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A legal and policy analysis of early childhood education management

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Summary: 1. Introduction. 1.1. Significance of early childhood education management. 1.2. Impact of education law on early childhood education management. 1.3. Relationship between legal frameworks and early childhood education management. 1.4. Research objectives. 1.5. Research questions. 2. Methodology. 2.1. PRISMA. 2.2. Resources. 2.3. Systematic review process. 2.3.1. Identification. 2.3.2. Screening and eligibility. 3. Results. 4. Findings and discussion. 4.1. Specific impact of education law in ECE management. 4.2. Challenges in education law and ECE management. 4.3. Early childhood education children's rights. 4.4. Future research directions. 5. Conclusion. 6. References.

Abstract: The function of education legislation in early childhood education (ECE) management is examined in this systematic literature review, with an emphasis on how it affects teacher management, educational quality, and equity. The evaluation highlights how legislative frameworks influence ECE practices, guaranteeing inclusive education, teacher development, and the protection of children's rights. It is based on 27 papers from Scopus and Web of Science (2016-2025). Key findings demonstrate that education law promotes equal access to high-quality education for children from a variety of socioeconomic backgrounds by establishing minimum criteria for facilities, curricula, teacher qualifications, and student safety. Additionally, it promotes teacher development by controlling training, evaluation, and remuneration. There are still issues, nevertheless, such as unequal resource

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allocation, inconsistent policy execution, and obstacles to education for underrepresented groups. In order to better understand the efficacy of legal frameworks in various educational contexts, the review emphasizes the significance of comprehensive education legislation in ECE administration and urges future research to use longitudinal and cross-cultural designs.

Keywords: Early Childhood Education, Education Management, Legal Frameworks, Equity, Teacher Management

1. Introduction

1.1. Significance of early childhood education management

The significance of early childhood education (ECE) management lies in its ability to provide a structured and supportive environment that fosters the holistic development of children. Effective management in ECE ensures that educational programs are inclusive, well-organized, and aligned with developmental goals, which are crucial for laying a strong foundation for lifelong learning and development. This involves strategic planning, resource management, and continuous evaluation to adapt to the diverse needs of children and improve educational outcomes. The following sections elaborate on the key aspects of ECE management.

Effective ECE management requires policies that support inclusivity, ensuring all children, regardless of their backgrounds or abilities, have access to quality education. This involves implementing standards-based management and systematic evaluation to enhance educational quality. The concept of inclusivity is closely linked to education law and management, ensuring that the principles of equity and fairness are maintained in educational policies. Challenges in implementing inclusive policies highlight the need for innovative management approaches that consider the diversity and special needs of children³.

The management of teamwork among teachers is crucial for improving the quality of education. This involves defining clear objectives, fostering open communication, and developing leadership skills among educators. Management functions such as teamwork are essential to the organizational structure of ECE, ensuring that teacher interactions align with broader educational goals. Continuous training and performance evaluation are essential to create a strong and efficient teaching team that contributes to the success of ECE programs⁴.

The management functions of planning, organizing, controlling, and evaluating are vital for developing and implementing an effective ECE curriculum. These functions help in setting clear educational goals, managing resources, and ensuring the curriculum is executed as planned. These functions can be viewed as an application of management principles within the educational legal framework, ensuring that resources are effectively allocated and utilized to meet educational standards. Evaluation functions are necessary to assess the curriculum's effectiveness and make necessary improvements⁵.

³ SOFWANUDIN, W., BOERISWATI, E., ARBAH, F. The Management of Inclusive Early Childhood Education: A Literature Review on Strategies and Evaluation in Various Countries. 2024, vol. 9, nº 1, pp. 328-339.

⁴ CEBANU, L., ALINA, I. V. Management of the teamwork activity of teachers in the early childhood education institution. Acta et Commentationes, Sciences of Education. 2023, vol. 31, nº 1, pp. 157-163.

⁵ BAKAR, S. A., SURYONO, Y., FAUZIAH, P. Y. Kajian literatur tentang fungsi manajemen bagi kurikulum peBndidikan anak usia dini. Jurnal Warna: Pendidikan Dan Pembelajaran Anak Usia Dini. 2023, vol. 8, nº 1, pp. 52-68.

Institutional management planning is essential for improving the quality of ECE. Clear planning and understanding of management standards are required for directed and effective ECE management. This includes establishing policies that are in line with legal frameworks to ensure that educational objectives are consistently met. Managers must comprehend the principles of management and the roles of each stakeholder to ensure successful implementation⁶. The management framework, underpinned by education law, ensures that each stakeholder, from teachers to policymakers, contributes effectively to the overall success of ECE programs.

While the focus on structured management in ECE is crucial, it is also important to consider the flexibility needed to adapt to the unique and evolving needs of children. This balance between structure and adaptability can help in addressing the challenges faced in diverse educational settings and ensure that all children receive the support they need for optimal development.

1.2. Impact of education law on early childhood education management

Early childhood education management is impacted by education laws in two ways: the operational framework and program quality. Regulations guarantee the efficacy of early childhood education management. Important facets of this effect will be thoroughly examined in the sections that follow.

Education laws usually create frameworks. For instance, Chile establishes regulatory procedures and educational oversight bodies to guarantee the quality of children's education⁷. These frameworks aid in improving educational programs' accountability and openness.

Additionally, the extension of preschool education is frequently accelerated by the introduction of education regulations, enhancing children's long-term academic outcomes and school preparedness⁸. By making preschool education more accessible, these laws give kids a stronger foundation.

Public funding usually rises when education laws are improved, which raises the caliber and accessibility of ECE programs⁹. Numerous preschool education organizations have benefited from this kind of support by expanding their services and upgrading their facilities.

The judicialization of education in Brazil has affected local early childhood education planning and management in both positive and negative ways. Although legal actions have strengthened children's right to an education, they have also made it more difficult to implement policies¹⁰.

Effective ECE management requires not only legislative support but also managers' professional expertise, particularly in leadership and business acumen,

⁶ KRESNAWATY, A., WASLIMAN, I., HANAFIAH, H., FATKHULLAH, F. K. Institutional Management Planning In Improving The Quality Of Paud In Kindergarten Naurahhuda Karawang. *International Journal Of Humanities Education and Social Sciences*, 2022, vol. 1, nº 4.

⁷ CASTILLO LOBOS, L. Consideraciones para la evaluación del desempeño del personal del sector público de salud chileno. *Revista Electrónica Gestión de las Personas y Tecnologías*, 2017, vol. 10, nº 28, pp. 5-19.

⁸ OLANREWAJU, A. E., OMEGHIE, I. B. Effect of Culturally Responsive Practises on Students's Motivation to Learning. *EPRA International Journal of Research Development (IJRD)*. 2024. <https://doi.org/10.36713/epra17883>

⁹ Ibid.

¹⁰ SILVEIRA, A. D., XIMENES, S. B., DE OLIVEIRA, V. E., CRUZ, S. H. V., BORTOLLOTTI, N. Efeitos da judicialização da educação infantil em diferentes contextos subnacionais. *Cadernos De Pesquisa*, 2020, vol. 50, nº 177, pp. 718-737.

which are essential for project success¹¹. Therefore, the effectiveness of ECEs is greatly influenced by the leadership and professional skills of managers.

According to Olanrewaju and Omeghie¹², laws that encourage and support teacher professional development can successfully reduce burnout and raise the standard of the entire educational program. Increased job satisfaction and career security are two benefits of this support for educators.

