



Comparison of Preschool Education System in Turkey with the UN's Five Permanent Member States

Research Article

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ABSTRACT

In this study, pre-school education systems in the five permanent member states of the UN, United States, Russia, China, the United Kingdom (UK) and France, were analyzed and compared with the pre-school education system in Turkey in various ways. In the research, one of the qualitative analysis methods, the document review method was used. The data obtained reached during the research process were considered and evaluated within the framework of the horizontal approach used mostly in comparative education studies. Web pages, books, journals, scientific papers and theses of these six countries covered in the scope of the research were examined and scanned. The five permanent countries of the UN, Russia, China, England, and France, were found to have a ministry responsible for the administration of education, while the United States did not have a ministry responsible for the administration of education. We can see that pre-school education isn't compulsory in the five permanent countries of the UN and while there are entered data in different years that can be found in the literature between these countries; it was determined that France had the highest rate of schooling in preschool education with 82% of children aged 2-5 and 98% of children aged 6, then comes the UK with the second-highest rate of schooling in 3-5 years with 94%, then Russia with 81% in 3-5 years, the USA with 67% in 3-5 years and then China was found to be the lowest country with a schooling rate of 30% in preschool education.

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Keywords:

UN, Preschool Education System, Comparative Education

Introduction

The concept of education which is a living phenomenon in every period and every civilization, is actually the human who seeks to achieve the better and the more beautiful. People need to be constantly trained at every stage of their life. Today, all communities of the world have different perspectives on human

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beings and different human understandings that vary from one discipline to another (Ergün, 2018). To ensure that the process of adaptation with the environment in which the individual was born and raised in the best way and to get the education process that allows the development of his/her existing skills as soon as possible; will make them change their behavior in the desired direction sooner and make them have a richer experience in the process (Gök, Erbaş, 2011).

Pre-school education is a planned and programmatic education process that provides rich stimulating environment opportunities for children of the 0-6 age group that supports and directs them in all developmental aspects according to their individual characteristics and developmental levels. For this reason, the educational environments to be created should be organized in a multifaceted manner and to expose the characteristics of all their development areas. The majority of the educators described the age range of 0-6, which includes the preschool period, as a critical and important period in all areas of development. (Kaya, 2004).

The results of scientific research and modern educational practices show that children's pre-school education life affects their mental, physical, emotional and social development considerably in the years to come. "It is stated that 50 percent of children's mental development up to the age of 17 occurs until the age of 4, 30 percent between the ages of 4 and 8, and 20 percent from the age of 8 to 17. In addition, 33 percent of the school success of children up to the age of 18 depends on the education received between the ages of 0-72 " (Ekinci, 2011).

In line with the analyses made for the operation of the pre-school education program implemented in our country since 2006, the final form was given by the program development works conducted in 2012-2013 (Çelik, ve Daşcan, 2013). Preschool education in Turkey is provided in independent kindergartens affiliated to MEB, kindergartens opened within the bodies of primary and secondary schools, application kindergartens and kindergartens within girls' vocational high schools and in preschool education institutions opened under the Social Services Child Protection Agency, universities, the Ministry of Labour and various foundations and associations (Akçay, 2006).

All over the world, the idea of educating young children is a subject that dates back before B.C. to the present day and it's constantly thought about. (Üstünoğlu, 1987; Dirim,2004). At the beginning, the institutions were mostly aimed at educating poor and orphaned children. The "Industrial Revolution" that emerged in Europe also influenced the societies' family structure in various ways. As a result of the increasing participation of parents in the global workforce and the long working hours, caring, nurturing and protecting the children of working families have become a problem. With this period, the foundations of pre-school education began to be laid all over the world; Owen from England, Froebel from Germany and Montessori from Italy started to take their place among the founders and pioneers of pre-school education (Arslan, 2008; Dirim, 2004).

The future of the global world and the nature of the changes that will occur in this process might be possible with the pre-school education system based on universal norms. On a global issue such as preschool education, countries can share their knowledge, experience, attainment, and practices with other countries to make their current situation more functional and efficient. For the country's plans for the future, it is very important for Turkey to examine different countries' pre-school education systems to guide their future. Like many innovations in the education system today, the preschool education system has gained an international qualification and identity as well. The similar problems faced by countries in pre-school education or the gains they achieve from the pre-school education systems that are applied and the results they have obtained from the methods they have applied in solving these problems will shed light on the problems of other countries and accelerate them. The aim of the Fairbrother (2005) Comparative Education is to evaluate countries' own educational systems, to understand and improve other countries' educational systems and to

propose innovations in applications. In addition, comparative education studies can shed light on the solution to existing problems and identify similar and different aspects of education systems in other countries (Erdoğan, 2006).

This research was conducted to examine the pre-school education systems of the United States, China, Russia, the United Kingdom (UK) and France, the five permanent members of the United Nations and the United Nations (UN), of which Turkey was a member in 1945. The reasons for the selection of five UN member states besides Turkey in the research are that they are among the world's leading countries in terms of population, economy, industry, and technology. When the literature on the subject of the research was reviewed, no other research was found that attempted to compare the preschool education system in Turkey and the preschool education system of the five-member states of the UN. It is very important both to fill this gap in the literature and to create resources for new studies. In addition, this study is seen as important for Turkey to describe its current situation in relation to pre-school education, to offer solutions for the problems it faces in relation to pre-school education if any, and to contribute to Turkey's integration with the leading countries of the world in terms of pre-school education system. The study was aimed at comparing the pre-school education system in Turkey with the pre-school education systems of the five permanent countries of the UN.

