

**Early Childhood Education and Care  
Policies, interventions, provision and research**



**Bahrain Montessori Centre, BMC  
Institute for Teacher Training and Research  
Manama, Bahrain**

# Child care provision in Bahrain

There are 186 child care facilities in Bahrain: all private for profit\* (2010)

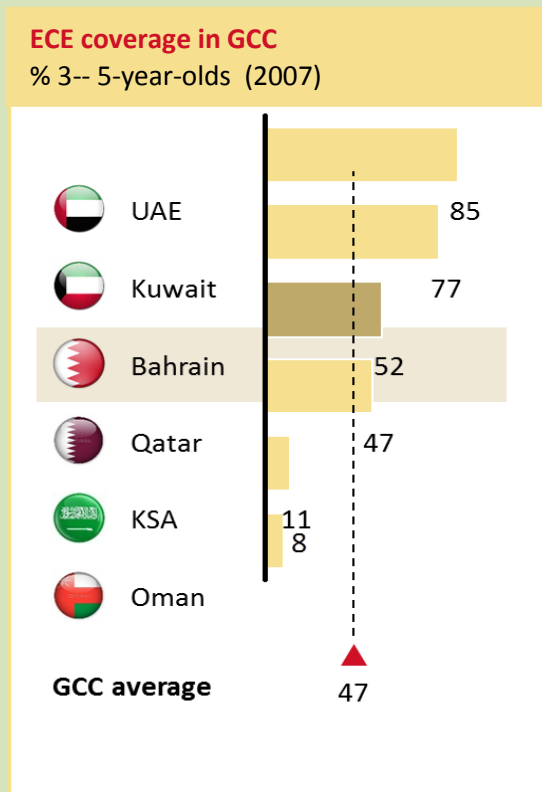
- 125 National – private, language Arabic
- 61 Private – other
  - ◆ 48% pre-schoolers, ages 3 - 6 years
  - ◆ 52% 4-5 year olds

There are five types of Early Childhood Education and Care (ECEC) provision.

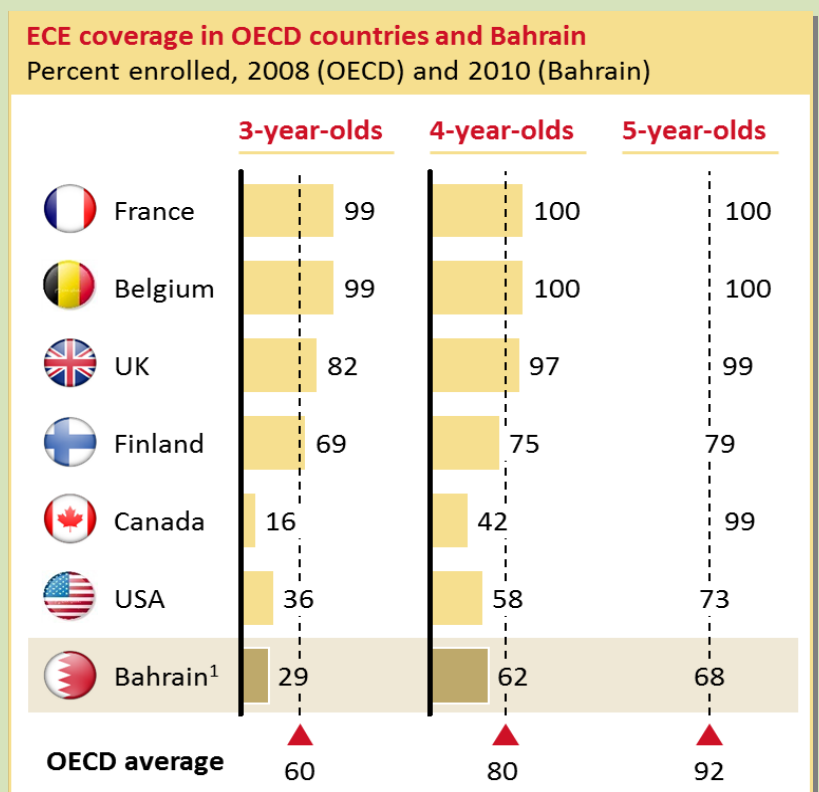
- 1) Infant Centres (< 3 yrs.) Ministry of Social Development
- 2) Nurseries/preschools (3-5yrs) Ministry of Education
- 3) Nurseries/preschools/KGs combined (3/4,4/5,5/6)
- 4) Kindergartens (4/5,5/6)
- 5) Private schools (pre-primary, multilevel)

