Inclusive Early Childhood Intervention for Syrian Refugee Children with Disabilities in Türkiye: Policies, Practices, and Implementation Challenges

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All children can significantly gain from early childhood intervention and educational initiatives designed to enhance their academic and life success, particularly those with impairments or who are refugees. Turkey currently faces numerous challenges with inclusive early childhood education (ECE) for children. This research examines the connection between forced migration and disability in Turkey, focusing on its impact on access to early childhood care by analyzing initiatives, legal frameworks, implementation shortcomings, and contextual elements. Notwithstanding advancements and the establishment of regulations, research, program assessments, and policy papers indicate that structural limitations and disjointed governance hinder Turkey's ability to deliver equitable services. The research employs an intersectional lens and Guralnick's Developmental Systems Model to pinpoint avenues for transformation. Turkey ranks in the top five nations globally with one of the most substantial refugee demographics. The results underscore the essential requirement for collaborative intersectoral initiatives, tailored assistance for families encountering various vulnerabilities, and integrated service structures.

Keywords: Regulations concerning minors with impairments, early childhood development, inclusive education, refugee youth, and Turkey

Initiating the Process:

Studies indicate that the crucial early developmental stages are when children develop their physical, emotional, social, and cognitive skills [1][2]. Despite considerable progress in early intervention for young children in Turkey, numerous gaps remain in the system, particularly affecting children with disabilities and refugees.

The fourth objective of the Sustainable Development Goals (SDGs) asserts that by 2030, every child shall be afforded access to superior preschool and early childhood education (ECE), as per the United Nations (UN). Recent statistics indicate notable disparities in Turkey: fewer than 1% of infants aged 0-2 use group-based care facilities, whereas 25% of children aged 3-5 engage in early childhood education [3]. This is particularly applicable to youth who have escaped persecution in their own lands and individuals with disabilities.

This research examines legislative frameworks in Turkey to foster a more equitable system for inclusive early childhood education (ECE) and early childhood intervention (ECI), emphasizing intersectional issues. It employs a developmental systems framework to do this. According to Guralnick's Developmental Systems Model, this research illustrates how disjointed administrative frameworks, erratic service provision, and inadequate intersectoral collaboration hinder advancement. This study aims to enhance equality through legislative reform and service integration by incorporating Early Childhood Intervention (ECI) and Early

Childhood Education (ECE) within a systems-oriented framework and identifying leverage points.

This assessment is directed by two research inquiries. To what extent do Turkey's early childhood intervention (ECI) and inclusive early childhood education (ECE) frameworks address the specific requirements of refugee children with disabilities? The second subject examines the influence of institutional, structural, and governance factors on this group's access to early childhood services. This study concentrates on children under temporary protection, encompassing Syrian refugees and, where relevant, other categories of registered refugees and asylum seekers.

Theoretical Framework of Developmental Systems and Its Utilization:

Over 90% of cerebral development transpires during the initial six years of life, making this period vital for neurological growth [1]. Acquisition of knowledge is most potent at this phase of swift cognitive growth when it occurs in environments akin to real-life scenarios. Early childhood intervention (ECI) can yield enduring beneficial outcomes for children susceptible to developmental delays or those from underprivileged homes. [2] assert that this results in more resilient families, enhanced academic achievement, more social connections, and less dependence on specialized assistance in adulthood.

