



EARLY CHILDHOOD EDUCATION POLICY ACADEMY: MOROCCO



The [Early Childhood Education Policy Academy](#)¹ is a multi-year effort by the World Bank designed to help countries identify needs and generate options to improve early childhood education (ECE) at the country level. It offers a unique opportunity for country teams to strengthen policymaker capacity, problem-solve within a global network of peers, and engage in South-to-South learning along some of the world's leading early childhood practitioners and academic experts. The program's first cohort supported 12 countries² from April 2021 to November 2022. This case study showcases how the program specifically supported the Morocco country team.

CONTEXT

The government of **Morocco** has a strong commitment and ambitious plan to universalize access to quality ECE for all 4- and 5-year-olds by 2027. Over the past four years, USD 1.5 billion of domestic resources have been invested in expanding access to ECE, with impressive results because of national mobilization involving the Ministry of National Education, Preschool, and Sports (MENPS), the National Initiative for Human Development (INDH), and civil society. Morocco has seen a spectacular increase in enrollment among children ages 4 and 5, from 45% in 2017 to 76% in 2022-23³. Ongoing efforts also focus on teacher training and support, the strengthening and monitoring of service quality, and the impact on children's development outcomes. The Moroccan government aims to continue to strengthen the alignment of institutional actors, ensure quality education across providers, and provide further support and training for teachers. The ways in which the program has supported efforts in these areas are detailed below.

ECE SNAPSHOT

Access

GER: 80.1% (2023)

GER among children ages 4-5: 76.2% (2023)

60 percentage point increase in enrollment among girls in rural areas, from 25% in 2017 to 85% in 2023

Enabling environment

Learning standards/curriculum



PROGRAM CONTRIBUTION

GOAL 1

BUILD
EFFECTIVE
COORDINATION



- **Contribution:** The program offered an opportunity for the country team to dive deeper into the steps needed to establish a formalized government-led body for ECD coordination to serve as a strong next step towards building a unified strategy for early childhood.
- **Next steps:** Discussions for developing an integrated information management system are underway to better integrate the approach among sectors and to improve using data to inform decision-making on ECD across sectors.

GOAL 2

STRENGTHEN
QUALITY
ASSURANCE



- **Contribution:** Morocco's experience in ensuring quality preschool education has been showcased in a [blog](#) published on the World Bank website.
- **Next steps:** Given the variety of operators in Morocco, there are future plans to improve the monitoring mechanisms and protocols in support of the national framework which aims to standardize the quality of preschool education to guarantee fair and quality access for all.

GOAL 3

STRENGTHEN
THE ECE
WORKFORCE



- **Contribution:** The country team received Technical Assistance (TA) to support the pedagogical design process and the finalization of the new training program for preschool educators. The TA provided support to define a roadmap for the operationalization of the certified training program.
- **Next steps:** Continuous improvement and evaluation of the new training program for preschool teachers.

¹ The Early Childhood Education Policy Academy is managed by the World Bank's Early Learning Partnership (ELP), a multi-donor trust fund that provides resources and technical assistance to support early childhood development and early learning around the world.

² Participating countries included: Cambodia, Central African Republic, El Salvador, Liberia, Morocco, North Macedonia, Paraguay, Senegal, South Africa, Türkiye, West Bank and Gaza, and Uganda.

³ Statistics from the Ministry of National Education, Preschool, and Sports (MENPS), 2022-2023