Children of The World

70 years of OMEP
in photographs
Acknowledgements / Appréciation / Menciones:
All the countries that have contributed

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FOREWORD

Celebrating its 50th anniversary in 1998 in Copenhagen, OMEP published a book entitled, *Children of the World – Then and Now: 50 Years of OMEP in Photographs*. Pamela Barnes, then president of OMEP-UK, and Henny Hammershaøj, then president of OMEP-Denmark, compiled and edited photographs from 30 OMEP member countries.

While talking about various ways we might commemorate the 70th anniversary, Judith Wagner, former Deputy World President and Vice President for North America and Caribbean, sent me copies of Korea’s pages in the 1998 history book. I was so surprised because the photos were the very ones I had submitted 20 years ago when I was a general secretary of OMEP-Korea. I had totally forgotten about it. The pictures show my son playing in a playground, my sister’s family, and Ewha Kindergarten where I worked. Seeing this sparked such deep, personal memories, so I thought it would be very meaningful to create another edition of this book 20 years later. This is the story of how this book 70th anniversary book began.

For the 50th anniversary book, each country had four pages. The first page contained photographs and brief texts. The three following pages focused on these themes: children playing, children in institutions and schools, children and their families. Each theme paged included one 50-year-old photograph and one from the present day in 1998.

For the 70th anniversary book, we also requested that each national committee submit photographs in three themes: children in playgrounds, children in institutions and schools, children with toys. Thirty-six national committees submitted photographs. For this book, pictures are arranged by subjects and by regions, not by country.

I would like to thank to Ingrid Endahl, Mercedes Mayol Lassalle, and Maggie Koong for their introductory comments on each topic.

Children’s play transcends time and place. As we look at this book, I hope we will see evidence that our founders’ visions for the organization have been realized and that we will be inspired to imagine what our organization can do, what it can accomplish, for children in the next 70 years and beyond. To quote our founders, our continuing goal is to

“make the life for children better in a peaceful world”

Eunhye Park

OMEP World President
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Theme 1

CHILDREN IN PLAY GROUND
Outdoor play and learning is an important part of the preschools’ daily and weekly curriculum. But what do we mean by the outdoors and what do we mean by play? Research tells about positive memories of playing as children, and very often from playing outdoors. These memories often include many participants and different types of games, often unsupervised. Playing outdoors could take place in a playground belonging to the preschool or school, or in a local public playground, or in nature. Play in nature or in natural playgrounds promotes motor development and physically active behaviour increases due to the diversity of playground features. Functional or exercise play and games with rules occur significantly more on the traditional playground, structured with fixed frames, swings and equipment, an environment which also promotes competition rather than cooperation. Dramatic and constructive play happen more often in a more naturalistic playground, and especially if there are moveable objects and open-ended components available. Children prefer natural elements and spacious environments for their play, and less structure encourages children to engage in more social interaction with peers as well as in more complex forms of play and for longer time. Fixed equipment leads to shorter play episodes, standing in line, waiting for one’s turn, and to frequent change of play.

Early childhood educators see play as important and are beginning to strive to make both the indoor and outdoor environments attractive; and thus, plan for the outdoors as carefully as for the indoors. Play is often understood and characterized as active, spontaneous, fun, purposeless, self-initiated and serious.

Article 31 in the UN Convention on the rights of the child (UNCRC) tells about the children’s right to play, and the content is of relevance for what can be going on in the playground:

States parties recognize the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts.
The Committee on the UNCRC also gives explanations to the bearing concepts in Article 31:
- Rest – sufficient respite from work and education.
- Leisure – totally free time, without obligations, for play & recreation.
- Play – non-compulsory, intrinsically motivated behaviour, activity or process, child-initiated, structured, fun.
- Recreation – an umbrella term for voluntary activities and experiences for immediate satisfaction.

The playground should thus be a space for play and recreation, free from stress, violence, exclusion and discrimination. In the playground, children will have opportunities to access natural environments, create their own worlds and interact with other children. Physical activities are something important, and outdoors has a lot of space. We want children to develop good habits and feel the joy in movement; additionally, their chances increase for a healthier life in the future.

Being outdoors, in natural or in more organised environments, can also be understood in the perspective of a sustainable life-style, where children have the right to influence their daily lives and their future. At the end of the ESD-decade, the importance of children’s participation was declared:

Young children are both current and future citizens with already existing capabilities to shape sustainable societies. Investments to build their awareness, values, knowledge and capacity for sustainable development will serve to set the world on more sustainable pathways now and into the future (UNESCO, 2014, p. 78).

