



**CENTRE FOR THE EVALUATION
OF DEVELOPMENT POLICIES
AT THE INSTITUTE FOR FISCAL STUDIES**

EVIDENCE GAPS: EARLY CHILDHOOD EDUCATION

REVIEW OF THE EVIDENCE BY

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PAL)**

BRAIN DEVELOPMENT

- **RECENT NEUROLOGICAL RESEARCH INDICATES:**
 - **BRAIN DEVELOPMENT OCCURS DURING THE FIRST YEARS OF LIFE;**
 - **DIFFERENT FUNCTIONS DEVELOP AT DIFFERENT POINTS IN TIME;**
 - **DEVELOPMENT IS A FUNCTION OF THE QUALITY AND RANGE OF EARLY EXPERIENCES AND INTERACTIONS.**

HUMAN DEVELOPMENT

- **THERE IS MOUNTING EVIDENCE THAT SUGGESTS THAT EVENTS IN THE EARLY YEARS ARE CRITICAL IN SHAPING THE DEVELOPMENT OF INDIVIDUALS**
- **HUMAN CAPITAL IS A MULTIDIMENSIONAL ENTITY WITH DIFFERENT COMPONENTS INTERACTING AND DEVELOPING AT DIFFERENT POINTS IN TIME**
- **WHAT HAPPENS IN EARLY YEARS HAS LONG LASTING EFFECTS ON:**
 - **SOCIAL SKILLS AND EMOTIONAL WELL-BEING,**
 - **DEPRESSION AND PARTICIPATION IN CRIMINAL ACTIVITIES**
 - **SCHOOL READINESS, ACADEMIC SUCCESS AND COGNITIVE DEVELOPMENT**

HUMAN DEVELOPMENT IN DEVELOPING COUNTRIES

- **THESE ISSUES CAN BE PARTICULARLY RELEVANT IN DEVELOPING COUNTRIES WHERE RISK FACTORS ARE PARTICULARLY SALIENT**
- **ACCORDING TO THE LANCET (2007) SERIES, 200M CHILDREN ARE AT RISK OF NOT DEVELOPING TO THEIR FULL POTENTIAL**
- **RISK FACTORS INCLUDE:**
 - **BIO FACTORS AND NUTRITION (UNDERNUTRITION IN PERINATAL PERIOD AND EARLY CHILDHOOD, IRON DEFICIENCY, IODINE DEFICIENCY, OTHER MICRO-NUTRIENTS DEFICITS)**
 - **INFECTIOUS DISEASES**
 - **ENVIRONMENTAL FACTORS (CLEAN WATER, HYGIENE, HEALTH)**
 - **PSYCHO-SOCIAL FACTORS (STIMULATION, PARENTING AND RESPONSIVENESS OF CARE-GIVERS, VIOLENCE, MATERNAL DEPRESSION)**

DEVELOPMENTAL LAGS ARE ASSOCIATED WITH POVERTY:

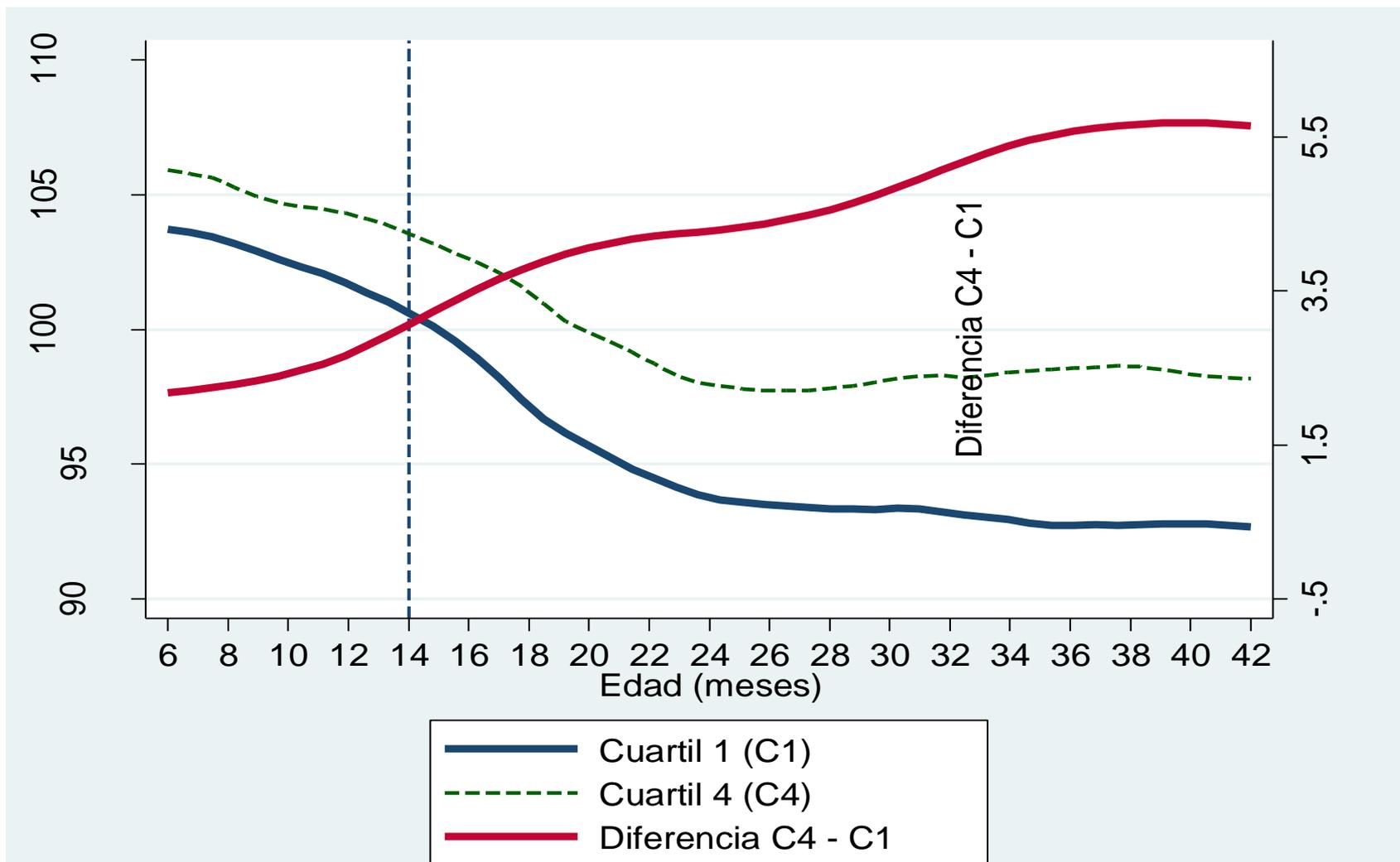
EVIDENCE FROM ECUADOR PAXSON AND SCHADY (2010):

- BY 60 MONTHS DIFFERENCES IN LANGUAGE DEVELOPMENT BETWEEN 1ST AND 5TH WEALTH QUINTILE CAN BE AS LARGE AS 3 STANDARD DEVIATIONS OF A Z SCORE , OR **2.5 YEARS**

EVIDENCE FROM BANGLADESH (HAMADAMI, ATTANASIO, GRANTHAM MCGREGOR, 2012):

- IN A SAMPLE OF POOR CHILDREN WE FIND:
 - SOCIO-ECONOMIC DIFFERENCES IN COGNITIVE DEVELOPMENT EMERGE AS EARLY AS 7 MONTHS OF AGE;
 - BY 60 MONTHS OF AGE DIFFERENCES BETWEEN WEALTH QUINTILES ARE VERY LARGE, WAY OVER 1 S.D. OF Z-SCORES;
 - **A LARGE FRACTION OF THE GAP SEEMS TO BE ASSOCIATED WITH STIMULATION (OR LACK THEREOF).**

SOME EVIDENCE FROM BOGOTA: INCREASING GAP SIGNIFICANT AT 14 MONTHS



INTERVENTIONS TO IMPROVE EARLY CHILDHOOD DEVELOPMENT

- **EARLY YEARS ARE NOT ONLY IMPORTANT IN THE LONG RUN:**
 - **THEY ARE ALSO MALLEABLE**
- **THIS IMPLIES THAT IT IS POSSIBLE TO DESIGN INTERVENTIONS THAT AFFECT OUTCOMES IN THE EARLY YEARS**
- **THERE IS MOUNTING EVIDENCE THAT THESE INTERVENTIONS CAN HAVE LONG RUN EFFECTS:**
 - **NICARAGUA - NUTRITION INTERVENTION HAS LONG RUN EFFECTS IF DELIVERED EARLY (< 36 MONTHS)**
 - **PERRY PRE-SCHOOL PROGRAM IN MICHIGAN**