There are still many challenges to solve, particularly when it comes to ensuring equal access to and quality of education for kids from a range of socioeconomic backgrounds, even though education legislation significantly aid in ECE governance. The effectiveness of these policies is often determined by how they are implemented and how committed local stakeholders are to maintaining educational standards.

1.3. Relationship between legal frameworks and early childhood education management

The relationship between legal frameworks and the management of early childhood education (ECE) is a multifaceted area that influences various aspects of educational practice, leadership, and policy implementation. Several studies highlight the importance of legal and structural considerations in shaping effective management within early childhood settings.

Legal frameworks serve as foundational elements in guiding the structure and management of early childhood education systems. Cândido¹³ provides an in-depth analysis of how legal documents and policies underpin the structure and offer of early childhood education in the municipality of Turvo. The study emphasizes that legal frameworks are essential in organizing and managing ECE networks, ensuring that services align with national and regional policies. This underscores the critical role of legal structures in establishing the parameters within which early childhood education is managed.

Similarly, Gallego¹⁴ explores the integration of environmental education into early childhood curricula within the Colombian legal context. The research highlights how legal and curricular structures influence the training of educators and the methodological approaches employed in early childhood education. The study advocates for a methodological framework that enhances training processes, indicating that legal and curricular policies directly impact the quality and focus of early childhood management.

Leadership in early childhood education is also deeply connected to the legal and infrastructural context. Stamopoulos¹⁵ discusses the role of leadership in ECE and proposes a model that emphasizes professional capacity building and relationship fostering. These leadership practices are often supported or constrained by existing legal and policy frameworks. The literature notes that the marginalization of the early childhood profession suggests that insufficient legal recognition and inadequate theorization hinder the development of effective leadership.

¹¹ MOLONEY, M., PETTERSEN, J. Early childhood education management: Insights into business practice and leadership. Routledge, 2016. <https://doi.org/10.4324/9781315651712>

¹² OLANREWAJU, A. E., 2024. Ibid.

¹³ CÂNDIDO, J. Educação infantil no município de Turvo: Um mapeamento da oferta e da estrutura da rede. Computers Education, 2020, vol. 142, pp. 1-10.

¹⁴ GALLEGO, L. E. La educación ambiental en Colombia desde la Ley General de Educación: un análisis comparativo de los marcos normativos y curriculares. Revista Luna Azul, 2025, vol. 11, nº 60.

¹⁵ STAMOPOULOS, E. Reframing early childhood leadership. Australasian Journal of Early Childhood, 2012, vol. 37, nº 2, pp. 42-48.

Furthermore, the management of early childhood education is influenced by broader socio-economic and policy considerations. Oslington¹⁶ discusses the valuation of jobs within the context of management and public policy, implying that legal and economic frameworks shape the resources allocated to early childhood education and, consequently, its management. This economic perspective highlights the importance of legal policies affecting funding and resource distribution, which are integral to effective management practices.

In addition, Aghallaj et al.¹⁷ conducted a systematic review on partnerships between language minority parents and professionals, examining how policies and management practices influence family engagement and service delivery. The study suggests that language policies, rooted in legal frameworks, affect the management of culturally and linguistically diverse early childhood programs.

Overall, the reviewed literature demonstrates that legal frameworks are fundamental in shaping the management of early childhood education by establishing organizational structures, guiding curriculum and training, influencing leadership practices, and determining resource allocation. Effective management in early childhood settings is thus deeply intertwined with the robustness and clarity of the legal and policy environment, which provides the foundation for quality, equity, and professional development in the sector.

1.4. Research objectives

The purpose of this study is to investigate the function of education law in the management of early childhood education, specifically how it controls the distribution of educational resources, enhances the quality of education, and guarantees equity in teacher administration through a legal framework. To ensure that children from diverse socioeconomic backgrounds can benefit from equal educational opportunities, the study will also examine how education law guarantees equal opportunities and rights for all children in early childhood education, focusing on privacy protection, educational equity, and non-discrimination.

1.5. Research questions

1. What is the role of education law in early childhood education management?
2. How does education law ensure equal opportunities and rights for children in early childhood education?

2. Methodology

This systematic review was written following the Preferred Reporting Items (PRISMA) guidelines for systematic reviews and meta-analyses proposed by Moher et al.¹⁸ The PRISMA method includes: using the Scopus and Web of Science databases for systematic review, inclusion and exclusion criteria, review process steps (identification, screening, eligibility), and data extraction and analysis.

¹⁶ OSLINGTON, P. What is an Australian job worth? Australian Economic Review, 2020, vol. 53, n° 4, pp. 497-510.

¹⁷ AGHALLAJ, R., VAN DER WILDT, A., VANDENBROECK, M., AGIRDAG, O. Exploring the partnership between language minority parents and professionals in early childhood education and care: A systematic review. Multilingual Approaches for Teaching and Learning, 2020, vol. 2, n° 1, pp. 151-167.

¹⁸ MOHER, D., SHAMSEER, L., CLARKE, M., GHERSI, D., LIBERATI, A., PETTICREW, M., SHEKELLE, P., STEWART, L. A. Preferred reporting items for systematic review and meta-analysis protocols (PRISMA-P) 2015 statement. Systematic reviews, 2015, vol. 4, n° 1, pp. 1-9.

Higgins et al.¹⁹ pointed out that systematic reviews are crucial for understanding precedents for subsequent research and the breadth of human knowledge, possessing significant value and inspiration, and contributing to appropriate and authoritative decision-making.

2.1. PRISMA

According to Sierra-Correa and Kintz²⁰, PRISMA provides three distinct advantages: (1) it defines clear research questions that support a systematic investigation, (2) it establishes inclusion and exclusion criteria, and (3) it enables the examination of large scientific literature databases within a specified timeframe. PRISMA offers a peer-accepted standardized method that uses a checklist to ensure quality assurance and replicability throughout the review process^{21,22}. By applying the PRISMA guidelines, this study accurately identifies and synthesizes existing research on early childhood education law and its role in supporting effective education management.

2.2. Resources

Scopus and Web of Science (WoS) were the leading and primary journal databases to find empirical research. Based on the PRISMA guidelines, this systematic review presents the important phases, including the (a) eligibility and exclusion criteria; (b) the identification review; (c) screening; (d) the eligibility; and (e) the data abstraction and analysis²³. Clarivate Analytics currently maintains WoS, which is a robust database encompassing 12,000 high-impact journals and 160,000 sets of conference proceedings. It supports 256 disciplines in science, social science, arts, and humanities, and cross-disciplinary fields. The selection is based on (a) impact evaluations; (b) availability of openaccess journals; and (c) spans multiple academic disciplines. Scopus covers 34,346 journals worldwide from 11,678 publishers. Scopus is known as Elsevier's abstract and citation database of peer-reviewed literature. Science fields of life, social, physical, and health are among the top-level subject fields in Scopus. However, Scopus and WoS complement each other in their journal coverage²⁴.

2.3. Systematic review process

2.3.1. Identification

This systematic review covers publicly published literature from 2016 to 2025. In the first phase of the search, we identified the keywords required for the search process. To determine the appropriate search terms for this study, we referenced several empirical studies and policy documents related to early childhood education

¹⁹ HIGGINS, J. P. T., THOMAS, J., CHANDLER, J., CUMPSTON, M., LI, T., PAGE, M. J., WELCH, V. A. *Cochrane handbook for systematic reviews of interventions* (2nd ed.). John Wiley Sons. 2019, vol. 4, nº 1002, pp. 1465-1858.

