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Public Management and Reforming of Singapore's Preschool Education

Abstract. The study investigates the preschool sector of education in Singapore and the system of its management. New socio-economic conditions require a new theoretical and methodological basis of the educational process. Studying the experience of the functioning of other educational systems provides an opportunity to implement effective ways of reforming in the domestic educational system. This fact proves the relevance of the study. The purpose of the study is to investigate the experience of public administration and modernisation of the modern system of preschool education in Singapore. The research was conducted on the basis of systematic, personality-oriented, axiological and synergetic methodological approaches to the study of pedagogical phenomena and with the use of such theoretical research methods as the method of analysis, synthesis, comparison and systematisation. The author identifies areas of public impact on the mostly private preschool sector in Singapore and areas of its reforming. It has been established that the main areas of updating Singapore's preschool education includes the development of a conceptual framework for the preschool education sector, improvement of the quality of staff professional training, reorganisation of the management system of preschool education and implementation of the principle of meritocracy, which provides equal access to quality preschool education for all Singaporeans. The study analyses the main aspects and specific features of introducing the conceptual framework "Nurturing the early learners". The conceptual framework is a recommendation and guide for developing educational programmes in preschool institutions of the country and gives teachers some freedom to apply an individual and creative approach in the process of developing educational programmes for their preschool institutions. The author also identifies the main measures undertaken to improve the professional level of preschool teachers and the level of preschool education in general. It is concluded that due to the successful cooperation of the government and private preschool education providers and a clear delineation of their responsibilities, the government of Singapore succeeded in implementing an effective system of management of the preschool education sector

Keywords: preschool education system of Singapore, reforming of the preschool education sector, public administration, conceptual framework, subsidies, rating system, the principle of meritocracy

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INTRODUCTION

One of the main prerequisites for the country's competitiveness in the conditions of today's high-tech environment and the dominance of "knowledge economy" is to ensure effective education as a system of training high-quality professionals and effective communicators. Developed countries pay much attention to reforming and updating national education systems. In recent years, Ukraine has also been actively reforming various areas of the education sector, for example, by implementing the New Ukrainian School and 179 standards of vocational education, developed on the basis of a competency approach; developing a system of higher education standards that corresponds to the national qualifications framework; introducing a dual education system, etc.

Higher education is the culmination of the educational process, and preschool education is its beginning. Preschool education is very important for the formation of a holistic and harmonious personality in the future. It is at preschool age that the child begins to socialise, learn basic life knowledge and concepts, acquires the primary skills and abilities of social behaviour and relationships. In Ukraine, the Law on Preschool Education (2001) [1] guarantees all children access to preschool institutions. But, according to the Ukrainian Institute of the Future, there are some problems and shortcomings in providing this opportunity. Thus, at the end of 2017, there were 14,907 preschool institutions in Ukraine, but this is not enough to ensure places for all Ukrainian children in kindergartens. Preschool education in cities satisfies demands of only 66% of children, while in rural areas – of only 41%. In addition, there is an overload in the preschool sector. The existing institutions are designed for 1.14 million children, but in fact they are attended by 1.3 million children [2]. Despite some measures taken by the government (for example, organisation of inclusive groups, permission to invite legal entities and individuals to provide certain services), the modern system of preschool education in Ukraine still urgently needs modernisation both in the conceptual and methodological aspects and in the issue of effective management of the sector.

In the process of reforming and renovating the education system, it is useful to study the experience of other education systems that have already succeeded in this area. Studying the peculiarities of the organisation of these systems, their development, modernisation and reforming provides an opportunity to adopt and implement effective means and techniques for updating preschool education in Ukraine, on the one hand, and to prevent failures and save public funds, on the other hand.

Singapore demonstrates a fairly effective combination of public administration and active participation of private providers in the preschool education sector, which in the conditions of today's market economy is interesting in terms of reforming the national preschool education management system and expanding the role of the private sector in the provision of preschool services. At present, there are only 189 private preschool institutions in Ukraine, that is only 1.26% of the total number of institutions [2].

The purpose of the study is to investigate the main features of public management of the preschool sector in Singapore's education system and the role of the state in its reforming and modernisation.

