

The Connection Between Forest School and Preschool Programs: A Comparison Study*

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Abstract

The forest school approach, implemented in an increasing number of schools globally, offers opportunities for children to explore and engage in activities in natural settings. In the preschool period, considered critical for children's overall development at the beginning of their lives, being intertwined with nature supports children's becoming active learners. In early years education, in this manner, programs are formed based on children's developmental and individual needs through the Preschool Education Program developed by the Ministry of National Education and implemented in 2013 to engage students actively. As all early-year institutions in Turkey are required to follow the guidelines in this program, this study aims to examine the connection between the program and the forest school approach to highlight similarities and differences so that the place of the forest school approach in the program can be understood. The data consisted of program documents and an extensive literature review on the forest school approach. In addition, in order to analyze the data, we engaged in document analysis. Results showed that the preschool program and the forest school approach coincided. Therefore, it is suggested that preschool programs in early years classrooms should include more nature-related activities.

Keywords: Preschool education, preschool curriculum, forest school approach.

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Introduction

The importance of preschool education has increased in Turkey following the global trend over the years; as a result, studies based on the preschool program have increased as well (Ahi & Kahriman-Pamuk, 2021; Güven & Yılmaz, 2017; Ocak & Korkmaz, 2018). To this end, efforts to make preschool education compulsory are also on the agenda (Kiz & Sincar, 2020; Küçükturan, Altun & Altun, 2013). Therefore, considering the increasing number of children attending early years institutions and the needs of current students, an inclusive preschool education program valuing nature-based elements can provide a positive reflection for children in early years education. For this reason, understanding the place of the forest school approach as one of the most common approaches to nature-based education in a National Preschool Program can help early years educators and teachers adapt and adjust their classroom practice accordingly.

The forest school approach is based on children's education through bonding with nature for all age groups, from preschool to older ages, allowing children to connect with nature and supporting their overall development, which is also known to have lifelong effects (Garden & Downes, 2021). Many pioneers in the early years of education have highlighted the importance of the children-nature bond, such as Froebel, Dewey, and Montessori (Cutter-Mackenzie-Knowles et al., 2020). Nature is valued in these terms to offer children hands-on experiences (Leather, 2018), risk-taking and physical activities (Connolly & Haughton, 2017), places and resources to explore (Bal & Kaya, 2020), opportunities to communicate, collaborate, and cooperate (Cutter-Mackenzie-Knowles et al., 2020), to critically think and develop cognitive development (Garden & Downes, 2021), to develop awareness for the self and others (Burns & Manouchehri, 2021), and to increase environmental knowledge (Ahi & Kahriman-Pamuk, 2021). In this play-based and child-centred approach, children's multifaceted development is supported since children learn and enjoy themselves at the same time. Indeed, in a forest, the topography is multifarious, leading children to become more dynamic (Hägström, 2019). Therefore, children will be active in their play and learning so that their social interaction is increased. Children's senses are in the foreground as they touch, smell, explore, take risks, and control the environment. They need natural resources for their play and search for materials such as rocks, stones, leaves, or sticks. In their search, they directly encounter nature and what it offers and become aware of different ecosystems and biodiversity (Martín-Ezpeleta et al., 2022). Despite this multifaceted structure, none of the studies examine their reflection on the Turkish education program.

