



جائزة خليفة التربوية  
Khalifa Award for Education

## Winner of the 2025 Khalifa International Award for Early Learning: Best Programs, Curricula, Teaching Methodologies and Practices

### Moroccan Foundation for Preschool Education

#### Abstract

Established in 2008, the Foundation aims to provide quality early education to all Moroccan children, particularly in rural and underserved areas. Through a comprehensive child-centered educational system, the foundation ensures access to high-quality educational services across the Kingdom, regardless of geographical barriers. Working closely with the Ministry of National Education, Early Childhood and Sports, the foundation aims to deliver free education for children aged 4-6. It operates under a public service delegation model, establishing a network of over 24,073 classrooms with the capacity to accommodate 525,000 children annually. The foundation has developed an innovative, locally-adapted system that aligns with Morocco's cultural, economic, and social contexts.

To support the universalization of early childhood education, the foundation focuses on four main objectives.

- Infrastructure: Providing standardized, well-equipped facilities that meet the needs of young children in urban, rural, and semi-rural areas.
- Educational Tools and Curricula: Developing innovative educational tools and curricula that cater to children's cognitive, social, emotional, and motor development while promoting identity and societal values.
- Educator Training: Offering unified training for early childhood educators, including basic and continuous training to enhance educational practices.
- Family Participation: Engaging families in the educational process to raise awareness about early childhood education and support their children's development.

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### Moroccan Foundation for Preschool Education

Key components of the Moroccan Foundation for Preschool Education's comprehensive approach include:

- **Scientific Research:** A Research Center informs educational practices through partnerships with national and international universities, focusing on child development and educational intervention strategies.
- **Educational Production:** Creating educational activities and tools centered on children's needs to foster comprehensive development and a joyful learning environment
- **Training:** Comprehensive training programs for educators that combine theoretical knowledge with practical skills, aligned with national educational goals.
- **Educational Supervision:** A support system for educators that enhances professional competencies and ensures high-quality educational practices.
- **Management:** A decentralized governance structure that facilitates effective regional management of early childhood education departments.
- **Evaluation:** A robust evaluation system to monitor the child's development, educator performance, and the overall educational system's effectiveness.
- **Quality Label:** A classification system for non-affiliated Preschool education departments that ensures consistent quality and better services for children.
- **Digitization:** Implementing digital solutions for administrative and educational operations, enhancing the accessibility of resources for staff, children, and families.

Internal evaluations have addressed each of the four main objectives and determined that the Foundation has increased enrollment, particularly in rural areas, and implemented a robust system of infrastructure improvements, training, and supervision to improve quality. Evaluation of more than 300,000 children ages 4 to 6 in 1568 found that 80 percent achieved the necessary competencies across a broad range of early learning outcomes including language and communication, discovery of self and the environment, the arts and common values.



## Moroccan Foundation for Preschool Education

### A PIONEERING EXPERIENCE IN SERVING MOROCCAN CHILDHOOD

#### INTRODUCTION

The Moroccan Foundation for PreSchool Education, established in 2008, is dedicated to providing quality early education to all Moroccan children, particularly in rural and underserved areas. Through a comprehensive child-centered educational system, the foundation ensures access to high-quality educational services across the Kingdom, regardless of geographical barriers. Working closely with the Ministry of National Education, Early Childhood and Sports, the foundation aims to deliver free education for children aged 4-6. It operates under a public service delegation model, establishing a network of over 24,073 classrooms with the capacity to accommodate 525,000 children annually. The foundation has developed an innovative, locally-adapted system that aligns with Morocco's cultural, economic, and social contexts.

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## The Moroccan Foundation for PreSchool Education in Numbers

The foundation's extensive network covers over 50% of national early childhood education and 70% of public early childhood education. To manage this network effectively, the foundation employs a decentralized management system supported by digitization. Key components of its comprehensive approach include:

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## Supporting Partners

The foundation's achievements are made possible through collaboration with key partners, notably the Ministry of National Education, Preschool and Sports, and the National Initiative for Human Development. These partnerships enhance the foundation's capacity to deliver high-quality, accessible early childhood education for all Moroccan children, regardless of their socio-economic or geographical circumstances.