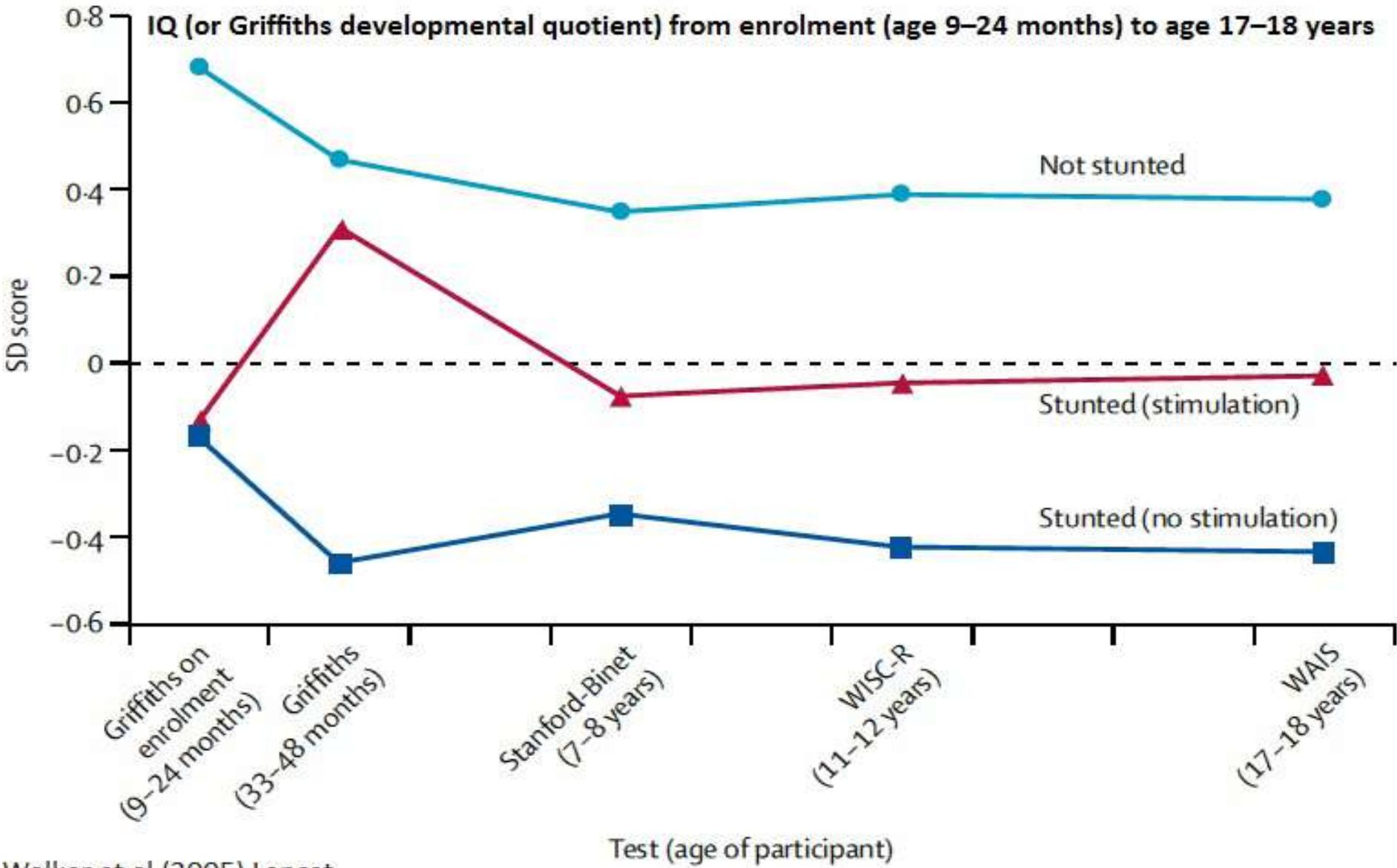
INTERVENTIONS TO IMPROVE EARLY CHILDHOOD DEVELOPMENT

- **ONE OF THE MOST IMPRESSIVE RCTS WAS PERFORMED 25 YEARS AGO IN JAMAICA.**
- **IN JAMAICA, 129 STUNTED CHILDREN, AGED 9 TO 24 MONTHS WERE RANDOMLY DIVIDED INTO 4 GROUPS:**
 - **STIMULATION GROUP**
 - **NUTRITION GROUP**
 - **NUTRITION AND STIMULATION GROUP**
 - **CONTROL GROUP**
- **INFORMATION WAS ALSO COLLECTED ON A GROUP OF NON-STUNTED CHILDREN**
- **THE INTERVENTION LASTED 2 YEARS, BUT THE CHILDREN WERE FOLLOWED AT 3-4, 7-8, 11-12, 17-18 AND 22-23**

THE JAMAICA INTERVENTION (SALLY GRANTHAM-MCGREGOR ET AL. 1980S).

- **HOME VISITS BASED ON A WELL STRUCTURED CURRICULUM.**
 - **THE CURRICULUM PROMOTES COGNITIVE STIMULATION THROUGH THE INTERACTION BETWEEN MOTHER AND CHILD:**
 - **WAS IMPLEMENTED USING HEALTH ASSISTANTS**
 - **WEEKLY VISITS**
 - **TWO YEARS**
- **NUTRITIONAL SUPPLEMENT**

THE RESULTS WERE STUNNING



Walker et al (2005) Lancet

WHAT WE KNOW

- **DEVELOPMENT DURING THE FIRST 3 YEARS SETS THE STAGE FOR LONG TERM DEVELOPMENT;**
- **HUMAN CAPITAL IS A MULTIDIMENSIONAL CONSTRUCT AND ITS DIFFERENT DIMENSION ARE ALL IMPORTANT;**
- **NUTRITION IS IMPORTANT;**
- **STIMULATION IS IMPORTANT AND MIGHT BE MORE EFFECTIVE THAN NUTRITION;**
- **THE PHYSICAL AND SOCIAL HOME ENVIRONMENT IS CENTRAL TO THE DEVELOPMENT OF COGNITIVE AND NON-COGNITIVE SKILLS;**

WHAT WE DON'T KNOW

- **HOW DOES NUTRITION AFFECT THE DEVELOPMENT OF COGNITIVE AND NON-COGNITIVE SKILLS?**
 - **SHOULD IRON BE INTRODUCED TO MALARIA ENDEMIC AREAS?**
 - **HOW DO IRON AND ZINC INTERACT?**
- **WHAT IS THE ROLE PLAYED BY DIFFERENT INPUTS AND THEIR INTERACTIONS ON THE FORMATION OF COGNITIVE AND NON-COGNITIVE SKILLS?**
 - **DYNAMIC INTERACTIONS**

WHAT WE DON'T KNOW

- ***WHAT DETERMINES INVESTMENT IN HUMAN CAPITAL.***
 - ***WHAT DO PARENTS DO?***
 - ***WHAT CONSTRAINTS DO THEY FACE?***
 - ***HOW ARE RESOURCES ALLOCATED WITHIN THE FAMILY?***
- ***WE STILL DO NOT KNOW HOW TO BUILD COST EFFECTIVE INTERVENTIONS:***
 - ***FROM EFFICACY TO EFFECTIVENESS.***

A COLOMBIAN PILOT. (ATTANASIO, FERNANDEZ, FITZSIMONS, GRANTHAM-MCGREGOR, MEGHIR, RUBIO- CODINA, 2012)

- **THE JAMAICA INTERVENTION WAS TAKEN AS A MODEL FOR OUR COLOMBIAN INTERVENTION.**
 - **HOME VISITS (STIMULATION)**
 - **MICRONUTRIENT SUPPLEMENTATION**

A COLOMBIAN PILOT. (ATTANASIO, FERNANDEZ, FITZSIMONS, GRANTHAM-MCGREGOR, MEGHIR, RUBIO- CODINA, 2012)

- **THE INTERVENTION HAS A NUMBER OF NOVEL ELEMENTS**
 - **THE CURRICULUM WAS ADAPTED TO THE COLOMBIAN CULTURAL CONTEXT**
 - **MICRONUTRIENTS: (IRON, ZINC, VITAMINS A, C, FOLIC ACID)**
 - **THE AIM WAS TO DESIGN AN INTERVENTION THAT COULD BE SCALED UP**

