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Special Issue Reprint

Empowerment of Science Education for Young Children

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Early childhood education constitutes a demanding field for science educators and researchers regarding the integration of scientific concepts and phenomena into educational programs. Although science education for young children is not a new research area, recent years have demonstrated a renewed interest in it. Science integration in early childhood takes multiple forms: as an object of learning, focusing on children's ability to develop scientific thinking, and as a context of learning, where science offers meaningful, playful experiences that support the understanding of everyday phenomena while triggering social and language development through interaction with objects and activities. This Reprint is linked to a Special Issue of *Education Sciences* entitled "Empowerment of Science Education for Young Children: Current Research and Implications for Learning". The contributions examine how young children develop scientific concepts, how teachers and learning contexts influence these processes, and how innovative approaches—such as augmented reality and nature-based education—engage children in inquiry. An emphasis is placed on rich, diverse learning environments that encourage exploration, experimentation, and scientific understanding through different forms of representations. Drawing on research from various national and pedagogical contexts, this collection highlights the need for policies and practices that support active, experiential, and meaningful science education from early childhood, affirming its importance from both pedagogical and scientific perspectives.

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