

The Management of Inclusive Early Childhood Education: A Literature Review on Strategies and Evaluation in Various Countries

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Abstract The management of early childhood education (ECE) is a crucial aspect of child development that requires serious attention to enhance the quality of inclusive education. This article aims to present a literature review on various aspects of ECE management from different countries, focusing on policies, evaluation, and management that support inclusivity. The study examines literature on policy implementation in Kenya, the effectiveness of ECE experiences in Australia, and various studies from Indonesia that evaluate holistic, inclusive education models and ECE management. The research methodology includes an in-depth review of relevant sources to identify key themes, challenges faced in ECE management, and how inclusivity is applied in policy and practice contexts. The findings indicate the importance of effective policies, standards-based management, and systematic and inclusive evaluation to improve the quality of early childhood education for all children. The discussion addresses the challenges encountered in implementing inclusive policies, the need for innovation in management, and recommendations for improvements that consider the diversity and special needs of children. In conclusion, effective ECE management requires a holistic, integrative, and inclusive approach, strong policy support, and continuous evaluation to ensure optimal education quality for all children, without exception.

Keywords: Early Childhood Education; Inclusive; ECE Management; ECE Evaluation; Policies

A. INTRODUCTION

Early Childhood Education (ECE) is a crucial foundation in child development, as it influences their cognitive, social, emotional, and physical aspects. At this stage, children begin to develop basic skills that will impact their success in advanced education and life as a whole (Ackah-Jnr et al., 2022), (Berk, 2022), (Rochani, 2022). Therefore, the quality of ECE significantly affects children's future development. With the increasing global attention to the quality of ECE in recent years, there is a deep understanding that the early education stage is a critical period that determines children's readiness to face academic and social challenges later in life. A quality ECE program is expected to provide an inclusive environment that supports the holistic development of children, preparing them for a better future (Wiyani, 2022), (Alanis et al., 2021), (Aldridge, 2018). However, challenges in the implementation and evaluation of Early Childhood Education (ECE) persist despite advancements in policies and practices across various countries (Ferreira Van Leer & Coley, 2023; Britto et al., 2018a; Blewitt, 2018). Previous studies indicate that the success of ECE heavily relies on the quality of policies, management, and program implementation. For example, in

Kenya, evaluations of ECE policy implementation reveal various local challenges, such as insufficient resources, inadequate training, and communication issues among stakeholders that hinder program effectiveness and reduce its impact on child development (Barasa et al., 2018; Bodrova & Leong, 2018; Britto et al., 2018b). These challenges highlight the need for a more inclusive and contextual approach in designing and managing ECE programs.

In Australia, research identifies factors affecting the effectiveness of ECE experiences and provides insights into successful practices (Tayler et al., 2016; Althaus et al., 2022; Hespe et al., 2018). The success of ECE programs in Australia is often linked to a child and family needs-based approach and consistent support from various stakeholders. This research emphasizes the importance of involving multiple parties in designing and implementing effective ECE programs. For instance, the involvement of parents and communities in the educational process can enhance the relevance and success of ECE programs, creating a more inclusive and supportive learning environment for children.

In Indonesia, a holistic approach to ECE is also a primary focus. Research highlights the importance of an approach that encompasses cognitive, social, and emotional aspects in designing ECE programs (Damaiyanti et al., 2020; Dewi & Suryana, 2020; Y. Choi & Ahn, 2021). This holistic approach aims to improve educational outcomes and ensure children receive comprehensive support during their early developmental stages. It involves various teaching methods designed to develop all aspects of a child's skills simultaneously, thereby providing a strong foundation for their future growth (Jannah & Setiawan, 2022; Zahra & Djamas, 2021; Wiyani, 2022). However, challenges in ensuring consistency and quality of program implementation across regions, often influenced by differences in resources, infrastructure, and training, indicate that a more inclusive and adaptive approach is needed.