Traditionally, as can be heard in the name Kindergarten, the outdoors also included plants, flowers and often a kitchen garden. Today, creating a garden has become one aspect of education for sustainability within early childhood education, as shown here by a teacher:

We try to show the children the cycle of life by cultivating a ‘kitchen garden’ with assorted crops. We prepare the vegetable patch together by digging, raking and fertilising (with our own compost), sowing and planting. The children give suggestions as to what they want to grow, and together we make a shopping list, make the purchases, plant and sow. We follow the development of the crops until it is time for harvesting.
In the coming years, teachers and children in early childhood education will strive to understand the relationship between education for sustainability and outdoor play and learning, and the potential of outdoor play spaces to provoke deeper and sustained conversations about worldviews, ethics and values.

There is already a growing movement for the outdoors, exemplified by Forest Preschools, Bush Kindies and Outdoor preschools. Are children spending too much time indoors today, occupied with e.g. social media, Internet and television? This question is frequently raised by parents and politicians and in media. Outdoor programmes invite children to spend more time outdoors, sometimes most part of the day. With a child-oriented perspective, educators may develop their view on children and getting to know the children's play and their preferences. Changing the daily and weekly programme towards more hours spent outdoors, in the playground and in nature, catches the positive effect of outdoor life to people's health, but it also calls for some changes. Instead of saying no to the children's ideas, we may try to say yes, with an affirmative pedagogical approach. Rules can be ruled out and routines may be changed.

More and more people live in cities, and this urban development also calls for reflection about playgrounds and outdoors environments. As the physical and social environment of children in cities is continuously diminishing, new concepts of natural playgrounds come into view. How can we turn the preschool playground into a more challenging and explorative environment to meet these needs?

If we want active children, ready to influence and participate in their everyday lives, we must consider how we plan and use the playground, and what we want to achieve by going outdoors with the children, as recess, or for playing and learning. The quality of the playground – and of the children's play – is linked to the teachers' approach, and of what ethical values s/he promotes. The role of the teacher, when outdoors, must also be challenged; do you want to be an activist, a co-researcher, a child minder, or something more?
On the following pages, you will find pictures of playgrounds from the past and the present, from all parts of the world, collected by OMEP members. We invite you to look carefully at the photos, and why not observe and analyse your own playgrounds, preferably together with children. You could for instance use the following questions:

Where are the children?
Where are the girls? Where are the boys?
What are the children doing?
Where are the teachers?
What are the teachers doing?
Are there any empty spots? Why?
Are there any dangerous places? According to whom?
What types of playing and learning are taking place?
How would you like to develop play and learning outdoors?

Ingrid Engdahl and Eva Ärlemalm-Hagsér,
OMEP Sweden
AFRICA

Past

01, 02 Nigeria
Present

Theme 1: Children in Play ground

01 Ghana(2015)
02 Ghana(2017)
03, 04 Nigeria
Japan: The photographs of 70 years ago are quoted from "Yoji Hoiku Hyakunen no Ayumi (100 years of history of Early Childhood care and Education)", Gyosei Corporation, 1981.
The use of photographs are permitted by JSRECCE(Japan Research on Early Childhood Care and Education) which holds the copyright.
04 New Zealand (1939)
Hocken Collections – Uare Takoka o Hākena
University of Otago.
New Zealand Kindergarten (1939)

05 Republic of Korea (1948)
Present

01 China
02 Hong Kong
03 Japan(2017)

Takatsukasa hoikuen day nursery,
Kyoto, Japan(2017)
04 New Zealand(2017)
05 Republic of Korea(2017)
01 Bosnia and Herzegovina(1948)
Public Preschool Institution
"Children of Sarajevo"

02 Bulgaria(1948)
Present

01 Bosnia and Herzegovina(2017)
Public Preschool Institution
"Children of Sarajevo"

02 Bulgaria(2017)
Croatia: The pictures from the past are taken from book publish for OMEP World Assembly 1960 and archive of kindergarten "Biokovsko zvonce" from Makarska; nowadays photos are courtesy of Kindergarten "Dobro Drvo" from Zagreb.
EUROPE

Past

01 Finland (1950s)
Children in playground Brahe, city of Helsinki (1950s)
Photographer: unknown
Photograph provided by Helsinki City Museum
https://www.finna.fi/Record/hkm.HKMS000005:000005ib