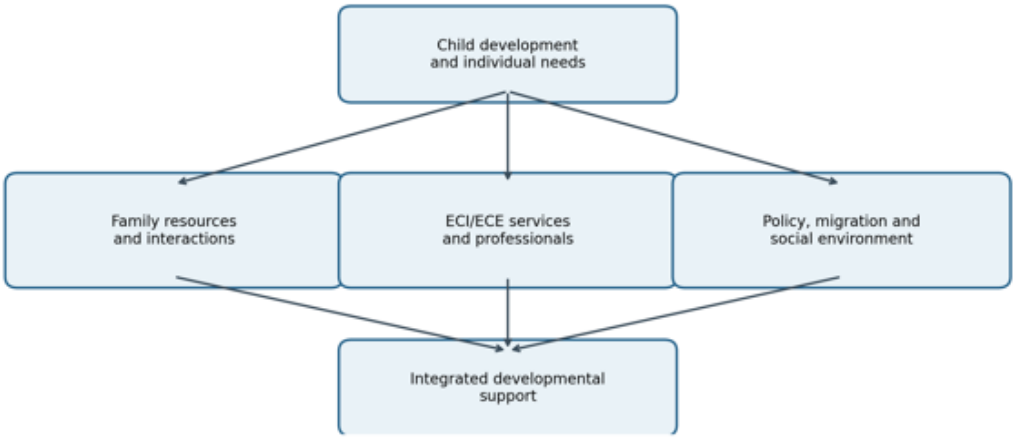


Figure 1. Developmental systems framework for inclusive early childhood intervention in Turkey

A Turkish study indicates that early childhood education and parental support initiatives enhance individuals' academic achievement, workforce participation, social engagement, and family connections. [4] assert that the expansion of early childhood services fosters gender equality by drawing more women into the labor market through job creation in daycare and related sectors. Research indicates that investments in early childhood education in Turkey generate almost seven lira for each lira spent (UNICEF 2012). sustained benefits for society, including enhanced social connections, heightened productivity, and better health outcomes.

The Organization for Economic Cooperation and Development (2025) asserts that early childhood education (ECE) fosters equity and mitigates the intergenerational transmission of disadvantage, particularly aiding children who are refugees or encounter substantial challenges. Approximately 4% of refugee children in Turkey possess disabilities, which is believed to heighten developmental risks in early life due to the interplay between disability and refugee status. Due to the overlapping vulnerabilities, it is essential to tackle contextual and developmental challenges with therapies that are inclusive, culturally pertinent, and promptly executed.

Services for young children are enhanced when all individuals, environments, and elements influencing a child's growth are perceived as interrelated components of a larger

system. To facilitate their children's success in early childhood development, families ought to advocate for cohesive policies, governance frameworks, and service delivery systems instead of relying on isolated initiatives [5][6]. From this perspective, early childhood policies and initiatives must be assessed and formulated through a systems-based approach.

The DSM functions as the conceptual foundation for this research, as elucidated by [7]. Family assets encompass material circumstances, social connections, community resources, and policy assistance; caregiving methodologies and parent-child dynamics are regarded as familial interaction frameworks; and biological predispositions, disability categorizations, and distinct learning traits are viewed as elements of child development [8][9]. These components engage with one other and with larger systems in numerous manners, including those governing labor, social welfare, migration, health, and education.

Employing the DSM analytical framework, which additionally informed the research subjects, this study investigates ECI and inclusive ECE practices and policy in Turkey concerning children with disabilities and refugees. A significant field of study investigates the impact of institutional and governance issues on variations in implementation.

Approaches:

This research focuses on the connection between disability and refugee status, intending to analyze the legislation, regulations, and practices related to inclusive early childhood education and care in Turkey. We conducted an exhaustive examination of policy documents, governance structures, and implementation challenges to contextualize national experiences within wider international discussions. This approach was exceptionally effective for assessing a diverse array of materials, such as academic papers, legal documents, and policy analyzes.

The information utilized in this study was derived from two primary sources. Academic works utilize sources in both Turkish and English. These citations were discovered through meticulous keyword searches on scholarly databases such as DergiPark and Turkish academic platforms like Scopus and Web of Science. We employed variables such as disability, ECI, ECE, and policy implementation in Turkey due to the importance of locating academic research.

Secondly, policy documents and gray literature concerning migration, disability, and early childhood development were compiled through a comprehensive examination of publically accessible materials released by national and international entities. These documents met all my requirements: (a) they originated from reputable international entities or governmental institutions; (b) they addressed inclusive early childhood education (ECE) or inclusive early childhood intervention (ECI); (c) they pertained to the Turkish setting; and (d) they concentrated on children with disabilities and/or refugee populations. The evaluation incorporates research, studies, and legislative documents generated by relevant Turkish governmental entities, including MoNE and MoFSS, alongside international organizations like UNICEF, WHO, and UNHCR.