## RESPONSE TO INNOVATION

Since the launch of the Preschool education expansion program by the Ministry of National Education, Preschool, and Sports, the Moroccan Foundation for PreSchool education has made remarkable strides in both quantitative expansion and professional qualification. The foundation has benefitted significantly from national initiatives and substantial support from the ministry, enabling it to develop suitable infrastructure and provide essential educational resources aimed at enhancing quality and inclusivity. The foundation is dedicated to improving the quality of early education , ensuring a rich educational experience that fosters cognitive, emotional, and social growth for all children, regardless of their socio-economic or cultural backgrounds. To achieve this, the foundation employs several innovative strategies:

### 1. Equal Opportunities for Rural and Urban Areas

The foundation's model recognizes the challenges faced by children in rural areas, such as inadequate infrastructure and lack of essential services, which hinder access to education. To address this, the foundation has established a unified system for selecting, building, and equipping early education units across the country. Key aspects include:

- **Infrastructure Standards:** Ensuring all classes meet necessary standards for ventilation, safety, and child-friendly facilities.
- **Logistical Equipment:** Providing sustainable energy solutions, such as solar panels, and equipping health rooms with medical supplies.
- **Educational Tools:** Equipping classrooms with high-quality educational materials, including innovative educational games and digital resources, to create an inspiring learning environment.

By providing consistent quality in both urban and rural settings, the foundation ensures that all children have access to appropriate educational infrastructure.

## 2. Locally-Made Educational Model Utilizing Digitalization

The foundation has developed a locally-produced educational model that integrates digital tools, ensuring independence and respect for cultural values:

- **Complete Independence:** The foundation produces its own educational content, ensuring that all materials reflect Moroccan cultural and moral values.
- **Digital Educational Model:** The foundation equips classrooms with interactive tools, such as tablets and educational robots, to foster digital skills among children.

It also provides a digital platform for interactive learning activities and online educational content.

## 3. Comprehensive Training Model

The foundation has established a robust training program for educators, consisting of two phases totaling 950 hours:

- **Initial Training:** A 400-hour program focusing on theoretical and practical skills necessary for effective teaching.
- **Ongoing Training:** A 550-hour program that includes in-person and online training, ensuring educators continually develop their skills.
- **Integration of E-Learning:** The foundation has incorporated e-learning to enhance access to training, allowing educators to learn at their own pace and providing a hybrid model that combines digital and traditional learning methods. This approach has democratized training, benefiting over 21,000 educators in the 2023-2024 academic year.

## 4. Distinguished Educational Supervision System

To maintain quality educational practices, the foundation has developed an educational supervision system that guides and supports educators:

- **Supervisory Responsibilities:** Supervisors are trained to monitor and support educators, ensuring effective implementation of educational programs.
- **Supervisory Kits:** These kits provide necessary resources and guides to help educators manage their classrooms effectively.

## 5. Decentralized and Digital Administrative Model

The foundation operates on a decentralized model, appointing regional teams responsible for overseeing early education classes. This model includes:

- **Digital Human Resources Management:** A platform has been created for employees to manage their personal and professional information, enhancing communication and administrative efficiency.
- **Centralized Communication:** A system ensures organized communication with educators, allowing for prompt responses to inquiries and concerns.

These initiatives reflect the foundation's commitment to enhancing employee satisfaction and ensuring effective management of educational resources. By integrating innovative approaches in infrastructure, training, and administration, the Moroccan Early Education Foundation is setting a new standard for early childhood education in Morocco.

## IMPORTANCE OF THE MODEL DEVELOPED BY THE MOROCCAN FOUNDATION FOR PRESCHOOL EDUCATION

The model established by the Moroccan Foundation for PreSchool Education is significant due to its holistic approach, focusing on the child and their surrounding environment while addressing cultural, social, and developmental needs. This importance is highlighted through several key axes:

### 1. Expanding Access to Quality Early Childhood Education

Operating within a public service delegation model, the foundation collaborates with various partners to universalize preschool education. Currently, it maintains a network of over 24,382 classrooms across all regions of Morocco, for 382 884 children enrolled. This initiative addresses critical challenges in the educational system, particularly in rural and remote areas, by providing free, quality education that prepares children for primary school. The FMPS aims to bridge gaps in educational access and enhance equal opportunities for all children.



## 2. Locally Produced Educational Program

The Foundation's "Openness and Creativity" program is the first moroccan pedagogical initiative that meets international standards, allowing children to learn in their mother tongue while facilitating a smooth transition to Modern Standard Arabic. This program fosters identity and belonging through local cultural activities, enhancing children's connection to their heritage. By centering the child in the educational approach, the program promotes holistic development across cognitive, emotional, social, and motor dimensions, using play as a fundamental pedagogical tool.

### Strengths of the Educational Model:

1. **Mother Tongue Integration:** Supports cognitive and linguistic development, enhancing identity and psychological well-being.
2. **Bilingual Education:** Offers strategic advantages in cognitive flexibility and culture al openness.
3. **Play Pedagogy:** Engages children in enjoyable learning experiences that promote exploration and initiative.
4. **Two Main Programs:**
  - Main Openness and Creativity Program
  - Transversal Activities (e.g., gardening, cooking, sports)

## 3. Proximity Employment and Training System

To address the challenge of employing and training educators, the foundation adopts a proximity policy, ensuring training sessions are organized close to educators' residences. This strategy facilitates the employment of local individuals who understand the cultural context, thereby enhancing the learning environment for children.