LITERATURE REVIEW

The issues of reforming and updating the national system of preschool education attract the attention of many scholars who study various aspects of this process. L.Kozak considers providing appropriate conditions for receiving preschool education, ensuring the effectiveness of personality-oriented education system, implementing the principles of democratisation, humanisation, individualisation to be the main tasks of the modernisation of preschool education. The researcher analyses the problem of the quality of preschool education systemically in aspects of children's health, intelligence, moral and aesthetic development and considers the quality of learning programmes, human resources, material, financial and psychological conditions for ensuring normal activity and development of each child to be the main criteria of the efficiency of preschool education and the stability of preschool institutions [3, p. 202]. N. Gavrysh and K. Krutiy see the main task of reforming the preschool education sector in Ukraine in updating approaches to the basic aspects of its functioning. Researchers emphasise that in the modern child-centric paradigm of preschool education it is important to review approaches to assessing modern children, their abilities, interests, cognitive and psychological characteristics and needs; to the system of professional training of the new generation of preschool teachers with changing the principles of organisation of the education process at all levels; to modern methodological support towards its simplification, specification, conformity with modern realities and needs [4, p. 8]. According to T. Andryushchenko, reforming and optimising preschool education should be implemented on the basis of the principles of individualisation and consideration of the characteristics of children, subject-subject interaction, which assumes a personality-oriented model of communication between adults and children, and the universality of preschool space and openness [5, p. 27].

Studies of preschool education systems in Asia, their management, organisation and reforming were conducted mainly by foreign researchers. Tang R. studied the conceptual, structural and organisational features of the functioning of preschool education systems in five Asian countries – China, Singapore, South Korea, Indonesia and Vietnam – and described the main common features of the systems. The author underlined a conceptual transition from an academic subject-oriented to a child-centred approach in the educational process of all these countries and a significant influence of Western philosophy of early child development [6, p. 28]. The common features are also the tendency to centralise preschool management and the desire to ensure equal access to preschool education for all citizens, regardless of their material opportunities, place of residence or individual characteristics [6, p. 31].

According to Tang Ch., since 2000, Singapore's preschool education system has undergone significant changes

and innovations. The main areas of reforming preschool education in the Republic of Singapore are the revision of conceptual and methodological approaches to the educational process, development of new programmes, modernisation of preschool institutions, as well as professional training of teachers in the preschool education sector. The author emphasises the significant role of the state in improving the quality of the preschool sector through pragmatic management of the preschool education sector and the creation of a strong management system [7].

METHODOLOGY

In the research the author used a set of theoretical research methods: analysis, synthesis, comparison and systematisation. The analysis of theoretical and methodological literature on the issue, normative documents, Internet sites of the Ministry of Education of Singapore and the Early Childhood and Development Agency, which regulate and control the functioning of the preschool education sector in Singapore, allowed to define the role and functions of the state in the management of preschool education institutions and to identify and systematise the main areas of reforming the sector at the present stage. The method of comparison made it possible to analyse the process of management and renewal of preschool education in Singapore in terms of content and time.

The study was conducted on the basis of such methodological approaches to the study of pedagogical phenomena as systemic, personality-oriented, axiological and synergetic. A systemic approach makes it possible to study a phenomenon in connection with other systems influencing and determining the peculiarities of its functioning. Singapore's preschool system was considered in connection with other stages of education in the country and the criteria of their continuity, as well as with different pedagogical ideas and concepts. Personality-oriented approach involves the study of the pedagogical process in terms of its effective impact on the student. The child is the centre of the educational process. The axiological approach considers learning not only in terms of students' acquisition of certain knowledge and skills, but also appeal to universal values, humanistic ideas, equal opportunities for all. It was found that the principle of meritocracy, which presupposes the equality of all people in the career development system, is the main principle of human interaction in Singapore. The synergetic approach allows to study a pedagogical phenomenon in connection with other spheres of human life,

for example, socio-economic conditions, cultural, ethnic characteristics of the population, the political course of the government. It provides a link between research and real life.

The study was conducted in several stages. The first stage involved determining the general characteristics and features of the functioning of the preschool education sector in Singapore. At the second stage, the regulatory framework of the preschool sector of education was analysed. The third stage was aimed at studying the main areas and initiatives of reforming preschool education in Singapore. The role of Singapore preschool certification systems was considered at the fourth stage of the study. At the final, fifth stage, the state's role in ensuring equal access for all young Singaporeans to quality preschool education and supporting the principle of meritocracy was examined.