A SCALABLE MODEL

- **THE BENEFICIARIES OF FAMILIAS EN ACCIÓN , A CONDITIONAL CASH TRANSFER PROGRAM ELECT A REPRESENTATIVE: “MADRE LIDER”**
- **“MADRES LIDERES” STAND OUT FOR:**
 - **EDUCATIONAL LEVEL**
 - **ENTREPRENEURIAL LEVEL**
 - **LEADERSHIP**
- **WE HIRED THEM TO IMPLEMENT THE CURRICULUM.**

A SCALABLE MODEL

- ***THE MLS WERE TRAINED FOR THREE WEEKS.***
- ***THE INTERVENTION LASTED FOR 18 MONTHS.***
- ***THEY EACH VISITED 5-6 CHILDREN AND THEIR MOTHERS***
- ***THEY DISTRIBUTED THE MICRONUTRIENTS.***

A SCALABLE MODEL

- **THE KEY IDEA OF USING THE LOCAL MLS HAS A NUMBER OF ADVANTAGES:**
 - **THE INTERVENTION COSTS ARE LOW**
 - **THE LOCAL WOMEN BECOME AGENTS OF CHANGE WITHIN THEIR COMMUNITIES**
 - **THE COMMUNITIES CAN TAKE OWNERSHIP OF THE INTERVENTION, THUS MAKING IT SUSTAINABLE.**

EVALUATION DESIGN

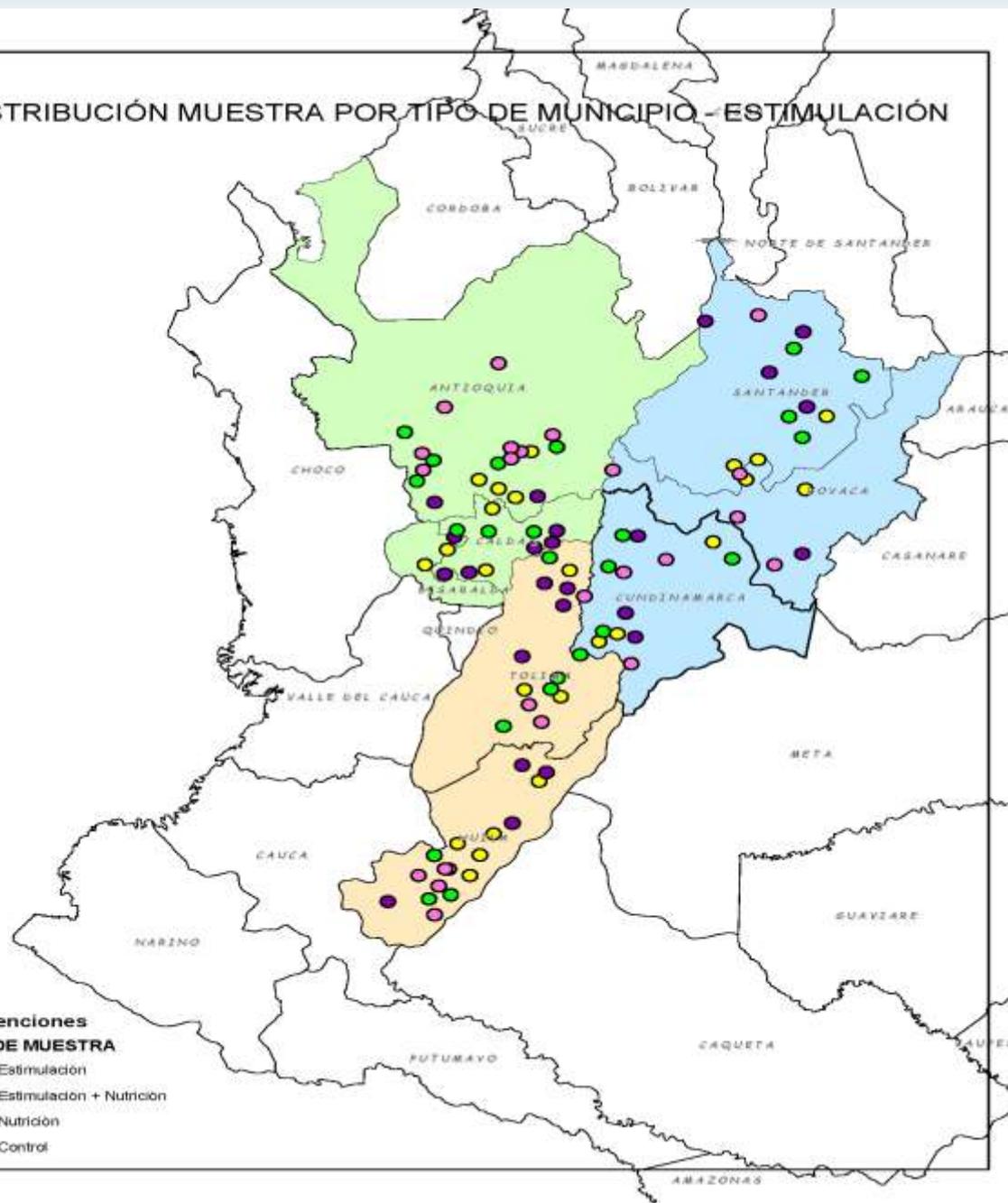
- ***96 MUNICIPALITIES IN 3 REGIONS***
- ***~1440 CHILDREN FROM 12 TO 24 MONTHS AT THE START OF THE INTERVENTION***
- ***SEMI-URBAN LOCALITIES WITH 5000 TO 50000 INHABITANTS***

EVALUATION DESIGN

- **RANDOM ASSIGNMENT OF THE COMMUNITIES TO FOUR DIFFERENT GROUPS:**



DISTRIBUCIÓN MUESTRA POR TIPO DE MUNICIPIO - ESTIMULACIÓN



EVALUATION

- **FEBRUARY - MAY 2010: BASELINE DATA COLLECTED**
 - **SOCIO-ECONOMIC QUESTIONNAIRE**
 - **DEVELOPMENTAL MEASURES FOR THE CHILDREN**
 - **INFORMATION ABOUT THE MOTHERS AND CHILD-REARING PRACTICES.**
- **ALL BASELINE DATA WAS COMPLETED BEFORE THE START OF THE INTERVENTION**
- **SEPTEMBER - DECEMBER 2011: END OF INTERVENTION AND COLLECTION OF FOLLOW UP DATA**

CURRICULLUM GRANTHAM-MCGREGOR FOR COLOMBIA

- **PROMOTE CHILD-DEVELOPMENT IN AN INTEGRATED MANNER:**
 - **MOTOR, LANGUAGE, COGNITIVE, SOCIO-EMOTIONAL**
 - **ENCOURAGE MOTHERS TO TEACH HER CHILDREN BASED ON EVENTS SURROUNDING DAILY ROUTINE ACTIVITIES**

CURRICULUM GRANTHAM-MCGREGOR FOR COLOMBIA

- ***CURRICULUM FOUNDED IN DEVELOPMENTAL PSYCHOLOGY***
- ***CALIBRATED TO THE AGE OF THE CHILDREN***
- ***INCREMENTAL DIFFICULTY***
- ***FLEXIBILITY TO MAKE ADJUSTMENTS BASED ON THE CHILD'S ABILITY***
- ***STRUCTURED ACTIVITIES BY WEEK***

CURRICULLUM GRANTHAM-MCGREGOR FOR COLOMBIA

- **EMPHASIS ON THE QUALITY OF INTERACTION BETWEEN MOTHER AND CHILD**
 - **APPROVE AND REINFORCE POSITIVELY**
 - **SENSIBLE EXPECTATIONS**
 - **IDENTIFYING STRENGTHS**
 - **ESTABLISHING BEHAVIOURAL LIMITS WITHOUT CORPORAL PUNISHMENT**

CULTURAL ADAPTATION

- ***DEVELOP CULTURALLY RELEVANT LEARNING MATERIALS***
- ***IMAGES REFLECTING THE CULTURAL CONTEXT***
- ***INCLUDE SONGS AND RHYMES FROM THE CULTURAL CONTEXT***
- ***EXPLOIT WASTE MATERIALS TO MAKE TOYS.***

TYPES OF ACTIVITIES

- ***PICTURE BOOKS***
- ***PICTURES TO STIMULATE CONVERSATION***
- ***PUZZLES***
- ***CUBES/BLOCKS AND PATTERNS***
- ***TOYS FROM RECYCLED MATERIAL***
- ***LANGUAGE GAMES AND SONGS.***