#### 4. Quality Assurance through Educational Supervision

The Foundation has implemented a robust supervisory system to ensure quality in educational practices. Each educational supervisor oversees approximately 30 classes, allowing for tailored support based on the specific needs of educators. This system is vital for maintaining high standards and providing ongoing assistance to educators.

➤ **2023-2024:** 24,922 classes, 718 supervisors

#### EVALUATING THE IMPACT OF THE MOROCCAN FOUNDATION FOR PRESCHOOL EDUCATION

The FMPS has implemented a robust supervisory system to ensure quality in educational practices. Each educational supervisor oversees approximately 30 classes, allowing the Foundation prioritizes the monitoring and evaluation of its fieldwork, recognizing that these processes are crucial for continuously enhancing the effectiveness and efficiency of its educational programs, training, and administrative practices. The evaluation system is designed to provide evidence-based insights, ensuring that services delivered to children meet high standards. for tailored support based on the specific needs of educators. This system is vital for maintaining high standards and providing ongoing assistance to educators.

##### Evaluation Framework

The foundation employs a comprehensive evaluation framework based on three main axes:

##### 1. Tracking and Evaluating Children's Competencies

###### Continuous Tracking and Evaluation

The foundation emphasizes the importance of early childhood development, implementing a systematic approach to evaluate the competencies of children aged 4-6 throughout the school year. This ongoing evaluation serves multiple purposes:

- **For the Child:** Identifies strengths and areas needing support, allowing educators to tailor interventions for individual developmental needs.
- **For Educators:** Provides feedback that informs teaching practices, facilitating adjustments based on children's progress and interactions with educational content.
- **For the Educational System:** Helps assess and refine educational methods, curricula, and programs by highlighting strengths and weaknesses, guiding necessary reforms.

### End-of-Cycle Evaluation

The evaluation at the end of the early childhood education cycle is vital for ensuring continuity and readiness for primary education. This assessment measures children's overall development, ensuring they are equipped with the skills required for a smooth transition.

### Results of Children's Evaluation

In the 2023-2024 school year, the foundation's monitoring and evaluation system successfully assessed approximately 330,000 children. The results indicated that over 80% of children achieved the necessary competencies across various learning areas. A pilot study involving 29,356 children and 1,700 teachers across 1,568 early education units demonstrated that around 75% of children received an A grade, reflecting their readiness for primary education.

### Competency Areas Evaluated

The evaluation covered key learning areas, including:

- Discovery of self and the environment
- Organization of thought
- Linguistic expression and communication
- Sensory-motor behavior
- Artistic and aesthetic aspects
- Common values and rules of life

## 2. Tracking and Evaluating Educators' Competencies Post-Training

The foundation understands that continuous improvement hinges on evaluating the competencies of educators following their training. This evaluation is crucial for assessing the effectiveness of both initial and ongoing training programs.

### Initial Training Evaluation (400 hours)

The evaluation of the initial training focuses on observing educators' performance in classrooms through field visits by educational supervisors and self-assessments.

#### Results of Self-Evaluation:

- Personal Development: 56% rated as good, 37% as very good, 6% as average, and 1% as low.
- Professional Development: 78% rated as good, 18% as average, and 1% as low.

### Results of Classroom Visits:

- Personal Qualities: 51% rated as good, 28% as very good, 14% as average, and 5% as low.
- Classroom Management: 51% rated as good practices, 24% as very good, and 19% as average.
- General Conditions: 56% rated as satisfactory, 30% as very satisfactory, and 4% as unsatisfactory.
- General Organization: 71% rated as good, with 16% very good.

### Additional Basic Training Evaluation (550 hours)

Post-training feedback is collected through questionnaires sent to all participants, covering various aspects such as training conditions, content, and trainers. This feedback is essential for assessing the effectiveness and relevance of the training provided.

### 3. Evaluation of Trainers

To ensure quality in the training process, both permanent and occasional trainers undergo annual evaluations. This includes oral interviews and written tests, assessing 132 trainers during the 2023-2024 academic year. The evaluation aims to motivate trainers and enhance their skills for better educational outcomes.

### 4. Evaluation of Educators' Professional Projects

At the end of their training, educators present a professional project addressing a practical issue. This project is evaluated based on specific criteria related to the issue, proposed solutions, methodology, and overall execution. This evaluation not only serves as an assessment of the educators' learning but also contributes to their professional development.