02 France
Theme 1

Children in Playground
01 Finland(2017)
    Children in playground, city of Helsinki(2017)
    Photographer: Sofia Isokoski, Central Union for Child Welfare

02 France
Theme 1
Children in Playground
01 Ireland
02 Norway

Photographer: Atelier KK. University of Bergen Library
Theme 1

Children in Playground

03 Poland
04 Portugal
Lisbon
Present

Ireland
02 Norway
Photographer: Klausine Roetnes

03 Poland

04 Portugal
EUROPE

Past

01, 02 Russia
Children in Playground

Present

01, 02 Russia
01 Slovak Republic
02 Spain
Theme 1
Children in Playground
Present

01 Slovak Republic
02 Spain
Children in Playground

03 Sweden

04 Turkey
LATIN AMERICA

Past

01 Argentina
02 Bolivia
03 Brazil
04 Chile
Present

01 Argentina
02 Bolivia
03 Brazil
04 Chile
LATIN AMERICA

Past

01, 02, 03 Colombia
Children in Playground

Theme 1

04 Cuba
04 Cuba
05 Ecuador
LATIN AMERICA

Past

01 El Salvador
02 Mexico
03, 04 Panama
Present

01 El Salvador
02 Mexico
03 Panama

Theme 1
Children in Playground
LATIN AMERICA

Past

01 Uruguay
02, 03 Venezuela
Present

Theme 1

Children in Playground

01 Uruguay
02, 03 Venezuela
01 Canada
02 United States of America
Present

01 Canada
02 United States of America
Theme 2

CHILDREN IN SCHOOL (INSTITUTION)
Education that covers the period of life between birth and entry to basic education, is a very valuable experience in the personal history of each human being and the achievement of future learning and their school trajectories. 

In order to attend to Early Childhood, States, families and communities have been articulated, bringing together different actors, and creating different devices, in search of the integral well-being of children.

When we analyze the modalities of Early Childhood Care and Education (ECCE), in different countries, we find varying degrees of organization and multiplicity of views as to the meaning and ways of working with children. However, we can also find many coincidences.

One of the challenges is the diversity of institutions dedicated to the AEPI, which is related to the plurality of scenarios, proposals and denominations that are being adopted: kindergarten, day care centers, nursery school, nursery school, casa dei bambini, nidos, nursery schools, community rooms, creches, playgrounds, children's clubs, toy libraries, etc.

In the nineteenth century, begin to appear the first institutions by Owen in England and Froebel in Germany. The tension between welfare and educational institutions marked the differences in the structure and goals that each one held. In the first case, in 1816 the first Infant School created by Owen in New Lanark (Great Britain) arose, attached to the factories and dedicated to the children of the workers. In the second, Froebel in 1840 coined the term Kindergarten to identify the system of teaching based on play, within the Institute that he had founded in 1837 in Bad Blankenburg for young children, together with Wilhelm Middendorf and Heinrich Langethal.

This double origin, continues to identify the way in which the modalities of ECCE are presented and the differences that appear when we think of the care of children at social risk, in a situation of poverty or extreme poverty or those who come from the middle and upper sectors of society. that are served within the Educational Systems, through formal Education.
The creation of Schools for early childhood in all countries has been carried out through different initiatives:

- On the one hand, the States were assuming their obligation to protect the right to education of the youngest children and they were extending mandatory education to younger ages, including children of 4, 5 and 6 years and in other cases, from the birth.
- There is also a significant increase in the scope and relevance of private actors in education, through private schools, subsidized schools, public-private partnerships, and the growth of religious schools.
- Likewise, civil society, based on community experiences, has been acting strongly in the creation of schools for early childhood, with very flexible and contextualized proposals.

One of the main goals of the Omep has been to work from these differences and guide so that, in all the modalities, the right to education becomes effective, from birth to all children, through flexible and quality proposals, both aimed at children, as well as empowering families and communities.

In the different countries, efforts have been made to achieve a sustained advance in the supply and the definition of the identity of this Initial Level, which has allowed its progressive consolidation as the first step of formal education.