²⁰ SIERRA-CORREA, P. C., KINTZ, J. R. C. Ecosystem-based adaptation for improving coastal planning for sea-level rise: A systematic review for mangrove coasts. *Marine Policy*, 2015, vol. 51, pp. 385-393.

²¹ ABELHA, M., FERNANDES, S., MESQUITA, D., SEABRA, F., FERREIRA-OLIVEIRA, A. T. Graduate employability and competence development in higher education: A systematic literature review using PRISMA. *Sustainability*, 2020, vol. 12, nº 15, pp. 5900.

²² MOHER, D., 2015. *Ibid.*

²³ *Ibid.*

²⁴ BAYKOUCHEVA, S. Selecting a database for drug literature retrieval: A comparison of MEDLINE, Scopus, and Web of Science. *Science Technology Libraries*, 2010, vol. 29, nº 4, pp. 276-288.

management, education law, and education policy to identify commonly used terms in these fields. Based on this initial literature review, we further refined and adjusted the keywords to align with the core focus of this study—early childhood education management, the legal framework of education, and the implementation of education policies.

To reduce bias and enhance the rigor of the search strategy, we discussed and confirmed the keywords and search logic with the second reviewer. This practice aligns with the recommendation of Delgado-Rodríguez and Sillero-Arenas²⁵, which states that search strings in systematic reviews should be evaluated by at least two researchers to ensure scientific rigor and reliability. After reaching a final agreement, we used Boolean operators to form the final search strategy, covering terms related to early childhood education, such as "early childhood education", "ECE", "preschool", and "childcare"; phrases related to management, such as "management," "governance," "administration," and "quality assurance"; and terms related to law and policy, such as "legal framework," "education policy," "policy implementation," and "public policy." The final search query was first executed in Scopus using the TITLE-ABS-KEY statement, restricting the article type to "article," then applied in Web of Science (WoS) in an equivalent format, with the TS field command used for retrieval. The complete search strategy is presented in the table 1.

Table 1. The keywords and strategy to search for information.

| Database | Keywords used |
|----------|--|
| Scopus | TITLE-ABS-KEY (("early childhood" OR "ECE" OR "preschool" OR "kindergarten" OR "childcare" OR "nursery") AND ("management" OR "administration" OR "governance" OR "quality assurance" OR "regulation" OR "service provision") AND ("education law" OR "legal framework*" OR "educational legislation" OR "regulatory framework*" OR "child rights law" OR "policy framework*" OR "public policy" OR "education policy" OR "policy implementation" OR "policy reform" OR "governance policy")) AND PUBYEAR > 2015 AND PUBYEAR < 2026 AND (LIMIT-TO (DOCTYPE, "ar")) AND (LIMIT-TO (EXACTKEYWORD, "Child, Preschool"))). |
| Wos | TS = (("Early Childhood Education" OR "ECE" OR "Preschool Education" OR "Kindergarten" OR "Nursery" OR "Nursery")AND("Management" OR "Administration" OR "Governance" OR "Quality Assurance" OR "Regulation" OR "Service Provision") AND ("Education Law" OR "Legal Framework" OR "Education Legislation" OR "Regulatory Framework" OR "Children's Rights Law" OR "Policy Framework*" OR "Public Policy" OR "Education Policy" OR "Policy Implementation" OR "Policy Reform"OR"Governance Policy"))). |

2.3.2. Screening and eligibility

In the literature screening process, reviewers applied multiple inclusion and exclusion criteria. First, this review only included academic articles published in peer-reviewed journals that contained empirical data or a clear analytical framework; systematic reviews, books, book chapters, conference papers, news reports, and grey literature were excluded. Second, to ensure the consistency and reliability of the analysis, only articles published in English were included to avoid translation bias or semantic uncertainty. Third, the time frame of the literature was limited to studies published within the past decade (2016–2025) to ensure that the discussion was consistent with the current context of early childhood education governance, legal reform, and policy implementation.

²⁵ Delgado-Rodríguez, M., Sillero-Arenas, M. Systematic review and meta-analysis. *Intensive Medicine*, 2018, vol. 42, n° 7, pp. 444-453.

In terms of article themes, the inclusion criteria focused on research related to early childhood education management, the legal framework for education, the protection of children's rights, and the implementation of education policies. In particular, literature addressing topics such as early childhood education governance structures, policy implementation issues, legal safeguards, educational equity, and the supervision of preschool education quality was considered. The literature must address the impact of education law on early childhood education management, particularly how education law specifically influences teacher management, children's rights protection, educational equity, and other related aspects. Studies of various types, including quantitative research, qualitative research, case studies, policy analysis, and systematic reviews, will be included.

Research unrelated to early childhood education or failing to address management, legal, or policy aspects was excluded. Furthermore, this study does not limit the countries or regions covered to ensure a broad perspective.

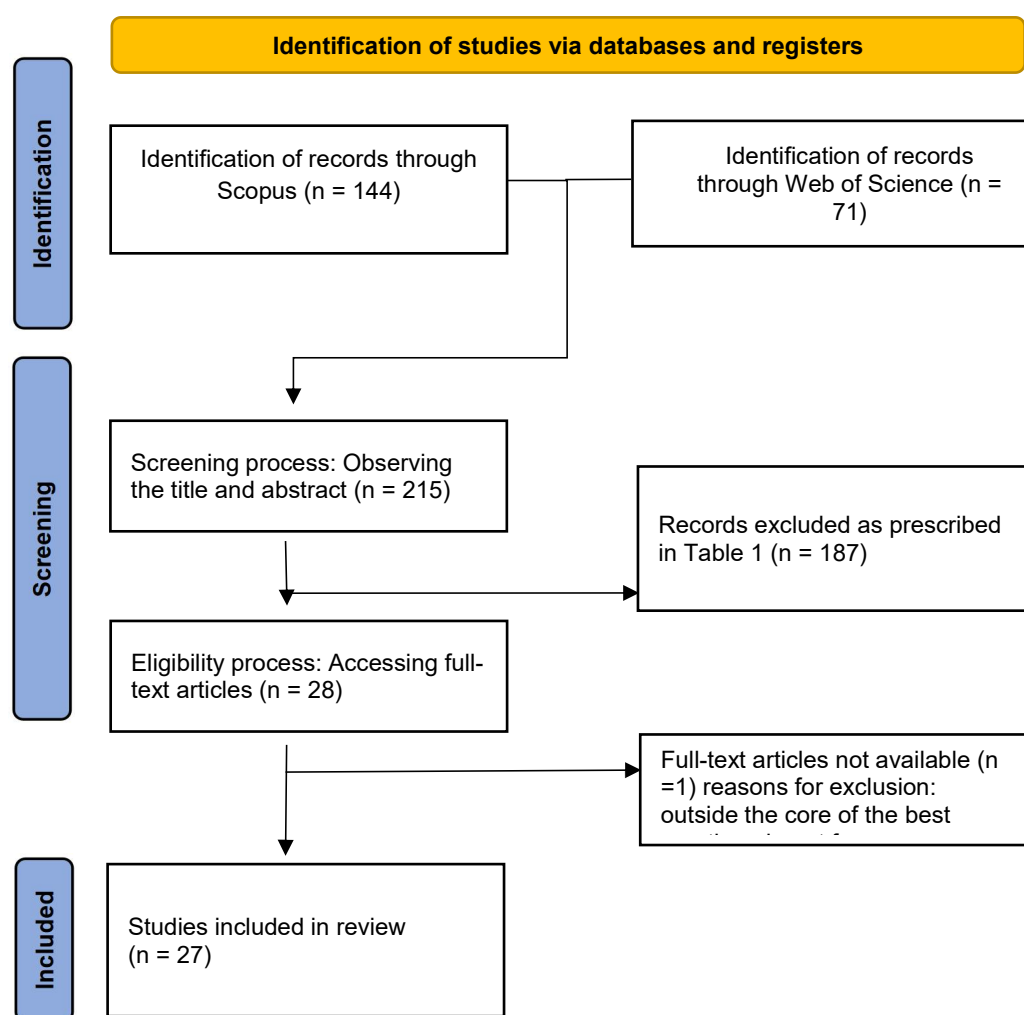


Figure 1. Study flow diagram²⁶.