RESULTS AND DISCUSSION
The main characteristics of modern preschool education in Singapore

Singapore is a small multinational city that gained its independence in 1965 [8]. Not having rich natural resources and developed industry, but trying to achieve high economic growth, the Government of Singapore focused its efforts on developing the country's human potential and training educated competitive professionals. The effectiveness of Singapore's education system, including its management, is confirmed by the achievements of Singaporean students in international competitions and rankings. Representatives of Singapore consistently occupy top positions in world rankings for assessing the quality of education [9; 10].

Compulsory education in Singapore begins in primary school, attending preschool institutions is not compulsory. Despite this, modern preschool education is popular in Singapore. Socio-economic development of the country has led to a tendency of increasing the number of working women, which, in turn, has increased the role of preschool institutions in educating little children and preparing them for school. Responsibility for the upbringing and education of young citizens of Singapore at the present stage is divided between families and preschools [7, p. 36]. According to the Early Childhood and Development Agency, in 2018 there were 1,479 child care centres and approximately 435 kindergartens in Singapore [11]. According to the Ministry of Education, in the period from 2014 to 2020 there was a significant increase in the number of children attending kindergartens under the Ministry of Education of Singapore (Table 1).

Table 1. The number of children enrolled in kindergartens under the Ministry of Education of Singapore

Year of enrolment	Number of children
2014	250
2015	951
2016	1,669
2017	2,379
2018	2,893
2019	3,841
2020	5,577

Source: [12]

Singapore's modern preschool sector is private and consists of two types of institutions: child care centres and kindergartens. Historically, each of these institutions was created to achieve different goals. Child care centres were built in the 1940s to support working mothers from low-income families, while kindergartens were organised by churches, non-profit organisations and private entities in the 1940s and 1950s for educational purposes. At present, child care centres educate children aged from two months to 7 years, kindergartens provide care and education for children aged from 2 to 7. The legislation governing the functioning of child care centres is the Child Care Centres Act of 1988 [13] and of kindergartens is the Education Act of 1958 [14]. The Education Act regulates the functioning of kindergartens in terms of staffing and qualification, location, forms, means and resources of the educational process, safety, health and hygiene, as well as preparing children for primary school. In addition, the activities of both child care centres and kindergartens are regulated by the Private Education Act [15].

Objectives and tasks of public management in the preschool education sector of Singapore

Despite the fact that all preschools in Singapore are private, the state influences their work. Until 2013, Singapore's preschool education sector was controlled by two ministries. The Ministry of Education regulated the functioning of kindergartens, and the Ministry of Social and Family Development controlled child care centres. Subordination to two different ministries led to differences in conceptual approaches. Child care centres focused more on meeting social and family needs by increasing the accessibility of these institutions to a wide range of Singaporeans, and kindergartens focused on meeting the educational needs of children, quality preparation for primary school. Fundamental differences in the concepts, goals and approaches of kindergartens and child care centres led to significant differences in their systems of management, regulation, organisation, financing of the educational process and the quality of staff training [16, p. 5].

To unify the activities of all preschool institutions in Singapore, the Early Childhood and Development Agency, which was jointly formed by the Ministry of Education and the Ministry of Social and Family Development of Singapore, started its work on April 1, 2013. The Early Childhood and Development Agency (further referred to as the Agency) functions as an autonomous agency and oversees the conceptual and methodological basis and key aspects of the educational process in both kindergartens and child care centres. The Agency's activities are based on the philosophical understanding that all children, regardless of their origins, deserve a positive experience of early childhood through quality care and education, which, in turn, contribute to the holistic development of the individual and create a strong foundation, instilling a love to learning [17].

The main tasks of the Agency are to ensure the availability of preschool education for all through subsidies and grants, quality and professionalism of the preschool sector, quality of preschool learning programmes, high professional level of teachers by means of:

• increasing the quality of resources for educating young children;

• providing opportunities for professional growth for educators and teachers at preschool institutions;

• cooperation with parents to support the development of children and consolidate learning outcomes in preschool institutions;

• supporting strategic partnerships and programmes [17].

Thus, the main tasks of the Agency are the regulative and innovative activities in the preschool sector of Singapore. Accessibility, quality, responsibility, cooperation and partnership are considered to be the main prerequisites of the effectiveness of preschools in Singapore.

