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Early Childhood Education in Qatar: A Snapshot

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Executive Summary

This policy brief draws upon the Early Childhood Education (ECE) report entitled “Quality in Early Childhood Education: an International Review and Guide for Policy Makers” published by WISE in partnership with the University of Cambridge and presented at the WISE Summit in Qatar, 3-5 November, 2015.

It begins with an outline of ECE provision and governance in Qatar, and a review of the highlights and lessons from the report. These sections set the report in the context of previous and current developments in ECE policy in Qatar, relating to the development of a play-based curriculum and pedagogy, the training and capacity of the ECE workforce and the development of community engagement and support. Key challenges addressed are supporting kindergarten (KG) teachers to implement the play-based curriculum effectively, the training of sufficient numbers of generalist KG teachers, and enabling parents (both of whom are increasingly in full-time employment) to engage fully as active partners with their children’s kindergartens and teachers.

A number of recent initiatives are indicated which are focused on enhancing the quality of ECE provision. These include the establishment of a Department for Early Years Education.

The policy brief goes on to identify nine policy recommendations from the report, and to set out the implications for ECE provision in the context of Qatar. In relation to each of these policy areas, this section sets out the relevant research, the aspirations of the government and people of Qatar, the challenges in this young emerging country, and specific, practical recommendations to enhance the direction of travel towards excellence in ECE provision. Included amongst these proposed specific actions are:

- The development of a policy to annex Grade 3 to the ECE phase; including a key pilot initiative in 11 Primary Schools (2016)
- The development of interagency policy (i.e. health, education & social affairs) based on the latest research in early childhood learning and development, and establishment of an independent organization or lead ministry to provide an effective mechanism to support this

- A dual English/Arabic curriculum across ECE and schools to ensure continuity of practice
- A review of the National Qualifications Framework, to ensure that all kindergarten teachers have an undergraduate degree or post-graduate qualification in ECE, which is remunerated at an appropriate level to attract well qualified teachers, and to develop qualification requirements for practitioners working with children under age four.
- The establishment of professional development courses for serving teachers given priority for funding; to include support for teachers’ ongoing reflective research and enquiry skills, and government licensed services to support principals and coordinators to engage in instructional supervision focused on teacher’s professional growth and development
- Legislation developed which sets out required adult/child ratios and indoor/outdoor space per child for ECE settings
- A research program within the Qatar context to ensure continuous quality improvement of ECE programs

The report recognizes that, at present, there is an ‘aspirational stretch’ between the optimistic vision of the high quality ECE provision it is hoped to achieve in Qatar and the current reality. However, the enactment of these recommendations set out in the report will ensure that the quality of experience, learning and development of children in Qatar will be very beneficially and continuously enhanced.

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1 Current situation: an overview

The current educational landscape for ECE in Qatar includes a wide range of stakeholders in terms of provision and governance.

1.1 Provision

The public, private and not-for-profit sectors offer center-based provisions for infants and children from as young as two months to eight years of age. These provisions are in the form of stand-alone nurseries, pre-schools, kindergartens and day care centers, through schools and academies and kindergartens attached to primary schools as well as stand-alone primary schools (Figure 1). ECE provisions in Qatar serve both local and expatriate population (Figures 2 and 3), however access is limited for those children under legal school age (six years).

Figure 1: ECE provisions in Qatar

Birth to 5 years non compulsory

- Private and Not-for-Profit Nurseries /Pre-Schools/ Kindergartens and Day Care Centers and Primary Schools; *Fee paying and open to all*
- Public Kindergartens attached to Primary Schools; *Government funded and open to Qatari only*



6 to 8 years compulsory

- Private and Not-for-Profit Primary Schools; *Fee paying and open to all*
- Public Primary Schools; *Government funded and open to all*
- All Qataris
- Non-Qataris of government employees
- (other non-Qataris may be offered a 50% discount at the discretion of the school)



Figure 2: Center-based provision:

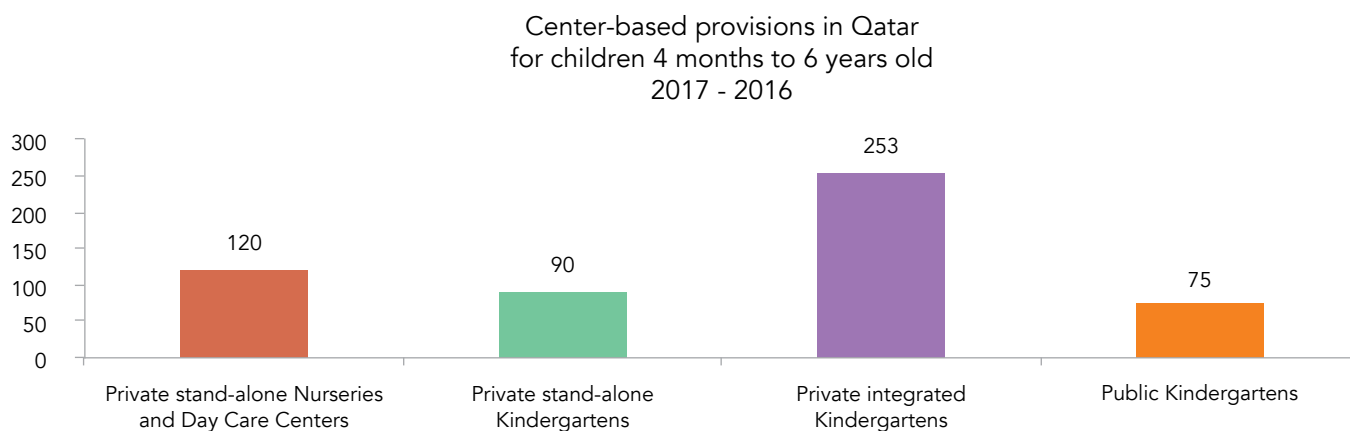
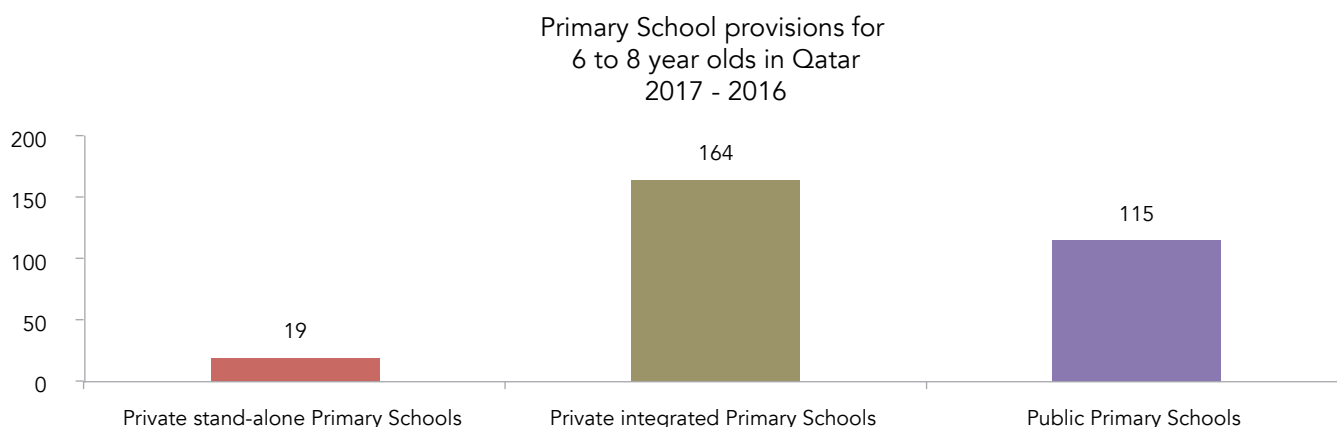


Figure 3: Primary School provisions:



1.2 Governance

Qatar currently operates a split governance system in terms of the Early Years Phase with two key ministries overseeing center-based provisions; the Ministry of Administrative Development and Labor and Social Affairs oversees provisions for children under the age of four and the Ministry of Education and Higher Education (MoE&HE) for four years and up. In addition, within the Ministry of Education and Higher Education the public and private sector schools come under different departments as does the evaluation of all public and some aspects of private sectors schools (Figure 4).