\* Increase from 22% in 1990 to 48%, 2012: ‘accessibility is not synonymous with quality’ (Hadeed, 2006)

## GCC: 3-5 years enrolment



## OECD benchmark countries



## Description of ECEC centres and classrooms in Bahrain

(ECERS-R Arabic research investigation; Hadeed, 2012)

Regional areas	Total # of preschools in area*	% of schools per area (190)	Number of classrooms (range)	Centers (sample)	Classrooms (sample)	M class size (children)	Staff/child ratio	M = school fees <sup>a</sup> (BD)	Amiri decree guidelines met <sup>b</sup>
Capital	41	21.5	3 -17	11	11	24	1:23	149	1.86 (.748)
Central	66	34.7	3 - 26	14	14	24	1:24	55	1.87 (.864)
Muharraq	24	12.6	5 -12	9	9	21	1:21	95	1.85 (.420)
Northern	49	25.8	4 - 9	9	9	21	2:21	164	2.94 (1.24)
Southern	10	.05	4 -15	7	7	23	1:23	128	1.45 (.171)
Mean			3 -15	10	10	22	1:20	110	2.00 (.904)
Total	190	100%		50	50	23			

\*Kingdom of Bahrain, Director of Statistics, Central Informatics Organisation, Statistical Abstracts, Chapter 7: Education and Educational Services, 2006. There is a total of 190 centers reported in 2006 but attrition in 2010 when this study was conducted showed a total of 186.

<sup>a</sup>refers to the average range of tuition fees per centre in a given region.

<sup>b</sup> Amiri decree guidelines met includes such measures as: 5<sup>2</sup>mtrs indoor classroom space per child; 35<sup>2</sup>mtrs outdoor space per child per centre; teachers having experience with children (unspecified by any standards); general safety measures such as fencing, signposting, locked gates; general health provisions such as washing and toileting facilities for children and staff; and Arabic language and religious instruction provided for Bahraini nationals. A combined variable named, Amiri decree, was constructed for calculation to gauge the efficacy and compliance of these qualifications. The following items were combined: indoor space, space for gross motor activity, safety, health, and teacher training experience. This variable analyzed contributed 23% to the total variance (Adj R<sup>2</sup>, 16%) on total mean item scores and significantly varied between groups  $F(4, 45) = 3.34, p = .018$  with 95% confidence interval estimates, CIs [-.902, 1.83], [-.772, 1.86], [- 1.48, 1.36], [.369, 2.99]. The Northern region accounted for the significant difference  $t(4, 45) = 2.58, p = .013$  with a test for equality of error variances  $F(4, 45) = 1.65, p .177$  rejecting the assumption of unequal variances between groups.

### Amiri decree as a factor

The Amiri decree guidelines include such measures as:

- 5<sup>2</sup> meters indoor classroom space per child
- 35<sup>2</sup> meters outdoor space per child per centre
- Teacher qualifications: 'experience with children' (unspecified by any standards)
- General safety measures such as fencing, signposting, locked gates
- General health provisions such as washing and toilet facilities for children and staff
- Arabic language and religious instruction provided for Bahraini nationals

In the research table above, the Amiri decree was used as a combined variable factor to calculate a compliance of the requirements. The following items were combined: indoor space, space for gross motor activity, safety, health and teacher training experience. This variable analyzed (regression analysis) contributed 23% to the total variance and results are footnoted below the table above.

## Staff qualifications and background data in Bahrain (ECERS-R research investigation, Hadeed, 2012)

### Staff qualifications and background data

	Education* (completed levels)	Training (in-service) within last 2 years	What determines quality?*** (heads + staff)	Age (mean)	Duration at job	Marital status	Salaries (BD monthly)
Owners (67%)	HS =62%		Facilities 20%				
Principals (32%)	AA =16%	30% within last 2 yrs	Clean 16%	46	24% < 6 yrs 18% > 7 yrs 10% > 10 yrs 16% > 15 yrs	84% married 10% single	< 400 = 80% (range: 200-2200)
Teachers	< HS = 2%		Parent invol 13%				< 200 = 64%
Teacher Assistants	HS = 62%	68% within last 2 yrs	Relationships 8%	38	20% < 2yrs 25% < 4 yrs 23% > 8 yrs	78% married 20% single	< 300 = 76% (range: < 100 – 800)
	AA =20%		Curriculum 15%				
	MA =10%		Management 4%				
	3% undeclared		Ch outcomes 3%				

