

We witness astounding developments in this age of information and communication. Technology has influenced all the aspects of our lives by causing inevitable changes and improvements in every field. Naturally, the world of science has greatly benefited from this change and development. In consequence, the rapid circulation of information and technology in the scientific world has increased the cooperation among scientists. This cooperation highly contributes to researches and studies in the fields of language, history, literature, education, economy, social and cultural life, politics, sports, tourism, and media and communication along with many other areas. Thus, this book contains current trends in Preschool Education in parallel with the improvements in the world of science. It took about one year to prepare and print the book. We would like to express our deepest gratitude to our friends who contributed to this process. Finally, very special thanks go to the authors who contributed to our book with their researches. It is our greatest wish that this book will increase the cooperation among scientists to make the world a better place.



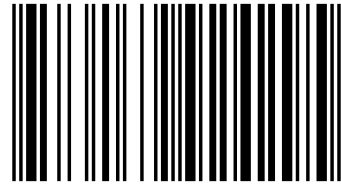
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Imprint

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CHAPTER 3

A CHECKLIST FOR EVALUATING GAINING GLOBAL CITIZENSHIP AND 21ST CENTURY ABILITIES IN PRE-SCHOOL EDUCATION CURRICULUM: AN APPLICATION¹

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1. INTRODUCTION

As most of the thinking skills are built in the early childhood years, investment for childhood via education, on the other hand, can be accepted as the best. If this fact is grasped properly; in the name of raising pre-schoolers, some questions come to mind: do pre-school education programs cover the abilities that this era necessitates? In order to answer this question, the expectations of this century from the future adults should be known. In this study, as a beginning, the priorities that should be looked for pre-school education were determined as “abilities of global citizenship” and “21st century abilities”. The reasons behind these priorities are hidden in the meanings of global citizenship and 21st century abilities.

What is Global Citizenship?

As the main problems of the world like hunger, wars, global warming etc. are considered, the priority of this process is to raise individuals who are aware of that there is only one world to be protected and to be shared. While the action of protecting depends on consciousness and willingness; the idea of sharing depends on the awareness of that everyone has the same rights just because of being human. Where an individual achieves such an awareness and willingness, he/she would

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be referred as a “global citizen”. Mentioned features are there just for the beginning, yet they are not limited with that. For a broader explanation, the literature would help.

As Gaudelli and Fernekes (2004) cited from Anderson, Nicklas and Crawford (1994), for understanding the meaning of global citizenship there are certain general acceptances that “one is a human being / one’s home is Planet Earth / one is a citizen of multicultural society and / one is living in an interrelated society.” Such facts require us to accept that even though we do not see the people on the edge of the world who carry out a quite different lifestyle compared to us, we are related and responsible to each other because we share the same home.

Another world citizen explanation was presented by Oxfam (1997) (cited in Davies, 2006). It was defined as someone;

- “who is aware of wider world and has a sense of their own role as a world citizen,
- respects and values diversity,
- has an understanding of how the world works,
- is outraged by social injustice,
- participates in and contributes to the community at a range of levels from the local to the global,
- is willing to act to make a world a more equitable and sustainable place,
- takes responsibility for their actions.”(cited from Davies, 2006).

As Gaudelli and Fernekes (2004) cited from Anderson, Nicklas and Crawford (1994), for understanding the meaning of global citizenship there are certain general acceptances that “one is a human being / one’s home is Planet Earth / one is a citizen of multicultural society and / one is living in an interrelated society.” Such facts require us to accept that even though we do not see the people who are on the edge of the world who carry out a quite different lifestyle compared to us, we are related and responsible to each other because we share the same home.

Gaudelli and Fernekes (2004) reflected Willard Kniep's (1989) conceptual themes as "interdependence, change, culture, scarcity and conflict" which should be in social studies curricula in order to understand global citizenship. Addition to these, study of systems, study of human values and the study of persistent issues and problems and the study of global history are the core elements for this curriculum. As we discuss Kniep's statements, first we conclude that one should be aware of that the world is changing day by day by being effected by its own history. Second there are national systems who operate their own mechanism in a reciprocal relationship to each other and because of that they may be responsible for scarcity and conflict. Dobson (2006) proposes concept of "causal responsibility" for nations being related to each other's situations. In this part, Pogge's (2002) striking question becomes confusing: "How can severe poverty of half of humankind continue despite enormous economic and technological progress and despite the enlightened moral norms and values of our heavily dominant Western civilization?" (cited in de Andreotti, 2014) This is a quite suspicious question which is everyone should ask yourself once in a lifetime in order to change this fact.

While we desire to make a difference in order to change the unfair pattern, de Andreotti (2014) declares a concern. While individuals are motivated to make a difference or civilise the world as a mission, would there be any disposition to enforce their "civilised ideas" to populations other than themselves? How can this tendency be prevented? This is an issue about morality, actually. Johansson (2009) takes sustainability, globalization and global citizenship as interrelated concepts and as moral issues because of that they cover human rights, justice, environmental issues. At this point, education shows itself. If the idea and implementation of "being a global citizenship" is required to be given as a part of moral development, then using education as a tool would be smart thing to do.

