and secondary teachers employed in Thailand did not meet the necessary qualifications. This situation was tolerated in order to provide a first level primary education for all. At the present time about 50 per cent of the teachers still do not meet the minimum qualifications.[3]

Three-year teacher training institutes for primary teachers are provided at the upper secondary level. The graduates of these institutes receive primary teacher certificates. After receiving two years

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[2]Pakistan, A Profile, A Report Prepared by the Information Division of the Embassy of Pakistan, (Washington: June, 1961), pp. 26-27.

[3]Luang Videt-Yontrakich, Notes on Certain Facts About Thailand, Royal Thai Embassy, (Washington, November, 1961), p. B-7.

teaching experience a teacher is issued a higher level primary teachers' certificate which appears similar to the system in South Korea.

Beyond the secondary education level teacher institutes are provided to train teachers for the secondary schools.[4] To qualify for admission to the secondary teacher training institutes the students must be graduates of the upper secondary school.

The universities offer programs for education diplomas and bachelor of education degrees. After a student has received two years of university training in a major field he may take a one-year course in education and receive a teaching diploma. A student who has studied in a major field for three years may take a two-year course in education and receive a bachelor of education degree.[5]

Because of the great number of non-qualified teachers, training courses are being set up throughout the country to help the teachers become qualified as they teach. Training courses are also offered during the summer at the various teacher training institutes and colleges.[6] South Korea is also experiencing a shortage of qualified teachers.

South Korea

After World War II there was a drastic shortage of teachers in South Korea and the North Korean invasion made the situation even more

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[4]Ibid., p. B-3.

[5]Carl G. F. Franzen, Thailand, (World Education Series, 1959), p. 44.

[6]Videt-Yontrakich, op. cit., p. B-7.

acute.[7] Many elementary teachers were promoted to higher level schools and to administrative positions.[8] As a result many individuals were hired to teach who had no specialized training. Since the Korean War the quality of teachers in the elementary and secondary schools has steadily increased.

In 1948 the Teacher Certificate Regulations were adopted which required continuous re-education of teachers. Teachers who graduate from the high school level normal schools can be certified to teach in elementary schools. Graduation from a two-year teachers college is required for certification to teach in middle schools and a degree from a four-year normal college is required for a certificate to teach at the high school level. The regulations require that all teachers must renew their certificates every five years by completing required supplementary study. The teachers who are employed that do not have necessary training to become certified receive a temporary certificate until they complete the studies required for certification.[9]

Summary

Pakistan is very short of both qualified and non-qualified teachers. The immediate needs are to increase the quantity of teachers and at the same time take steps which will improve the quality of teachers

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[7]Clara H. Koenig, The Republic of Korea, (World Education Series, 1959), p. 41.

[8]Ibid., p. 12.

[9]Ibid., p. 42.

in the future.

In an attempt to provide the number of teachers in Thailand for a compulsory primary education program, about 50 per cent of the primary teachers do not meet the minimum requirements. Steps are being taken to provide more qualified primary and secondary teachers and at the same time to help those who are not qualified to become qualified.

As a result of World War II and the Korean War the Republic of South Korea has many non-qualified primary and secondary teachers. The non-qualified teachers are allowed to teach with temporary certificates until they can complete the studies required for certification.

To improve the quality of teachers in Pakistan, Thailand and South Korea, it is necessary to have good teacher training programs. The centers for training teachers is discussed in the following chapter.

CHAPTER VI

TRAINING CENTERS FOR TEACHERS IN PAKISTAN, THAILAND AND SOUTH KOREA

Before a country can have an adequate number of qualified teachers there must be a well developed teacher training program. The teacher training program must provide the teachers for all levels of primary and secondary education as well as for the various curricula at each level. Many of the developing countries have had to set up minimum teacher training programs in an attempt to supply the needed teachers. Beginning with Pakistan, the teacher training programs in Pakistan, Thailand and South Korea will be presented.

Pakistan

For a country with 93 million people Pakistan has a long way to go in setting up an adequate program for training teachers. With a literacy rate of a little better than 15 per cent, a high priority is being placed on teacher training. A much more highly educated people will be required to achieve the economic growth and industrial expansion hoped for.

Most of the qualified teachers for the primary and secondary schools are supplied by the 84 teacher training schools and 13 teacher training colleges. An effort is being made to expand the number of these training centers as fast as possible.[1] In conjunction with some of the

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[1] Ford Foundation Report on "Pakistan," (Crafton Graphic Co., 1959), p. 34.

high schools and mission schools there are one-year training programs to train selected high school graduates to become high school teachers. This is not a good program, but is necessary to help alleviate the teacher shortage. Information on the curriculum for the various teacher training programs was not available for this paper.

A discussion will now be made on the teacher training program in Thailand which seems to be more advanced than the program in Pakistan.

Thailand

There is a large number of unqualified teachers in the primary and secondary schools of Thailand. A large number of the teachers qualified to teach at the primary level are being used to teach at the secondary level. As a result a large number of teachers who have no training are hired to teach at the primary level.