Moreover, some studies suggest that existing evaluation systems often do not reflect local needs and specific contexts. Evaluations that do not align with local contexts can reduce program effectiveness and hinder continuous improvement (Damaiyanti et al., 2020; Puinean et al., 2022; Neuman & Powers, 2022). Therefore, it is crucial to understand various ECE management and evaluation strategies in greater depth. Strategies applied in one place may not be effective elsewhere, making a deep understanding of local contexts essential. Context-based evaluations allow for more accurate and responsive program adjustments to meet the specific needs of children and communities (Abbasi-Moghaddam, 2019; Abejirinde, 2022; Aggarwal et al., 2019).

This article underscores the importance of inclusive management and evaluation of Early Childhood Education (ECE), integrating lessons from various countries to enhance ECE quality worldwide. By comparing findings from different international studies, this article offers insights into effective strategies that can be adapted to local contexts. This approach emphasizes the importance of evidence-based policies and practices and involving all stakeholders, including parents, educators, and communities, in creating more responsive and adaptive ECE programs.

Additionally, this article provides recommendations for continuous improvement in ECE policies and practices, focusing on enhancing educator training quality, parent involvement, and developing evaluation systems that align with local needs. This inclusive approach aims to support holistic and comprehensive child development and ensure that ECE programs can continuously adapt to changing needs and challenges faced by children in various global contexts.

B. METHOD

This study employs a literature review method to examine various relevant sources concerning Early Childhood Education (ECE) management. Data were collected from academic articles, policy reports, and evaluation studies published between 2018 and 2023. The data were sourced from a range of academic materials, including international journals and research reports

related to ECE. These sources encompass research from various countries, including Kenya, Australia, and Indonesia, to provide a broad perspective on the challenges and best practices in ECE management.

The method used in this study follows the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines (Page et al., 2021; Selcuk, 2019) and the systematic review standards from the Campbell Collaboration (The Campbell Collaboration, 2020). Analysis was conducted by identifying key themes and patterns in the literature, leading to an understanding of policies, evaluations, and ECE management. The data were analyzed qualitatively to assess the effectiveness of existing policies and management models and to identify areas requiring improvement.

