Moroccan Foundation
for PreSchool

2025 Annual Report

Every Child in Morocco
Deserves a Path to Success



2025

Annual Report

Moroccan Foundation
— for PreSchool —



His Majesty King Mohammed VI

« One cannot ignore ***the importance of preschool education in the reform of the education system***. It is the foundation upon which all reform must begin, as it gives children the opportunity to acquire a set of skills, psychological aptitudes, and cognitive abilities.

Thanks to these assets, they will be able to have a smooth access to education and succeed in their future academic path. Ultimately, class repetition and dropout rates will be considerably reduced. »

Excerpt from the Royal Message to participants at the National Day on Preschool Education, Skhirat, July 18, 2018

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قواعد العيش
الأعداد
اليومية
الطقس
HAKIMI
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Moroccan Foundation
for PreSchool

A commitment to the development and well-being of every child

Scan to watch the video

01

About FMPS


VIVE L'AUTOMNE





Noureddine BOUTAYEB
President of the Moroccan Foundation for PreSchool

Message from the President

2025 confirmed innovation as one of the defining pillars of the Moroccan Foundation for Preschool's work. The innovation event held on 3 December brought the year to a fitting close — a year in which this spirit of innovation shaped our strategy, our operational decisions and our daily commitment to the children of Morocco.

Since its founding in 2008, FMPS has carried a core responsibility: to make the two preschool years a genuine springboard for educational success. That mission took on a new national dimension in 2018, when His Majesty King Mohammed VI, may God assist Him, launched the National Programme for the Generalisation and Development of Preschool Education — built on a powerful conviction: that equal opportunity starts in early childhood.

Delivering equitable, inclusive, high-quality preschool education at national scale and pace is no small feat. It confronts FMPS with real, sustained pressures: tight timelines, widely varying local contexts, high quality standards, resource constraints and the mobilisation of thousands of educators across the country. In response, the Foundation made a deliberate choice — to put innovation at the centre of its work. Not as a buzzword, and not for show, but as an essential tool for getting results.

For FMPS, innovation is not primarily about technology. It is about designing practical solutions grounded in classroom reality: solutions that genuinely improve children's learning, strengthen teaching practice and make our organisation more effective.

In 2025, that vision generated meaningful progress across three interconnected areas:

- **Pedagogical innovation,** centred on the child and the quality of learning;
- **Organisational innovation**, in service of operational excellence across a large and complex national network;
- **Training innovation,** most notably through the launch of Maharat — FMPS's national platform for educator training and professional development, designed to ensure continuous, equitable and accessible upskilling across the entire network.

Underpinning all of this is a structured approach to research and innovation: rigorous experimentation, scientific evaluation and carefully managed scale-up. It was this approach that led to the creation of our FabLab — a dedicated space for designing and producing custom-built educational tools.

FMPS also launched its Project Bank in 2025, conceived as an open invitation to engage and invest — for partners in Morocco and beyond. The platform brings structure, visibility and momentum to high-impact initiatives led by the Foundation and its partners across all regions. It supports concrete, evidence-based projects, while ensuring that every contribution is used transparently, traceably and exclusively in the interest of children.

The 3 December event was more than a year-end celebration. It was a reaffirmation of what drives us: innovation as a lever for efficiency, equity and quality in public preschool education. For FMPS, innovating means finding smarter ways to work without ever compromising on excellence — so that every child, no matter where they grow up, can walk into primary school with confidence, curiosity and the foundations they need to succeed.

Message from the Director General



Nisrine IBN ABDELJALIL
Director General of the Moroccan Foundation for Preschool

2025 was a year of consolidation and growth for the Moroccan Foundation for Preschool. With generalisation well advanced, our focus shifted decisively toward raising quality, strengthening management frameworks and providing closer, more hands-on support to our teams in the field.

Running a network of more than 24,000 classrooms, serving over 400,000 children and mobilising nearly 25,000 educators is an undertaking of considerable scale. In 2025, FMPS channelled sustained effort into bringing greater consistency to practices across this network and securing operations nationally. This meant strengthening territorial teams, deepening coordination with Regional Education Academies and increasing our physical presence in classrooms and communities.

Educational quality was at the heart of everything we did. Initial and continuing training, pedagogical supervision, field mentoring and child learning assessment were all areas of sustained investment — with a clear purpose: to professionalise our teams over the long term and ensure that the quality of preschool education is genuinely consistent from one corner of the country to the other.

At the same time, FMPS developed meaningful local partnerships — reflected in the Project Bank — to address specific regional needs and improve learning conditions on the ground, with equity across territories as a guiding principle.

None of this would have been possible without the dedication of our central and field teams, our educators, and the close collaboration of our institutional partners. Together, these achievements lay a solid foundation for the road ahead — one defined by operational excellence, continued progress and the ongoing transformation of FMPS in service of the children and families who count on us.

About FMPS



3 At a Glance

Founded in 2008, the Moroccan Foundation for Preschool (FMPS) is a non-profit organisation recognised as serving the public interest, working to make quality preschool education available to every child in Morocco.

When His Majesty King Mohammed VI, may God assist Him, launched the National Programme for the Development and Generalisation of Preschool Education in 2018, FMPS became the State's principal operational partner for delivering public preschool policy across the country.

The Foundation's model is built around five interconnected pillars: curriculum design, educator training, educational content production, quality monitoring and evaluation, and the day-to-day management of its national network.

FMPS operates across the entire territory — including rural and remote areas — ensuring that children everywhere have access to preschool education that meets consistent quality standards, while supporting the broader expansion of Morocco's education system.

Looking ahead, FMPS remains committed to preschool education that is inclusive, sustainable and of the highest quality — in service of human development and the success of the next generation.

FMPS: Morocco's leading public preschool operator

Since 2022, the Ministry of National Education, Preschool and Sports has relied on partner NGOs to deliver public preschool education on the ground, through a public service delegation model designed to strengthen efficiency, local presence and educational quality while ensuring national coherence. Within this framework, FMPS is Morocco's leading preschool operator, responsible for the majority of public preschool classrooms across the country.

The FMPS Innovation Ecosystem

At FMPS, innovation is not a target to be reached — it is a shared mindset, rooted in the everyday reality of the classroom and always centred on the child. Through innovation, we work to enrich children's learning experience, prepare them for a changing world and continuously raise the quality of our teaching practices.

Over the years, FMPS has built a genuine innovation ecosystem: a chain of complementary, interconnected activities — spanning digital technology, research, evaluation and new pedagogical approaches — that are now woven into the daily work of our teams and the lives of the children in our classrooms.

A structuring role in quality assurance

Beyond managing its own classrooms, FMPS is also mandated to run a national labelling scheme for other associations operating preschool classes. This mechanism ensures that quality standards are maintained consistently across the system, regardless of who is running the programme.

A measurable impact on the generalisation of preschool education

Morocco's preschool enrolment rate has climbed from under 50% in 2017–2018 to 83% today — a transformation made possible by this governance model and the steady, determined scaling of the system.

4 Governance : Members of the Board of Directors as at 3 December 2025

MrNoureddine BOUTAYEB
President of FMPS, former Minister Delegate to the Minister of the Interior

Mr Younes SEKKOURI
Minister of Economic Inclusion, Small Business, Employment and Skills

Mr Mohammed DARDOURI
National Coordinator of the INDH

Mr Abdelkader AMARA
President of the Economic, Social and Environmental Council

Mrs Mbarka BOUAIDA
President of the Guelmim-Oued Noun Regional Council and President of the Association of Moroccan Regions

Mr Fouad CHAFIQI
Secretary General of the Higher Council for Education, Training and Scientific Research

Mr Mohamed Saad HASSAR
Former Secretary of State to the Minister of the Interior

Mrs Ouafae CHAKIR
Director of the Regional Academy of Education and Training, Tangier-Tetouan-Al Hoceima

Mr Mehdi TAZI
Vice-President of the CGEM (Confederation of Moroccan Enterprises)

Mrs Saadia SLAOUI BENNANI
CEO of Valyans, Vice-President of the CGEM

Mrs Ghita LAHLOU EL YAACOUBI
CEO of Gleny, Vice-President of the Les Citoyens association

Mr Mohamed Saad BERRADA
Minister of National Education, Preschool Education and Sport

Mr Fouzi LEKJAA
Minister Delegate to the Minister of Economy and Finance, in charge of the Budget

Mr Noureddine BENSOUDA
General Treasurer of the Kingdom

Mr Ahmed RAHHOU
President of the Competition Council

Mr Youssef EL BAKKALI
President of the Mohammed VI Foundation for Social Works in Education and Training

Mr Aziz KAICHOUH
Vice-President of the Moroccan Foundation for Preschool Education

Mrs Latifa EL ABIDA
Former Secretary of State for School Education

Prof. Khaled EL ANDALOUSSI
Researcher and Teacher at the Faculty of Educational Sciences, Mohammed V University, Rabat; President of the ATFALE Association

Mr Jaouad CHEIKH LAHLOU
CEO of Cooper Pharma

Mr Said RKAIBI
CEO of MedTech Group

Mrs Jinane LAGHRARI
Independent Director, former Associate Director at McKinsey

5 Organizational Chart 2025 Enhanced Expertise



President
Noureddine Boutayeb



Vice- President
Aziz Kaichouh



Director General
Nisrine Ibn Abdeljalil



Comptroller General
Said Rachek



Partnership and Financing Directorate
Zaineb Hardoumi

- Partnership & Development Division
- Financing Division
- Project Bank Division



Pedagogical Affairs Directorate
Majda Zbat

- Pedagogical Production Division
- Supervision and Pedagogical Mentoring Division
- FMPS ABHAT Research Centre



Information Systems and Digitalisation Directorate
Anwar Jrili

- Digital Factory Division
- Networks, Infrastructure & Security Division
- IS Change Support & Accopaniment Division



Procurement and Logistics Directorate
Younes Elabdelkrimi

- Logistics Division
- Procurement Division



South Network Directorate
Abdelouahed Ait Aacha

- South Network Management Divisions 1, 2, 3



North Network Directorate
Taoufik Morsli

- North Network Management Divisions 1, 2, 3



Quality and Impact Directorate
Moulay Esmail Talibi

- Output Monitoring and Evaluation Division
- Labelling Division
- Impact Measurement Division



Human Resources Directorate
Younes Elabdelkrimi (Interim)