The terms handicap, migration, ECI, and ECE were included. The relevant phrases included Turkey, inclusive education, compelled migration, displaced adolescents, early childhood assistance, and specialized education for children with disabilities. The two languages that were analyzed were English and Turkish. This examination concentrated on works published between 2000 and 2024 because to the significant increase in ECI and inclusive ECE policies in Turkey and worldwide. Publications in peer-reviewed journals, authoritative policy documents, or credible institutional reports concerning disability, inclusive early childhood education (ECE), early childhood intervention (ECI), legislation, policy, governance, service provision, refugees, and forcibly displaced children were pertinent to the Turkish context. The literature examined for this study's definition of early childhood (children aged 0–6) either focused on migration or disability matters without considering early

childhood, predominantly targeted older demographics, or lacked relevance to governance, policy, or service provision.

A thematic and policy-driven approach was employed to examine the chosen resources. Several persistent themes surfaced from the document examination, encompassing legal jurisdiction, service integration, institutional competencies, governance structures, and implementation mistakes. The impact of refugee status and disability on engagement in early childhood programs was emphasized, along with the importance of structural and systemic obstacles in policy execution.

A comprehensive assessment or comparison is impeded by the study's methodological deficiencies and the erratic policy documents and data about disabled immigrant children. The examination primarily focuses on secondary materials, including policy texts and institutional reports. This methodology prioritizes policy-level examination at the expense of foundational empirical data, overlooking the intricacies of micro-level implementation. Considering these constraints, it is more precise to assert that the findings are analytically substantiated rather than statistically generated, as they are intrinsic to policy-focused review research and should not be ascribed to methodological inaccuracies.

Legal and Regulatory Structure in Turkey Guralnick's Developmental Systems:

Model asserts that broad systemic elements, such as legal and regulatory frameworks, influence the availability, quality, and accessibility of early childhood intervention services. Regulations affect family resources through processes of qualification, funding, organization, and responsibility. Examining Turkey's legal structure from a systemic viewpoint indicates that strong rights-based laws may coexist with poor coordination and governance, leading to uneven implementation.

The Turkish Constitution of 1982 ensures the entitlement to education for minors. Article 41 obligates the state to protect and foster the healthy growth of children, whilst Article 42 guaranties the right to a free and appropriate public education. The Republic of Turkey's Child Protection Law No. 5395 provides protection for adolescents with disabilities and other vulnerable groups.

Legislation No. 2916 concerning Children Requiring Special Education (Republic of Turkey) and the 1987 Directive on Early Childhood Education for Children with Special Needs (Pınar) promote early educational access for children with disabilities. Decree Law No. 573, established in 1997, constitutes the most comprehensive regulation for special education in Turkey. The legislation outlined fundamental principles including Individualized Education Programs (IEPs), early childhood education, parental responsibilities, inclusivity, and individuals with disabilities. Since its establishment in 1997, the Special Education Services Regulations of the Ministry of National Education have maintained this vital provision, ensuring that preschool-aged children receive access to special education.

The Law on Disabled Persons (Law No. 5378) (Republic of Turkey) and the 2006 Regulation on Special Education mandate that early childhood education is a family-centered program for children from 0 to 36 months, implemented in home or institutional settings under the supervision of special education services boards. According to legislative requirements, education must take place in varied groups, inside organized settings, or, when necessary, at a person's home. This procedure will be overseen and managed by specialized education service boards.

International Obligations:

Numerous international accords concerning gender equality, children's rights, and disability form the foundation of Turkish legislation and policies. Maternal health, caregiving responsibilities, and early childhood education are included within the frameworks of the Conventions on the Rights of the Child (UN), the Rights of Persons with Disabilities (UN), and the Convention on the Elimination of All Forms of Discrimination Against Women

(CEDAW). These international agreements have created a comprehensive legal framework that has transformed early childhood care from a charitable endeavor into a fundamental human right.

These ideas are embodied in several national policy documents concerning early childhood and disability. The National Action Plan for the Rights of Persons with Disabilities (2023-2025) seeks to guaranty that individual with disabilities in Turkey have equal opportunities in a socially inclusive and rights-focused manner. In accordance with this extensive plan, the 2030 Barrier-Free Vision emphasizes the need of early intervention and preventive actions commencing at a child's birth. Although these policies recognize the need of early childhood intervention and inclusion, they emphasize broad principles rather than creating legally binding standards or providing clear definitions of institutional obligations. Restrictions on migration and asylum assistance in Turkey impede refugee children with disabilities from accessing early developmental programs. According to the Law on Foreigners and International Protection (Republic of Turkey), children with impairments and developmental delays receive preferential access to healthcare and education, recognizing migrants as a vulnerable group. The Temporary Protection Regulation (Ministry of the Interior of the Republic of Türkiye) guaranties that Syrian youth under temporary protection in Turkey are provided with social support, medical care, and educational access. The European Union has enhanced direct early childhood intervention (ECI) and early childhood education (ECE) programs for refugee children in Turkey through measures launched in reaction to the substantial influx of Syrians.