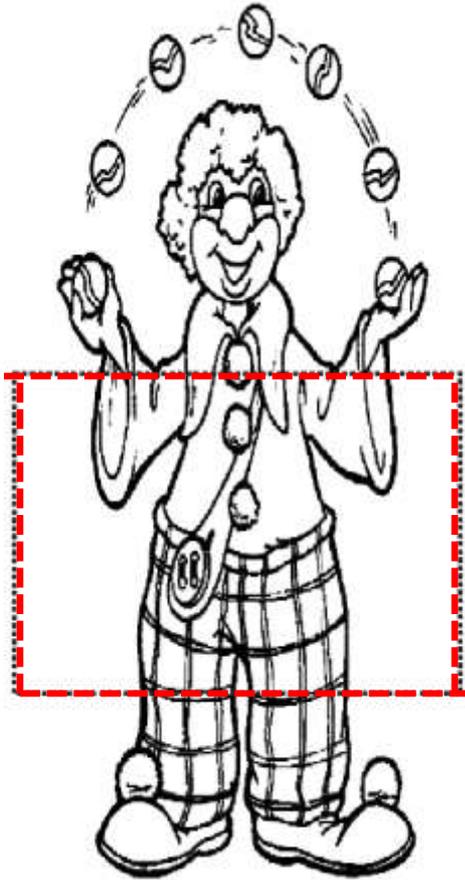
Picture Books



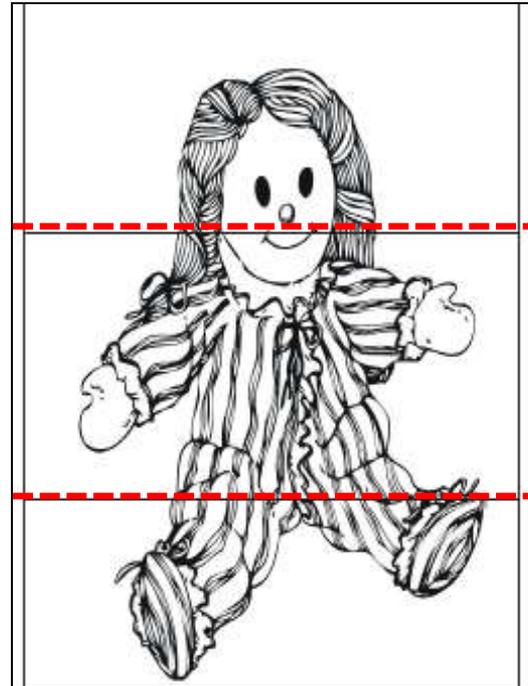
CONVERSATION SCENES



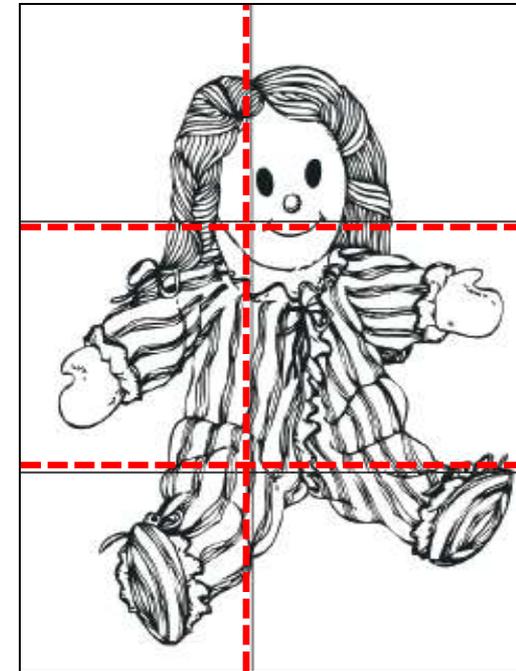
PUZZLES



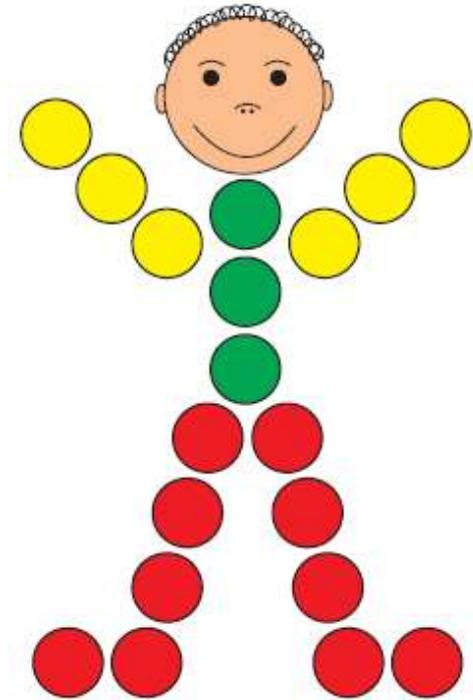
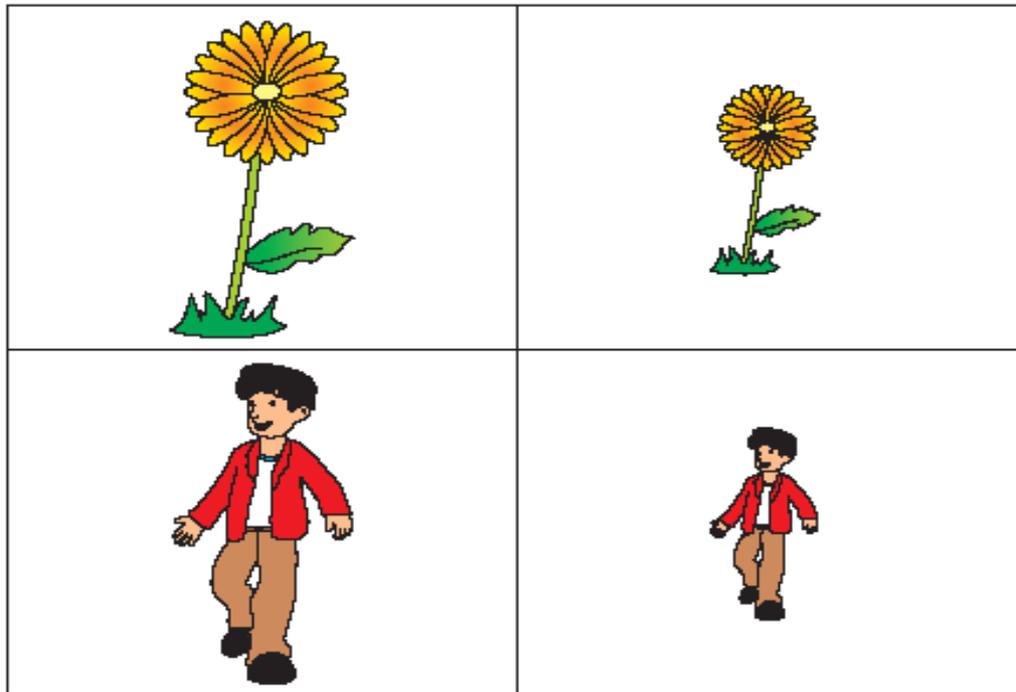
Rompecabezas Pallaso
(21 meses en adelante)



Rompecabezas Muñeca
3 piezas (31 meses +)
6 piezas (41 meses +)



