Information Transfer of the Development of Children Going From Daycare to

Kindergarten in Aruba

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Abstract

This qualitative research paper aims to provide local data of the information transfer of the development of children going from daycare to kindergarten in Aruba. The sample size consisted of a total of 15 participants ranging from age 25 to 55 plus, who were all either directors or pedagogical workers of 15 daycare centers registered at Departamento di Mucha y Hoben in all six districts of Aruba. The 15 participants participated in a semi-structured interview conducted by the researcher. The interviews consisted of ten open-ended questions which aimed to answer the two sub-questions. The main research question of this study was "What is the current situation of transfer of information between daycare centers and kindergartens in Aruba, and what measures can be implemented to improve transfer of information and development of children between the ages of zero and four?" The answer to this question is that there is currently no formal way of information transfer between daycare centers and kindergartens, while communication takes place via phone call at the time there are behavioral concerns of a child. The implementation of a continuous line system is therefore necessary in order to work collaboratively with stakeholders to document the development of children, and through this, be able to signal a developmental delay. On a micro level, a possible creative solution was suggested to document the development of children. Furthermore, the introduction of a mandatory measuring tool, collaboration between educational institutions, and the introduction of technology for documentation, were recommended on a mezzo level. Lastly, on a macro level, the recommendations are the implementation of a National Pedagogical Framework supported financially by the government of Aruba, the introduction of an allowance to financially support parents to cover the costs of daycare, and the introduction of a subsidized special needs daycare center.

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Dedication

I dedicate this research paper to my daughter, Leilani Rose Maduro. You gave me the love, strength, and motivation to pursue and finish my education. Mami loves you eternally.

I also dedicate this research paper to all children in Aruba. With this paper I hope that the data in the local context, together with the recommendations, will contribute to a positive future for future generations and to better early childhood education in Aruba.

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1. Introduction

The care of children is primarily the role of the parents, however, in recent years, oftentimes both parents are working and leave the caring role of their children to a daycare center. It is also common in the Aruban society to leave this role to a close family member, however, the decision that some parents make to send children at the age of 6 weeks to a daycare center is based on different factors. One of these factors include the maternity leave regulations in Aruba, mandated by the Social Insurance Bank. The Social Insurance Bank is, according to their website, "a significant role in the social security system in Aruba" (n.d.). Therefore, they are also responsible for the maternity leave cover. Furthermore, according to them, maternity leave for the public and private sector "consists of a total of 12 weeks, divided between 4 or 6 weeks before the projected delivery date and the rest after".

Children can attend a daycare center starting 6 weeks up to when they leave primary education, according to chapter one, article one of the Landsverordelining Kinderopvang (National Ordinance on Child Care, 2017). This often means that children in Aruba can attend a daycare center up until around the age of 12, which is the time that most children start attending high school.

According to the website of Central Bureau of Statistics (CBS)'s quarterly demographic bulletin, in Aruba in 2022, there were 94 total male births and 94 female births. The parents of these children, who have given birth during this year, may have spoken to each other about the role of the caregiver prior to, or postpartum. According to the data obtained from CBS, a number of 188 children were born between July and September 2022, making it a need in the market for daycare centers to provide this service to working parent(s). In addition, the Horacio Oduber

Hospital shared their 2023 statistics, stating that in total, 929 babies were born, of which 491 were boys and 438 were girls (Horacio Oduber Hospital, n.d.).

From an international legal perspective, Aruba is bound to the International Convention on the Rights of the Child (Internationaal Verdrag Inzake Rechten van het Kind, IVRK). The IVRK has in total 54 rights, all of which have to do with the rights of the child (UNICEF, 2019). This obligation makes it that the government of Aruba, must provide a safe and healthy environment for the children of Aruba.

This research paper contributes to the United Nations' Sustainable Development Goal (SDG) 4, quality education, target 4.2: "By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education" United Nations (n.d.). In 2015, the Government of Aruba committed to realizing the SDGs 2030, and the goals are in line with the Aruban vision and policy for creating awareness for sustainability (Sustainable Development Goals, n.d.)

While the care of children is a broad term and can be understood differently by many, Merriam-Webster (n.d) defines childcare as "the care of children, especially as a service while parents are working". Care taking of children has been researched many times, not only on a local basis but also on an international level. This is to ensure each person who works directly or indirectly with children, can improve the quality of care or service that is provided to children or their knowledge regarding children. The development areas of children are an important aspect of the general knowledge that caretakers need to have to ensure that the children are meeting their development milestones. Development milestones criteria from the Centers for Disease Control and Prevention (CDC), 2022 are based on the areas of Social-Emotional Milestones, Language/Communication Milestones, Cognitive Milestones (learning, thinking,

problem-solving), and Movement-Physical Development Milestones from the development of a two-month-old baby and up. These criteria can measure a child's development from month two up to age five, and are easy and accessible tools that can be used by professionals in the area, including in the local context, to monitor a child's development.

According to the interim manager of the Departamento di Mucha y Hoben agency, kindergartens in Aruba generally do not receive any documentation from daycare centers when children start kindergarten (S. Ras, personal communication, October 2023). Therefore, this research aims to investigate what the current situation of transfer of information is between daycare centers and kindergartens in Aruba, and what measures can be implemented to improve the transfer of information and development of children between the ages of zero to four. In addition, this research explores what tools could be implemented by childcare centers in Aruba to signal developmental delays and improve early child development through transfer of information from the daycare centers to kindergartens.

1.1 Introduction to the Agency

This research is conducted for the Departmento di Mucha y Hoben (DMH). DMH is a governmental agency that was formalized on October 1st, 2022, under the governance of Wever-Croes II and is committed to the effective and efficient implementation of the International Convention on the Rights of the Child and the National Convention of the Center for the Care of Children. The agency's focus is on daycare centers, early childhood intervention, and enforcement of the Codigo di Proteccion. The mission of Departamento di Mucha y Hoben is, according to DMH's yearly report, described as:

> Providing knowledge and expertise of professionals. The DMH strives and assures the
> quality of the national policy regarding daycare centers, the protection, supervision, and

enforcement of the laws regarding the rights of the child and young people in Aruba. In this way, the preconditions are created in Aruba for safety, protection, healthy and optimal development for our children and young people from an early age. (DMH, 2022).

Additionally, their vision is "that children and young people, born and raised in Aruba, grow up in a quiet and peaceful environment, full of love and security. Where their rights, safety, protection and equal opportunities for development as children and young people are guaranteed." (DMH, 2022).

The services that DMH provide are, according to their jaarverslag (yearly report) 2022), as follows:

1. Maintaining the administration and national registration of childcare centers and issuing permits for childcare centers;

2. Carrying out supervision and control of compliance with the conditions and provisions as laid down in the National Childcare Ordinance and other relevant regulations;

3. Preparing, developing and evaluating child and youth policy, if necessary, with relevant partners in the social, health, education and judicial areas;

4. Developing policy programs (including courses and protocols) to increase knowledge and expertise through activities related to the rights of the child and young people and where professional groups can also go for information, advice and support;

5. Providing solicited and unsolicited support and advice on all matters relating to childcare and child and youth policy.

The department of daycare centers aims to implement policies, conduct supervision and monitoring of the centers, and keep the registered daycare centers informed. In the year 2021, the government of Aruba, together with the teams of Sociaal Crisisplan, Fundacion pa nos

Muchanan, and Central Bureau of Statistics (CBS) conducted research on the daycare centers in Aruba. The Sociaal Crisisplan (SCP) was officially implemented in the year 2018 as a short term project to improve and define the children and youth protection system in Aruba. The sectors that formed part of the SCP, were social, justice, education, and health care (Enseñansa Aruba, n.d.). Furthermore, Fundacion pa Nos Muchanan (FPNM) aims to promote quality education for children of zero to 12 years old and support optimal development. This goal is achieved through providing courses to pedagogical workers, giving advice on behavior and education of the child, providing booklets, lending books regarding care and education for the child (Org.aw, n.d.). The findings of the above-mentioned research conducted by SCP, FPNM, and CBS, focused on the area of the educational background of the pedagogical workers in Aruba. According to the findings of this study, it concluded that the participants, in this case the pedagogical workers, a total of 9.6% completed primary school education, 13.8% completed lower vocational education (LBO), 31.2% obtain a high school (MAVO/HAVO) diploma, 28.9% obtains an intermediate vocational education (MBO), 5.5% completed a higher vocational education (HBO) and 11.0% have degrees at other levels of education. In addition, 71.9% of pedagogical workers have taken one or more courses on child care (Gobierno di Aruba et al., 2021, p. 39). Based on the findings of this research, DMH collaborated with Fundacion Enseñansa Pa Aruba (FEPA) to offer the course of "Sociaal Pedagogisch Medewerker niveau 3" (Social Pedagogical Worker level 3) also known "SPW-3 or MBO-3" on the level of intermediate vocational education (MBO). The organization, FEPA, was established in year 2007 with the goal of promoting education on Aruba, especially for adults. FEPA is recognized by the country of Aruba since 2019 (FEPA, n.d.). In october 2020, FEPA was approached by the Ministry of Social Affairs and Labor with the request to provide an MBO-3 SPW with child care specialization. The MBO-3 SPW

childcare course is primarily intended for: students who have been working in a childcare center for years but do not hold a childcare degree, or students who have taken an MBO-3 welfare course but have not completed it. It is only possible for students who have not completed their education within the last five years. Incidentally, the initiative was taken to start the program in anticipation of the coming into force of the National Childcare Ordinance. This project will be subsidized by the Social Crisis Plan and commissioned by Departamento di Mucha y Hoben. The supervision of this training falls directly under the Department of Inspection Aruba. The set-up of the education of this training is competence oriented and based on the BBL-trajectory. (p. 2). Next to this, a Beroeps Begeleidende Leerweg "BBL-education" is different from a Beroeps Opleidende Leerweg "BOL-education". A student that is taking the BBL-education is more practical and the study is occasional. On December 9th, 2023, 49 out of 51 students completed the course and obtained their degree in SPW-3 which was offered by the FEPA (Departamento di Mucha y Hoben, n.d.). According to DMH's policy of "Kwaliteitseisen Kinderopvang", this is the minimum degree to work in a daycare center. At Colegio E.P.I., the Sociaal Pedagogisch Werker (Social Pedagogical Worker) level four was offered to students, however, the study is now called "Begeleider Maatschappelijke Zorg" which translates in English to "social care supervisor". The description of the study on the website states that this study prepares the professionals in this field to work will all the target groups, and guides and supports the area of healthcare and welfare (Colegio EPI, 2023).

Prior research was conducted on the early intervention system in Aruba by two professionals. The term or system of "early intervention" is explained according to Hantak and Eman (2023) as follows;

The primary goal of an early intervention system is to ensure that each child between

birth and four years of age who does not reach developmental milestones on a typical

trajectory receives appropriate educational/social and/or therapeutic services in a timely

manner. As the Department of Education noted in its report, Doorlichting van het

Arubaanse Onderwijsbestel: Tussenrapportage: van plan naar aanpak (Dienst Inspectie

van het Onderwijs Ministerie van Onderwijs, Cultuur en Wetenschap, 2021) has

established the goal of having child care programs available for every child from six

weeks to four years of age. DMH ensures appropriate training for childcare personnel to

increase their knowledge of developmental milestones and supports assessing each child

throughout the year. DMH continues to work diligently in developing a continuous

learning pathway for children participating in child care programs. (p. 4)

The Department of Codigo di Proteccion states the following on their website:

Codigo di Proteccion is a protection system in Aruba, which safeguards the physical,

emotional and mental safety of our children from 0 to 18 years old. Codigo di Proteccion

is based on the International Treaty of the Child; Article 19. (Codigo di Proteccion, n.d.).

Furthermore, the Codigo di Proteccion came into effect in November 2020, and falls

under the auspices of the SCP, and is stated in the National Ordinance as the "Advies- en

Meldpunt Kindermishandeling (AMK)" (Advice and Reporting Center for Child Abuse) in

Meldcode (reporting code) article 243 book one. (Codigo Di Proteccion, n.d.).

In the yearly report of DMH 2022, the organizational structure is explained as follows;

DMH started the year of 2023 with one policy officer from the Ministry of Justice and Social

Affairs present in charge of management, two policy officers for the provision of services, one

employee for policy and projects of provision of services. In addition, there is one supervisor for

20 childcare centers implementation on a 20-hour contract. As last, there is one expert on a basis of a 20-hour contract for the implementation of early intervention in childcare organizations.

1.2 The Problem Statement

In countries such as the Netherlands, when children who have attended daycare centers transition to kindergarten, sometimes the information about the development of the children gets handed over to the kindergarten. However, this is only possible if parents give consent (Ministerie van Algemene Zaken, 2023). It is also important to mention, that the Dutch educational system for children differentiates from that of Aruba. In the Netherlands, a child that is four years old goes to primary school, and mandatory education starts at five years old (Ministerie van Algemene Zaken, 2023). Whereas the mandatory education for children in Aruba starts at four years old, and children attend kindergarten starting at the age of four (Ministerie van Onderwijs, Wetenschap en Duurzame Ontwikkeling, 2018). Students attend kindergarten for two years in Aruba, however, according to Landsverordening Kleuteronderwijs 2014 (National Ordinance on Kindergarten Education), AB 2000 no. 21, children who will turn four years old between October 1st and December 31st can be admitted in the kindergarten, meaning they start the academic year with 3.8 years old. Additionally, the ordinance also states that the children shall leave the kindergarten the academic year they reach the age of six. In addition to this, it is also stated that in some instances, based on research, the findings thereof may indicate that the student is not suitable for attending primary school, and therefore may continue their education at kindergarten until the academic year they reach the age of seven. The research, aforementioned, may only be conducted with the consent of the parent or legal guardian of the student.

