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Country profile prepared for the
Education for All Global Monitoring Report 2007
Strong Foundations: Early Childhood Care and Education

Morocco

Early Childhood Care and Education (ECCE) programmes

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MOROCCO

Early Childhood Care and Education (ECCE) programmes

A. GENERAL INFORMATION, STATISTICS AND INDICATORS

Starting age of compulsory education (if applicable):

According to the UNESCO Institute for Statistics (UIS), the compulsory education age range is 6 to 14 years.

1. ISCED 0 PROGRAMMES (USUALLY, PRE-PRIMARY EDUCATION)

(ISCED = International Standard Classification of Education)

1.1. National definition of ISCED 0 programmes:

Pre-school education

1.2. Normative age group(s) covered by ISCED 0 programmes:

4-5 years.

1.3. ISCED 0 programmes: statistics and indicators (source: UIS)

1.3.1. Enrolment:

	Percentage	Year
Gross enrolment ratio	53.4	2003/2004
Net enrolment ratio	46.4	2003/2004
Percentage of children entering primary education with previous preschool experience	<u>Not available</u>	

1.3.2. Enrolment ratio by age group, 2002/03 (percentage, also including the first years of primary education when applicable):

Less than 3 years of age	Age 3	Age 4	Age 5	Age 6	Age 7
0.0	7.8	48.4	50.1	5.8	0.0
			1.7 (*)	86.6 (**)	91.8 (**)

UIS estimate. (*) Enrolled in primary education. (**) Primary education enrolment ratio.

1.3.3. Teachers:

Total number of teachers	Of whom female (%)	Percentage of trained teachers (all)	Percentage of trained teachers (males)	Percentage of trained teachers (females)
39,443	52.3

(...) Not available.

1.3.4. Funding: Not available

	Percentage
Public current expenditure per pupil as percentage of the Gross National Product per capita	...

1.3.5. Main source(s) of financing: Not available

2. OTHER ECCE PROGRAMMES (*Generally preceding ISCED 0 programmes*)

2.1. National definition of other ECCE programmes:

Not available

2.2. Normative age group(s) covered by other ECCE programmes:

Not available

2.3. Estimate number of children covered by other ECCE programmes:

Not available

B. BACKGROUND INFORMATION CONCERNING ECCE PROGRAMMES (INCLUDING ISCED 0)

3.1. Legislation concerning ECCE:

Under Law No. 05-00 published on 25 May 2000, pre-school education is the stage of education provided by schools open to children from 4 to 5 years old.

3.2. Official body/bodies in charge of supervision or coordination:

Pre-schools are subject to pedagogical and administrative inspection by the relevant Regional Academy.

3.3. Other entities involved in the provision (e.g. municipalities, local governments) and main types of providers (e.g. public, private, mixed, community-based, etc.):

Pre-school education, which has developed mainly on the initiative of the private sector, is provided by a variety of bodies and stakeholders. In addition to the authorized modern establishments, they include the MSID, the Koutab and other institutions.

3.4. Type of personnel involved:

Not available

3.5. Type of staff training (requirements):

The Ministry of Education (MEN) has set up a pre-school resource centre in each province with the support of various cooperation partners. A provincial teacher training team supports continuing training for the 40,000 teachers who staff the pre-schools. The centres' level and activity vary from one province to another. As a basis for this training, the MEN plans to provide these centres with a 28-part kit designed by the specialist team ATFALÉ and now being published. It is being produced with the assistance of UNICEF, the Social Development Agency and the French Cooperation Department.

3.6. Recent national policies and reforms:

In 2000, Morocco passed a new law entitled The Basic Status of Pre-School Education, and detached pre-school education for 4 and 5 year-olds from the General Private Education Law. One of the highlights of the new law is that the government will leave the provision of pre-school education in the hands of the private sector, and it will focus its attention on regulations, training and pedagogical innovations. (*UNESCO Policy Briefs on Early Childhood*, No. 20, February 2004.)

