

ISOTIS

INCLUSIVE EDUCATION AND SOCIAL SUPPORT  
TO TACKLE INEQUALITIES IN SOCIETY

# Value-based regulation of early childhood education and care for equity and inclusiveness

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# ISOTIS

- Identifying starting points for policy and practice to increase equity and inclusiveness in early childhood education, family support and primary education.
- Several sub-projects:
  - Secondary analysis of international comparative data (e.g., PISA, PIRLS, ...) and longitudinal data sets from six countries (e.g., NEPS, BONDS, COOL...)
  - Reviews and case studies of home-based education programs, intercultural classroom practices, professional development, inter-agency coordination.
  - Design-research into the use of a virtual learning environment to support intercultural and multilingual education at home and in (pre)school.
  - Structured interviews with parents, in-depth interviews with children and parents, surveys among professionals, service providers and policy makers.

- 15 partners in 10 countries, including two NGOs working with disadvantaged communities (yes, ISSA!).
- Coordination: Paul Leseman, Ted Melhuish, Thomas Moser.
- EU Horizon 2020



Curriculum and Quality Analysis and Impact Review  
of European Early Childhood Education and Care



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.... and many more

# System characteristics & use of ECEC

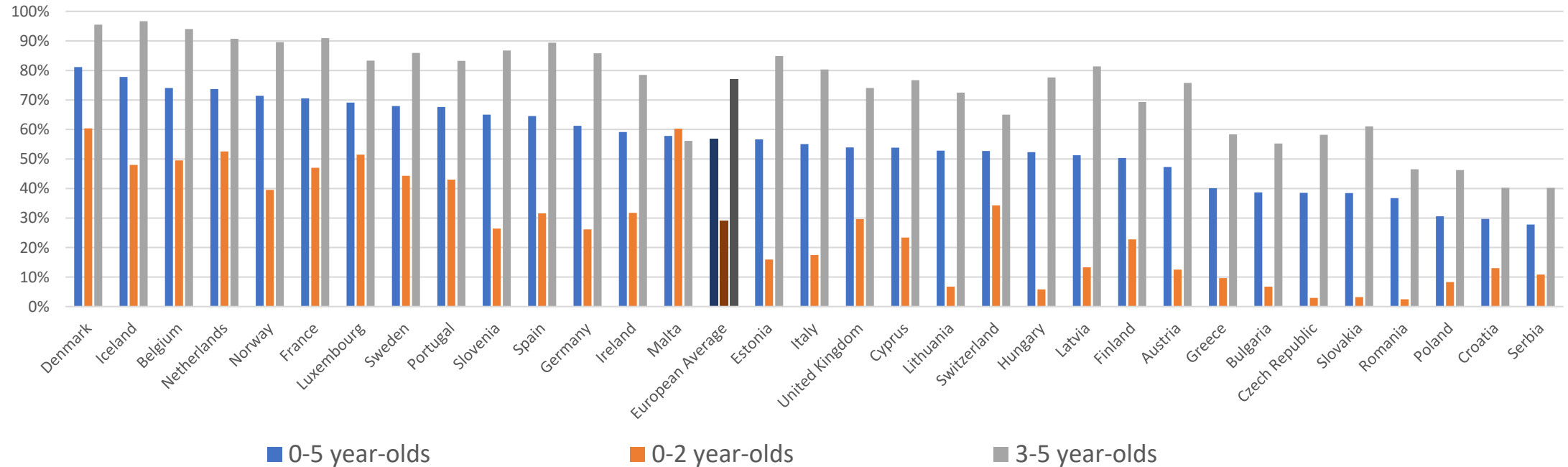
- ECEC services are split, mixed or fully integrated (unitary):
  - Full-day childcare, half-day preschool or kindergarten, + after-school care.
  - Provisions for 0- to 2 vs. 3- to 6-year-olds (or for 0- to 4- vs. 4- to 6-year-olds).
  - Universal vs. targeted.
  - Progressive universalism.
- ECEC services are provided by public, private for-profit, private not-for profit and/or missionary organizations (system hybridity).
- Age of legal entitlement (availability), age of free provision (affordability), age of compulsory provision.
- The amount of public expenditure, the expenditure per child, the proportion of private funding, the proportion of funding by parents.

# Actual use of ECEC for 0- to 5-year-olds

(Özgün Ünver & Ides Nicaise, 2016; Ünver, 2019)

- Database: EU-SILC 2014 (31 countries).
- Dependent variable: use of ECEC (any hours) vs. no use.
- Country level predictors:
  - Degree of privatization (or system hybridity), start of legal entitlement, start of free of charge provision.
  - Split, partially integrated, fully integrated, minimum level of staff qualifications and teacher wages.
  - Proportion of public spending per child, funding from private sources and funding by households.
- Child and family level control variables:
  - Age of the child, family size, family income, migrant status, mother's education, mother's working hours.

# Reported use of ECEC



- Wide variation between countries (for 0- to 2-years: from close to 0% to over 60%; for 3- to 5-years: from 40% to 95%).
- Large differences between 0- to 2-years and 3- to 5-years.

# Main findings

- Significant positive country level predictors of ECEC use, in order of importance:
  - Age of legal entitlement: earlier entitlement is associated with higher use.
  - Public spending per child: the more spending, the higher the use.
  - Salary of teachers, professional training level of teachers (as indicators of quality regulation): the higher the quality, the higher the use.
  - Age of legal entitlement  $\times$  income: earlier entitlement benefits low income most.
  - System hybridity  $\times$  income or migrant background: integrated systems benefit low income families; either split (targeted programs) or fully integrated systems benefit migrants.
- No main effects of system hybridity or proportion of public funding.



# The key questions of today

- Are public universal-unitary systems with early entitlement (as in the Nordic countries) indeed superior?
  - I will share some critical findings suggesting otherwise.
- Are privatized hybrid systems in all circumstances inferior, especially with regard to access, quality and beneficial effects for disadvantaged groups?
  - I will highlight some counter-intuitive beneficial effects and argue that system hybridity offers opportunities.

# The ideology of 'neo-liberalism' and privatized ECEC 'markets'

- Introducing the forces of the market into ECEC would lead to:
  - A better coordination between demand and supply, including a greater variety of options to service divergent demands, and rapid expansion of the supply.
  - Entrepreneurship, innovation and higher costs-efficiency.
  - Efficient quality regulation, with parents-users choosing for an optimal costs-quality balance, leading to higher quality and lower macro-costs.
- Some of this is true in some countries, most of it not, or not without additional regulations counter-acting the pure market forces:
  - Strict, detailed quality regulations and monitoring systems in Australia and the UK (Brennan, 2016; Penn, 2011; Naumann, 2011).
  - Additional repairs to ensure supply in remote areas with 'low purchasing power' (Brennan, 2016; Warner & Gradus, 2009).

# The ideology of 'social-democratic regimes' and universal-unitary (public) systems

- Quality of education and care in Denmark and Norway:
  - Slot, Bleses et al. (2018), using the CLASS: emotional quality is high in Denmark, but educational quality is low – lower than in the split privatized system of the Netherlands (Slot, Jepma, Muller & Leseman, 2018).
  - Moser et al. (2018), using the ITERS/ECERS-R: quality of Norwegian ECEC for 1 to 6 year-olds is between 'low and good', substantially lower than in the Netherlands (Slot et al., 2018) and also than in privatized Australia (Vermeer et al., 2016).
  - Slot, Leseman & Bleses (2018), using the ITERS/ECERS-R: substantially lower scores in Denmark than in the Netherlands (and in Australia; Vermeer et al., 2016).
- Quality of education and care of the universal, publicly funded Flemish kindergarten for 2½ to 6-year-olds:
  - Vandenbroeck et al. (2017) and Peleman et al. (2019): low cultural inclusiveness, impoverished language environment for migrant children.

# Some further evidence: ISOTIS project

- National systems vs. local 'engaged' policies and practices, leading to differences within countries in use of ECEC and family support.
- Involvement of privatized not-for-profit and for-profit organizations and idealistic, 'value-driven' regulation.
- Hybrid markets: risks and opportunities.