It is uncommon for daycare centers to document the development of their children through an official criterion or measurement tools, that measure the development of the child. Oftentimes, daycare centers in Aruba signal a delay or problem, but either do not do anything with it as they have difficulty discussing the issues with parents or, there are instances where the daycare centers do discuss their concerns with the parents, but the parents do not accept the fact that their child requires early intervention and refuse to collaborate with schools or other professionals to improve their situation (S. Ras, personal communication, October 2023). In instances where there is a success story and collaboration between parents and the daycare center, and they both strive to stimulate the development of the child, it can be possible that the child can attend a regular kindergarten in Aruba. The only requirement to attend kindergarten is for the child to be potty-trained. Further requirements for children to attend kindergarten are often stipulated by the kindergarten itself, meaning some might require more than others (S. Croeze, personal communication, February 2024). This means that there is no legal or official documentation that states the official requirement to be able to enter kindergarten, except for what is stated in the Landsverordening Kleuteronderwijs (2014), which states the legal age to commence of kindergarten for children.

For some children, the benefit of attending kindergarten is that once the child is in kindergarten, a care plan will be developed for the child if needed. According to the Jeugdgezondheidszorg, in short JGZ, (Youth Health Care) report of 2021-2023, JGZ has the legal task and mandate of promoting, protecting, monitoring, and maintaining the health and well-being of all youth from birth to late adolescence age zero to 25 years (p. 13). On February 15, 2024, at the signing of the collaboration agreement between JGZ, Wit Gele Kruis, and the Minister of Health, a PowerPoint presentation was presented with the current information of the

department. During this presentation, the JGZ stated in the PowerPoint presentation the following National Ordinance: Article 16 of the National Ordinance of Kindergarten Education; health supervision of kindergarten education. This contradicts their mandate and confirms that health supervision starts at kindergarten education and not prior (age zero). This can bring its challenges with it, as despite having care being given to the child by a daycare center, they might not be able to function in the classroom. In kindergartens in Aruba, they do measure the student's development, and based on that, evaluate the probability of the student successfully continuing to primary school upon completion of kindergarten. There are occasions where a student ends up in primary school, but due to a developmental delay that was undetected at the daycare, the student often fails until they end up at a special needs school. By the time this happens, it is often late, and the child may have developed other issues along the way such as behavioral problems, as a result of frustration and not being able to function in a regular school. Undetected or undiagnosed developmental delays can develop into affecting their confidence and self-esteem, fear of neglect, bullied or made fun of due to feeling different from others. (Nazim, 2019). In addition, early detection of special needs is essential in giving special needs children the best possible start and tools needed to function. It maximizes developmental potentials, improves outcomes, and supports families (Fielkow, 2023).

> The following is described about the situation in Aruba regarding special education:
> The provision of special education in Aruba is limited. For students with learning difficulties (cluster 3) there are a few Special Education SE (SO) and Voortgezet Speciaal Onderwijs (Secondary Special Education) (VSO) schools. For children with behavioral problems (cluster 4) of elementary school age, there is a school for special education. This has just been running for several years and in 2020 there will be a first graduation

cohort. These students largely enter mainstream education. A school with secondary

special education for students with behavioral problems does not yet exist. Policy on the

position of special education and the desirability of a cluster 4 VSO school is lacking.

Pupils with behavioral problems are now often put on a waiting list and when they leave

the special education school, a test is not always taken. There is a lack of exchange and

cooperation from schools that often do not know each other well and exchange little to no

information. This is also not encouraged by many school boards. (Dienst Inspectie van

het Onderwijs & Inspectie van het Onderwijs, Ministerie van Onderwijs, Cultuur, en

Wetenschap, 2021, p. 57)

Aside from the role that kindergartens play in monitoring the development of children in

Aruba, Wit Gele Kruis Aruba (WGK) is also responsible for the monitoring and documentation

of a child's development. The goal of WGK is to provide service in the field of extramural care.

The main goal of the foundation is to promote, activate, and optimize health care for the Aruban

community (Stichting Voor Volkshygiëne Wit Gele Kruis Aruba., n.d.). When it comes to the

department of infant care (Zuigelingenzorg), they describe it as

The objective of this sector is prevention, taking into account the growth and

development of the healthy child between zero and five years of age. For children up to

one and a half years, we offer consultations. During such a consultation, the child is

examined by a doctor or a nurse. The baby is weighed, skull circumference and height are

measured, vaccinations are given against childhood diseases, growth and development

are checked and information about safety is given. (Stichting Voor Volkshygiëne Wit

Gele Kruis Aruba, n.d.) Interestingly, a report by the Asociacion Trabao di Hubentud na Aruba

ATHA & Kock), together with Fundacion Telefon pa Hubentud (TPH), and CEDE Aruba (2019), states the following of the situation in regard to early childhood detection at WGK;

> There is insufficient early recognition. The doctors and care workers working at Wit Gele Kruis are not adequately trained in recognizing symptoms of disabilities. As a result, they report it too late, with all its consequences for the child's development (p. 19).

Based on this report, it can be concluded that the findings makes it difficult to have WGK as a reliable source. When it comes to developmental delays on an international level, lack of immunization is a common problem (World Health Organization, 2020). In Aruba, there are also cases where parents choose to not have their children vaccinated, and along with that decision, usually choose to not take their children to WGK for development check-ups. This can lead to the professionals of WGK not being able to detect developmental delays in some children.

A continuous line (in Dutch "doorlopende lijn"), which represents the concept of continuous evaluation of the development of a child, is defined in terms of a practice that integrates caring, playing, learning and parenting. To make this possible, there needs to be an alignment between the pedagogical vision and policies and regulations (de Vlaamse overheid, n.d.).

The development of children between the ages of zero to four who are attending daycare schools in Aruba is currently not being measured by any official criteria or organizations to determine if there are any children who are experiencing developmental delays by the time they start kindergarten. Children should meet specific developmental goals by the time they start kindergarten, according to Centers for Disease Control and Prevention (CDC) 2023, the milestones include; social/emotional milestones, language/communication milestones, and cognitive milestones.

In the United States, if there is a delay in the development of the child, where certain milestones are not met, the early intervention can take place under guidance of an early intervention specialist, and similarly this is also the case for Departamento di Mucha y Hoben. Early intervention (EI) can be defined according to the American Speech-Language-Hearing Association (n.d.), as:

> The process of providing services and supports to infants, toddlers, and their families when a child has, or is at risk for, a developmental delay, disability, or health condition that may affect typical development and learning. The goal of EI is to lessen the effects of a disability or delay by addressing the identified needs of young children across five developmental areas: Cognitive development, Communication development, Physical development, including vision and hearing, Social or emotional development, Adaptive development. (Individuals with Disabilities Education Act, 2004).

The entry requirements for the Early Intervention program of the DMH are as follows. According to the early intervention specialist, the only requirement is that the child must attend a registered daycare center of the Departamento di Mucha y Hoben. (S. Tromp, personal communication, May 2024). Next to Departamento di Mucha y Hoben offering its service to young children with special needs, there are other agencies and private organizations that offer therapy and guidance, such as the Brighter Future, Fundacion Siñami Paso pa Paso, Mickey's Foundation, Stichting Hunto, Bureau Multidisciplinair Centrum (MDC), Stichting voor Verstandelijk Gehandicapten Aruba (SVGA), or Fundacion pa Esnan cu Problema di Oido (FEPOH). In order to be referred to an agency for a developmental concern, some agencies require a referral letter from the general practitioner or house doctor. In instances where the parents or legal guardian opt for the child to go to a private organization, they are required to

cover the financial costs. DMH has an active collaboration with these agencies and organizations for the early intervention program with hopes of delivering the highest quality of service with the aim of enhancing the child's development.

In the Netherlands, at the request of the Ministries of Education, Culture and Science (OCW) and Social Affairs and Employment (SZW), Ecorys, Sardes and Mooz (2020) have conducted research on the information transfer between daycare centers and primary education, which included the concept of "continuous line". It concluded that "more than eighty percent of respondents from childcare organizations indicate that they exchange information during the transition to primary school, and more than ninety percent of primary schools receive information during this transition" (p. 7). Further, it is described that the information transfer between daycare centers and primary schools is essential for the affirmation of a continuous development line (p. 8).

Regionally, in the Caribbean area, specifically on the island of Bonaire, there is a daycare center, the "Fundashon Akohida Profeshonal Pa Mucha". Their goal is to stimulate different developmental goals of young children through group play and professional guidance. Their website further states that in order to respond to the needs of each child, observation is an important task of the pedagogical workers. The observation form is an important tool for identifying any developmental delays (Fundashon Akohida Profeshonal Pa Mucha, n.d.).

In the local context, many professionals in the areas of education, social, and justice are familiar and work with the Plan Educacion Nacional. The Plan Educacion Nacional (PEN) 2030, states the following. The educational data for children attending kindergarten education (kleuteronderwijs) in Aruba, populates 11.3% of students of all school levels. Further, in chapter two of the PEN document, one of the chapters related to the current situation, one of the

situations that is present in the current state of education is "Outdated curriculum, no good connection between and within different types of education" (p. 25). One possible interpretation of the "connection" part could be the lack of information transfer between schools, which includes transfer of information between daycares and kindergartens in Aruba. Moreover, the PEN 2030 document includes a strategy map, where strategic goals together with the result are described in a sustainable collaboration towards results table (p. 43), in which under the support system includes continuous line. This means that this continuous line in documentation and transfer of information is essential in starting from daycare to the moment the child attends kindergarten. From kindergarten and up, the guidance and provisions are already integrated in the Aruban educational setting.

1.3 The Research Objective

The objective of this research is to investigate the current situation of the transfer of information between daycare centers and kindergartens in Aruba and measures that can be implemented to improve the transfer of information regarding development of children between 0 and 4 years old. It is the intent that based on the recommendations and results of this research, the Departamento di Mucha y Hoben will be able to implement a National Pedagogical Framework with the development goals per developmental area to ensure that all these areas are sufficiently stimulated in order for a child to transfer from daycare to a kindergarten school in Aruba successfully. Simultaneously, this framework will also contribute to the early detection of development delays, and consequently help introduce Early Intervention programs in the daycare centers.

In terms of the daycare centers and pedagogical workers, this research will aim to bring awareness regarding the importance of a documentation system in a daycare center where

pedagogical workers document the development of children as soon as they enter the daycare. In addition to this, the moment these children are legally required to continue their education at a kindergarten, the information transfer can then happen in a formal way, with the kindergarten receiving the documentation with consent from the parents or legal guardian. This process of information transfer is considered to be the continuous line.

1.4 The Relevance of the Study

Research was conducted by the Departamento di Mucha y Hoben (DMH) in May 2023, among teachers of kindergartens in Aruba, where DMH gathered valuable data regarding what kindergarten teachers of Aruba expect from their students when starting kindergarten. This was based on all the areas of development concerning the Early Intervention Department's development areas, being social-emotional, physical, adaptive, communication, and cognitive. The results gave a clear insight of specific expectations. In addition, this research benefits Departamento di Mucha y Hoben with concrete data on the situation of information transfer between daycare centers and kindergartens in Aruba. With this data, the DMH aims to bring changes on a national level, by for instance introducing policies regarding this topic. Simultaneously, the social field will benefit from these implementations, by bettering the quality of life of children and their education, and being a source of information and guidance for not only parents but for teachers and professionals. In this way, reducing possible challenges that may come along with undetected developmental delays. In addition to this, this research is conducted from the perspective of the pedagogical workers, to assess how they can better their quality of service in their daycare center to stimulate the development of children optimally in order for them to meet the expectations of kindergarten teachers. Moreover, during a presentation that took place on April 22, 2024, regarding care consultation, the following was shared, "The

support structure is the only tool that can contribute to the quality of education" (V. Scholings-Pietersz)

Secondly, it contributes to the Sustainable Development Goal 2030 commitment, in which the Government of Aruba aims to implement changes to better the situation on a national level by accomplishing goals. Specifically, goal number four: quality education, target 4.2 "By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education" indicator 4.2.1 "Proportion of children aged 24–59 months who are developmentally on track in health, learning and psychosocial well-being, by sex" (Department of Economic and Social Affairs, n.d.)

Thirdly, in the study conducted by Hantak and Eman (2023), one of the recommendations stated the following: "Implement the referral system for children who are identified with a developmental delay or disability and attend a child care program (p. 29). This recommendation was based on the aspect of "After reviewing their list of responses to the question, Plataforma Intervencion Tempan Aruba (PITA) members expressed concern with the lack of a coordinated system for referring and assessing young children who may have developmental delays" (p. 10).

Fourthly, it contributes to the social work and development practice in Aruba, by highlighting the social work approach of "person-centered". This approach is discussed as "In taking a person-centered approach in social work, practitioners work with the person they are caring for to find a care solution that's specifically suited for them" (Personnel, 2020). This approach links perfectly with the objectives of the Early Intervention department at DMH, which aims to implement changes on a micro-level by applying social work skills such as documentation, individual and group therapy, empowerment, communication, problem-solving, and more. Additionally, the Social Work and Development study promotes development,

therefore at the end of the study the student is considered to be a Developmental Social Worker. The University of Aruba, Faculty of Arts and Science, defines a developmental Social Worker in the SW&D study guide 2023-2024 (p. 23), as follows;

> An approach to social work practice which involves multi-modal, participatory and collaborative interventions with individuals, groups, communities of identity or place and with organizations, aimed at addressing deprivation, exclusion or vulnerability and strengthening the capacity of these actors to secure or sustain lives of dignity and integrity. (Baker, 2012)

Additionally, the study guide also states the characteristics features of Development Social Work according to Midgley and Conley (2010) as follows;

> Developmental social work is influenced by the social development paradigm. It represents a shift from the historical remedial function of case work or clinical social work to a maintenance function characterized by a social welfare system to a prevention function to a more deliberate approach that constantly realizes the potential and capabilities for personal, community and organizational growth.