In the final eligibility review stage, reviewers evaluated the full text of all potential articles and discussed them with other researchers to ensure transparency and consistency in the selection criteria. Articles that did not fit the thematic focus, failed to provide empirical evidence, or only discussed general educational issues without addressing the legal and policy framework for early childhood education

²⁶ MOHER, D., 2015. Ibid.

were excluded. Irrelevant Literature Studies that do not involve education law or early childhood education management.

If the literature does not address education law or early childhood education management, or only discusses the application of education law in other educational stages (such as primary, secondary, or higher education), it will be excluded.

Lack of Connection Between Education Law and Early Childhood Education Management Studies that do not explore the relationship between education law and early childhood education management, or only involve theoretical discussions without providing actual data or case analyses, will be excluded.

Small Sample Size Studies with a sample size too small to provide statistically significant results, or those with non-representative samples that lead to low generalizability of the findings, will be excluded. Ultimately, 27 articles were included in the systematic review, and the selection process is shown in Figure 1.

This image illustrates the process of literature screening. Twenty-seven articles were studied and examined. Literature relevant to the research was appropriately identified by reviewing article abstracts and then (in-depth) reading the full text. Content analysis identified 27 articles on the application and impact of educational laws in early childhood education management. Analysis was conducted based on similarity or relevance ²⁷.

3. Results

The inclusion and exclusion criteria determined the selection of the articles. In this study, a total of 27 articles met the inclusion criteria and were evaluated and analyzed. This study employs content analysis to examine the content and identify its features, themes, or patterns. The development of the coding scheme is designed to guide the process of extracting relevant data from the literature that aligns with the research questions^{28,29}. The coding scheme includes the following elements: article title, author(s), research methodology, year, and research findings. The PRISMA diagram shown in Figure 1 illustrates the process of inclusion and exclusion during data extraction.

This table 2 summarizes research related to education, health, and social issues, covering topics such as early childhood education, community resilience, and children's rights. The research spans multiple countries, including the United States, Indonesia, Chile, Tunisia, and China, exploring how education, law enforcement, and public health policies impact child well-being and community health, with a particular focus on global challenges. Overall, the research underscores the need for comprehensive and inclusive policies to improve global child well-being and educational outcomes.

²⁷ ADAMS, A., FENG, Y., LIU, J. C., STAUFFER, E. Potentials of teaching, learning, and design with virtual reality: An interdisciplinary thematic analysis. In *Intersections across disciplines: Interdisciplinarity and Learning*. 2020, (pp. 173-186). Springer, Cham.

²⁸ ELO, S., KYNGÄS, H. The qualitative content analysis process. *Journal of Advanced Nursing*, 2008, vol. 62, n° 1, pp. 107–115.

²⁹ SANUSI, I. T., OYELERE, S. S., VARTIAINEN, H., SUHONEN, J., TUKIAINEN, M. A systematic review of teaching and learning machine learning in K-12 education. *Education and Information Technologies*, 2023, vol. 28, n° 5, pp. 5967–5997.

Table 2. The characteristics of the selected articles.

| Author(s) | Year | Country | Methodology | Findings/results |
|--|------|-----------------------------|--------------|---|
| Do, S., et al. ³⁰ | 2025 | Germany | Quantitative | Analyzed physical activity promotion in early childcare settings; examined integration of physical activity in educational framework plans across Germany. Found that physical activity is addressed in all plans, but lacks clear pedagogical frameworks for implementation. |
| George, E., et al. ³¹ | 2025 | Australia (South Australia) | Qualitative | Studied the implementation of the 'Closing the Gap' policy in mainstream service provision; found challenges in integrating policy effectively across services and highlighted disparities in access to healthcare for disadvantaged populations. |
| Moonpanane, K., et al. ³² | 2025 | Thailand | Qualitative | Explored stakeholder perspectives on child healthcare services under rural health reform; identified key barriers to access, including lack of resources and challenges in service delivery in rural areas. |
| Trygged, S., et al. ³³ | 2024 | Sweden | Quantitative | Conducted a Swedish register study on children who witness family violence; found significant impacts on children's well-being and the need for targeted interventions to mitigate negative effects of exposure to violence. |
| Desharnais - Préfontaine, N., et al. ³⁴ | 2021 | Canada (Quebec) | Qualitative | Investigated public policies negatively affecting asylum-seeking families with young children in Quebec; identified challenges faced by these families, including access to resources and education, exacerbated by immigration policies. |

³⁰ DO, S., TILL, M., MESSING, S., GELIUS, P., BRANDES, M., FINGER, J. D., Oberwöhrmann, S., Forberger, S., HEBESTREIT, A. Physical activity promotion in the early childcare setting: a content analysis of the federal-state-wide educational framework plans in Germany. *BMC Public Health*, 2025, vol. 25, nº 1, pp. 2759.

³¹ GEORGE, E., FISHER, M., MACKEAN, T., BAUM, F. Implementing 'Closing the Gap' policy through mainstream service provision: A South Australian case study. *Health Promotion Journal of Australia*, 2025, vol. 36, nº 1, pp. e884.

³² MOONPANANE, K., KODYEE, S., TRAKOOLTORWONG, P., MANEEKUNWONG, K., SOPAJAREE, C.. Stakeholders' Perspectives on Child Healthcare Services under Rural Health Reform in Thailand: A Qualitative Study. *International Journal of Community Based Nursing and Midwifery*, 2025, vol. 13, nº 1, pp. 16.

³³ TRYGGED, S., BYLUND GRENKLO, T., MARTTILA, A., HALIN, N. To see and be seen: A Swedish Register Study on children who witness family violence. *International Journal of Environmental Research and Public Health*, 2024, vol. 21, nº 10, pp. 1291.