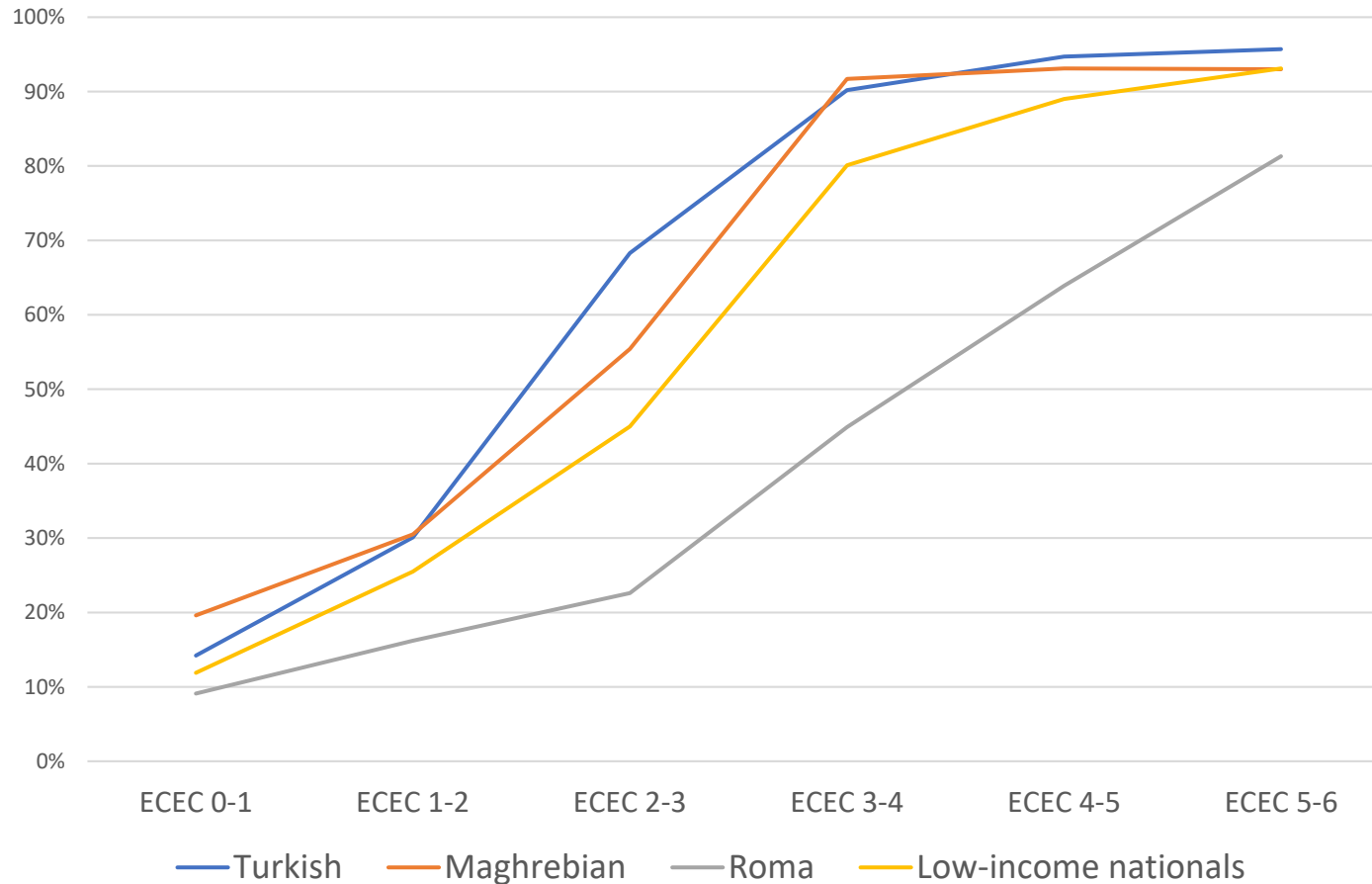
# Use of ECEC by age of the child, country and localities within the country

- Interviews with parents from immigrant, minority and low-income native background in 10 European countries (N = 3948).
- Core team: **Thomas Moser, Martine Broekhuizen, Katharina Ereky, Katrin Wolf.**
- Within countries, selection of sites representing different political contexts and service systems (e.g., Rotterdam vs. Utrecht; Berlin vs. Bremen).
- Within localities, selection of neighborhoods with a high representation of the target groups: Turkish, Maghrebian, Roma, low-income nationals.
  - Parent conferences at (pre)schools, neighborhood centers and health centers.
  - Personal contact, snowball.

# Team of interviewers in the Netherlands



# Use of ECEC by age of the child: all groups (N = 3948)



- Controlled for covariates at the parent-family level.
- Effect size ( $\eta^2$ ) of *group* = .083 ( $p < .001$ ; medium sized effect); effect size of *group by timing* = .075 ( $p < .001$ ; medium-sized).
- Overall, much lower level of ECEC use in the Roma group (and to a lesser extent also in the low-income national group).
- Later increase in ECEC participation of the Roma.

# Explaining patterns of ECEC use by parent and family characteristics

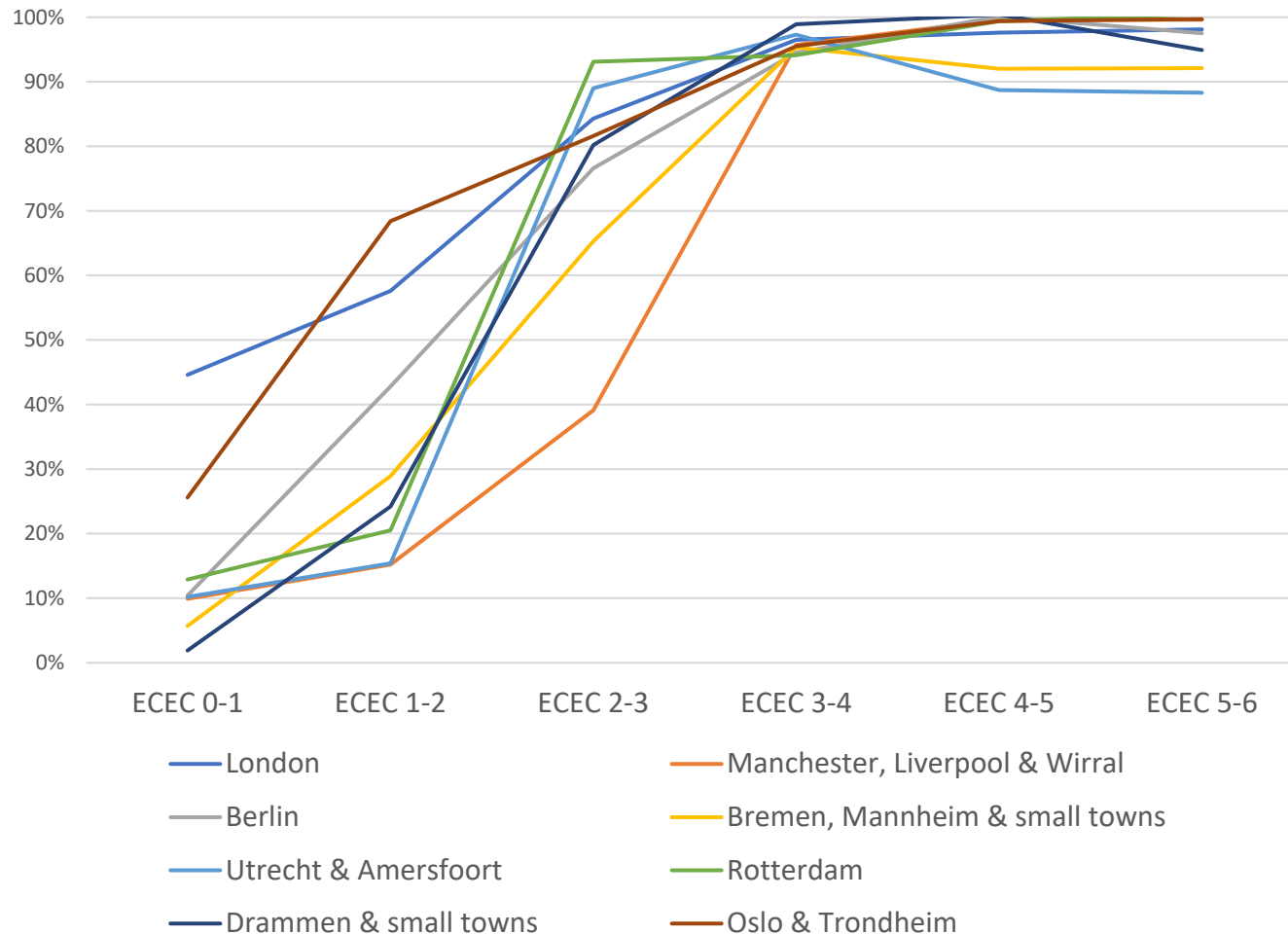
- **Parents' education level** is a strong positive predictor, parents' educational aspirations, mothers' work status, experienced social support, adoptive-acculturation attitudes and inter-ethnic contact are positive predictors too.
- The **importance of religion** in daily life is a strong *negative* predictor (pointing to cultural barriers and low cultural inclusiveness of ECEC), the **number of children** in the family and **poverty** are negative predictors too (pointing to financial barriers).
- Participation is lower in some countries and in some localities within countries, controlling for all of the characteristics mentioned above, **due to system and local policy characteristics**.