Figure 4: Overview of ECE governance in Qatar 2016 - 2017

	Phase 1: 4 months-4 years	Phase 2: 4-6 years	Phase 3: 6-8 years
Ministry of Administrative Development and Labor and Social Affairs	All private stand-alone Nurseries		
Ministry of Education and Higher Education <i>Department for Early Years Education</i>		All public kindergartens	All public Primary Schools (Grades 1-2) *Pilot underway to annex Grade 3 to Early Years
Ministry of Education and Higher Education <i>Department for Private Schools</i>	*Some private schools enroll children under age 4; if this age group comes under a phase of their country's curriculum it is accepted to be overseen by the MoE&HE	All private stand-alone and integrated kindergartens	All private stand-alone and integrated Primary Schools
Ministry of Education and Higher Education <i>Evaluation Institute</i>		All public KGs/private KGs <i>(Qatar National Evaluation for Early Years Education)</i>	All public/private Primary Schools <i>(Qatar National School Accreditation)</i>

The disparate nature of the governance structure for these phases of education means that a central data base is not available and this is an issue to address in terms of developing cohesive, informed policy and planning at a national level.

2 Highlights and lessons from the ECE 2015 report

The ECE recent report entitled “Quality in Early Childhood Education: an International Review and Guide for Policy Makers” published by WISE in partnership with the University of Cambridge highlighted a number of important issues. Reflecting on this report, the Ministry of Education and Higher Education have already successfully addressed key issues and begun to make strong inroads towards building an infrastructure which will support quality ECE. Among these issues are:

- Inclusion of ECE goals in the Education and Training Sector Strategy (2013)
- Incubating a pilot Early Childhood Center project
- Publication of Qatar National Evaluation for Early Years Education (2015)
- Establishment of a Department for Early Years Education (2016)
- Development of a Policy to annex Grade 3 to the Early Years phase; including key pilot initiative in 11 Primary Schools (2016)

Three specific focus areas for reflection arose from both the report and the subsequent WISE ECE workshop held on October 9th, 2016. Below is a brief overview of reflections on the current situation in each area with specific reference to the role of the MoE&HE.

2.1 The importance and role of play in ECE

The report clearly indicates the importance of adopting a more play-based approach in ECE settings. This has begun to be addressed through the pedagogical training provided to Qatari teachers in the pilot MoE&HE Early Childhood Center. The Ministry is also working with public kindergartens, providing guiding documentation such as the Early Years Good Practice Guide (2009) and Foundation Curriculum (2010). However, further efforts need to be made to support practitioners in providing opportunities for play in the classroom. A detailed situation analysis of current teaching and learning

practices in public kindergartens by the Department for Early Years Education (launched in 2016) will support the development of policy towards this end.

2.2 Training and capacity building

Capacity building at a ministerial level began with the inclusion of a specific ECE goal and associated KPIs in the Education, Training and Sector Strategy (ETSS 2013). This ensured that ECE became a focus of discussion and supported the later establishment of the Department for Early Years Education, providing ECE with a dedicated 'space', policy and planning focus, and budget.

The existing Early Years Specialists (previously working under the Curriculum Office) were integrated into the Department of Early Years Education and are undergoing continuous professional development to ensure up-to-date knowledge concerning ECE. The planned expansion of the team of specialists both facilitates more time in the field and provides greater ECE expertise to the Ministry.

Capacity building and training at the school level began to focus on leadership with the establishment of the Department of Early Years Education. Early Years Specialists are working with Principals, Academic Vice Principals and Coordinators to support greater pedagogical understanding which in turn should impact on classroom practice. Considering formal qualifications, all teachers working with children aged four to eight years in

the public and private sector (licensed) schools are required to be educated to degree level. However, the challenge in recent years has been the lack of KG teachers with generalist pre-service training.

In 2003-2004 a decision was made by the (then) Supreme Education Council to employ a curriculum architecture in kindergarten consisting of two 'tracks', Science and the Humanities. Following this decision Qatar University launched a Bachelor of Education program in 2009, including a concentration on ECE which met the needs of this model. Thereafter, teachers for this age group were no longer trained as generalists.

2.3 Community engagement and support

'In order to ensure the best quality ECE, families and teachers must work together in many aspects of promoting child development, socialization and education' (WISE 2016 p. 30). Parental engagement in Qatar has become more challenging. Increasingly in Qatar both parents are holding full time jobs and young children tend to spend more time with expatriate nannies and maids. This has impacted the amount of time parents spend with their children in a 'first teacher' role and consequently their partnership with school.