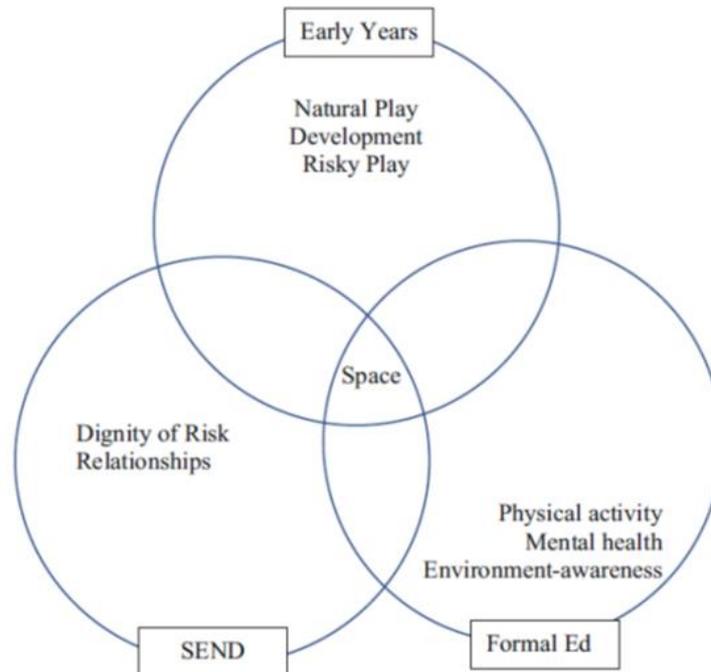
The forest school approach is unique in shaping teaching and learning experiences by combining several early year's philosophy, theory, research, and practice (Ajaps & Forh Mbah, 2022). One of the most critical characteristics of forest schools is regular visits to a woodland or a forest to establish a bond with nature by understanding the natural settings and ecosystem (Larimore, 2016). The local area is often preferred for children to access easily. The practice in these schools is semi-planned based on children's needs, abilities, and backgrounds, allowing them to use emerging opportunities for learning. Yet, there are many activities such as drama, art, mathematics, and literacy (Malone et

al., 2017) embedded in the program, and each forest school has its own routine such as circle time or greeting the woodland at the beginning of the day (Kahrıman-Pamuk, 2020). In these schools, practitioners are required to have specific qualifications for leading children, using the equipment, and regarding children's health (Harwood et al., 2020). In the forest school approach, which is set out with the motto "There is no bad weather, there are children who are poorly dressed," children spend their time outside in all weather conditions.

Garden and Downes (2021) discussed forest school conceptual space as intersecting with philosophies of early years education, special education, and formal education. In this study, where we discuss the commonalities and differences between the forest school approach and early years education, it is important to understand where these two pedagogies intersect. Considering *Figure 1* below, it can be discussed that shared commonalities should be, but are not necessarily restricted to, natural play, development, risky play, and space. The early years' program supports the tenets of forest schools in some ways.

Figure 1.

Forest School Conceptual Space (Garden & Downes, 2021, p. 11)



On the other hand, the Turkish Pre-School Program, which the Ministry of National Education implemented in 2013, still shapes preschool classroom practices and supports children's outdoor activities based on the targets and achievements it highlights (MoNE, 2013). This program, accepting preschool education as the period in which children's development is the fastest, emphasizes that the child's brain development will be negatively affected if the child spends his/her first years in an environment where stimuli

are insufficient, emotional and physical support is not provided adequately, and new learning opportunities are not created (MoNE, 2013). Inevitably, children raised in an environmentally sensitive way from an early age will become individuals who respect, protect and bond with nature in their future lives (Chawla & Gould, 2020).

In Turkey, many studies have been carried out to show the benefits of nature-based education, such as improving children's leadership characteristics (Çelebi, 2002), changing their perceptions of nature (Yardımcı, 2009; Özdemir, 2010), instilling a sense of responsibility (Erdoğan, 2011), supporting environmental literacy (Kıyıcı, Yiğit & Darçın, 2014), and developing their social skills (Çiftçi, 2019). Although there are such studies, Turkey's first state-supported forest school was founded in Mersin and named Tarsus Forest School, which was opened in cooperation with the Ministry of National Education in 2018 (Sönmez, 2020). While there were state-supported initiatives such as Mersin Erdemli Sea and Forest School and Samsun Canik Forest School, which were reopened with the support of MoNE through volunteer teachers, these schools were later turned into Science and Nature Schools. Despite these few publicly supported forest schools, most forest schools in Turkey currently exist with the support of private institutions. This limits children's access to nature-based learning opportunities and creates an opportunity gap. Therefore, it is important to highlight why the forest school approach is beneficial and necessary and how forest school practices can inform preschool approaches. In this way, it will be beneficial for children, educators, families, and society to provide children who cannot attend private institutions with the opportunity to access activities developed by the Forest School philosophy. Thus, the basis of equality of opportunity would be reinforced by applying a forest school perspective, and preschool teachers can consider the principles of this approach while preparing their activities. In this manner, the question of 'What are the similarities and differences between the main features of the MEB 2013 preschool education program and the forest school approach?' will be addressed in this study.