Taking into account both of these definitions, this study involves collaboration and partnership with stakeholders, strengthening the capacity of the daycare centers, secure and sustain the lives of (vulnerable) children, and forces development in the local context. Lastly, the findings of this research aims to function as a prevention system or approach for growth.

1.5 The Main Research Question

The main research question for this paper is "What is the current situation of transfer of information between daycare centers and kindergartens in Aruba, and what measures can be

implemented to improve transfer of information and development of children between the ages of zero and four?".

1.5.1 The Sub-Questions

To answer the main research question, two sub-questions have been formulated. Sub-question one is "Which methods of transfer are used between daycare centers and kindergartens in Aruba?". The second sub-question is "What tools can daycare centers in Aruba implement to signal developmental delays and improve early child development?

1.6 Operational Description of Variables

Daycare Centers: Daycare centers are defined as a place where children are taken care of physically and provided recreational, social-emotional, physical, cognitive, communicative, and adaptive activities that optimally stimulates their development. Daycare services can be provided for both half and full days. Daycare is not obligatory for children to attend in Aruba. A daycare center operates on legal terms and is registered in the National Registry of the Departamento di Mucha y Hoben. According to the Brittanica website, daycare is defined as follows, "day-care centre, institution that provides supervision and care of infants and young children during the daytime, particularly so that their parents can hold jobs" (Britannica, 2024)

Children: Children are defined as individuals between the ages of zero to four, no matter the sex or level of functioning. According to the UNICEF website, children are defined as "A child is any person under the age of 18" (The Convention on the Rights of the Child, n.d.).

Documentation: Documentation is defined as any specific existing guidelines or criteria that guides pedagogical workers into measuring the development of children (participants) in the

daycare centers based on their observation during activities. Moreover, documentation is defined as

> A systematic act of collecting, interpreting and reflecting on concrete traces of learning" (Gambetti, n.d.). Documentation typically includes samples of the children's work, photographs of the children engaged in the project work, and comments and transcripts of conversations. Documentation supports the teachers in their reflective planning and teaching practices when they use it as a cycle with emergent curriculum and our developmental assessment tools. (Carle, 2022)

Kindergarten: Kindergarten is defined as formal and obligatory education for children of 3.6 years to six years old in Aruba to attend, either public or private. Kindergarten prepares its students for elementary education. According to Muiswerk Woordenboek (n.d.), kindergarten is defined as "school for children ages four to six".

Pedagogical Workers: Pedagogical workers are defined as a worker of a daycare center registered in the National Registry of the Departamento di Mucha y Hoben. The director of a daycare must obtain the minimum of an MBO-3 degree. The MBO-3 study is provided by Colegio E.P.I. Sector Salubridad y Servico Welzijn for full-time students. Fundacion Enseñansa Pa Aruba (FEPA) provides the study for part-time students who oftentimes already work in a daycare center. The task of the pedagogical worker is to physically take care of the children and stimulate their areas of development through activities on a daily basis. According to, a pedagogical worker is described as

> A pedagogical worker is someone who supports, cares for and
> supervises children or young people. Your exact tasks differ depending on the target

group. Every working day, you contribute to the development of children or young people, who sometimes find it difficult to find their place in society (Randstad, n.d.).

Information Transfer: Information transfer is defined as the process of transferring developmental information of children attending daycares that has been obtained through observations conducted by a pedagogical worker and documented with a measuring instrument. Information transfer is defined as "The communication or conveyance of data or materials for the purpose of enhancing knowledge from one person, place or position to another" (General Multilingual Environmental Thesaurus, n.d.)

Continuous Line: Continuos line is defined as tracking the development of children attending daycare centers in order to avoid or signal developmental delays prior to entering a kindergarten. The continuos line requires the daycare center and the kindergartens to have a holistic approach, prioritizing the benefits of the child. According to the LKCA, the continuous line is defined as

> A continuous learning line ensures that lesson material is aligned when moving to the next grade or transitioning from primary to secondary education. You can elaborate a continuous learning line in two ways: Theoretical: the learning line contains elements of general development, of generic competencies and target competencies. Practical: the learning line contains elaborated, practical examples of content and activities, supported by the theoretical learning line (LKCA, 2020).

2. Literature Review

Information transfer between daycares and kindergartens is an essential tool for the development of children. The literature to be examined is centered on methods of documentation and information transfer from daycare centers to kindergartens in both global, regional, and local

contexts. It involves the analysis of these resources along with journal articles focused on enhancing child development in early childhood education. The chapter's organization consists of three subchapters, which will briefly describe, compare, and evaluate the existing methods, and lastly, summarize the key findings.

2.1 Methods of Transfer

In Aruba, it often occurs that many Dutch projects or methods of working get introduced, and it gets conflicted, as they may not be aligned with the society and Aruban culture. One reason for adaptation of a measuring tool may be that some aspects do not apply to the Aruban society. For instance, research conducted by the authors Ecorys et al. (2020) in the Netherlands, states "At the moment, information between daycare and primary education is mainly transferred during a conversation and/or transferred on paper, between the Buitenschoolse opvang (After school Care) (BSO) and primary education mainly informally at the moments when the children are picked up" (p. 9). The research includes the content of the areas that are being measured and transferred.

> In terms of content, there are four types of data on which respondents almost
> unanimously agree that they contribute to the continuous development line: observation
> data (how a child functions and develops), personal observations of pedagogical staff,
> action plan/treatment plan and care/support needs (p. 8).

In the Netherlands, for example, information transfer between daycare centers and primary education about the development of the child occurs the moment the continuous line happens. The goal, therefore, is to contribute to the quality of the continuous development line of children.

Moreover, in the Netherlands, there is a law for the primary education Primary Education Law (Wet op Het Primair Onderwijs, WPO). In this law, it states that early childhood education personal information gets processed to transit well to the elementary school. Furthermore, in the policy of quality in daycare centers, it states that daycare organizations need to obtain a pedagogical policy. When transitioning to the elementary school, the daycare center gives the information of the development of the child over, and in the policy plan it states how the process must go. Parents need to give permission beforehand to transfer this information. Furthermore, in the Netherlands, the information that gets valued the more between daycare centers and elementary schools, are observation information, personal observation from a pedagogical worker, the plan of action and the care and guidance needs. Medical information is restricted to many privacy rules, and it is advised to leave this in the hands of the parents if they would like to share this information (Rijksoverheid NL, 2023). Before having the parents give consent for sharing information, it is important for them to know what type of information will be shared. This can include: goal of information transfer, which information gets transferred, how this information will get transferred, the person at the elementary school to whom this information will get transferred to, on basis of the grounds, and the parents' rights. It needs to be prevented that information will be accessed by an unauthorized person. What is often preferred is a three-way conversation between the teacher, the parents and the pedagogical worker (Koster & Kennisnet, 2021).

A Dutch educational organization, Municipality Hoeksche Waard of the Netherlands, developed a Childcare transfer form that focuses on the information of the child, daycare, development of the child, development need. The forms focus on the areas of general

impression, well-being, development, motor development, and involvement. (Hoeksche Waard, 2021)

In the United States, the Children's Records and Activities North Carolina Department of Health and Human Services (n.d.) published a document where it is stated what are the requirements for documentation in a child care center. The ones that are most relevant to this research are for instance: Requirement for General Record Keeping, Requirement for Child's Health Assessment, Requirement for Immunization Records, Child's Application for Child Care, Emergency Medical Care Authorization, Emergency Medical Care Information, Incident Reports, Administering Medication, Feeding Schedules, Requirement for the Discipline Policy, Permission to Transport, Emergency and Identifying Information in the Vehicle, Attendance Records, Requirement for Daily Schedules, and Requirement for Activity Plans (pp. 18-21).

In the state of Massachusetts in the United States, the informal child assessment can be conducted through natural observations, collecting data and children's work for portfolios, and using educator and teacher ratings. Formal assessments are conducted through questionnaires and standardized testing. There are two systems for assessment to guide decisions about a child's development. The first one is the program-developed child assessment tool which aligns with a specific program's philosophy and curriculum. The second one is published assessment tools, and is considered a credible source in assessing children's development. There are three early education and care programs systems: high scope COR (Child Observation Record), Teaching Strategies GOLD, The Work Sampling System. (Resources for Early Learning, n.d.)

2.2 Improvement of Early Child Development Education

There are many aspects involved when it comes to the improvement of early child development education. There are also many things to take into consideration.

Firstly, in the Netherlands, early childhood education (Voor- en Vroegschoolse Educatie, VVE) is a section of the educational delay policy (het onderwijsachterstandenbeleid). The goal is to better prepare toddlers with (speech) delays in primary school and to make sure that kindergartners can go to group three (primary school grade one in Aruba) without a delay (Ministerie van Onderwijs, Cultuur en Wetenschap, 2023). Similarly to Aruba and its governmental department of Departamento di Mucha y Hoben (DMH), the Netherlands has a department that monitors and supervises the quality of daycares in Aruba, and the inspectors ensure to carry the policies of early childhood education (Ministerie van Onderwijs, Cultuur en Wetenschap, 2023).

Secondly, the benefits of daycare centers are broad. Research that was conducted in the Netherlands by Onderwijskennis (n.d.), discussed that to participate in early childhood education, the target group gets rich development stimulation in comparison to when at home. Kindergartners are in better condition, and they profit less from daycare centers. Some short-term benefits of attending daycare centers include language development and thinking and math development (as cited in Camilli et al., 2010; Chambers et al., 2016). Further, in a following section, the same research concluded that cognitive development is better stimulated if the pedagogical worker is on a bachelor (HBO) level with specialization of young children (as stated in Burchinal et al., 2002). Another study looked at what contributes to the effectiveness of early childhood education. According to Onderwijskennis (n.d.), they are the starting age, the program length, and the total time. Children who start early childhood education between two and three years old have the best guarantee of positive and sustainable results, as cited in (Ackerman, 2021; Loeb et al., 2007). Furthermore, the length of the program, according to studies done by Barnett and Jung (2021; Wen et al., 2011), two years of early childhood education has more

impact compared to one year. Lastly, the total time. An American research suggests that there is no difference if children attend full days or half days (as cited in McCormick Center For Early Childhood Leadership, 2020). When it comes to the effect on different types of groups of children, data suggests that all children benefit from it, however, not equally. It is especially beneficial for children of parents with low social-economic status or low-income groups (Onderwijskennis, n.d., as cited in OECD, 2017; Van Huizen & Plantenga, 2018; Yoshikawa et al., 2013).

Thirdly, some risks that involve daycare centers may include the following. According to studies conducted in the Netherlands, signaling of a developmental delay requires a few points, for instance; knowledge about the behavior of children, development of children, obtaining the skills of observation, a specific placement to conduct the observation, and collaboration with the parents to obtain information to sustain the signaling (Expertgroep, 2022). Furthermore, another study argues that five characteristics determine the risks of education delay in the educational delay regulation. The Central Bureau of Statistics of the Netherlands conducted a study regarding risk factors related to delays in children based on the results, it determined that in the Netherlands, the level of education of both parents, the country of origin of the mother, the length of stay of the mother in the Netherlands, the average level of education of all mothers in school, and the debt settlement of both parents can have an impact on the development of the child (Ministerie van Algemene Zaken, 2023). Additionally, the government assumes that children's risk of educational delays has to do with the environment in which the child grows up (Ministerie van Algemene Zaken, 2023). Lastly, it is unclear whether young children with special needs benefit more or less of a good daycare. The first researches on this area are hopeful (Onderwijskennis, n.d., as cited in Hall et al., 2009; Melhuish et al., 2019).

In the Netherlands, often times it is required for the daycare center to have a "pedagogisch kader", which translates in English to a pedagogical framework. This framework offers a description of the learning and development opportunities and gives room for differences in development. In this framework are global goals and competence areas for babies, toddlers stated. (Singer & Kleerekoper, 2009)

There are many benefits for children and parents attending daycare, however the benefits for children are that they get stimulated in the areas of psychological development through activities, social development though interaction with other children, confidence building by feeling empowered, cognitive skills by learning colors and numbers, structures, routines and learning discipline by following a schedule, immunity to illness by being exposed to a new environment, and wrapping up by being independent (Little Scribblers Early Learning Centers, n.d.).

Lastly, in the Netherlands, when it comes to the government supporting parents or legal guardians of children who attend a daycare centers and meet the requirement thereof, get an allowance to cover the costs of daycare. (Ministerie van Onderwijs, Cultuur en Wetenschap, 2024)

2.3 Signaling Delays and Other issues, and Documentation and Transfer Tools for This Purpose

The signaling of a developmental delay in a child is essential, however it is important to define the aspect of developmental delay. "Developmental delay" is a term used when children are slower to reach milestones than is expected for their age. They may have problems with: movement, communication, speech, language, learning, behavior, play, social skills, interacting with others." (Government of South Australia, n.d.). In some countries, it is included in the

legislative work, when it comes to the documentation in daycare centers. The requirements for documentation are outlined in Quality Area one of the National Quality Standard (NQS) and in regulations 73 to 76 of the Education and Care Services National Regulations and section 168 of the Education and Care Services National Law. According to the Queensland Government (2011),

> Documenting of child assessments or evaluations for delivery of educational program (1) The approved provider of the education and care service must ensure that, for the purposes of the educational program, the following are documented— (a) for a child preschool age or under— (i) assessments of the child's developmental needs, interests, experiences and participation in the educational program; and (ii) assessments of the child's progress against the outcomes of the educational program; and (b) for a child over preschool age, evaluations of the child's wellbeing, development and learning. (2) In preparing the documentation, the approved provider must— (a) consider— (i) the period of time that the child is being educated and cared for by the service; and (ii) how the documentation will be used by the educators at the service; and prepare the documentation in a way that is readily understandable by the educators at the service and the parents of the child.