In the public sector, kindergartens and schools do have a number of systems in place to encourage and support parental engagement. Reports, scheduled parent teacher interviews and newsletters all provide parents with important information; classroom visits



also provide opportunities for parents to understand more clearly their child's day and the learning which happens in school.

The pilot Early Childhood Center experimented with engagement policies and initiatives such as a dedicated Parent Room designed to provide resources, materials, lectures, workshops and round table discussions on parenting, early childhood education and development and school/home partnerships. However, it is acknowledged, in the public sector at least, that a strategic approach to engaging parents as partners, rather than simply informing them, is needed - with a wider range of specific programs, initiatives and campaigns designed and implemented for this purpose and to raise awareness about the importance of the Early Years. The upcoming 2016 – 2019 strategy for the Department for Early Years Education will include a goal addressing this issue.

3 Policy recommendations

Considering the current situation of Early Years Education in Qatar, it is important to acknowledge and understand the context in which recommendations are made. The paradigm shift in this young emerging country where education is held as a national vision is reassuring in that there is an optimistic view of Early Years Education. However, there is a disconnection between an aspirational stretch and what is achievable immediately and over time. Consideration for these points has driven the following recommendations in concert with the 2015 report entitled "Quality in Early Childhood Education: an International Review and Guide for Policy Makers" published by WISE in partnership with the University of Cambridge.

The current concern with Qatar's educational reform is not so much the adopted policies but rather the implementation of these policies into classroom practices.

The Evaluation Institute at the the Ministry of Education and Higher Education, has been keen on setting unified standards to evaluate all kindergartens. These standards provide a unified basis when evaluating the kindergartens in the State of Qatar to identify areas of strength and weaknesses. Hence, the School Evaluation Office is about to deliver "Qatar National Framework for Early Years Education (QNF-EYE)" to all Early Years practitioners. The State of Qatar is relying

on excellence in educational standards to achieve ultimate improvement across all kindergartens.

The Early Childhood program at Qatar University seeks to become a leading program in the region which prepares highly qualified educators and other professionals in the field of early childhood to work with young children in a variety of settings. The Early Childhood Education Program plays a significant role in the "Education for a New Era" initiative launched by the State of Qatar, designed to create a modern world-class public school system in the country. It is designed to prepare teachers who can work with young children in different contexts. In concert with its ECE academic program, Qatar University's College of Education has been developing its new Early Childhood Center. The Center is projected to open in the Fall of 2017. The Center will have three major functions, namely, providing training and research opportunities as well as providing a model Early Childhood Education program for children age three to five.

The ECE program will offer hands-on training opportunities through internship, practicum experiences for pre-service teachers and continuing training and educational opportunities for professionals. The goal of the Center is to be a regional model exemplifying best practices in the care and education of young children. There is no doubt that implementing an Early Childhood Education program demands a collaborative effort of all stakeholders. This includes parents, teachers, school leaders, students, community members and government entities. Although the government must provide all necessary teaching and learning resources, the role of coordinators and teachers cannot be overemphasized.

Recommendations

3.1 Government policy and community engagement

Background

Recognition of the importance of the early years has been evident at the international level globally. Interest in the value of supporting early childhood development and learning in a systematic way has been heightened with the awareness of the findings of brain research and of longitudinal studies which show a significant return on investment in early learning. Investing in the early years is for the public

good and has received support from education, health, business and the courts.

Government's commitment to developing an infrastructure, policies, and standards to support strong, regulated early learning and child care systems supporting best practices in learning for children from birth to age six years is an investment in long-term educational outcomes for society.

Recommendation

Review the National Early Childhood Learning Strategy within the current cultural context. Provide young children and their families in Qatar with high quality, universal and accessible early learning opportunities. The vision, mission, principles, and government's commitment to early childhood learning will allow families with children from birth to age six years to take advantage of programs and services designed to promote early learning that will support children in their transition to school and continue their learning. Further development of this national early childhood learning strategy will be grounded in evidence-based knowledge garnered from the latest research on early childhood learning and development. There would be a coordinated approach through interagency policy (i.e. health, education social affairs)

There is a vast amount of research linking early learning opportunities to children's long term developmental outcomes as well as their health, employment and well-being throughout life. Research by economists around the world has linked investment in early childhood development with economic prosperity, productivity and competitiveness for both the individual and society

3.2 Play-based curriculum

Background

Learning through Play

Play is a healthy, essential part of childhood. It is not an easy task to define what play is; defining play needs to be viewed from many angles. Kenneth Ginsberg of the American Academy of Pediatrics contends that, "Play is essential to development.... Play allows children to use their creativity while developing their imagination, dexterity and physical, cognitive and emotional strength."(Ginsberg, 2007, pp. 182-183). Miller and Almon (2009) describe play "as activities that are freely chosen and directed by children and arise from intrinsic motivation" (p.15).