At the present stage, the issue of differences in curricula is also settled. Both kindergartens and child care centres provide a unified and formalised three-year preschool programme for children of four ("Nursery"), five ("Kindergarten 1" or K1) and six years ("Kindergarten 2" or K2) [7, p. 37]. Curricula "Kindergarten 1" (K1) and "Kindergarten 2" (K2) last 40 weeks a year, 4-5 hours a day, with a break for vacation. Preschools may also offer additional educational programmes, such as a "Playground" programme, as well as full-day or flexible in time programmes.

Updating the conceptual and methodological basis of preschool education in Singapore

Active reforming of preschool education in Singapore began in 2000, when the government officially recognised that the first years of child development are crucial for his holistic development and therefore must meet age characteristics, be adapted to the needs of quality development and education of young children [16, p. 2]. Effective development of a child at an early age ensures his readiness to study at school, eliminates racial and ethnic differences and allows to form the ability to learn throughout life [7, p. 38].

Leaving the preschool education sector to be private, the Government of Singapore took control over the development and implementation of the conceptual and methodological framework of preschool education. The Government focused on improving the quality of preschool education through balanced participation in the most important aspects, which significantly affect the child's future learning outcomes. The main activities of the Ministry of Education of Singapore and the Agency in the field of preschool sector reforming were aimed at determining the desired outcomes; developing a conceptual framework for curricula, systems and structures of teacher training; professional development and ensuring the readiness of institutions to work with children from disadvantaged families [7, p. 38].

In January 2003, the Ministry of Education of Singapore implemented the conceptual framework "Nurturing Early Learners". This conceptual framework is not obligatory, but is used as a guide for preschool teachers and educators in the process of designing and implementing a quality curriculum for children aged from four to six

in their preschool institutions. The purpose of the conceptual framework "Nurturing Early Learners" is to create a theoretical, conceptual and methodological basis for effective child development in six areas: aesthetics and creativity, discovery and knowledge of the world, language and literacy, motor skills, numeracy, social and emotional development [18, p. 6]. The framework, despite its optional nature, became the first "nationally approved" government document aimed at the development of the preschool education sector in Singapore [19, p. 205].

The management and teachers of child care centres and kindergartens, as a rule, independently develop curricula and forms of teaching for their institutions, using an integrated approach and guided by the basic conceptual framework for preschools "Nurturing Early Learners", proposed by the Ministry of Education. Previously, before the introduction of the conceptual framework "Nurturing Early Learners", kindergartens or child care centres offered different programmes depending on their own philosophical approaches and vision of the educational process as a whole [19, p. 205]. The conceptual framework "Nurturing Early Learners" recommends educators of preschool children to apply a "thematic approach" in their curricula, when the learning process is integrated around a particular topic [7, p. 39]. Within the conceptual framework "Nurturing Early Learners", six basic principles of the organisation of qualitative educational process for children of preschool age are defined [19, p. 6]:

• integrated approach to learning;
• teacher as a leader of the educational process;
• learning through purposeful play activities;
• authentic learning through quality interaction;
• children are builders of their knowledge;
• holistic, comprehensive development of the child.

The system of the principles of preschool education is based on the understanding that the child is an engaged, active and competent participant of the learning process. Following these principles in the process of the organisation of educational activities provides a complex approach to the learning process through activating various types of target games and effective interaction and, respectively, to children's independent knowledge acquisition and holistic development.

To ensure a connection between the goals and outcomes of preschool education and the entrance requirements in primary school, which is the first compulsory stage of the education system in Singapore, the Ministry of Education in 2000 proposed a list of "Desired outcomes of pre-school education". The process of determining them took place in close cooperation with specialists and practitioners in the field of preschool education. The main competencies that children should have at the end of preschool education include:

• knowledge of what is right and what is wrong;
• willingness to share and work with others in turn;
• ability to communicate with others;
• curiosity and ability to conduct research;
• ability to listen and speak with understanding;
• feelings of confidence and self-satisfaction;

• good physical shape and healthy habits;
• love for family, friends, teachers and school [20].

The proposed list of "Desired outcomes of preschool education" focused on upbringing happy and healthy children and their successful socialisation in the learning process. Along with such competencies as reading, writing and counting, the formation of certain socio-emotional abilities is no less important for the holistic development of the child [7, p. 39].