As Bauman (1997) claims, world is in change to replace its culture from "sense of community" to "individualistic morality". What here for us is that while making the children achieve that each of them are unique and different and precious as an individual, each of them are responsible for each other while living their differences in terms of

“individualistic morality”. Thus children should be made to have the qualities in order to build interdependent societies through conscious individuals. While societies and cultures change rapidly, child and education cannot be separated from them. They cannot be thought as independent (Lauder, Brown, Dillabough & Halsey, 2006). Thus education should be arranged to adapt the new rules and order of the world.

Literature shows us that acting upon the principles of global citizenship matters. Thus, education for gaining the principles of global citizenship should be in the curriculums but for which age groups? On the different parts of the world, projects are being conducted about integrating global citizenship issue in education programs. In England, University of Birmingham carried out Department for International Development (DFID) Project between 2002-2004 with primary and secondary schools (Davies, Harber, Yamashita, 2014). This project was about to understand what the teachers may need in the implementation of global citizenship education process, what children may want to know about global citizenship and world events and what teachers may need in their preparation to serve this education. As it was reported, children wanted to be informed about the current wars, reasons for them to start and reasons for hatred. They wanted to have more knowledge about being a global citizen, reasons for poverty, religions, and different cultures within the scope of “wider world”. Teachers reported that they found difficult to compose curriculum according to global citizenship. It was reported that they fostered a kind of fear for circumstances in which they had to debate about sensitive/controversial issues like war and ethnicity with the children. According to Samuelsson (2011), children’ being protected from problems is reasonable; however she presents some arguments for the opposite. As Samuelsson (2011) shared that children are already be thinking about difficult problems like poverty, environmental issues like forest fires and inequality.

As Sommer, Samuelsson and Hundeide (2010) claim children’s meaning making process is highly related to what they receive as “experience” from their environment. In addition to that, their lives are shaped by these experiences as Hwang, Lundberg, Rönnberg and Smedler (2005) claim. As Johansson (2009) cited from Baumann

(1997) “childhood itself can be seen as a gigantic identity project”. Their identities are formed by what they have experienced. Thus what is given as experience in early childhood in terms of human rights, equality, environmental sensitivity and peace may return as gain for the future.

For having experiences appealing to the moral side of global citizenship, life of kindergartens are vital. When we consider the circumstances of the classes, they are like the simulation of real world. Children face to different cases, problems, solutions every day. For this argument, Johansson (2009) presents different occasions happened among preschool kids in her study. Kids confronted different conflicts which involve human rights and power itself in the base. While they try to solve such conflicts and while they try to suggest their solutions, as Johansson (2009) claims, the moral side of global citizenship becomes visible. “How should they be supposed to behave? Should the one who is powerful (elder, bigger one) become the winner? Should they find a midway? What happens if they imply what they have decided? Is there any other way? What are our rights?” For making such decisions depend on a moral system and such conflicts are like exercises of adults’ world. For example; a toy that cannot be shared in childhood becomes oil that two states cannot share and this ends up with whether exploitation or war. A child who is being morally matured may make a decision to play with the toy by taking turns and if the toy has the possibility to burn the house, he stops playing with it. With the same logic, an administrator who achieved to become a global citizenship may stop using oil if it endangers the wealth of world and tends to use more natural resources in order to provide sustainability. As it was seen with the example, global citizenship is highly connected to what can be learned in pre-school. Formerly mentioned exemplary everyday issues are used as “teachable moments” as it was cited from Wals (2006) by Hägglund & Samuelsson (2009).

When it comes to the curriculum development for global citizenship education, there are some proposals presented in the literature. Oxfam (1997) approached global citizenship with some key elements that a global citizen should have. These key elements are grouped as knowledge and understanding, skills, values and

attitudes. Knowledge and understanding covers social justice and equity, peace and conflict, diversity, sustainable development and globalization and interdependence. In the second group of elements; the skills cover critical thinking, ability to argue effectively, cooperation and conflict resolution and ability to challenge injustice and inequalities. The last group of key elements are composed of commitment to social justice and equality, value and respect diversity, empathy, sense of identity and self-esteem, belief that people can make a difference and concern for the environment and commitment to sustainable development (as cited in Ibrahim, 2005). As Johansson (2007) summarized up, a global citizen should have the courage, integrity, ability to think critically and responsibility to perceive injustice and to change the situation (as cited in Hågglund & Samuelsson, 2009).

What are 21st Century Abilities?

What has been changed from 20th century to now? We can count lots of improvements that we are expected to follow. In order not to become a person who is “just a consumer” of what has been produced, there are basic skills to develop beginning from childhood. These essentially come from curiosity and desire to generate.

21st century requires the students have the ability to think in multidimensional ways. With this term, Hoşgörür (2011) offers individualistic, local and global perspectives. In order to be a lifelong learner, an individual has a drive to search for what he/she has curiosity about; because “inquiry is a way of learning new skills” as Kuhlthau, Maniotes, and Caspari (2007) claim. On the other hand, an individual should be creative. These compose the individualistic part. Local perspective is about the needs of local environment in terms of issues like economy, environment and education. Besides, global perspective is about that an individual not only a part of local or national element, but also a part of global union. It is not sufficient for an individual to meet the needs of local standards. Individuals are responsible for the sustainability and wealth of the world he lives in. For this issue, to meet the mentioned standards, schools are seemed as the responsible ones to bring up sensitive individuals.