- HR Division
- Social Actions Division
- HR Development Division



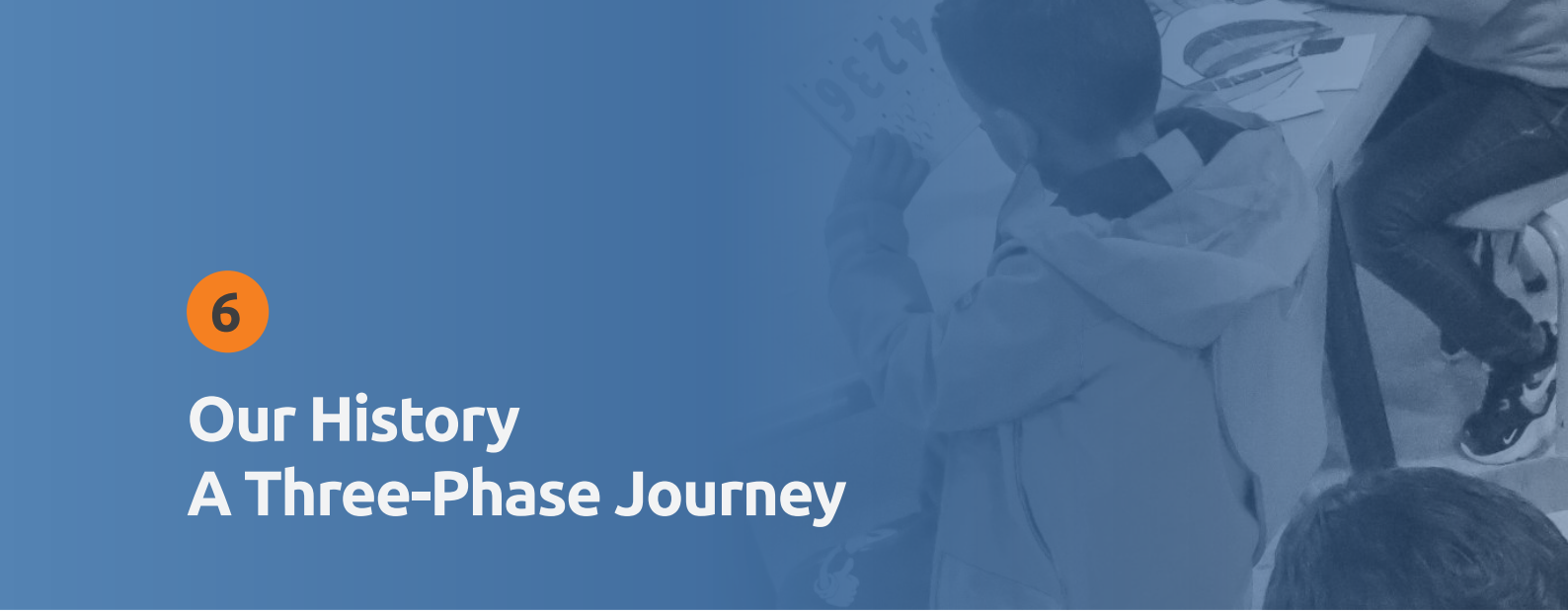
Training Centre Directorate
Recruitment in progress

- Educator Training Division
- Training Deployment and Evaluation Division
- Development and Partnership Division



Finance Directorate
Recruitment in progress

- Accounting Division
- Treasury Division



6

Our History
A Three-Phase Journey

2008 2017 — Phase 1
Creation and Gradual Establishment

2008 :

- The Moroccan Foundation for the Promotion of Preschool was established under the presidency of the late Abdelaziz MEZIANE BELFKIH, Adviser to His Majesty and President of the Higher Council for Education, who regarded preschool as a key driver of lasting improvement across the entire education system.

2009 :

- Launch of a pre-pilot programme in partnership with the Mohammed VI Foundation for Education.

2010 :

- First partnership with the National Initiative for Human Development (INDH).

2018 2020 — Phase 2
Royal Impetus and Rural Preschool Development

2018 :

- His Majesty King Mohammed VI launched the National Programme for the Development and Generalisation of Preschool Education. Supported by the INDH, FMPS rapidly established itself as the leading provider of rural preschool education, overseeing the creation of 10,000 units from 2019 — 80% of which are managed by FMPS.

2020 :

- With World Bank support, FMPS introduced a system for monitoring and evaluating children's skill development in preschool.



2021
2025

Phase 3 :
Expansion and Performance

2021 :

- Preschool education was formally integrated into the mandate of the supervisory ministry, now renamed the Ministry of National Education, Preschool and Sports (MENPS).

2022 :

- A three-way agreement between MENPS, the Ministry of Economy and Finance (MEF) and FMPS formally established public service delegation as the management model for public preschool education.

  A partnership with the Mohammed VI Foundation for the Promotion of Social Works in Education and Training (FM6) extended full access to FM6 social services to all FMPS staff.

2023 :

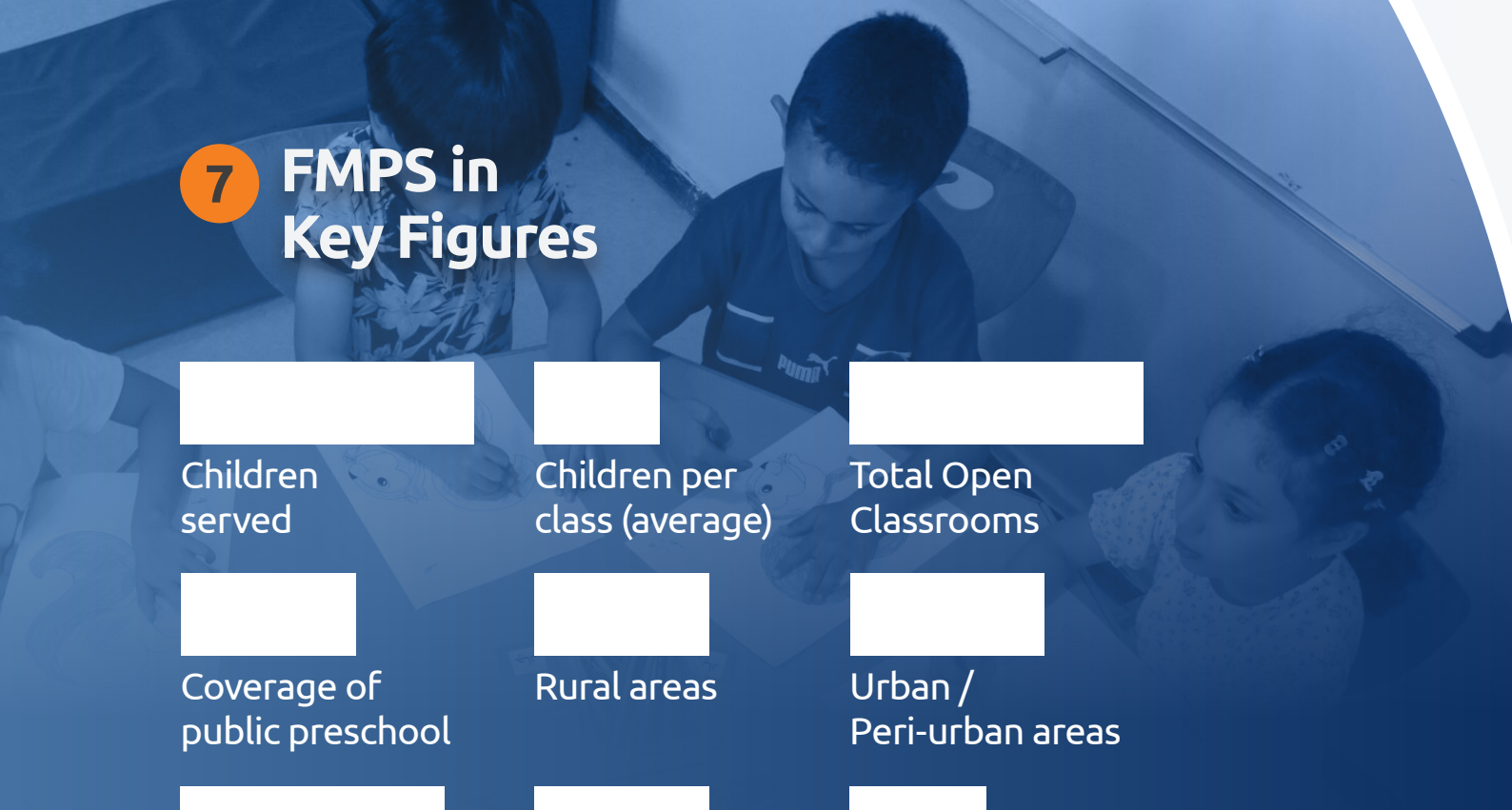
- FMPS signed a framework partnership with MENPS, the Ministry of Health and Social Protection and the Saham Foundation to support school health, as well as a social works partnership with the Mohammedia Foundation for judges and justice officials.

2024 :

- Launch of the ATFALOUNA 2030 Vision, built around three strategic axes — operational excellence, outreach and diversification — with quality and continuous improvement at its core.
- The Moroccan Foundation for the Promotion of Preschool Education became the Moroccan Foundation for PreSchool (FMPS).
- FMPS strengthened its international standing through membership of the World Organisation for Early Childhood Education (OMEP) and the granting of partner NGO status by UNESCO.

2025 :

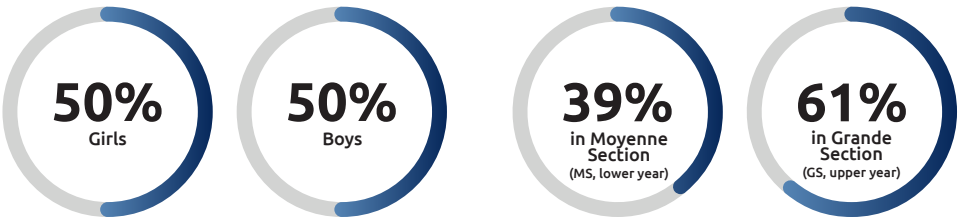
- Signing of the first partnership convention between FMPS and one of Morocco's twelve Regions: the Guelmim-Oued Noun Region.
- Launch of the Maharat platform — the first Moroccan modular, digital, personalised and evolving training platform for early childhood educators.
- Launch of the Project Bank to invest in tomorrow's human capital.

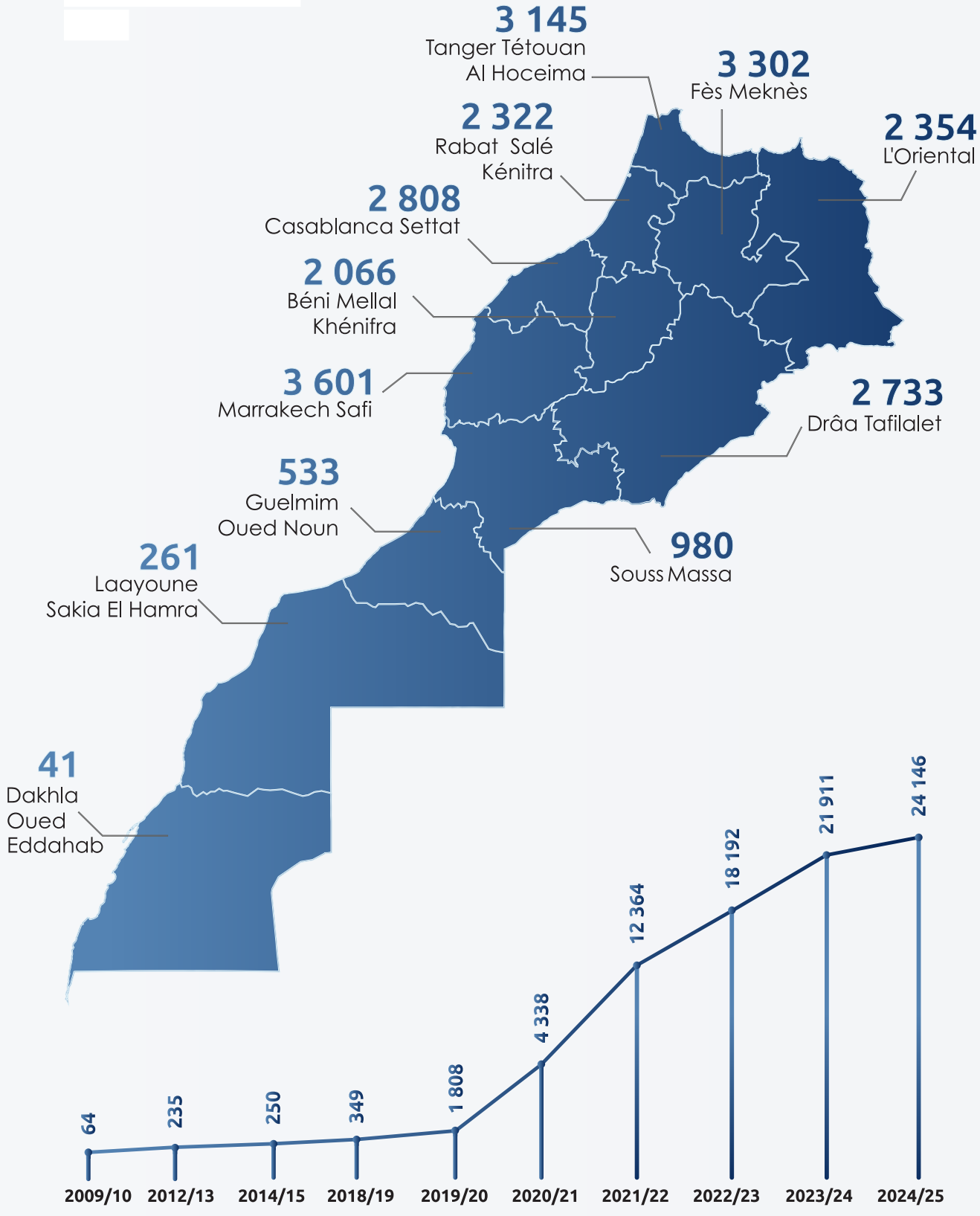


7 FMPS in Key Figures

Children served	Children per class (average)	Total Open Classrooms
Coverage of public preschool	Rural areas	Urban / Peri-urban areas
Educators (82% women)	Trainers	Training centers