CARDS AND PATTERNS





CAPACITACIÓN FACILITADORAS

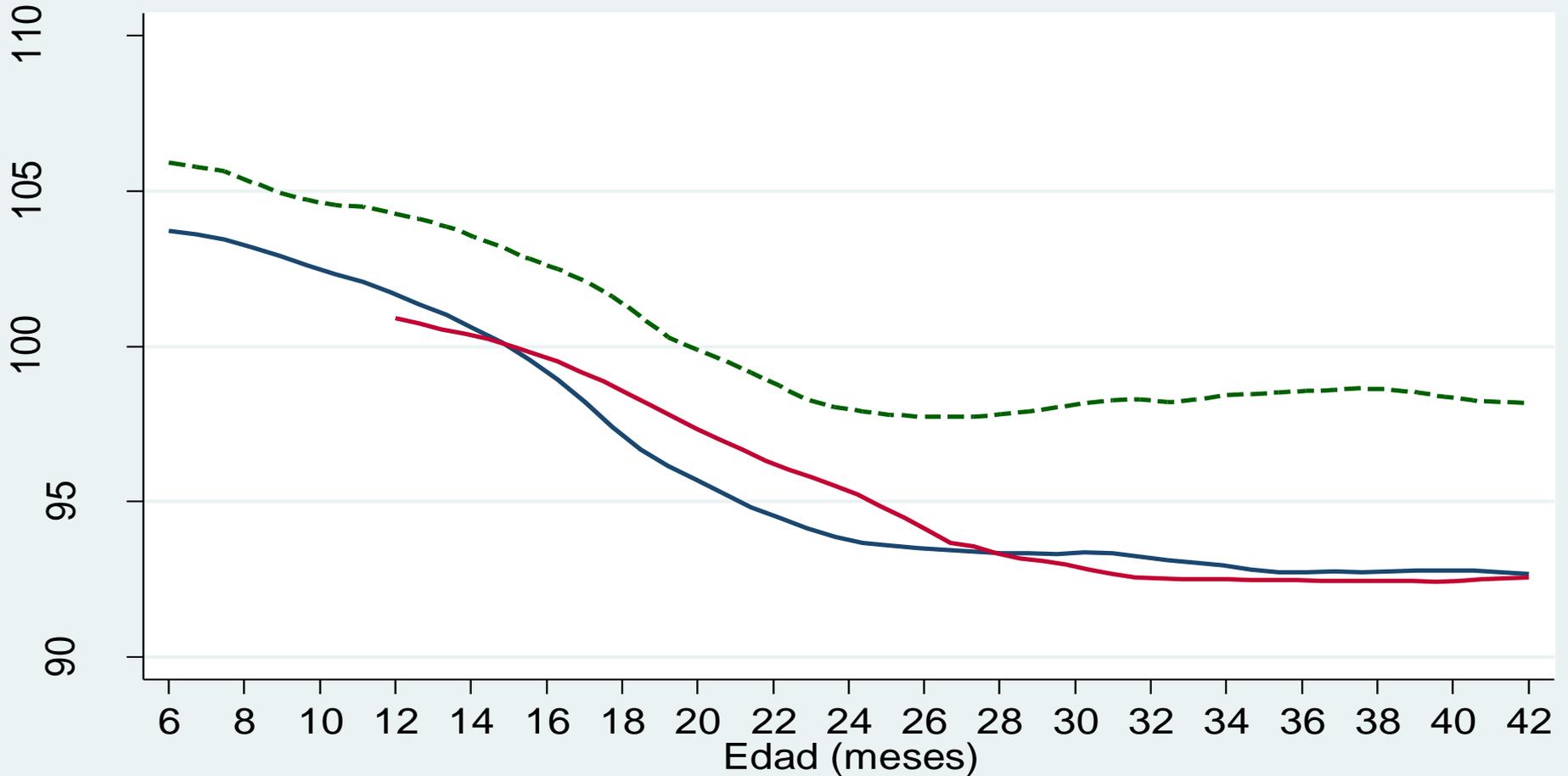


VISITAS EN LOS HOGARES



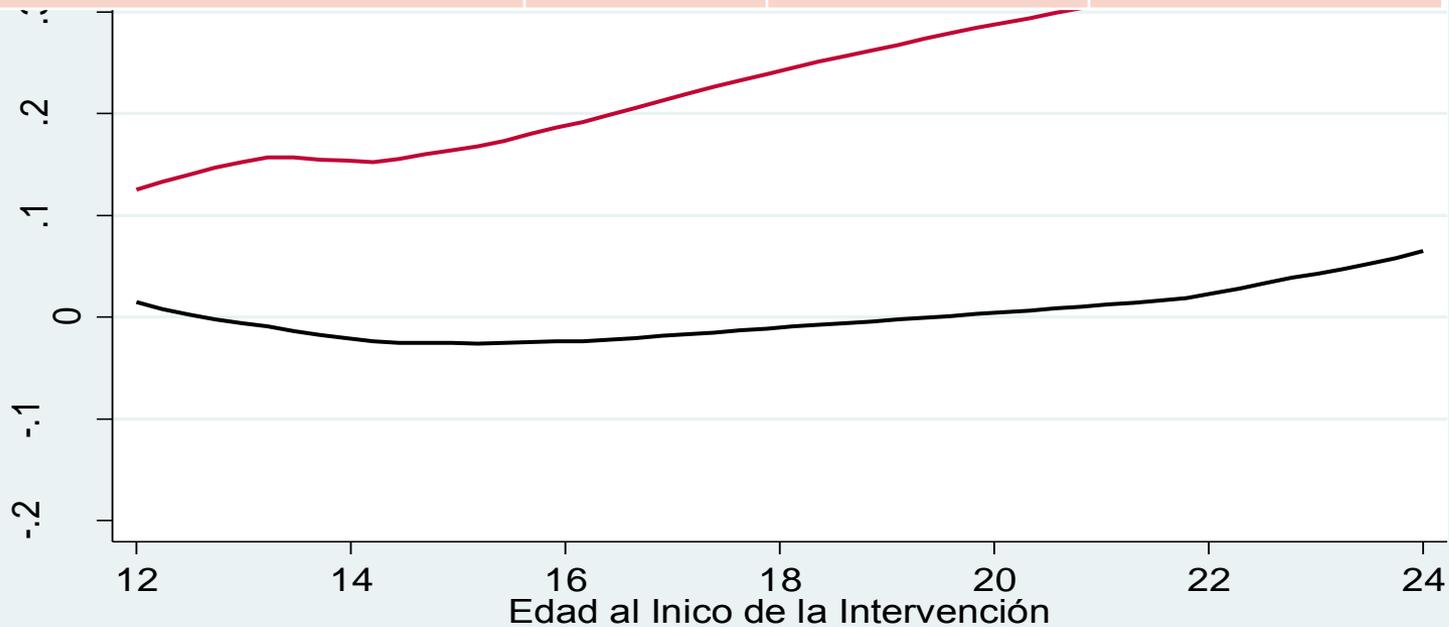


RESULTS: SETTING THE SCENE



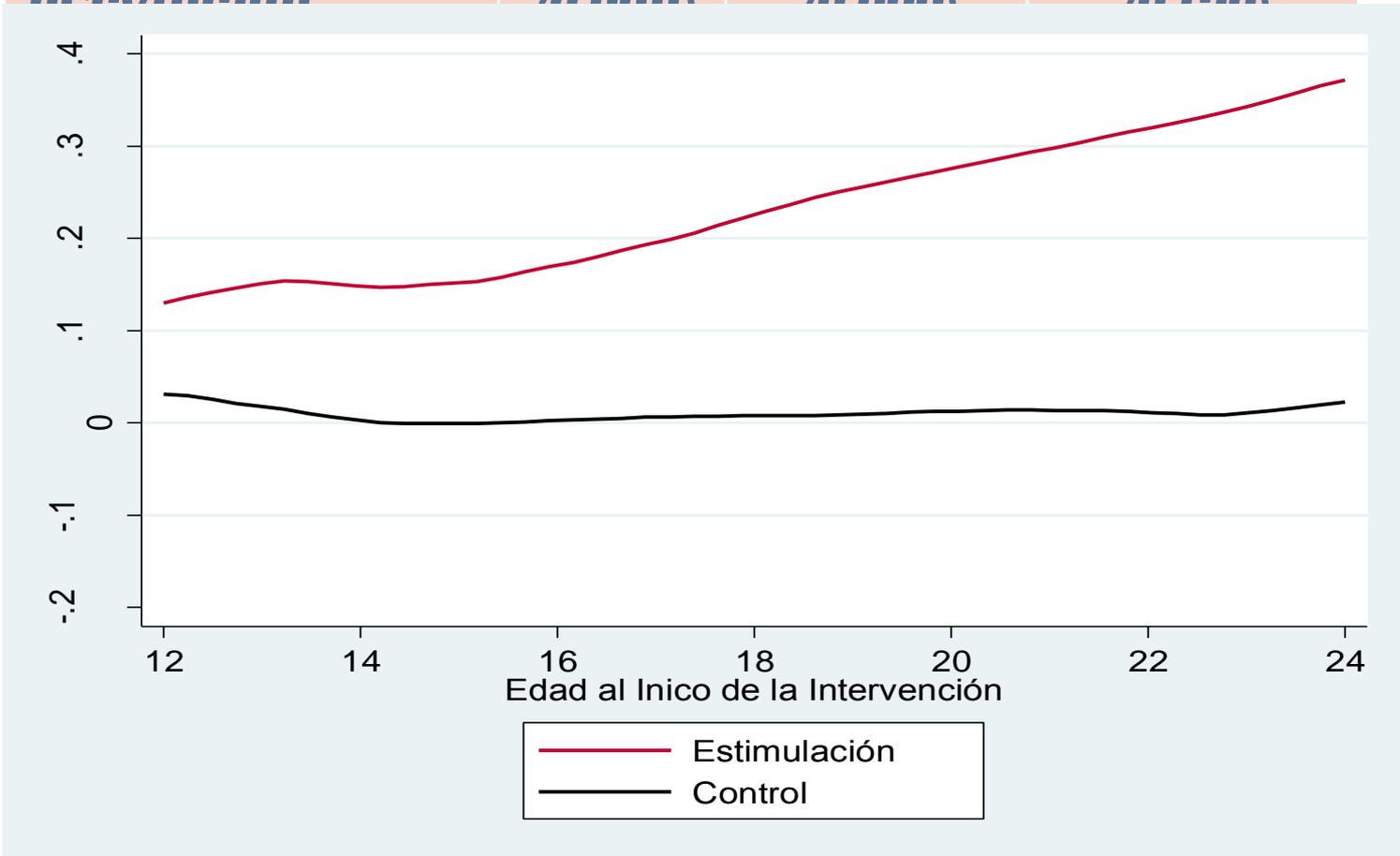
IMPACTS ON COGNITIVE DEVELOPMENT OF STIMULATION