Purpose

The aim of this study is to comparatively examine the pre-school education system in Turkey and the pre-school education system of the five permanent countries of the UN. To this end, the current state of the pre-school education system in Turkey and the similar and different aspects of the pre-school education system of the five permanent member states of the UN and the preschool education system in Turkey were investigated. The following questions were sought under the heading of this general purpose.

- a. What are the administrative structures of the countries covered by the research regarding pre-school education systems?
- b. What are the basic statistical information about pre-school education systems?
- c. How is the supervision of pre-school education institutions provided?
- d. What are the activities in pre-school education programs?
- e. How is the process of training teachers to preschool education institutions carried out?

Method

This research was created using the document review method from qualitative research methods. Document analysis covers the analysis of written and printed materials related to the subjects to be investigated (Yıldırım and Şimşek, 2008). Karasar (2008) defined it as a "systematic examination of existing records or documents as a source of data".

Data source and workgroup

A total of six countries, five permanent members of the UN and one member state, constitute the source of the research's data collection. These countries are Turkey, the USA, France, UK, China, and Russia. The purpose of the UN is to pave the way for multidimensional technological, social, cultural, intellectual and scientific developments among these countries. To create the working group, the criteria sampling method from the purposive sampling methods was used. Criterion sampling is the study of situations that meet a number of predetermined criteria (Yıldırım and Şimşek, 2008). The criterion of being in the five permanent member states of the UN was used as the criterion to form the working group for this study.

Data Collection and Analysis

Data in the literature on pre-school education systems of countries, official preschool education reports they published, the countries in the working group's written or visual books or journals about the subject and reports published in national and international online databases examined, compared and interpreted.

Limitations

- This research is limited to years of information, documents, records and statistical information collected during the survey of the sources of the countries covered by the study. It is also limited to six UN member states.

Findings

Preschool education institutions in Turkey are managed from a single center under the supervision of the Ministry of National Education. All pre-school education institutions in Turkey have to implement the pre-school education program determined by the Ministry of National Education. Public schools provide one year of free kindergarten education. The Ministry of National Education is responsible for evaluating the program, and inspectors on behalf of National Education are responsible for its operation and supervision. The Ministry of National Education is responsible for evaluating the program and the inspectors on behalf of National Education are responsible for the operation and supervision of the program. Students in pre-school education in Turkey attend school 180 working days a year and take 90 days off (Kilimci, 2006). Attendance to pre-school education is not mandatory and is optional. State-affiliated preschool education institutions are largely funded by the state (Taymaz, 2002).

The aim of preschool education in Turkey is to support the physical, mental and emotional development of children, to provide them with good habits and to prepare them for primary education. Creating a common education environment for children from unfavorable environments and ensuring that Turkish is spoken correctly and beautifully is also one of the objectives of pre-school education (Ministry of National Education, 2006). The schooling rates of children between 3-5 years of age in Turkey were 44.02% in the 2017-2018 academic year (Ministry of National Education, 2018).

The pre-school education program in Turkey is based on attainment and indicators. These programs include free-time activities, Turkish language activities, music, play and movement, art activities, mathematics, mind games activities, science and nature, literacy activities and environmental education (Ministry of National Education, 2013). The training of teachers for pre-school education in Turkey is carried out as a result of four years of undergraduate education in the faculties of education of various universities. Teaching programs consist of 50-60% field knowledge, 25-30% teaching profession knowledge, 15-20% world knowledge courses (Council of Higher Education, 2007). Teacher assignments are contracted and teacher candidates are interviewed in addition to their KPSS exam scores (Başal, Kahraman, 2017).

Table 1. Findings on preschool education in Turkey

Administration in educational institutions	It is administered from the center by the Ministry of Education.
Attendance requirement and fee status	It is optional and partially free.
Inspection of educational institutions	Inspectors are responsible for the functioning and supervision of schools on behalf of National Education.
Education and vacation duration	180 working days for school and 90 days for vacation
The age range of education	It covers the 3-5 age range.
Enrollment rate	The enrollment rate in the 3-5 age range is 44.02% according to 2017-2018 data.
The funding of education	It is largely funded by the state.

Activities included in the program	Activities include free time, Turkish language, music, play and movement, art, mathematics, mind games, science and nature, literacy and environmental education.
Teacher training	Teacher training in pre-school education is carried out with four years of undergraduate education in the faculties of education of various universities.