	Girls	Boys	Total
GS			
MS			




3 145
Tanger Tétouan
Al Hoceima
3 302
Fès Meknès
2 322
Rabat Salé
Kénitra
2 354
L'Oriental
2 808
Casablanca Settat
2 066
Béni Mellal
Khénifra
3 601
Marrakech Safi
2 733
Drâa Tafilalet
533
Guelmim
Oued Noun
980
Souss Massa
261
Laayoune
Sakia El Hamra
41
Dakhla
Oued
Eddahab
64
235
250
349
1 808
4 338
12 364
18 192
21 911
24 146
2009/10
2012/13
2014/15
2018/19
2019/20
2020/21
2021/22
2022/23
2023/24
2024/25

8 Human Capital
The Pillar of the FMPS Model

The Moroccan Foundation for Preschool's success is built, first and foremost, on the dedication and mobilisation of its people. With a network of more than 24,000 educators, the Foundation relies on a skilled, professionally structured workforce deployed across the entire national territory.

In 2025, the Moroccan Foundation for Preschool continued to strengthen its human resources frameworks — supporting network growth, advancing professional development and reinforcing team stability.

Key Figures

20,043
Women

24,479
Total educators (including substitutes)

4,436
Men

445
Internal transfers

1,603
Recruitments

21,433
Memberships Mohammed VI Foundation for Social Works in Education and Training

166
Internal promotions



Organization of Teams and Supervision Framework

To ensure high-quality management and pedagogical support across the preschool network, FMPS relies on a structured organization composed of management, pedagogical supervision, training, and operational support teams deployed nationwide.

- Provincial managers (RP)
- Pedagogical supervisors and mentors (SEP)
- Territorial administrative staff (CA)
- Administration and Support Staff
- Trainers from the Moroccan Center for Training in Early Childhood Professions (CFPE)
- Central supervisors (SC)

Internal mobility is a key driver of professional development within the Moroccan Foundation for Preschool. In 2025, 445 internal transfers and 166 promotions were recorded — reflecting the Foundation's commitment to nurturing talent and recognising achievement across its network.

Educators Participation in the 2024/2025 Annual Evaluation

The Moroccan Foundation for Preschool continued to roll out its structured educator evaluation system, built on an objective and transparent framework combining performance indicators, pedagogical assessments and professional projects. In 2025, 23,203 educators took part in the annual evaluation, representing a participation rate of 99.12%.

Social commitment and solidarity

Beyond its educational mission, the Moroccan Foundation for Preschool places genuine importance on the human dimension of its work, encouraging teams to engage in acts of social solidarity. On World Children's Day, celebrated on 20 November, staff organised a solidarity visit to a local orphanage.

02

2025 Highlights FMPS in Action

2025 was a year of sustained momentum, marked by concrete actions, new partnerships and achievements that reflect :

- A deepening of field work in service of educational quality;
- The strengthening of institutional and territorial partnerships;
- Growing engagement with international cooperation networks;
- An active presence of the Moroccan Foundation for Preschool in key bodies, forums and events dedicated to early childhood education.



1 National Activities



SEP – Central Administration Meeting

As part of its internal communication strategy and ongoing efforts to strengthen coordination with regional teams, the Moroccan Foundation for Preschool held a videoconference bringing together nearly one hundred participants, including Pedagogical Supervisory Coordinators (SEPs) from the Tangier–Tetouan–Al Hoceima and Guelmim–Oued Noun regions. Chaired by the head office management team, the meeting provided a forum for sharing strategic orientations, discussing field realities and pinpointing ways to strengthen the impact of pedagogical action. It also set in motion a coordination dynamic intended to be extended progressively to other regions.



Regional Visit: Drâa-Tafilalet

Ms. Nisrine Ibn Abdeljalil visited the Drâa-Tafilalet region for a series of field visits and local exchange sessions. The visit took in several preschool units in Errachidia — Hammou Soual, El Haj Ahmed Cherkaoui and Mohammed V Center — providing a direct opportunity to observe classroom practice and engage with educators. She also met with educators enrolled in the 550-hour FIC training programme in Goulmima, before meeting with Provincial Managers to review the state of preschool provision and outline orientations for the 2025–2026 school year.



Workshop with McKinsey – A2E Essentials Programme (Phase II)

The Moroccan Foundation for Preschool held a workshop in partnership with McKinsey as part of the A2E Essentials Programme – Phase II, benefiting its 812 Pedagogical Supervisory Coordinators. (See page 59.)



Annual Provincial Managers Meeting

The Moroccan Foundation for Preschool held its annual meeting with Provincial Managers — a key moment for exchange and coordination across the network. The meeting provided an opportunity to take stock of progress made, identify challenges on the ground and align local action with the Foundation's priority initiatives. It also encouraged the sharing of experience and strengthened internal communication.



28 February 2025

Regional Visit : Marrakech-Safi

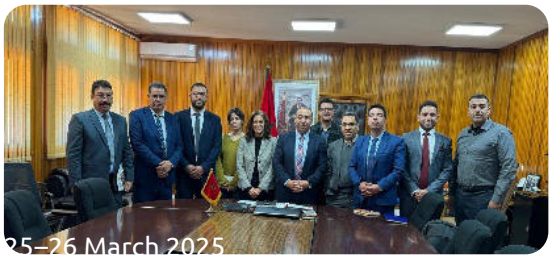
As part of ongoing operational monitoring, the Director General conducted a field visit to Marrakech. The visit covered two preschool units — UP Gharnata in an urban setting and UP Moussa Al Achaari in a peri-urban area — as well as meetings with educators in training, the regional team and the Provincial Managers of the Marrakech-Safi region, to discuss quality and supervision challenges.



March 2025

Regional Visit : Fès-Meknès

As part of her regional tour, the Director General visited several provinces in the Fès-Meknès region. The visit included meetings with administrative and pedagogical teams, visits to preschool units and coordination meetings with Provincial Managers. A dedicated session was also held with the Director of AREF Fès-Meknès, in the presence of regional teams, to discuss the expansion of preschool provision, human resources management and the strengthening of institutional coordination.



25–26 March 2025

Regional Visit : Béni Mellal-Khénifra

Ms. Nisrine Ibn Abdeljalil visited the Béni Mellal-Khénifra region accompanied by Provincial Managers. The visit included discussions with Pedagogical Supervisory Coordinators and provincial teams on regional preschool priorities, as well as classroom visits at Ennahda School in Béni Mellal. A working session was also held at the AREF headquarters, attended by the Academy Director, provincial directors and department heads, to review progress on the regional partnership agreement and agree on next steps.



17–27 April 2025

Moroccan Foundation for Preschool at the International Publishing and Book Fair – Rabat

The Moroccan Foundation for Preschool took part in the 30th edition of the International Publishing and Book Fair (SIEL) in Rabat. The Foundation's stand attracted numerous visitors, including the Minister of National Education, Preschool and Sports. Throughout the fair, children were invited to take part in a range of educational and recreational workshops — storytelling, robotics, educational games and creative activities — alongside festive entertainment and an environmental awareness workshop organised in partnership with the Mohammed VI Foundation for Environmental Protection. Conferences led by doctoral researchers from the Research Centre further enriched the programme.



April–May 2025

National Awareness Campaign and Open Days

In preparation for the new school year, the Moroccan Foundation for Preschool launched a national awareness campaign on the importance of preschool education, alongside Open Days held across all its educational units. Running until 16 May 2025, these initiatives gave families the opportunity to discover preschool spaces, educational programmes and teaching teams firsthand.



15 May 2025

Partnership Agreement with Vivo Energy Morocco

The Moroccan Foundation for Preschool signed a new partnership agreement with Vivo Energy Morocco covering: the enrichment of reading corners in 300 classrooms, the introduction of educational robots, first aid training for educators, and the installation of photovoltaic panels in 34 off-grid classrooms.

الوكالة المغربية للتعاون الدولي
AGENCE MAROCAINE DE COOPÉRATION INTERNATIONALE
AMCI

Partnership Agreement with the Moroccan Agency for International Cooperation (AMCI)

The Moroccan Foundation for Preschool signed an agreement with AMCI providing institutional, logistical and financial support for capacity-building programmes organised in Morocco by the Foundation for preschool managers from African countries.



29 May 2025

Regional Meeting and Partnership Signing — Guelmim-Oued Noun

The FMPS took part in the Regional Preschool Forum organised by the Council of the Guelmim-Oued Noun Region, chaired by Ms. Mbarka Bouaida. On this occasion, a partnership agreement was signed to implement several educational projects from the Project Bank, covering educational equipment, educator mobilisation, the maintenance of low-enrolment classes and the development of learning spaces.



Back-to-school 2025–2026

Ministerial Visits to Preschool Units Managed by FMPS

As part of his official back-to-school tour, the Minister of National Education, Preschool and Sports visited several units managed by the Moroccan Foundation for Preschool. The visits provided an opportunity to observe the quality of facilities and equipment, and to acknowledge the dedication of the educational staff working directly with children.



7–12 October 2025

Moroccan Foundation for Preschool at the 5th Maghreb Book Fair — Oujda

The FMPS took part in the 5th edition of the Maghreb Book Fair in Oujda with a dedicated stand showcasing its initiatives, educational resources and innovative approaches to preschool education. The Foundation also organised five thematic workshops — storytelling, visual arts, physical education, educational games and technology awareness — enabling more than 1,600 children to explore learning through play and creativity in an engaging and stimulating environment.



3 December 2025

19th Board of Directors Meeting — Rabat

The Moroccan Foundation for Preschool held its 19th Board of Directors meeting under the chairmanship of Mr. Noureddine Boutayeb. This statutory meeting reviewed the main achievements of the 2024–2025 period and the progress of the Foundation's major strategic projects, particularly in quality, training, governance and innovation. Following the discussions, the Board approved the strategic orientations for 2025–2026 and the projected budget for 2026.