# System characteristics - a taxonomy (only the ISOTIS sample)

- Universal integrated/unitary systems with early entitlement (before age 3) and generous expenditure:
  - Norway
  - France
- Universal/unitary with later entitlement and generous expenditure (at age 3 or 4):
  - Italy
  - Netherlands
  - Portugal
  - UK/England
- Split in the early years with early targeted policies with generous expenditure:
  - Germany
  - Netherlands
  - UK/England
- Split, partly targeted with limited expenditure and late entitlement (age 5) to universal preschool:
  - Czech Republic
  - Greece
  - Poland

# Use of ECEC by age of the child & study site: Turkish group (N = 927)

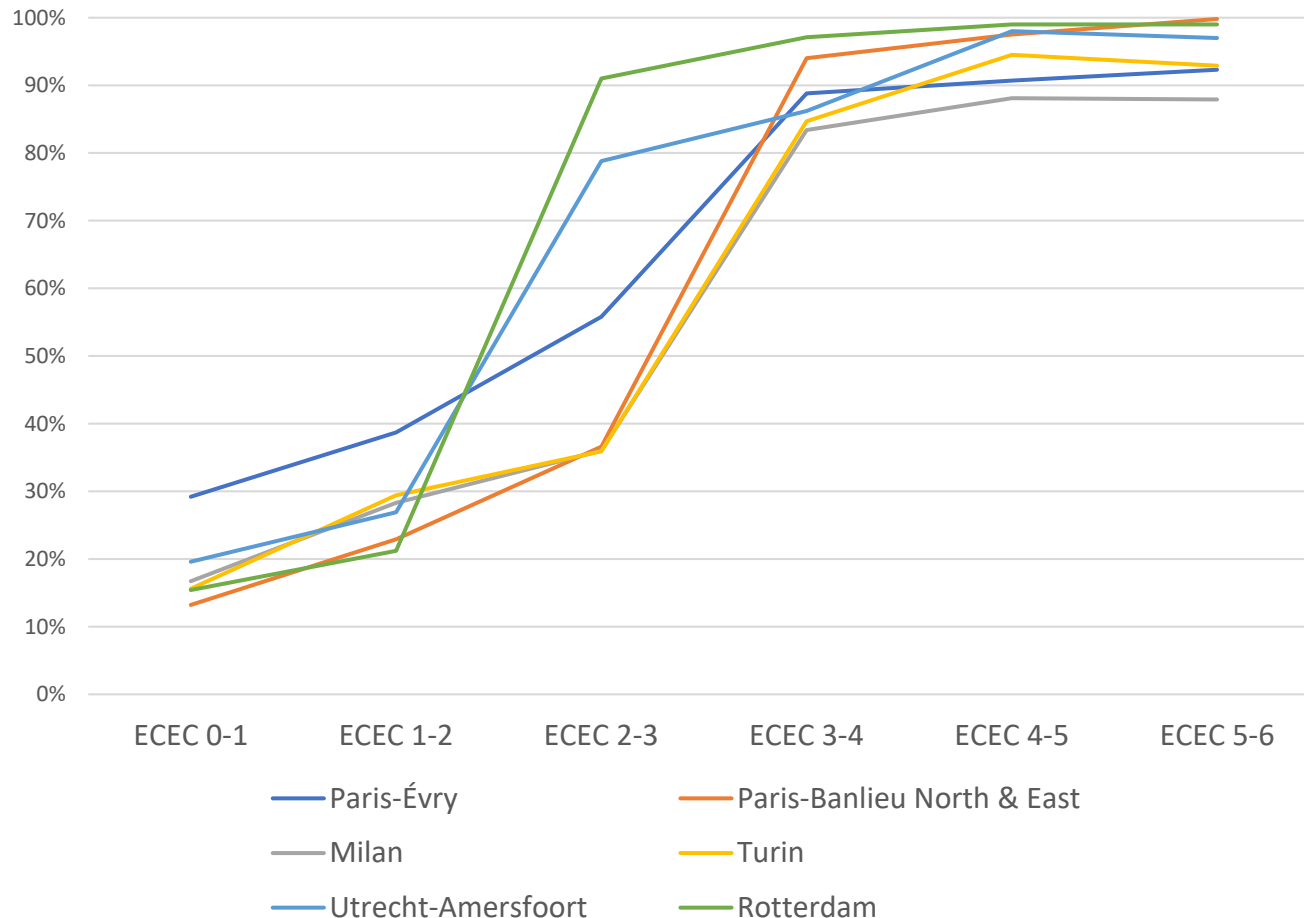


- Controlled for family covariates.
- Effect size ( $\eta^2$ ) of study site = .114 ( $p < .001$ ; medium sized); effect size of site-by-timing = .147 ( $p < .001$ ; large effect).
- Overall higher use in London and in Oslo-Trondheim (after age 1).
- Steep rise in both Dutch cities and in the smaller Norwegian towns (between age 2 and 3), and in the Manchester area (between age 3 and 4).

# Reflection (1): system and local context effects

- **Norway:** universal, unitary ECEC system for children from age 1 to 6 years, accessible and affordable, with generous public funding.
  - Yet, clear differences between the large urban areas and the small urban/rural areas.
- **England/UK:** split, deeply privatized system, but with a strong tradition of targeted and outreaching measures (e.g., Sure Start) which, however, are nowadays (conservative administration) largely dependent on local policy.
  - Differences between London and the Manchester, Liverpool, Wirral area.
- **The Netherlands:** split system, with work-dependent access to 0-4 services and with targeted preschools and active outreach to disadvantaged communities for 2½-4, and from age 4 universal free kindergarten.
  - A vast majority of the Turkish-Dutch families use the targeted programs, no differences between sites, low use of ECEC in earlier years.

# Use of ECEC by age of the child & study site: Maghrebian group (N = 866)

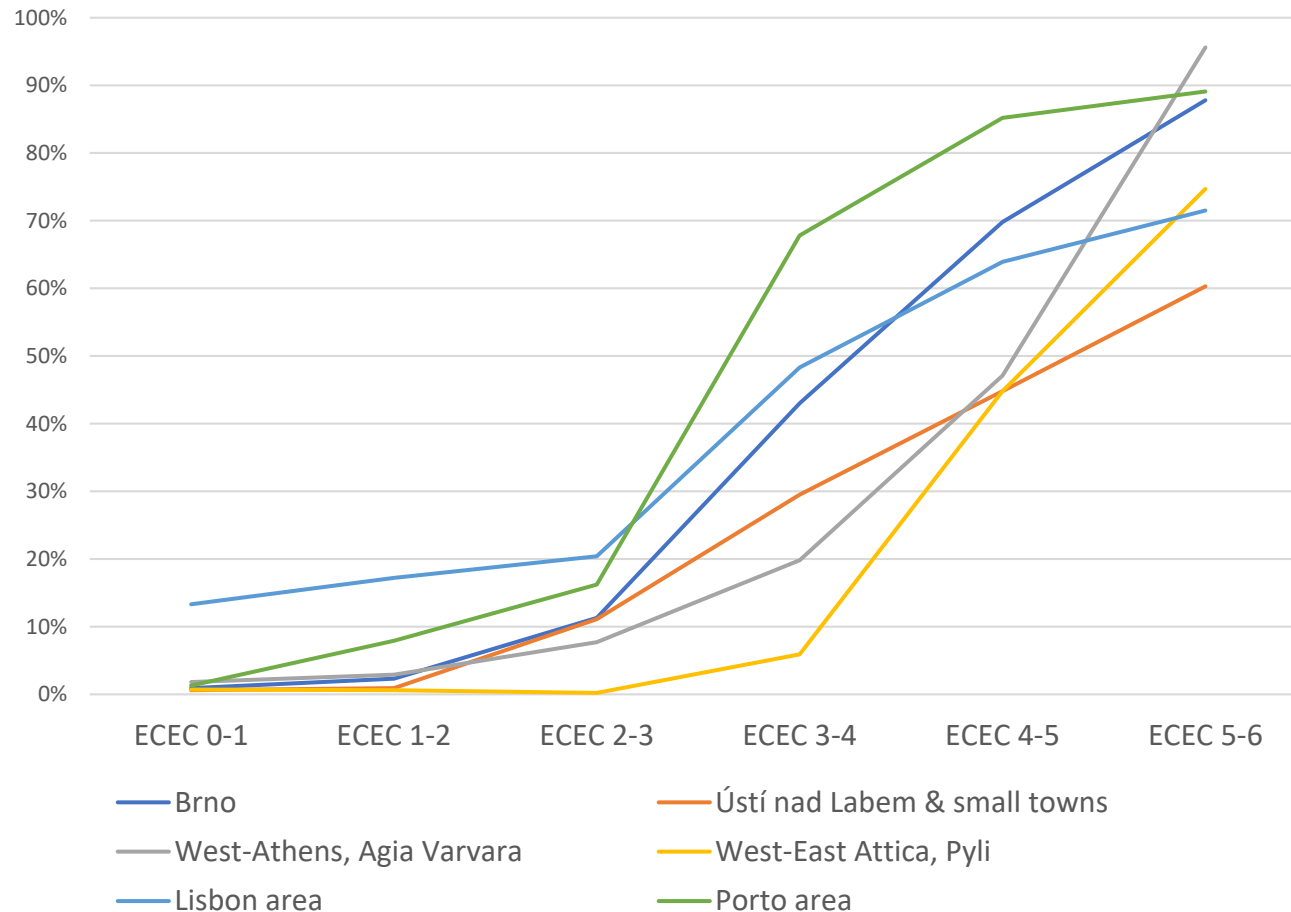


- Controlled for family covariates.
- Effect size ( $\eta^2$ ) of study site = .016 (not significant); effect size of site-by-timing = .206 ( $p < .001$ ; large effect).
- No overall differences in ECEC use between the study sites.
- Steep rise in participation in the two Dutch cities between age 2 and 3, relatively late rise in Parisian suburban areas North and East, and in the Italian cities.