*Note.* Staff included head teachers, teachers and teacher’s assistants. Training included certifications from: AA,BA, MA degree programs; certified training in ECE from an accredited private training organisation; partial EYFS/DfEe qualifications met; other equivalent certified training from countries outside the EU, USA or MENA; certified Montessori/Reggio Emilia/Rudolph Steiner training; and, recognised training from affiliated congregational child care training with some equivalency to ECE international guidelines. Qualified staff must be with children on a daily basis with a minimum of 2 years working with preschool aged children. Approximately 20% of staff had some form of qualifications. Staff/personnel that assist or provide auxiliary care for staff, children or families served e.g., nurses, aides, domestic workers, and service staff were not included. Staff working as part-time teachers, assistants, special credentialed teachers in the arts, science, health, music, special needs, gymnastics, drama, brain gym, yoga, 3R’s, communications, IT, excursions/field trips, parenting programs, community activities, fundraising, mentoring, etc. were also not included in the sample. The *average age* refers to the adults working with children on a regular, daily basis (head teachers, teachers and teacher’s assistants).

\*Classification for staff education: <HS, less than secondary school; HS, high school graduate; AA degree or equivalent; BA degree or equivalent; MA or equivalent, >MA, Further graduate work.

\*\*code for responses to quality question: 1, Facilities; 2, Cleanliness; 3, Staff Training and qualifications; 4, Finances; 5, Attitudes; 6, Parent Involvement; 7, Relationships; 8, Activities/curriculum; 9, Management; 10, Child Outcomes

## Bahrain Montessori Centre

a non-profit organisation





# Bahrain Montessori Centre receives 'outstanding' ratings, QAAET



## global links

### Success of the Bahrain Montessori Centre

During a recent quality assurance visit by the Bahrain Vocational Review Unit of the Quality Assurance Authority for Education and Training, The Bahrain Montessori Centre – expertly led by Dr. Julie Hadeed – received the highest ratings ever awarded in the Kingdom. Following the three day visit conducted by four assessors and a subject expert, a 15 page report document focusing on the quality of provision offered by the Bahrain Montessori Centre was prepared.

The Centre received an outstanding overall judgement for its effectiveness of provision. The students achievements, the effectiveness of teaching, and the support given to students and stakeholders in meeting their needs were also judged to be outstanding. Its excellent leadership and management were commended as

were the facilities, course content and the enthusiasm of all students participating in the Montessori teacher training programmes.

In support of the outstanding outcome the following strengths were listed in the report:

- All students make excellent progress during the course, acquiring and developing theoretical and practical skills to a very high level and achieving the qualifications they aim for.
- A highly qualified and expert tutor who very effectively uses a wide range of teaching strategies to engage, motivate and challenge students.
- Thorough and rigorous methods of evaluating students' assessments across all courses and the provision of constructive feedback.
- A range of externally accredited



Bahrain Montessori Centre students (l to r) Hala Al Khalifa, Imen Fares (with her young son), and Sian Thorne

specialised courses are offered that expertly and exactly meet the students' and employers' needs.

- Comprehensive enrichment activities to support students' in maximising their achievements.
- Highly effective support given to all students during and after the course.
- Systematic monitoring and

measuring of students' achievements.

- A comprehensive internal quality assurance to ensure expert teaching by the assistant teachers.

Montessori Centre International congratulates the Bahrain Montessori Centre on its achievement.



## Montessori pedagogy

It has been over 100 years since the first Montessori pre-school was opened in Italy, the Casa de Bambini. Today, we can acknowledge that the Montessori approach is:

- The longest serving early childhood *pedagogy and practice for early years education* ever in human history
- There are over 30,000 schools worldwide in over 60 countries from children ages birth to eighteen years old



## BMC students and graduates



Early childhood education and care (ECEC) can bring a wide range of benefits--for children, parents and society at large. But the magnitude of the benefits is conditional on "quality".

Starting Strong II OECD, 2012

# **Bahrain Montessori Centre Institute for ECEC Teaching Training and Research**

There are four levels of Montessori teacher training.