The focus on the holistic development of young children in the conceptual framework "Nurturing early learners" is expressed through rejecting a purely academic subject-centric approach to the learning process [19, p. 206] and focusing, in addition to the cognitive development of the child, on his social, emotional and moral growth [21, p. 95]. Until 2003, Singapore's pre-school education was considered only as a preparatory base for primary school, and many preschool institutions developed academic skills using a didactic approach to teaching, repetition and exercises in notebooks. In contrast, for example, preschool education in Western systems is traditionally based on play and practice through role-playing games, creative activities, reading and other group activities. The Western approach in preschool education develops life skills, the ability to solve various life problems, creativity, critical thinking, etc. In the context of "knowledge economy", creativity and innovative ability are necessary to succeed. According to the current policy of the Agency, preschool education institutions should offer holistic child development programmes that provide comprehensive – cognitive, physical, intellectual, emotional and social – development of children through partnerships between parents and preschools [22, p. 276].

In addition to the theoretical part, the conceptual framework "Nurturing early learners" contains practical advice, for example, how to plan the learning process on the basis of an integrated approach, and offers a consistent system of actions in the process of planning and developing various types of pedagogical activities. In order to effectively implement the conceptual framework "Nurturing early learners" in Singapore's preschool education system, the Ministry of Education organised and conducted workshops and seminars to familiarise teachers with the basic provisions of the conceptual framework and its application in preschool curricula. In addition, all preschools have always been provided with consulting by the Ministry of Education of Singapore. The conceptual framework "Nurturing early learners" was also distributed in all institutions of preschool teachers training in order to align their training programmes with the provisions of the conceptual framework [7, p. 40].

Another area of the activity of the Ministry of Education in Singapore is the regulation and standardisation of the qualification and professional level of teachers and pedagogical staff at preschool education institutions. In 2003-2008, a policy of compulsory training for preschool teachers was introduced in order to ensure that their professional level and knowledge of English correspond to modern requirements of preschool education. In 2008, every fourth teacher had a Diploma in preschool education

(track – Teaching), the rest – a Certificate in preschool education (track – Teaching). In 2013, the Ministry of Education increased the professional requirements for teachers working in preschools on the programmes "Kindergarten 1" (children of 5) and "Kindergarten 2" (children of 6) to the Certificate of General Education (CGE) of Ordinary ("O") level in English language and a Diploma in preschool education (track – Teaching) [23, p. 102]. English is the official language of the educational process in Singapore.

The main principle of Singaporean society is the principle of meritocracy, according to which the success of each person depends solely on his work and diligence, not on family ties or social status. The government considers one of its main tasks to ensure equal conditions for the development and self-realisation of all Singaporeans, including pre-schoolers. According to optional nature of preschool education in Singapore, children enter primary school with different levels of training. This fact causes unequal opportunities at the beginning of school, creates social inequality, giving preference to those children who received better preschool education and had access to more educational resources and therefore were better prepared for primary school [22, p. 275]. Taking into account the importance of preschool education, the Government takes measures to involve as many children as possible into the preschool sector in order to equalise their opportunities to learn at an early stage of development. For example, in March 2007, the Ministry of Education introduced a programme for improving the quality of preparation for primary school. The programme is implemented in three areas, namely:

• identifying children with a low level of preschool outcomes and providing necessary assistance at preschool institutions;

• identifying five-year-old children who do not attend preschool institutions and giving them the opportunity to attend preschools through financial assistance;

• identifying six-year-old children who do not attend preschools and encouraging them to attend preschool institutions for improving their English language skills and preparing for school life [7, p. 42].

To support low-income families in Singapore, there is a State preschool financial assistance scheme, which provides 90% compensation of the monthly fee for visiting the preschool institution. In 2007, an additional monthly assistance to low-income families in the amount of 200 Singapore dollars was introduced to cover the registration fee and purchasing a uniform [7, p. 41]. Moreover, the fee for attending preschool education institutions is rather small. At present, there are many different public or private subsidy programmes in Singapore's preschool sector.

Certification and assessment of the quality of preschool education institutions in Singapore

Obligatory formalised and standardised schemes for assessing the quality of preschool education have not been developed in Singapore. The country has a voluntary system of certification in the preschool education sector. Educators and teachers independently keep diaries of observation, on the basis of which the inspectors of the Agency make a decision on the certification of a preschool institution [24].