For education to reach its aims, the children must have the opportunity to have authentic experiences according to constructivist learning (Hoşgörür, 2011). On the other hand, not all experiences

can be realised in every situation. For that cause, Wiske, Franz and Braid (2005) offers educational technologies to fill this gap. This is actually can be an opportunity to teach the kids how to use technology for the sake of their learning.

Turkey as being one member of the Organisation for Economic Co-operation and Development (OECD), has its place in OECD 2009 report (Ananiadou & Claro, 2009). OECD presented 21st skills as “information”, “communication”, “ethics and social impact”. The information dimension covers research and problem solving skills. It approaches information as a source and as product. For source sub-dimension, the process of information covers searching, selecting, evaluating and organizing information. These skills are important for a student to define a problem and collect qualitative information to solve it by using technology in a proper way. For product sub-dimension, the restructuring and modelling of information and development of own ideas are required. It is about how the gathered information will be used. Creativity and innovation, problem solving and decision making are required for this step because the student is expected to use information that she/he gathered to analyze and produce solutions for the problem. Ananiadou and Claro (2009) presented another dimension as communication dimension. It is about skills to exchange communication, criticizing and presenting information and ideas by using information and communication technology. This dimension also has two other dimensions as effective communication and collaboration and virtual interaction. Effective communication covers skills of information and media literacy, critical thinking and communication. Collaboration and virtual interaction sub-dimension on the other hand covers skills such as collaboration/team working and flexibility and adaptability. For ethics and social impact dimension, our responsibilities to act or responsibility to avoid some actions compose the social responsibility part. The awareness of that young people’s actions is important for the environment and skills that are related to that compose the social impact part of ethics. After presenting the skills required for 21st century, Ananiadou and Claro (2009) presented their research results. According to their report, most of the OECD countries were seen that the integration of 21st century skills to

curriculum required a reform however the application to the school process was not strong. Besides, the assessment techniques for curriculum to see whether 21st century skills were adapted properly to the curriculum were found weak. What they showed us the result of primary and secondary school curriculum. There was no information for preschool education. According to their report, Turkey integrated creative and critical thinking, communication, research, problem solving, decision making and ICT (information and communication technology) to its curriculum.

Rotherdam and Willingham (2010) drew attention to different points. Reasoning, thinking scientifically and self-direction were reported as inevitable. It is about making thesis about every issue and making experiments about them. On the other hand, students should learn working with groups and collaborating. They claim that experience and practice are not the same concepts. There should be opportunities for students to learn with experiences and perform what they learn with personal practices to see whether the information works.

Why should Global Citizenship and 21st Century Abilities be Considered Together?

From the start to here, it could be seen that requirements of global citizenship and 21st century abilities are highly related to each other. Between these two terms, there are overlapping and also distinctive sides. Thus, as analysing the pre-school education curriculums, the checklist was arranged to reflect common and distinctive features of global citizenship and 21st century abilities.

2. METHOD

This study has been shaped with the help of these three questions:

- What are the abilities of global citizenship and 21st century?
- Do pre-school education curriculums cover these abilities?
- How can preschool education curriculums be evaluated in terms of these abilities?

To conduct the analysis of the different parts of the curriculums in the same way, a check list named “Checklist for Evaluating Pre-school Education Curriculums in terms of Global Citizenship and 21st Century Abilities” has been prepared by the researchers with the help of literature review about requirements of global citizenship education and 21st century abilities. This checklist includes three

areas as “global citizenship-specific abilities”, “common area” and “21st century ability-specific area” and consists of 26 items. The application of this material has been realised over Turkish Program of Pre-school Education. The pre-school education program and education material which was released in 2013 by Turkish Republic Ministry of National Education (MONE) include three pieces as;

- Pre-school Education Program Book
- Activity Book for Teachers (includes 40 activities)
- Family Support Program Integrated into Pre-school Education (Turkish Republic Ministry of Education, 2013).

The questions that were asked for this curriculum are;

- Does Turkish preschool education program/curriculum meet the requirements of the idea of global citizenship?
- If it does, in which level and in which parts can we see that?
- Does the preschool education program have an aim to raise the children to have the abilities of the 21st century?
- If it does, in which parts and how can we see that?

What are aimed to know was hidden in the pre-school education program books, thus the curriculum materials are required to be analysed deeply. For this reason, as one of the sub-methods of qualitative design, grounded theory method was chosen. As a way of analysing data, content analysis was conducted. As some researchers (Bowen, 2009; Corbin & Strauss, 2008) suggested, printed or electronic data can be used for interpretations and gaining “empirical knowledge”; and by using them, a theory for the questions of “how” and “what” can be build. In this way, in this study content analysis has been utilised from for grounded theory design.

From the Preschool Education Program, it has been analysed aims of education, main aims of preschool education, main qualities of the programme and aims and objectives of social and cognitive development areas. The Activity Book includes 40 suggested activities and each activity has been analysed. From Family Support Programme Integrated into Preschool Education part, the six

sessions that were prepared for educators in order to inform parents to support development of their children were analyzed.