The United States is one of the few countries that does not have a ministry responsible for education at the national level (Erdogan, 2003). The education system of the United States consists of an education system where central control is minimal, powers and responsibilities are in local governments, and it includes an education system based on decentralization. From this standpoint, the authority to open and manage U.S. schools has been left to the states and local governments (Harmanci, 2007). That is why there is no central unit that determines and regulates American education programs. Each state organizes and develops its own educational program (Baş, 2013). Pre-school education activities in the United States are carried out by various institutions such as independent kindergartens, kindergartens, daycare centers, Head Start programs, other early childhood programs, kindergartens (K kindergarten) and pre-primary kindergartens classes in primary schools (PK-prekindergarten). The age at starting preschool education institutions in the American education system varies from state to state (Telci, 2011). In pre-school education in the United States, students attend school 180 working days a year and take 90 days off (slideplayer, 2019). Preschool education is not compulsory and the primary goal in preschool education is to prepare children for school and to develop their self-confidence. The overall enrollment rate of those in the 3-5 age group in the United States is 67 percent, the lowest rate outside of the two OECD countries, Switzerland and Turkey (US News, 2017). America ranks thirty-seventh among the countries in the world that allocate the most resources to education, and third among the G8 countries (www.nationmaster.com). Pre-school education institutions are funded mostly from federal sources, state sources or local sources. Apart from these resources, it is funded from time to time by donations made through private institutions and proceeds from searching for funds initiated by parents or students (Ornstein and Levine, 2006). In America, education supervision is conducted by an independent audit unit called "the Office for Standards and Assessment in Education". Each state has established such control mechanisms within their own system (Unger, 2007, cited in Baş, 2013). The general objectives of the US education system are to educate people as socially and emotionally positive individuals, to evaluate cultural differences in education as a cultural richness, to train constructive and creative individuals who can solve the problems they face in daily life, to provide basic skills of individuals in speech and writing (Paige, Esposito and Garcia, 2003). In the activities in these programs, it is observed that children have an educational approach that emphasizes individuality, independence, creativity, and freedom (Kilise, 2004). Individual independence, self-confidence, self-help, and autonomy are respected and encouraged in this context (McAdoo, 1993). In the United States, pre-school education institutions generally, train children to communicate, to arrange their room, to classify furniture, to use rough motor tools, to do skill-oriented activities, to play block and dramatic games, to do nature activities and activities to develop their reasoning abilities (Clifford et al. 2005, cited in, Korkmaz, Sezer , 2017). In addition to language development, art, music, drama, free play studies in the main classes; activities that will develop their motor skills such as running, climbing are also held (Paige, Esposito and Garcia, 2003).

There is no central control mechanism over teacher training in the United States. The standards required to teach in the United States are determined by the states and bachelor's degree and a teacher formation from the relevant school is required (Erdoğan, 2000). In America, teachers are appointed by the states for one year and must renew their contracts every year. While there are no exams for hiring teachers in the United States, teachers in this country are haired to a measure of their qualifications. It is also necessary to obtain a "teaching

certificate" by the state to be able to become a teacher in America. On the other hand, in America, states determine and pay teachers' fees. In the majority of the undergraduate teacher education programs at the pre-school and elementary level in the United States, 45% of vocational courses include theoretical courses and 55% include applied method studies but teacher education is also given importance in practice (Demirel, 2000). In addition, teachers are directed to doing master's or other master's and (or) Ph.D. programs called MAT (Master of Arts in Teaching) to constantly renew and improve themselves (Külekçi and Bulut, 2010). In addition, teacher candidates can apply directly to educational institutions with their graduation diplomas, reference letters, personal files including their educational activities to the states and schools where they will work (Korkmaz, Sezer, 2017).

Table 2. Findings on preschool education in the United States

Administration in educational institutions	There is no central unit responsible for education. Local government approach prevails.
Attendance requirement and fee status	It is optional and its fee is covered by local authorities.
Inspection of educational institutions	The audit is carried out by an independent audit unit called Office The Office for Standards and Assessment in Education ".
Education and vacation duration	180 working days for school and 90 days for vacation
The age range of education	The age of starting preschool education institutions varies from state to state.
Enrollment rate	According to 2017 data, the enrollment rate in the 3-5 age range is 67%.
The funding of education	It is covered from federal sources, state sources or local sources.
Activities included in the program	Communication activities, room arrangements, furniture classifications, gross motor tools, skill-oriented activities, block games, dramatic games, nature activities and activities aimed at improving their reasoning skills
Teacher training	Although determined by the states, it is required to have a bachelor's degree and teaching formation of at least four years from the relevant school.

All educational institutions in Russia are administered by the Ministry of Education. Within the Ministry of education, there are two deputy prime ministers and seven deputy ministers. The units under the deputy prime minister are responsible for the administration of pre-school education, general education, vocational education, and higher education institutions, shaping regional education policies and supervising the education system (Telci, 2013). The main goal of Russian national education is to provide the multifaceted development of the individuals who make up the society, to give them a scientific perspective and to help them achieve universal success by raising them as good citizens who protects and develops their own culture and traditions (Slideplayer, 2019). In Russia, the legal basis for reforms in preschool education was laid in the 1990s. By law no.01.07.95 and 677, it is regulated in a way as to allow students to have free access to preschool education institutions. With this decision, students were provided with access to pre-school education institutions for twenty-four hours during the day, boarding, holiday and feast days. In Russia, there are several institutions providing early childhood education. The first of these institutions is; kindergartens that provide students with cognitive, artistic, aesthetic and physical development, second type of kindergartens provide training for prophylaxis and healing activities, and third type of kindergartens are for children between the ages of 1 and 3 and last but not least, there are kindergartens for children between the ages of 3 and 6 (Ercantürk, 2010, Aytaçlı, 2015). In the Russian education system, free full-day education is provided for children older than 3 years old (in public schools) in pre-school institutions opened by the state or privately. Families who want to do so can benefit from this education for children between the ages of 1 and a half and 3 years of age for a shorter period of time. Even though the number of kindergartens at this level is quite