³⁴ DESHARNAIS-PRÉFONTAINE, N., PISANU, S., BELLEMARE, A. M., MERRY, L. Les politiques publiques affectant négativement les familles demandeuses d'asile avec des jeunes de 0 à 5 ans au Québec. *Canadian Journal of Public Health*, 2021, vol. 112, nº 1, pp. 128-131.

| Author(s) | Year | Country | Methodology | Findings/results |
|--|------|----------------------|--------------|---|
| Christian, H. E., et al. ³⁵ | 2020 | International | Qualitative | Developed physical activity policies for early childhood education and care settings using the Delphi process; emphasized the importance of incorporating physical activity into early education policies to support child development. |
| Tucker, P., et al. ³⁶ | 2019 | International | Quantitative | Explored the feasibility and effectiveness of a childcare physical activity policy through a cluster-randomized controlled trial; found that structured physical activity policies can be effective in increasing physical activity levels in childcare settings. |
| Byrd-Williams, C. E., et al. ³⁷ | 2019 | USA (Texas) | Quantitative | Studied physical activity, screen time, and outdoor learning environments in Texas child care centers; found variation in policy implementation across centers and the importance of setting clear guidelines for physical activity and outdoor play. |
| Milman, H. M., et al. ³⁸ | 2018 | Chile | Quantitative | Investigated the scaling up of an early childhood development program through a national multisectoral approach to social protection; found the "Chile Crece Contigo" program effective in promoting childhood development and improving family support. |
| O'Neill, J. R., et al. ³⁹ | 2017 | USA (South Carolina) | Quantitative | Analyzed the effects of a new state policy on physical activity practices in childcare centers in South Carolina; found positive effects on increasing physical activity in child care settings, particularly in regulated environments. |

³⁵ CHRISTIAN, H. E., CROSS, D., ROSENBERG, M., SCHIPPERIJN, J., SHILTON, T., TRAPP, G., Trost, S. G., Nathan, A., Maitland, C., Thornton, A., Wenden, E. J. Development of physical activity policy and implementation strategies for early childhood education and care settings using the Delphi process. *International Journal of Behavioral Nutrition and Physical Activity*, 2020, vol. 17, n° 1, pp. 131.

³⁶ TUCKER, P., DRIEDIGER, M., VANDERLOO, L. M., BURKE, S. M., IRWIN, J. D., JOHNSON, A. M., SHELLEY, J., TIMMONS, B. W. Exploring the feasibility and effectiveness of a childcare physical activity (play) policy: rationale and protocol for a pilot, cluster-randomized controlled trial. *International Journal of Environmental Research and Public Health*, 2019, vol. 6, n° 22, pp. 4400.

³⁷ BYRD-WILLIAMS, C. E., DOOLEY, E. E., THI, C. A., BROWNING, C., HOELSCHER, D. M. Physical activity, screen time, and outdoor learning environment practices and policy implementation: A cross-sectional study of Texas child care centers. *BMC Public Health*, 2019, vol. 19, n° 1, pp. 274.

³⁸ MILMAN, H. M., CASTILLO, C. A., SANSOTTA, A. T., DELPIANO, P. V., MURRAY, J. Scaling up an early childhood development programme through a national multisectoral approach to social protection: lessons from Chile Crece Contigo. *BMJ*, 2018, vol. 363, pp. k4513.

³⁹ O'NEILL, J. R., DOWDA, M., BENJAMIN NEELON, S. E., NEELON, B., PATE, R. R. (2017). Effects of a new state policy on physical activity practices in child care centers in South Carolina. *American Journal of Public Health*, 2017, vol. 107, n° 1, pp. 144-146.

| Author(s) | Year | Country | Methodology | Findings/results |
|-------------------------------------|------|---------------|-------------------|---|
| Barnert, E., et al. ⁴⁰ | 2022 | USA | Quantitative | Explores how children's rights can be reimagined in the US, emphasizing the need for a child-centered approach to policy, especially in the face of socio-political challenges. |
| Rad, D., et al. ⁴¹ | 2022 | International | Literature review | Reviews pathways to inclusive and equitable early childhood education, emphasizing strategies to achieve SDG4 goal through comprehensive legal and educational frameworks. |
| Rao, N., et al. ⁴² | 2021 | India | Qualitative | Discusses challenges and opportunities in fostering equitable access to preschool education in India, focusing on the disparities between urban and rural areas. |
| Kambona, W., et al. ⁴³ | 2025 | Tanzania | Qualitative | Identifies barriers to early childhood education in Tanzania, such as teacher shortages, inadequate resources, and low parent-teacher engagement. |
| Pianta, R. C., et al. ⁴⁴ | 2023 | USA | Quantitative | Defines early education quality using CLASS-observed teacher-student interactions and explores how these dimensions influence student development across cultures. |
| Till, M., et al. ⁴⁵ | 2025 | International | Literature review | Reviews the effectiveness of public policies promoting physical activity in early childhood education settings; findings indicate positive environmental impacts but inconclusive effects on children's behavior. |

⁴⁰ BARNERT, E., WRIGHT, J., CHOI, C., TODRES, J., HALFON, N., ABAYA, M. A., Adedokun, L. A., Akl, A., Alexander, D. T., Alvarez, M. E., Aron, L. Y. Reimagining Children's Rights in the US. *JAMA pediatrics*, 2022, vol. 176, nº 12, pp. 1242-1247.

⁴¹ RAD, D., REDEŞ, A., ROMAN, A., IGNAT, S., LILE, R., DEMETER, E., Egerău, A., Dughi, T., Balaş, E., Maier, R., Kiss, C. Pathways to inclusive and equitable quality early childhood education for achieving SDG4 goal—a scoping review. *Frontiers in psychology*, 2022, vol. 13, pp. 955833.

⁴² RAO, N., RANGANATHAN, N., KAUR, R., MUKHOPADHAYAY, R. Fostering equitable access to quality preschool education in India: challenges and opportunities. *International Journal of Child Care and Education Policy*, 2021, vol. 15, nº 1, pp. 9.

⁴³ KAMBONA, W., NDIBALEMA, P. Examining inequalities in provision of early childhood education in Tanzania: a systematic review. *Cogent Education*, 2025, vol. 12, nº 1, pp. 2439161.

⁴⁴ PIANTA, R. C., HOFKENS, T. Defining early education quality using CLASS-observed teacher-student interaction. *Frontiers in Psychology*, 2023, vol. 14, pp. 1110419.

⁴⁵ TILL M, VOLF K, TRISTRAM C, DO S, GELIUS P, HEBESTREIT A, OBERWÖHRMANN S, MESSING S. Evidence on the Effectiveness of Public Policies for Physical Activity Promotion in the Early Childcare Education and Care Setting: A Systematic Review. *Child: Care, Health and Development*, 2025, vol. 51, nº 3, pp. e70078.

| Author(s) | Year | Country | Methodology | Findings/results |
|--------------------------------------|------|---------------|-------------------|--|
| Wenden, E. J., et al. ⁴⁶ | 2023 | International | Qualitative | Explores the development and implementation of movement behavior policies in early childhood education, highlighting gaps in policy and recommending evidence-based frameworks for improvement. |
| Tonge, K. L., et al. ⁴⁷ | 2016 | Australia | Literature review | Reviews the correlates of physical activity and sedentary behavior in early childhood education and care, with physical environments identified as key influences on both behaviors. |
| Elwick, S., et al. ⁴⁸ | 2022 | Australia | Qualitative | Investigates the paradox of age in early childhood education, discussing the focus on children's readiness for school versus the need to recognize children's current developmental stage. |
| Yap, T. P., et al. ⁴⁹ | 2024 | Singapore | Quantitative | Analyzes the feasibility of optometrists prescribing privileges to combat childhood myopia in Singapore, highlighting potential benefits such as improved access and reduced healthcare costs. |
| Ogbonna, B. O., et al. ⁵⁰ | 2017 | Nigeria | Literature review | Reviews the dynamics of child health services in Nigeria, addressing challenges like inadequate healthcare infrastructure and the need for early interventions. |
| Chopra, H., et al. ⁵¹ | 2023 | India | Qualitative | Discusses the triple burden of malnutrition among children in India, emphasizing the need for multi-sectoral interventions to address undernutrition, overnutrition, and micronutrient deficiencies. |

⁴⁶ WENDEN, E. J., VIRGARA, R., PEARCE, N., BUDGEON, C., CHRISTIAN, H. E. Movement behavior policies in the early childhood education and care setting: An international scoping review. *Frontiers in Public Health*, 2023, vol. 11, pp. 1077977.