Turkey has a multitude of regulations and policies concerning early childhood education and intervention; however, none pertain to children under six years old. Turkey has not required its public institutions to provide comprehensive ECI/ECE services, unlike other countries in Europe and the United States. The degree of intersectoral cooperation, localized implementation tactics, and institutional competence all influence the availability of early development programs for underprivileged refugee adolescents.

Details Concerning Current Initiatives in Early Childhood Education:

In Turkey, state and nonprofit entities oversee early childhood education programs for children ranging from infancy to 68 months. The Ministry of Family and Social Services (MoFSS), the Ministry of National Education (MoNE), the Presidency of Religious Affairs (Diyanet), and municipal authorities are all involved in these programs. Private organizations, established companies, Special Provincial Administrations, and labor law-governed firms are all involved in these activities.

Table 1. Early childhood education participation by age (2023–2024)

Age	Participation reported in manuscript	Age	Participation reported in manuscript
3 years	51.89%	3 years	51.89%
4 years	64.04%	4 years	64.04%
5 years	84.26%	5 years	84.26%

Participation in early childhood education in Turkey rises with age, with rates of 51.89% for three-year-olds, 64.04% for four-year-olds, and 84.26% for five-year-olds, according to MoNE (2024) figures for the 2023–2024 academic year. These figures, however, offer no clarity regarding the involvement of children with impairments. Although there are 10,668 preschool-aged children (3-5) receiving special education services, the lack of comprehensive disability data obstructs our capacity to evaluate the level of inclusion for children with disabilities in standard early childhood education programs.

In Turkey, the number of students enrolled in Early Childhood Education programs for the 2023–2024 academic year reached 1,954,202. The spatial distribution and institutional connections of the students are specified as follows: 271,410 students from MoNE-affiliated

schools, 163,968 students from local government bodies and other non-MoNE establishments, and 81,816 students from private entities not associated with MoNE, including workplace nurseries compliant with labor laws and care facilities governed by the Ministry of Family and Social Services.

[10] estimate that 2.8 million children, representing 4.14 percent of the overall population, are eligible for special education programs or assistance. UNFPA's 2021 projections suggest that children represent a considerable portion of the about 450,000 disabled refugees in the nation; however, precise statistics are difficult to ascertain due to obstacles in diagnosis and registration.

Initiatives for Early Childhood Intervention:

Turkey has a varied range of early childhood intervention programs that include social assistance, education, and health. Diversity presents challenges for the organization, uniformity, and consistency of services for children with disabilities and individuals living in refugee accommodations [11][12] early childhood intervention (ECI) initiatives aimed at supporting children with disabilities, young immigrants and refugees, as well as other at-risk groups in reaching developmental milestones and reducing the chances of adverse outcomes. Notwithstanding the presence of numerous early childhood intervention initiatives in Turkey, significant inconsistencies are evident in their execution concerning the demographics they serve, their alignment with traditional early childhood education, and the regions they cover.

Tailored programs designed for the unique circumstances of young children and toddlers with disabilities, developmental delays, or both can meet their needs. This categorization includes private rehabilitation centers like RAM, specific hospitals, and programs authorized by MoNE. Following comprehensive evaluations and diagnostic assessments, the RAM Centers match each child with appropriate special education programs designed to meet their individual needs. RAM also use translators to aid in overcoming linguistic obstacles.

The Ministry of National Education has initiated partnerships with international organizations to guaranty that migrant and refugee children receive an enhanced education. Programs like Accelerated Learning and the Promoting Integration of Syrian Children into the Turkish Education System (PICTES) have been implemented to support refugee children, particularly those with special needs, in adapting to school and attaining success. Family health clinics provide a variety of services for children with disabilities, including routine examinations, vaccination programs, and tracking of developmental milestones. Facilities associated with public organizations furthermore provide physiotherapy and rehabilitation services. A migrant health center (MHC) is a primary healthcare facility that offers medical assistance to young migrants and refugees. The MHC will assess a kid and refer them to the suitable rehabilitation facility if they display signs of developmental delays or disabilities.