## Reflection (2): system and local context effects

- **France:** a universal preschool system (whole week), starting at age 2½ or 3 years, highly centralized and publicly funded.
  - Differences between Paris-city and Parisian suburbs in the North and East.
- **Italy:** a universal preschool system (whole week), from age 3, run by local municipalities and non-profit organizations, publicly financed.
  - No differences between Milan and Turin regarding ECEC use, relatively late rising use by the Maghrebians in these cities.
- **Netherlands:** daycare system for 0 to 4, targeted preschool for 2½ to 4 year-old children, universal kindergarten for 4 to 6-year-olds.
  - Relatively early rise in ECEC use by Maghrebians – earlier than in France and Italy.

# Use of ECEC by age of the child & study site: Roma group (N = 690)

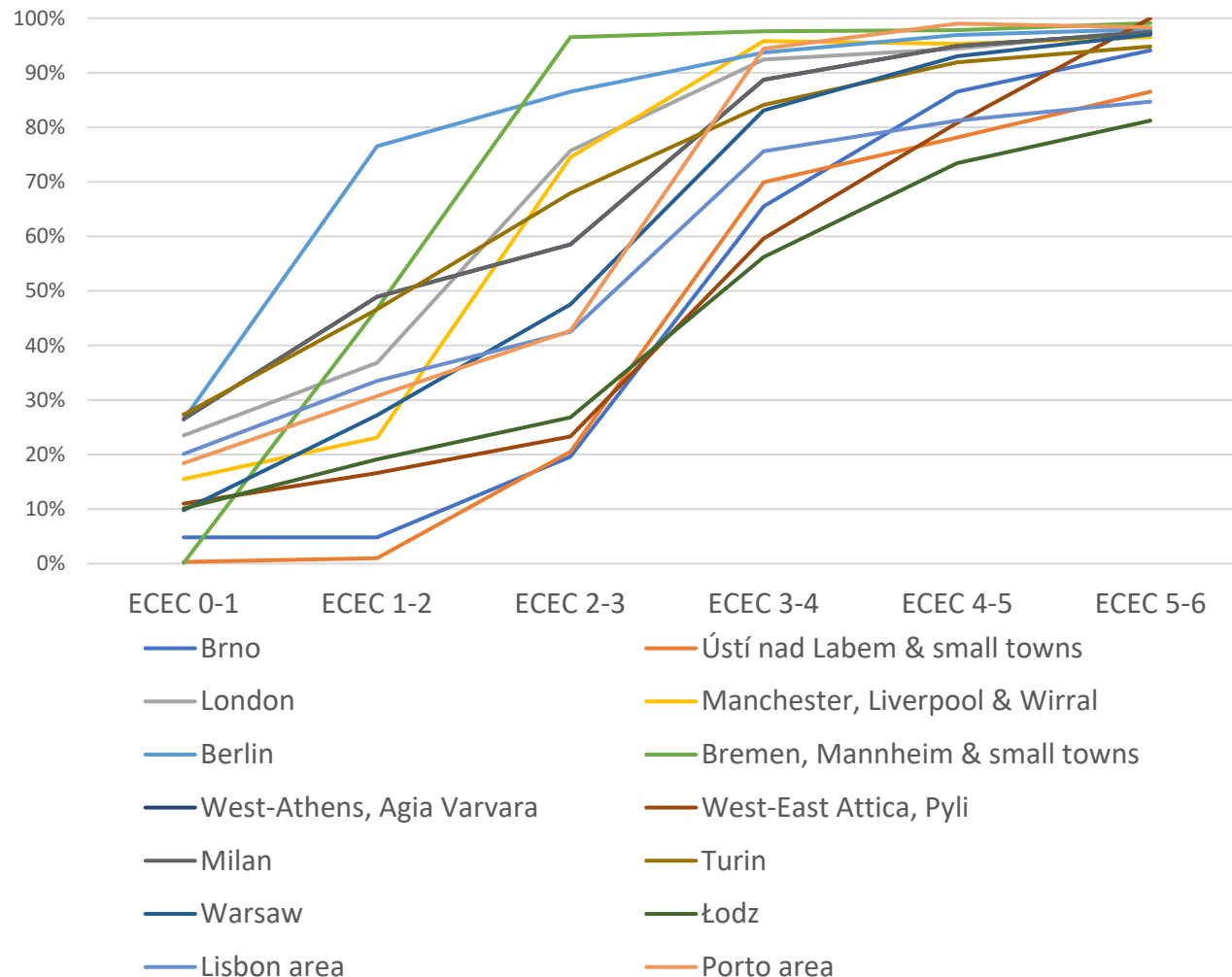


- Controlled for family covariates.
- Effect size ( $\eta^2$ ) of study site = .088 ( $p < .001$ ; medium sized); effect size of site-by-timing = .083 ( $p < .001$ ; medium sized).
- Overall, higher use of ECEC and earlier increase in use by Roma families in both Portuguese urban regions and in Brno.
- Late rise in ECEC use in both Greek areas and in Ústí nad Labem and the smaller towns in Czech Republic.

# Reflection (3): system and local context effects

- **Czech Republic:** limited provision for 0 to 3-year-olds, universal free preschool from age 5, decentralized policy with local NGOs actively involved in targeted local programs for Roma.
  - Difference between Brno and Ústi nad Labem & rural areas.
- **Greece:** limited provision for the 0 to 3-year-olds, universal free preschool from age 5, but with limited national resources and limited local action – only highly-targeted socioeconomic support for the poorest groups.
  - No differences between the two sites, relatively low and late increasing ECEC use.
- **Portugal:** limited provision for the 0 to 3-year-olds, universal preschool for 3 to 6-year-olds, targeted programs for Roma at the local level, increasing role for municipalities.
  - Porto seems more successful than Lisbon: role of emancipatory objectives.

# Use of ECEC by age of the child & study site: low-income nationals (N = 1441)



- Controlled for family covariates
- Effect size ( $\eta^2$ ) of study site = .188 ( $p < .001$ ; large effect); effect size of site by timing factor = .112 ( $p < .001$ ; medium effect).
- High overall (and early rising) ECEC use in both German city regions, especially in Berlin, low and late rising use in Łódź, in both Czech city areas, and in both Greek areas.



# Reflection (4): system and local context effects

- **German** locations show relatively high and relatively early increasing use by low-income national Germans, Berlin shows higher and earlier increasing use of ECEC than Bremen, Mannheim & region.
  - Low income nationals use ECEC more and earlier than Turkish families in these areas.
- **English, Italian and Portuguese** locations show later rise in use of ECEC by low income nationals but to nearly 100% in later years.
  - Low income nationals use ECEC less and later than immigrant families, Roma families use ECEC less and later than low income national families.
- **Greece and Czech Republic** show low use, no major differences between sites (West-Athens somewhat higher than West-Attica).
  - Low income nationals use ECEC more than Roma families in these countries and regions.