⁴⁷ TONGE, K. L., JONES, R. A., OKELY, A. D. Correlates of children's objectively measured physical activity and sedentary behavior in early childhood education and care services: A systematic review. *Preventive Medicine*, 2016, vol. 89, pp. 129-139.

⁴⁸ Elwick, S., White, E. J. A paradox of age in early childhood education: A review of the literature and survey of Australian educators working with three-year-old children. *Educational Research for Policy and Practice*, 2022, vol. 21, n° 3, pp. 389-406.

⁴⁹ YAP, T. P., MISHU, M. P. Pharmaceutical prescribing privileges for optometrists to combat childhood myopia in Singapore: Public health policy review and analysis. *Children-Basel*, 2024, vol. 11, n° 12, pp. 1548.

⁵⁰ OGBONNA, B. O., AJAGU, N., NWANKWO, O. L., OTHERS. Dynamics of child health services in Nigeria: A review. *Asian Journal of Pharmaceutical Research and Health Care*, 2017, vol. 9, n° 3, pp. 126-132.

⁵¹ CHOPRA, H., PAUL, B., VIRK, A., PANDEY, G., LAHARIYA, C.. Triple burden of malnutrition among children in India: Current scenario and the way forward. *Indian Journal of Pediatrics*, 2023, vol. 90, n° Suppl 1, pp. 95-103.

| Author(s) | Year | Country | Methodology | Findings/results |
|--|------|-----------|--------------|---|
| Buettner, C. K., et al. ⁵² | 2016 | USA | Quantitative | Investigates the role of teachers' social-emotional capacity in early education, finding that teacher coping abilities and psychological load are related to professional commitment and responsiveness to children's emotions. |
| Tomris, G., et al. ⁵³ | 2022 | Turkey | Qualitative | Explores the theoretical and legal foundations of early childhood special education in Turkey and discusses unresolved issues like the lack of a specialized system and inadequate qualified personnel. |
| Fan, T., Bautista, A., Chan, D. K. C. | 2024 | Hong Kong | Quantitative | Analyzes physical activity practices in Hong Kong kindergartens; found that while physical activities are addressed in quality review reports, they are not sufficiently emphasized in pedagogical practices. |
| Walshe, P. ⁵⁴ | 2025 | Ireland | Qualitative | Critically analyzes the implementation of Aistear, Ireland's early childhood curriculum framework, and discusses lessons learned to guide future updates to the curriculum. |
| Clemente-Suárez, V. J., et al. ⁵⁵ | 2024 | Spain | Qualitative | Explores the impact of digital device usage on children's cognitive development, weighing the potential benefits against the risks, and emphasizing the need for balanced digital engagement. |

4. Findings and discussion

4.1. Specific impact of education law in ECE management

Education law plays a crucial role in ensuring the quality and accessibility of early childhood education. Specific legal frameworks set standards for regulating and managing the operation of educational institutions, aiming to create an educational environment that promotes equal opportunities for all children.

Legal frameworks ensuring quality education: Education law, particularly laws concerning early childhood education, outlines minimum standards for facilities, teacher qualifications, curriculum implementation, and educational outcomes. These frameworks ensure that, regardless of children's socio-economic background, they have access to high-quality education^{56,57}. For example, the enforcement of policies

⁵² BUETTNER, C. K., JEON, L., GARCIA, R. E., OTHERS. Teachers' social-emotional capacity: Factors associated with teachers' responsiveness and professional commitment. *Early Education and Development*, 2016, vol. 27, nº 7, pp. 1018-1039.

⁵³ TOMRIS, G., ÇELİK, S. Early childhood special education: Theoretical and legal grounds, latest trends across the world and Turkey. *Ankara Üniversitesi Eğitim Bilimleri Fakültesi Özel Eğitim Dergisi-Ankara University Faculty of Educational Sciences Journal of Special Education*, 2022, vol. 23, nº 1, pp. 243-269.

⁵⁴ Walshe, P. Reflecting on the implementation of Aistear in advance of an update to the curriculum framework. *Irish Educational Studies*, 2025, vol. 44, nº 3, pp. 401-420.

⁵⁵ Clemente-Suárez, V. J., Beltrán-Velasco, A. I., Herrero-Roldán, S., Rodríguez-Besteiro, S., Martínez-Guardado, I., Martín-Rodríguez, A., Tornero-Aguilera, J. F. Digital device usage and childhood cognitive development: Exploring effects on cognitive abilities. *Children*. 2024, vol. 11, nº 11, pp. 1299.

⁵⁶ BYRD-WILLIAMS, C. E., 2019. Ibid.

such as required teacher-student ratios, necessary learning materials, and a safe learning environment plays a key role in ensuring that the educational environment meets the developmental needs of children⁵⁸.

Inclusive education and equity: Laws promoting inclusive education have played an important role in helping marginalized or vulnerable children, including those with special needs, children from low-income families, and children from minority ethnic groups, integrate into education. These laws often require educational institutions to provide necessary accommodations and support systems, such as special education services or language support, ensuring that every child has the opportunity to succeed. This has played a significant role in narrowing the achievement gap in education^{59,60}.

Teacher management and rights: Legal frameworks typically include provisions concerning teacher training, professional development, and compensation. By setting clear standards for teacher qualifications and ongoing professional development, education law directly impacts the quality of education that children receive. Furthermore, education law generally protects teachers' rights, ensuring that they have appropriate working conditions and are able to provide quality education^{61,62}.

In order to guarantee the caliber and accessibility of early childhood education, education law is essential. In order to provide an educational environment that supports equal chances for all children, certain regulatory frameworks set requirements for how educational institutions should operate. These legislative frameworks usually contain clauses pertaining to pay, professional development, and teacher training. Education law directly affects the quality of education children get by establishing explicit requirements for teacher qualifications and continuing professional development. Laws about early childhood education in particular establish minimum requirements for curriculum implementation, facilities, teacher qualifications, and educational outcomes. These frameworks guarantee that kids can have a top-notch education regardless of their financial situation.

While education law plays a vital role in ensuring the quality and accessibility of early childhood education (ECE), several challenges persist in its implementation. One of the main challenges is resource allocation disparities, which impact the equitable distribution of educational opportunities. Despite the legal frameworks in place, regions with limited financial resources and administrative capacity often struggle to implement education laws effectively. Ogbonna et al.⁶³ highlight that due to financial constraints and differences in local government capabilities, many impoverished areas fail to meet the requirements outlined by education law, resulting in unequal educational opportunities.

Another significant challenge is policy implementation inconsistency. While education law sets clear guidelines for education quality, including teacher qualifications, curriculum standards, and infrastructure requirements, local governments and educational institutions may lack the capacity to enforce these standards consistently. Tonge et al.⁶⁴ discuss the issue of physical activity policies in early childhood education, noting that although laws may set clear requirements for physical activity, the lack of resources in certain regions leads to the ineffective implementation of such policies. This discrepancy in implementation can result in unequal access to quality education, particularly in rural and resource-poor areas.

⁵⁷ Do, S., 2025. Ibid.

⁵⁸ CHRISTIAN, H. E., 2020. Ibid.