3. FINDINGS AND DISCUSSION

Preschool Education Programme Book

Main Qualities of Preschool Education

Group	Criteria	Frequency
GLOBAL CITIZENSHIP	Respect for similarities and the differences	2
	Building awareness for the rights	0
	Awareness for local culture and history	1
	Awareness for universal culture and values	1
	Building environmental awareness	0
	Respect for multiculturalism	1
	Awareness for current problems	0
	Producing solutions for current problems	0
COMMON AREA	Advocating equality	0
	Solving social problems	0
	Creative thinking	1
	Emotional awareness	0
	Adaptation for new contexts	1
	Taking responsibility	1
	Using communicational abilities	0
	Thinking empathetically	0
	Acting individually and collectively	0
	Thinking critically	1
Taking initiative	1	
21 st CENTURY SKILLS	Technological literacy	0
	Awareness for social media	0
	Overcoming stress	0
	Structuring future	1
	Ability to be a leader	0
	Thinking scientifically	1
	Learning by experience	2
Total number of main qualities		16

In the program book, there is a part called “main qualities of the program”. The first quality says that “The program is child centred.” In the explanation part, it says that “the teachers give opportunity to

the children to make plans, to implement, to arrange, to question, to make research, to discuss and to produce as much as possible.” In here, criterion of “thinking creatively”, “taking initiative”, “thinking scientifically” and “learning by experience” were clarified as one of the quality of the programme. In the same part, “learning by exploring is preferential.” shows us that “learning by doing” is emphasised highly.

In the part of the “main qualities”, it says “(The child) pays attention to cultural and universal values.” The explanation of this quality includes “It is important to recognise the values of the society they live in and to embrace the cultural and universal values in terms of becoming individuals who have the sense of responsibility. With this quality, the program promotes respect for differences and to have experiences of living in harmony among individuals who have different features.” With this, the program underlines more than one criterion: respect for differences, awareness for local culture and history, awareness for universal culture and values, respect for multiculturalism and taking responsibility.

The program also covers “creative thinking” with the quality of “improving creativity is preferential.” On the other hand, “structuring future” can be seen in the “(The programme) give importance to guidance services.” quality.

Main Principles of Preschool Education

Group	Criteria	Frequency
GLOBAL CITIZENSHIP	Respect for similarities and the differences	1
	Building awareness for the rights	1
	Awareness for local culture and history	0
	Awareness for universal culture and values	0
	Building environmental awareness	0
	Respect for multiculturalism	0
	Awareness for current problems	0
	Producing solutions for current problems	0
	Advocating equality	2
	Solving social problems	0
COM	Creative thinking	1

	Emotional awareness	1
	Adaptation for new contexts	0
	Taking responsibility	1
	Using communicational abilities	2
	Thinking empathetically	1
	Acting individually and collectively	1
	Thinking critically	1
	Taking initiative	3
21 st CENTURY SKILLS	Technological literacy	0
	Awareness for social media	0
	Overcoming stress	0
	Structuring future	2
	Ability to be a leader	0
	Thinking scientifically	0
	Learning by experience	2
	Total number of main principles	18

When the part which includes the main principles were analyzed, “taking initiatives” was the most emphasised criterion. This criterion was met in following principles of education.

“Education should promote a child’s self-respect and self-confidence; it should give a child self-control.”

“When interacting with the children, there shouldn’t be personality damaging behaviors, oppression and limitations.”

“Children’s independent behaviors should be supported; however when required adult assistance, guidance and adults’ reassuring intimacy should be provided.”

“Learning by experience” is another important criterion found in the principles of the program. As an example, *“In the process of education, it should start from what a child know and there should be opportunities given to a child to experience.”* this criterion is quite obvious.

“Advocating equality” is included in the program within the principles which are relevant with “respect for differences” and “democratic education idea”. For instance, the third principle says; *“In the preschool education institutions, learning environments should be arranged appropriately for democratic education idea in order to meet the needs of the children.”*

The criteria mentioned above were the most emphasised ones. When the other criteria are considered, the program does not include them in the part of main principles. In the other parts, it can be seen that the program covers some of the lacking points. However, the main principles build the base for the program and it functions as a role model. It would be beneficial to include the deficient points to the principles of the program.

Aims and Objectives

Cognitive Development

Group	Criteria	Frequencies
GLOBAL CITIZENSHIP	Respect for similarities and the differences	0
	Building awareness for the rights	0
	Awareness for local culture and history	2
	Awareness for universal culture and values	2
	Building environmental awareness	0
	Respect for multiculturalism	0
	Awareness for current problems	0
	Producing solutions for current problems	0
	Advocating equality	0
COMMON AREA	Solving social problems	1
	Creative thinking	0
	Emotional awareness	0
	Adaptation for new contexts	0
	Taking responsibility	0
	Using communicational abilities	0
	Thinking empathetically	0
	Acting individually and collectively	0
	Thinking critically	0
	Taking initiative	0
21 st CEN TUR	Technological literacy	0
	Awareness for social media	0

	Overcoming stress	0
	Structuring future	0
	Ability to be a leader	0
	Thinking scientifically	3
	Learning by experience	0
CD*	Total number of objectives	21

*Cognitive development

In the pre-school education program, another part that we analyzed for concepts of global citizenship and 21st century skills was specified to develop cognitive abilities. There were twenty one objectives to gain for cognitive development in preschool era.