	<i>TODOS</i>	<i>12-18 MESES</i>	<i>19-24 MESES</i>
<i>EFEECTO</i>	<i>0.261*</i> <i>*</i>	<i>0.161*</i>	<i>0.369**</i>
<i>DESVIACIÓN ESTÁNDAR</i>	<i>(0.090)</i>	<i>(0.107)</i>	<i>(0.112)</i>



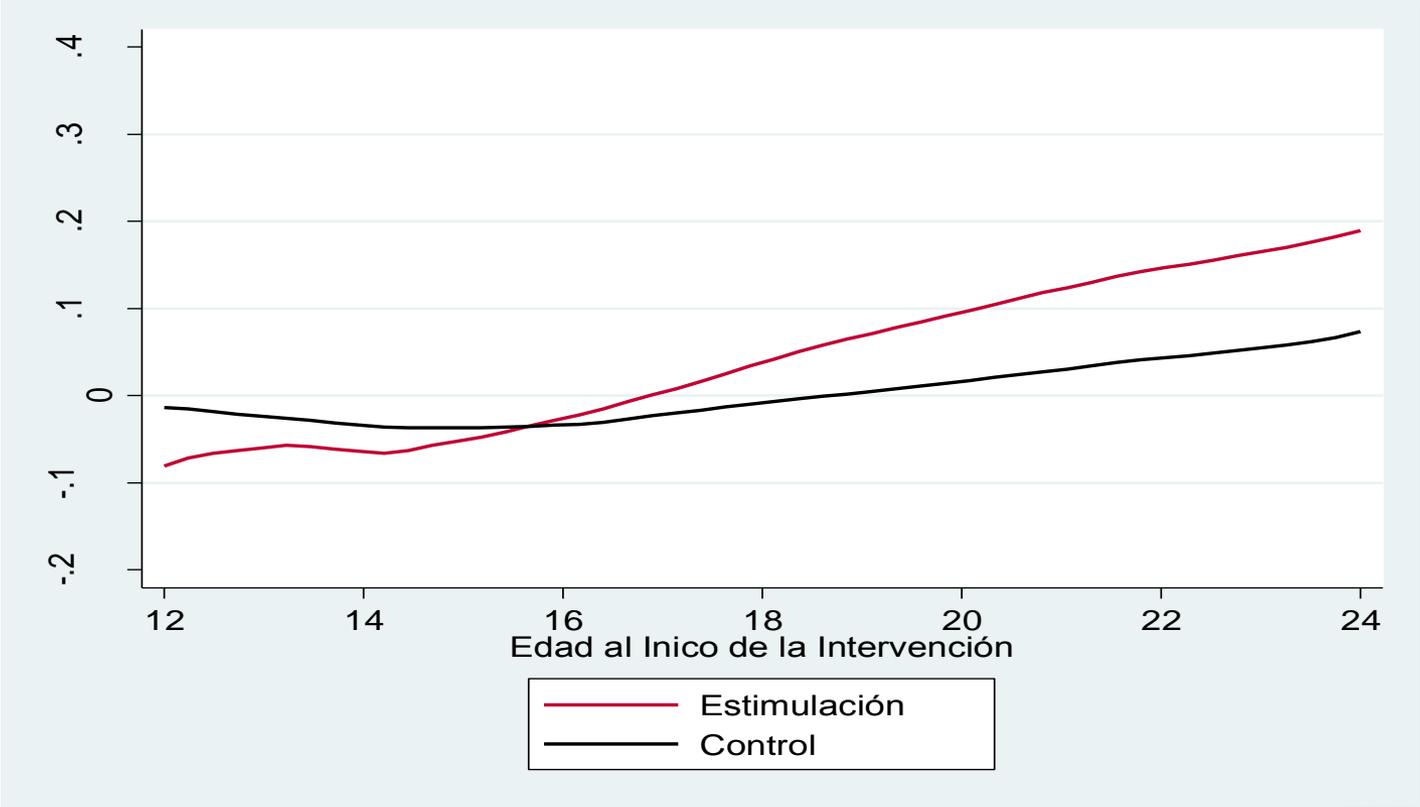
IMPACTS ON RECEPTIVE LANGUAGE OF STIMULATION

	TODOS	12-18 MESES	19-24 MESES
EFEECTO	0.245*	0.103	0.385**
DEVIACIÓN	(0.001)	(0.000)	(0.100)



IMPACTS ON EXPRESSIVE LANGUAGE OF STIMULATION

	TODOS	12-18 MESES	19-24 MESES
EFEECTO	0.130*	-0.039	0.278**
DESVIACIÓN ESTÁNDAR	(0.078)	(0.108)	(0.110)



IMPACTS ON COGNITIVE DEVELOPMENT

	EDAD NIÑOS AL INICIO INTERVENCIÓN		
	TODOS	12-18 MESES	19-24 MESES
ESTIMULACIÓN	0.261*** (0.090)	0.161* (0.107)	0.369*** (0.112)
ESTIMULACIÓN + SUPLEMENTO NUTRICIONAL	0.211*** (0.087)	0.220*** (0.107)	0.219*** (0.100)
SUPLEMENTO NUTRICIONAL	0.053 (0.075)	-0.015 (0.087)	0.128*** (0.091)

IMPACTS ON RECEPTIVE LANGUAGE

	EDAD NIÑOS AL INICIO INTERVENCIÓN		
	TODOS	12-18 MESES	19-24 MESES
ESTIMULACIÓN	0.245*** (0.094)	0.103 (0.098)	0.385*** (0.128)
ESTIMULACIÓN + SUPLEMENTO NUTRICIONAL	0.164*** (0.088)	0.104 (0.110)	0.216* (0.115)
SUPLEMENTO NUTRICIONAL	0.065 (0.096)	-0.138 (0.106)	0.239* (0.123)

IMPACTS ON EXPRESSIVE LANGUAGE

	EDAD NIÑOS AL INICIO INTERVENCIÓN		
	TODOS	12-18 MESES	19-24 MESES
ESTIMULACIÓN	0.130* (0.078)	-0.038 (0.108)	0.278** (0.110)
ESTIMULACIÓN + SUPLEMENTO NUTRICIONAL	0.093 (0.092)	-0.075 (0.116)	0.214* (0.110)
SUPLEMENTO NUTRICIONAL	0.101 (0.094)	-0.067 (0.126)	0.233** (0.112)

IMPACTS ON THE HOME ENVIRONMENT

	PUNTAJE TOTAL	MATERIALES DE JUEGO	ACTIVIDADES	LIBROS Y PERIÓDICOS
ESTIMULACIÓN	0.305*** (0.062)	0.948*** (0.172)	0.560*** (0.162)	0.128 (0.103)
ESTIMULACIÓN + SUPLEMENTO NUTRICIONAL	0.342*** (0.069)	0.747*** (0.202)	0.665*** (0.161)	0.324*** (0.111)
SUPLEMENTO NUTRICIONAL	0.174*** (0.076)	0.403* (0.227)	0.211 (0.178)	0.244* (0.118)

CONCLUSIONS

- **WE KNOW THE EARLY YEARS ARE IMPORTANT.**
- **WE STILL NEED A BETTER UNDERSTANDING OF THE MECHANISMS OF HUMAN DEVELOPMENT DURING THOSE YEARS:**
 - **THE BIOLOGY**
 - **THE DECISIONS MADE WITHIN THE FAMILY**
- **WELL DESIGNED INTERVENTIONS CAN BE EFFECTIVE AND HAVE LONG LASTING IMPACTS:**
 - **THE DEVIL IS IN THE DETAIL.**

CONCLUSIONS

- ***MUCH WORK NEEDS TO BE DONE IN IDENTIFYING SCALABLE INTERVENTIONS.***
 - ***COMMUNITY PARTICIPATION***
 - ***GROUP VISITS?***
 - ***TRANSITION TO CENTRE BASED INTERVENTIONS: AN INTEGRATED APPROACH***