A developmental delay can sometimes be temporary, and sometimes it may require early detection and intervention. Daycare centers and leaders can play a pivotal role in this area, and can provide support and guidance.

There are many factors that can contribute to the developmental delays itself, which may bring future challenges for the individual. Children undergoing treatment and may not feel safe during this time, can contribute to the adverse childhood experiences (ACEs). A study concluded

the following of children exposed to stress: "Children with repeated exposure to adversity develop a prolonged stress response that inhibits the development of the brain and increases risk of negative outcomes in their adult life (Center on the Developing Child, 2007; Hughes et al., 2017) (p. 1). The study later states an important and interesting concept. "Early intervention following adverse experiences is key in preventing further risk factors into adulthood (Center on the Developing Child, 2007)" (p. 16). There are instances where the delay makes it difficult for the child to function in regular daycare or schools. In the Netherlands, for example, there are daycare centers that can guide children with medical needs and provide daycare. These medical daycares offer nursing and care services for youth, and are intended for children with severe development delay: physical, mental or social problems, ADHD, autism, eating or sleeping disorders. (Ministerie van Volksgezondheid, Welzijn en Sport, 2023). Additionally, with regard to the disorders, Buuren and Eekhout (n.d.) state the following in their work.

> In a normal population, developmental delay affects about 1–3% of children. A delay in development may indicate underlying disorders. About 1% of children have an autism spectrum disorder (as cited in Baird et al. 2006), 1–2% a mild learning disability, and 5–10% have a specific learning disability in a single domain (as cited in Horridge 2011).

The autism spectrum disorder has gained much awareness over the years, thanks to the advocacy campaigns done by local initiatives in order to raise funding to re-invest into the campaigns, however not many people know what it includes. "Autism spectrum disorder (ASD) is a developmental disability caused by differences in the brain. People with ASD often have problems with social communication and interaction, and restricted or repetitive behaviors or interests." Some social communication skills that children with ASD may lack, can include: avoiding eye contact, by 12 months does not wave goodbye, by 15 months does not share interest

with others, by 24 months does not notice when others are hurt, and by 36 months does not join other children during play. (CDC, 2023) Some children have more trouble applying a skill or knowledge they have learned. This can or may be a sign of having a learning disorder. "Having a learning disorder means that a child has difficulty in one or more areas of learning, even when overall intelligence or motivation is not affected." Some symptoms include difficulty telling in sequence, difficulties with recognizing shapes, difficulty following instructions, and difficulty doing tasks with hands. Some examples of learning disorders are: dyslexia – difficulty with reading, dyscalculia – difficulty with math, and dysgraphia – difficulty with writing (Center for Disease Control, 2022).

Furthermore, there is a Dutch development instrument called: Van Wiechenschema. In English language, this instrument is known as the Dutch Development Instrument (DDI), and is used for children between the ages of zero to four. The developmental milestones are divided into three areas: "fine motor, adaptation, personality and social behavior; communication; and gross motor". Each require a specific age range to be conducted, one being zero to 15 months, and the other for children between 15 and 54 months (van Buuren & Eekhout, n.d.). The definition of adaptation behavior milestone is something that is not commonly known. The definition of this concept is explained as "Adaptive behavior is the collection of conceptual, social, and practical skills that all people learn in order to function in their daily lives". It includes the conceptual, social, and practical skills" (American Association on Intellectual and Developmental Disabilities, n.d.).

For this reason, an assessment is critical in every early childhood education to get information regarding the development of the child. Observing and documenting a child's development to keep track of a record allows an individualized curriculum and plan for each

child. "This assessment record is also a great tool to share with parents so they can follow their child's progress at school, understand their child's strengths and challenges, and plan how they can help extend the learning into their homes" (Resources for Early Learning, n.d.). In addition, some benefits of assessments include: a record of all development areas, identify children who need intervention, identify strengths and weaknesses, and collaboration between parents and daycares for the child. (Early Childhood Assessment: Resources for Early Learning, n.d.). Various research and tools are available online in order to get information and view of how other countries conduct the assessment and documentation of children's learning. The country of Australia has a platform dedicated to this, however, it is only accessible when subscribed to the website of early childhood Australia: Learning Hub.

Documentation has many benefits that come along with it, either for the child, the pedagogical worker, or the parents. Most importantly, it is to justify your work. As a professional, it serves as a way to see yourself back in the documentation. When children want to go through this document, they will find joy and relive the moment. Parents feel a sense of being welcomed. The document often builds the trust relationship between parents and pedagogical worker. In the use of observation instruments, it is recommended to use pictures or videos of the children. Art work is a way to visualize the growth and development of a child through the use of play. Documentation takes time, therefore the authors state that the pedagogical worker must make free time for documentation, it is a necessity. (Malavasi & Zoccatelli, 2013)

Documentation can benefit a child in the sense that through the use of a checklist, the development can be monitored. This concept is explained as follows, "Monitoring developmental milestones using a simple milestones checklist helps parents know what skills are typical at their children's ages and what to expect next. It also helps them to know when to act if

they have a concern or if there are signs of possible developmental delay or disability, so they

and their children can get the services and supports they need as early as possible(Center for

Disease Control and Prevention, 2023).

3. Methodology

The methodological approach chosen for this study was a qualitative research method.

The main research question focuses on the practical tools that a pedagogical worker can use to

better the measurement and documentation of children from ages 0 to 4 attending a daycare

center. The first sub-question, focused on the methods of transfer, and the second sub-question,

focused on how the pedagogical worker can improve early childhood development. In this

chapter, the following areas will be discussed: the research design, sample size and population,

data collection procedure, data collection instruments, data collection analysis, ethical

considerations, and the validity and reliability of this research.

3.1 Research Design

This research approach is qualitative method. According to Tenny (2022), qualitative

research is explained as:

> Qualitative research uses several techniques including interviews, focus groups, and
>
> observation. Interviews may be unstructured, with open-ended questions on a topic and
>
> the interviewer adapts to the responses. Structured interviews have a predetermined
>
> number of questions that every participant is asked. (Tenny, 2022). This research was

conducted using techniques such as interviews, observations, and semi-structured interview

questions with open-ended questions, with the intention of getting a range of answers from the

participants in order to get a better general view of the situation of documentation and information transfer between daycare centers and kindergartens.

    The cross-sectional design is defined according to Bryman (2012) as the following:

    The cross-sectional design is often called a survey design, but the idea of the survey is so closely connected in most people's minds with questionnaires and structured interviewing that the more generic-sounding term cross-sectional design is preferable. While the research methods associated with surveys are certainly frequently employed within the context of cross-sectional research, so too are many other research methods, including structured observation, content analysis, official statistics, and diaries. (p. 59) Therefore, the cross-sectional design was chosen, as the objective of the paper is to gather data using research data-collecting tools such as structured interviews and questionnaires to investigate the current gaps in the daycare centers regarding the documentation of the development of the children. The research method that was used by the researcher was a semi-structured interview questions which introduced a topic (see appendix B), and it was expected for the participants to have a discussion, which is where the data was collected through recordings and the use of consent forms. The interview questions were intended to answer both sub-questions, in order to get the answer for the main research question. The participants, which were the directors of different day care centers in Aruba, received an official email from the Departamento di Mucha y Hoben (DMH), with an invitation to participate in the research. The population later on turned out to be not all directors of the daycare centers, however, some participants were pedagogical workers. The participants were chosen by the DMH, and were registered in the national daycare registry of the DMH. The before mentioned email description can be found in appendix E. In addition to this, a reminder message was sent to the participants, which included preference in

the setting where the interview took place, which was in a quiet space. The timeline for the data collection was proposed three dates to conduct the interviews by district, however, after rescheduling, the final timeline was six days of interviews with a variation of amount of participants, between the month of February to March 2024. The data analysis was done through summarization of the recorded interviews, and later used thematic analysis to code.

3.2 Sample Size and Population

The population consisted of the daycare centers that were registered at Departamento di Mucha y Hoben (DMH), in the National Registry (Registro Nacional) which according to DMH's website, were in total 90 daycare centers (Departamento di Mucha y Hoben, n.d.). The population was divided by the districts in Aruba, which were Oranjestad, Noord, Paradera, Sta. Cruz, Savaneta, San Nicolas. Out of this population, the staff of DMH recruited in total three daycare centers in Oranjestad, three daycare centers in Noord, two daycare centers in Paradera, two daycare centers in Sta Cruz, two daycare centers in Savaneta, and two daycare centers in San Nicolas. The ages of the participants were between 25 and 55 plus. The sample size consisted of 15 females who were either the director or a pedagogical worker working at a registered daycare center at DMH in Aruba, with diverse educational backgrounds. The participants replied to the email to confirm the interviews, and subsequently, appointments were made for the researcher to go to the daycare centers for the interviews. In instances where a daycare center cancelled their appointment, another daycare center from the same district was contacted by phone by the researcher to discuss the probability of getting interviewed. During this phone call, the researcher emphasized the fact of being an intern of the DMH, brief information about my studies, and a short explanation of how the interview was conducted and for what purpose.

3.3 Data Collection Procedure

The initial step in the data collection procedure consisted of an invitation that was sent via email by a staff member of the DMH. In this email, the following points were mentioned; introduction of the researcher, topic of the research paper, invitation to participate, amount of questions, length of interview, location of interview, the district, the date, the time, and lastly the name of the daycare. The districts in Aruba, being Oranjestad, Sta. Cruz, Noord, Savaneta, San Nicolas, and Paradera were carefully analyzed, and the data collection days consisted of the locations of the participating daycare center that were in close range of each other.

During the interview sessions, the researcher made use of an iPad that connected to Wi-Fi, with the sole purpose of collecting demographic data of the participants through a Google Form that was made beforehand (see appendix C).

An informed consent written in Papiamento was printed prior to all scheduled interviews. The informed consent's purpose was to ensure that all participants gave consent to the use of the information that was shared, including being recorded via the voice recording application on an iPhone. In instances where the participants did not give consent to their voice being recorded, the researcher wrote down notes in a notebook. Moreover, the consent form also included a confidentiality certificate, which assures that the few personal information about the participants that got in contact with the researcher, would remain confidential and will not be shared with other parties. To ensure confidentiality and anonymity, all contact information was deleted once the data collection period was over, and all confidentiality forms were handed over to DMH, and the researcher held a scanned version in Google Drive in a safe file. Most significantly, the recordings of the interviews were removed from the researcher's devices once they were summarized and the data collection period was finalized.

The interview itself was divided into two sections. Prior to the use of the interview questions (appendix B), the researcher focused on the demographic questions (appendix C) which were close-ended, and the interviewer was not being recorded by a device. The second section consisted of the researcher making use of the interview questions (appendix B), which consisted of 10 open-ended questions and had a duration of maximum 30 minutes, and if consent was given, the participant was recorded.

The interview questions of appendix B were related to the current situation of the documentation, activities to promote the development of children, the benefits and challenges of documentation, implementation of a National Framework to guide pedagogical workers for the development of children, etc. The interview questions were already in existence, due to a prior research conducted by the DMH, however, more questions were added and adapted. These interview questions were formulated by the researcher together with the field practice work instructor and daycare center policy officer at the DMH. Lastly, the research coach re-adapted the interview questions, and once this was approved, the researcher was clear to start data collection.

One day prior to the interview session, the researcher got in contact with the pedagogical worker or director via WhatsApp to re-confirm and remind the participants for the interview. The description of the reminder, sent through WhatsApp (appendix D), was sent in Papiamento.

The data collection procedure was divided into 6 different days, which the majority of 11 interviews, took place in February 2024 and four interviews took place mid-March 2024. The initial idea was to merge the districts together (see appendix A), however due to rescheduling and cancellation, new daycares had to be approached to be interviewed. The initial idea was to

also set a date for online interviews, however, the researcher's persona preference of data collection was face-to-face.

3.4 Data Collection Instrument

The research instrument that was used for data collection, was a semi-structured interview question list, with a total of 10 open-ended questions, and some questions had sub-topics which required the participant to give a more detailed answer, for reference, see question 1 of appendix B. In addition to this, the interviews sessions were semi-structured. A semi-structured interview is explained according to George (2023) as follows;

> Semi-structured interviews are often open-ended, allowing for flexibility. Asking set questions in a set order allows for easy comparison between respondents, but it can be limiting. Having less structure can help you see patterns, while still allowing for comparisons between respondents.

The demographic data was obtained through the use of Google Forms, by asking and filling in the answers on the iPad. These questions were used and formulated by the DMH during a prior focus group session with kindergarten teachers, to gather data on the current situation in their schools when it comes to information transfer between daycare centers and kindergartens in Aruba. Later, these questions were adapted to become more specific and understandable to the population. In addition to this already existing interview questions list, 5 more questions were added to cover the remaining aspects of the sub-questions.