This pedagogical identity was initially based on the great Froebelian principles, which recognize:

- that each child is an individual being, that learns at his/her own pace, has his/her own style to learn; and that education must respect children's development, abilities and possibilities;
- that it is proper for children, to play and imagine.
- that children learn through their own activity;
- that children are curious and perceptive of their environment and should contact nature, to achieve their integral formation;
- that we must educate with tenderness, joy and enthusiasm and with values;
- that, to learn, it is necessary to have adequate and novel materials;
- that it is important to educate in cooperation with the family and the community, respecting their values.
Early childhood education recognizes:
- that the child is unique and capable, and that he/she is a citizen with human rights;
- that, in these first years, the bases of personal and collective or social identity are established;
- that the one's culture, language and histories have the same value as others;
- that knowledge and respect for values and norms are central to the formation of attitudes in relation to self-confidence, in others, autonomy, solidarity, cooperation, friendship and shared work.
- that the child develops strong and rich bonds with other human beings and that they are fundamental for their integral development, as well as the knowledge coming from science and culture;
- that play is the main strategy and is the guide of the educational action.
- that the central function of the school is to teach so that children acquire the knowledge that allows them to exercise a responsible citizenship and their insertion in the world.
- that children express themselves in multiple languages and that these must be enriched at school.

Following the provisions of the Convention on the Rights of the Child (CRC), and the international commitments (EFA, ODM and SDG), States have expanded the offer of early childhood education, reinforcing their obligation to guarantee, secure and protect the right to education of all children.

The provision of adequate spaces and sufficient materials has also become a priority, as well as the development of curricular frameworks or guidelines to ensure a valuable education for all.

In order to sustain, not only the quantitative expansion, but to take care of the quality of the learning, it is revealed the need to prioritize the training of educators, since they are the guarantors of care and teaching.

However, the challenge remains to ensure the quality of the education policies, in its two dimensions:
- ensuring access, meaning that States offer sufficient and necessary coverage to ensure the right to education for all, and
- guaranteeing the value and ethical and cultural significance of the educational
proposals and learnings.

What does it mean to educate and learn today in the schools for early childhood?

It means, committing to the present and future of all children in their early childhood, assuring them rich, happy, valuable experiences from the point of view of knowledge, good ethics and aesthetically, and appropriated to their current capabilities.

It means continuing to recreate schools respectful of children's cultures, which enable play, discovery, recreation of culture and the value of human links.

It means thinking about spaces, modalities or ECCE programs that address the characteristics of each context, seeking equal opportunities for all children and promoting coherent educational practices, situated, participatory, diversified, graded, systematized, flexible, comprehensive, globalized, relevant and culturally contextualized.

It means being able to identify and recognize the most valuable of the different local social traditions and expand them with also valuable aspects of national and world cultures, which are necessary and appropriate for young children.

It means recognizing the importance and encouragement of the participation of families and the community in the different comprehensive education programs of young children. The schools aimed at early childhood constitute an initiatory matrix in the bond between families and the educational institutions that children will go during their school path. The establishment of bonds of trust is fundamental for the realization of a shared social task and a collective project.

It means, taking charge of the new vision proposed by the SDG 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

Mercedes Mayol Lassalle,
OMEP Vice President for Latin America
AFRICA

Present

01, 02 Ghana
Children in school (Institution)
Present

01 Ghana(2017)
Theme 2: Children in school

Institution
ASIA PACIFIC

Past

01 China
02 Hong Kong(1948)
03 Japan(1949)

Aiiku yohchien kindergarten, Tokyo, Japan(1949)
04 New Zealand (1940s)
Hocken Collections – Uare Takoka o Häkena University of Otago.
New Zealand Kindergarten (1940s)

05 Republic of Korea
Present

01 China
02 Hong Kong
03 Japan

Jumonji yochien kindergarten,
Niiza, Japan (2017)
Theme 2
Children in school (Institution)

04 New Zealand
05 Republic of Korea
01 Bosnia and Herzegovina
Public Preschool Institution
“Children’s Kindergarten”, Mostar

02 Bulgaria
03, 04 Croatia
05 Czech Republic (1948)
Present

01 Bosnia and Herzegovina (2017)
Public Preschool Institution “Children’s Kindergarten”, Mostar

02 Bulgaria
01 Finland (1940s)
   Children drawing and making handicrafts in the kindergarten Tapiola,
   city of Helsinki, Finland (1940s)

02 France
Children in school (Institution)

Theme 2

03, 04 Greece
Present

01, 02 Finland
Children in day care center
Photographs: City of Helsinki/Education Division

03 France
Theme 2
Children in school (Institution)

04, 05, 06 Greece
EUROPE

Past

01 Ireland
02 Norway

Photographer: Atelier KK. University of Bergen Library
Theme 2
Children in school (Institution)

03 Poland
04, 05 Russia
Present

01 Ireland
02 Norway

Photographer: Klausine Roetnes
Theme 2
Children in school (Institution)