⁵⁹ MOONPANANE, K., 2025. Ibid.

⁶⁰ MILMAN, H. M., 2018. Ibid.

⁶¹ TRYGGED, S., 2024. Ibid.

⁶² DESHARNAIS-PRÉFONTAINE, N., 2021. Ibid.

⁶³ OGBONNA, B. O., AJAGU, N., 2017. Ibid.

⁶⁴ TONGE, K. L., 2016. Ibid.

Barnert, E., et al.⁶⁵ emphasize that education law must evolve to address these new challenges, ensuring that children are protected from inappropriate content and data misuse in digital environments. Without proper legal frameworks for digital education, children may be exposed to risks that are not covered by traditional education laws, thereby undermining their safety and rights.

These challenges underscore the need for a more effective and adaptable legal framework that addresses not only traditional educational disparities but also the evolving demands of the digital era. Effective policy implementation, equitable resource distribution, and updates to the legal framework are critical to ensuring that education laws can truly foster equal access to education for all children.

4.2. Challenges in education law and ECE management

By providing precise standards for teacher management, education quality, and the protection of children's rights, education legislation plays a critical role in the administration of early childhood education. Ensuring the quality of education by establishing standards for curricular content, teacher qualifications, and educational facilities is one of its main effects. According to Wenden et al.⁶⁶ curriculum standards and the availability of appropriate teaching resources are two ways that education law ensures high-quality education. Furthermore, Rad et al.⁶⁷ emphasize that the law guarantees the fair allocation of educational resources, especially in underprivileged areas, to guarantee that children from marginalized groups have access to education on an equal basis with their peers.

The regulation of teacher qualifications and professional development is a key component of education law's role in ECE administration. Education law mandates that teachers undergo regular training and evaluation to maintain their professional skills. Pianta and Hofkens⁶⁸ argue that by regulating teacher-student interactions and professional behavior, education law enhances the quality of teacher-student interactions, which is crucial for fostering students' social and emotional development. This regulatory framework ensures that teachers are well-equipped to provide quality education and meet the needs of all students, including those with special needs.

Moreover, education law plays a critical role in protecting children's rights. By ensuring that every child, particularly those with special needs, has access to education, education law upholds the principle of inclusivity in early childhood education. Barnert et al.⁶⁹ emphasize that education law provides legal protection for children with special needs, ensuring they are not excluded from the educational system. This protection extends to ensuring that educational institutions provide the necessary accommodations, such as special education services or language support, to meet the needs of these children.

The promotion of inclusive education policies, which guarantee that all children, especially those from low-income families or those with disabilities, can participate in education, is also made easier by education law. In order to balance resource distribution and guarantee equal educational opportunities for all children, Rad et al.⁷⁰ show that collaboration between national policies and local governments is essential. According to Kambona and Ndibalema⁷¹, education law in Tanzania has been essential in guaranteeing that underprivileged children have equitable access to education despite resource constraints.

⁶⁵ BARNERT, E., 2022. Ibid.

⁶⁶ WENDEN, E. J., 2023. Ibid.

⁶⁷ RAD, D., 2022. Ibid.

⁶⁸ PIANTA, R. C., 2023. Ibid.

⁶⁹ BARNERT, E., 2022. Ibid.

⁷⁰ RAD, D., 2022. Ibid.

⁷¹ KAMBONA, W., 2025. Ibid.

Education law is crucial in influencing digital education policies in addition to promoting the fair allocation of educational resources. The difficulties presented by the digital world must be addressed by education law as digital technology become more and more integrated into education. Education law should include provisions for protecting children's digital rights, such as ensuring safe access to online learning platforms and preventing exposure to harmful content. This protection is essential in a time when digital tools are an integral part of the educational experience.

Education law has a direct impact on early childhood education management through these procedures, guaranteeing that the system is egalitarian, inclusive, and able to adjust to new problems like the digitization of education. However, as demonstrated by the difficulties in implementation, education regulations must be updated frequently and effectively enforced to sustain and increase their beneficial effects on children's educational experiences.

Despite the significant benefits of education law, there are still several challenges in ensuring its effective implementation and equitable distribution of educational resources.

One key challenge in the implementation of education law is the unequal distribution of resources, particularly in rural or impoverished areas^{72,73}. While the legal framework sets high standards for educational institutions, schools in impoverished areas may struggle to meet these requirements without sufficient funding or support. This disparity can exacerbate inequalities in educational opportunities, particularly for children from low-income families or rural areas⁷⁴.

Although education law sets clear standards, the implementation of these policies is often inconsistent. Local governments or education authorities may lack the capacity or political will to effectively enforce these laws. This inconsistency can lead to differences in educational outcomes between regions, even if these regions have similar legal frameworks⁷⁵.

Despite the requirement for inclusive education in education law, children from marginalized groups may still face barriers to accessing education. For example, some legal frameworks may fail to provide sufficient support for children with special needs or may not ensure that children from non-mainstream language or cultural backgrounds can fully integrate into the education system. These barriers may undermine the overall goal of education law, which is to provide equal opportunities and rights for all children^{76,77}.

The role of education law in early childhood education management is critical for shaping the quality and inclusiveness of education. However, challenges such as resource disparities, inconsistent implementation, and access barriers still hinder the full realization of the potential of education law. To address these challenges, it is essential to ensure that education policies are supported by adequate resources, strict enforcement mechanisms, and strategies to ensure the full inclusion of marginalized groups.

4.3. Early childhood education children's rights

Impact of Educational Laws on Early Childhood Education Management and Teacher Development: Existing literature generally points out that educational laws impact early childhood education (ECE) management in areas such as quality assurance, standardized teaching, teacher professional development, and

⁷² GEORGE, E., 2025. Ibid.

⁷³ DESHARNAIS-PRÉFONTAINE, N., 2021. Ibid.

⁷⁴ MOONPANANE, K., 2025. Ibid.

⁷⁵ BYRD-WILLIAMS, C. E., 2019. Ibid.

⁷⁶ CHRISTIAN, H. E., 2020. Ibid.

⁷⁷ GEORGE, E., 2025. Ibid.

institutionalized resource distribution. Educational laws first establish a uniform baseline of quality for early childhood education institutions by setting standards for facilities, curricula, teacher qualifications, and safety. For example, Wenden et al.⁷⁸ emphasize that policies requiring clear curriculum standards, learning materials, and safety regulations help ensure the quality of institutional operations. Similarly, Rad et al.⁷⁹ note that educational laws institutionalize resource allocation mechanisms, particularly in impoverished areas, improving access to quality education for disadvantaged groups.

In terms of teaching interaction, Pianta and Hofkens⁸⁰ demonstrate through the CLASS observation framework that teacher behavior standards driven by regulations can effectively improve teacher-child interaction quality, thereby promoting children's socio-emotional development. Educational laws play a significant role in advancing inclusive education as well. Studies indicate that laws require institutions to provide necessary educational support for children with special needs, minority children, and children from low-income families⁸¹, including individualized education plans, language support, and adaptive teaching environments, which are crucial for narrowing educational achievement gaps among different social groups⁸².

Real-world cases show that collaboration between national policies and local governments can effectively balance resource distribution, making educational equity more operational⁸³. In terms of teacher management, educational laws enhance teacher professional capabilities by regulating training systems, qualification standards, and salary structures, thereby improving education quality. Research indicates that improvements in teachers' social-emotional skills are closely related to institutionalized professional support⁸⁴, showing that educational laws not only regulate teacher behavior but also structurally guarantee teachers access to developmental resources. However, some studies suggest that in certain countries, inadequate training or poor enforcement still limits the actual effectiveness of educational laws^{85,86}.