3 December 2025

Innovation Forum: 'Innovation in Service of Equitable and High-Performing Preschool Education'

On the same day, the Moroccan Foundation for Preschool brought together its national and international partners around the theme of innovation. The event spotlighted innovative educational tools, the Maharat platform, the assessment system and the Health & Well-being programme, and marked the official launch of the Project Bank, while celebrating the commitment of teams and partners.

Relive the Highlights of the FMPS Meetings
Scan to watch the video

2 International Cooperation



International South-South Cooperation Conference on Early Childhood Development — Rabat

The FMPS took part in the International South-South Cooperation Conference organised by the Ministry of National Education, Preschool and Sports and UNICEF Morocco, under the theme «Quality Early Childhood Education in Africa.» The event brought together public decision-makers, international experts and field practitioners to discuss governance, educational quality and preschool funding. The Foundation's participation helped showcase the Moroccan experience and deepen exchanges with African countries engaged in the generalisation of preschool education.



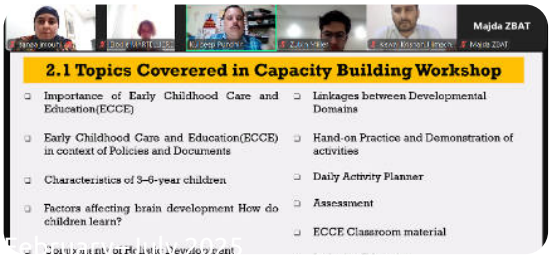
Visits to Preschool Units and Foundation Stand

On the sidelines of the conference, the Moroccan Foundation for Preschool organised field visits to preschool units near Rabat for African and international delegations. An institutional stand provided a further opportunity to showcase the Foundation's flagship initiatives.



Participation in Two Side Events

The FMPS contributed to two side events held as part of the conference, focusing respectively on the professionalisation of preschool staff and on the Moroccan governance model for the generalisation of preschool education.



Experience-Sharing with Pratham — India

Building on the partnership established in 2024 with the Pratham Foundation — a leading international NGO in education, pioneer of large-scale foundational learning and recognised for its innovative approach — 18 webinars were held between the FMPS or Preschool teams and their Indian counterparts, covering a wide range of topics in pedagogy, training and assessment.



21–23 April 2025

GITEX Africa 2025 — Marrakech

At GITEX Africa, Foundation President Mr. Noureddine Boutayeb took part in a high-level panel discussion entitled «Empowering Societies through Digital Public Infrastructure (DPI).» Discussions focused on the conditions for the adoption and deployment of DPI across Africa, and on the opportunities these infrastructures offer to strengthen equity, quality and efficiency in education systems.



22–24 April 2025

Regional Workshop on the Care Economy in the Arab Region

Director General Ms. Nisrine Ibn Abdeljalil was invited to speak online at the regional workshop «The Role of Nurseries in Expanding the Care Economy in the Arab Region,» organised from Beirut by the Arab Women Organization (AWO) and the National Commission for Lebanese Women (NCLW), in partnership with UN Women, the ILO and ESCWA. The workshop aimed to share best practices and knowledge related to the development of nurseries and childcare services across Arab countries.



May 2025

Strategic Maharat Workshops with International Partners — Rabat

As part of the Maharat project to design an innovative digital training platform, the Moroccan Foundation for Preschool welcomed its international partners to Rabat for a series of strategic workshops. (Project presentation on page 36.)



7–8 May 2025

International Symposium on Early Childhood Education — Brazzaville

Ms. Nisrine Ibn Abdeljalil participated in the International Symposium on Early Childhood Education organised by the Ministry of Education of Congo with World Bank support. Through her contributions to various thematic panels, she shared the Moroccan experience in generalising preschool education, highlighting the central role of educator training, close supervisory support, continuous assessment of children's learning and pedagogical innovation.



29 May 2025

Khalifa Education Prize, 18th Edition — Abu Dhabi

The Moroccan Foundation for Preschool was honoured at the 18th edition of the Khalifa Award for Education in the category «Early Childhood – Best Programmes, Curricula, Methods and Practices.» This international distinction, received on behalf of the Foundation by Vice-President Mr. Aziz Kaichouh, recognises the integrated model developed to promote quality, equitable and locally rooted preschool education.



14–18 July 2025

77th General Assembly and World Conference of OMEP — Bologna, Italy

The Moroccan Foundation for Preschool participated in the 77th General Assembly and World Conference of the World Organisation for Early Childhood Education (OMEP), held in Bologna under the theme of arts, culture and inclusion in early childhood education. The Foundation co-presented the activity report of the Francophone Commission and took part in several key moments of the event. The highlight of this participation was the designation of the Morocco National Committee, led by the Moroccan Foundation for Preschool, to host the OMEP World Conference in 2027.



26 July 2025

Visit of the First Lady of El Salvador's Advisors to FMPS

The Director General had the honour of welcoming the advisers to the First Lady of El Salvador, Mrs. Gabriela Roberta Rodríguez de Bukele, ahead of her official visit to Morocco. The meeting provided an opportunity to exchange views on the public policies and practices implemented to develop public preschool education in both countries.



30 October – 13 November 2025

43rd UNESCO General Conference — Samarkand

The Moroccan Foundation for Preschool, represented by its Director General, participated in the 43rd session of the UNESCO General Conference held in Uzbekistan. During the plenary session on 5 November 2025, the Foundation delivered an official statement reaffirming its commitment to inclusive, equitable and quality preschool education, and underscoring the importance of educator training, pedagogical innovation and international cooperation.



4–6 November 2025

Global DPI Summit — Cape Town

The Moroccan Foundation for Preschool participated in the Global DPI Summit in Cape Town, South Africa — an international gathering of key stakeholders in digital transformation — where it presented the Maharat project. Foundation President Mr. Noureddine Boutayeb took part in two high-level panels on the role of Digital Public Infrastructure in socio-economic transformation and on the drivers for DPI adoption at global level.



19–20 November 2025

Knowledge Summit 2025 — Dubai

The Moroccan Foundation for Preschool participated in the Knowledge Summit 2025, organised in Dubai by the Mohammed Bin Rashid Al Maktoum Knowledge Foundation in partnership with UNDP. Director General Ms. Nisrine Ibn Abdeljalil contributed to sessions on public-private partnerships, new mechanisms for skills recognition and knowledge policies, highlighting the integrated Foundation model and the impact of the Maharat system in building quality public preschool education.



24–27 November 2025

EPPE-PATT Regional Workshop, co-organised with UNESCO — Rabat

The FMPS and UNESCO co-organised a regional workshop dedicated to the EPPE-PATT tool, bringing together delegations from Tunisia and Mauritania alongside Moroccan institutional and civil society stakeholders. The workshop provided an opportunity to analyse early childhood policies, receive hands-on training on the tool and strengthen regional cooperation in support of more equitable and sustainable systems.



3 December 2025

Hamdan-ICESCO Prize Ceremony — Baku

The FMPS was honoured at the Hamdan-ICESCO Award ceremony held in Azerbaijan. This recognition will support the equipment of 500 public preschool classrooms in rural and semi-rural areas with educational robots and digital tools, strengthening both pedagogical innovation and territorial equity.

03

A Year of Innovation

In 2025, drawing on its internal expertise and its collaborations with a wide range of national and international partners, the Moroccan Foundation for Preschool demonstrated its capacity to innovate and continuously evolve — most notably through the implementation of four major strategic projects :

- Strategic Partnerships and Digital Innovation: the Maharat Platform
- FMPS FAB LAB : A Laboratory for Pedagogical Innovation
- The Project Bank : A Structuring Tool for Transformation
- The Child Health and Well-being Project : A Comprehensive and Gradual Approach Starting from Preschool Education



1 Strategic Partnerships and Digital Innovation : The Maharat Platform



Discover Maharat : A Program Dedicated to Skills Development
Scan to watch the video

The Maharat project grew out of two key observations :

- The quality of preschool education depends directly on the quality of educator training.
- In-person training is often time-consuming, costly and difficult to access for educators in remote or isolated areas.

It was against this backdrop that the Maharat project was launched, with the ambition of developing Morocco's first personalised digital training platform for preschool educators. In 2025, a decisive milestone was reached in the development of this project, led by the Moroccan Foundation for Preschool in collaboration with several specialised international partners.

As part of this initiative, a series of workshops was held in Rabat, bringing together experts from the Indian research centre COSS (Centre for Open Societal Systems), alongside representatives from Google, Protean, MedTech, Sanketika, Co-Develop and Deloitte, to work on the design of a digital platform dedicated to preschool educator training. Conducted in English, these workshops made it possible to define the platform's functional and technical specifications and the architecture of the competency framework, laying the foundations for a personalised, scalable training pathway tailored to each educator's needs.

The Maharat platform is built on an LTMS (Learning and Training Management System) architecture. It enables :

- The definition of targeted competency profiles for each educator, based on pedagogical expectations and field realities;
- The provision of personalised training pathways tailored to each educator's starting level and specific needs;
- Continuous monitoring of learning progress through precise indicators and validation milestones;
- The achievement of competency objectives through content that adapts to the results obtained.

The pedagogical architecture is built around a competency framework structured into domains and micro-competencies. Following an entry assessment, each user is offered a customised learning pathway organised into progressive levels — beginner, intermediate and expert. Progress is tracked through a milestone-based validation system (passed / not passed), enabling educators to gauge their level and adjust their work accordingly.

The development of the Maharat platform unfolded throughout 2025, mobilising the Moroccan Foundation for Preschool's teams and all its partners around the technical, pedagogical and functional design of the tool.

The project was also presented at the Global Digital Public Infrastructure Summit (GDPIS25) in Cape Town, South Africa, where it was recognised as Morocco's first Digital Public Infrastructure (DPI) dedicated to education — positioning the initiative within an international dynamic of digital transformation.

In parallel, the Moroccan Foundation for Preschool strengthened its strategic partnerships with all stakeholders involved, ensuring the conditions for a successful rollout from 2026 onwards.

Maharat – Learning & Training Management System (LTMS)

Maharat is a structuring system designed to support and manage competency development and continuous professional growth.



Phase 1: Simple E-learning Platform	Phase II: Intelligent LTMS Layer
February 2025 Replacement of the existing system & technical foundation	**September 2025** Recommendation algorithms & personalized learning pathways

Summary: A purpose-built system for supporting competency development and continuous professional growth.