1. Infant training for teachers wanting to work with children from 0 to 3 years old
2. Pre-primary training for teachers wanting to work with children from 3 to 6 years old
3. Primary training for teachers wanting to work with children from 6 to 12 years old
4. Secondary (Erkinder) training for teachers wanting to work with 12 to 18 year olds

BMC offers the Pre-primary teacher training courses. There are three types of courses offered:

1. Foundation Certificate Course: This is a six-month course consisting of 100 classroom hours
2. Early Childhood Certificate Course: This is a 14-18 month-course consisting of 210 classroom hours. The focus is on the Montessori theory and methodology with a knowledge of all the apparatus and materials
3. International Diploma Course: This course follows the Early Childhood Certificate Course and the student is assigned 420 teaching practice hours in a local Montessori setting

The courses are recognised and accredited by UK qualifying boards and they comply with EYFS requirements. Course credits can be applied towards a bachelor's degree in Early Childhood Studies.

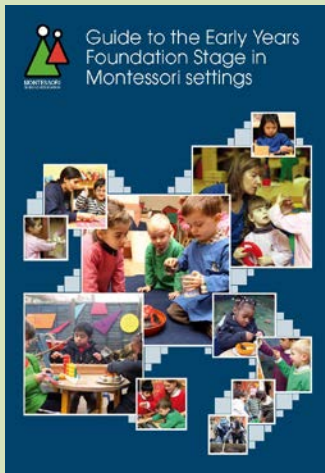
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**Montessori St. Nicholas Charity**  
**Montessori Centre International, MCI**  
[www.montessori.org.uk](http://www.montessori.org.uk)

**Montessori Schools Association**  
[montessori.org.uk/msa](http://montessori.org.uk/msa)

**Montessori Evaluation and Accreditation Board**  
[montessori.org.uk/msa/accreditation](http://montessori.org.uk/msa/accreditation)

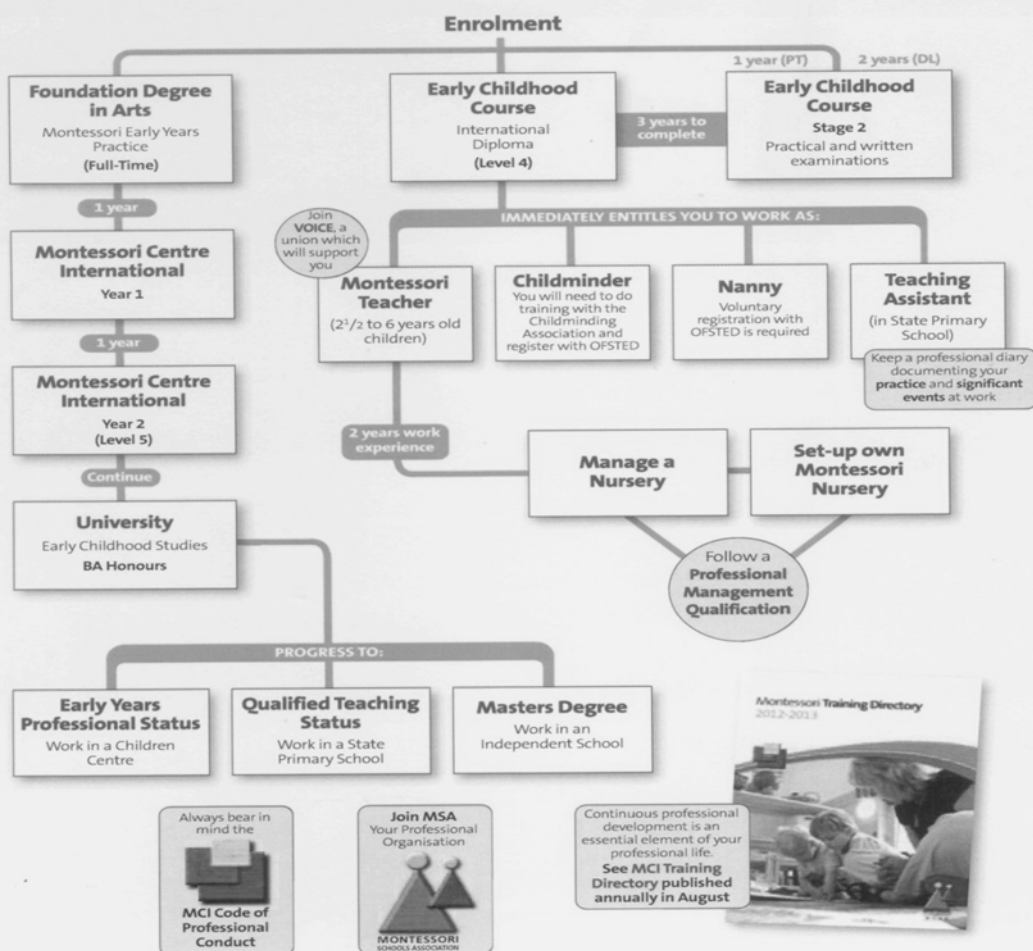




EYFS Guidelines for Montessori settings –available on links above.