The Ministry of Family and Social Assistance in Turkey provides protection, educational aid, and rehabilitative assistance to at-risk children. It seeks to educate the community about the importance of early childhood development via the administration of daycare centers and nurseries as part of a family-oriented approach.

The civil society organizations in Turkey promoting the implementation of ECI and ECE include international entities like UNICEF, disability-focused organizations such as SERÇEV (Association for Children with Cerebral Palsy), and professional associations like the Pediatric Physiotherapists Association. The Mother Child Education Foundation is a distinguished non-profit organization focused on early childhood education and parental support [3]. Since its establishment in 1993, the organization's main objective has been to guaranty early education for all children and preschool access for those from underprivileged socioeconomic conditions. The Preschool Education Program, an initiative of AÇEV, was

initially introduced in the southeastern and eastern regions of Turkey prior to its extension to encompass Syrian children.

Programs for the Recovery and Reintegration of Syrian Refugees 4.5 Both domestic and international organizations are funding trauma-informed educational initiatives, assisting Syrian youngsters in adjusting to the academic setting. These include educational programs led by UNICEF and refugee support efforts organized by the EU. A multitude of refugees currently inhabit Turkey, and five programs have been developed to support them. Consequently, some Temporary Education Centers designed for Syrians were closed in 2015 due to integration efforts This transpired as a result of Syrian minors enrolling in Turkish public educational establishments. In Turkey, the national educational framework is now incorporating refugee children into public educational institutions.

The PICTES initiative seeks to aid Syrian children in acclimating to Turkish educational settings through linguistic help, psychological assistance, and integration measures

The educational guidance and counseling services consistently provide psychological help to both personnel and students as part of the psychological aid program (2017). The Summer School Program (2019) offers preschool initiatives throughout the summer [13].

Compliance classes (2020), already available in multiple areas, can facilitate language acquisition and scholastic adaptation for recently arrived refugee children.

The Impact of Disability on Refugee Eligibility:

Turkey harbors the largest population of Syrian refugees among the most populous countries globally. By January 2025, almost 2.6 million Syrians have established residence in Turkey). In 2023, more over 296,000 non-nationals pursued refuge in temporary protection zones, comprising nearly three million Syrians (IOM 2024). Approximately 1.7 million individuals below the age of 18 constitute a significant segment of this demographic [13]. The population of Syrian refugee children in Turkey totals 2,758,039, including 398,248 who are under four years old and 941,422 aged five to seventeen (Refugees Association 2025).

Owing to linguistic obstacles, administrative limitations, and challenges in recognizing disabilities during crises, there exists a significant deficiency of up-to-date data regarding impaired refugee children in Turkey. The International Organization for Migration (IOM) reported that a survey conducted at the district level in Sultanbeyli revealed that 24.7% of Syrian refugees experienced mental health challenges and disabilities. Approximately 10% of refugee families included an individual with a disability in 2021 and the Research Center on Asylum and Migration in 2022. While precise figures for children are absent, this information evidently indicates a substantial population of disabled refugee children living in Turkey. The availability of early childhood intervention is obstructed by various factors, including language obstacles, social marginalization, inconsistent record-keeping, lack of awareness regarding services, financial limitations, and cultural disparities that shape individuals' views on disabilities and their readiness to pursue assistance [14].

Young individuals who have sought sanctuary in Turkey often endure significant psychological challenges as a result of their encounters with disability, displacement, and the atrocities of violence. Youth with disabilities are more susceptible. Heightened exposure to trauma, augmented stigma, disrupted services, and social seclusion are interconnected. This increases the vulnerability of refugees and individuals with disabilities to potential harm.

Workforce Deficiency, Gender Disparity, and the Weight of Caring Responsibilities:

[15]and [16]assert that Turkey persists in experiencing a deficit of qualified early childhood educators, therapists, and psychologists. Geographic inequalities, elevated employee turnover, and insufficient opportunities for career advancement adversely affect accessibility and service quality. Moreover, insufficient training in culturally attuned methodologies hinders professionals from assisting refugee children to their maximum potential.