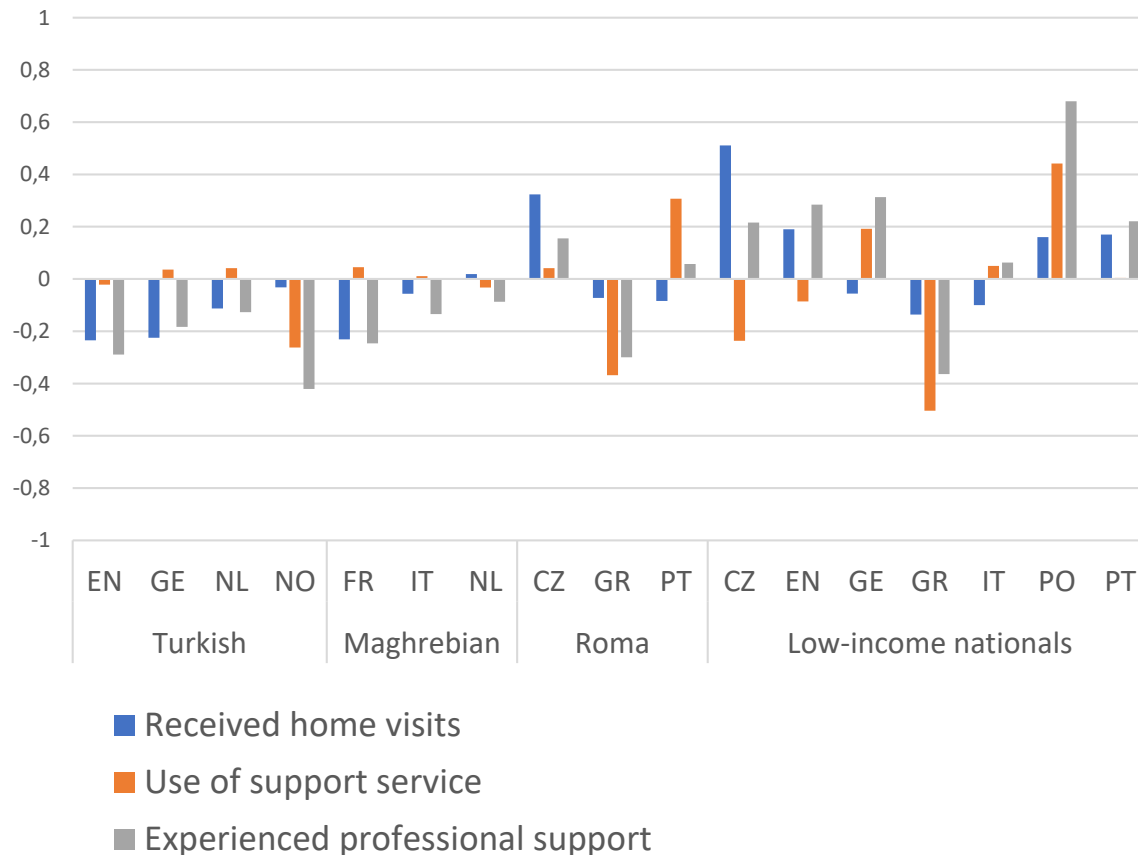
# To summarize

- Participation in ECEC for 0 to 2-year-olds is overall low, but higher in countries with early entitlement and generous public spending to ECEC.
- Participation in ECEC for 3 (or 4) to 6-year-olds approaches the maximum, related to the onset of universal publicly funded preschool-kindergarten systems in most countries.
- National systems explain part of the differences in (early) ECEC use, while (local) targeted policies explain use in the early years and strong increases in participation by the target groups.
- Local context effects suggest an important role of local organizations and local policies.

# Local inter-agency collaboration and governance models to support families in groups-at-risk

- Researchers: **Joana Carla Guerra, Catarina Leitão, Clara Barata, Jacqueline Barnes.**
- Case studies of governance models in 10 countries at two or more local sites (informants N = 64), resulting in country reports that address:
  - Degree of decentralization in terms of legal authority, responsibility and budget, principle of subsidiarity.
  - Degree of inter-sectoral integration vs. segregation (e.g., different funding streams, different salaries and working conditions, different ministries, ...).
  - Degree of system hybridity: role of public institutions vs. non-governmental charities and activist organizations with a social-emancipatory mission.
  - Degree of coordination power at the local level (power of municipalities or of a dominant sector to stimulate or enforce inter-agency collaboration).

# Experienced institutional family support as reported by parents (N = 3948)



- Standardized z-scores of home visits, contact with, and use of, information centers and support agencies, experienced support.
- Large differences between groups and countries.
- Low-income native group are better reached than other groups (see England, Germany).
- Relatively low scores for Greece and Norway, relatively high for Poland, Czech Republic.

# Poland: Łódź and Warsaw

- National statutory framework for inter-agency collaboration, **included in the constitution**, legislation should be based on: *“...respect for freedom and justice, cooperation of authorities, social dialogue and on the principle of subsidiarity, strengthening the rights of citizens and their communities.”*
- **Strong decentralisation of budgets and responsibilities** to the municipal level, principle of subsidiarity.
- **Large role for NGOs**, including in particular traditional church-related charity organizations that work with public subsidies for the poor.
- City-wide networks **coordinated by the municipality**, universal access, but progressively more intensive support for low-income families.

# Czech Republic: Brno and Ústí nad Labem

- Decentralized since 2000, 'outsourcing' is legally permitted, but a clear national framework to anchor local inter-agency collaboration is lacking – but also no obstacles → policy lacuna offers **space for local governments**.
- Networks of support activities and dominant educational sector.
- **Important role of NGOs and non-profit idealistic organizations** (e.g., after-school tutoring for Roma children) – seen as 'disruptive interventions'.
- Ideological struggles between public education system and NGOs, in particular regarding inclusion and maintenance of heritage language and culture.

# Greece: East- and West-Attica, West-Athens

- **Strongly centralistic and sector-wise segregated.**
- No (subsidized) role for NGOs, volunteering activities or charities.
- Local networks of public – bureaucratic - services for, on the one hand, children in extreme poverty and, on the other hand, elderly in extreme poverty (**'targeted' instead of 'universal'**).
- Inter-agency collaboration is rare.

“The centralized system of public administration has contributed to the development of feeble local government institutions.”

“The belief in joint action is not common place among institutions and organizations.”

# Norway: Oslo and Drammen

- The ECEC system is decentralized and universal (supply driven), but other sectors are regionally or nationally governed, in particular Child Protection and Child Welfare are **hybrid** in this regard.
- Universal-progressive support services, but **demand-driven** – co-location of services in local ‘Family centers’ (in the heart of the city but not specifically in the neighborhoods where families in need are living).
- No role for NGOs, dominant ‘**clinical**’ **focus** on early detection of developmental disorders, family problems, and child abuse and neglect.

“... it is about parents wanting to find the service in the municipality that is able to help them, regardless of whether that service is called child welfare or low-threshold service (...)”



# United Kingdom/England: London and Wirral

- Strong tradition of inter-agency work supported by national legislative frameworks such as *Every Child Matters*, *Children's Trusts* and *Sure Start*, with high ambitions such as joint training and accreditation of staff.
  - Severe budget cuts and the new conservative administration have killed the **ambitions** (many *Sure Start* centers disappeared, no joint accreditation).
  - Partly centralized (health care, child protection, youth care) and partly decentralized (education, social work, family support).
- Local governments **can but don't have to** strive for collaboration.

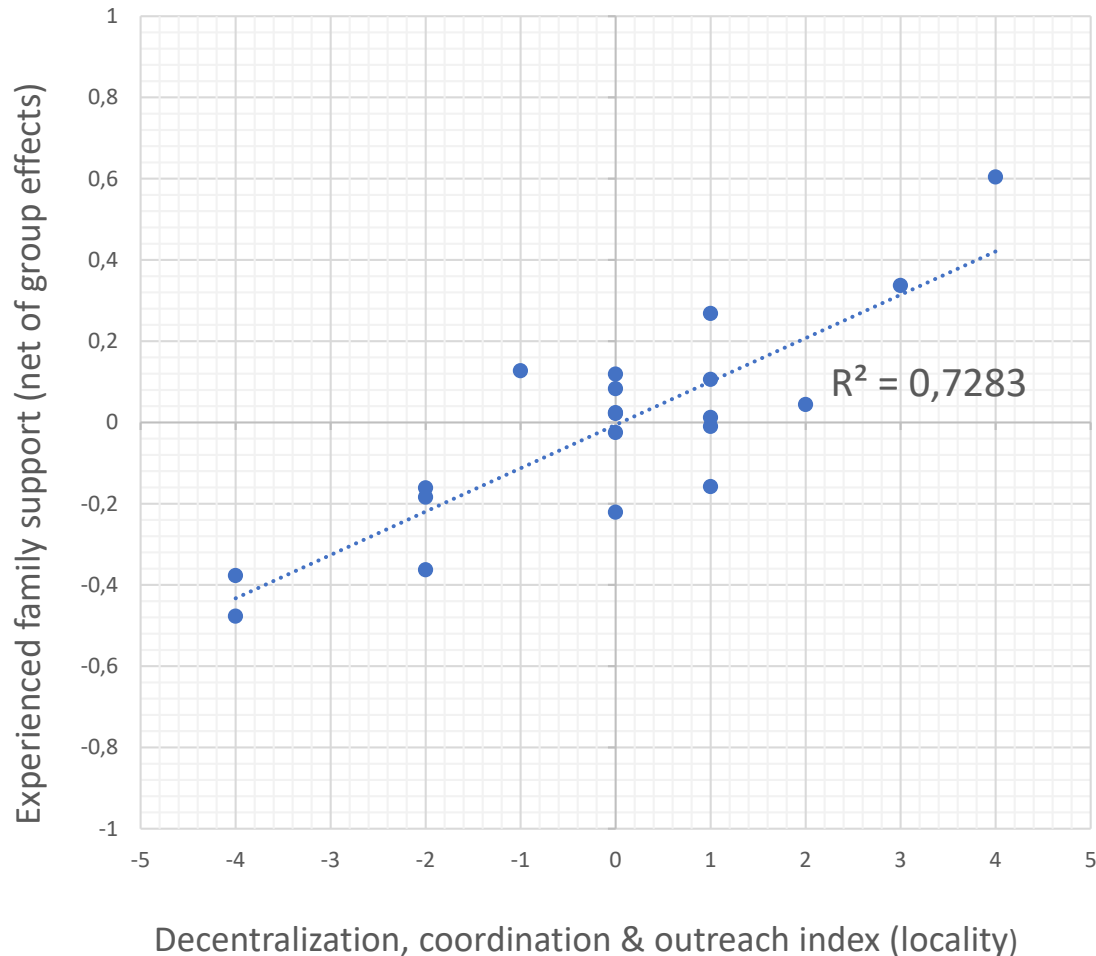
“It was noted by several respondents that the changes in national policy had reduced the likelihood of inter-agency working. In particular the cessation of *Children's Trusts* (...) and *Every Child Matters* (...).”