The role of play in supporting children's development of 'metacognitive' and self-regulatory abilities is also an area of current research development. Metacognitive abilities concern our developing awareness of our own cognitive and emotional processes. It is now clearly established that children begin to develop this awareness and control very early in life, that significant individual differences are quickly established which have long-lasting consequences for achievement and well-being. These abilities are learnt, can be taught, and the various types of play form a powerful context for their development (Whitebread & Pino Pasternak, 2010; Whitebread, 2010, 2011).

Developmentally Appropriate

Cognitive learning theories rooted in the work of Piaget (1969) and Vygotsky (1978) underpin developmentally appropriate practice. These learning theories are based on the premise that knowledge is constructed over time based on experiences and interactions the learner has with his/her environment. All learning is socially constructed.

Early childhood learning settings that are based on developmentally appropriate practices have "plenty of space and time for unstructured play and discovery, art and music, practicing social skills, and learning to enjoy learning" (Miller and Almon, 2009, p.11). There is a balance of child initiated play in the presence of engaged adults and more focused experiential learning guided by adults.

One of the principles of child development and learning that inform developmentally appropriate practice according to Bredekamp and Copple (2009) is that play is a vehicle for the development of self-regulation, language, cognition and social competence. In an early learning setting where the principles of developmentally appropriate practice

are employed, learning occurs through a balance of child initiated and adult guided play.

Young children's play allows them to explore, identify, negotiate, take risks and create meaning. The intellectual and cognitive benefits of play have been well documented. Children who engage in quality play experiences are more likely to have well-developed memory skills, language development, and are able to regulate their behavior leading to enhanced school adjustment and academic learning (Bodrova & Leong, 2005).

Recommendation

A curriculum based on sound, proven early childhood pedagogy and principles of developmentally appropriate practice is critical to ensure that important areas of learning are covered. Play should be integrated into the curriculum in such a way that enables students to enjoy learning and develop critical cognitive and social skills. Given the Qatar context, the curriculum should be based on a dual language (Arabic/English) approach that enhances students' language abilities at an early stage. The curriculum is a tool to shape staff behavior to ensure continuous child development from birth to compulsory, or even beyond compulsory, schooling. The curricular focus would be to promote quality education across age groups and provision; guide and support professional staff in their practice; facilitate communication between staff and parents; and ensure pedagogical continuity between ECEC and school (OECD, 2006). Every educational policy implemented in schools must serve to improve teaching and make learning more effective.

3.3 Role of Parents

Background

Parents are a child's first teacher and they play an instrumental role in their child's learning and development. Children who receive responsive and consistent care early in life develop secure attachments to their parents or caregiver, which helps with their growth and learning. The optimum conditions for effective learning is when school and home come together and work positively and productively in the best interests of the children. Parents need to understand the schools' methods and strategies for teaching and learning and to promote these when at home. Their understanding is key for this to happen effectively. If they understand what the school is doing and how the teachers are

facilitating the children's learning then they should be able to use the same approaches at home, unifying the messages the children receive and consolidating the approaches to further develop the skills in all contexts and wherever the children may be.

Tamis-LeMonda & Rodriguez (2009) list three aspects of children's experiences in the home environment that are critical to early language growth and learning. These aspects include providing certain learning activities like daily reading aloud to children, a responsive parenting style, and providing age-appropriate toys and books. In addition, they point out that parents with higher education levels and higher economic resources are better able to provide positive learning experiences for their young children.

The 2016 Early Years Education in Qatar study noted a concern regarding the role of parents and the heavy reliance on domestic help in Qatar. The high reliance on servants in the upbringing of children can have negative consequences for language learning and schooling (Evans, Powell-Davies & Chung, 2010, p. 29).