Method

Research Design

Comparative studies are discussed in the literature as "investigations to analyze and evaluate, with quantitative and qualitative methods, a phenomenon and/or facts among different areas, subjects, and/or objects to detect similarities and/or differences" (Coccia & Benati, 2018, p. 1). Bereday's (1964) systematic comparative educational framework was used in this study as it aimed to compare the preschool program and the forest school approach to understand similarities and differences. In this framework, there are four steps in designing the research: description, interpretation, juxtaposition, and comparison, which the researchers in this study also followed.

First, each researcher engaged in the description process for the forest school approach as it is unique in nature, but there are different implementations worldwide. For descriptions and interpretations, the conceptual framework developed by Waite, Bølling,

and Bentsen (2015) is used as a guide. These interpretive descriptions were gathered in Table 1 for juxtaposition purposes. Then, researchers met for a discussion of similar and different features of the preschool program and the forest school approach so that a comparative result for the final version could be elucidated.

Table 1.

The Juxtaposition of Fundamental Features of the Preschool Program the Forest School Approach

Concept	Preschool Program	Forest School Approach
Content	Flexible (Kılıç, 2020)	Process-oriented (Harris, 2017; Dilek, 2019)
	Spiral (MoNE, 2013)	Spiral (Davis & Waite, 2005)
	Eclectic (Düzgün, 2014)	Solitude (Andrachuk et al., 2014)
	Balanced (Kılıç, Tunceli, & Ünsal, 2021)	Holistic (Forest School Commission, 2011; Lamb, 2011; Murray & O'Brien, 2005)
	Play-based (MoNE, 2013)	Play-based (Louv, 2008; Slade, Lowery & Bland, 2013; Forest Education Initiative, 2019; Paslı, 2019)
Pedagogy	Child-centered (Güler, 2004; Zembat, 2007; Arı, 2013; Yılmaz et al., 2021; İş, 2017)	Child-centered (Knight, 2013)
	Themes as vehicles (Akkaya, 2009)	Pre-determined concepts yet emerging opportunities (Andrachuk, et al., 2014; Sobel, 2014)
	Learning centers in classrooms (İş, 2017; Altun, 2018; Aysu & Aral, 2016)	Everywhere as learning centers (Häggröm, 2019)
	Consultancy (MoNE, 2013)	Consultancy (Williams Siegfredsen, 2017)
	Inclusion for disabilities (Kılıç, Tunceli, & Ünsal, 2021)	-
	Family Involvement and Participation (Çamlıbel-Çakmak, 2010; Şahin & Ünver, 2005; Ondieki, 2012; Kernan, 2012)	Family Involvement and Participation (Kenny & Rogers, 2015)
	Emphasizing local environment (MoNE, 2013)	All natural places (Knight, 2013)
Outcome	Exploration (MoNE, 2013)	Exploration (Paslı, 2019; Bal & Kaya, 2020;

				Kahriman-Pamuk, 2020; Sobel, 2014)
Daily Experiences	Life (Kılıç, 2020)	Daily Experiences	Life	(Sobel, 2014; Williams Siegfredsen, 2012; Huppertz, 2004; Paslı, 2019; Constable, 2017)
Creativity	(Aral & Duman, 2018)	Creativity		(Paslı, 2019; Murray & O'Brien, 2005; Knight, 2013)
Cultural and universal values	(Düzgün, 2014)	Cultural and universal values		(O'Brien & Murray, 2006)
-	-	Strength		(Blackwell, 2015)
-	-	Wellbeing		(Blackwell, 2015; Tiplady & Menter, 2020)
-	-	Risk-taking		(Harris, 2017; Maynard, 2007; Waters & Begley, 2007)
Language and communication	(MoNE, 2013)	Language and communication		(Harris, 2017; O'Brien & Murray, 2006)
Assessment	Multifaceted assessment (MoNE, 2013; Sapsağlam, 2013)	Multifaceted assessment		(Yılmaz Bolat, 2020; Dilek, 2019)