Technical Structuring & Deployment Management

Architecture, Stabilization and 2025 Roadmap

stable and immediately operational tool

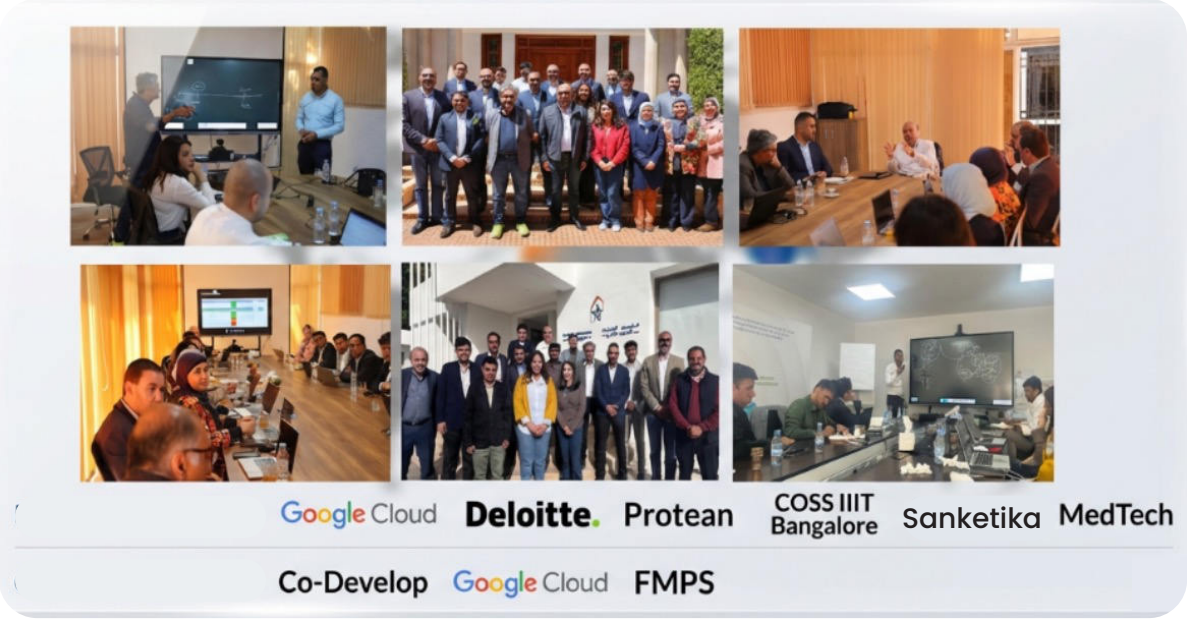
(R1 & R2), including UAT and incident resolution

of the former e-learning platform

learning progress (tracking & data)

(until the end of October 2025)

From Vision to Reality : A Strategic International Alliance



Security & Access
Multi-factor Authentication & Digital Identity

Key Features
Offline Mode & Analytical Tools

Cloud Infrastructure
Enhanced Scalability & Microservices

Maharat : A Digital Public Infrastructure for the Future

Maharat Partners Share Their Commitment
Scan to watch the video



Throughout implementation, the Maharat project was underpinned by strong coordination and agile working methods, enabling efficient execution and on-time delivery. This structured approach to stakeholder engagement supported rapid decision-making, continuous improvement and collaborative problem-solving across all parties involved.

Maharat 2025 Key Figures

315
Daily coordination meetings (daily stand-ups) between the technical teams, COSS, the PMU, and FMPS

44
Weekly monitoring meetings with FMPS

28
Strategic review meetings (Leadership Review Meetings)

11
Monthly monitoring meetings with CoDevelop

7
Support webinars for educators to facilitate onboarding during the launch of Maharat in May 2025

8
Number of organizations involved : CoDevelop, FMPS, COSS, Google, Deloitte, Sanketika, MedTech, and Protean

2 FMPS FABLAB : A Laboratory for Pedagogical Innovation

Funded by the Ferrari Foundation

As part of its commitment to innovation, the Moroccan Foundation for Preschool created the FMPS FabLab, a dedicated space for designing, testing and producing educational games and teaching materials tailored to preschool-aged children. The laboratory was established with the support of the Ferrari Foundation, whose contribution made it possible to create a dedicated space for pedagogical innovation and the development of educational resources specifically suited to preschool needs.

The FMPS FabLab is a space where technology is put at the service of preschool pedagogy, with play at the heart of the learning process. As a genuine hub for research, innovation and production, it brings together instructional designers, researchers and educators in a collaborative environment where pedagogical ideas are turned into concrete tools, enriching learning experiences and strengthening children's competencies.



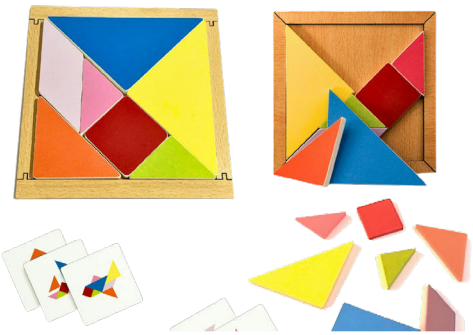
Number Puzzle



Four Colors Game



Shoe Lacing Game



Tangram Game

Locally Produced, Purpose-Built Pedagogical Tools

The FMPS FabLab draws on advanced technologies - notably 3D printing and laser cutting - to design and locally produce high-quality pedagogical tools. Each item is developed using carefully selected materials that meet rigorous standards of safety, durability and pedagogical quality. The educational games are specifically designed to :

- Spark children's curiosity;
- Strengthen fine motor skills;
- Support learning through play;
- Accompany the development ofage-appropriate competencies.

This approach makes it possible to move beyond the limitations of off-the-shelf products, offering tools purpose-built to enrich preschool pedagogy.

A Structured, Collaborative Design Process

The development of educational games follows a structured, collaborative process involving instructional designers, educators and researchers.

1.Pedagogical Design
Identification of educational needs and digital design of the game.

2. Prototyping
Production of a prototype using FabLab technologies.

3. Classroom Experimentation
Testing of the games in pilot classrooms with educators and children.

4. Feedback Analysis
Assessment of children's responses and educators' observations.

5. Refinement and Validation
Adjustment of the tool and validation prior to production.

Figure : Educational Game Design Process at the FMPS FabLab

This process ensures the pedagogical relevance, safety and effectiveness of every tool developed, while guaranteeing that it is genuinely adapted to field realities.

A Driver of Innovation for Preschool Education

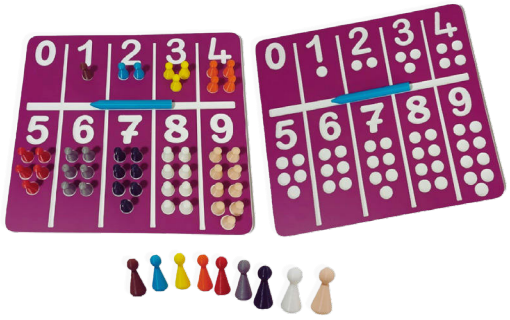
Beyond producing pedagogical materials, the FMPS FabLab plays an active role in the continuous improvement of educational practice. The laboratory analyses existing games and learning tools, identifies their limitations and designs alternatives better suited to preschool needs. By bringing together technology, creativity and pedagogical experimentation within a contextualised approach, the FabLab contributes to modernising the learning experience of Moroccan children and to advancing innovative educational tools.



8-Piece Puzzle Game



Perforated Square



Engraved Numbers



Sand Tray

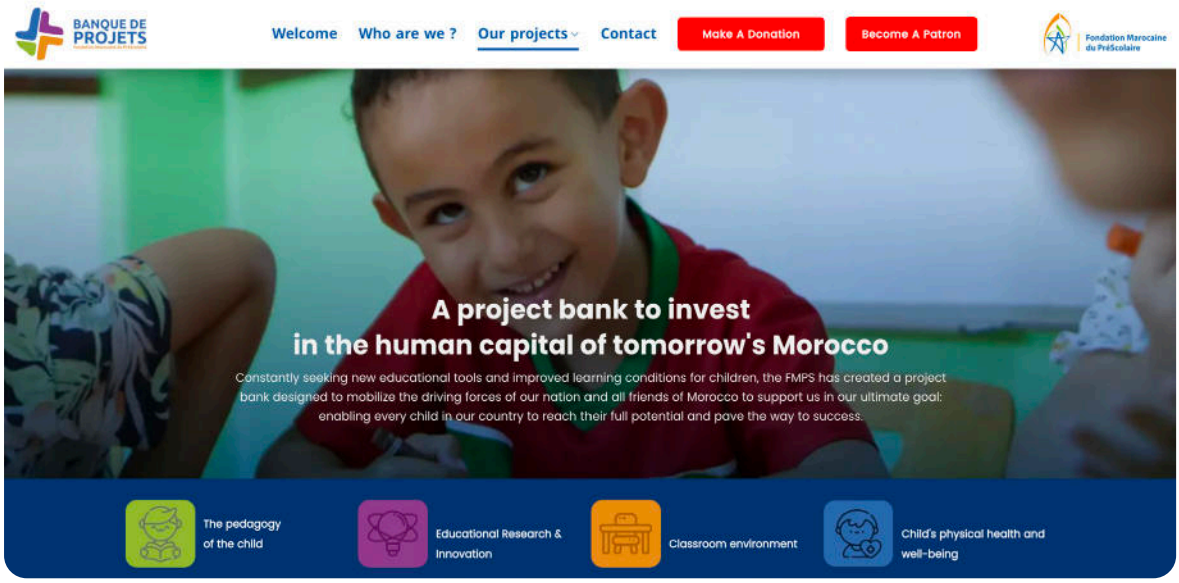
3 The Project Bank :
A Structuring Tool for Transformation

Launched as a strategic initiative, the FMPS Project Bank established itself in 2025 as a key lever for supporting and amplifying the Foundation's transformation agenda. It provides a structured, legible and mobilising framework for translating pedagogical and educational priorities into concrete, fundable and field-ready projects.

The Project Bank spans several key areas, including :

- Development of pedagogical tools
- Arrangement and equipping of educational spaces
- Child health and wellbeing
- Research and pedagogical innovation

Launch of the Project Bank Website



The launch of the Project Bank was accompanied by the creation of a dedicated website: www.fmpsprojets.ma.

This digital platform gives partners, institutions, companies and citizens — in Morocco and beyond — the opportunity to explore the Foundation's projects, understand their objectives and provide direct support through an integrated online payment system.



A Partnership-Based Approach with Regional Councils

In 2025, the Project Bank enabled the launch of a new generation of territorial partnerships — notably with Regional Councils — built on a collaborative and structured approach. These partnerships aim to co-develop responses tailored to regional priorities while remaining aligned with a coherent national vision for preschool education.

The Guelmim-Oued Noun Region illustrates this approach well: through a dedicated partnership agreement, several educational projects are being implemented, focusing on pedagogical equipment, educator motivation, class continuity and the improvement of learning spaces. In 2025, this model also gained the support of the Fès-Meknès Region, which signed a partnership agreement with the FMPS.

Achievements and Partnerships

Several strategic partnerships were established in 2025 to co-finance initiatives included in the Project Bank :

Vivo Energy
May 2025

- Improvement of preschool education quality;
- Equipment of 34 preschool classrooms across two provinces with photovoltaic panels;
- Training of 15 trainers in first aid;
- Equipment of 300 classrooms with educational robots.

Khalifa Award for Education (Abu Dhabi)
May 2025

- The FMPS received the Khalifa Award for Education in the category «Early Childhood – Best Programmes, Curricula, Methods and Practices.» The prize will be dedicated to the acquisition of educational technologies — robots and tablets — included in the Project Bank.

Biblionef
December 2025

- The FMPS signed an agreement with the French NGO Biblionef to enrich classroom reading corners through the production of 20,000 new books for the 2025–2026 school year.

Aba Technology
December 2025

- The FMPS signed an agreement with Aba Technology, a Moroccan company specialising in integrated technological infrastructures, for the production of 1,040 educational robots.

Hamdan-ICESCO Award
December 2025

- In recognition of the quality of its application, the FMPS received the Hamdan-ICESCO Award for the Development of Educational Infrastructures in the Islamic World. The prize will be dedicated to advancing pedagogical innovation and educational technologies within the Project Bank.

4 Child Health and Wellbeing Project : A Comprehensive and Progressive Approach from Preschool



In 2025, the Moroccan Foundation for Preschool continued to embed child health and well-being as an essential dimension of preschool quality. This approach is grounded in a core conviction: learning cannot be separated from the child's overall development — physical, emotional and social alike.