The teacher training institutes at the upper secondary level provide most of the teachers for the first and second levels of primary education. There are 32 of these institutes which offer two-year courses in teacher training. The first year is the same for all students, but the course for the second year is different depending upon whether the student plans to teach at the first or second level primary school. The curriculum of the primary teacher training institutes is shown in table 6.[2]

The graduates of the primary teacher training institutes may be admitted to the secondary teacher training institutes. These institutes

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[2]Carl G. F. Franzen, Thailand, (World Education Series, 1959), p. 27.

TABLE 6. THE PERIODS PER WEEK BY YEAR FOR EACH SUBJECT TAUGHT AT THE PRIMARY TEACHER TRAINING INSTITUTES IN THAILAND

Subjects	Periods Per Week of Subjects in Two Year Curriculum		
	First Year	Second Year	
		First Primary Level	Second Primary Level
Social studies	10		
Thai culture	10		
Geography, history, economics and civics		10	10
Science, biology, chemistry and physics		10	10
Thai language, literature, grammar and composition	3	3	3
English	5	5	5
Mathematics	3	3	2
Art	1	1	
Music	1	1	
Handicrafts		4	4
Education and psychology	5	10	10
Electives			4

prepare students to teach in the lower secondary and upper secondary schools. The subjects taught in these two-year institues are shown in Table 7. The students have a choice of taking a general course, a science course, or a linguistics course.[3]

Graduates of the secondary teacher training institutes may take examinations to be admitted to the two-year college of education of Chulalongkorn University. Students who have completed two years at Chulalongkorn in a major field may take the first year of education and receive an education diploma. Those students who have completed three years in a major field may take two years of education and receive a bachelor of education degree. The curriculum offered in the two-year college of education is shown in Table 8.[4]

At the present time the number of teachers in Thailand is increasing about two to three per cent a year while the number of students increase about six to 10 per cent a year.[5] South Korea also seems to be developing a good teacher training program.

South Korea

The first high school in South Korea which trained teachers was

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[3]Ibid., p. 30.

[4]Ibid., p. 44.

[5]Luang Videt-Yontrakich, Notes on Certain Facts About Thailand, Royal Thai Embassy, (Washington: November, 1961), p. B-8.

TABLE 7. SUBJECTS TAUGHT IN PERIODS PER WEEK BY YEAR AT TEACHER TRAINING INSTITUTES FOR SECONDARY SCHOOLS IN THAILAND

Areas	Subject	Number of Periods Per Week For Each Subject					
		General Course		Science Course		Linguistics	
		1st yr	2nd yr	1st yr	2nd yr	1st yr	2nd yr
Thai	Grammar	1	1	1	1	2	2
	Literature	2	2	1	1	2	2
	Composition	1	1	1	1	1	1
English	Literature	2	2	2	2	2	2
	Translation	1	1	1	1	1	1
	Grammar and Composition	3	3	3	3	3	4
Math	Arithmetic and Algebra	1		1		1	
	Geometry	1	2	2	1		
	Trigonometry	1	1	2	1	1	1
	Higher Math				2		
Science	Physics	2	2	2	2		
	Chemistry	1	1	1	1		
	Biology	1	1	1	1		
	Laboratory	1	1	2	3		
Opt. Lang.						5	5
History & Geography	History	1	1			1	1
	Geography	1	1			1	1
Education*		5	5	5	5	5	5
TOTALS		25	25	25	25	25	25

*Courses in education principles, education methods, education practice, Thai education, oriental education, and western education.

TABLE 8. SUBJECTS TAUGHT IN PERIODS PER WEEK BY YEAR FOR THE BACHELOR OF EDUCATION DEGREE IN CHULALONGKORN UNIVERSITY'S COLLEGE OF EDUCATION.

Subjects	Number of Periods Per Week For Each Subject			
	First Year		Second Year	
	Required	Electives	Required	Electives
History and Principles	2		7	1
Education organization, Administration and Guidance	5		6	4
Educational psychology, tests and measurements	6		5	1
Methods	3	14		3
Study and research	3		3	1
Special subjects	4		1	12
Field work	2		1	

started in 1895.[6] The first separate institution for the training of teachers was established in Seoul in 1932. Since then the number of teacher training institutes has increased to 18 high school level normal schools and nine teachers' colleges.

It is required that an individual have nine years of elementary and middle school education for admission to the normal school. The normal school is set up to train teachers to teach in the elementary schools. At the present time the normal school is a three-year course. The Ministry of Education plans to extend the course of study to four years.

The curriculum for the normal school is similar to the academic high school except that from nine to 12 fifty-minute class periods are devoted to educational subjects and 10 to 12 periods are devoted to practice teaching. In addition to practice teaching, the required course work consists of:

1. The history of education with emphasis on modern education.

2. General and educational psychology, including child psychology and mental hygiene, and the evaluation of education.

3. Principles of education, especially its philosophical background.

4. Methods, including guidance, curriculum, and school adminis-

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[6]Han-yong Lim, "A Short History of Korean Education," Life in Korea (Number V in a Series; Washington: Korean Research and Information Office).

tration.[7]

The normal school curriculum is shown in Table 9.