3.5 Data Collection Analysis

Once the data was collected and recorded through the use of interviews, the data that was obtained through the interviews with the participants were summarized in Google Docs. The data collection analysis was conducted manually by the researcher using the printed transcripts, which

were the summarized versions of the semi-structured interviews that were conducted previously during the data collection period. Furthermore, the analysis was done through coding by highlighting the common patterns that were indicated by the participants, and each pattern was attached to its corresponding sub-question. These manual coded patterns were later glued together on a poster to make much visualized in order to answer the sub and main research questions. This is the method of thematic analysis, which is explained by author Bryman as

> The themes and sub-themes are essentially recurring motifs in the text that are then applied to the data. The themes and sub-themes are the product of a thorough reading and rereading of the transcripts or field notes that make up the data. This framework is then applied to the data, which are organized initially into core themes, and the data are then displayed in terms of sub-themes within the matrix and for each case. (Bryman, 2012, p. 579).

3.6 Ethical Considerations

The first ethical consideration was to consider the privacy of the participants' personal information that the internship agency, DMH, had ownership of, due to obtaining the National Registry. Therefore, it was decided by the researcher prior to the data collection period, to not come in contact with the participants' personal information, and leaving the task to contact the directors or daycare centers through the general email of DMH. This was done to ensure integrity and respect of privacy in terms of the pedagogical worker and directors of the daycares. The only personal information that were shared were the address of the daycare and the daycare directors' or pedagogical workers phone numbers. The reason for obtaining this data were to better manage the route planning when conducting the interviews, and simultaneously having a contact number to send out reminders of the meetings one day prior. At the same time, the purpose of this data

was to be able to contact the participants during the day of the interview sessions if rescheduling was needed or for direction purposes. As last, this information provided served if the participant needs to be contacted after the interviews for additional questions or information.

The ethical considerations that were considered during the period of conducting interviews, were that the participants had voluntarily participated in the research. In other words, meaning that it was completely up to the participant to decide if they had the time and willingness to participate. Moreover, the researcher made use of an informed consent, which highlighted the importance of the participants being involved in this research, how the participants' contribution was part of an important and necessary implementation, and lastly, also agreeing to participate, ultimately giving consent to the use of data and the use of recordings. It was made clear to the research participants that they have the right to withdraw from the interview at any moment, and may choose to not answer a question. In addition to this, the researcher ensured that the participants understood each question of the interview, and if a topic of another question came forward, the researcher would explain that this topic is going to come back, and is included on the interview question list. Moreover, the researcher made sure to summarize the answer that was given to ensure that what was being answered were understood correctly.

Another ethical consideration of this study, was to ensure to remove the recordings from the researcher's devices and removing the contact information at the moment the research is finalized. Furthermore, considering the anonymity and confidentiality of the participants, by ensuring the participants that personal information was solely used for research purposes and that this data will remain confidential. This was done through anonymizing the participants' names and identifying them by numbers.

The above-mentioned details are in accordance with the National Association of Social Workers (NASW), specifically point five, "Social Workers' Ethical Responsibilities to the Social Work Profession", indicators 5.02 Evaluation and Research (National Association of Social Workers, n.d.).

3.7 Validity and Reliability

Validity and reliability are two important aspects in research, which ensures the accuracy of the research results. The term of reliability refers, according to research expert Bryman (2012), as "Reliability is concerned with whether the results of a study are repeatable" (p. 46). The reliability aspect of this study is repeatable, as the researcher included in detail the aspects of the data collection procedure, referring to p. 38. Furthermore, the reliability is ensured by having all variables defined, and including the appendix B and C. Furthermore, the participants of this study were randomized, and due to the large population of registered daycares in Aruba, makes it possible to repeat this study. Simultaneously, this study includes all additional appendices, consent forms, messages to participants, and e-mails, which confirms its reliability.

On the other hand, Bryman (2012), defines the concept of validity as follows; "Validity is concerned with the integrity of the conclusions that are generated from a piece of research" (p. 47). The validity of this research is ensured as the researcher included many ethical considerations to maintain the integrity of this study, including the privacy of the participants, referring to p. 42 of this study.

3.8 Research Limitations

A few limitations encountered during this research journey included having limited local data available prior to conducting the research. There was little to no existing data in the local

context in the aspect of methods of transfer, improving early child development education, and signaling delays in children. The data that were obtained were either from existing literature that were too old to use for this research, or official documents from the government that state the importance of implementing a system where children's development are measured. In addition to this, most literature used for this research are from the Netherlands, which did provide much important information, however, many daycare centers also have websites that share their organization's way of working and did not seem reliable. Another limitation when conducting this research were, that a few participants were hesitant to participate in the research, as they tended to view it as being 'checked on' or even spied on by the DMH However, as the interview went on, the participants' body language and expressive language changed as the participants realized that this was not the case. Moreover, some interviews were conducted in another language, and this was a barrier for the researcher, as the researcher was unprepared to translate on the spot. Furthermore, a limitation that was not taken into consideration was a plan of action when not receiving consent from the participant to record the interview session, leading the researcher to manually write down the answers, which positively contributed to spending less time hearing the recording and summarizing.

4. Results

This chapter will present the results of the interviews conducted for this research. The 15 participants of the research will be referred to by number, from participant one to 15. The participants participated in a semi-structured interview, by answering the interview questions, which can be consulted in appendix B. The interview questions were intended to answer the main research question and the sub questions of this research. The main research question is, "What is the current situation of transfer of information between daycare centers and

kindergartens in Aruba, and what measures can be implemented to improve transfer of information and development of children between the ages of 0-4?". The two sub-questions of this research paper is as follows. Sub-question one:"Which methods of transfer are used between daycare centers and kindergartens in Aruba?" and sub-question two: "What tools can daycare centers in Aruba implement to signal developmental delays and improve early child development?"

4.1 Demographics of the Participants

The demographics of the participants consisted of the following information that was gathered during the interviews: all the participants (15 out of 15) stated that their daycare is registered at the National Registry of Daycares at the Departamento di Mucha y Hoben, and all the participants were females. Furthermore, 13 participants indicated that they have the Dutch Nationality, one participant indicated having the Colombian nationality, and one participant indicated having the Venezuelan nationality. The ages of the participants were between 25 and 55+ years of age. Five participants indicated being between the ages of 25 to 34, four participants indicated being between the ages of 35 to 44, three participants indicated being between the ages of 45 to 54 and lastly, three participants indicated being over the age of 55. The role of the participants at their daycare were also reported, and the participants indicated the following. A total of ten participants indicated being the director of the daycare center, two participants indicated being the "hoofdleidster" (head leader) of the daycare center, one participant indicated being the director and a group leader of the daycare center, one participant indicated being the coordinator of the daycare center, and one participant indicated being the "peuterleidster" (toddler leader) of the daycare center.

The level of education of the participants was also investigated, as part of the demographics section of the interviews. Eight of the participants indicated having an MBO-degree (EPI or FEPA), three participants indicated having MAVO-degree, two participants indicated having HAVO-degree, one participant indicated having HBO-degree, and one participant indicated "other" and specified having a WO-degree. The total of pedagogical workers working at each daycare center was also inquired about. The findings indicate that eight participants have four pedagogical workers working at the daycare center, four participants indicated having to having three pedagogical workers working at the daycare center, three participants indicated having two pedagogical workers working at the daycare center, two participants indicated having five pedagogical workers working at the daycare center, and one participant indicated having eight pedagogical workers working at the daycare center.

Furthermore, the districts of the daycare centers were also noted and based on the results, it indicated that the largest group of participants that participated in this research are from daycare centers based in Oranjestad and Paradera with four participants each, San Nicolas consisting of three participants, Noord having one participant, Sta. Cruz had one participant, and Savaneta had one participant. When asked about the type of daycare they were categorized as, most participants (ten) answered that they were a "combination" daycare center, meaning that they provide their services both in the morning and afternoon. Five participants indicated that their daycare only provides services in the morning hours.

4.2 Results Related to Sub-question 1: Which Methods of Transfer are Used Between Daycare Centers and Kindergartens in Aruba?

The interview questions that are related to sub-question one of this research, are questions one through four. Question one of the interview was, "To what extent do you experience a

connection between a daycare center and kindergarten? And in what sense?". In addition to the

first question, the following categories were included; 1a which covered the aspect of

"preference to a specific kindergarten", 1b which questioned the "method that connects to that

from kindergarten", 1c, which was in relation to the "transfer of information in relation to the

child's development". 1d focused on the "pedagogical climate and interactive education", and

lastly, 1e examined "what is the ideal situation". The results to question one indicate the

following. The most common themes for this question were that the connection between the

daycare centers and the kindergartens is that it often depends on where the child lives, which will

determine what kindergarten they will attend, and this is often the choice of the parents.

Furthermore, some participants indicated having no contact between their daycare center and

kindergartens, and some participants stated that the kindergartens do know from what daycare

center the children come from. In addition to this, a majority of the participants stated that the

most important aspect between the connection from their daycare center to the kindergarten, is

stimulating the children to become independent (eat alone, wash hands, put on their own clothes,

play independently) and to be potty-trained. Some participants indicated that they work with a

yearly planning, and some participants indicated that their daycare center has a method of

working which are either "Piramide", "Montessori", "Peuterplein", "Reggio Emilia Approach",

or "Speelmethode". Next to this, some participants stated that they do not document, and some

participants indicated that they do work with documentation. The documentation were referred to

as being either an observation list, logbook, or report card. One participant stated that the reason

for not documenting is that in the past they have been told to not provide the children with skills

or knowledge that they are going to be taught in kindergarten.

The second question addresses the current methods of information transfer or exchange between daycare centers and kindergartens, as well as from home to kindergarten, and what the ideal scenario would look like. Eight participants indicated that the kindergarten will call the daycare center to get information of the child that will start kindergarten or already attends kindergarten. In addition to this, the pedagogical workers indicated that the behavior of the child is mostly discussed. Furthermore, one participant stated that the documentation gets worked on, and general information gets shared with the parents via an app called ClassDojo and that this occurs during nap time of the children. Next to this, the second commonly answer to this question, indicated by six participants, state that the transfer of information occurs via verbal communication with the parents, and in most occurrences on a daily basis. In contrast to this, one participant indicated that one kindergarten in Aruba holds a meeting between the parents and the daycare prior to the child starting kindergarten, where they discuss the development of the child and obtain general information about the child from the parents. Two participants also stated that the daycare only shares information regarding the development of the child with the consent of the parents. Furthermore, one participant indicated that they feel that their daycare center does not get taken seriously by the kindergartens. Lastly, one participant indicated that the ideal situation is for there to be more communication between the daycare centers and the kindergartens.

The following results were obtained through the answers of the participants for interview question number three, which was "mention a minimum of three benefits to working with documentation". The most common theme that eight participants indicated was that the progress can be seen by both the pedagogical workers and the parents, and in addition to this, three participants indicated that the pedagogical worker and the parents will be satisfied with their

children's progress and the quality of service provided by the daycare. Next to this, three

participants stated that the kindergarten gets insight into the child. Two participants, indicated

that the daycare will be referenced by the kindergarten. One participant mentioned that this

serves as a keepsake (memory book), while one participant mentioned that documentation can be

used to signal a development delay. One participant mentioned that the documentation serves as

a reward in terms of proof that the child worked hard to get a good report card.

The fourth question of the interview was "Mention a minimum of three disadvantages of

working with documentation". Eight participants stated that the pedagogical workers will get a

specific time or period to work on the documentation, followed by four participants who stated

that they have other tasks to do, and two participants stating with "there is no time". Lastly, five

participants answered that the parents do not accept the results of the documentation, and

oftentimes this causes conflict.

4.3 Results Related to Sub-question 2: What Tools can Daycare Centers in Aruba

Implement to Signal Developmental Delays and Improve Early Child Development?

The interview questions that are related to sub-question two, are questions five through

ten. Interview question five was: "What are your thoughts and feelings about introducing a

National Pedagogical Framework for daycare centers in Aruba to kindergarten or from home to

kindergarten, where it frames the developmental goals of the children, according to their

developmental phase?". 13 participants stated that they agree with the implementation of the

National Pedagogical Framework. One participant indicated that supervision in the daycare

centers is necessary. Furthermore, five participants indicated that the National Pedagogical

Framework is the foundation for the courses the children will be taught at kindergarten. Two

participants indicated that they do not agree with the implementation of a national framework for

daycare centers, and five participants further indicated to not agreeing to the implementation, and stating that the children will get the necessary information that they need, for instance colors, numbers, and social skills at kindergarten. Moreover, three participants indicated that the framework should not consist of the same method.

Question number six was "Mention the competences (capacity and knowledge) that, according to you, a pedagogical worker must obtain or dominate in order to contribute to an optimal and healthy development for the child, prior to going to kindergarten?" Nine participants indicated having patience and love for the job target group. Moreover, three participants indicated having experience with children is necessary for a pedagogical worker. Six participants indicated that it is important having knowledge of the development of children. Next to this, a total of eight participants indicated having a type of degree. In addition to this, two participants indicated that the staff must have at least a "MAVO-degree". A total of four participants indicated that the staff must have a minimum of an SPW level three degree. In addition to this, one participant indicated that the minimum study as a pedagogical worker must obtain a EPB level three/SPO, and one participant indicated that the pedagogical worker must obtain a CPR-certification. One participant indicated that the level of education or MBO level three/SPW level three does not matter. Moreover, five participants indicated that communication skills are an important skill to have as a pedagogical worker. Lastly, one participant stated that the pedagogical workers must follow courses.

Question number seven of the interview asked the participants "Describe how your daycare center stimulates the developmental areas of a child between three and four years old in preparation for going to kindergarten". All 15 participants indicated many ways that they stimulate the areas of development, which include the aspects of social-emotional, cognitive,

communication, physical, and adaptive in many forms, based on age-appropriate activities. However, although the 15 participants all mentioned activities that they do with the children, none of the participants gave a clear answer regarding the aspect of adaptive development.