With this in mind, the Foundation structured a set of initiatives aimed at fostering a learning environment genuinely conducive to children's well-being, drawing on institutional and civil society partnerships — notably with the Ministry of National Education, Preschool and Sports, the Ministry of Health and Social Protection, the Regional Academies of Education and Training, and the Saham Foundation.

Educators play a central role in the success of this initiative through observation, awareness-raising, day-to-day support and the pre-screening of children, contributing to the early identification of individual needs.

The Sihat ATFALOUNA programme is being rolled out through a progressive, structured approach with a view to nationwide expansion. An initial pilot phase was conducted in two regions, including Casablanca-Settat, to test tools and intervention methods. Drawing on the lessons learned, the programme was subsequently extended to six regions, consolidating practices and optimising coordination with health sector partners.

The Sihat ATFALOUNA project is organised around four complementary pillars :

- **Early screening across four domains :** visual acuity, hearing, growth and oral health;
- **Educator training** for the identification of children requiring medical examination, based on harmonised and reliable practices;
- **Medical follow-up,** provided with the support of the Saham Foundation in coordination with the relevant services of the Ministry of Health and Social Protection;
- **Digitalisation of data,** facilitating management, monitoring and the reliability of information collected.

Financial support from the Saham Foundation also made it possible to recognise and reward the educators most committed to this initiative.

Building on the results observed, the Sihat ATFALOUNA programme is entering a phase of progressive nationwide rollout across all twelve regions of the Kingdom from the 2025–2026 school year onwards.

Key Figures
Child Health & Well-being Programme

School Year 2024–2025
(6 regions - deployment phase)

236,685
Pre-screened children (86% of enrolled children)

59,711
Children identified as requiring medical consultation

22,659
Children who received a medical diagnosis

2,745
Pairs of glasses distributed

2
Hearing aids provided to children identified as needing them

2025-2026 Outlook
Generalisation of the programme to all 12 regions of the Kingdom

400,000
children expected to be enrolled

320,000
to be screened to date.



Testimony of a family beneficiary of the Sihat ATFALOUNA programme
Scan to watch the video

04 Training

The quality of preschool education rests, above all, on the competence, dedication and continuous professional development of educators. In 2025, the Moroccan Foundation for Preschool drove an ambitious effort to strengthen and modernise its training frameworks, through an integrated approach combining pedagogical design, content digitalisation, rigorous assessment and national and international partnerships.



1 Projects Carried Out

Finalisation of the Updated Initial Educator Training Programme (950h)

The Training Division finalised the update of the 950-hour initial training programme in collaboration with experts from the ATFALE association, ensuring its alignment with competency frameworks, pedagogical orientations and the needs of the preschool sector. This update strengthened the coherence and quality of the pathway, while supporting the harmonisation of practices and the professional development of educators.

Implementation of the Certification Examination for the Initial Educator Training Programme (950h)

The implementation of the 950-hour certification examination marked a major step in the quality assurance system. The Training Division developed the written assessments and contributed to organising the certification process in coordination with the Deployment and Evaluation Division. This approach ensured the rigour and reliability of the system, while providing official validation of educator achievements and reinforcing the credibility of the initial training pathway.



Implementation of the Continuing Educator Training Programme

In 2025, the Training Division oversaw the implementation of the continuing educator training programme, developed on the basis of evaluation results, field-identified needs and reports from Training Centre visits and the Directorate of Pedagogical Affairs. A sharing workshop was held with the various professional divisions of the Moroccan Foundation for Preschool to ensure coherence across the programme. This approach made it possible to adapt pedagogical content and methods to field realities, address educators' needs and strengthen the harmonisation of practices at national scale.

Working Workshops with the Quality and Impact Directorate / Monitoring and Evaluation Division

As part of efforts to strengthen monitoring and evaluation systems, the Training Division took part in workshops organised with the Quality and Impact Directorate and the Monitoring and Evaluation Division. This work enabled the sharing of evaluation results and the development of a needs-based action plan, aimed at improving the effectiveness of training programmes and strengthening their impact.

Action-Research Training Programme (ATFALE Partnership)

Under the three-year support programme carried out with the ATFALE association, an action-research training programme was implemented for a multidisciplinary team of 21 people. This initiative aims to consolidate achievements, support the appropriation of produced resources and progressively build the internal capacity to carry forward the quality approach in preschool pedagogy beyond the ATFALE partnership. The sessions enabled participants to deepen their understanding of action-research methods, practise their application and develop solutions adapted to challenges identified in the field.

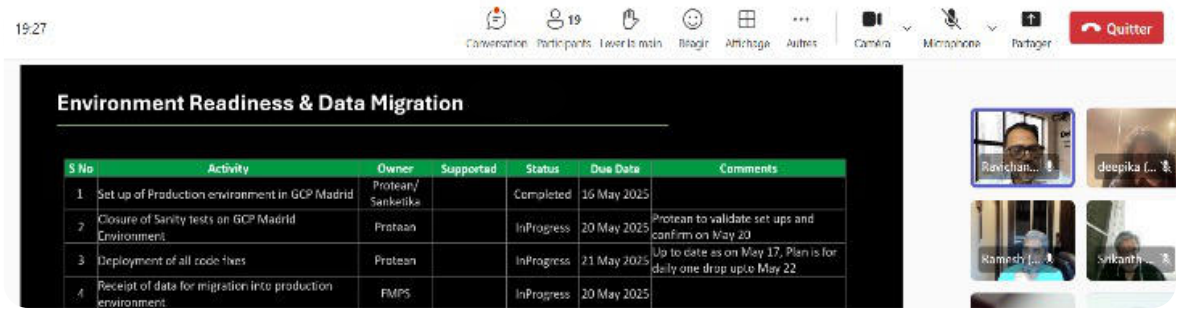


Workshops with Trainers, SEPs and MENPS

As part of the implementation of the initial educator training certification led by the Ministry of National Education, Preschool and Sports (MENPS), workshops held in February 2025 brought together FMPS trainers and SEPs, MENPS representatives, the Zakoura Foundation, the Higher Council of Education and a World Bank expert. The work focused on familiarisation with and analysis of the pedagogical observation grid (MELQO), with a view to assessing its relevance and validating its use ahead of the experimentation phase. Deployed during classroom visits as part of the certification process, this grid is a key tool for validating educator training pathways. The discussions enabled participants to analyse evaluation criteria, make targeted adjustments and align evaluator practices — thereby strengthening the quality, rigour and reliability of the certification system.

Working Workshops on the Digitalisation of Initial Training Content (400h)

As part of efforts to strengthen the digitalisation of initial educator training content, the Training Division organised online workshops with nine FMPS trainers. These sessions made it possible to consolidate and enrich pedagogical content, ensuring its alignment with the competency framework and the requirements of the digital platform. Trainer involvement supported the adaptation of materials to digital formats, module coherence and the overall quality of training pathways.



Working Workshops for the Implementation of the Maharat Platform

As part of the implementation of the Maharat platform (see page 36), the Training Division took part in working workshops with the Indian COSS team responsible for solution development, with a view to supporting its operational deployment. In parallel, the Training Division is responsible for developing the pedagogical content associated with the platform, adapting training tools and materials to the e-learning context, and structuring a question bank aligned with competency frameworks to support the assessment and certification systems integrated into the platform.



Observation Internships in French Schools — Institut Français

The partnership between the Moroccan Foundation for Preschool and the Institut Français du Maroc found one of its expressions in the organisation of observation internships in nursery school classes at French schools in Rabat, strengthening the link between theoretical training and professional practice. These immersive experiences allowed educators to observe diverse pedagogical approaches and support strategies that foster children's holistic development.



Francophonie Festival — Institut Français du Maroc

The FMPS took part in the Francophonie Festival organised by the Institut Français du Maroc, as part of a broader effort to promote the artistic, cultural and linguistic dimensions of preschool education. Through creative expression activities, educators were encouraged to develop their creativity, cultural openness and ability to foster French language awareness in children. This initiative also strengthened their pedagogical and artistic competencies, supporting the lasting integration of cultural activities as drivers of children's holistic development.



Setting up a Pedagogical Library at the Training Centre

To strengthen its pedagogical resources, the Training Division set up a pedagogical library — a «bookin» — within the Training Centre, in consultation with the ATFALE team. This initiative provides structured access to a wide range of materials, supporting the enrichment of educational practice and the development of professional skills.

Welcome !

Overall Level	-
Participation Rate	100%
Lessons Completed	2

French Language Development Activities (Frantastique) — Institut Français

Educators took part in the Frantastique programme, run in partnership with the Institut Français, to strengthen their command of the French language through personalised, adapted learning pathways. This initiative contributed to the development of language skills, improved professional communication and enhanced the quality of classroom practice.



Training Internship at INSPÉ — Lyon Academy (SEPs)

Following a full year of training organised by the FMPS in partnership with INSPÉ of the Lyon Academy for 13 Pedagogical Support Supervisors (SEPs), a 50-hour practical training internship was implemented, focused on developing a professional culture centred on the young child. The training enabled SEPs to strengthen their competencies in preschool education, educational support and reflective practice, and to deepen their knowledge of early childhood development, multilingualism, pedagogical approaches and the integration of local cultural resources as learning supports. The 13 trained SEPs were subsequently mobilised to deliver training to 700 SEPs across different regions of the Kingdom.

2 Key Figures 2025

	Training	Duration	Review 24/25	Projections 25/26
Educator Training	**Initial**	400 hours	4,788	4,800
	Complementary Initial	550 hours	1,551	3,285
	Continuing	48 hours	15,058	15,360
	200 Hours	200 hours	6,888	6,888

	Review 25/26	Projections 26/27
SEP Training	663	805

	Number of Beneficiaries by Region			
	Complementary Initial Training 2025	**Continuing Training 2025**	**200H Initial Training 2025**	**400H Initial Training 2025**
Rabat-Salé-Kénitra	—	1,895	396	544
Béni Mellal-Khénifra	244	1,425	269	720
Casablanca-Settat	205	1,943	653	498
Marrakech-Safi	208	1,882	1,495	477
Drâa-Tafilalet	182	1,567	851	398
Souss-Massa	151	729	82	500
Guelmim-Oued Noun	9	435	75	69
Oriental	204	927	1,083	261
Laâyoune-Sakia El Hamra	9	194	38	37
Dakhla-Oued Ed-Dahab	11	8	7	——
Fès-Meknès	145	2,362	702	716
Tanger-Tétouan-Al Hoceima	182	1,691	1,240	568
Total	**1,550**	**15,058**	**6,888**	**4,788**

400H Initial Training

- Start date: 11/07/2025
- Training over 50 days (Frequency: 8h/day)
- 95 permanent and 250 part-time trainers
- 224 groups
- 3,995 female educators, 793 male educators
- 224 training rooms

550H Complementary Initial Training

- Start date: 13/02/2025
- Training in 9 sessions
- E-learning training in 17 sessions
- 85 permanent trainers mobilised
- 82 groups, 20 educators per class maximum
- 443 male educators, 1,108 female educators
- 15 training rooms

Continuing Training

- Start date: 07/04/2025
- 6 days of which 3 in-person, 3 in e-learning
- 94 permanent trainers mobilised
- 762 groups, 20 educators per group maximum
- 3,893 male educators, 11,165 female educators
- 163 training rooms

200H Initial Training

- Start date: 19/02/2025
- 6 days of which 32 hours in-person, 34 hours in e-learning
- 86 permanent trainers mobilised
- 356 groups, 20 educators per group
- 1,225 male educators, 5,663 female educators
- 96 training rooms