03 Poland
04, 05 Russia
EUROPE

Past

01 Slovak Republic
02 Spain
Theme 2
Children in school (Institution)

03 Sweden
04 Turkey
Present

01, 02 Slovak Republic

03 Spain
Theme 2
Children in school (Institution)
LATIN AMERICA

Past

01 Argentina
02 Bolivia
03 Brazil

04, 05 Chile

Theme 2
Children in school (Institution)
Present

01 Argentina

02 Bolivia
Theme 2

Children in school (Institution)
LATIN AMERICA

Past

01, 02 Colombia
Present

01 Cuba

02 Ecuador
Theme 2
Children in school (Institution)
Theme 2,

Children in school (Institution)

Panama
Present

01 Mexico
Panama
Uruguay
02 Venezuela

Theme 2
Children in school (Institution)
Children in school (Institution)

03, 04 Venezuela
NORTH AMERICA & THE CARIBBEAN

Past

01 Canada

02 United States of America
Children in school (Institution)

01 Canada

02 United States of America
Theme 3

CHILDREN WITH TOYS
Toys are an important part of every child’s life. Toys are defined as any objects that children used in their play (Trawick-Smith, Wolff, Koschel, & Vallarelli, 2015). They may be items designed for such use or materials that are usually intended for other purposes. Research in early childhood settings has revealed that 90% of young children’s play involves toys (Tizzard, Phelps, & Plewis, 1976).

**Importance of Toys in Early Childhood Development**

A substantial body of research (e.g., Else, 2009; Pellegrini & Jones, 1994; Singer, 1994; Trawick-Smith et al., 2015) has shown the importance of play in young children’s physical, social and intellectual development. An integral part of children’s play, incorporating the right toys at an early age helps promote development and decreases the chances of developmental delays (Dauch, Imwalle, Ocasio, & Metz, 2018). Toys may serve as context and influence the nature and content of play (Pellegrini & Jones, 1994). For instance, a child is more likely to play chef than to play doctor if s/he is given a pretend-play cooking set. More realistic toys that represent common objects in the home are often needed by very young children in order to facilitate imaginative thought and engage in make-believe play, even though such dependence decreases as their language and thinking develop (Singer, 1994).

Children’s different styles of play also influence how toys, as resources, are used. Children seem to exhibit most sophisticated forms of play when they interact with toys they prefer and with children and adults they will encounter regularly. In this sense, toys do not just have a unidirectional effect on young children; rather, toys and the social environment a child experiences form a “contextual matrix” that influences her/his behavior, development, and learning (Pellegrini & Jones, 1994). Trawick-Smith et al. (2015) assert that toys should be carefully chosen in early childhood classrooms to match the play needs and interests of children so as to promote high quality and meaningful play.
A Brief History of Toys

The origin of toys is prehistoric. The oldest children’s toys found to date are thought to be 4,500 years old (“Magical new 4,500 year old find,” 2017). Dolls representing infants, animals, and soldiers, as well as representations of tools used by adults are readily found at archaeological sites. The earliest-known written historical mention of a toy comes from about 500 BC in a Greek reference to yo-yos made from wood, metal, or painted terra-cotta. It is believed, however, that the earliest form of yo-yo originated in China as early as 1000 BC (Winner, 2017).

Until the end of the Middle Ages, most toys were made at home with materials found in nature, such as rocks, sticks, and clay (Chrisp, 1996). Although some of the homemade toys were sold at fairs, it was during the Enlightenment and the Industrial Revolution that toys became more widespread and commercially available. The development of machinery and new materials gave rise to different varieties of toys that were not previously seen. More complex mechanical and optics-based toys, such as magic lanterns and kaleidoscopes, were invented. Educational toys like puzzles and religious toys depicting biblical stories were also available (Chrisp, 1996; Turner, 2010). In fact, some of the toys that are still popular today, such as Plasticine and toy trains, started out in the late-nineteenth to early-twentieth-century (Chrisp, 1996; BBC & The British Museum, 2014; Turner, 2010).

Transformation of Toys: 1948 vs. 2018

The end of the World War II saw the rapid development of the toy industry in the West. Commercial toys started being mass produced in plastic and metal, allowing toys become much cheaper and common (Chrisp, 1996). As shown in the pictures on the following pages, construction sets such as Lego bricks and Lincoln Logs were quite popular in early childhood settings in the 1940s.

In spite of Western commodification, in many countries, a variety of folk or homemade toys could still be found and reflected the child’s cultural environment. For example, hemp bags were repurposed as toys by children in Brazil, while traditional cooking ingredients and utensils were played by children in Korea.