Evidence-Based Education: Policy Making Reform in Africa

Early Childhood Education: Directions for
Future Research

Practitioner's Response

Margaret Okai, National Coordinator ECE Unit GES

Tuesday 15th May 2012

Outline for Presentation

- Introduction & Overview of ECE in Ghana
- Summary of Scaling Up Kindergarten project
- Questions for further research

Overview of ECE in Ghana:

Ghana has demonstrated its commitment to her young children through:

- Ratification of the Convention on the Rights of the Child
- Approval of a National ECCD Policy (2004) that provides a frame-work for government and other stakeholders to promote survival, development, and protection for children from birth to age 8

Kindergarten Education in Ghana:

- ECE has been part of the Ghanaian education system since colonial days, and especially since the coming into force of the 1961 Education Act.
- 2007 Reforms mainstreamed 2 years of KG education into the Basic Education structure.
- Introduction of Capitation Grant in ALL public schools
- School Feeding Programme introduced on a pilot basis
- Training of KG teachers in 7 Colleges of Education and universities
- Development of Early Learning and Development Standards

Kindergarten Education in Ghana:

- Development of curriculum and assessment tools for teachers

These achievements have led to:

- strong political leadership for KG (2007 reforms)
- high levels of enrolment (GER 98.4%, NER 60.1%) 2010/11 EMIS
- large teacher workforce (32,595 teachers)
- small scale examples of good practice

Challenges

But... there are key **implementation** challenges:

- Close to 40% of KG aged children are not enrolled
- Many over/under-aged children are in KG
- Quality of teaching is low/many untrained teachers
- KG specific outcomes are not measured
- KG provision is not evenly distributed
- Inadequate infrastructure leading to overcrowded classrooms
- Teaching and learning materials are not enough

Challenges

- Disparities in access and quality still exist (access to kindergarten is higher among children in urban areas and those from relatively richer households than for those from the poor and in rural and remote areas.
- Parental support is weak - Inadequate understanding on the importance of ECD among parents and community members

Scaling Up Quality Kindergarten Education in Ghana

The Project:

To prepare an innovative and robust 5-year Costed Operational Plan for scaling up nationwide kindergarten education



The key Outputs:

What has been done so far:

1. A **Situation & Stakeholder Analysis** of KG Education in Ghana
2. **Draft Operational Plan** presented to High Level Steering Committee members for consideration

Ongoing activities:

3. A **Five-Year evidence based Costing & Finance Plan** to support scaling up of national quality KG Education
4. Broad stakeholder discussion of the plan

Scaling up Quality KG: Strategic Goals & Priority Components

Access

To provide access to KG for all 4 & 5 year olds

Quality

To transform teaching practice & learning environments to deliver activity based learning

Outcomes

To define and measure a set of outcomes

1. **Teachers** in every KG class

1. **Teacher** training & development delivered, using model KGs

1. **Teachers** observe and record child development

2. Infrastructure upgraded to minimum standard

2. Learning materials & resources provided

2. Child development milestones developed & guiding curriculum, training & assessment

3. Public awareness campaign to promote KG

3. National standards established with strong sector leadership

3. Monitoring & evaluation to measure impact of Operational Plan

Questions for further research

- What does the research identify to be the best way of mobilising the community to participate in KG education?
- What examples of good practice in other countries could be replicated in Ghana?

Our Vision for the KG Classroom



Role Play



Valued & Motivated Teachers



Small Group Working



Outdoor Activities



Learning Centres



Varied Indoor-Outdoor Learning

* All images from GES-MASHAV Project in Kumasi

Thank you for your
attention



KINGDOM OF MOROCCO



**Moroccan Foundation for the
Promotion of Preschooling Education**

Preschooling

A Project Of and For the Future

Evidence-Based Education: Policy-Making and Reform in Africa

IPA J-PAL GES

May 14-15, 2012 in Accra, Ghana



Preschool Education in Morocco

- Preschool isn't mandatory in Morocco; where mandatory education starts at the age of 6.
- However many institutional actors are involved in this sector and today more than 50% of children attend preschools all over the Kingdom; where the Public part holds 8,4%

		2006/2007	2010/2011
Nbre of Children	Total	684 783	740 196
	Girls	260 588	302 155
	Rural	247 688	211 048
Nbre of classrooms	Total	36 887	41 049
	Rural	21 115	16 857

Constraints:

- The plethora of actors where modern preschooling represents only 25%
- Lack in Rural and Peri-urban areas
- Heterogeneous programs
- Difficulties in Control and Supervision



The FMPS

- A study made by the Council of Higher Education led to the creation of the FMPS in 2008.
- The FMPS is a non profit association that was recognized of Public Utility in 2009.
- It aims to elaborate, support and subsidize actions for preschooling development in Morocco.
- Aware of the importance of preschool education in child development and success in its future studies, the FMPS strives for its generalization by 2017 in two phases: pilot and generalization.

Strategic goals

Put the basis for a normalized preschool system



Generalized

Covers all local communities

Welcomes all children in preschooling age

Implementation of the
Normed Moroccan
Preschooling

Accessible

Good quality

Training

Pedagogical
Referential

Governance

Norms

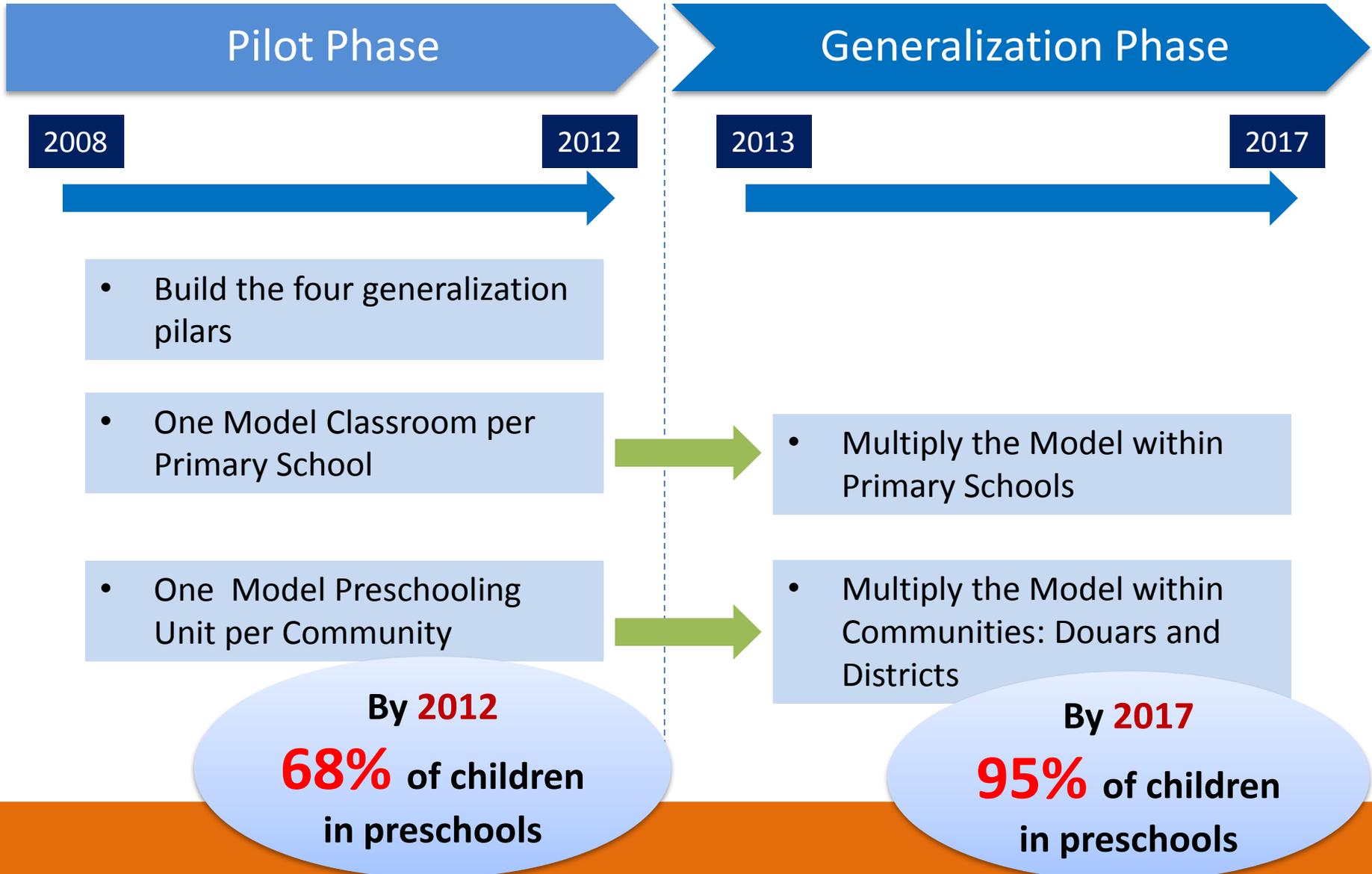
Geographic proximity (districts and villages)

Prices accessible to all social categories

A pedagogy that respects local culture



Generalization: the approach





Financing

Maintenance

Wages

Operating

Continuous
Training

Operating
Phase

Differentiated rates according to the implementation :
mutualization and financial balance

Preschooling Support Fund (PSF)

Construction :

FM6, DGCL, INDH,
Provinces,
Communities, FM VI,
Dev. Agencies...