TRAINING

## Montessori qualifications and where they can take you



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## Learning Together

### Introducing the Montessori Approach to Parents

*Engaging parents in a deeper understanding of their children*

Some of the topics discussed:

- Playing with your child
- Relationships and the family
- Behaviors and independence

For details and registration visit our website:

[www.bahrain-montessori-centre.com](http://www.bahrain-montessori-centre.com) **Parents Course**



# Preschool Education in Bahrain: **The Neglected Years**

RAISING THE ALARM ON EDUCATION IN THE ARAB WORLD, DR. ALI FAKHRO, FORMER EDUCATION MINISTER AND FORMER HEALTH MINISTER, WARNS THAT ONLY 4% OF ARAB CHILDREN GO TO PRESCHOOLS IN CONTRAST TO 90-95% OF EUROPEAN CHILDREN WHO ARE ENROLLED IN THESE EARLY EDUCATION PROGRAMMES.

STATISTICS LIKE THESE ALERT ONE TO NOT ONLY THE LAGGING POSITION OF EARLY EDUCATION IN BAHRAIN (AND THE REGION) IN RELATION TO EUROPE, BUT MORE IMPORTANTLY TO THE LACK OF PUBLIC INVOLVEMENT IN CHILDREN'S EDUCATION DURING THE FIRST YEARS OF THEIR LIVES.





*Trained staff serving  
families, parents, children and communities*

# MOCEP in the community

All licensed pre-schools

Ministry of Education

Ministry of Social Development Social

Bahrain Red Crescent Society

Sports Clubs and Community  
Centres



## MOCEP – Bahrain Research Investigation Continued 2001-2018

Experimental longitudinal research

N=167 children (random selection):

92 assigned to the MOCEP intervention

75 assigned as a control group

- 2001:** Tested children at entry into program, 55 months
- 2002/3:** Impact study (immediately after intervention), 63 months
- 2004/5:** Effects, children at 85 months—Primary II
- 2008/9:** Effects, children at 139 months—Primary VI

Yet to be completed:

- 2014:** Effects, children at 192 months—Secondary
- 2018:** Effects, young adults at 20/21 years old

*Figure 1: GCA: Verbal, Pictorial Reasoning, Spatial Abilities at 55, 63 and 85 months*



## MOCEP research findings--Parental Disciplining Styles

### *Lasting Effects of Intervention:*

Mothers used less ***harsh*** (authoritarian: beating, verbal abuse, etc.) disciplining strategies

Mothers used less ***lax*** (permissive attitudes, neglect, etc.) disciplining strategies

Mothers used ***firm*** authoritative and democratic disciplining strategies **more often**

**Note.** Older parents use more harsh and lax parenting styles. Parents with less educational attainment use more harsh parenting practices



Healthier parenting strategies

Improved confidence

Improved home environments

*Effective* parenting

Parents as *skilled* teachers

## Intervention effects on the mother participants

### What does the intervention do?

1. It yields *cost effective advantages* for families living with social, economic, and cultural disadvantage i.e., for every dinar spent there is a return to government of money not needed to be spent on other social welfare programmes e.g., drop-out rate; health risks; etc.
2. It provides an *academic jump start* for children entering primary school. Children can sustain healthy cognitive, social and emotional relationships with their teachers and peers
3. The intervention *addresses many potential risk factors* in the home life e.g., learning disabilities, handicaps, poor health conditions, abuse, etc.
4. The intervention empowers families with knowledge, skills and opportunities for making positive change in their lives
5. It can be a catalyst and incentive for *constructive change* outside family because family members are more confident and able.

## MOCEP Bahrain Continues Its Program Implementations

To share its knowhow and experiences with other countries, AÇEV continues to partner with organizations to implement its early childhood and parent education programs. As one of AÇEV's international partners, MOCEP Bahrain implements AÇEV's Mother Child Education Program and Father Support Program both in Arabic and English.

In 2012, the MOCEP Bahrain began serving families and children in the preschool sector in both Arabic and English with the approval from Ministry of National Education and Directorate of Private Education. Officially, under license with the Ministry of Education, all preschools are eligible to implement Mother Child Education Program. The preschool teachers receive the training and take the full responsibility for the program implementations. With this new initiative, MOCEP Bahrain reached 368 mothers and children in the first half of 2012.