When the table was checked, it was seen that “thinking scientifically” which is required to build cause and effect relation, to produce hypothesis, problem solving and to make assumptions was the most emphasized criterion of 21st century skills. The examples above would show the connection between this criterion and the objectives:

“A child makes predictions about an object or about a situation and incident.”

“A child can make cause and effect relationship.”

“A child can produce solutions for problems.”

These aims of cognitive development can lead a way to produce solutions for environmental problems and building equality. However, this may depend on the teachers’ preferences. For instance, the program includes such aims like “producing solutions” but the topics would be determined by the teachers. If the teachers do not choose to discuss about environmental problems, the children may not find an opportunity to work on such issues. Under the main cognitive aims, working on environmental problems and building awareness about them can be put. In this way, this aim would be stable.

Another criterion that meets the eye was that the “awareness for local and universal culture”. There has been found some concepts and objectives that meets this criterion such as;

“A child can recognise the symbols that are been used in daily life.” In this objective, there are some sub objectives that draw attention to traffic signs, WC and recycling symbols. Some symbols like WC and recycling were counted as a part of universal culture. On the other hand, in terms of local culture, 21st objective was especially important. It says that *“A child knows who Atatürk is and how important he is for Turkish society.”* This was counted as local legacy and culture.

Issues about equality and human rights were mainly taken under social-emotional development. On the other hand, aims for cognitive development can carry the criteria of 21st century abilities. What should be given to the children is what the 21st century requires as cognitive abilities. They highly depend on ICT (internet and communication technology). The preschool education programme should be supported in terms of 21st century criteria. As it was observed and complained about, children are directed to spend their valuable times by “playing” with tablet computers. The children are expected to play on the solid ground by using their five senses for the sake of their development. At this point, an aim that would be included in the cognitive development objective should be that such a technology has a purpose other than entertainment. Telling children to stay away from them would not be the cure. For this reason, internet and communication technology and how it can be used properly become a topic for education. In terms of applying this to education, the facilities of the schools should be considered.

Social and Emotional Development

Group	Criteria	Frequency
GLOBAL CITIZENSHIP	Respect for similarities and the differences	3
	Building awareness for the rights	2
	Awareness for local culture and history	2
	Awareness for universal culture and values	2
	Building environmental awareness	1

	Respect for multiculturalism	1
	Awareness for current problems	0
	Producing solutions for current problems	0
	Advocating equality	0
COMMON AREA	Solving social problems	1
	Creative thinking	1
	Emotional awareness	3
	Adaptation for new contexts	1
	Taking responsibility	2
	Using communicational abilities	2
	Thinking empathetically	1
	Acting individually and collectively	5
	Thinking critically	0
	Taking initiative	4
	21 st CENTURY SKILLS	Technological literacy
Awareness for social media		0
Overcoming stress		1
Structuring future		0
Ability to be a leader		1
Thinking scientifically		0
Learning by experience		0
SED** Total number of objectives:	17	

**Socio-emotional development

When part of the program that appeals to support the socio-emotional development is analyzed, it can be seen that most of the global citizenship and common area criteria are nearly met. The base was settled upon respect for similarities and differences, acting

individually and collectively and taking initiatives. For future development, such qualities can smooth all kinds of personal relationships. Besides, taking initiatives is quite an important ability for a child to maintain his/her life the way he/she wants or acting upon something worth to fight for.

From the socio-emotional development part of the program, exemplary aims were specified below:

“Motivates himself/herself do complete/achieve a duty.” This objective particularly depends on taking initiatives. A child should say that he should finish no matter how hard what he targets by trying again and again if it is necessary. For such an objective, especially building internal motivation is essential and this objective aims a child to achieve that.

“Completes his/her responsibilities.” This objective has some sub-aims. “A child should take responsibility for how to use productively and take care of the entities (soil, water, air etc.) that are essential for sustainability of living, and for protecting the living creatures and beauties around them.” This objective properly explains what “responsibility” really is for current and future life of an individual. It depends on not just using and consuming, but also maintaining by acting properly. It can be presented as a good example of global citizenship criteria of “taking responsibility”, “acting individually and collectively” and “taking initiatives”.

“He/she feels self-confident... When it is required, tells her/his opinions that are different. When it is required, takes the leadership position.” It is important for advocating one’s idea even if it is not compatible with the majority. In the future, he/she can act upon whatever she believes if this aim was to be gained in real. Thus it was taken in “taking initiatives”, “being a leader” and “emotional awareness”.

“Tells about his/her rights. Tells about rights of other people. Tells what to do when he/she face injustice. Tells about what to do to protect other’s rights.” This objective is especially crucial for human rights criterion of global citizenship. Besides, it is about taking action for some others’ rights. Thus it was taken in accordance to “building awareness for rights”, “acting individually and collectively” and “taking initiatives”.