One of the four-year teachers' colleges is an institution by itself and the other three colleges are units of university systems. The requirements for graduation[8] from these four colleges are the same and are as follows:

1. Major field . . . . . 80 semester credits
2. Cultural and professional courses. . . . . 24 semester credits
3. Elective subjects . . . . . 56 semester credits

Total . . . . . .160 semester credits

The main purpose of the four-year normal college is to train teachers for the general or academic high schools and the normal schools.

Upon graduation from a four-year teachers college the teacher is certified by the Ministry of Education as a regular high school teacher, second class. By meeting certain in-service requirements and teaching for three years an individual can be certified as a first class teacher.

A teacher can become qualified to teach in a normal college after completing one year of university study beyond graduation from a normal college.

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[7]Clara H. Koenig, The Republic of Korea, (World Education Series, 1958), p. 50.

[8]Ibid., p. 62.

TABLE 9. SUBJECTS TAUGHT IN PERIODS PER WEEK BY YEAR IN THE SOUTH KOREAN NORMAL SCHOOLS

Subjects	Number of Periods Per Week for Each Subject		
	First Year	Second Year	Third Year
National Language	4-5	3-5	2-5
Social Study	3-5	3-4	2-3
Morality	1	1	1
Education	9-12	9-12	9-12
Practice Teaching	10-12	10-12	10-12
Philosophy	1-2	1-2	1-2
Mathematics	3-5	2-5	2-5
Science	2-4	3-4	2-3
Gymnastics	2-4	2-4	2-4
Military Training	2-4	2-4	
Vocational Training and Home Economics	2-4	2-4	1-4
Music	2-4	2-4	2-4
Fine Arts	2-4	2-4	2-4
Foreign Language	4-5	2-4	2-4
Special Activities	3-5	1-3	1-2
TOTALS	34-39	34-39	34-39

There are five two-year teachers' colleges. The graduates of these colleges are certified by the Ministry of Education as regular middle school teachers, second class. Upon the fulfillment of certain in-service requirements they may become first class teachers. The program in the five two-year teachers colleges covers 72 weeks and the requirements for graduation are as follows:

1. Major field . . . . . fifty per cent of total hours
2. Professional subjects . . . . . twenty per cent of total hours
3. Cultural subjects . . . . . thirty per cent of total hours

Each class is 50 minutes long and classes are held for six hours a day, six days a week.[9]

Summary

Pakistan has only 13 teacher colleges and 84 teacher training schools. If the required number of qualified teachers are to be supplied the number of colleges and schools will have to be greatly increased in the next few years.

There are three main types of teacher training programs in Thailand. Teacher training institutes at the upper secondary level provide most of the teachers for the primary level schools. At the higher education level there are secondary teacher training institutes which provide most of the teachers for the secondary level schools. In connection with Chulalongkorn University there is a two-year college of educa-

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[9]Ibid., pp. 63-64.

tion which gives advanced training to teachers.

In South Korea there is a system of high school level normal schools which trains teachers to teach in the elementary schools. The curriculum in the normal school is similar to that of the academic high school with special education courses added. There are four teachers' colleges which train teachers mainly for the academic high schools and normal schools. The two-year teachers' colleges furnish teachers for the middle schools.

The factors which effect education in Pakistan, Thailand and South Korea are summarized in the following chapter.

CHAPTER VII

SUMMARY

The countries of Pakistan, Thailand and the Republic of South Korea are three pro-western developing countries which recognize the importance of a well educated population. All three of these countries have placed major importance upon the development of their educational systems.

Much of the educational policy is made by the central governments of Pakistan, Thailand, and South Korea. The education systems of Thailand and South Korea seem to be more advanced than the education system of Pakistan. This may be one reason why some of the control of education and educational policy making is being given to local boards in Thailand and South Korea.

Pakistan, Thailand and South Korea all divide primary and secondary schools into several levels. The primary schools in each country seem to be fairly uniform. At the secondary levels the schools are divided into academic schools, vocational and technical schools, and teacher training schools.

All three countries are placing an emphasis on vocational and technical courses in order to meet the man power demands of their rapidly growing economies.

Both Thailand and South Korea have compulsory education at the lower primary levels. Many of the teachers in these primary schools are poorly qualified and the two countries are slowly trying to improve

the quality of education.

In Pakistan less than half of the children start to school. This country has a big job to increase the number of primary school facilities and at the same time improve the quality of instruction.

All three countries have a long way to go before an adequate number of secondary schools will be available for all children who wish to attend school.

Most of the qualified teachers in Pakistan receive their training at the 13 teachers colleges and 84 teacher training schools. Many of the teacher training schools are integrated with the academic high schools to train high school graduates to become teachers.

In both Thailand and South Korea teachers are trained at the secondary school level to become primary teachers. At the higher level of education one and two-year courses are offered to those wishing to teach in the secondary schools. There are also four and five-year courses offered at colleges and universities for bachelor's degrees in education.

Thailand and South Korea have made steady advances in education which has helped to place them ahead of many of the other developing countries.

An emphasis on developing the educational system of Pakistan began less than 15 years ago when Pakistan received independence in 1947. Since then the rate of educational improvement in Pakistan has steadily increased.

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