common in Russia, it is not sufficient in capacity (Şakar, 2018). In theory, it may be fair to say that education starts with a preschool period and that the age of starting school is 3, except in exceptional circumstances. Pre-school education is not compulsory and is partially charged. As of 2014, the enrolment rate in pre-school education is around 81% (OECD, 2016). In Russia, which is one of the countries with the longest school year in the world, preschool students attend school six days a week and an average of 210-230 days a year and take 90 days off (Erdoğan, 2000). In Russia, the public financing approach in education has shifted to a mixed financing approach in the 1900s (russia-education-system, 2019). The financing of education is funded from the public but the private sector and voluntary organizations also provide support. (Savaliev, Kuhtina ve Zuyev, Telci, 2005).

In Russia, pre-school teachers graduate by completing 5 years of undergraduate education (Küçükoğlu, Kızıldaş, 2012). In the Russian education system, teachers are trained in 3 different ways and fields. These institutions are pedagogical schools, pedagogical institutes, colleges and universities (Erdoğan, 2000). There are 287 pedagogy schools, 75 pedagogy colleges, 97 higher education pedagogy institutions, 32 state and regional universities in the country (Long and Long, 1999). The period of study of these schools is 4 years for primary school graduates and 2 years for high school graduates. Pedagogy schools train art, music, physical education and classroom teachers for children between the ages of 5 and 9 in pre-school teaching (Balci, 2013). In Russia, there are thirteen different pre-school education programs approved by the ministry. Preschool education institutions or families can choose to implement any of these programs. In addition, these programs provide children with their physical, mental and moral development, focusing on subjects such as art, craft, singing, playing and dancing (Telci, 2013). There are physical education and patriotism programs developed to be implemented in preschool education in Russia (prezi./rusya, 2019).

Tablo 3. Findings of preschool education in Russian education system

Administration in educational institutions	It is administered by the Ministry of Education.
Attendance requirement and fee status	Pre-school education is not compulsory and is partially charged.
Inspection of educational institutions	The units under the chief deputy in charge of the Ministry of education are responsible.
Education and vacation duration	210-230 working days for school and 90 days for holiday
The age range of education	The age of starting preschool education institutions varies from state to state.
Enrollment rate	According to 2016 data, the rate of schooling in the 3-6 age range is 81% as of 2014.
The funding of education	The education is funded by the public and supported by private sector and voluntary organisations.
Activities included in the program	There are thirteen different pre-school education programs approved by the ministry in Russia. These programs focus on children's art, craft, singing, playing and dancing, providing them with their physical, mental and moral development. There are also physical education and patriotism programs developed to be implemented in preschool education in Russia.
Teacher training	They graduate by completing the Bachelor's degree which lasts 5 years.

In China, the Ministry of Education is authorized to conduct and manage the affairs of education, from early childhood education to university education. Education administration zones are responsible for implementing policies developed by the Chinese Ministry of Education (Tanrısevdi ve Kırıl, 2018). At the foundation of the preschool education system in China, it is possible to see traces of the structure formed by three different cultures. These are first the traditional culture of the country, second the communist culture,

and finally the cultural approaches that have developed with the influence of Western culture in the country and which contain differences (Wang and Spodek 2000).

In China, pre-primary education is not compulsory and includes the education of children aged 3-6 years. With approximately 850,000 schools, 250 million students and more than 15 million teachers in the country, it has the largest education system in the world in quantitative terms (MOE, 2018a). Currently, approximately 150 thousand kindergartens operate in China and only 30 percent of children have the opportunity to study in kindergartens, while the rest of the children can't attend any preschool education institution for economic reasons (OECD, 2016). The start and end time of the holidays varies according to the states and education level. The academic year consists of 190 working days for kindergartens and primary schools, 195 for secondary schools and 200 for high schools (Kan, 2015). The purpose of the education system is to ensure the moral, intellectual and physical multifaceted development of the Chinese people and to provide them with a qualified education with high moral values while educating them within the framework of Marxism, Leninism, Mao Zedong Thought and socialism (MOE, 2018b). The aim of preschool education in China is to prepare children for basic education and to bring them to a level that is physically, morally, intellectually and aesthetically adequate (Postiglione and Gerard, 2004). Depending on the age and individual differences of children, children are given lessons aimed at playing, physical education, language, painting, crafts, music, simple mathematics, and everyday life (slideshare, 2019).