Owing to the acute deficiencies, families are compelled to depend on familial caregivers, predominantly women. [17] assert that the profession of dealing with young children in Turkey is predominantly female and undervalued. [18] assert that conventional gender norms in refugee accommodations exacerbate socioeconomic vulnerability by constraining job opportunities and compelling women to assume caregiving responsibilities. Individuals with disabilities, displaced communities, and their access to assistance are all profoundly affected by gender bias.

Risk Mitigation, Regulatory Frameworks, and Supervisory Shortcomings:

The diverse array of suppliers, encompassing public, private, and non-governmental entities, intensifies the erratic application of quality standards in Turkey's early developmental initiatives. Owing to the absence of established evaluation standards and insufficient regulatory oversight, teenage refugees sometimes depend on privately operated or under-resourced initiatives. Children with disabilities who are refugees encounter numerous challenges, exacerbated by the inconsistent implementation of early intervention and rehabilitation initiatives. The absence of comprehensive outcome evaluations complicates the assessment of how effectively interventions meet intricate developmental and psychosocial needs [19].

Global Warming, Environmental Catastrophes, and Many Worldwide Calamities:

Crisis dynamics and intrinsic vulnerabilities hinder the continuity of services. The World Bank states that illnesses, natural calamities, large-scale migration, and warfare disproportionately impact children with disabilities. UNICEF and the European Commission (2021) indicate that the COVID-19 pandemic revealed the capacity of crises to dismantle fragile systems and obstruct access to vital healthcare and education. In reaction to the crisis, Turkey and its global collaborators have established multilingual services, mobile healthcare units, and conditional cash assistance programs (UNHCR). Immediate measures may be required; nevertheless, they must not overshadow sustained initiatives aimed at enhancing institutional capability. Prompt crisis management strategies prioritizing children's safety, structure, and oversight are crucial.

Identify the Barriers to Access Associated with Geographical Location, Cultural Factors, And Socioeconomic Status:

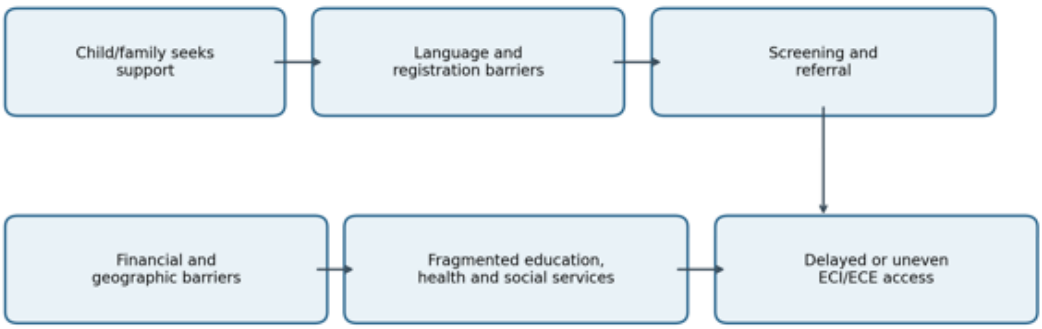


Figure 2. Intersecting barriers to ECI/ECE access for refugee children with disabilities

Disparities in geography and socioeconomic standing intensify prevailing operational challenges. Numerous regional services exist, the majority of which provide specialized solutions focused in urban areas (World Bank). In border areas hosting significant refugee communities, there exists a considerable demand coupled with a restricted supply. Households reliant on private suppliers encounter greater financial strain and considerable out-of-pocket expenses when public services fall short [20]. Insufficient social safety nets exacerbate the perils of isolation. Linguistic and cultural obstacles exacerbate these systemic constraints.[21] assert that the absence of translators, culturally appropriate diagnostic techniques, and the stigma around disability impede early identification and treatment. A detrimental circumstance

emerges when challenges related to institutions, society, culture, and geography converge. The interplay of coerced relocation and disability generates intricate obstacles to service accessibility, necessitating thorough policy interventions. This examination of Turkey's early childhood intervention framework emphasizes the varied results for children with impairments and refugees.