3 Training Evaluation : Measuring Impact to Sustain Quality

The quality of training programmes delivered to preschool educators is assessed through several indicators: levels of learner engagement, mastery of knowledge acquired, changes in observed pedagogical practices in the field, and professional competency development, among others. It was in this spirit that an evaluation exercise was conducted in 2025 among participants in the 400-hour, 200-hour and 550-hour initial training programmes, with the following objectives :



To assess participant satisfaction at the end of their pathway, through questionnaires administered at the close of sessions, covering logistical organisation, content quality and trainer support;



To gather educators' views on the relevance of the modules covered and their applicability to daily practice;

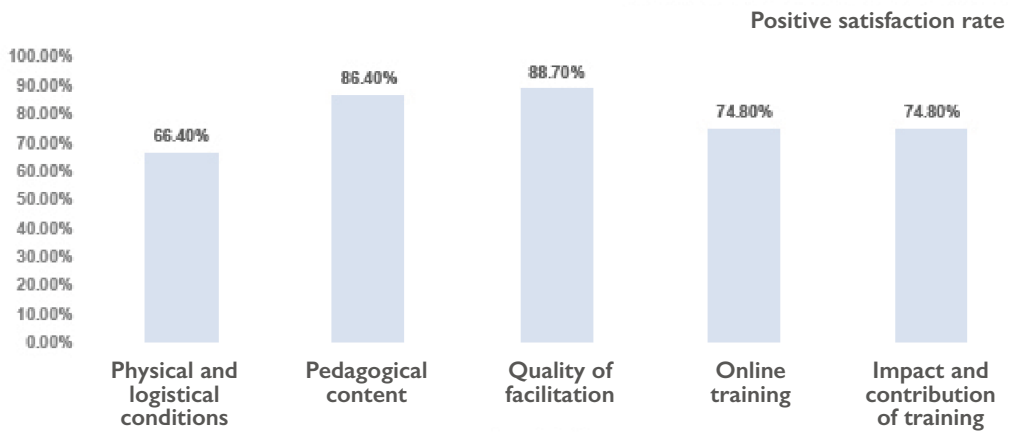


To identify the specific strengths and areas for improvement of each training programme, in order to inform the continuous adaptation of the pedagogical offer.

Regarding continuing training, as the programme was not completed during 2025, its evaluation has not yet been carried out. This will take place at a later stage, once all sessions have been finalised. A follow-up evaluation is also planned, comprising questionnaires, classroom visits, technical interviews and focus groups. The findings will be the subject of a detailed report upon completion of the work.

The immediate post-training data was collected by the CFPE from all educators who completed the three programmes concerned. The breadth and quality of the responses gathered ensure that the results presented are broadly representative.

The immediate evaluation of the 200-hour initial training made it possible to measure satisfaction across all key dimensions of the programme. Results are organised around five main areas: physical conditions, pedagogical content, facilitation quality, online training and the perceived contribution of the training.



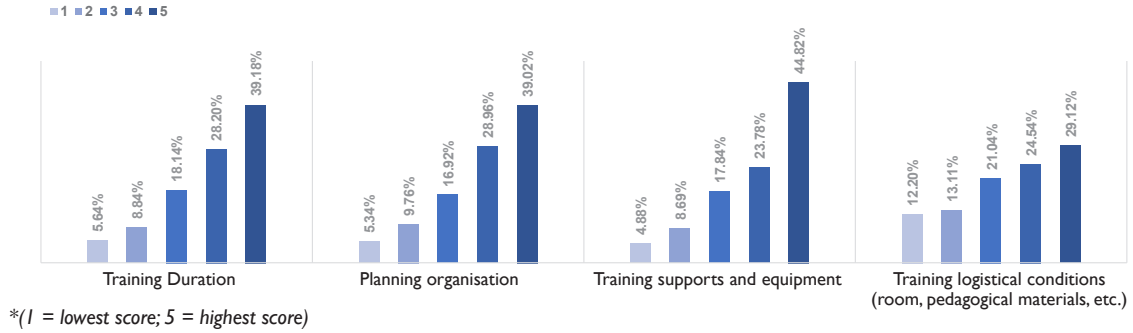
Positive Approval Rate by Dimension

A closer look at the individual dimensions assessed makes it possible to identify specific areas for improvement.

Evaluation criterion	Satisfaction rate
Session duration	76.8%
Planning and organisation	71.4%
Clarity and usefulness of content	88.6%
Practical activities	84.4%
Trainer's ability to simplify	87.7%
Encouragement of interaction	87.9%
Quality of video modules	86.9%
Quality of live online sessions	82.0%
New knowledge acquired	71.7%
Impact on classroom practice	77.9%

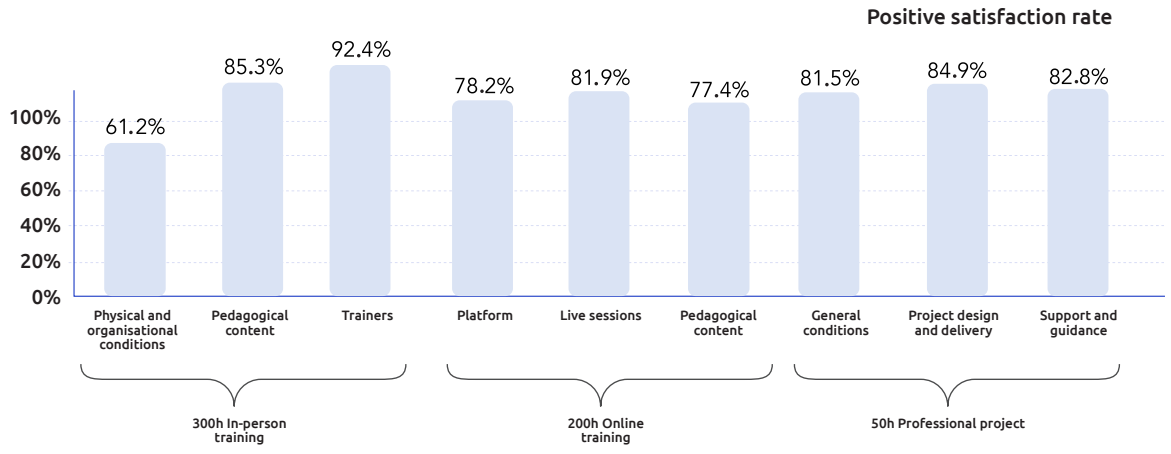
Positive Approval Rate by Dimension

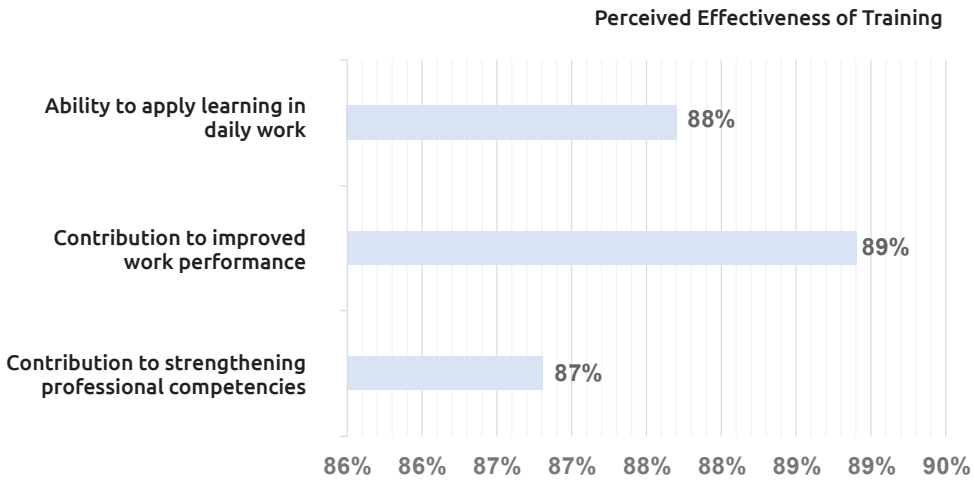
Planning and logistical conditions: Training duration — Planning and organisation — Training materials and equipment — Logistical conditions (room, pedagogical materials, etc.)



**(1 = lowest score; 5 = highest score)*

The immediate evaluation of the 550-hour complementary initial training covered the three components that structure the programme : in-person training (300h), online training (200h) and professional project (50h). Results are presented by main dimension assessed for each component.





4 E-Learning : A Lever for Quality and Equitable Access to Training

The FMPS places great importance on the development of online training (e-learning), viewing it as a strategic lever for modernising its training offer and broadening access to pedagogical content for all preschool educators.

2025 was marked by significant mobilisation around this area, through :

- Consolidation of the pedagogical design of e-learning modules;
- Production of digital resources tailored to educators' needs;
- Operational monitoring of educators throughout their distance learning pathways (connection rates, module completion, quiz participation and attendance at live sessions);
- Planning and coordination of online training sessions, ensuring sound organisation and coherent articulation with in-person components.

Strategic Partnerships and Digital Innovation : The Maharat Platform

Both divisions under the FMPS Training Centre played an active part in the development of the Maharat project — the flagship initiative of 2025, described on page 36.



Recognising artificial intelligence as a major driver of pedagogical transformation, the FMPS launched, in 2025, a significant project to digitalise its training content. Led by the Training Centre (CFPE) teams, this work marked an important first milestone with the 400-hour initial training, resulting in the production of 60 video modules incorporating artificial intelligence tools. Designed to enrich training pathways, these resources offer educators content that is both engaging and pedagogically effective. The work drew on the expertise of pedagogical scriptwriting teams, who developed the modules in close alignment with training objectives and field realities, as well as the skills of motion design teams responsible for the visual production and animation of content.



As part of its professional development strategy, the Moroccan Foundation for Preschool established, through its Centre for Training in Early Childhood Professions (CFPE), a strategic partnership with Coursera, one of the world's leading online learning platforms. This partnership aims to give all Foundation staff access to high-quality resources across a wide range of areas, including leadership, pedagogy, inclusion and digital skills. The programmes on offer enable participants to earn internationally recognised certifications and follow flexible learning pathways available in multiple languages — Arabic, French and English.

The partnership has three main objectives :

Strengthen staff's professional and personal competencies;

Broaden access to international pedagogical content;

Develop the Moroccan Foundation for Preschool's own content on the Coursera platform over the longer term.

Educators	Trainers
More than 15,000 beneficiaries in the annual continuing training	Around 125 trainers trained each year
Pedagogical Supervisors (SEP)	**Administrative Managers (CA)**
Around 800 beneficiaries	Around 100 managers
Provincial Managers (RP)	**Central Administration Staff**
Around 60 managers	Around 150 beneficiaries

Throughout 2025, participants followed several training pathways that contributed to strengthening their professional competencies. As part of this partnership, a Coursera team visited Morocco to tour the CFPE and carry out field visits, providing a concrete opportunity to observe the impact of training on pedagogical practice. Working workshops were also held with the Coursera team to strengthen the Training Division's expertise in digital learning design and explore the integration of artificial intelligence in the development of pedagogical content.



Educators who obtained their certificate from the University of Geneva on Coursera



Visit of the Coursera team to the Moroccan Foundation for Preschool training centre studio



As part of its ongoing strategy to professionalise its pedagogical staff, the Moroccan Foundation for Preschool continued its partnership with McKinsey & Company under the A2E Essentials programme, dedicated to developing pedagogical leadership and management competencies. Following a first phase delivered for central administration staff and trainers, 2025 marked the launch of Phase 2, targeting supervisors and pedagogical support supervisors working directly in the field. This phase benefited more than 700 SEPs across the country.