Kindergartens and daycare centers in China are more likely to have a teacher-centered and academic education approach and the emotional and social development of children, as well as their creativity with individual and independent development, are not given as much attention. Children are rarely given the opportunity to work independently or with activities and small groups of their choice. Usually, teacher-oriented group teaching is done. All children are expected to learn and do the same thing at the same time. Although there are preschool education institutions operating in the country with different preschool education programs, the education given in these institutions does not exactly meet expectations (Vaughan, 1993). Pre-school education institutions mainly teach children about language, mathematics and life habits. In China, the financing of educational organizations has recently shifted from a centralized financial system to a localized financial system. Nowadays, local governments are primarily responsible for the management and financing of educational organizations (Tanrısevdi ve Kırıl, 2018). The Education Inspectorate was restructured in 1986 within the Ministry of Education and is the organization that manages the supervision of education at the national level. In 2016, this organization was renamed the Bureau of Education Inspections. (OECD, 2016).

There are several alternatives to becoming a teacher in China. In other words, education faculties are not the only responsible organizations for training teachers (Polat and Arabacı, 2012). There is no standard teacher training system in China. (NCEE, 2018). In China, candidates are expected to be graduated of 3-4-years teacher colleges for primary school teaching, 4-years teacher colleges or a normal university for secondary school teaching, 4-year teacher colleges or a regular university for high school teaching and they have to be a post-graduate for becoming other high school teachers. (Polat ve Arabacı, 2012). Furthermore, in order to meet the needs of teachers, especially in rural areas, since 1999, teacher candidates do not need to graduate from the above-mentioned colleges or universities. Teacher candidates who will serve in these regions are subjected to four different proficiency tests organized by the relevant institutions and if they succeed in these tests, they can obtain the teaching certificate. The candidate teacher can apply to schools after obtaining the teaching certificate. The teacher's branch is clearly stated in the certificates. Certificates are not valid for life and they need to be renewed periodically (Ingersoll, 2007).

Table 4. Findings on preschool education in Chinese education system

Administration in educational institutions	It is administered by the Ministry of Education.
Attendance requirement and fee status	Preschool education is not compulsory.
Inspection of educational institutions	The National Bureau of Education Supervision is responsible for the supervision of educational institutions.
Education and vacation duration	It is 190 working days for kindergartens and primary schools. The start and end time of the holidays varies according to the states and the level of education.
The age range of education	Preschool education covers the education of children between the ages of 3 and 6.
Enrollment rate	According to OECD data for 2016, the schooling rate in the age range of 3-6 is 30%.
The funding of education	From the financing of educational organizations, a localized financial system structure is used in China.
Activities included in the program	Chinese preschool education programs differ based to the age and individual differences of children, but children are taught lessons for plays, physical education, language, painting, handicraft, music, simple mathematics and everyday life.
Teacher training	There is no standard teacher training system in China. Various alternatives are available.

In England, at all levels of education, the Department of Education is responsible for managing, conducting, supervising and financing its education. The Ministry of Education has transferred some of these powers and duties to local authorities. The general objectives of the preschool education system in the UK are helping children gain the ability to ask questions, to discuss them logically, to be researchers in performing their own tasks, to be respectful of other races, religions, and lifestyles with different values and their aim is to help them explore the world they live in, to give them literacy skills as well as good speech skills, to help them gain scientific and mathematical knowledge and to improve the learning competencies of economically and socially disadvantaged children (Gökçe, 2000).

In pre-compulsory period, state-funded schools for children between the ages of 3 and 5 constitute the basic level of education in the UK and their aim is to develop personal, social, emotional development, communication, language, literacy, maths development, physical development and imagination (Kilimci, 2006). Pre-school education is not compulsory but optional and is partly free (Saylık ve Saylık, 2015). The schooling rate of children between 3 and 5 years of age in pre-school education in the country is around 94% (Eurydice, 2018). Children who have not reached the age of compulsory education are offered full or part-time education. In pre-school education in England, students attend school 195 working days a year and take 75 days off (Kilimci, 2006). Within the framework of the "School Standards and Structure Reform" published in 1998, all children of pre-school age could receive full-time and part-time education in kindergartens, nurseries and preparatory classes if their parents wanted to. Local education authorities are responsible for the structuring and development of pre-school education (Aysu, 2017). The financing of preschool education is provided by local governments and supported by the private sector and voluntary organizations as well (Türkoğlu, 1988; İnandi, 2005) Each school has a board of representatives of teachers, families, community and local authority (Garrett and McGeachie, 1998). The inspections of these schools are carried out by the inspectors of the Office for Standards in Education. Local governments, private institutions, and school administrations provide the funding source for education in the UK. The local resources, in particular, are very important (Güngör, Göksü, 2013).

There is a program implemented at a national level in pre-school education institutions in the UK. States are required to comply with the principles set out in this program. In the country, national program of preschool education aims to contribute to the psychosocial development of children, the development of mother tongue, literacy and communication skills, the development of numerical intelligence (mathematics), and the development of physical and creative intelligence by recognizing the world around them (Kilimci, 2006).

Pre-school teachers in England graduate by completing 3 years of undergraduate education (Küçüköğlü, Kızıldaş, 2012). There are several ways to become a pre-school and primary education teacher in the UK. The first of these ways is through cohesive programs; the second is through sequential programs. Another way is part-time PGCE courses, which take more than a year to complete. Pre-school education in England requires a formal teaching certificate as with teachers who teach in primary and secondary education schools (Kilimci, 2006).