Visit the website of MOCEP Bahrain:  
[MOCEP Bahrain](#)



**MOCEP: WISE AWARD WINNER 2010**

**QATAR FOUNDATION**

**6<sup>TH</sup> BEST PROGRAMME IN THE WORLD**



***Special acknowledgment of appreciation and thanks  
to the ACEV/MOCEP Turkish founders  
Aygen Ozygen and Professor Sevda Bekman***

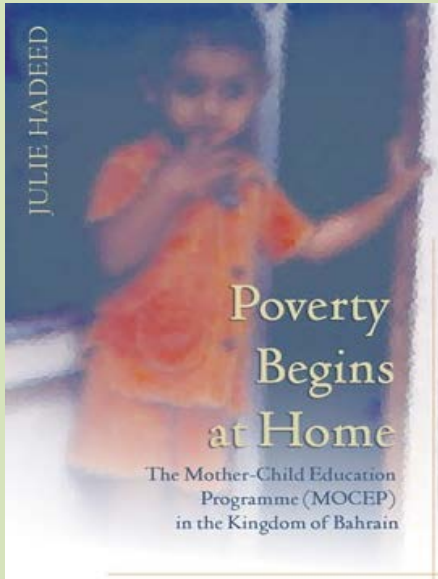


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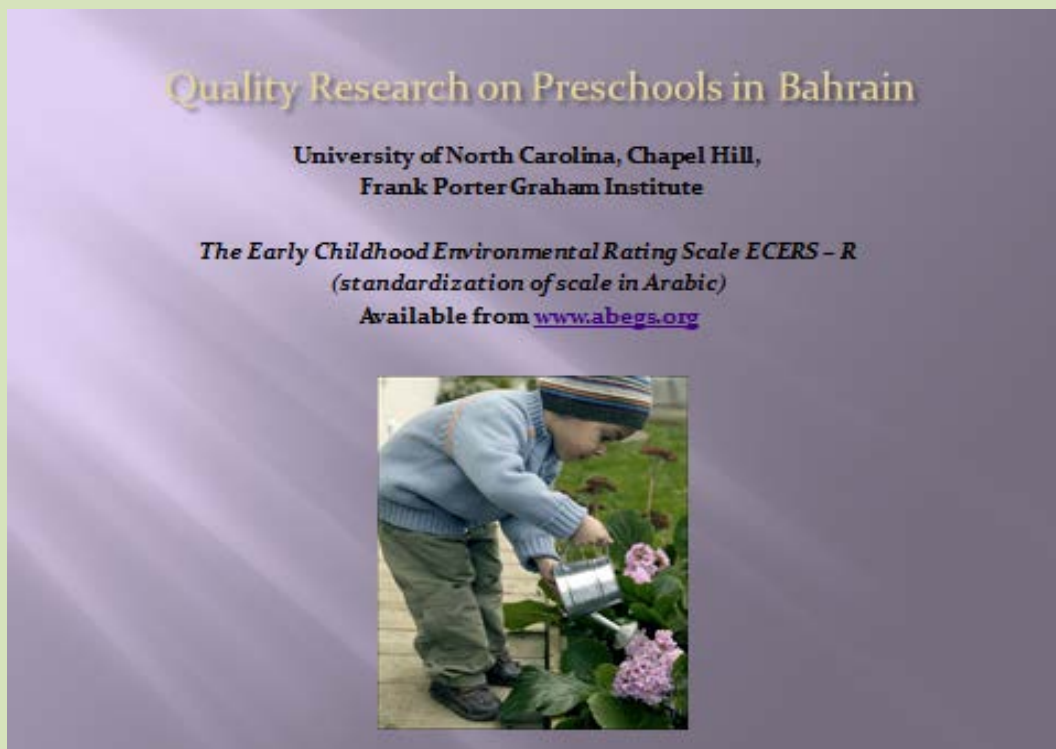
Meriam Al Doy, Dr. Hadeed, Professor Sevda Bekman, Dr. Meriam Al Mulla, Aygen Ozygen  
(AVEC Founder)



# Publications



## Poverty Begins at Home Hadeed, 2004, 2010 HGSE, Harvard University



## Meet the authors of the Early Childhood Rating Scales

Professor Thelma Harms (below)

Professor Richard Clifford (below)

Dr Debby Cryer (not shown)



These authors at the University of North Carolina, Frank Porter Graham Institute have spent nearly half a century developing Early Environment Rating Scales for Infants/Toddler (ITERS-R), Early Childhood (preschools), a Family Child Care Settings (FCCERS-R), and School Age Environments (SACERS). They have also been instrumental in the development of the ECERS-E (focus on Literacy, Mathematics, Science, and Diversity in EYFS, UK) which serves as an extension to the ECERS-R. In addition, the UNC team helped in the creation of the Program Administration Scale, PAS which is a reliable psychometric measure for assessing the organisational level of provision.