|     | Decentralization |   | Integrated services, weak sectoral boundaries, integrated funding |   | Involvement of NGOs, Charities, activistic organizations |   | Leadership (power) at local level, guiding (social) mission |   | Total |
|-----|------------------|---|---|---|--|---|---|---|-------|
| CZ  | 0                | decentralized, no national frame work, local autonomy by default                                | -1  | seems mostly education sector   | 1  | NGOs and activistic organizations are important   | 1   | education sector/schools, with municipal support, seems pivot in the web, with emancipation vision regarding Roma   | 1     |
| EN  | 1                | decentralized, high local autonomy  | 1   | traditionally highly integrated, often co-located   | 0  | work seems to be mainly public sector (education, health, social work)                            | -1  | it varies and depends on local political context, no standard strong role of municipality, informants are pessimistic by default: limited role of municipal level organizations given strong centralization | 1     |
| FR* | -1               | centralized systems   | -1  | we assume strong intersectoral boundaries due to financing system and centralized governance  | 0  | based on site visits: NGOs are, but limited involved  | 0   |   | -2    |
| GE  | 1                | decentralized to states, subsidiarity   | -1  | country report suggest lack of coordination, different funding streams, overlapping activities  | 1  | strong role for charities (churches)  | -1  | country report mentions lack of dominant sector and suggest low power at local government level   | 0     |
| GR  | -1               | centralized systems   | -1  | country report mentions lack of coordination, no intention to coordination, segregated programs for target groups                                   | -1   | no role for NGOs or charities   | -1  | local governments are typified as particularly powerless  | -4    |
| IT  | 0                | mixed centralized / decentralized, principle of subsidiarity                                    | 0   | mixed picture: seems relatively integrated in Turin, more from one sector (education) in Milan  | 0  | difference between Milan (mainly public) and Turin (mainly NGOs)                                  | 1   | local municipality (Milan) or NGO (Turin) in lead, with vision  | 1     |
| NL  | 1                | decentralized governance, centralized funding, two localities                                   | -1  | relatively strong intersectoral boundaries, local networks loosely connected, different models (demand-orientation vs. supply/outreach orientation) | 0  | limited, somewhat increasing role of NGOs   | 0   | no dominant sector in networks, municipalities do have vision, but little enforcement power   | 0     |
| NO  | 0                | mixed: ecec decentralized but youth care, child protection and family support regional/national | -1  | country report mentions family centers, no indication of coordination with ECEC/education, demand-orientation                                       | -1   | no indication of role of NGOs   | -1  | no indication that the local municipality or a dominant organization leads beyond the family centers, no indication of missionary view  | -3    |
| PO  | 1                | decentralized (constitutional), systems decentralized, subsidiarity principle                   | 1   | several services of different sectors are reported to be highly coordinated   | 1  | strong role of NGOs and church-related charities  | 1   | the networks in Lodz and Warsaw are city-wide and supervised/coordinated at municipal level, shared mission to support low-income groups  | 4     |
| PT  | 0                | transistion to decentralized system, autonomy by default in urban areas                         | -1  | weak networks, coordination is incidentally   | 1  | growing role of NGOs, private organizations in all sectors, case studies show involvement of NGOs | 0   | the two urban areas seem to have power (by default, in transition phase), but to lack a clear mission/vision  | 0     |

# In addition, considering within-country variation

- Early outreach of ECEC services to disadvantaged groups, based on the previous overview:
  - London > Manchester, Liverpool, Wirral area.
  - Berlin > Bremen, Mannheim & small towns.
  - Paris city & Évry-South > suburbs in the North and East.
  - Norwegian study sites were relatively high in ECEC outreach.
  - Porto area > Lisbon area.
- Differentiation between study sites in the country's *decentralization & strength of local coordination index* by adding a 1 point bonus if early ECEC outreach is relatively high.
- Use of services is statistically corrected for ethnic-cultural group effects.

# Local governance models and experienced institutional family support



- **There is a strong relation between the enriched governance index and parents' experienced family support.**
- Decentralized governance, value-driven focus on tackling inequalities, involvement of (idealistic) NGOs, and outreach to families relate to more experienced support.
- **Suggestive evidence.**

# Summary

- Tentative evidence that local governance strategies can influence the provision, accessibility and use of family support by groups at risk of marginalization and, thereby, contribute to an improved start in life.
  - Especially important given that disparities emerge already so early.
- A social-emancipatory 'outreach' mission together with positive equity and inclusiveness attitudes of service providers, NGOs and local governments hold promise.
- How to optimize this?
  - Targeted – value-based – regulation is needed to increase outreach, access and use, and to provide high quality to those who need this most.
  - Push in the back for organizations and networks with a social-emancipatory mission and strong connections to the target groups and their neighborhoods.

# ECEC: hybrid systems ('mixed markets') in most countries

- Even in largely public systems (with generous public funding, such as in the Nordic countries but also in Belgium, France, ...) there are, next to (semi) state- or municipality-run ECEC centers, private not-for-profit and private for-profit organizations active.
- Even in largely privatized and harmonized systems (with a limited role of the government, such as in the UK and the Netherlands), public subsidies cover a large share of the costs and targeted measures are taken, for example, to increase participation of particular groups.
- Hybridity → threats and opportunities.

# Organizational configurations in hybrid systems

Analysis of Dutch data from 2012 – as a case in point

- Survey among leaders of 120 centers of child day care, playgroups and pre-Kindergarten education for 0- to 4-year-olds.
- Survey among 260 educators on work satisfaction and related measures.
- Observations of classroom process quality in the centers.
- Analysis at the **organization level** (cf. Mintzberg, 1983):
  - Size and legal form of the organisation (profit, non-profit).
  - Type of leadership.
  - Systematic professionalization and teamcohesion.
  - Outreach to ‘difficult-to-reach’ target populations.
  - Flexibility of contracts, opening hours, use of days.
  - Mission and external profile.

# Four types of ECEC organizations

(based on managers' reports)

- **Socially engaged not-for-profit professional organizations:**
  - Middle-sized organizations, educational line-management, emphasis on team professionalization, outreach to parents, medium client-centered service-orientation, strong social-emancipatory mission.
- **Small-scale, mixed for-profit/not-for-profit organizations (locally embedded family enterprises).**
  - Small organizations, often a firm/family enterprise, allround leadership, little emphasis on professionalization, high service-orientation and high flexibility regarding client contracts.
- **Large for-profit organizations with multifunctional (several forms of ECEC) centers at several locations.**
  - Large organizations, large multi-functional centers, allround leadership, medium emphasis on professionalization, flexible contracts, strong client-centered service profile.
- **Traditional not-for-profit professional-bureaucratic organizations.**
  - Small centers, increasingly part of large organizations, educational line-management, some attention for professionalization, not flexible nor service oriented, no social-missionary profile.



# Structural (quality) characteristics

(based on educators' reports)