Table 5. Findings on pre-school education in the UK education system

Administration in educational institutions	It is managed by the Ministry of Education.
Attendance requirement and fee status	Preschool education is not compulsory.
Inspection of educational institutions	The audits of these schools are carried out by inspectors of the Office for Standards in Education.
Education and vacation duration	It is 195 working days for kindergartens and primary schools and 75 days for holiday.
The age range of education	In the UK, pre-school education covers the education of children aged 3-5.
Enrollment rate	According to Eurydice 2018 data, the enrollment rate of children aged 3-5 years in the country is 94%.
The funding of education	The financing of pre-school education is provided by local governments and supported by private sector and voluntary organisations.
Activities included in the program	There is a programme implemented at a national level in pre-school education institutions in the UK. This program aims to contribute to the psychosocial development of children, their mother tongue, the development of literacy and communication skills, the development of numerical intelligence (mathematics), the development of physical and creative intelligence by recognizing the world around them.
Teacher training	In the UK, pre-school teachers graduate after completing a 3-year undergraduate degree.

The top central institution in the management of education in France is the Ministry of Education. France's education system has a centralized structure. Ministry of National Education is not the only institution responsible for implementing and managing education policies. Other ministries support the Ministry of Education as well (Erkan, 2013, Tavşanlı, 2017). The aim of preschool education in France is to help each child by using adapted approaches, to help them grow autonomously and to gain the knowledge and skills to facilitate the basic learning process in the first two years of their primary school (Balci, 2013).

Preschool education in France includes children between the ages of 2 and 6 (EURYDICE, 2019). Pre-school education is free and optional. Children who turn 2 years old can go to kindergartens or daycare centers (Türkoğlü, 1998). France is one of the countries with the highest rate of schooling in preschool education (Oktay, 2003). The schooling rate is 82% for children between the ages of 2 and 5 and 98% for children between the ages of six (Başal, 2013). Students in pre-school education in France attend school 180 working days a year and take 90 days off (Kilimci, 2006). Courses in French kindergartens are designed in accordance with various learning areas. These courses can be listed in all aspects of language development, physical activities and self-

expression, using tools for understanding and creating thought through art, and learning about the world (Aysu, 2017). To address the problem of children's adaptation to school, pre-school education programs in France include activities that aim to help students quickly transform from the home environment to the school environment by holding meetings called morning rituals when they come to school every morning. Activities that aimed at language development, gaining habits of cohabitation and sharing, developing motor skills, keeping emotions alive and developing imagination and creativity skills are given special attention for children. (Başal, 2013; Tavşanlı, 2017). In this regard, while singing and playing are more important in the education of children under two years of age, in later ages, it's seen that children were more involved in pencil-holding, simple basic care skills, simple mental procedures, group activities, games and sports activities, activities where they learn by discovering, musical activities, trips, experiments, stories, and activities for various digital games (Başal, 2013).

In the French education system, supervision of educational activities is implemented in two ways: general supervision and regional supervision. The institutions carrying out these audits are appointed by the General Inspection Board of National Education (IGED) and education inspectors are appointed with the nomination of the Ministry of National Education and the approval of the President (Şahenk Erkan, 2013). In France, while the funding of pre-school education institutions is mostly covered by the state; local governments, families and voluntary organizations give their supports as well (Eurydice, 2019).

Preschool teachers in France complete 5 years of undergraduate education and graduate (Küçükoğlu, Kızıldaş, 2012). In France, teacher training institutions take students to their schools after completing a bachelor's degree program, not after finishing secondary education (Uygun, Ergen and Öztürk, 2011). If people who have undergraduate education or graduated in any field wish to teach, they apply to the teacher training institutes (IUFM). Accepted candidates undergo a two-stage process. Teacher candidates studying at Institut Universitaire de Formation des Maîtres (IUFM) and special education centers are responsible for either interviews or multiple-choice tests or exams with various types of questions (Özer & Alkan, 2017). Preschool teachers receive training in the "school teaching department", which is the same department as classroom teachers. During this training, candidates who receive three different internships (equality internship, responsibility internship and sensitivity internship) have to do a thesis paper describing their experiences in this process (Şahenk Erkan, 2013; Tavşanlı, 2017). In France, 50-55% area knowledge and skills, 15-20% teaching profession knowledge and skills, 30-35% general culture skills courses are distributed in the latest regulations made in the faculties of Education (Université catholique de Louvain, 2013).

Table 6. Findings on preschool education in the French education system

Administration in educational institutions	It is administered by the Ministry of Education. The French education system has a centralized structure.
Attendance requirement and fee status	Preschool education is free and optional.
Inspection of educational institutions	The inspections of these schools are carried out by the General Inspection of National Education.
Education and vacation duration	It is 180 working days for kindergartens and primary schools and 90 days for holiday.
The age range of education	In the UK, pre-school education includes the education of children between the ages of 3 and 5.
Enrollment rate	According to 2013 data, the enrollment rate in France is 82% in children aged 2 to 5 and 98% in children aged six.
The funding of education	They are mostly covered by the state but local governments, families and voluntary organisations provide support as well.
Activities included in the program	It is observed that the educational programs include activities for holding pens, simple basic care skills, simple mental processes, group activities, games and sporting activities, activities to learn by exploring, musical activities, excursions, experiments, stories and various numerical games.
Teacher training	In France, pre-school teachers graduate by completing 5 years of undergraduate education.