“Explains different cultural features.” This objective is about accepting that there are some other cultures that deserves to be respected. Also, there are some administrative differences. To differentiate what is different and what is similar with other cultures, there should be information about local culture, too. Thus, it was categorised as “respect differences and similarities”, “respect for multiculturalism”, “awareness for local culture” and “awareness about universal culture”.

The points which put finger on global citizenship criteria can be seen. Other than that, there are some lacking points, unfortunately. “Advocating equality” and awareness for current problems were not emphasized enough. The reason for avoiding discussions about current problems may be to protect children from harsh truths just like Samuelsson (2011) indicated. However, just like Samuelsson (2011) argued again, children are already being thinking about current problems. By leading them to puzzle their brains to think about such issues and their solutions could make them more sensitive to the Earth they live on.

Taking responsibility has a great impact on children’s behaviors. For this, a child should be acting individually and also with the others and this is a complicated ability. A child should know that he/she is a part of a whole with all of his/her doings. In order to understand the place of her/his individual doings he should be allowed to take responsibilities which appeals to all class and he should see that if he does not complete his part, this would reflect the other parts that would be done by the others. Besides that, a child should try the leadership of his/her class for sharing the responsibilities. Because in early times taking responsibility and being a leader may maintain its effect in more than one area in the future life of the child as he/she is the part of the society.

The program support precious point however this program’s aim and objectives are built on only developmental areas. There are examples of other nations’ curriculums which is not limited with developmental areas. For example, Iceland has taken “sustainability”, “democracy and human rights” and “equality” as “fundamental pillars of education” (Iceland Ministry of Education, 2011). UK have added “world around us” in order to make children aware of what happens around them and become aware of

environmental issues. In a similar way, Finland has put “environmental and natural studies” to make children aware of environment and its problems from all around the world (Finnish National Board of Education, 2010). Also Finland has added “ethics and religion” to create the feeling of respect for all kinds of diversity. When this core points are gathered under big titles, they can draw more attention. Whatever is being considered becomes more visible. When issues like sustainability, equality and democracy integrated into whole program without drawing underline, they may be left to the preferences of the schools and teachers. In such circumstances, such issues may cease to become priority.

In the socio-emotional development support part of the program, there are worthwhile points in terms of global citizenship. Yet, this part was found insufficient in terms of 21st century abilities. “Being in the leader position”, “technological literacy”, “overcoming stress” criteria were encountered only once for each one. The other criteria awareness for “social media”, “structuring future”, thinking scientifically” and “learning by experience” were not taken as aims. Maybe the reason for that is not to know how to put these skills into practice for socio-emotional development. For instance, in a context of debate, a social issue can be presented to be solved to the kids. They may produce some solutions with consequences. Other than that, using technology can take place in socio-emotional area. About taking responsibility and reflecting upon a problem, they may use social media. In this way, such activities cover more than one criterion.

Activity Book

Group	Criteria	Frequency
GLOBAL CITIZENSHIP	Respect for similarities and the differences	1
	Building awareness for the rights	0
	Awareness for local culture and history	2
	Awareness for universal culture and values	3
	Building environmental awareness	4
	Respect for multiculturalism	2
	Awareness for current problems	2
	Producing solutions for current problems	1

COMMON AREA	Advocating equality	0
	Solving social problems	0
	Creative thinking	8
	Emotional awareness	3
	Adaptation for new contexts	2
	Taking responsibility	1
	Using communicational abilities	5
	Thinking empathetically	3
	Acting individually and collectively	12
	Thinking critically	1
	Taking initiative	4
21 st CENTURY SKILLS	Technological literacy	1
	Awareness for social media	0
	Overcoming stress	0
	Structuring future	1
	Ability to be a leader	1
	Thinking scientifically	9
	Learning by experience	16
Total number of activities:	40	

To give the pre-school teachers the expected structure of activities to apply in schools, 40 example activities were presented in the Activity Book. These activities were also analyzed in terms of global citizenship and 21st century skills. The activities were taken into consideration as how they take part in the booklet; aims and objectives, the process of implementation, evaluation of the activity and family participation.

When the whole activities were taken into account, it can be seen that “learning by experience” criteria was supported enough. Children are offered lots of opportunities to feel and implement. As it was known, in the early childhood era, learning by doing is the key for knowledge. For children without experiencing, what they were exposed to becomes meaningless. When cross curricular comparison is made with the other curriculums of the other nations like UK (United Kingdom Curricular Guidance), Sweden (Curriculum for the Preschool Lpfö 98, 2010), Finland (Finland National Board of Education, 2010) and Iceland (Iceland Ministry of Education, 2011) were searched; all the curriculums emphasize the importance of learning by experience.

In the activity booklet, it is visible that thinking scientifically and creatively and critical thinking are other criteria that were emphasized the most. In Iceland's preschool curriculum, we can see such a statement: "All the fundamental pillars are based on critical thinking, reflection, scientific attitude and democratic values." For them, what is important is specified. This core point is what Turkish preschool curriculum has in common with Iceland. In order to achieve such an aim, the activity booklet of Turkish MoNE has different activities that appeal to promote creativity, making hypotheses and predictions and building cause and effect relationship. For example, in the activity named "*What is in the Balloon?*", children are given balloons that each contain various materials like tea, rice, salt, rock. Children are expected to make predictions about what they are only by touching and squeezing. Via this activity that appeals different senses, children are allowed to experience.