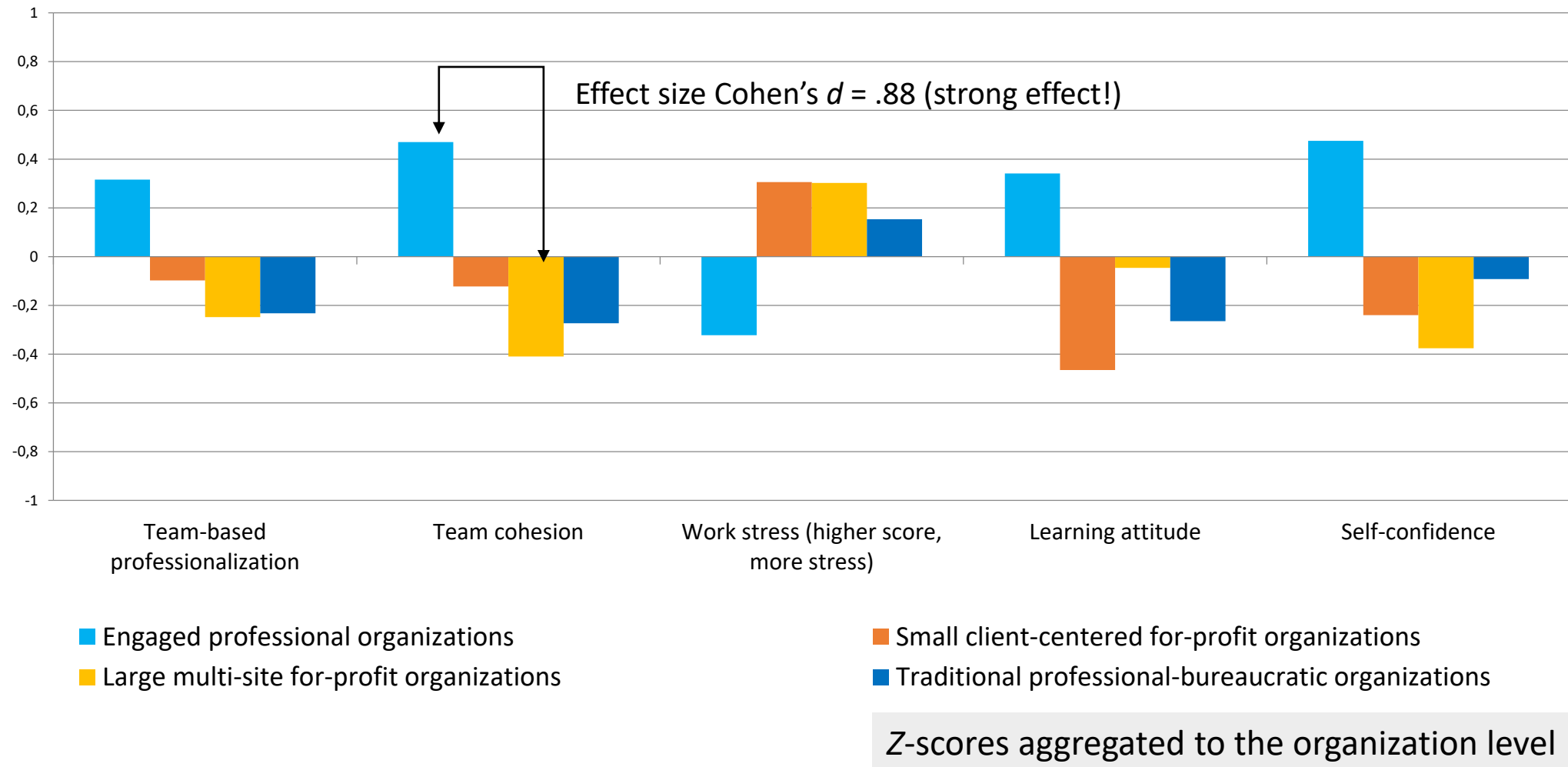
|   | Engaged not-for-profit professional organizations<br>(N <sub>staff</sub> =118) | Small client-centered for-profit organizations<br>(N <sub>staff</sub> =80) | Large-scale multi-site for-profit organizations<br>(N <sub>staff</sub> =106) | Traditional not-for-profit professional-bureaucratic organisations<br>(N <sub>staff</sub> =75) |
|---|--|--|--|--|
| Group size (nominal)                            | 14.5   | 13.8   | 13.9   | 14.7   |
| Staff-to-child ratio (smaller = less favorable) | 0.16   | 0.20   | 0.17   | 0.17   |
| Average % staff with migration background       | 17 %   | 11 %   | 6 %  | 9 %  |
| Average % children with migration background    | 45 %   | 15 %   | 20 %   | 45 %   |
| Use of an education program <sup>1</sup>        | 83 %   | 75 %   | 65 %   | 97 %   |

<sup>1</sup> Indicating that public subsidy was received

- No differences in structural characteristics
- Clear differences in diversity of clients and staff

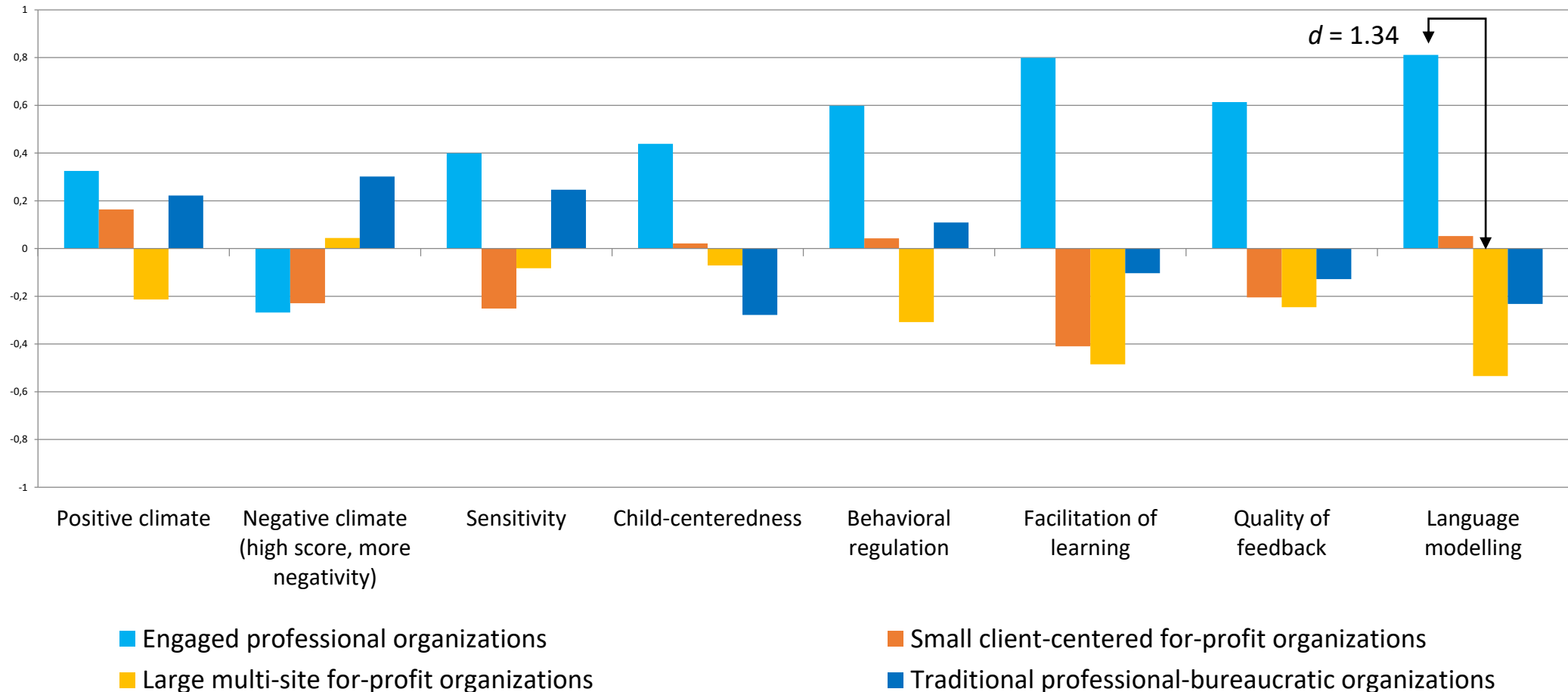
# How ECEC educators appreciate their jobs

(based on educators' reports)



# Process quality (observations with the CLASS)

(based on observations by researchers)