Following the increase in popularity of films and TV shows, the rapid globalization, and
the advent of new technologies, the nature of the concept of toy around the globe has changed considerably over the last decades (Chrisp, 1996; Turner, 2010; Yelland, 1999). Today, commercial toys are most often played by young children in both developed and the developing countries. In 2016, toy sales in the U.S. rose 5% from the previous year, totaling 26.5 billion U.S. dollars (The Toy Association, 2016). Meanwhile, the global toys and games market had a sales value of 83 billion U.S. dollars (Statistica, 2018).

Digital toys integrating multimedia materials in traditional toys, computers, tablets, and even smartphones with games installed have also become largely prevalent as toys for young children. On one hand, these toys help bridge the digital with the physical world, providing children unique and possibly educational experiences (Cheng, Hu, & Yip, 2013; Yilmaz, 2016). On the other hand, as pointed out by Sutton-Smith (1994), toys nowadays seem to promote the “domestication of play” and “solitariness of childhood”, turning play from being social, collective, and public to being private, personal and solitary. Despite the controversy, research across cultures (e.g., Chau, Wong, & Li, 2011; Cheng et al., 2013; Edwards, 2013; Yilmaz, 2016) has shown that these toys can be effectively used in early childhood settings for educational purposes if opportunities for collaborative and interactive learning with peers and teachers are provided.

Although the above review shows many changes in what toys have been made of, how they have been produced and what they have been able to do throughout decades, the fact that children play with toys still holds true today. We hope you find the pictures of children playing with toys on the following pages interesting and useful.

Maggie Koong and Jessie M. S. Wong,
OMEP Hong Kong - China
References


Theme 3
Children with toys

03, 04 Nigeria
ASIA PACIFIC

Past

01 China
02 Hong Kong (1948)
03 Japan (1949)

Togoshi hoikusho day nursery, Tokyo, Japan
04 New Zealand (1940s)
Hocken Collections – Uare Takoka o Häkena University of Otago.
New Zealand Kindergarten, 1940s.

05 Republic of Korea
Present

01 China
02 Hong Kong
03 Japan

Takatsukasa hoikuen day nursery,
Kyoto, Japan (2017)
04 New Zealand
New Zealand Playcentre, parent photo(2017)

05 Republic of Korea
01 Bosnia and Herzegovina (1948)
    Preschool Institution
    "Center for Preschool Education Banja Luka"

02 Bulgaria

Past
Present

01 Bosnia and Herzegovina (2017)
Public Preschool Institution
“Center for Preschool Education Banja Luka”

02 Bulgaria
Theme 3
Children with toys
01 Finland (1943)
Girls playing in daycare center Kyläneva (1943)
Photographer: unknown
Photograph provided by Helsinki City Museum

02 France
Theme 3
Children with toys

03, 04, 05 Greece
Present

01, 02, 03, 04 Finland (2017)
Children playing (2017)
Photographer: Jonne Räsänen Photography

05 Finland
Girls playing
Photograph: City of Helsinki/Education Division
06 France
07, 08 Greece
EUROPE

Past

01 Ireland
02 Norway
Photographer: Atelier KK. University of Bergen Library
03 Poland
Photographer: Klausine Roetnes

01 Ireland
02 Norway
03 Poland
Past

01, 02 Russia
Russia

Theme 3
Children with toys
EUROPE

Past

01 Slovak Republic
02 Spain
Theme 3
Children with toys

03 Sweden

04 Turkey
Present

01, 02, 03, 04 Slovak Republic
05 Spain
06 Sweden
07 Turkey
LATIN AMERICA

Past

01, 02 Argentina
Theme 3
Children with toys

03 Bolivia
04 Brazil
Theme 3: Children with toys

03 Brazil
LATIN AMERICA

Past

01 Chile
02 Colombia
03 Cuba
04 El Salvador

Children with toys
Present

01 Chile
02 Cuba
03 Ecuador
04 El Salvador

Theme 3
Children with toys
LATIN AMERICA

01, 02 Mexico

Past
03 Uruguay

Theme 3
Children with toys
Present

01, 02 Panama
Children with toys

03 Peru
04 Uruguay
LA TiN A M E R I C A

Present

01 Venezuela
Theme 3
Children with toys

02, 03, 04, 05 Venezuela
NORTH AMERICA & THE CARIBBEAN

01 Canada
02 United States of America
Present

01 Canada

02 United States of America