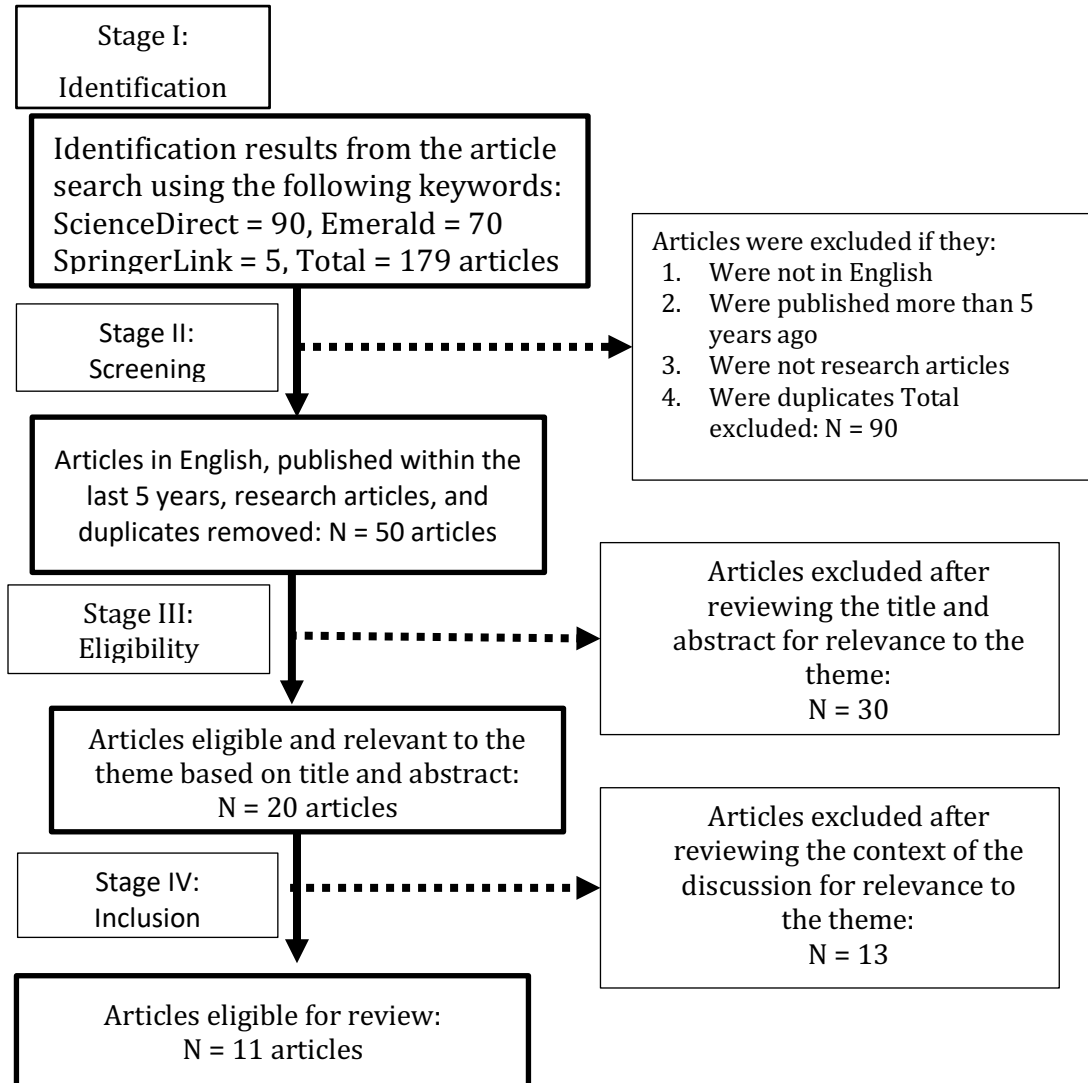


Figure 1. PRISMA flowchart of literature selection stages.

C. RESULTS & DISCUSSION

1. Research Results

The selection process for the articles was conducted based on criteria for publications from 2019 to 2023, which included research articles, written in English, and meeting the assessment criteria established by the researchers. This selection process resulted in 10 articles being reviewed. The protocol for the selection process is depicted in the PRISMA flow diagram (Page et al., 2021) shown in Figure 1. The research locations of the 10 articles are detailed as follows: Indonesia (2), USA (2), Iran (1), England (1), Sub-Saharan Africa (1), Ghana (1), Kenya (1), and South Korea (1). The results of the review are presented in Table 1 below.

Table 1. Results of the review of 11 selected articles

NO	Penulis, jurnal	Judul jurnal	metode	Temuan	Relevansi Penelitian
1	(Abbasi-Moghaddam, 2019) Iran BMC Health	Strategies for Effective Stakeholder Engagement in Strengthening Referral Networks for Management of Hypertension Across Health Systems in Kenya. Moi University	This study uses Descriptive Qualitative research.	This study aims to identify and engage key stakeholders involved in patient referrals in quality improvement within the Ministry of Health in Western Kenya. The identified primary stakeholders are the Ministry of Health, academic models providing access to health services, healthcare professionals, the community and leadership, and patients.	This research is relevant in the context of inclusive strategies involving stakeholders in the management of early childhood education (ECE). Such involvement is crucial for the successful implementation of strategies in various countries, including within the ECE context.
2	(Bezerra et al., 2023) Moore Center for Science, USA Science of The Total Environment.	Stakeholder engagement and knowledge co-production for better watershed management with the Freshwater Health Index	This study employs qualitative research through a multi-case study approach	Key takeaways include the importance of aligning projects with existing water management schemes and the need to establish sustainability plans that empower stakeholders to remain engaged beyond a single project timeframe. Our evaluative framework can serve as a checklist in designing and monitoring location-based sustainability research projects more generally. This way, close collaboration among stakeholders will lead to continuous quality improvement	This article highlights the importance of inclusivity in stakeholder engagement and the co-production of knowledge. This is pertinent to the management of early childhood education, aiming to enhance the effectiveness and relevance of the strategies applied.
3	(Abejirinde, 2022), Sub-Saharan Africa Jurnal: BMJ Open	Strengthening capacity in hospitals to reduce perinatal morbidity and mortality through a co-designed intervention package	Realist Evaluation	The study underscores the importance of capacity building through collaboratively designed interventions, which can be applied to the development of early childhood education (ECE) programs. Findings suggest that a collaborative approach in the design and implementation of programs can enhance program effectiveness, reduce disparities,	The capacity-building and collaborative intervention design described in this article can be adapted for early childhood education. The goal is to improve the quality of education and program evaluation for ECE across different countries.