Conclusion and discussion

In this study, results obtained from pre-school education systems in Turkey and the UN Permanent Member States were collected under various topics and examined comparatively. These titles that include countries' management of pre-school education system, control and financial structure, the general structure of the pre-school education system, activities and teacher training systems in pre-school education programs were collected and evaluated and within the scope of the data collected, suggestions were made for the preschool education system in Turkey.

The five permanent countries of the UN, Russia, China, England, and France, were found to have a ministry responsible for the administration of education, while the United States did not have a ministry responsible for the administration of education. While In Russia, China, and the UK, the Ministries of Education transfer some of their mandates to local governments, the US local governments are entirely responsible for managing and overseeing education. In France, the Ministry of Education is governed with a central management approach, but other ministries support the ministry of education in this regard as well. Supervision of the education system in Russia, China, the UK, and France is carried out by the ministry of education or a ministry-affiliated audit mechanism while supervision of the US education administration appears to be carried out by institutions which are affiliated to local authorities, including education experts, local education authorities and individuals from universities. In France, funding for pre-school education institutions is fully covered by the Ministry of Education and other ministries, while in England, it is provided by the Ministry of Education and partly by local authorities. In China, the financing of preschool education institutions is primarily provided by local authorities, while in Russia, the financing of preschool education institutions is provided by the public and local authorities and it's also supported by the private sector, voluntary organizations, and families as well. While the United States education is funded by local governments, voluntary organizations and donations, it is seen that the United States is among the countries in the world that allocate the most resources to education. On the other hand, pre-school education institutions in Turkey are managed from a single-center under the supervision of the Ministry of National Education, largely funded by the state and supported by families and it was determined that education inspectors on behalf of the Ministry of Education were responsible for its operation and supervision. Compared to other countries being investigated, only France's pre-school education system is similar to Turkey's in terms of management, supervision, and financing and in other countries, the concept of decentralization is partially or substantially dominated, which is predicted to slow the work and functioning of the pre-school education system in Turkey.

It is evident that the definitions used when describing preschool education objectives in Turkey and the countries investigated are similar and consist of sentences with words that are similar in terms of content. It is seen that the objectives of all the countries that are subject to the research are to prepare children for their next school life, to improve their development processes and self-confidence feelings and to train them as independent and autonomous individuals. From this point of view, pre-school education is considered as a common reflection of the fact that it is a process of preparing children for school or basic education, as well as supporting their personal development.

Looking at the general structure of the pre-school education systems of the countries surveyed; we can see that pre-school education is not compulsory in the five permanent countries of the UN and while there are entered data in different years that can be found in the literature between these countries; it was determined that France had the highest rate of schooling in preschool education with 82% of children aged 2-5 and 98% of children aged 6, then comes the UK with the second-highest rate of schooling in 3-5 years with 94%, then Russia with 81% in 3-5 years, the USA with 67% in 3-5 years and then China was found to be the lowest country with a schooling rate of 30% in preschool education. However, among these countries, Russia has the longest

school year with six days a week, an average of 210-230 school days and 90 days holiday in one year, followed by England with 195 school days and 75 days holiday, then China with 190 school days per year and the start and end times of the holidays vary by state, and finally the attendance at preschool education institutions in the USA and France is determined to be 180 school days and 90 days holiday per year. On the other hand, it's determined that pre-school education in Turkey is not compulsory and similar to other countries investigated in this respect, and that Turkey's preschool education is similar to France and the United States in terms of the length of the school year and days and that Turkey lags behind Russia, Britain, and China in this regard. From this point of view, the adequacy of the number of days attended in pre-school education in Turkey has revealed to be a situation that should be investigated by experts. Looking at the schooling rates in pre-school education, according to 2016 and 2017 data, it was concluded that after China, Turkey has the lowest preschool enrollment rate among the other countries that are subject to research with 44.02% in the 3-5 age range. This research has revealed that the rate of schooling in pre-school education in Turkey is not at the desired level.

