

Governance of complex early childhood education and care systems

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PROPOSITIONS

Providing grants to improve educational equity without concrete goal agreements does not lead to more equal educational opportunities.

Laws and regulations provide a minimum quality baseline, but do not necessarily encourage quality improvement.

Educational equity policy in kindergarten in the Netherlands should get much more (political) attention, because investments in early years are more effective than investments later in life.

Municipalities should take their coordinating role regarding educational disadvantage policy and should be better supported by the central government through regulations regarding the expected outcome of cooperation between partners rather than the process of cooperation.

The Dutch ECEC system with ECEC providers for children up to 4 years old and primary schools has too many impediments to guarantee seamless transitions for less advantaged children.

Dutch school boards are focused on the outcomes of children in upper primary education and insufficiently focus on children in kindergarten, therefore they do not sufficiently succeed in ensuring educational quality for disadvantaged children in the kindergarten period.

Monitoring the quality of ECEC should focus more on the operation and effectiveness of cooperation among the partners in the municipal network.

Perseverance is the key to overcoming challenges.