Data Collection

As all early year's educational institutions are required to follow the preschool program developed by MoNE (2013), this program document constitutes the primary data. However, a body of literature was needed to form a solid framework for the program and forest school approach. Therefore, a thorough review of a range of databases was carried out using WoS (Web of Science) and DergiPark. Multiple search terms including "early childhood education," "forest school," and "forest school approach," were integrated with terms in order to narrow the search to studies describing the fundamental features of the forest school approach. This yielded 42395 hits, containing 1696 publications. Similarly, multiple search terms, including "Turkish preschool program" "Turkish preschool education" and "Turkish early year's s education", were carried out using WoS and Dergipark. This yielded 4047 hits, containing 2169 publications and 15 web-based literature found in a Google Scholar search, including the forest school approach and preschool programs.

The researchers determined the documents' selection and screening criteria in this process. Among the criteria, one of the most important was that the resources analyzed were required to be in peer-reviewed journals, suitable for the research subject, primary resources and up to date from 2002 to 2022. Duplicated resources were removed. Several criteria were also employed for exclusion, such as being related to older age groups and employing different approaches (e.g., High Scope) that do not take place in the scope of the current study and exclude grey literature. Title scrutiny revealed 16

publications related to the MoNE 2013 preschool education program and 27 related to the forest school approach, its principles, features, and philosophy.

Data Analysis

Comparative studies in education have been defined by Wilson (2003, p. 17) as "an intersection of the social sciences, education and cross-national study which attempts to use cross-national data to test propositions about the relationship between education and society and between teaching practices and learning outcomes". Following this framework, we first, created an abstract scheme to draw a clear picture of the pedagogical principles of the forest school approach and preschool program. Then, three researchers separately worked on the analysis of the literature, which led to four conceptual elements: "content", "pedagogy", "outcome", and "assessment". These elements helped researchers understand whether there is a connection between the principles of the forest school approach and the preschool program. Indeed, Waite et al. (2015) used similar concepts, highlighting purpose, aims, content, pedagogy, outcome, and barriers when comparing outdoor learning in English and Danish Forest schools.

In this study, we applied Bereday's (1964) systematic comparative educational framework to compare an international approach to education (forest school approach) and the preschool program in Turkey. First, we defined our concepts and interpreted them, then juxtaposed them by and contrasting what we found based on our literature search. Consequently, we reached out with our findings about the similarities and differences between the forest school approach and the Turkish preschool program to understand the connection between the tenets of the forest school approach and the early years' education program.

Findings

The findings of this study are represented under three titles which include subtitles.

Tablo 2.

Themes for Content Coverage

	Content	
	Preschool Program	Forest School Approach
Flexibility	Teachers are flexible in planning their classroom practices based on students' needs, abilities, etc.	Emerging opportunities are valued. A process-oriented learning approach is seen.
Spiral patterns	The achievements and indicators are discussed repeatedly through different activities.	Constant repetition of content until learning occurs.
Eclectic elements	The program was created based on different approaches and models of	This approach stands as a different learning model and

	preschool programs such as Montessori and Waldorf.	practices are carried out in a similar way almost everywhere.
Balanced programs	A developmentally appropriate program based on children's cognitive, physical, social-emotional, linguistic, moral, motor and self-care development. The emphasis is on the balance of active and passive activities; individual and group activities, and a variety of activities.	Children's holistic development is highlighted such as physical, language, cognitive, emotional, social and spiritual developments.
Play-based approaches	Play is integral.	Forest schools offer children free play, exploration, and interaction with the natural world for an unstructured curriculum.

Pedagogy

Table 3.

Themes for The Scope of Pedagogy

Pedagogy		
	Preschool Program	Forest School Approach
Child-centered pedagogies	The teaching and learning are designed based on the characteristics and needs of the children. The knowledge, skills, and attitudes for children are explicitly stated in the program.	Forest school practices are shaped based on the interests and needs of children.
Themes/Concepts	The program is based on achievements and indicators. Teachers are free to choose their own topics, the aim is not to teach any subject but to support children's development.	No predetermined or ready concepts. The educational program is planned by considering the natural conditions, the participants, the climate, the season and natural resources.
Learning opportunities	Learning centers in classrooms. Individual or group activities. Free, semi-structured and structured play.	All green areas can be used as learning places. Individual or group activities. No centers. Free and semi-structured play.
Consultancy service	Cooperation with counselling service.	Risk and struggle are part of children's learning environment. No need for extra consultancy.
Place for inclusion	Inclusion and integration are essential. Individualized education program are used for children with special needs.	There is not detailed information about inclusion. Regardless of their special needs, all children engages in the same activity.
Family involvement and participation	The Family Support Education Guide is prepared as a part of the program. There is a cooperation between families and school.	Families are mostly invited to forest school sessions to understand the forest school philosophy and culture, not for

the cooperation. Activities are organized with families throughout the year, such as child-parent days, regular study parties and a family camp at the end of the year.