Interview question number eight was, "Mention a minimum of three risk factors that influence the adequate preparation of a child in a daycare center going to a kindergarten." Three participants indicated that a risk factor for the child may be not being potty-trained. Next to this, three participants indicated that the age of the child may be a risk factor (too young to attend kindergarten). Out of the 15 participants, 13 participants indicated that parents are a risk factor, and in addition to this, seven participants indicated that the child not having structure might be a risk factor. Furthermore, six participants stated that the collaboration between home and school is a risk factor for the children, and out of those six, two of them stated that the use of a tablet is also a concern. These participants mentioned that this can cause delay in children's communication. Out of all participants, five participants mentioned speech (delay) in children as a risk factor, and six participants indicated that starting daycare only a few months prior to commencing kindergarten is also associated with being a risk. Lastly, two participants mentioned financial struggles as e a risk factor. Other additional factors according to the participants were, having a big group of children at daycare, or a big classroom of children at kindergarten, the number of pedagogical workers working at a daycare center, the extent of independence of the child, and the child's behavior.

Question nine asked the participants "Mention a minimum of three ideal characteristics (qualities) of a parent of a child in a daycare center". The participants were then asked the following follow-up questions to help categorize their answers: "Aspect 9a: communication, 9b: involvement, 9c: structure and rules, and 9d: parenting style and vision/mission of the daycare

center". The most frequently mentioned characteristics by the participants were communication between parents and pedagogical workers, noted by seven participants. Involvement between parents and their children, as well as between the daycare center and the parents, was highlighted by eight participants. Furthermore, seven participants indicated that an ideal quality is for parents being able to follow structure and rules, and lastly, seven participants mentioned willingness of parents to accept guidance from the pedagogical workers.

Question ten of the interview was, "Does your daycare center have a system for early intervention that connects to those of the kindergarten? If yes, please describe. If not, do you think it is necessary for a daycare center to have? If yes, please state why. If no, please state why." Six pedagogical workers indicated being able to signal developmental delays, further indicated by some participants that this is due to having extensive experience in the field. Contrary to this, four participants argued that their position is not a "doctor", or did not study something that they are able to indicate that a child has a developmental delay. Oftentimes, when the pedagogical workers must confront the parents regarding this matter, four participants indicated experiencing some sort of conflict. In addition to this, three participants indicated that this is due to the parents having difficulty with acceptance concerning a developmental delay. Next to this, some participants indicated not knowing how to deal with this matter, therefore, they sometimes refer the parents to a general practitioner, an agency or professional. The participants mentioned Brighter Future, Departamento di Mucha y Hoben, speech therapists, psychologists, Mickey's Foundation, or Bureau Multidisciplinair Centrum (MDC) as places they referred parents to. Out of all participants, two participants indicated that they work with the early intervention specialist of the Departamento di Mucha y Hoben. Lastly, one participant stated that they do their own research on how to work with a child with a potential

developmental delay, and one participant mentioned doing one-on-one activities. Based on the answers indicated by the participants, the most suspected development concerns seen in the daycare centers are Autism Spectrum Disorder (ASD) and Attention-deficit/hyperactivity disorder (ADHD). The least common development disorder seen in daycare centers are related to children having Down Syndrome.

5. Discussion

In this chapter, the results that were discussed in chapter four, will be interpreted and compared to the theories and relevant research discussed in the literature review of chapter two. In this way, the researcher can distinguish between similarities and differences of the local context compared to the international context. By doing this, the researcher will be able to formulate recommendations on a micro, mezzo, and macro level. Lastly, this chapter will relate to the objectives of this research, and answer the main research question and sub-questions.

5.1.1 Summary of Key Findings of Methods of Transfer Used Between Daycare Centers and Kindergartens of Aruba

The following key findings related to sub-question 1, "Which methods of transfer are used between daycare centers and kindergartens in Aruba?", are briefly addressed in this subchapter. Based on the findings of the interviews, most participants indicated that they do some form of documenting. The types of documentation that are currently used by the participants in the daycare centers are observation lists, logbooks, or report cards. Furthermore, most participants indicated that the only current transfer of information between daycares and kindergartens occurs via phone call, where the kindergarten will often request information regarding a child's possibly concerning behavior during the time the child attended the daycare.

Next to this, information transfer between the pedagogical workers and the parents or legal guardians largely occurs via verbal communication on a daily basis at pick-up time. Eight participants indicated that the biggest benefit of working with documentation is that both the parents and the pedagogical workers can see the progress of the child. The disadvantage to documentation indicated by eight pedagogical workers is that the pedagogical workers will only get a specific timeframe to complete the documentation. Other pedagogical workers mentioned that they have other tasks to do.

5.1.2 Summary of Key Findings of What Tools can be Implemented to Signal Developmental Delays and Improve Early Child Development

The following key findings to sub-question 2, "What tools can daycare centers in Aruba implement to signal developmental delays and improve early child development?", are briefly addressed in this subchapter. When asked about the implementation of a National Pedagogical Framework, 13 out of 15 participants stated that they agree to the implementation of a National Pedagogical Framework, which will give the daycare centers a framework of the development goals for the children based on their age. Out of these 13 participants, five participants further stated that this will be the foundation for the children when entering kindergarten. When it comes to the knowledge and competences the pedagogical worker must acquire, nine participants indicated that love and patience are essential when working with children, and six participants indicated having knowledge of the development of children. Another important skill as a pedagogical worker, indicated by five participants, is communication skills. All participants indicated to stimulate the development areas of the children, however, none indicated a clear answer when asked about adaptive development. Some risk factors that can hinder the child development, indicated by 13 participants, are the parents of the children. Furthermore, another

risk factor, according to seven participants, is lack of structure at home. Moreover, six

participants indicated that the collaboration between the daycare center and the parents or legal

guardians can also be a risk factor. Lastly, the participants also indicated that speech delays and

starting daycare a few months prior to the commencement of kindergarten is a risk factor. Out of

15 participants, six indicated being able to signal developmental delays. In addition to this, four

participants indicated to not being a "doctor" or did not study something that they are able to

signal developmental delays. Lastly, the most suspected development concerns seen in the

daycare centers are ASD and ADHD. The least common development disorder seen in daycare

centers are related to children having Down Syndrome.

5.2 Results Interpretation of Sub-Question 1:

The first sub-question to this research is as follows: "Which methods of transfer are used

between daycare centers and kindergartens in Aruba?" The interviews conducted with the

participants, which were pedagogical workers of registered daycare centers, indicated that they

use observation lists, logbooks, or report cards. Based on the literature Resources for Early

Learning (n.d.), one of the systems that is commonly used in the United States at daycare centers

is a child observation record. Furthermore, the participants of this research indicated that the only

current transfer of information between daycares and kindergartens occurs via phone call, when

information is regarding a child's concerning behavior. In the Netherlands, however,

governmental officials indicate that the information transfer from a daycare center to primary

education occurs via the continuous line, meaning that there is a system for the transfer of

information of the children. Daycare centers in Aruba must also strive to have a continuous line

in a formal way, as is the case in the Netherlands (Ministerie van Algemene Zaken, 2022).

The findings also indicate that information transfer between the pedagogical workers and the parents or legal guardians occur via verbal communication on a daily basis at pick-up time. Literature shows that in the Netherlands, according to Ecorys et al. (2020), the information is mainly transferred informally during a conversation or via paper at the moment the child gets picked up. Based on the findings from the interview, the situation in Aruba is similar to the Netherlands in this aspect, meaning that the information of what occurred with a child during the day at the daycare or any concerns are verbally discussed with the parents or legal guardian at the moment of picking up the child from school, without any formal documentation of these occurrences or interactions. Eight participants indicated that the biggest benefit of working with documentation is that both the parents and the pedagogical workers can see the progress of the child. This is in line with Malavasi and Zoccatelli (2013), who indicate that documentation has many benefits for the child, the pedagogical worker, or the parents. Most importantly, the authors state that it is important for pedagogical workers to justify their work (2013).

At the same time, the disadvantages that were indicated by eight pedagogical workers demonstrate that they only get a specific timeframe to complete the documentation, making it an important reason why many daycare centers in Aruba do not have a formal documentation system in place. According to Ecorys et al. (2020), the observation is required in order to make the action or treatment plan, which ultimately contributes to the continuous line. Malavasi and Zoccatelli (2013) also state that the pedagogical worker must make free time for documentation, as it is a necessity. This is one issue that daycare centers in Aruba struggle with, since most daycare centers do not have enough pedagogical workers to make time for documentation.

5.3 Results Interpretation of Sub-Question 2:

The second sub-question to this research is as follows: "What tools can daycare centers in Aruba implement to signal developmental delays and improve early child development?" As stated earlier, the vast majority (13 out of 15 participants) agree with the implementation of a National Pedagogical Framework and state that this is the foundation for children. Literature, by Onderwijskennis (n.d.), supports this by mentioning how children get rich development stimulation at daycare in comparison to when they are kept at home for the first few years of their lives. Singer and Kleerekoper (2009) state that in the Netherlands, daycare centers are often required to have a licensed pedagogical worker. The benefits of attending daycare centers where the pedagogical worker has a bachelor level education include language development, thinking and math development, and better cognitive stimulation (as cited in Camilli et al., 2010; Chambers et al., 2016). The current situation in Aruba does not require the pedagogical worker to have a bachelor level education, but a MBO-3 level education, but even this is only applicable to the directors of the centers. As discussed in the results, almost none of the participants were in possession of a bachelor's level degree. This may hinder the implementation of this framework, because the current education level of the pedagogical workers does not meet standards in the Netherlands. The National Pedagogical Framework offers a description of the learning and development opportunities and gives room for differences in development for babies and toddlers. The literature by Singer and Kleerekoper (2009) gives a comprehensive overview of the importance of the implementation and how it can benefit the children. Moreover, all participants indicated to stimulating the development areas of the children, however, they gave no clear answer to adaptive development, indicating that they have no knowledge of this According to the literature of the Dutch development instrument, Van Wiechenschema, this method is divided into

three areas: "fine motor, adaptation, personality and social behaviour; communication; and gross

motor" (n.p.). This literature, however, does not explain the adaptive behavior. The adaptive

behavior is explained according to (American Association on Intellectual and Developmental

Disabilities, n.d.), as "Adaptive behavior is the collection of conceptual, social, and practical

skills that all people learn in order to function in their daily lives". It includes the conceptual,

social, and practical skills. This behavior may be difficult to measure in young children, as it

measures skills that are usually not concretely developed between the ages of 15 and 54 months,

which is the age range according to Buuren and Eekhout, n.d.). It is important for the daycares to

have knowledge regarding the adaptive behavior, as this is a developmental area that is stated

Some risk factors that can hinder the child development, indicated by 13 participants, are

the parents of the children. In the Netherlands, a study conducted by The Central Bureau of

Statistics of the Netherlands regarding risk factors related to delays in children, determined that

the level of education of both parents, the country of origin of the mother, the length of stay of

the mother in the Netherlands, the average level of education of all mothers in school, and the

debt settlement of both parents can have an impact on the development of the child (Ministerie

van Algemene Zaken, 2023). These risk factors might also play a role among parents in Aruba, ,

considering the fact that the pedagogical works indicated that parents can hinder the

development of their children. Next to this, other common themes of the results to this research

were the lack of structure at home, the collaboration between the daycare center and the parents

or legal guardians, speech delays and starting daycare at a higher age can be a risk factor. Studies

show that children who start early childhood education between two and three years have higher

chances of a positive outcome (Ackerman, 2021; Loeb et al., 2007). Based on this, it can be

hypothesized that these positive outcomes are also seen in Aruba among children who start

daycare before the age of three; but further research is needed on this to confirm this. More awareness regarding early childhood education in Aruba and the benefits thereof can be made in order to promote positive outcomes.

The findings show that six participants indicated being able to signal developmental delays. According to studies conducted in the Netherlands, signaling a developmental delay requires knowledge about the behavior of children, development of children, obtaining the skills of observation, a specific placement to conduct the observation, and collaboration with the parents to obtain information to sustain the signaling (Expertgroep, 2022). This literature shows that pedagogical workers in the Netherlands have more scientific knowledge and training regarding children. However, the pedagogical workers who participated in this research indicated that in Aruba love, patience, knowledge of the development of children, and communication skills are important skills for them to have when guiding a child. Based on these findings, it can be concluded that the Aruban pedagogical workers focus more on personal attributes compared to scientific data. In addition to this, based on the interviews, four participants indicated not being a "doctor" or did not study something related to developmental delays, however, six of the 15 pedagogical workers indicated that they are still able to signal a delay in a child, despite not having any formal training. There is no way of testing if this is indeed the case with the participants who claimed this, but it can be assumed that years of experience does give them an eye for noticing developmental delays in children.

In the Netherlands, there are daycare centers that can guide children with medical needs and provide daycare. These medical daycares offer nursing and care services that are intended for children with severe developmental delays or mental disorders, including ADHD and Autism Spectrum Disorder (ASD). (Ministerie van Volksgezondheid, Welzijn en Sport, 2023). Although

in this research there were no participants who indicated of having the capacity of offering medical or nursing services, there are a few agencies in Aruba that do target this group. It is noteworthy to mention that according to the participants, the e most suspected development concerns seen in the daycare centers, which are ASD and ADHD, demonstrate that there is the need for a specialized daycare in Aruba which can properly address the children's needs.

To conclude, the tools that can be implemented by daycare centers in Aruba based on the findings of the research and the literature review, are a Childcare transfer form that focuses on the information of the child, daycare, development of the child, development need. The forms focus on the areas of general impression, well-being, development, motor development, and involvement. (Hoeksche Waard, 2021). Another literature indicates that the program-developed child assessment tool aligns with the program's philosophy and curriculum or the use of early education and care programs systems: high scope COR (Child Observation Record), Teaching Strategies GOLD, and The Work Sampling System. (Resources for Early Learning, n.d.)