One of the common voluntary certification systems is the SPARK system, which stands for Singapore Preschool Accreditation Scheme. During the accreditation of the preschool institution the diaries of teachers' observations with results of their self-assessment are studied. Curricula, lesson plans, schedule and peculiarities of the organisation of the learning process are also analysed. To assess the effectiveness of the learning process, inspectors use the method of observation and interviewing. The inspection usually lasts for two working days. According to the results of the inspection, a certificate is issued, which affects the rating position of a preschool institution in Singapore. The popularity of such ratings among parents encourages preschools to take an active part in the process of assessing. According to the statistics of the Agency, in 2017, 790 preschools participated in the voluntary SPARK certification, in 2018 – 879, and in 2019 – 948 [25]. According to the evaluation criteria of the SPARK rating system, certificates of three levels are issued – basic, medium and high. Until 2016, the Certificate was given for 3 years, at present – for 6. To receive the SPARK Certificate, a preschool institution must meet the following criteria:

• comply with basic licensing requirements;

• at least 75% of the teaching staff must have Diplomas in preschool education;

• the Head of the preschool institution must have a Diploma in preschool education (track – Teaching) and a Diploma in preschool education (track – Leadership), as well as work experience in the preschool sector for at least 2 years;

• the preschool must undergo "Quality Assurance Training" at the Agency [24].

CONCLUSIONS

Considerable changes have taken place in Singapore's preschool sector since 2000. Despite the fact that the preschool sector is completely private in Singapore, the Government has managed to establish an effective system of preschool education management. The main areas of state reforming in the preschool education sector were the development of theoretical and methodological framework "Nurturing early learners", unification of the management of preschool institutions, increasing the professional level of preschool teachers and providing guaranteed opportunities to get preschool education for all children.

The development of the conceptual framework "Nurturing early learners" allowed, on the one hand, to change approaches to the educational process, move from an academic subject-centric to child-centred approach, which provides holistic development and socialisation of the child through his active participation in play, and on the other hand, to systematise the basic provisions and criteria of educational programmes in preschool institutions. The establishment of the Early Childhood and Development Agency brought together child care centres and kindergartens under one governing body, which also unified the principles of their functioning. The introduction

of new qualification requirements for preschool and new programmes for their professional training ensured an increase in their professional level. The impact of rating systems on the economic efficiency of preschool institutions stimulates them to actively participate in certification and improve the quality of preschool education in general.

Implementing various material assistance programmes for low-income families and additional training programmes to prepare individual children for primary school provides equal opportunities for all preschool children and upholds the principle of meritocracy, which is a fundamental principle of modern Singapore society.

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Анотація. У статті досліджуються дошкільний сектор освіти Сінгапуру та система його управління. Нові соціально-економічні умови вимагають нової теоретичної та методологічної бази навчального процесу. Вивчення досвіду функціонування освітніх систем інших країн надає змогу запровадити ефективні й апробовані методи реформування в українській освітній системі, що обумовлює актуальність дослідження. Метою статті є вивчення досвіду державного управління та модернізації сучасної системи дошкільної освіти Сінгапуру. Дослідження проведено на базі системного, особистісно-орієнтованого, аксіологічного й синергетичного методологічних підходів до вивчення педагогічних явищ з використанням таких теоретичних методів досліджень, як метод аналізу, синтезу, порівняння та систематизації. Автором визначені сфери державного впливу на, здебільшого, приватний дошкільний сектор Сінгапуру та напрями його реформування. Встановлено, що основними напрямами оновлення дошкільної освіти Сінгапуру стали розробка концептуальної бази функціонування дошкільного сектору освіти, підвищення якості професійної підготовки фахівців, реорганізація системи управління закладами дошкільної освіти та реалізація принципу меритократії, який передбачає рівний доступ до якісної дошкільної освіти для всіх сінгапурців. У статті проаналізовано основні аспекти й особливості запровадження концептуальної рамки «Виховання дітей раннього віку». З'ясовано, що концептуальна рамка носить рекомендаційний характер і є керівництвом для розробки навчальних програм у дошкільних закладах країни, що, зі свого боку, надає педагогам певну свободу й можливість застосування індивідуального та творчого підходу в процесі складання навчально-виховних програм. У статті також визначено основні заходи підвищення професійного рівня педагогів дошкільної освіти та рівня дошкільної освіти в цілому. Зроблено висновок, що завдяки успішній співпраці уряду й приватних провайдерів дошкільної освіти та чіткого розмежування сфер їхньої відповідальності, уряду Сінгапуру вдалося створити ефективну систему управління дошкільним сектором освіти

Ключові слова: система дошкільної освіти Сінгапуру, реформування дошкільного сектору освіти, державне управління, концептуальна рамка, субсидування, рейтингова система, принцип меритократії