Outcome

Table 4.

Themes For Outcome Coverage

	Outcome	
	Preschool Program	Forest School Approach
Exploration	Children are encouraged to be aware of what is happening around them, to ask questions, explore and research.	Children are able to develop new ideas with natural resources and materials through meaningful experiences through exploration in green areas.
Daily life experiences	Making use of immediate environment, field trips, inviting professionals to the classroom.	Project-based learning, innovation-based activities, creating responsibility and awareness on environmental issues, encouraging to connect with past learning and experiences.
Creativity	Diverse activities to develop creativity through different instructional methods and techniques.	It aims to raise self-confident, independent and creative individuals through offering unrestricted experience in environments to explore using a multitude of senses.
Cultural and universal values	The program encourages respecting differences and gaining experiences of living together in harmony with individuals with different characteristics.	The primary aim of this approach is to support children in learning with/about nature and nature has all diversity in it.
Wellbeing	The program considers both the physical and psychological wellbeing of children, such as exercising everyday for physical wellbeing and motivational activities for psychological endurance.	This approach supports children's social and emotional needs, especially self-development and self-esteem.
Risk-taking	Child's safety is important, as a result, risk-taking has not directly been stated in the program.	Controlled risk taking activities are major with safety measures.
Language communication and	Emphasising Turkish language teaching and advance use of this language for communication.	Not directly stated, yet, indirect activities are designed for language and communication support.

Seven different subthemes are listed under the 'outcome' theme, represented in Table 4. When Table 4 is examined, there are exploration, daily life experiences, creativity, cultural and universal values, wellbeing, risk-taking, language and communication themes for the scope of the outcome.

Assessment

Regardless of the educational approach, evaluation is a must for continuous feedback. Below, the assessment process for the Turkish program and the forest school approach is described.

The assessment process: Evaluation in the preschool education program includes the evaluation of the children and the program, as well as the self-evaluation of the teacher. A "Development Observation Form" has been created in order to monitor the child's knowledge, skills and attitudes, covering all developmental areas in detail. There is also a "Progress Report" prepared twice a year based on this form. Creating a developmental file (portfolio) for each child is also emphasized in the program. Evaluation of the program takes place in the daily training flow by evaluating the day, the daily training process, and the activities. The teacher's self-evaluation is the determination and evaluation of their abilities and interests with the data obtained from the children's and program's evaluations (MoNE, 2013; Sapsağlam, 2013).

In the forest school approach, the practitioner/leader uncovers children's interests through observations and planning unnoticed by children. Evaluations are made with children so that children can reflect on their own practices (Yılmaz Bolat, 2020). The aim of the evaluation process is to assess children's development, their emotional situation and plans for future activities in both the Turkish program and the forest school approach (Dilek, 2019). From this standpoint, the Turkish program parallels the forest school approach.

Discussion, Conclusion, and Suggestions

In this study, researchers examined the early childhood education program MoNe (2013) developed by the Ministry of Turkish Education to illustrate the connection between the program and the Forest School Approach. Researchers found a significant relationship between the program and the elements of the forest school approach and represented these similarities and differences under four categories: content, pedagogy, outcome, and assessment. These four themes were later exemplified with subthemes in order to investigate this connection in depth. While the commonalities between the Turkish program and the forest school approach are undeniable, some contradictions still exist, such as the fact that risk-taking is not valued in the Turkish program, while it is an essential element in the forest school approach (Connolly & Haughton, 2017). As a result, risk-taking can often be noticed in forest school activities, but it is often underrated when creating activities for indoor classrooms.