Final Observations:

This research utilized an intersectional and developmental systems framework to investigate the correlation between disability and refugee status in relation to institutional and policy environments. The objective was to assess Turkey's early childhood intervention (ECI) framework. The analysis of the correlation between legal obligations and equitable growth opportunities, which sought to tackle legislative frameworks, program development, and execution issues.

Turkish legislation and actions are progressively supporting the establishment of early childhood intervention. This analysis indicates that formal inclusion frameworks fail to offer equitable opportunities. Research indicates that the primary factors contributing to inequality in Turkey's ECI system are structural fragmentation, varying implementation capabilities, and insufficient coordination among government levels. It determines that the primary cause is not an absence of policy.

Children with disabilities and young asylum seekers face several risks when institutional structures, social entities, and familial support networks fail to cooperate. Developmental systems theory posits that exclusion occurs when all interconnected service arrangements ultimately collapse. Fragmented leadership, insufficient personnel, geographical disparities, contradictory laws, and an absence of culturally suitable policies render existing legal obligations useless.

Table 2. Access barriers and corresponding proposed policy responses

Barrier identified in manuscript	**Corresponding proposed response**
Fragmented administration and referrals	Joint governance, standardized case management and integrated information systems
Language and cultural mismatch	Bilingual personnel, interpretation and culturally adapted assessments
Geographic and financial inequality	Mobile units, community-based services and targeted funding
Workforce shortages	Professional development, fair compensation and retention incentives
Weak quality oversight	Common quality benchmarks, monitoring and accountability

This research enhances our understanding by clarifying the connection between involuntary displacement and disability, which intensifies the deficiencies in early childhood intervention initiatives. The results highlight the deficiencies of targeted support systems in prolonged emergencies and demonstrate the interconnectedness of disability and refugee status as policy issues. The situation in Turkey illustrates that legislative alterations implemented without consideration of associated behaviors jeopardize equality and create an illusion of formal inclusion. A number of suggestions resulting from this study are as follows:

The subsequent suggestions aim to achieve three objectives aligned with Guralnick's Developmental Systems Model: (1) align policy and systemic structures; (2) prioritize family support; and (3) focus on services oriented around children. The suggestions emphasize the necessity of establishing a unified early childhood intervention framework to address the intricate and interrelated requirements of children with disabilities and refugees in Turkey. Alongside a sustained political dedication and enough financial backing, several sectors and

stakeholders must collaborate to execute the recommendations. Achievement is realized by proficient leadership, adept implementation, and continuous assessment accompanied by data-informed adjustments.

Legislative Framework:

It is essential to emphasize the legal responsibilities of early childhood programs for all children aged 0 to 6. [22] together with[23] assert that the legislation should delineate service entitlements, enforce quality benchmarks for all providers, establish accountability mechanisms, and allocate financial responsibilities to guaranty uniform implementation.

Governmental entities should institutionalize collaboration in governance, standardized case management, established eligibility criteria, and cohesive information systems. Numerous investigations indicate that pilot integrated service centers in underserved regions will offer coordinated intake and assistance to families with other services [20][22]. Global insights indicate that Turkey's governance framework requires clearly articulated objectives and collective benchmarks for effective collaboration.