				and improve child learning outcomes	
4	(Ackah-Jnr et al., 2022), Ghana Jurnal: Multidisciplinary Journal of Educational Research	Early Childhood Policy and Practice in Ghana	Document and Evidence Analysis	The findings emphasize the significance of policy analysis and the implementation of early childhood education practices in Ghana. The study provides insights into how policies can affect field practices, focusing on the importance of strong policy instruments to support quality educational practices.	The title is highly relevant to the research as it discusses inclusive policies and practices in early childhood education. This is a primary focus in literature studies on strategies and evaluation in ECE across various countries.
5	(Ackert et al., 2020), Amerika Serikat Jurnal: Early Childhood Research Quarterly	Community contexts and utilization of early childhood care and education among Mexican-origin children	Quantitative Study	This study indicates that the community context plays a crucial role in access to and use of early childhood education services. These findings are relevant for understanding how social and cultural factors influence parental decisions in selecting early childhood education services across different countries.	The article is relevant because it explores the community context and inclusivity in the utilization of early childhood education services. This aligns with the research objective to understand ECE strategies and evaluations in different countries.
6	(Aggarwal et al., 2019), Inggris Jurnal: JAMA Surgery	Evaluation of the collaborative use of an evidence-based care bundle in emergency laparotomy	Experimental Study	The findings emphasize the significance of policy analysis and the implementation of early childhood education practices in Ghana. The study provides insights into how policies can affect field practices, focusing on the importance of strong policy instruments to support quality educational practices.	The evidence-based, inclusive collaborative approach in this article can provide insights into the application of evidence-based strategies in the evaluation and management of early childhood education.
7	(Barasa et al., 2018), Kenya Jurnal: Health Systems & Reform	Kenya National Hospital Insurance Fund Reforms: Implications and lessons for universal health coverage	Policy Analysis	The study provides insights into policy reforms that can be adapted to the context of early childhood education management. Strong reforms and effective implementation are crucial for ensuring equitable and high-quality access to early childhood education	Reformasi asuransi kesehatan yang inklusif dalam artikel ini memberikan analogi tentang bagaimana reformasi kebijakan inklusif dapat mempengaruhi pendidikan anak usia dini.
8	(N. Choi, 2018), Korea Selatan Jurnal: Asian Nursing Research	Developing and Evaluating a Mobile-based Parental Education Program for Preventing Unintentional Injuries in	Random Controlled Trials	Findings from this study suggest that mobile-based educational programs for parents can effectively reduce accidental injuries among young children. This is relevant for developing ECE programs that incorporate technology to support parental education in creating a safe and supportive learning	The inclusive health insurance reforms discussed in the article offer an analogy for how inclusive policy reforms can impact early childhood education.

		Early Childhood		environment	
9	(Damaiyan ti et al., 2020), Indonesia Jurnal: Journal of Social Work and Science Education	An Evaluation of Holistic Integrative Early Childhood Education in Indonesia	Program Evaluation	The study underscores the importance of a holistic approach to early childhood education in Indonesia. Findings indicate that integrative programs involving health, education, and social welfare aspects can improve overall child learning outcomes and well-being.	This research is highly relevant to your topic, especially in the context of evaluating inclusive educational strategies that involve technology and parental participation.
10	(Sharma, 2020), Nepal Jurnal: Journal of Early Childhood Education Research	Early Childhood Education and Care: Nepal's Experiences and Challenges	Case Study	Findings from this study reveal that Nepal faces challenges in providing quality early childhood education, particularly in rural areas. The study highlights the importance of government and non-governmental organization support in addressing these challenges and improving access to quality early childhood education.	The article is very relevant to your research as it discusses holistic, integrative, and inclusive early childhood education evaluation, which is a component of strategies in managing ECE across various countries.
11	(Lalupanda, 2019), Indonesia Jurnal: Jurnal Manajemen Dan Supervisi Pendidikan	Evaluasi Implementasi Kebijakan Program PAUD Integratif di Provinsi Nusa Tenggara Timur	Policy Evaluation	Findings from this study indicate that the implementation of integrative ECE policies in East Nusa Tenggara faces challenges related to resources and inter-agency coordination. Evaluating these policies can help in developing strategies to improve program implementation in resource-limited areas.	This article is directly related to your research due to its focus on evaluating the implementation of inclusive ECE policies, which is an integral part of the early childhood education management you are investigating.