Features of ERS instruments:

Instruments are used in measuring quality of early childhood environments in ECEC

All scales have are reliable and valid scales and have been widely used in many countries

The scales are suitable for inclusive programmes

The scales are culturally suitable

ERS provide internal and external assessment measures

Each scale contents has subscales which measure process and structural environment factors

Each scale has its own complete training programme with video recordings, workbooks and recording/analyses sheets



# Early Childhood Environment Rating Scales

Early Childhood Environment Rating Scale, ECERS - R  
Family Child Care Environment Rating Scale, FCCERS-R  
Infant/Toddler Environment Rating Scale, ITERS – R  
School Age Care Environment Rating Scale, SACERS

ECERS – E: Literacy, Mathematics, Science, Diversity (EYFS)  
(EPPE, Oxford, IOE)

[www.tpress.com](http://www.tpress.com)



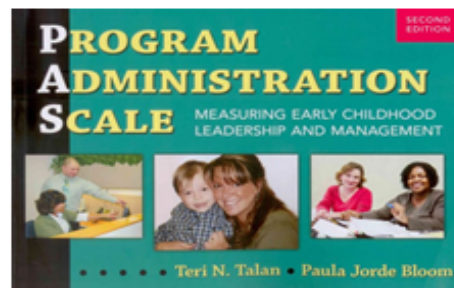
Our scales are designed to assess process quality in an early childhood or school age care group. Process quality consists of the various interactions that go on in a classroom between staff and children, staff, parents, and other adults, among the children themselves, and the interactions children have with the many materials and activities in the environment, as well as those features, such as space, schedule and materials that support these interactions. Process quality is assessed primarily through observation

Thelma Harms

## Program Administration Scale

Reliable, psychometric measure for assessing the quality systems in place at the organisational level. Twenty-five items <http://cecl.nl.edu>

- Staff Orientation
- Supervision and Performance Appraisal
- Staff Development
- Compensation
- Benefits
- Staffing Patterns and Scheduling
- Facilities Management
- Risk Management
- Internal Communication
- Screening and Identification of Special Needs
- Assessment in Support of Learning
- Budget Planning
- Accounting Practices
- Program Evaluation
- Strategic Planning
- Family Communications
- Family Support and Involvement
- External Communications
- Community Outreach
- Technological Resources
- Use of Technology
- Administrator
- Lead Teacher
- Teacher
- Assistant Teacher/Aide



# ERS Global Research

**The ERS authors have built a national and international body of professional research expertise on quality measurement in the ECEC community. Some is listed below.**

USA national cohort studies:

- National Child Care Staffing Study (Whitebook, Howes, & Phillips, 1989)
- The Cost, Quality, and Child Outcomes Study (1995),
- The Study of Children in Family Child Care and Relative Care (Galinsky, Howes, Kontos, & Shinn, 1994).
- Education for All
- California Preschool Project (current)

The authors have worked in collaboration with:

- NAEYC Center accreditation system
- CDA Classroom Observation
- Wellesley College ASQ school age scale used in the National School Age Care Alliance accreditation program
- Quality Criteria for Family Child Care
- Military Family Child Care accreditation procedures and instruments.

## **International research (ongoing)**

The scales have been used in research studies and program improvement efforts in many other countries including Canada, Germany, Italy, Sweden, Russia, Iceland, Portugal, England, Spain, Austria, Singapore, Hong Kong, Korea, Hungary, Greece, Bahrain and Saudi Arabia.

## ERS: Some research findings

### ERS Research results

#### Consistent and reliable results demonstrated by ERS scales

- Significant effect sizes associated with quality measured by ERS and child outcomes
- High scores predict higher outcome measures
- Significant effects demonstrated as in-service assessment tool
- Significant effects demonstrated as staff training assessment
- Significant improvement for overall quality ratings for provision
- Significant improvement in health and safety measures
- Cross-culturally demonstrates diversity, strengths and weaknesses for improvement via ERS assessment
- Effective measure for adapting to short and long term changes in ECEC environments
- Significantly improves parent involvement in programming
- Significantly improves relationship and communication skills
- Significantly correlates highly with psychometric measures for assessing ECEC environments and a host of many developmental outcome measures

## ERS Global Network

A global forum of experts from every continent.