5.4 The Answer to the Main Research Question

The main research question of this research is: "What is the current situation of transfer of information between daycare centers and kindergartens in Aruba, and what measures can be implemented to improve transfer of information and development of children between the ages of 0-4?". Based on the findings of this research, the answer to the main research question is that there is currently no formal method of information transfer between daycare centers and kindergartens in Aruba, except in instances where the kindergartens encounter behavioral concerns with a child. But even in these instances, the kindergartens generally contact the daycare centers via phone call, and there is rarely any documentation in place. The measure that can be implemented to improve information transfer of the development of children between the

ages of zero to four, is to introduce the continuous line system, based on the system employed by the Netherlands. This system involves having all levels of education working collaboratively to document the development of the child from the time they start attending a daycare center, all the way to graduating from high school. The literature discussed in the literature review chapter of this research demonstrates that, in some instances, this can positively contribute to the early detection of developmental delays and aid in getting children who are in need of special education or other types of assistance, the adequate help they require.

6. Conclusion

This chapter will discuss the conclusion of this research. Through interviews conducted with pedagogical workers of 15 registered daycare centers in Aruba, the researcher was able to gather the data needed to answer the research questions. The researcher aimed to get an overview of the current of situation of transfer of information between daycare centers and kindergartens in Aruba, and what measures can be implemented to improve transfer of information and development of children between the ages of 0-4.

This research had a qualitative approach, and analysis of the results was done through summarizing the interviews and conducting a thematic analysis approach, by detecting different themes that formed the results.

The answer to the first sub-question, "Which methods of transfer are used between daycare centers and kindergartens in Aruba?" is as follows. The most common method of documentation that is utilized by the daycare centers that participated in this research, are observation lists, report cards, and logbooks. The information transfer between daycare centers and kindergartens mainly occurs through informal phone calls, mostly only in instances where the child shows developmental concerns. In addition to this, the information transfer between

daycare centers and parents occurs daily, at the time the parents pick up their child from daycare. The participants indicated that the main benefits of documentation for the pedagogical workers and the parents is seeing the progress of the child. The main disadvantage of documentation is the time needed to do the documentation. Based on the literature that was used in this research, it can be concluded that in the Netherlands there is more of a scientific approach in daycare centers, compared to in Aruba. The introduction of the continuous line will highly contribute to the documentation situation in Aruba, and simultaneously contribute to signaling early developmental concerns.

The answer to the second sub-question, "What tools can daycare centers in Aruba implement to signal developmental delays and improve early child development" is the following. Most of the participants agree to the introduction of a National Pedagogical Framework, which will include a method of signaling developmental delays, and agree that this is fundamental to the foundation of a thriving child. The findings also show that the pedagogical workers find that patience, love, knowledge of the development of the child, and communication skills are essential. Furthermore, the participants stimulate the areas of development with age-appropriate activities, however lack knowledge of the adaptive behavior. In addition to this, this research shows that parents, lack of structure, and lack of collaboration between daycare centers and parents can hinder the development of a child. Other risk factors include the child having a speech delay and starting daycare at an older age. The tools that can be implemented is the use of either a logbook, observation list, report card, or documentation through an application or website. Lastly, the findings show that the pedagogical workers lack the ability to signaling a development concern, and the most common developmental concerns in daycares are ASD and ADHD, and the least being Down Syndrome.

The answer to the main research question: "What is the current situation of transfer of information between daycare centers and kindergartens in Aruba, and what measures can be implemented to improve transfer of information and development of children between the ages of 0-4?", is as follows. Based on the findings of this research, the answer to the main research question is that there is currently no official method of information transfer between daycare centers and kindergartens in Aruba, except for instances where the kindergartens encounter behavioral concerns with a child. In these instances, the kindergarten contacts the daycare center via phone call. The measure that can be implemented to improve information transfer of the development of children between the ages of zero to four, is to introduce the continuous line system. This system means that all levels of education will work collaboratively to document the development of the child at the time they start attending a daycare center. In some instances, this can positively contribute to the early detection of a developmental delay.

The objective of this research was for the researcher to obtain information for Departamento di Mucha y Hoben regarding the current situation of transfer of information between daycare centers and kindergartens, and based on the findings, formulate possible recommendations to improve the early intervention system in daycare centers in Aruba.

7. Recommendations

Based on the findings of each of the sub-questions, different recommendations can be formulated on micro, mezzo, and macro levels. By implementing these recommendations on all levels, it is highly possible to bring changes in the documentation and transfer of information, improving early child development education, and signaling delays or other issues. The recommendations emphasize the importance of working together with other stakeholders to

achieve the desired outcomes. These possible solutions are development-based and can highly contribute to the social work field and prevent challenges for the future for social workers and other professionals. The link between the profession and the main objective of this research is to have a person-centered approach. This approach links directly to the objectives of the Early Intervention program of the DMH. Furthermore, focusing on the importance of peer discussions, the importance of documenting, and the importance of lifelong learning, all of which are highly promoted amongst the students of University of Aruba, but especially in the Social Work and Development program.

Kindergartens must be open and willing to working with daycare centers, as it must be recognized that daycares play a significant role in stimulating the development of children and obtain considerable knowledge of the children prior to them going to kindergarten, and all of this information is highly valuable to kindergartens to consider, to have a strong base of their general view of their pupils.

7.1 Recommendations on a Micro Level

Based on the findings of this research, it is recommended that the directors of the daycare centers implement a creative way to keep up with the developmental goals of the group based on the group's general age. This can be evaluated monthly by using velcros on pictures of the children with and a poster board to indicate that the child has successfully proven to the pedagogical worker that he/she is capable of doing what the developmental age requires, and the pedagogical worker. All children of the group should be observed, thus, the whole poster board must be filled, and this can be shared with the parents at the end of the month verbally or via picture.

7.2 Recommendations on a Mezzo Level

Based on the findings of this research, it is highly recommended for Departamento di Mucha y Hoben to introduce a mandatory method of measuring children's development in daycares for children ages zero to four. This measuring tool must be defined and officially introduced to the daycares as the official tool to use. In addition to this, an official collaboration protocol should be created with the Department of Education, where it becomes a requirement for children who have attended a daycare center, for the daycare to submit the observations documented via an official criterion to the kindergartens with the consent of the parents or legal guardian of. Secondly, DMH should collaborate with FEPA and Colegio EPI to incorporate a module that educates the students of the Salubridad & Servicio program or the MBO-3, on the importance of documentation, and in this module include an assignment that puts the knowledge into practice, by creating an observation list or report card based on the study's criteria that will be in use for the daycare center where the pedagogical workers work or students will conduct their internship. The students must also present a solution to when they will report their observations. These can be directly linked to the study program overview of FEPA, Competence cluster 9: "Working on quality of service) 9.1.h, which states the following, "Is able to display information in writing and through contemporary digital communication tools)" (Opleiding SPW MBO-3 in de kinderopvang, p. 50). Third, based on the findings of this research, where a few participants indicated that documentation takes time, one participant shared a possible solution for this, namely the introduction of technology or applications specifically developed for daycare centers or educational purposes that can facilitate the pedagogical workers. These applications are designed in ways that daily information or the transfer of information can be shared with parents easier. There are many different tools that can be found online, and some are already

known and used in Aruba, for example, ClassDojo. ClassDojo is an online and globally used platform amongst educators and parents to share information, pictures, video, and more. ClassDojo has a free version of the app, making it affordable for all daycare centers to use for documentation. A few other examples of applications are TinyApp and Brightweel. Most of these tools offer more settings that can facilitate the daycare center in other ways other than documentation. Some of these applications offer a "premium version", which requires the account manager to pay a monthly or yearly subscription, however on the other hand there is also the "basic version" which is free and does not require subscription fee.

7.3 Recommendations on a Macro Level

There are significant costs associated with implementation of the National Pedagogical Framework. In order for daycare centers to be able to comply with the staffing ratios required by the framework, they will need to increase their price. Having sufficient staff will also enable daycare centers to work on the documentation for transfer of information; without sufficient staff, there is no time during a busy day at daycare for pedagogical workers to comply with documentation. For this reason, it is of utmost importance that the Government of Aruba to provide financial support to the parents or legal guardians of children attending a daycare in Aruba. This will positively affect the quality of early child development education, by alleviating financial challenges, and the child will be able to attend the daycare, all in all having a positive impact on all people involved. In the Netherlands, "kinderopvangtoeslag" is an allowance provided by the government as financial support for parents of children who attend daycare (Belastingdienst, 2024). A similar allowance or compensation must be introduced in Aruba in order to make daycare affordable for all families in Aruba, since implementation of the Framework will increase the prices of registered daycare centers.

Financial support is indispensable for the successful introduction of the National Pedagogical Framework. Government officials must realize that without the financial support, the implementation of the framework will fail, as this is an investment in the knowledge and skills of the pedagogical workers, and the quality of the care provided by the daycare centers by having better children to pedagogical workers ratios, and clear policies and rules on educational, hygienic and safety guidelines. Next to this, the Handleiding Kwaliteitseisen by the DMH should be updated, and in this manual the recommended policy will be stipulated. This will ensure that the pedagogical workers comply with the regulations of documentation, and this will be supervised by the supervisors of the DMH in the daycare centers.

Lastly, based on the findings of this research, where multiple participants indicated having children with developmental delays and learning disabilities attending their daycare center, it is clear that there is a need for a specialized daycare in Aruba aimed at providing daycare for children with special needs. At the moment, the "Early Steps Program" of the Brighter Future provides this service, however, they do not receive financial support from the Government, which results in parents paying a high sum monthly in order for their special needs children to get the adequate care. This need for a (subsidized) special needs daycare center should be a priority for the Government of Aruba, along with financial support in the form of 'kinderopvangtoeslag'.

Lastly, based on the findings of this research, the introduction of the continuous line system will highly contribute to the documentation situation in Aruba, and simultaneously contribute to signaling early developmental concerns. This, however, requires collaboration between the educational institutions and the daycare centers. The introduction of this system will benefit all parties involved.

7.4 Suggestions for Future Research

Based on the findings of this paper, one suggestion for future research is to explore positive outcomes of children in Aruba who start daycare before the age of three. This recommendation is based on comparing the results of this paper to existing literature, where the participants were asked a follow-up question, exploring the fact that some schools indicated letting children start coming in at around 3,5 years old which is around the time they are legally ready to start kindergarten. Research on this topic could demonstrate the positive outcome of children attending daycare from a young age. Many parents in Aruba are apprehensive about sending their children to daycare centers from a young age, often preferring instead to keep them home in the care of a sitter or family member, which can have detrimental effects on their development.

Another suggestion is to conduct research on the knowledge and competences of pedagogical workers in Aruba, in order to obtain information about what they know or the skills they obtain, in order to have a better understanding of the needs amongst this target group, and simultaneously, the corresponding stakeholders (Colegio EPI, FEPA, Fundacion pa nos Muchanan, or DMH) can then introduce courses that will cover these specific topics based on the gaps in knowledge and/or skills. Increasing the knowledge and skills of the pedagogical workers will contribute positively to the quality offered in daycare centers and the optimal development of children prior to entering kindergarten.

8. Reflection

In bachelor two, during the course of Qualitative Research Methods, I gained much knowledge and insight on how qualitative research is conducted, and also gained many

experience throughout the writing process, literature review, and ethical standards of conducting interviews and data collection. This has sparked an interest in me, which contributed positively to my academic progress. In bachelor three, I had the opportunity to conduct research during my internship at Fundacion Telefon pa Hubentud, where I received intense guidance and knowledge of conducting research on a bigger scale. This experience has brought me many insights to which I need to consider when doing research, especially the concept of being flexible. Despite having the research conducted differently, through tablets and with school children age eight to 13, it prepared me in many ways for my final research. In Bachelor 4, I already had my topic in mind, as the topic came from my internship agency Departamento di Mucha y Hoben, however, struggled to formulate the main research question. After much deliberation between the course lecturer, Ms. Kimberley Wever, and Ms. Valerie Nicolaas-Maduro, we managed to come up with the concept and decided it would be a qualitative research. In addition, after discussing the plans for data collection and finalizing on the amount of 15 participants for this research, I received opposing feedback from the internship agency, however, after receiving a highly straightforward and clear email from my research coach, the situation was cleared. It has been generally a positive experience, which I am very thankful for. I am also thankful to my research coach for providing me with guidance and giving very good feedback. As last, the course of Research Lab not only served as a weekly check-up on the progress of all students, but also personally as a motivation, and discuss certain limitations or questions with not only my classmates but also the lecturers.

On a personal level, my strengths during this research journey were many. A few examples are: my internship agency, Departamento di Mucha y Hoben. My colleagues already had knowledge about a previous concept of this research conducted with the kindergarten

teacher, which gave them a brief insight of what to include in the opposing target group, being the pedagogical workers at the daycare centers. My colleagues have given me support and guidance when needed and were always there to make sure I have what I needed. Another strength, in relation to my internship agency, were the daycare centers, in which most were open to receiving me in their businesses and share necessary information. Another strength was my family, especially my partner, which showed his support by making sure I arrived early to all my meetings by driving me to all the daycare centers. As last, support and guidance from my classmates and ms. Kimberley and ms. Valerie, who were open and understanding to my situation, navigating my way through being a student mother.

My weakness during this research journey was that I had many difficulties to investing time into writing my research. This challenge was mainly due to personal reasons, which made it difficult for me to find the time to write. In addition to this, having irrelevant interview questions added to the list of questions, which did not relate to the main research concept. This caused confusion and made me get lost through my work by writing unnecessary information, which caused a lot of work and time loss. Furthermore, this resulted in last minute adaptations which were highly stressful and caused a lot of emotional distress.