Findings related to Early Childhood Education (ECE) management in various countries such as Kenya, Australia, and Indonesia highlight the importance of inclusive approaches to ensure equitable quality education. In Kenya, despite challenges such as resource shortages and inadequate local support frequently hindering ECE policy implementation, efforts have been made to improve service quality through the National Health Insurance Fund reforms. This reflects the need for inclusive financial support, not limited to health services but also encompassing education, ensuring equal access to quality education for every child (Kang'ethe et al., 2015), (Abbasi-Moghaddam, 2019).

Conversely, Australia has successfully implemented an inclusive experiential approach by involving parents in the education process and conducting continuous assessments of child development. This collaborative approach ensures that all children, regardless of their background, have equal opportunities to thrive in a supportive educational environment. Australia's success underscores the importance of inclusive and comprehensive policies in supporting high-quality ECE (Tyler et al., 2016).

In Indonesia, the holistic approach to ECE emphasizes the significance of social, emotional, and cognitive inclusion in child development. However, challenges in teacher training and resource provision indicate that achieving true inclusivity requires further efforts to strengthen managerial capacity and resources at the local level. This highlights the need for inclusive evaluation and

monitoring to ensure that each ECE program meets established standards and provides equitable benefits for all children (Damaiyanti et al., 2020), (Puinean et al., 2022).

Furthermore, the management and evaluation models based on national standards and information technology in Indonesia demonstrate that inclusivity can be achieved through systematic and evidence-based approaches. The use of integrated information systems allows for better monitoring of child development and program effectiveness, ensuring that every child receives quality education tailored to their needs. Experiences from other countries such as Nepal and Ghana also show that inclusive management and monitoring are crucial for ensuring that ECE interventions are effective and accessible to all children, especially in developing countries (Raflesia et al., 2021), (Bendini & Devercelli, 2022).

2. Discussion

This research examines the challenges and successes in Early Childhood Education (ECE) management across different countries, focusing on the holistic approach in Indonesia and management models that can enhance the inclusiveness of ECE quality. The findings provide valuable insights into how policies and practices in various contexts can impact the effectiveness of ECE, particularly in ensuring that all children, regardless of their social or economic backgrounds, receive equitable and quality education.

Challenges and Successes in Kenya and Australia

Kenya faces significant challenges in ECE management. According to Kang'ethe et al. (2015), limitations in resources and inadequate local support are major barriers. Financial shortages and a lack of skilled teachers hinder the development of inclusive and high-quality ECE programs. Reform efforts, such as the National Health Insurance Fund, focus on improving health coverage, but the allocation and utilization of resources for the education sector remain an issue. Kenya's experience shows that despite potential for improvement, structural challenges and a lack of support continue to impede optimal outcomes in ECE, ultimately affecting equitable access for all children (Kang'ethe et al., 2015).

In contrast, Australia offers a positive example of inclusive ECE management. Experiential approaches, such as ongoing assessment and parental involvement, have successfully enhanced the overall quality of education (Tayler et al., 2016). This approach emphasizes the importance of collaboration and solid policy support, which has proven effective in creating inclusive ECE programs. In Australia, well-planned policies and supportive environments have shown a positive impact on ECE quality, ensuring that every child, regardless of their background, can access quality education. Australia's model provides valuable lessons on how good policies and effective support can contribute to high-quality ECE programs, which can be adapted in other countries, including developing nations, to achieve inclusivity in education.

Holistic Approach in Indonesia and Implementation Challenges

In Indonesia, the holistic approach to ECE, which includes social, emotional, and cognitive aspects, has garnered significant attention. Research (Damaiyanti et al., 2020) highlights the importance of approaches that consider the role of environmental interactions in inclusive child development. This approach focuses not only on formal education but also on surrounding environmental factors that influence child growth and development, aiming to ensure that all children receive the support they need. (Puinean et al., 2022) emphasizes that evidence-based assessment is key to ensuring the effectiveness of the holistic approach in ECE programs in Indonesia.