Equipment :

FM6, DGCL, INDH, EN, ADS,
FM VI, Banks, Insurances,
Enterprises, Dev. Agencies...

Initial
Training

Universities
&
ANAPEC

Property:

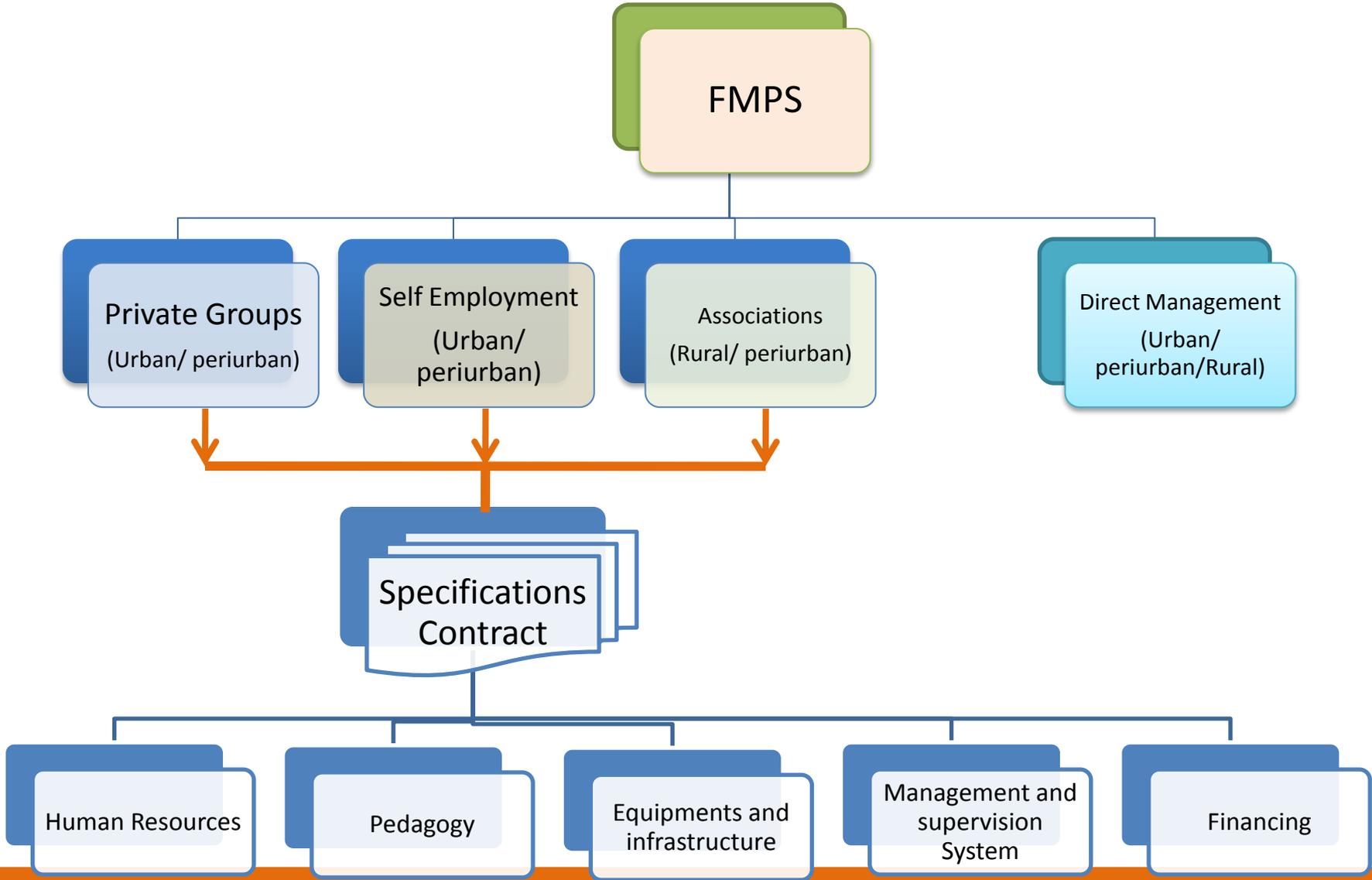
Community , common, state-owned lands....

Steering : FMPS

Implementation
Phase



Forms of Management/ governance



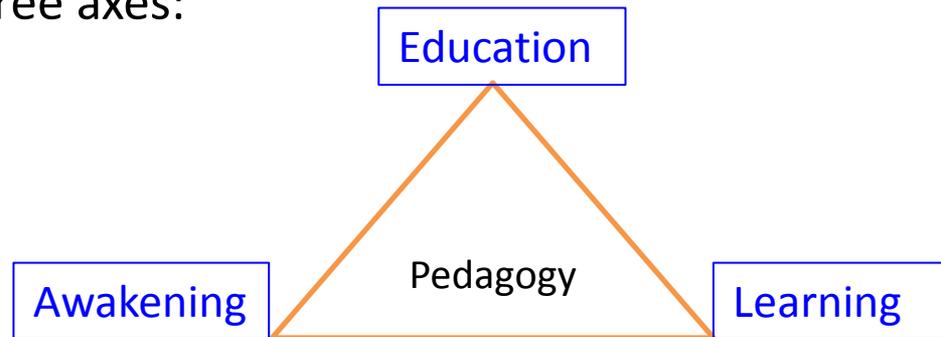


KEY POINTS OF THE MOROCCAN EXPERIENCE



PEDAGOGY

- The educational program is based on multidisciplinary activities that help developing three axes:



- Education:** basic religious and civic values and other fundamental values
- Learning:** an initiation to elementary notions to prepare children for elementary school as oral expression, pre-writing, pre-reading ...
- Awakening:** stimulate children curiosity and creativity through and initiate them to the scientific approach through different activities such as painting, experimentations, plastic arts...



- Linguistic approach: Mother tongue and Learning Languages
- Learning Languages : A Bilingualism Arabic / French subtly different according to the area
- Exploitation and respect of local culture and lifestyle:
Educators involvement



TRAINING

- A partnership with Moroccan Universities to introduce a specific training in pre schooling education
- To develop skills and research in this area; and build a pool of expertise.
- Several forms of training to meet the individual needs of all projects and their specific constraints.
- Forward : validation of professional achievements and knowledge reinforcement
- Bilingual Training
- Native or autochthonous educators



- Local Management with predefined processes: **Manual of Procedures**
- Corporate Management held by an adapted **organization** and an **Integrated Management System**:
 - Exchange flows Local / Central
 - A Decision Support System
- **Pedagogical Supervision**:
 - **Facilitators**: Belonging to FMPS staff
 - In collaboration with MEN



FMPS in Numbers: pilote phase

- **233** classes opened throughout the Kingdom
- **5020** children ; a gain of **1%** in the National Rate
- **22** Provinces and **88** Communities
- **41%** in Rural Areas - **18%** in Deprived Urban Areas
- **Increase rate 1,5 time** in some rural areas (from 29% to 47%)



Success Points

- The institutional set-up : **Reduce the State Cost**
- The approach for operating: the involvement of different actors with specific missions
- A pedagogical vision:
 - that respects the National and International Values ; Children's rights ;
 - that promotes open mindedness ; tolerance ; diversity
- A local approach and respect of local constraints in all aspects of implementation: Pedagogy ; HR ; Logistics ; Supervision



- It's more difficult to work on **Early Childhood Education**
- Parents accept earlier access to education
- Rural area : local solutions with State engagement and intervention
- Strong link between life conditions and ECE
- Positive impact of ECE on families and communities



- How to finance ECE ?
- Impact of information technologies on ECE
- Impact of medias on ECE
- Linguistic issues regarding local specifications and primary school
- Equal Opportunity for all communities
- Link between democracy and ECE



KINGDOM OF MOROCCO



**Moroccan Foundation for the
Promotion of Preschooling Education**

Thank you for your attention