This section highlights that educational laws play a crucial role in standardizing education quality, fostering inclusive practices, and enhancing teacher development. However, the gap between "legislation" and "implementation" remains significant, especially in contexts where resources are limited or enforcement mechanisms are weak. Future research should focus on bridging this gap by examining the effectiveness of specific policies across different contexts and exploring how educational laws can better address inequalities in resources and access to quality education. Further empirical studies are needed to evaluate the real-world impact of these laws on children's learning outcomes and well-being.

Educational Laws and Children's Rights, Health, and Global Policy Alignment: Another core function of educational law is to guarantee children's equal opportunities and basic rights, particularly in improving the access of disadvantaged groups to education, health, and development resources. Numerous studies indicate that educational laws promote the implementation of inclusive education policies, providing institutional support for children from disadvantaged cultural backgrounds, low-income families, or those with special educational needs⁸⁷. For

⁷⁸ WENDEN, E. J., 2023. Ibid.

⁷⁹ RAD, D., 2022. Ibid.

⁸⁰ PIANTA, R. C., 2023. Ibid.

⁸¹ MOONPANANE, K., 2025. Ibid.

⁸² MILMAN, H. M., 2018. Ibid.

⁸³ RAD, D., 2022. Ibid.

⁸⁴ BUETTNER, C. K., 2016. Ibid.

⁸⁵ KAMBONA, W., 2025. Ibid.

⁸⁶ Walshe, P. 2025. Ibid.

⁸⁷ RAO, N., 2021. Ibid.

example, studies in India and African countries reveal that while legal frameworks provide the right to education for all, the actual realization is hindered by resource scarcity, economic inequality, and insufficient enforcement by local governments, which still creates barriers for marginalized children to enter the education system^{88,89}.

In the areas of children's health and welfare, educational laws, together with Children's Rights Act, form a protective system. Barnert et al.⁹⁰ emphasize that the U.S. should reexamine its child health rights policies to address the evolving needs of children. In the case of eye health, Yap and Mishu⁹¹ analyze policies in Singapore and highlight that granting greater prescribing authority to ophthalmologists can effectively improve children's myopia prevention and control. On the other hand, regarding the dual effects of digital device use, Clemente-Suárez et al.⁹² suggest that governments develop more protective media usage regulations to ensure children's attention, memory, and social cognition development are not harmed.

On a global scale, educational law is closely aligned with the Convention on the Rights of the Child (CRC) and Sustainable Development Goal 4 (SDG4), providing an international normative foundation for promoting equal educational opportunities in various countries⁹³. Global policy reviews show that these frameworks have driven countries to legalize and institutionalize reforms in inclusive education, health protection, and nutrition improvement⁹⁴. However, challenges remain: resource inequality, inconsistent policy implementation, insufficient training, and lack of interdepartmental coordination still weaken the practical effectiveness of educational laws^{95,96}.

Educational law highly emphasizes equality and rights at the conceptual level, but to truly benefit disadvantaged children, cross-departmental resource integration, including collaboration with health, community, and welfare systems, is necessary. Furthermore, many studies primarily focus on analyzing legal texts, and there is insufficient attention paid to the "implementation chain" and the "actual benefits for children." Future research should enhance empirical depth in this area.

Milman et al.⁹⁷. This study explores the scaling up of the "Chile Crece Contigo" early childhood development program through a national multisectoral approach, highlighting the importance of intersectoral coordination in enhancing the effectiveness of child development initiatives. The research emphasizes how integrated social protection policies facilitated the program's nationwide implementation and offers lessons for similar programs globally. O'Neill et al.⁹⁸ examined the impact of a new state policy on physical activity practices in South Carolina child care centers, finding that the mandatory physical activity standards led to significant improvements in physical activity practices. The research highlights the positive effects of policy implementation on the physical activity environment and training in child care centers. Do et al.⁹⁹ analyzed physical activity promotion in early childhood care settings in Germany, finding that while physical activity is included in educational framework plans, there is a lack of clear pedagogical frameworks for its implementation.

⁸⁸ Ibid.

⁸⁹ OGBONNA, B. O., AJAGU, N., 2017. Ibid.

⁹⁰ BARNERT, E., 2022. Ibid.

⁹¹ YAP, T. P., 2024. Ibid.

⁹² Clemente-Suárez, V. J., 2024. Ibid.

⁹³ RAD, D., 2022. Ibid.

⁹⁴ CHOPRA, H., 2023. Ibid.

⁹⁵ KAMBONA, W., 2025. Ibid.

⁹⁶ OGBONNA, B. O., AJAGU, N., 2017. Ibid.

⁹⁷ MILMAN, H. M., 2018. Ibid.

⁹⁸ O'NEILL, J. R., 2017. Ibid.

⁹⁹ Do, S., 2025. Ibid.

This section highlights that while educational laws promote children's rights and access to essential services like education and health, the actual implementation often falls short due to resource disparities and weak enforcement mechanisms. There is a need for future research that moves beyond legal texts to investigate how these laws are implemented in practice, with a focus on cross-departmental coordination and real-world outcomes for children. Understanding how legal frameworks interact with social and economic factors to affect children's access to resources will be crucial in developing more effective policies that ensure children's rights are realized in practice.

4.4. Future research directions

Future studies should look at how training programs, certification requirements, and pay scales can be established by educational laws to ensure that instructors have systematic professional support and development opportunities, hence boosting teaching quality. This is due to the fact that high-quality education depends on teacher professional development. Additionally, research might focus on how educational laws directly impact teachers' social-emotional skills, especially in terms of improving teacher-child connections.

However, future research should examine strategies to promote collaboration and resource integration between various sectors, as educational law safeguards children's rights by incorporating other sectors (such as health, social welfare, and community services). In particular, research might focus on how social welfare, health, and other departments can work together to implement policies in the framework of education for disadvantaged groups while making the most use of available resources.

5. Conclusion

The advancement of Early Childhood Education (ECE) management is largely dependent on education legislation, which has a substantial impact on policy, resource allocation, teacher management, and the defense of children's rights. Education law guarantees equal access to high-quality education for children of different origins and talents by providing defined standards and accountability systems.

Education law improves teacher professionalism and job satisfaction by controlling training, pay, and working circumstances. This has a direct impact on the quality of education. Additionally, laws ensure that children with special educational needs receive the help they require in line with the ideals of inclusive education.

Although education law encourages equity, inclusivity, and excellence, its potential is constrained by a lack of resources and uneven policy enforcement, especially for underprivileged students. A comparative study of the application of education laws in different nations highlights this issue.

Strong legal frameworks guarantee fair educational opportunities in a number of sectors, especially for children with special needs and those from low-income homes. However, disparities in how policies are implemented and the resource limitations local governments face continue to impede unequal access in some areas.

Future research should focus on enhancing the enforcement of education law and use cross-national comparisons to evaluate its effects. It is essential to investigate whether education law can effectively advance equity and inclusivity, and whether legislative reforms alone can address educational disparities, especially in resource-limited communities.

To sum up, education laws are essential for promoting educational equity and defending children's rights. However, ongoing modifications are necessary to keep up with sociological, technical, and educational advancements. By enhancing teacher safeguards, investing in resources, and updating digital education legislation, education law can better support children's holistic development.

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