However, implementing the holistic approach in Indonesia faces several challenges that hinder achieving inclusivity. One such challenge is issues with teacher training and adequate

resource provision. Shortcomings in managing ECE institutions in Serang Regency, Indonesia, including suboptimal program evaluation and implementation (Utami et al., 2019). Evaluation in ECE is crucial for ensuring effective and inclusive teaching and learning processes (Hani, 2019). Deficiencies in evaluation and monitoring often lead to programs not meeting expected standards, affecting the quality and inclusiveness of education. This highlights the need for strengthening local managerial capacity to enhance ECE quality inclusively in Indonesia (Apriyansyah, 2023).

Management and Evaluation Models for Improving ECE Quality

National standards-based management models and information systems hold great potential for enhancing ECE quality inclusively. Raflesia et al. (2021) and Lalupanda (2019) emphasize the importance of effective management, including the use of operational assistance to ensure that financial support is beneficial and fairly distributed. This approach involves implementing clear national standards and using information technology to monitor progress and evaluate program effectiveness inclusively. Integrated information systems allow ECE managers to track child development, evaluate programs, and make necessary adjustments to ensure that all children, without exception, benefit from quality education.

The role of management, leadership, and monitoring is crucial in achieving quality learning outcomes, particularly in developing countries (Bendini & Devercelli, 2022).. Experiences from Nepal and Ghana show that holistic approaches are often hindered by resource limitations and poor coordination, which ultimately impacts program inclusivity. Collaborative and evidence-based evaluations, such as the use of care bundles in emergency laparotomy operations and mobile-based educational programs, emphasize the importance of structured and inclusive approaches to ensure effective ECE interventions. Evidence-based assessments can enhance program effectiveness and ensure quality education for every child, including those from less advantaged backgrounds.

Constructive Solutions

To address challenges and improve ECE quality inclusively, one constructive solution is strengthening cooperation between government, educational institutions, and communities. Adopting a collaborative approach can enhance local support and make better use of existing resources, ensuring that all children have equal access to education. In this context, involving the community in the planning and implementation of ECE programs can improve program relevance and effectiveness while ensuring that all children's needs are met. For example, establishing community forums involving parents, educators, and local officials to actively participate in the development and evaluation of ECE programs can strengthen support and available resources. Such initiatives can improve accountability and ensure that ECE programs meet local needs while adhering to national standards and, most importantly, remain inclusive.

Overall, challenges in ECE management may vary by country context, but there are also successes to be learned from various international experiences. The holistic approach implemented in Indonesia shows great potential but needs to address challenges in training and management to achieve inclusivity. National standards-based management models and information systems, along with evidence-based evaluations, are key to improving ECE quality inclusively and should be effectively implemented to achieve desired outcomes. Strengthening cooperation between government, educational institutions, and communities is a strategic step to addressing challenges and ensuring that every child receives quality education that supports their comprehensive development.

D. CONCLUSION

This study identifies challenges and successes in Early Childhood Education (ECE) management across different countries, focusing on the holistic approach in Indonesia. The findings

indicate that while countries like Kenya and Australia face challenges and achieve success in different contexts, there are valuable lessons that can be applied. Kenya faces constraints due to resource limitations and inadequate local support, while Australia succeeds with an experiential approach and strong parental involvement.

In Indonesia, the holistic approach encompassing social, emotional, and cognitive aspects shows significant potential but faces challenges in teacher training and resource shortages that hinder inclusivity. Effective evaluation and monitoring remain issues, highlighting the need to strengthen local managerial capacity to achieve inclusive ECE. National standards-based management models and information technology can improve ECE quality by ensuring program effectiveness through inclusive monitoring and adjustments.

Constructive solutions involve strengthening cooperation between government, educational institutions, and communities, as well as establishing community forums involving parents and educators. Although challenges vary by country, international experiences offer valuable insights into addressing ECE issues. Evidence-based approaches, enhanced cooperation, and national standards-based management are strategic steps to improving ECE quality and supporting comprehensive and inclusive child development.

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