

which participants participate. This study uses official documents as a data collection method. These documents include 'the guideline for community-based early childhood services' and 'the 2023 Education Vision', published respectively in 2013 and 2018. These documents were published by the Ministry of National Education. This study analyses these studies to compare them with community-based early childhood programmes in different countries. Documentary data can inform us about the aims of an institution and its principles. In this case, documentary data informs us about the goals of the Ministry of National Education for the community-based early childhood programme.

Discussion, Conclusion

In this study, community-based early childhood programmes have been reviewed in terms of different children developmental areas such as cognitive, language and readiness for future schooling. It seems that these programmes mainly used quantitative methodology. So, many of them relied on figures and numbers. However, qualitative approaches, which Moll et al. (2005) used for the concept of funds of knowledge, "subjective and holistic" (Greig & Taylor, 1999, p.47). This study argues that each child's understanding, knowledge and sense of value and meaning emerge his or her interactions with others. In other words, community-based early childhood programmes need to take the process of children learning into account. By doing so, they can observe skills and learning children acquire as the time progresses. This can also be helpful for classroom practices. For example, Rodriguez (2013) suggests that teachers can develop their instructional practices by integrating what children bring to school.

Another important finding of reviewing programmes was that studies seem to do not focus how children transmit their learning from homes and communities to schools. Although these studies highlight the role of community-based programmes in young children development, they do not pay attention to the importance of learning from household and communities in learning in schools. This study argues that a community-based programme, aims to develop young children learning and prepare them for future schooling, needs to examine how children from disadvantaged areas draw on their home and community learning. In this study, different community-based early childhood programmes have been reviewed and discussed in relation to the concept of funds of knowledge. Reviewing of literature has suggested that community-based programmes play an important role in learning of children from economically disadvantaged areas and do not have access to early childhood education. This study has highlighted that sociocultural concepts such as funds of knowledge can be used to analyse how children from lower socioeconomic background and ethnic minorities such as Roman draw on their learning from homes and communities to develop their learning in classroom activities such as language and cognitive skills.

This study suggests that community-based early childhood programmes are important to provide disadvantaged children with education and services. It also suggests that new community-based programmes can have new approaches that help disadvantaged children to connect homes and communities to schools.

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