What I would do differently next time, is to have a plan of action together with the (internship) agency prior to submitting my research proposal, as this gives me concrete information on how to start writing my research paper. Furthermore, taking time off of internship to invest into writing my research paper. This not only helped with ensuring that I had time to write, but also made the heavy stress load less. Simultaneously, this motivated me to keep writing. Lastly, be more in contact with my research coach and ask for a lot of feedback during the process of writing a research paper.

Through the journey of collecting literature from the situation in other countries such as the Netherlands, I quickly realized the importance of research in practice, as it was very difficult to obtain data in the local and regional context. There are many local documents that state that this research and the implementation thereof is very important, however, it has never been researched in order to work on implementing a policy. For this, I am also proud and happy to have conducted this research, and knowing that I will leave this document behind which will have a positive impact of future generations in Aruba. Thus, with hopes of many positive changes in the Aruban society, and additionally in the social and education sector.

This learning process was and journey highly contributed to the Core Competency (CC) 10, Research. The indicators for this CC are; 3.1: The student applies appropriate social science research methods from a development perspective, and 3.2: The student evaluates their practice and uses research findings to improve practice, policies and protocols in social service delivery. When it comes to indicator 3.1: the social science research methods were applied from a development perspective, as the description of the CC states that a generalist social work practitioner must be multimodal, participatory, and collaborative when working with participants. This research focused on the rights of the child, while using evidence-based theories to secure and sustain lives of dignity and integrity. In terms of indicator 3.2, the practice has been evaluated multiple times, and serves as a tool to implement policies and practices for the Departamento di Mucha y Hoben (DMH). This research contributes to the improvement of the practice of the DMH, as they will be responsible to implement the recommendations that are given in chapter seven.

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Appendix A: Informed Consent Papiamento

<div align="center">

Departamento di Trabou Social y Desaroyo
Metodo di Investigacion Qualitativo

Formulario di Consentimento

</div>

Parti 1: Informacion di e investigacion

Introduccion

Mi nomber ta Stacey Franca y mi ta un studiante di Universidad di Aruba den e programa di

Trabou Social y Desaroyo. Actualmente mi ta haciendo mi pasantia na Departamento di Mucha y

Hoben, caminda mi lo ta conduciendo investigacion riba e "Traspaso di Informacion ariba e

Desaroyo di Mucha bishitando un Centro di Cuido, bayendo enseñansa preparatorio na Aruba.

Bo ta cordialmente invita pa ta parti di e investigacion aki. E formulario di concientimento por

contene palabranan cu bo lo no compronde. Por fabor puntra mi pa stop ora nos ta pasa door di e

informacion y mi lo tuma unrato pa splice. Si bo tin pregunta despues, bo por puntra mi.

Proposito di e investigacion

E informacion di e desaroyo di mucha bayendo bo centro di cuido ta hopi importante pa

educacion preparatorio. Nos kier busca manera pa apoyabo pa esaki por pasa. Nos ta kere cu bo

por yuda nos door di bisa nos kico bo sa di desaroyo di mucha y con nos por implementa

actividadnan pa stimula nan desaroyo. Nos kier siña tocante diferente manera con esaki ta wordo

haci y con e por pasa si e no ta pasando.

Seleccion di participante

Bo persona ta wordo invita pa forma parti di e investigacion aki pasobra nos ta sinti cu bo experencia y conocemento como un lider di un centro di cuido por contrubui hopi na nos comprondimento y conocemento di practicanan di centro di cuido

Participacion Boluntario

Bo participacion na e investigacion aki ta completamente boluntario. E ta bo escohencia si lo participa of no. Si bo escohe pa no participa, tur e servicionan cu bo lo ricibi di e departamento lo continua y nada no lo cambia.

Confidencialidad

E investigacion cu ta wordo haci, no lo inclui ningun informacion personal cu lo wordo comparti. E informacion cu lo wordo collecta lo permanece anonimo. Cualkier infomacion cu tin bo nomber, lo tin un number en cambio. E no lo wordo comparti of duna na ningun persona cu excepcion di e evaluadornan di e investigacion.

Compartiendo e Resultado

Nada cu bo comparti awe lo wordo comparti cu ningun persona pafo di e team di investigacion, y nada lo wordo atribui na bo na number. E conocemento cu lo wordo ricibi door di e investigacion lo wordo comparti cu bo y na bo comunidad prome cu e wordo haci disponibel pa e publico.

Derecho di rechasa of retira

Bo no mester participa na e investigacion aki si bo no ta desea, y escogiendo pa participa no lo tin efecto ariba bo trabou of evaluacion relata cu trabou na ningun manera. Bo por stop di participa den e discusion na cualkier momento sin cu bo trabou ta wordo afecta. Mi lo dunabo e oportunidad na final di e discusion pa revisa bo remarcanan, y bo por puntra pa modifica of kita

porcionnan di kico bo no ta di acuerdo cun'e di mi notanan of si mi no a compronde bo

correctamente.

Parti 2: Certificado di Consentimiento

<u>Declaracion di e persona dunando consentimiento</u>
Mi a lesa e informacion ariba ricibi, of e la wordo lesa na mi. Mi tawata tin e oportunidad pa puntra pregunta y tur pregunta cu mi a puntra a wordo contesta na mi satisfacion. Mi ta duna consentimiendo boluntario pa ta un participante na e estudio aki.

Nomber di e participante: _____

Firma di e participante: _____

Dia: _____
        Dia/luna/aña

 <u>Declaracion di e persona tumando consentimiento</u>
Mi ta confirma cu e participante a wordo duna un oportunidad pa puntra pregunta di e estudio, y tur e preguntanan cu a wordo haci door di e participante a wordo contesta corectamente y na e mihor di mi abilidad. Mi ta confirma cu e individual no a wordo forsa pa duna consentimiento, y e consentimiendo a wordo duna libremente y boluntariamente.

Nomber di investigador(a)_____

Firma di investigador(a)_____

Dia _____
            Dia/luna/aña

Appendix B: Interview Questions

1. Te con leu boso(nan) ta experencia cu tin un conexion entre Centro di Cuido di Mucha y Enseñansa Preparatorio? Y den ki sentido? Boso(nan) ta sinti cu tin un conexion riba e siguiente aspectonan: Den sentido di: 1a. Dunamento di prefencia pa un ensenansa preparatorio specifico 1b. Metodo cu boso ta uza ta conecta cu esun di enseñansa preparatorio 1c. Traspaso di informacion relaciona cu cuadro di desaroyo di e mucha 1d. Clima pedagogico y interaccion educativo 1e. Kico lo ta e situacion ideal?
2. Ki manera di traspaso, of intercambio di informacion, tin/of ta uza actualmente entre Centro di Cuido di Mucha cu Enseñansa Preparatorio of di cas pa Enseñansa Preparatorio? Kico lo ta e situacion ideal?
3. Menciona minimo 3 bentaha di trahamento cu documentacion -Bentaha pa e mucha -Bentaha pa e lider -Bentaha pa e mayor
4. Menciona minimo 3 desbentaha di trahamento cu documentacion -Bentaha pa e mucha -Bentaha pa e lider -Bentaha pa e mayor
5. Kico ta boso pensamento y sentimento pa yega na un cuadro Pedagogico Nacional di Centro di Cuido di Mucha pa scol preparatorio y/of cas pa scol preparatorio, unda den e lineanan

grandi ta delinea e metanan di desaroyo/competencia di e muchanan, segun nan fase di desaroyo?

6. Menciona e competencianan (capacidad y conocemento), cu segun boso, trahadornan pedagogico mester ta ekipa/of tin dominio di dje pa contribui na un desaroyo optimal y saludabel di e mucha, prome cu e drenta scol preparatorio?

7. Describi con bo centro di cuido di mucha ta stimula e areanan di desaroyo di mucha entre 3 pa 4 aña den preparacion prome cu nan drenta un scol preparatorio

- Fisico
- Social-emocional
- Adaptivo
- Comunicativo
- Cognitivo

8. Menciona minimo 3 factor di risico cu ta influencia e preparacion adecua di un mucha den un centro di cuido pa scol preparatorio

Por pensa riba:

-Leerplicht

-Minimo un aña pa bishita e centro

-Colaboracion entre mayor y centro di cuido di mucha

-Cantidad di trahador pa mucha

9. Menciona minimo 3 caracteristica (calidad) ideal di un mayor den un centro di cuido di mucha

Den e areanan di:

9a. Comunicacion

9b. Involucramiento

9c. Anda cu structura y regla

9d. Conexion entre estilo di lantamento entre cas cu centro (vision/mision)

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10. Bo centro di cuido di mucha tin un sistema di cuido di intervencion trempan cu ta connecta cu educacion preparatorio?

Si?

→ Describi esaki en corto

No?

→Bo ta di opinion cu esaki ta algo necesario pa un centro di cuido tin?

   1) No ta necesario (y dicon)

   2) Si ta necesario (y dicon)

Appendix C: Demographic Questions

Preguntanan pa entrevista	
Fecha di entrevista	☐ Dia 1: (Februari 16) Oranjestad/Noord ☐ Dia 2: (Februari 21) Paradera/Sta.Cruz ☐ Dia 3: (Februari 23) Savaneta/San Nicolas ☐ Dia 4: (Februari 28) Rescheduling day ☐ Dia 5: (Maart 1) Rescheduling Day ☐ Dia 6: (Maart 14) Rescheduling Day
Nomber di Centro di Cuido:	*(Names of schools remain anonymous)* ☐ School 1 ☐ School 2 ☐ School 3 ☐ School 4 ☐ School 5 ☐ School 6 ☐ School 7 ☐ School 8 ☐ School 9 ☐ School 10 ☐ School 11 ☐ School 12 ☐ School 13 ☐ School 14 ☐ School 15
Centro di cuido ta registra den e registro nacional na Departamento di Mucha y Hoben?	☐ Si ☐ No
Districto:	☐ Noord ☐ Oranjestad ☐ Paradera ☐ Sta. Cruz ☐ Savaneta ☐ San Nicolas
Ki tipo di centro di cuido boso tin?	☐ voorschoolse opvang ☐ naschoolse opvang ☐ combinacion

Nomber di participante:	
Sexo:	☐ Hende muher ☐ Hende homber
Nacionalidad di participante:	
Edad di participante:	☐ 18-24 ☐ 25-34 ☐ 35-44 ☐ 45-54 ☐ 55+
Funcion:	
Estudio cu a completa:	☐ Basisschool ☐ LBO ☐ MAVO ☐ Basisschool ☐ LBO ☐ MAVO ☐ HAVO ☐ EPI ☐ HBO ☐ Otro
Cuanto mucha en total boso tin actualmente? (voorschoolse)	
Cuanto mucha en total boso tin actualmente? (naschoolse)	
Cuanto trahado pedagogico en total boso tin?	

Appendix D: Message to Participants

The message sent to participants in Papiamento via WhatsApp

Bon dia lidernan di centro di cuido, Mi nomber ta Stacey Franca, stagiaire na Departamento di Mucha y Hoben. Mi kier a manda un recordatorio cu mayan, februari 23, mi lo bishita bo persona su centro 8am pa haci un entrevista di 10 pregunta pa asina haya informacion di desaroyo di mucha y e traspaso pa kleuterschool. Si ta posibel, preferiblemente si por haci e entrevista den un ruimte apart. Mi ta keda pendiente pa cualkier pregunta. Masha danki di antemano pa e coperacion. Saludo cordial, Stacey."

The message sent to participants via WhatsApp translated to English

Good morning pedagogical worker, My name is Stacey Franca, intern at Departamento di Mucha y Hoben. I would like to send a reminder that tomorrow, February 23, I will be visiting you at your daycare 8am to conduct an interview of 10 questions in order to get information about the development of children and the transfer to kindergarten. If possible, preferably if the interview can be conducted in a separate room. I will remain pending for any questions. Thank you in advance for your cooperation. Cordial greetings, Stacey.

Appendix E: The E-Mail to Participants

The email in Papiamento sent to the participants:

Apreciabel lidernan di Centro di Cuido, Mi nomber ta Stacey Franca y actualmente mi ta terminando mi estudio na Universidad di Aruba como trahado social. Durante di e periodo aki mi ta haciendo mi pasantia na Departamento di Mucha y Hoben, y durante di e periodo aki mi lo ta conduciendo un investigacion ariba e traspaso di informacion di e desaroyo di mucha entre 0-4 aña bishitando un centro di cuido, na enseñansa preparatorio (kleuterschool). Pa cu esaki, mi ta invita bo persona, lider di e centro, pa forma parti di e investigacion aki, door di participa na un entrevista di 10 pregunta, cu lo tin un duracion maximo di 30 minuut. Mi persona lo t'ey personalmente pa haci e entrevista. Please tuma bon nota di e lista abou.
Deadline pa confirma e afspraak: Februari 9, 2024. Pa confirma, mester reply riba e email aki.

The email (text) above translated to English

Dear pedagogical worker, My name is Stacey Franca and currently I am finishing my studies at the Univeristy of Aruba as a social worker. During this period, I am doing my internship at Departamento di Mucha y Hoben, and during this period I will be conducting research based on the information transfer of the development of children going from daycare to kindergarten in Aruba. For this, I am inviting you, pedagogical worker, to participate in this research, by participating to an interview of 10 questions, with a maximum duration of 30 minutes. I will personally be there to conduct the interview. Please review the list below. The deadline to confirm the meeting: February 9, 2024. To confirm, please reply to this email.