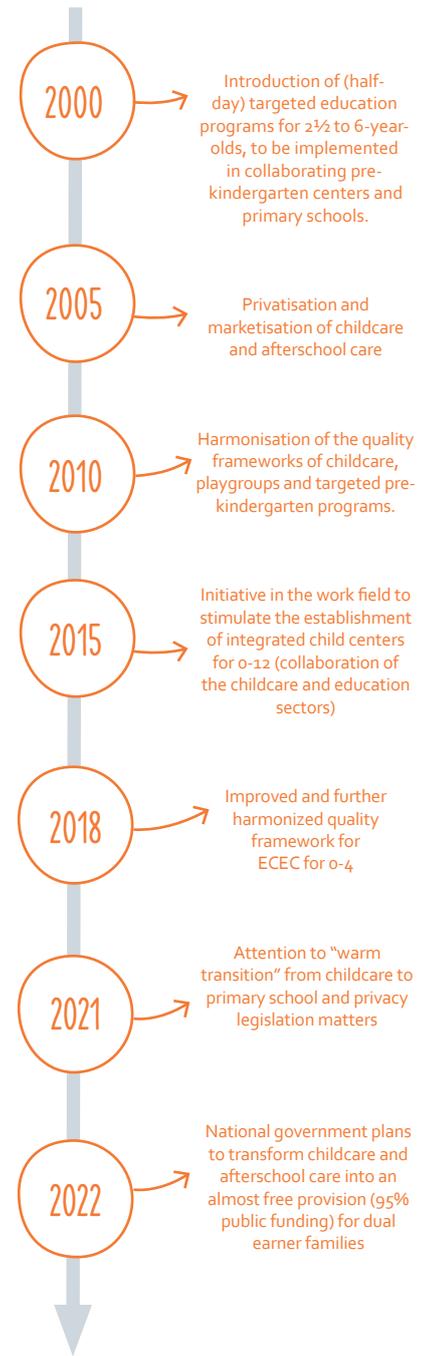


# NETHERLANDS

## STRUCTURE OF EARLY CHILDHOOD AND PRIMARY EDUCATION



## TIMELINE OF RECENT POLICY MEASURES



## CHILDCARE



### ATTENDANCE

Childcare is attended by approximately 55% of children with both parents being employed or following studies. Parents pay approximately 35% of the costs and receive about 65% through subsidies (based on their income). There is an underrepresentation of parents with low SES and/or with migration backgrounds.



### PROVISION

Childcare is governed by the Ministry of Social Affairs and Employment following the Childcare Act established in 2005 and revised in 2010 and 2018. Quality inspection is carried out by local Health Authorities. Since the marketisation and privatisation in 2005, the Dutch ECEC system is a hybrid market with both for-profit and not-for-profit provisions.



### PERSONNEL

Teachers are trained at a secondary vocational level (ISCED 3). The staff-child ratio is age-dependent. 1:3 for infants below 1 years. 1:4 for children aged 1-2 years. 1:8 for children aged 2-3 years. Teachers are supported by pedagogical coaches (bachelor in pedagogy of the young child, ISCED 6).

## TARGETED PRE-KINDERGARTEN EDUCATION



### ATTENDANCE

Pre-kindergarten education (half-day program) is attended by approximately 25% of children. Mostly these children are not eligible for childcare because they are from single-earner families. There is a strong overrepresentation of children from parents with low SES and/or migration background due to targeted outreach measures.



### PROVISION

Targeted pre-kindergarten education is governed by the Ministry of Education, Culture and Sciences. However, pre-kindergarten education is often provided by the same for-profit and not-for-profit childcare organizations that also provide full-time childcare, thus quality inspection is carried out by both the local Health Authorities and the national Inspectorate of Education



### PERSONNEL

Teachers are trained at a secondary vocational level with additional training in working with the specific education programs and additional requirements for language proficiency (ISCED 4). The staff-child ratio is 1:8 for children as children are aged 2-3 years. The group size is usually 16 children. Teachers are supported by specific pedagogical coaches (bachelor in pedagogy of the young child, ISCED 6).

## KINDERGARTEN

### ATTENDANCE

Kindergarten is part of the primary school system and free of charge. Children are entitled when they turn 4 years of age and attendance is virtually 100%. Kindergarten is compulsory from age 5. Enrollment in kindergarten as part of primary schools shows segregation tendencies, which partly reflects the social-economic and cultural neighborhood composition.

### PROVISION

Primary education falls under the responsibility of the Ministry of Education, Culture and Sciences and is 100% publicly funded. Article 23 in the Dutch constitution guarantees freedom of education with a high degree of autonomy to schools and school boards and freedom of choice for parents. This has resulted in a highly decentralized school system.

### PERSONNEL

Teachers are trained at a bachelor level (ISCED 6). There are no strict regulations concerning group size or ratio and an average kindergarten classroom has 23 children with one teacher.



# NETHERLANDS: 6 CURRENT ISSUES FACING EARLY CHILDHOOD EDUCATION AND CARE

1. UNEQUAL ACCESS TO CHILDCARE AND AFTERSCHOOL CARE (ONLY FOR CHILDREN FROM DUAL EARNER FAMILIES) AND SEGREGATED PATTERNS OF USE: CHILDREN FROM HIGHER INCOME DUAL EARNER FAMILIES IN CHILDCARE, CHILDREN FROM LOW-INCOME FAMILIES IN PRE-KINDERGARTEN PROGRAMS
2. LACK OF PEDAGOGICAL CONTINUITY AND COORDINATION BETWEEN PRE-KINDERGARTEN ECEC AND KINDERGARTEN/PRIMARY EDUCATION AND BETWEEN PRIMARY SCHOOL AND AFTERSCHOOL CARE.
3. MANY LOCAL INITIATIVES TO ESTABLISH INTEGRATED ECEC (AND SCHOOL-AFTERSCHOOL CARE) CENTERS FACE IDEOLOGICAL, LEGAL AND FISCAL OBSTACLES (PRIVATIZED VS. PUBLIC SECTORS, DIFFERENT QUALITY REGULATIONS AND INSPECTION REGIMES, DIFFERENT LEGAL FRAMEWORKS, DIFFERENT TAX REGIMES).
4. MAINTAINING AND INCREASING THE QUALITY OF ECEC (AND AFTERSCHOOL CARE) THROUGH THE INTRODUCTION OF BA-EDUCATED PEDAGOGUES IN ECEC CENTERS.
5. SHORTAGE OF QUALIFIED ECEC AND AFTERSCHOOL CARE STAFF (AND OF PRIMARY SCHOOL TEACHERS), ENHANCED BY THE COVID-19 CRISIS.
6. ECEC AND AFTERSCHOOL CARE: SHOULD IT REMAIN A PRIVATE MARKETIZED PROVISION OR BECOME A PUBLIC PROVISION (GIVEN THE PLANS TO MAKE ECEC ALMOST FREE OF CHARGE).