When we look at the pre-school education programs of the countries surveyed and the activities involved in these programs, each state organizes and develops its own education program, as there is no National Center that determines and regulates education programs in the United States. In this sense, in Russia, there are thirteen different pre-school education programs approved by the Ministry of National Education, which of these programs will be implemented is determined in accordance with the wishes of educational institutions and families, in China and France, there is a central pre-school education program implemented at the national level and in the UK, there is a nationally implemented program in pre-school education institutions and each state is required to comply with the principles set out in this program. However, Turkey has a central pre-school education program that is implemented at the national level, just like in China, France, and the UK. While in the United States, these programs highlight an educational approach that emphasizes the individuality, independence, creativity, and freedom of children and in Russia, physical education and patriotism programs prepared to be implemented in pre-school education are highlighted, it is observed that preschool education institutions in China are more likely to have a teacher-centered and academic approach to education and activities aimed at the individual and emotional development of children are not given as much care as necessary. While in the UK, pre-school education programs have an understanding to improve children's individual independence, self-confidence, sensory characteristics such as helping others and exercising their autonomy, in France, pre-school education activities in the programs are divided into various learning areas and pre-school education programs are shaped accordingly. However, the common activities of these pre-school education programs of the countries investigated are activities of each country's own language development and cultural elements, various activities to improve children's motor skills, activities to develop their creativity, craft, and handiwork, activities to improve their numerical intelligence, communication skills, and science, activities to ensure the physical, mental and emotional development of children and they also appear to include activities such as art, music, various games, drama, nature and environment education, and sporting activities. On the other hand, the program that is being implemented in pre-school education institutions in Turkey is a developmental program. Based on a spiral and eclectic program concept, this program is based on gains and indicators. These programs include free-time activities, Turkish language activities, music, play and movement, art activities, mathematics, mind games activities, science and nature, literacy activities and environmental education. From this point of view, it has been determined that the activities performed in the pre-school education institutions in Turkey and the countries investigated are similar. On the other hand, the idea of a central and national program applied in pre-school education institutions in Turkey shifting to a more local, more flexible and more alternative program approach is a subject that needs to be examined.

Comparing the pre-school teacher training process from the countries investigated, it was determined that this period was 4 years in the USA and China, 5 years in France and Russia and 3 years in the UK.

However, in Turkey, this period is determined to consist of 4 years. In this sense, since the process of educating teachers for pre-school education is a situation that takes shape according to each country's own educational philosophies and education policies, in Turkey, this situation can be reviewed in accordance with the results of the needs analysis. In the United States, the most important elements that draw attention to pre-school teacher education are the lack of a central control mechanism system in this regard, emphasis on application courses for prospective teachers at the undergraduate level and the fact that in order to work as a teacher, they must have a bachelor's degree and a teacher formation and their contracts must be renewed each year by the states in which they will serve. It is notable that there is no standard teacher training system in Russia, China, and the UK. In China, people who wish to work in rural areas where the need for teachers do not meet the requirements are given various teacher proficiency tests by the relevant institutions and after taking these tests, successful ones are awarded a certificate of teaching and in the UK, as required from all teacher candidates, there is an obligation to have an official teaching certificate from the teacher candidates who will be teaching preschool education. In France, people who wish to become a pre-school teacher must continue or have completed a bachelor's degree program and if they wish to teach, they must apply to the teacher training institutes. Pre-school teachers are educated in the "department of school education" which is the same department as the classroom teachers. During this training, the teacher candidates who have received three different internships (equality internship, responsibility internship, and sensitivity internship) are required to do a thesis paper describing their experiences in this process. On the other hand, pre-school teacher candidates in Turkey are given general culture, teacher vocational knowledge, and field knowledge courses in their undergraduate education applied by universities throughout the country. It has been determined that there is no standard teacher training model for pre-school teacher training in most of the countries subject to the study, but there is a standard pre-school teacher training model applied throughout the country in Turkey. In the USA, Russia and England and France, it is noted that there are more of the practice courses among the courses taken by pre-school teacher candidates during the education process, however, the weight of the teaching profession knowledge courses in the teacher training program in Turkey is observed to come after the field knowledge courses. Among the countries surveyed, in the USA, China, Russia, and the UK; pre-school teachers are appointed by local or central authorities after completing various certificate programs requested from them in their countries, while in France, teacher candidates who study at Institut Universitaire de Formation des Maîtres (IUFM) and special education centers, are responsible for passing either multiple-choice tests or exams with various types of questions or doing interviews. However, in order to be appointed as a teacher, pre-school teacher candidates in Turkey have to take the Public Personnel Selection Exam which is held centrally throughout the country, and in addition to that, they have to take an interview exam. This situation allows candidates to spend most of their energy to be appointed by preparing for the exam they will face at the end of this training process and not for receiving the field knowledge, teaching profession knowledge and general culture courses they get during the undergraduate period. In this context, the path taken and the desired result contradict each other.

Based on the results of this study, the following recommendations can be made to the research.

- The idea of decentralization, which will accelerate the quality and functioning of the preschool education system in Turkey, can be examined and organized in detail by the experts of the subject and put into practice.
- It has been determined that there are similarities between the countries investigated and Turkey in terms of the aims of preschool education. Based on this, a closer co-operation between countries regarding pre-school education can be made, especially in relation to the pre-school teacher training process.

- It is observed that the schooling rate in pre-school education in Turkey is not at the desired level in the 3-5 age range. In order to address this problem, especially the participation of the last year of pre-school education before starting basic education within the compulsory education system will be very important both for finding a solution wise and ensuring equal opportunities in education for children who cannot or are not able to access pre-school education.
- It may be useful to change the pre-school education program in Turkey from a central program approach to a more flexible and alternative program approach.
- The abolition of the Public Personnel Selection Exam and interview exam, which is applied in the process of assigning pre-school teachers in Turkey, might be a more pragmatic approach for the teachers to shift their energies to the teaching processes rather than to these exams.

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