Creativity is crucial for a child to achieve more than one goal. It is necessary for not only producing original outputs, but also for producing solution for different problems. Thus, supporting creativity within a child is an important aim. In the activity booklet, there are variable kinds of activities for this aim.

For difficult issues like "building environmental awareness" it may seem hard to integrate into the activities. When the activity booklet is analysed in terms of these criteria, the program needs to be supported. There are some examples of other nation's curriculums which offer ways to realise those criteria. In Finland's preschool program, there is "ethics and religion" key concept which is promoted by the discussions, role-play and asking philosophical questions. The Turkish main program basically includes role play and discussion, however the activities do not allow role playing and discussing for critic issues sufficiently. On the other hand, in a similar way with Finland, in the activity booklet there are exemplary activities which promote environmental awareness by asking seemingly hard questions about environmental issues. In the "*Polar Bear*" activity, the children are led to ask why the icebergs are melting or how we can handle this problem. Besides, for family

participation the families are recommended to see some documentary with their children.

Once we take global citizenship as an issue, the necessity of discussing human rights appears. An individual should know what one's rights are and in which level one is responsible for one another. In this way, being aware of human rights may help individuals to understand global citizenship and how to act upon that. Children, as being a global citizen, are required to know that they are unique and different from the rest and because of that they should respect others while expecting respect from others. For future democratic society, they should know their rights and rights of others (Collins, 2008)

In order to understand the link between human rights and global citizenship, Gaudelli and Fernekes (2004) claim that students may be lead to ask some questions like;

- “How do my rights differ from the rights of other living in different locations in the world?
- How are they similar?
- What responsibilities do I have to the communities in which I live?
- WHY are my rights different from those of people living in other parts of the world?
- How have global standards of human rights being articulated?
- To what degree are universal human rights standards enforceable?”

Such questions may seem extreme for pre-schoolers in terms of their developmental age; in fact Gaudelli and Fernekes' (2004) study was conducted with high schoolers. However, this does not mean that the foundation of being aware of human rights for understanding global citizenship cannot be laid in these ages. Human rights are the milestones of the way through justice and are universally what we have in common. Maybe in this direction an activity could be prepared for teachers to take as an example.

Finland's preferred way for social problem solving was basically role playing and discussion. What should be supported in the Turkish activity booklet was that promoting “social problem solving skills”, “promoting equality” and “overcoming stressful events”. Because of that the booklet serves as a model for preschool teachers, how

problem solving skills and overcoming anxiety and issues about equality can be integrated into the activity should be visible via offered activities.

As a way for structuring future, there is an activity in the booklet. Children are offered to be taken to a tailor shop. This could be a model for teacher to show different kinds of occupations for future planning and dreams for the kids; on the other hand, this could have been a more current job. For example, occupations which contain highly technological improvements could also help for promoting technological literacy which is a criterion that should be supported more by the activity booklet.

When it comes to technological literacy, the first thing that should be recognized is that technology and social media are not evil if they are used properly. For they are to be used properly, children need role models. In the curriculum of UK, ICT is been used to make children experience the things that they cannot experience under normal circumstances. For example, if the topic is different cultures that exist in Africa, children can facilitate from documentary and internet. For making their voices to be heard about an issue of social responsibility, they can be taught to use how social media can be used.

Family Support Guidance Integrated with Preschool Education Program

Group	Criteria	Frequency
GLOBAL CITIZENSHIP	Respect for similarities and the differences	2
	Building awareness for the rights	1
	Awareness for local culture and history	0
	Awareness for universal culture and values	0
	Building environmental awareness	0
	Respect for multiculturalism	0
	Awareness for current problems	0
	Producing solutions for current problems	0
	Advocating equality	3
	C O M	Solving social problems

	Creative thinking	1
	Emotional awareness	1
	Adaptation for new contexts	1
	Taking responsibility	2
	Using communicational abilities	3
	Thinking empathetically	3
	Acting individually and collectively	2
	Thinking critically	1
	Taking initiative	3
21ST CENTURY SKILLS	Technological literacy	0
	Awareness for social media	0
	Overcoming stress	2
	Structuring future	0
	Ability to be a leader	0
	Thinking scientifically	0
	Learning by experience	1
	Total number of sessions:	6

Family Support Guidance Integrated with Preschool Education Program is the last piece of the program. It provides exemplary sessions to the teachers to implement with the families. These sessions have the mission to show the families how to treat their children in order to promote their development. Thus, analyzing such a piece is important to understand the features of the program in terms of global citizenship and 21st century abilities.

The first session is to present “the importance, aim of the education and expectation from the families”. In this session, the families are introduced to each other by playing games. After that the parents are encouraged to talk about their expectations and concerns about the education process. At last, the expectations of the education process (family participation, etc.) are told. In the evaluation stage, all together a poster about the importance of pre-school education is prepared. With this session actually the families are shown how to

behave in new settings (*adaptation for the new contexts*), *how to take responsibility for a duty and to act individually and collectively and how to communicate properly*. If we take this session as an example for families about how to treat their children, it could be seen that it plays a great role.