The ERS network is a group of roughly 60+ leading professionals working in the field of early years that meet to share respective research on the ERS scales. Every year this panel decides to meet in a different country hosted by the members. This is an all voluntary organisation established fifteen years ago and headed by the teams from Frank Porter Graham, University of North Carolina and Oxford University.

**Bahrain**  
**Measuring quality in Early Childhood**  
**Education and Care using ERS**

**ECERS, ECERS R**  
**Bahrain**

1989-1992: Experimental impact study on the effects of Care and Educationally-oriented environments on a profile of several developmental child outcomes. ECERS

2006: GCC ECERS study—unpublished

2009-2013: ECERS R in Arabic : Validation of scale in Arabic

For research references visit [Research](#)

# ECERS-R Arabic

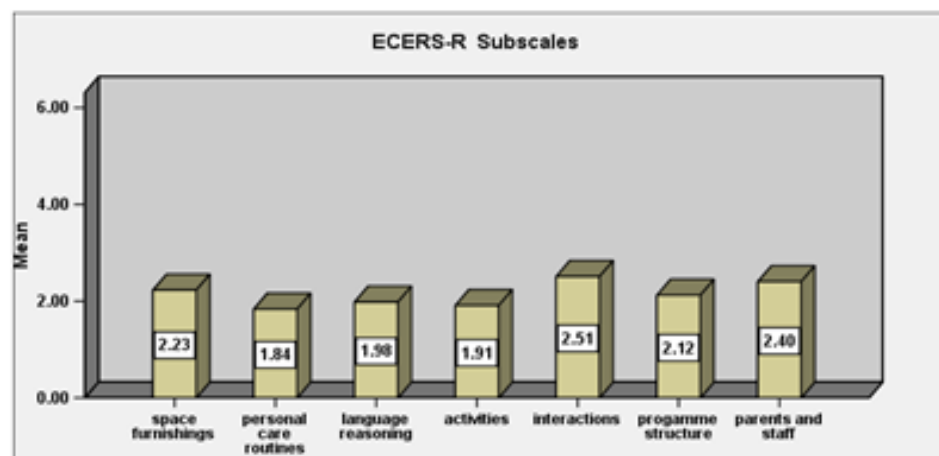


Publishers: Arab Bureau of Education for the Gulf States, ABEGS Kingdom of Saudi Arabia  
[abegs@abegs.org](mailto:abegs@abegs.org)

Hadeed, J. (2013). Reliability and Validity of the Early Childhood Environmental Rating Scale, Revised, ECERS R in Arabic

## ECERS-R: Some research findings

### ECERS-R Subscales (Bahrain 2011-12)



Note. Mean total subscale scores (items). ( $N=50$ ,  $M=2.12$ ,  $SD=1.128$ , Range 1.10 – 5.41).



## Results: ECERS comparisons

	<i>M</i>	<i>SD</i>	
Bahrain <sup>a</sup>	2.15	1.15	(Hadeed, 2012) ECERS-R
Greece	3.12	0.77	(Grammatikopoulos et al., 2012)
Portugal	4.31	0.56	(Cryer et al., 1999) ECERS
Spain	4.04	0.88	(Cryer et al., 1999) ECERS
Japan	4.81		(Uzuhashi, R. & Shimizu, Masuharu, 2012) ECERS-R
South Korea	2.90	0.83	(Sheridan, Giota, Han & Kwon, 2009) ECERS
UK	4.43	1.02	(Sylva, Melhuish, Sammons, Siraj-Blatchford Taggart, 2010) ECERS-R
Sweden	4.49	0.87	(Sheridan, Giota, Han & Kwon, 2009) ECERS
Germany	4.06	0.80	(Tietze et al., 2001)
	4.37	0.75	(Cryer et al., 1999) ECERS
California, USA	4.87	0.84	(Sakai, Whitebook, Wishard, Howes, 2003)
	4.28	1.00	(Cryer et al., 1999) ECERS

<sup>a</sup>Mean averages for total and item scores were found to be at the 'inadequate' range. This 'inadequate' measure, represented 37% of the total childcare provision in Bahrain i.e., a national level of quality for the childcare sector