Recommendation

Early learning opportunities provided for children outside the home need to reflect the key role played by family. These opportunities should include partnerships with families that are open, honest and respectful. These valued partnerships will ensure that everyone involved is working together to promote the learning interests of children. ECE settings should be required and funded to provide parenting courses and training for parents. All schools should offer formal and informal platforms to keep parents fully informed about the programs, the child's particular needs, interests and achievements. Children learn and grow in schools, communities and at home; therefore it is vital for parents to understand how children learn in order to play a positive and active role in their children's education.

3.4 Focus on achievement of high quality early education

Background

Children who participate in high quality ECE services learn in a safe and inclusive environment where they are respected, supported and challenged in their learning. They are happy, confident learners who are included and listened to. Their progress, achievements and successes are acknowledged and

celebrated. The New Zealand Education Review Office (2010) has found that it is the interweaving of many aspects of practice that contribute to good learning opportunities for infants, toddlers and young children. In high quality services it is the interrelationship among the following features, rather than any one on its own, that underpins the quality of education and care provided.

- leadership
- philosophy
- vision
- relationships and interactions
- teaching and learning
- assessment and planning
- professional learning, qualifications and support
- self-review
- management

Recommendation

Government licensed and funded services develop sound management frameworks that include strategic planning, self-review and comprehensive personnel and financial policies and procedures. Principals and coordinators in schools must develop the knowledge and skills needed so they can engage in instructional supervision that centers on teachers' growth and development to impact children's learning.

3.5 Training and Qualifications

Background

Effective teaching is at the heart of high quality Early Childhood Education provision; the quality of the ECE workforce will determine high quality provision. In high quality services, teaching practices are respectful of what children bring to their learning. Educators view children as competent learners, foster their independence and perseverance, and expect them to make considered choices and decisions. They promote children's learning by encouraging them to investigate and solve problems. Educators listen to children's ideas and extend their thinking. They use appropriate strategies to foster interaction through modeling and positive feedback. Young children are engaged in sustained conversations and given time to think and to formulate their responses. They are encouraged to engage in debate and negotiation with educators and peers. Educators are aware of the preferences and dispositions of each child. They know how to engage them in learning that is meaningful to them.

Teachers successfully use a variety of assessment methods to evaluate children's learning. They observe, discuss and, based on emerging interests, plan for individuals and groups of children. Children have opportunities to plan for their learning through a project or an inquiry approach. Families contribute to their child's assessment. Teachers support children as they develop their ideas over extended periods of time.

Al Thani (2016) commented that "According to the SEC... 31 percent of teachers in Qatar have no formal qualifications to teach." Al Thani and Romanowski (2013) point out that there is "no centralized system for the recruitment of early childhood teachers in Qatar, and the lack of qualified teachers is problematic for some schools. Schools are forced to select and hire the best teachers available and at times, these are under or unqualified" (Al Thani et al, 2016).

Recommendation

It is vital that teachers have a degree in early childhood education and are well equipped to read, understand and apply developmentally appropriate educational theories to the classroom. This requires that new teachers complete a Bachelor's degree or at minimum a post graduate certificate or diploma in early childhood education. This education provides teachers with the knowledge, skills and dispositions that enable them to effectively implement theory in practice. Qualifications should be remunerated at appropriate level of recognition to attract well qualified teachers.

It is also recommended that there be a review of the recruitment criteria for ECE practitioners working with children under the age of four. For this age group there are currently no qualification requirements aside from the practitioners' legal right to work in Qatar. There is also no qualification recognized in Qatar for this age group (birth to four years).

Internationally there are a number of routes to Early Years Practitioner status which do not involve a Bachelor's degree but rather a diploma or certificate. These qualifications are highly specialized for children from birth to five years, and those successful graduates are the best qualified to work with this age group. These recommendations necessitate a review and revision of the National Qualifications Framework, as well as close partnership between the MOEHE and Qatar University.



3.6 Professional Development

Background

Professional learning and support for managers and educators keeps them abreast of developments in Early Childhood Education. Engagement in ongoing learning is critical to the provision of high quality education and care. In high quality services, managers and educators are actively involved in professional learning and development programs. Many services have staff with varying levels of qualifications. Research has found that even services with a mix of qualified and unqualified educators can provide high quality ECE, when all have the opportunity to participate in professional learning that develops their knowledge and practice (Education Review Office, NZ, 2010).