3.7. Efforts targeted at vulnerable or disadvantaged children:

Not available

3.8. Special projects/programmes aiming at expanding or improving ECCE:

Not available

3.9. Information concerning the curriculum (if applicable) or the contents of ECCE programmes

3.9.1. Objectives and aims:

Under the National Education and Training Charter (October 1999) pre-school education is open to children from four years of age and in general aims, over two years, to foster children's physical and cognitive fulfilment, develop their attention span and nurture their independence and socialization, through:

- the development of sensorimotor, spatio-temporal, semiological, imaginative and expressive skills;
- initiation to basic religious, ethical and civic values;

- the exercise of elementary practical and artistic activities (drawing, modelling, painting, role play, songs and music, and so on);
- activities to prepare for learning to read and write in Arabic, including familiarity with spoken Arabic and drawing on knowledge of the children's mother tongues.

Another aim of pre-school education is to ensure, as much as possible, that all Moroccan children have equality of opportunity of access to school education.

3.9.2. Learning areas and teaching-learning methods:

The main learning activities or areas are as follows:

- teaching verses from the Qur'an to Moroccan Muslim children;
- teaching the principles and moral values of Islam;
- teaching basic civic and human values;
- developing sensory, motor, spatio-temporal, semiological, imaginative and expressive capacities;
- exercise in practical and artistic activities;
- preparation for learning to read and write Arabic, mainly through the mastery of oral expression, drawing on the Amazigh language or any other local dialect to facilitate initiation in reading and writing.

3.9.3. Average number of hours per week and average amount of weeks per year:

Six days per week, approximately 32 hours.

3.10. Any other relevant and pertinent information

684,783 children attended authorized and listed pre-school establishments in 2003/2004. The overall pre-school enrolment ratio was 50.1%, compared with 48.3% in 1998-1999; the ratio for girls rose in the same period from 34.4% to 39.5%. Modern pre-school education is provided mainly in the larger urban areas, while Koranic pre-schools are predominant throughout the Kingdom and accounted for 605,031 children or 88.4% of the total pre-school enrolment in 2003-2004. (*National Report on the Development of Education, 2004.*)

C. SUPPLEMENTARY INFORMATION REGARDING ECCE (TO BE COMPILED IN COLLABORATION WITH UNICEF OFFICES WHERE POSSIBLE)

4.1. Parenting programmes are usually addressed to parents and families of children less than 6 years of age. Please provide information about any parenting programmes in your country according to the table below:

Type of programme	Yes or No (note for each programme)	Please estimate the number of beneficiaries (if possible)
Parenting education through early learning centres and child care centres	Under Morocco-UNICEF programme, beginning of dissemination of two guides produced through the experimental process (see below under “education programme”.)	Approx. 250 preschool teaching assistants in 2005.
As component of health and nutrition programmes, such as information about child development included in health and nutrition visits	Under Morocco- UNICEF programme, experimental project under education programme.	Approx. 2,500 parents in six villages / 7,000 children aged 0 to 8.
Parent groups that meet to discuss issues of their young children, including health, nutritional status, and development	This is the pattern used for the process mentioned above.	See above.
As component of adolescent, livelihood or literacy programmes		
Media broadcast, such as <i>Sesame Street</i> , with media for and with children		
Other (please specify)	Four thematic talks by education and health officials on Mediterranean Radio (ongoing).	

Are any of these programmes targeted specifically toward the vulnerable, poor, disadvantaged or excluded? If so, which ones? (Please provide/attach any additional and relevant information if available).

Yes, these activities take place in rural, remote and very poor areas and in poor suburban zones.

4.2. Is there a national-level system for monitoring children's development or school readiness prior to entering primary school?

No

4.3. Is there a policy on early childhood (ECCE, ECD, etc.) that has been accepted? If not, is there one under development?

No, but pre-school education (4 to 6 years old) development strategy has been adopted.

[Information revised by UNICEF, December 2005.]