

"Early Childhood Education in Turkey"



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I. Early Childhood Education throughout History

Pre-republican Period:

There used to be institutions in Ottoman times which were not established to serve as a nursery school but partially functioned as such. These institutions were Ottoman primary schools, Detention Centres, Darüleytam-ı Osmanî and Darüleytams.

Republican Period:

Since there was a literacy campaign across the country and primary schools were being established until 1961, pre-school education was not given enough attention. Primary Education Act, no 222 brought the Pre-school education issue up again.



I. Early Childhood Education throughout History

In 1962, "*Regulation on Pre-school and Nursery Classes* " was issued and pre-school education was included in the formal education system within the overall structure of the Turkish National Education system with the Basic Law of National Education, no 1739 which became effective in 1973.

Pre-school education activities carried out within the body of General Directorate of Primary Education until 1992 got a new structure in institutional sense in the same year with the foundation of General Directorate of Pre-school Education.



GENERAL DIRECTORATE OF BASIC EDUCATION



I. Early Childhood Education throughout History

In 2011, General Directorate of Pre-school Education and General Directorate of Primary Education merged to form the General Directorate of Basic Education with the Decree Law, no 652 issued for the restructuring of the Ministry of National Education.

All the activities regarding Early Childhood Education are conducted within the body of the General Directorate of Basic Education in a quality, transparent, and systematic way open to monitoring and evaluation.



II. The Structure of Early Childhood Education in Turkey

It can be observed that Early Childhood Education services are provided in our country by different institutions in different ways. Accordingly, "institution based pre-school education services" provided in the most systematic and planned way vary as follows.

- Services provided by the Ministry of National Education (MoNE) and the institutions under their supervision,
- Services provided by the Ministry of Family and Social Policies and the institutions under their supervision
- Institutions established within official institutions according to article 191 of the Civil Servants Act
- Local Authorities, Non-governmental Organisations, Trade Unions, Institutions Established by Commercial Enterprises Subject to the Labour Law.



III. Priorities and Goals of Turkey Regarding Early Childhood Education

10. Development Plan (2014-2018)

- To mitigate the disparities regarding the success rate between regions and school types
- To improve the quality according to equity principle
- To disseminate pre-school education opportunities that contribute to social, intellectual, emotional and physical development of children in a way that could facilitate the access of households and regions with limited means
- To disseminate quality, economical and accessible nursery and pre-school education opportunities
- To satisfy the deprivations of children caused by poverty, to support early childhood development and to increase the rates of schooling and attendance



III. Priorities and Goals of Turkey Regarding Early Childhood Education

- To restructure the teacher formation and development system in a way that is based on system qualifications
- To form the career development and performance evaluation system
- To ensure efficiency in monitoring and evaluation activities
- To conduct works to expand pre-school education and to strengthen the relationship between education and employment



III. Priorities and Goals of Turkey Regarding Early Childhood Education

MoNE 2010-214 Strategic Plan

- To increase the 33 % net schooling rate in pre-school education to more than 70 % till the end of the planning process with special emphasis to disadvantaged children (for the 5 year old group)
- To reach the required number of teachers to achieve the aims regarding schooling in pre-school education till the end of the planning process
- To vary pre-school education till the end of the planning process and to raise social awareness in this area.



IV. Works Conducted in the Field of Early Childhood Education

A. EXPANSION WORKS

Community Based Early Childhood Services

AIM:

To ensure free access for all disadvantaged children who can not access to early childhood education or have difficulty accessing it to quality early childhood education within the framework of equity principles

METHOD:

Developing alternative models that support the institutional model (recreation room, toy library, mobile classes, etc.)



IV. Works Conducted in the Field of Early Childhood Education

- Forming collaborations through protocols at local level led by the MoNE to provide services (between public institutions, NGOs, municipalities, governorates and affiliated institutions)
- Renovation and furnishing of idle physical places that belong to local institutions and to which children can easily access (vicinity based),
- Maintaining the quality and continuity at institutions through the provision and audit of teachers, education programs and standards by the MoNE



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IV. Works Conducted in the Field of Early Childhood Education

Dissemination of Community Based Early Childhood Services



More than 3000 disadvantaged children have been reached so far through activities conducted in 10 cities within the Strengthening Pre-school Education Project. We are working on a legal regulation document on community based early childhood education services to reach more children in a more systematic way.



IV. Works Conducted in the Field of Early Childhood Education

B. Works to Improve Quality

•Formation of quality standards: Standards have been developed in a total of 6 different areas and pilot implementations have been completed.

- 1.Learning environment
- 2.Education program
- 3.Family and community participation
- 4.The quantity, quality and professional development of the staff
- 5.Health, nutrition and safety
- 6.Management and leadership

•Quality standards will be put into practice upon the formation of legal framework and software in the light of pilot implementations, an audit model in compliance with the standards will be developed and the legislation to establish an institution will be updated accordingly.



V. Works in Progress

1. Legislation renewal works have been initiated to enable the use of quality standards in institutions that provide early childhood education services.
2. Education programs for children aged 0 to 66 months have been updated and relevant materials have been prepared and are being used across the country.
3. Teacher trainings carried out in accordance with the works of quality in early childhood education are ongoing across the country.



V. Works in Progress

4. In order to increase access to early childhood services developed for particularly disadvantaged children, works to spread community based pre-school education service models across the country are ongoing.

5. Works on new audit models to improve audits in accordance with quality standards are still ongoing.

6. Our efforts to generate new regulations from what we expect to give a new lease on pre-school education are at the final stage.

7. Parenting education programmes continue at a faster pace when compared to previous years with the support of non-governmental organizations.



V. Works in Progress

8. In order to support the social skills of pre-school children, Social Skills Support Project in Pre-school Education carried out in collaboration with the Scientific and Technological Research Council of Turkey (TUBITAK) and universities continues to spread across the country.

9. In areas where access to pre-school education is low, we are carrying out projects to provide quality pre-school education opportunities for our children to make sure that they start living with equal opportunities.



V. Works in Progress

10. In areas where pre-school education institutions are inadequate, we are trying to increase the number of institutions and classrooms in collaboration with non-governmental organizations, philanthropists and private sector institutions to meet institution requirements.

11. An "Early Learning Program" is practised to extend the effective use of information and communication technologies in cognitive and social development of children in early childhood education.



Thank you...