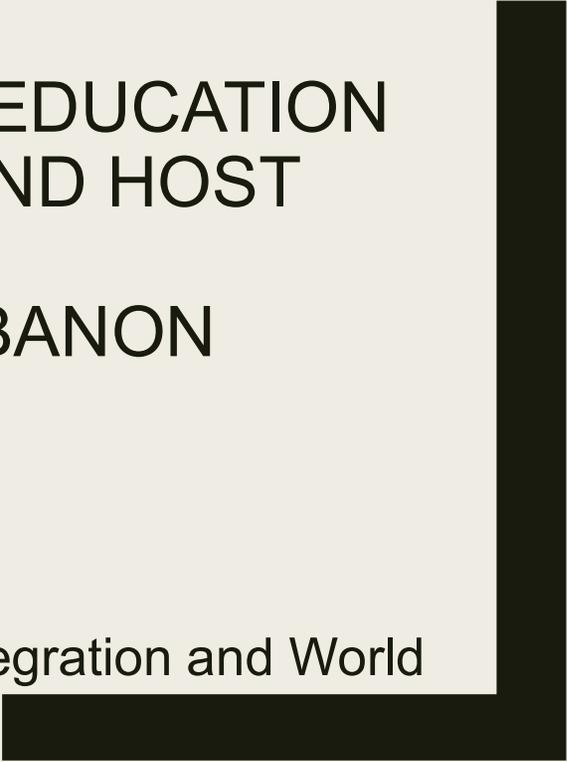# EARLY CHILDHOOD CARE & EDUCATION (ECCE) FOR REFUGEES AND HOST COMMUNITIES
QUALITY OF ECE IN LEBANON

Garene Kaloustian,
Ph.D.

Center for Mediterranean Integration and World Bank

10 December 2020

INTRODUCTION
Project under EDP11 – MEHE

- Global objective for assignment: to establish a contextually relevant institutionalised system of:
  - *Assessing* quality of ECE learning envionrments
  - Capacity development for conitnuious monitoring and evaluation of quality standards at public KGs in Lebanon

- Component objectives:
  - Increase enrolment of children aged 3-5 in public KG's
  - Provide greater opportunities for KG services to children in disadvantaged areas
  - Improve school readiness, teaching capacity and learning environments

EARLY CHILDHOOD ENVIRONMENTAL RATING SCALE (ECERS-R)

- ECERS-R tool used to assess overall quality of children's learning environment (a qualitative measure with quantified scores)
- 68 public schools randomly selected by MEHE were visited
  - On average, 2.5hr observations were conducted inside the classroom and on the playground
  - Upon completion of observation, a 45min informal interview was conducted with classroom teacher to gather information on things not observed during the 2.5hr observation time
  - Visits were conducted over 2 time periods
    - T1: April/May 2017 (by DOPS – KG Unit)
    - T2: April/May 2018 (by DOPS – KG Unit)

DATA COLLECTION

- **DATA COLLECTION April/May 2017 (T2)**: The team involved in data collection at T2 visited the schools, completing 50% of visits in pairs (34 out of 65 observations) for inter-rater reliability; reliability scores averaged between 0.81 - 0.90 denoting strong inter-rater reliability.

- **DATA COLLECTION April/May 2018 (T3)**: The DOPS KG team visited the schools, completing 33% of visits in pairs (22 out of 66 observations) for inter-rater reliability; reliability scores averaged between .78-.82 denoting reasonably strong inter-rater reliability.

Left Page

16. Encouraging children to communicate   1 2 3 4 5 6 7

Y N	Y N	Y N	Y N
1.1 □ □	3.1 □ □	5.1 □ □	7.1 □ □
1.2 □ □	3.2 □ □	5.2 □ □	7.2 □ □
	3.3 □ □		

5.1 Communication activities
Examples during free play:

Examples during group time:

7.2 Examples of written communication:

17. Using language to develop reasoning skills   1 2 3 4 5 6 7

Y N	Y N	Y N	Y N
1.1 □ □	3.1 □ □	5.1 □ □	7.1 □ □
1.2 □ □	3.2 □ □	5.2 □ □	7.2 □ □

3.1, 5.1 Examples of logical relationships:

5.2 Examples of child's explanations:

18. Informal use of language   1 2 3 4 5 6 7

Y N	Y N	Y N	Y N
1.1 □ □	3.1 □ □	5.1 □ □	7.1 □ □
1.2 □ □	3.2 □ □	5.2 □ □	7.2 □ □
1.3 □ □		5.3 □ □	
		5.4 □ □	

5.3 Examples of staff expanding on children's ideas:

7.2 Examples of staff questioning for longer answers:

A. Subscale (Items 15 - 18) Score __ __   B. Number of items scored __ __   **LANGUAGE-REASONING Average Score (A÷B) __.__ __**

ACTIVITIES

19. Fine Motor   1 2 3 4 5 6 7

Y N	Y N	Y N	Y N
1.1 □ □	3.1 □ □	S 5.1 □ □	7.1 □ □
1.2 □ □	3.2 □ □	5.2 □ □	7.2 □ □
		5.3 □ □	

5.1 Total time – fine motor activities = _____
5.1 Types of fine motor material (list 3 to 5 of each):
- Small building materials _____
- Art: _____
- Manipulatives _____
- Puzzles _____

Right Page

A. Subscale (Items 29 - 33) Score __ __   B. Number of items scored __ __   **INTERACTION Average Score (A ÷ B) __.__ __**

PROGRAM STRUCTURE

34. Schedule   1 2 3 4 5 6 7

Y N	Y N	Y N	Y N
1.1 □ □	3.1 □ □	5.1 □ □	7.1 □ □
	3.2 □ □	5.2 □ □	7.2 □ □
	3.3 □ □	S 5.3 □ □	
	3.4 □ □	5.4 □ □	

5.3 Time – indoor play = _____
Time – outdoor play = _____
Total time – play = _____

S = substantial portion of the day

35. Free play   1 2 3 4 5 6 7

Y N	Y N	Y N	Y N
1.1 □ □	3.1 □ □	S 5.1 □ □	7.1 □ □
1.2 □ □	3.2 □ □	5.2 □ □	7.2 □ □
	3.3 □ □	5.3 □ □	

5.1 Time – free play indoors = _____
Time – free play outdoors = _____
Total time – free play = _____

S = substantial portion of the day

36. Group time   1 2 3 4 5 6 7

Y N	Y N	Y N	Y N
1.1 □ □	3.1 □ □	5.1 □ □	7.1 □ □
1.2 □ □	3.2 □ □	5.2 □ □	7.2 □ □
		5.3 □ □	7.3 □ □

37. Provisions for children with disabilities   1 2 3 4 5 6 7 NA

Y N	Y N	Y N	Y N
1.1 □ □	3.1 □ □	5.1 □ □	7.1 □ □
1.2 □ □	3.2 □ □	5.2 □ □	7.2 □ □
1.3 □ □	3.3 □ □	5.3 □ □	7.3 □ □
1.4 □ □	3.4 □ □		

A. Subscale (Items 34 - 37) Score __ __   B. Number of items scored __ __   **PROGRAM STRUCTURE Average Score (A ÷ B) __.__ __**

FINDINGS

- The curriculum as the ultimate *learning* tool – dictates all teacing and learning

- Meaningful learning (play, blocks, social interactions) are 'allowed' if there is time at the end of the day

- Very little, if any, attention to children's social and emotional learning and overall well-being
    - There is little time to invest in the social and emotional well-being of children whether through teacher-child interactions or as part of a spontaneous, teachable moments
    - Teachers are not equipped to deal with challenging social and emotional situations amongst the children

- Contextual relevance of ECERS-R

- A process of change – toward an accountable system

RECOMMENDATIONS

- Make early childhood education *more* visible

- Develop/contextualise measurement tools

- Focus on children's meaningful learning within the curriculum and pedagogy – more emphasis on children's social and emotional development and learning

- ECE workforce competencies and standards
    - *Recruitment*
    - *Capacity building*

- Monitoring, mentoring and accountability
    - *Put in place and define clear quality assurance mechanisms – roles and responsibilities*

- Cross-sectoral coordination and collaboration

QUESTIONS?