Second session is about “Attitudes of Parents”. The parents are informed about the types of being a parent and the proper parenthood. They are educated about the “democratic” type which allows a child to be self-directive and be conscious about his/her rights. They are stimulated to become aware of that “children should be respected as an individual”, “expressing their emotions should be allowed in a peaceful setting” and “their abilities to make decisions for themselves and produce solutions for problems should be promoted”. In such a process, “*respect for differences, building awareness for rights, advocating equality, solving social problems, thinking empathetically, acting individually and collectively, thinking critically, taking initiative, overcoming stress.*”

In the third session, the parents are informed about how to discipline their children. Educators draw attention to the individual difference among families, inappropriateness of violence, importance for children to take responsibility of their actions, and that the aim of discipline is to raise self-directive and problem solver children. The parents are educated how to achieve that. In such a session, criteria of “*respect for similarities and the differences, solving social problems, taking responsibility, using communicational abilities, taking initiative, overcoming stress*” are met.

In session four, “Affective Communication” is discussed. In this session, it is important for educators to make parents understand how to build affective and empathetic communication. With the activities they prepare, criteria of “*advocating equality, solving social problems, using communicational abilities, thinking empathetically, taking initiative*” are aimed to be met.

Session five is about “Games and Toys”. Parents are educated about how important play and choosing toys are. The key point here is that the toys are recommended to be chosen without making gender discrimination. In a different saying, a boy should be allowed to play with a doll and a girl should be allowed to play with truck. Besides, parents are offered to make their own toys, not buy them all the time. This leads a way to creativity. Thus, criteria of “*advocating equality, creative thinking, thinking empathetically and learning by experience*” are met seemingly.

In the last session, “Children’s Books” are introduced. The parents are informed about how to find good books and how to share them with their kids. With the nature of sharing books, criteria of “*emotional awareness and thinking scientifically*” are emphasised.

4. CONCLUSION

The program of preschool education of Turkish Ministry of Education includes different elements of global citizenship education in different parts when it was taken as a whole. Especially,

- Respect for similarities and the differences
- Acting individually and collectively
- Creative thinking
- Acting individually and collectively
- Awareness for universal culture and values
- Awareness for local culture and history
- Building awareness for the rights
- Emotional awareness
- Taking responsibility
- Using communicational abilities
- Taking initiative

are highly emphasized. On the other hand, in terms of 21st century skills criteria like “overcoming stress, ability to be a leader” are not found sufficient. For aims and objectives for cognitive development, it was expected to find 21st century skills like “technological literacy” and “social media awareness”. However, in the entire

program book, 21st century skills were not met properly. The only criteria that were met were “thinking scientifically” and “learning by experience”. These are crucial criteria, but in order to follow what the era requires and to protect children from misuse of technology, skills of technological literacy and awareness for social media should be given, too.

In terms of “Awareness for current problems” and “producing solutions for current problems” it was expected to find relevant items in the aims and objectives of socio-emotional development. Neither the principles nor the aims and objectives part have given sufficient place for them. Maybe the intention for this issue was to be discussed under science activities or with the acts of problem solving. However, if this was to be the way, it would depend on the teachers. According to current study Ceylan (2014), the in-service preschool teachers are not qualified for teaching global citizenship, yet. Because of the programme book and activity book is kind of a guide for teachers; it would be beneficial to cover more criteria of global citizenship. As it was offered before, elements of global citizenship (sustainability, democracy and rights, equality) can be included separately just like Iceland’s program for pre-school education so that such issues to become noticed.

The other issue to be discussed is that the activity book. This book can be seen as a valuable source to a preschool teacher to take as a model. It offers various kinds of activities to lead the teacher in terms of preferred way of implementing activities. This chance should be used in a smart way. What was lacking in the activity book is that applied discussions about equality, rights, similarities and differences and the proper use of technology. Our suggestion here is that to apply real activities with real kids and teachers about aforementioned issues to show how it can be done. After these implementations, such activities can be reflected in the activity book for teachers to take as a model. Because the fear of talking about hard issues with children should be overcome and the way of achieving this aim should be seen.

When we consider Family Support Guidance Integrated with Pre-school Education Program, it was rich in terms of global citizenship criteria, yet there are parts needs to be supported. As there were lacking sides for discussing current problems of the world in the main program book, family guide book needs to be supported as well. Family is the basic foot for pre-school education, because of that; the families also are suggested to be led for teaching global citizenship.

What can be suggested for Turkish pre-school education program to be more evolved is that children should be led to think more about what is happening around them, how they are unique and how they are responsible to each other. More emphasis on rights and democracy, more sensitivity for environment should be build. In order not to watch them crawl into misuse of technology, the consciousness of using technology and media should be added to each piece of pre-school program. In this way, they should be more aware of what the era they live in expects from them.

Evaluation of Turkish Program of Pre-school Education is an exemplary application of “Checklist for Evaluating Pre-school Education Curriculums in terms of Global Citizenship and 21st Century Abilities”. As it can be seen, this checklist carries a universal quality in the name of evaluating curriculums.

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