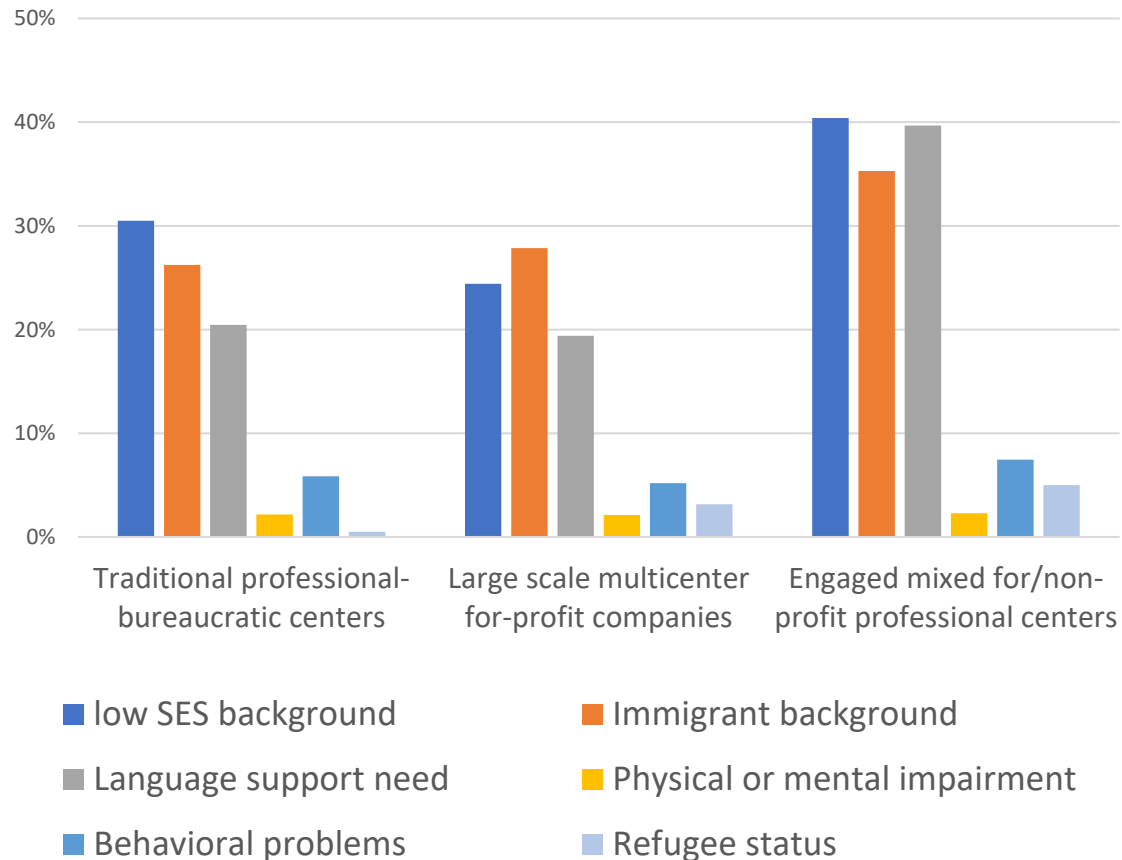


# Replication on new national data

- New data, recently collected in a national sample of 117 centers for education and care for 0- to 4-year-olds.
- Similar measures of organizational structure and culture, with now more emphasis on the center's diversity & inclusion policy.
- Cluster-analysis reveals three main types, highly similar to the previous typology but now without a separate cluster of small enterprises (the share of small firms decreased between 2012 and 2018).

| <b>Organisation types<br/>(N = number of centers)</b> | Traditional non-profit<br>professional-bureaucratic<br>(N=38) | For-profit large-scale<br>service-oriented<br>(N=44) | Engaged mixed-profit<br>professional<br>(N=35) |
|---|---|--|--|
| Legal form (foundation vs. company)                   | <b>0,97</b>   | 0,32   | <b>0,79</b>                                    |
| Profit goal (share holders)                           | 0,00  | <b>0,64</b>  | 0,18   |
| Several forms of care & education                     | 0,32  | <b>0,71</b>  | <b>0,73</b>                                    |
| Allround vs. pedagogical leadership                   | 0,37  | <b>0,77</b>  | 0,23   |
| Autonomy of the manager                               | <b>0,69</b>   | <b>0,63</b>  | 0,36   |
| Size of the center                                    | 0,16  | <b>0,63</b>  | 0,09   |
| Staff with permanent contract                         | <b>0,61</b>   | 0,30   | <b>0,65</b>                                    |
| Flexibility regarding client contracts                | 0,20  | <b>0,59</b>  | 0,21   |
| Positive cultural-diversity climate                   | 0,16  | 0,26   | <b>0,65</b>                                    |
| Diverse professionalisation activities                | 0,43  | 0,53   | <b>0,83</b>                                    |
| Team-oriented professionalisation                     | 0,14  | <b>0,60</b>  | <b>0,69</b>                                    |
| Profile: service to clients                           | 0,26  | <b>0,75</b>  | 0,41   |
| Profile: inclusive-emancipatory                       | 0,29  | 0,18   | <b>0,90</b>                                    |
| Contact parents: thematic meetings                    | 0,23  | 0,55   | <b>0,72</b>                                    |
| Contact parents: active outreach                      | 0,14  | 0,08   | <b>0,59</b>                                    |
| Contact with neighborhood schools                     | 0,46  | 0,25   | <b>0,79</b>                                    |
| Contact with neighborhood services                    | 0,43  | 0,34   | <b>0,90</b>                                    |

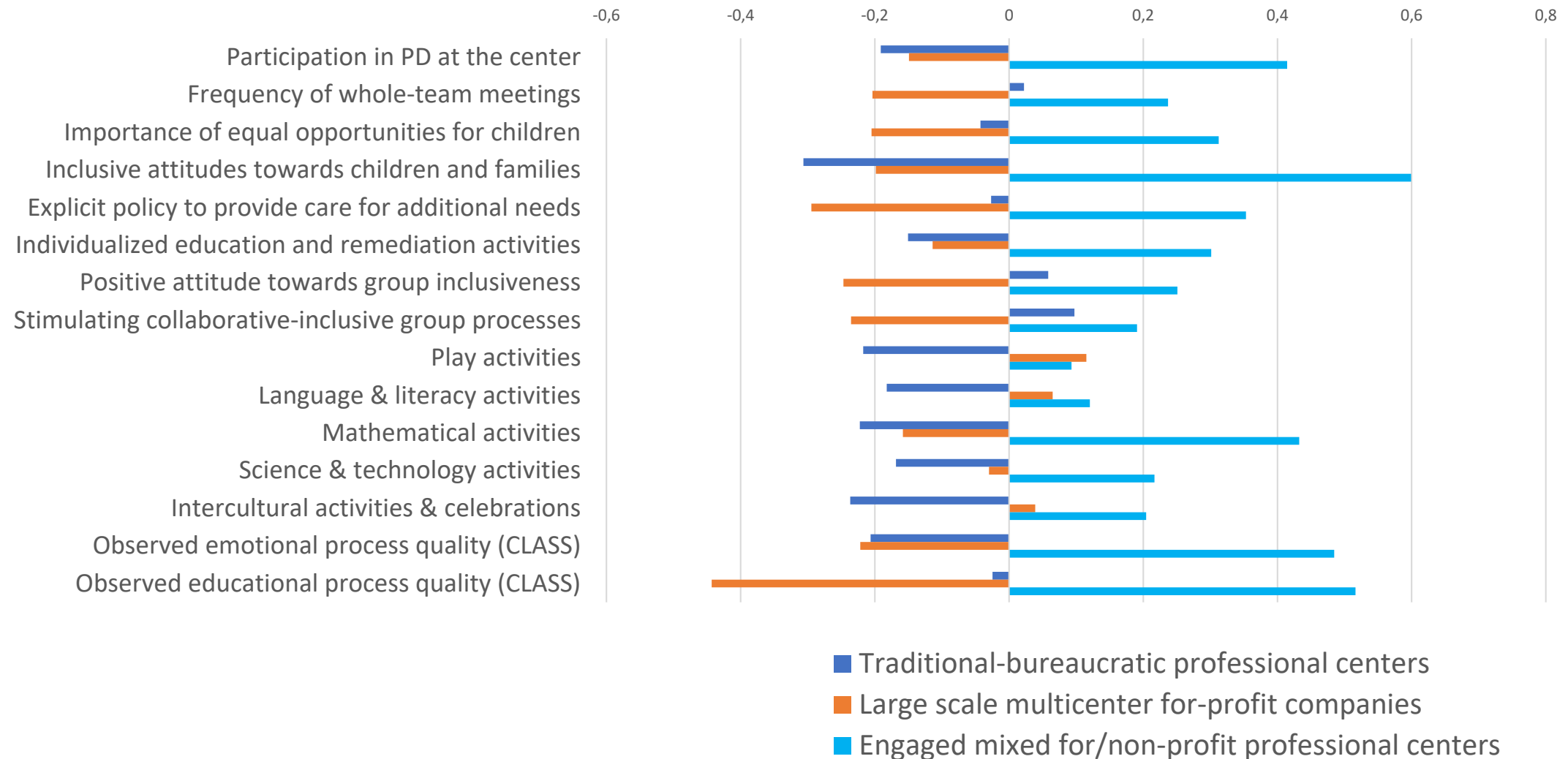
# Background of the children, use of a targeted education program, collaboration with schools



- Participation of children by social background and support needs is not equally distributed over the three types of ECEC organizations.

# CPD, diversity & inclusiveness, process quality

(Educators' reports and observations with the CLASS)



# One system, three types of organizations

- Both the traditional professional-bureaucratic and engaged mixed for-profit/not-for-profit centers emerged from the former semi-public ECEC sector, but developed in two different directions.
- Targeted value-based policy introduces forces in the hybrid market that favor the emergence of social-missionary organizations, which provide the highest levels of inclusiveness, process quality, and compensation.
- Competition in local markets, under targeted value-based regulation, can stimulate both the traditional not-for-profit and the commercial organizations to become more inclusive and to provide higher quality.
- Engaged professional organizations are mainly not-for profit, but also social entrepreneurs and locally well-embedded family enterprises are included.



# Concluding

- What is the optimal system? – No simple answers and system hybridity is a fact, for better and for worse – seize the opportunities!
- Regulation on structural (costs-related) quality aspects is not sufficient to guarantee equal access to ECEC and other support services, to avoid segregation and to strengthen the compensatory effects of ECEC.
- *Needed at the national level:* targeted measures (incentives, licensing prerequisites) and value-based regulation of quality, recognizing children's rights and giving prominence to social-missionary objectives.
- *Needed at the local level:* mission-driven networks of different types of organizations for family support, ECEC, education, social work...



<https://earlyyearsblog.nl/>

# Equality & INCLUSION



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# Thank you!



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