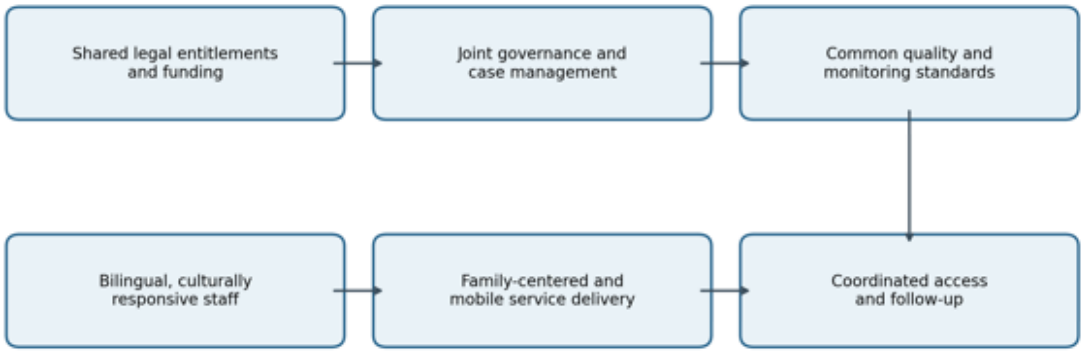


Figure 3. Proposed integrated service delivery and governance response

Initiatives to Involve Young Children: Enhancing service availability in neglected regions can be achieved through the establishment of public-private collaborations, prudent investments, and the exploration of novel service delivery methods. Events and activities should be readily accessible to ensure participation from those with varying abilities. Affordability challenges can be mitigated through subsidies, variable fees, or universally complimentary services, particularly for children aged 0-3, by focusing on family-oriented, home-based strategies, community playgroups, parental education programs, and mobile service units to involve families in isolated and economically challenged areas. Numerous sources [24][25] along with assert that Turkey, given its historical role as a host nation, ought to regard specialized services for refugee populations as integral elements of standard Early Childhood Intervention (ECI) programs instead of viewing them as isolated or provisional solutions.

Formulating and persistently applying national quality benchmarks grounded in research-backed intervention strategies, employing uniform assessment and evaluation methodologies, and delineating the essential criteria for service providers are imperative to ensure quality. Upholding these standards necessitates consistent assessment and oversight protocols [26]. Developing cohesive information systems, instituting centralized family communication hubs, and harmonizing social, health, and educational services through integrated service delivery models would enhance the accessibility and uniformity of services;

To optimize the workforce's capabilities, there should be increased opportunities for both pre-service and in-service professional development for individuals engaged with children. Emphasis ought to be placed on education on inclusive methodologies, cultural awareness, and support for economically disadvantaged families. Increasing compensation and offering opportunities for professional advancement can attract and retain skilled individuals,

particularly those with multilingual abilities and diverse cultural experiences. The citations include [27]., the Learning Policy Institute and Public Leadership Institute (2025), the Mississippi Study (2025), and the Prenatal-to-3 Policy Impact Center (2025). Formulating recruitment and retention strategies that offer fair compensation, opportunities for career progression, incentives for remote work, and public acknowledgment of contributions is crucial for mitigating the persistent labor shortages illustrate that improving interdisciplinary collaboration necessitates cooperative training, standardized competency frameworks, and collaborative service delivery models.

Culturally Attuned Services:

Legislators must ensure that ECI initiatives encompass individuals from diverse linguistic and ethnic heritages. [28], assert that enhancing community-engaged initiatives, employing bilingual or bicultural personnel, and modifying evaluation techniques and therapeutic strategies are essential. assert that language support initiatives featuring bilingual service personnel, skilled interpreters, and multilingual resources significantly aid refugee families. The subsequent references indicate that minority and refugee populations might enhance their self-assurance and utilization of services[29][30].

Considering Turkey's legacy of coerced displacement and recurrent emergencies, it is essential for ECI policies to integrate emergency response strategies, rapid evaluation and referral mechanisms, mobile intervention units, and collaborations with humanitarian entities to enhance system resilience, it is essential to build emergency finance sources, implement trauma-informed methodologies, provide crisis management training for employees, and create more flexible service frameworks.

Enforcement measures for all service providers should be implemented, with the establishment of frequent inspection and monitoring systems, as well as the maintenance of accreditation and licensing standards to improve regulatory oversight and quality assurance When public and private entities collaborate, they can enhance service provision for everyone, provided they establish enduring financial objectives, precise performance criteria, and metrics to assess success.

To enhance stability and equity within the ECI framework, the proposes that needs-oriented distribution models, sustained commitments, and focused budget allocations may serve as viable funding alternatives. The International Data Management Consortium (2023), the OECD and UNICEF assert that integrated information systems alongside sophisticated research and evaluation capabilities can enhance resource efficiency and foster ongoing quality enhancement.

Ultimately, Turkey has established the institutional infrastructure required to implement a more just and consistent ECI system. The establishment of a cohesive system for overseeing financial assets, worker training initiatives, quality assurance protocols, and emergency readiness should be the foremost concern for forthcoming policies. It is essential to reinforce these fundamental connections to transform policy commitments into fair and enduring developmental successes. Empirical research on implementation strategies and individual child outcomes is essential to ascertain whether structural improvements advantage immigrant children who have been adversely affected.

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