Recommendation

Professional learning should be a priority for funding. High quality documentation underpins the service's operation and guides practice. Coaching and mentoring programs, collaboration built into daily practices, reflection and critical dialogue about children's learning should be embedded in all ECE programs/classrooms. This must include developing teachers' ongoing reflective inquiry skills and must promote professional growth and renewal. Effective supervision fosters a critical examination of teachers' beliefs about teaching and learning as well as movement toward similarity of beliefs and practice.

3.7 Structural Quality

Background

Early Years programs operate in various contexts, have different workforce characteristics, and serve a variety of children and families. This is a strength but also a challenge. It stands to reason that "quality" may have different implications for different programs, and assessing quality may have diverse purposes. If we use the one-size-fits-all approach, we gather similar information across programs, but the recommendations and interventions for improvement are less informed.

Minimum standards are structural inputs that can enable "adequate" or "good enough" quality provisions. Structural requirements may define the quality of the physical environment for young children (eg., buildings, space, outdoors, pedagogical materials), the training levels for staff, staff-child ratios, work conditions, etc. (OECD, 2006). A certain minimum level of provision can be ensured by the clear formulation of standards and enforcement of legislation or regulations (OECD, 2006).

...academically it is accepted that large class sizes reduce learning. As noted by the teachers, class size is an issue. Classrooms with no more than 18 children allow for better instruction and an overall better learning environment for the children. This should be a priority of the SEC and schools in order to provide better educational opportunities (Al Thani et al, 2016).

Recommendation

The state should regulate and review legislation that ensures that every ECE environment provides measures for indoor/outdoor space per child, teacher ratios, teacher qualifications and recommended play materials to meet a level of high quality education and care for positive learning outcomes for children.

3.8 The Quality Debate

Background

The concept of 'quality' in early childhood services has been the subject of international debate over decades (Moss & Pence, 1994; Dahlberg & colleagues, 2007). It is interesting to note that 'quality' is frequently cited but rarely, if ever, defined. Globally, early years policy may suggest that there is an explicit and agreed model for what constitutes quality early years education and care, and quality practitioners. But such a model loses meaning when you consider that 'quality' is a relative, value-based and therefore subjective notion (Moss & Pence, 1994; Dahlberg & colleagues, 2007). However, the WISE ECE Report has identified key characteristics of high quality ECE related to principles, provision, pedagogy, and curriculum. While these can be universal characteristics of high quality ECE, they need to be made relevant to the life experiences of children in the countries where they live. Considering the local context, this debate is worthy of consideration as it will drive policy and recommendations for a shared approach to achieving quality in the early years.

Recommendation

Research specific to the Qatar context should be focused on conceptualizing components of quality and on accurately and adequately assessing those components and their associations with children's experiences and outcomes. Results and information from such studies can then provide additional tools for programs and policy makers working toward continuous quality improvement of early education programs in Qatar.

3.9 Collaboration

It is widely recognized that the field of ECE is highly cross-sectoral involving private and public sectors in education, health, social welfare, planning and finance amongst others. The second part of recommendation 14 in the report advises; '...the integration of service to families with young children, including education, health and social services within ECE settings should be supported.' (WISE

Report p. 55). In order for integration of services to be supported in this way there first needs to be a coordinating mechanism at state level. In Qatar key ECE stakeholders include:

- Ministry of Education and Higher Education
- Ministry of Administrative Development and Labor and Social Affairs
- Ministry of Health
- Ministry of Finance
- Qatar University
- Qatar Foundation
- Private Sector

Currently there is no independent body, organization or lead Ministry which coordinates the ECE work of these key stakeholders.

Recommendation

It is recommended that an identified key stakeholder may act as a platform to launch a collaborative group. Alternatively, a key ECE project - such as developing a national birth-five curriculum - might act as a focus to commence cross-sectoral and inter-ministry work. Examples of informal or non-systematic collaboration do exist. For example, during the incubation phase of the pilot Early Childhood Center by the MOEHE, there was collaboration with the (then) Ministry of Labor and Social Affairs, Qatar Foundation, Qatar University, and, at an operational level, with two selected high quality private schools. However, it is recognized that in order to meet this recommendation, and the holistic needs of young children and their families, Qatar must address ways in which a formalized approach to collaboration between stakeholders can be established.

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