## FEASIBILITY AND SUSTAINABILITY OF THE MOROCCAN FOUNDATION FOR PRESCHOOL EDUCATION

Since its inception, the Moroccan Foundation for PreSchool Education has made significant strides in enhancing enrollment rates, improving classroom infrastructure, and creating employment opportunities, all while ensuring the program's feasibility and sustainability.

### Enrollment Rates

The Moroccan Foundation for PreSchool Education has recorded a notable increase in enrollment in pre-primary education, particularly in rural areas. For the 2023-2024 school year, approximately 368,426 children were enrolled in the first and second levels of pre-primary education. Additionally, 217,540 children successfully completed the pre-primary education cycle, contributing to the enrollment of about 563,004 children in primary education. The foundation actively promotes gender equity, ensuring equal educational opportunities for both boys and girls.

### Enrollment Breakdown for 2023-2024

"Children's registrations for the 2023-2024 school year."			
	Male	Female	Total
<b>Kindergarten 1</b>	68.225	69.257	<b>137.482</b>
<b>Kindergarten 2</b>	115.355	115.579	<b>230.934</b>
<b>Total</b>	<b>183.580</b>	<b>184.836</b>	<b>368.416</b>

### Classroom Infrastructure

To support its educational initiatives, the Moroccan Foundation for PreSchool Education has established and equipped over 24,332 preschool classrooms in accordance with quality standards. This effort has been facilitated through collaborations with key partners, including the Ministry of National Education and the National Initiative for Human Development. The classrooms are furnished with essential educational tools and resources to create an effective learning environment.

### Employment Opportunities

The foundation has also contributed to job creation by providing around 25,000 positions for educators and administrative staff. This local employment system prioritizes hiring individuals from their respective communities, thereby revitalizing employment in vulnerable and remote regions.

### Staffing Breakdown

- **Educators:** 23,219
- **Permanent Trainers:** 98
- **Central Administration:** 124
- **Provincial Administrative Staff:** 83
- **Provincial Supervisors:** 57
- **Total Staff:** 24,305
- **Pedagogical Supervisors:** 715
- **Central Supervisors:** 9



### Commitment to Sustainability

To ensure the sustainability of its educational model, the Moroccan Foundation for PreSchool is dedicated to continuous improvement across its systems. With support from its partners, the foundation plans to expand its reach by opening 3,500 new departments, allowing for the enrollment of over 50,000 additional children before the next school year.

### Key Strategies for Sustainability

- 1. Digital Platform Development:** The Moroccan Foundation for preschool is developing a digital platform to enhance data management, resource distribution, and communication among staff.
- 2. Ongoing Human Resource Development:** Specialized training programs for all administrative and educational staff will be implemented to ensure their skills remain up-to-date.
- 3. Improvement of Evaluation Tools:** Enhancing evaluation instruments will facilitate better feedback for children, educators, and institutions.
- 4. Projects Bank Initiative:** This initiative aims to secure funding for four main areas: child health and well-being, classroom environment, educational curricula, and scientific research innovations.

### Quality Label Project

The Quality Label Project, supported by the Ministry of National Education and Regional Academies of Education and Training, aims to classify private and association-based early childhood educational institutions in Morocco. By establishing strict educational standards, this project seeks to improve the learning conditions for young children across various educational settings, including those not affiliated with the Moroccan Foundation for PreSchool Education.

### Support Plans for Institutions

A dedicated team conducts diagnostic field visits to identify the needs of institutions, followed by the development of tailored support plans that include:

- Basic and continuous training for educators.
- Provision of educational materials and programs meeting modern educational requirements.
- Support for administrative and material management.
- Regular monitoring and evaluation through field visits and reports.

During the pilot phase of the Quality Label Project in the 2023-2024 academic year, about 100 institutions were accredited, benefiting from:

- 54 hours of direct and digital basic training.
- Field visits and practical workshops for classroom preparation.
- 32 hours of educational supervision for educators.
- A resource planning system to manage 1,950 children enrolled in accredited institutions.
- Digital technology equipment for educators to enhance assessment and monitoring of the educational process.

## CONCLUSION

The Moroccan Foundation for PreSchool is effectively advancing its mission to enhance preschool education through a commitment to increasing enrollment, improving classroom quality, and fostering local employment. Its robust impact evaluation framework, which systematically tracks children's competencies and assesses educator performance, ensures the continuous improvement and responsiveness of its educational services. With successful assessments of over 330,000 children and positive feedback from educators, the foundation is well-equipped to adapt its programs and promote the holistic development of children, preparing them for a successful transition to primary education and ultimately contributing to the overall quality of early childhood education in Morocco.