Considering these commonalities, it can be concluded that the scholars who created MoNe also referenced the characteristics of the Forest School Approach while creating the eclectic program. Thus, the Forest School Approach has certainly influenced the early childhood education program in Turkey. However, despite these commonalities, teachers still prefer to develop indoor classroom activities that teachers often underuse outdoor spaces. Moreover, since outdoor classrooms are undervalued in the program, most children cannot benefit from the advantages of the forest school approach, such as the ability to question (Bak & Kaya, 2020), look for answers (Leaa & Bailie, 2019), communication skills and self-confidence (Gruno & Gibbons, 2020; Merritt et al., 2022).

All children should benefit from forest schools for holistic development, yet higher institutions that train teachers often do not emphasize the benefits of outdoor spaces. Thus, preservice teachers in early childhood education graduate with limited knowledge about the forest school approach and often fail to connect the forest school approach to the Turkish early childhood education program. This study guides teachers to make this connection and apply it in their classrooms. Thus, it is significant to recall the commonalities described in this paper to create activities that meet the criteria in the Turkish education program and forest school approach.

Echoing the findings, the researchers suggest that (1) policy-makers should be informed about the forest school approach; and while creating new programs, they should consider the holistic development of children who can develop a positive connection with nature; (2) in-service preschool teachers should learn about the forest school approach and implement its tenets in their activities such as using outdoor spaces for teaching different skills; (3) teacher education programs should more often focus on the forest school approach in the courses they offer to inform the teachers about the nature and program that goes hands-on hands. In conclusion, the researchers illustrated that a strong connection exists between the forest school approach and the early childhood education program that almost all activities planned for indoor classrooms can be carried to outdoor spaces with necessary alterations.

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Genişletilmiş Türkçe Özet

Yıllar içinde küresel eğilimin ardından Türkiye'de okul öncesi eğitimin önemi artmış; sonuç olarak, okul öncesi programa dayalı çalışmalar da artmıştır (Ahi & Kahriman-Pamuk, 2021; Güven & Yılmaz, 2017; Ocak & Korkmaz, 2018). Bu amaçla okul öncesi eğitimin zorunlu hale getirilmesine yönelik çalışmalar da gündemdedir (Kiz & Sincar, 2020; Küçükturan, Altun & Altun, 2013). Bu nedenle, erken yaş kurumlarına devam eden çocuk sayısının artması ve mevcut öğrencilerin ihtiyaçları göz önüne alındığında, doğaya dayalı unsurları değerlendiren kapsayıcı bir okul öncesi eğitim programı, erken yaş eğitiminde çocuklar için olumlu bir yansıma sağlayabilir. Bu nedenle, orman okulu yaklaşımının yerini, Ulusal Okul Öncesi Programda doğa temelli eğitim için en yaygın yaklaşımlardan biri olarak anlamak, erken yaş eğitimcilerinin ve öğretmenlerinin sınıf uygulamalarını buna göre uyarlamalarına ve ayarlamalarına yardımcı olabilir.

Orman okulu yaklaşımı, okul öncesinden ileri yaşlara kadar tüm yaş grupları için doğayla bağ kurarak, çocukların doğayla bağlantı kurmasını sağlayarak ve yaşam boyu etkileri olduğu bilinen genel gelişimlerini destekleyerek çocukların eğitimine dayanmaktadır (Garden & Downes, 2021). Millî Eğitim Bakanlığı'nın 2013 yılında uygulamaya koyduğu Türk Okul Öncesi Programı, halen okul öncesi sınıf uygulamalarını şekillendirmekte ve çocukların açık hava etkinliklerini vurguladığı hedef ve kazanımlar doğrultusunda desteklemektedir (MEB, 2013). Okul öncesi eğitimi çocukların gelişiminin en hızlı olduğu dönem olarak kabul eden bu program, çocuğun ilk yıllarını uyarlanın yetersiz olduğu, duygusal ve fiziksel desteğin yeterince sağlanmadığı, yeni öğrenme olanaklarının yaratılmadığı bir ortamda geçirmesi durumunda çocuğun beyin gelişiminin olumsuz etkileneceğini vurgulamaktadır (MEB, 2013). Kaçınılmaz olarak, erken yaşlardan itibaren çevreye duyarlı bir şekilde yetiştirilen çocuklar, gelecek yaşamlarında doğaya saygı duyan, koruyan ve onunla bağ kuran bireyler haline gelecektir (Chawla & Gould, 2020).

Türkiye'de doğa temelli eğitimin çocukların liderlik özelliklerinin geliştirilmesi (Çelebi, 2002), doğa algılarının değiştirilmesi gibi faydalarını göstermek amacıyla birçok çalışma yapılmıştır (Yardımcı, 2009; Özdemir, 2010), sorumluluk duygusu aşıl原因 (Erdoğan, 2011), çevre okuryazarlığını (Kıyıcı, Yiğit & Darçın, 2014) ve sosyal becerilerini geliştirmeyi (Çiftçi, 2019) desteklemektedir. Bu tür çalışmalar yapılmasına rağmen Türkiye'nin ilk devlet destekli orman okulu Mersin'de bulunmuş ve 2018 yılında Millî Eğitim Bakanlığı iş birliğiyle açılan Tarsus Orman Okulu adını almıştır (Sönmez, 2020). MEB'in gönüllü öğretmenler aracılığıyla desteğiyle yeniden açılan Mersin Erdemli Deniz ve Orman Okulu ve Samsun Canik Orman Okulu gibi devlet destekli girişimler yaşanırken, bu okullar daha sonra Bilim ve Doğa Okulları'na dönüştürüldü. Kamu tarafından desteklenen bu az sayıdaki orman okuluna rağmen, Türkiye'deki en eski okulların çoğu şu anda özel kurumların desteğiyle varlığını sürdürmektedir. Bu, çocukların doğaya dayalı öğrenme fırsatlarına erişimini sınırlar ve bir fırsat boşluğu yaratır. Bu nedenle, orman okulu yaklaşımının neden yararlı ve gerekli olduğunu ve orman okulu uygulamalarının okul öncesi yaklaşımları nasıl bilgilendirebileceğini vurgulamak önemlidir. Bu sayede çocuklara, eğitimcilere, ailelere ve topluma, özel

kurumlara gidemeyen çocuklara Orman Okulu felsefesiyle geliştirilen etkinliklere erişim imkânı sağlanması faydalı olacaktır. Böylece fırsat eşitliğinin temeli, orman okulu bakış açısı uygulanarak güçlendirilecek ve okul öncesi öğretmenleri faaliyetlerini hazırlarken bu yaklaşımın ilkelerini göz önünde bulundurabilecektir. Bu kapsamda "MEB 2013 okul öncesi eğitim programının temel özellikleri ile orman okulu yaklaşımı arasındaki benzerlikler ve farklılıklar nelerdir?" sorusu ele alınmıştır.

Tüm erken yaş eğitim kurumlarının MEB (2013) tarafından geliştirilen okul öncesi eğitim programını takip etmeleri gerektiğinden, bu program belgesi birincil verileri oluşturmaktadır. Bununla birlikte, program ve orman okulu yaklaşımı için sağlam bir çerçeve oluşturmak için bir literatür bütününe ihtiyaç vardı. Bu nedenle, WoS (Web of Science) ve DergiPark kullanılarak bir dizi veri tabanının kapsamlı bir incelemesi yapılmıştır. Araştırmacılar ayrı ayrı literatürün analizi üzerinde çalıştı ve bu da dört kavramsal unsura ulaşmamızı sağladı: *içerik*, *pedagoji*, *sonuç* ve *değerlendirme*. Bu unsurlar, araştırmacıların orman okulu yaklaşımının ilkeleri ile okul öncesi program arasında bir bağlantı olup olmadığını anlamalarına yardımcı olmuştur.

Ethics Committee Approval: This article was planned and conducted as completely original research and was sent to the relevant journal after being reported with its results. Research can be done in any symposium, congress, etc. It has not been submitted or sent to another journal for consideration. Since the application area of the research consisted of the basic features of the MEB 2013 Pre-School Education Program and the features of the Forest School, and human or animal participants/subjects were not included, an ethics committee review was not required, but all relevant guidelines specified in the journal's ethical principles and publication policy were followed.

Informed Consent: Informed consent was obtained from the participants.

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