The programme is designed to strengthen their ability to :

- Effectively support educational teams;
- Develop motivating leadership;
- Structure the transfer of pedagogical competencies;
- Foster coaching and constructive feedback practices.

This phase also marks a significant shift in the programme's delivery model: sessions are now facilitated by Moroccan Foundation for Preschool staff trained during the first cohort. This internal cascade mechanism helps ensure the programme's sustainability and multiplies its impact across the network.

05 Pedagogy

The quality of preschool education rests on a coherent, scientifically grounded and rigorously structured pedagogical model. In 2025, the Moroccan Foundation for Preschool continued to strengthen its pedagogical framework, maintaining consistent alignment between the national curricular framework, competency frameworks and field realities.



Scientific Research

Descriptive and Experimental Studies

As part of its continuous improvement approach, the FMPS ABHAT Research Centre anchors its pedagogical programmes in a rigorous scientific evaluation framework. The studies conducted aim to measure the pedagogical effectiveness of deployed programmes, provide objective evidence of their impact on children's learning, and identify the adjustments needed to strengthen educational quality across the network.

Assessment of the 4th Edition of the «Éveil et Créativité/ Discovery and Creativity» Collection (Final year of preschool)

A national study was conducted to evaluate the pedagogical effectiveness and use of the 4th edition of the «Éveil et Créativité» collection. The survey involved 10,007 educators from the final year of preschool (42% of the FMPS network). Results show strong endorsement of the programme, particularly regarding children's active engagement, the quality and coherence of content, and alignment with national preschool orientations. Adjustments relating to pedagogical time management — especially in multi-level of final year of preschool classes — were identified to further optimise programme effectiveness.

Comparative Study of Educational Games : FabLab Resources and Market Games

An experimental study was conducted with 245 Large Section children across 12 classes, comparing educational games developed by the FMPS within the FabLab with games already available in the network. The analysis focused on three key areas: fine motor skills, language and logic. Results highlight the stronger pedagogical structure of FabLab games, characterised by a progressive gradation of difficulty levels and deeper mobilisation of cognitive competencies. These games support finer differentiation of children's learning and multidimensional development, confirming the added value of resources designed by the Foundation.

Play-based Experimental Programme for Developing Social-Emotional Competencies

In 2025, the FMPS ABHAT Research Centre designed and tested an intervention programme based on play, aimed at strengthening children's social and emotional competencies, drawing on the CASEL model adapted to the Moroccan context. The experiment involved 39 children using a pre- and post-test measurement framework. Results show a notable improvement in social-emotional competencies, particularly in emotional expression and regulation in classroom situations. This study confirms the relevance of systematically integrating social-emotional dimensions into preschool pedagogical practice.

Scientific Articles

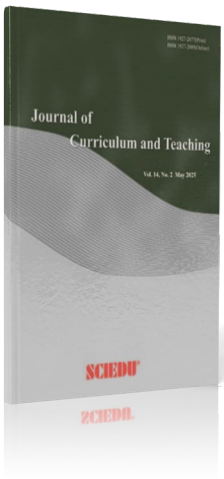
As part of its mission to produce and disseminate scientific knowledge in preschool education, the FMPS ABHAT Research Centre published several articles in international peer-reviewed journals in 2025 :



The Impact of Educational Robotics on the Executive Functions of Preschool Children

Journal of Hunan University Natural Sciences (Vol. 52, No. 4) – China – DOI: https://doi.org/10.55463/issn.1674-2974.52.4.7

This article examines the impact of a progressive educational robotics programme on the development of executive functions in preschool children in Morocco. The study, conducted with 84 children, demonstrates a significant improvement in competencies related to planning, working memory, cognitive flexibility, problem-solving and collaboration. The findings confirm that the structured integration of educational robotics is an innovative lever for building high-level cognitive competencies from early childhood, while positioning the Moroccan experience within the international field of research on educational technologies. This article examines the impact of a progressive educational robotics programme on the development of executive functions in preschool children in Morocco. The study, conducted with 84 children, demonstrates a significant improvement in competencies related to planning, working memory, cognitive flexibility, problem-solving and collaboration. The findings confirm that the structured integration of educational robotics is an innovative lever for building high-level cognitive competencies from early childhood, while positioning the Moroccan experience within the international field of research on educational technologies.



Evaluation of a Preschool Educational Programme Using the CIPP Evaluation Model — A Case Study of the «Éveil et Créativité» Collection within the Moroccan Foundation for Preschool Network

Journal of Curriculum and Teaching (Vol. 14, No. 4) – Canada – Scopus-indexed journal (Q3) – DOI: https://doi.org/10.5430/jct.v14n4p120

This article presents a national evaluation of the «Éveil et Créativité» pedagogical collection using the CIPP international model. The study, based on a mixed-methods approach involving more than 10,000 educators, confirms the robustness of an integrated pedagogical system combining coherent curricular design, educator training and sound operational governance. Results highlight strong child engagement, relevant alignment with national orientations and rich pedagogical content, while identifying areas for improvement in temporal organisation.



Contribution to the International Review «Theory into Practice» — OMEP (Issue 8, 2025)

Link to publication: https://omepworld.org/wp-content/uploads/2025/06/omep-TIP8-2025.pdf

During the World Action Week for Education 2025, under the theme «Education Saves Lives: Protecting Education in Emergency Situations,» the FMPS ABHAT Research Centre contributed to the international review published by the World Organisation for Early Childhood Education (OMEP) by sharing the experience gained following the Al-Haouz earthquake. The article presents an integrated approach combining psychosocial support, community mobilisation and respect for local cultural practices to ensure educational continuity for young children in crisis contexts.

Participation in Scientific Events



In a spirit of academic outreach and international engagement, the FMPS ABHAT Research Centre took part in several national and international scientific conferences in 2025.

The main events to which the FMPS contributed are :

77th World Assembly and
International Conference of OMEP
Bologna, Italy (16–18 July 2025)
Presentation : *«Development of Social and Emotional Competencies in Preschool Education : A Play-based Approach»*

International Conference
Fès-Meknès (26–28 May 2025)
Presentation : *«Education, Cognitive Sciences and Pedagogical Renewal in Educational Establishments»*

3rd International Symposium - Language, Discourse and Society in Transition - Université Cadi Ayyad, Essaouira (22–23 April 2025)
Presentation : *«Multilingual Education: Pedagogical and Cultural Challenges»*

International Symposium — Evaluation of Pedagogical Programmes and Education in Teaching: Challenges and Perspectives — Université de Haute-Alsace, France (online, 15–16 October 2025)
Presentation : *«An Evaluation System for Preschool : Current State and Avenues for Reflection»*

3rd International Interdisciplinary Symposium - Baby, Early Childhood in Context - Université Toulouse Jean Jaurès, France (21–23 May 2025)
Presentation : *«Perceptions and Practices of Preschool Educators Regarding Entrepreneurial Education»*

Webinar Programme



As part of its mission to disseminate knowledge and strengthen the capacities of preschool professionals, the FMPS ABHAT Research Centre organised a series of scientific and pedagogical webinars in 2025, covering strategic themes related to children's holistic development and the quality of educational practice :

OMEP World Francophone Commission - 2 April 2025

Theme : «Awakening Children to Linguistic and Cultural Diversity : Strategies for Inclusive and Welcoming Preschool Education» Organised in collaboration with the OMEP Francophone Commission, this international webinar brought together representatives from Canada, Argentina, the Democratic Republic of Congo and Morocco.

19th Webinar

12 February 2025

Theme : *«Play : a gateway to creativity and development in early childhood»*

This webinar highlighted the central role of play as a lever for creativity and global development in young children.

20th Webinar

7 May 2025

Theme : *«Socio-emotional development: the foundation of preschool education»*

The session underlined the importance of socio-emotional development as the basis for learning in preschool children.

21st Webinar - 16 July 2025

Theme : «Music Education: Between Openness and Creativity in Preschool Teaching» This session explored the role of music education in fostering expression and creativity in young children.

22nd Webinar - 2 October 2025

Theme : «Welcoming, Including and Supporting: The Keys to a Successful Preschool Start of Year» The webinar addressed the pedagogical and organisational conditions that support the harmonious integration of children at the start of the school year.

23rd Webinar - 17 December 2025

Theme : «Personal Competencies and Their Impact on the Professional Development of Preschool Educators» This webinar focused on the role of personal competencies in educators' professional adaptation and growth.

Master Classes

As part of efforts to strengthen the continuing training system and the professionalisation of preschool practitioners, the FMPS ABHAT Research Centre organised two online Master Class series in 2025, led by Foundation researchers and experts.

Master Class — Development of Social-Emotional Competencies

Aimed at Moroccan Foundation for Preschool trainers, this Master Class (4 sessions) deepened participants' theoretical understanding of social-emotional competencies, explored the factors influencing their development and examined the role of play as a key pedagogical lever. The training equipped trainers to implement practices that foster emotional expression, self-regulation and relational competencies in the classroom.

Master Class — Development of Executive Functions and Emerging Themes

Designed for trainers, this Master Class focused on executive functions — working memory, inhibition and cognitive flexibility. Participants strengthened their theoretical knowledge and acquired practical tools to support children's self-regulation and cognitive development. The series also facilitated the exchange of good practice and the internal sharing of achievements across the Moroccan Foundation for Preschool network.

Doctoral Research Grants

As part of its commitment to developing research in early childhood education, the FMPS continued its Doctoral Research Grant programme in 2025. Four new doctoral students were admitted, bringing the total number of grant holders supported by the Foundation to nine. The third edition of the Grant was also launched, reinforcing the momentum of continuity and the broadening of supported research areas.

Partnership Research Activities

In a spirit of scientific openness and regional and international collaboration, the FMPS continued several partnership research projects in 2025 with networks specialising in early childhood education.

Partnership with the Arab Network for Early Childhood Development — Two strategic projects were conducted :

- Professional Development of Preschool Educators - Case of Morocco, focusing on training systems and support mechanisms for early childhood professionals;
- National Early Childhood Strategies in Arab Countries, a comparative study assessing the alignment of public policies with the Sustainable Development Goals.

SUNRISE International Project

The Moroccan Foundation for Preschool contributed to the SUNRISE international study conducted by the University of Wollongong, Australia, focusing on the behaviours of children aged 3 to 4 (physical activity, sedentary behaviour and sleep) in line with WHO recommendations. The pilot study, conducted in the Rabat-Salé-Kénitra region with 55 children, aims to generate scientific data to inform improvements in educational and health policies.

Contribution to OMEP - Francophone Commission

As OMEP Morocco representative, the FMPS contributed to building an international reference database in early childhood education, through the production and validation of bibliographic records showcasing Moroccan resources.



Pedagogical Production

1 Core Pedagogical Production

Validation of the 4th Edition of the «Éveil et Créativité» Collection — Middle Section — by the Ministry of National Education, Preschool and Sports (MENPS) :

In pursuit of a quality pedagogical programme that meets national and international standards and is adapted to the needs of preschool-age children, the 4th edition of the «Éveil et Créativité» collection — Middle Section — was finalised and validated by the MENPS on 2 April 2025. This edition was updated in line with the MENPS curricular framework and enriched with pedagogical tools and active, inclusive approaches designed to support educators' practice and strengthen the progression of learning.



Production of an Educational Songs Collection (20 Songs)



As part of the ongoing enrichment of educational resources, a repertoire of educational songs was produced in 2025 to diversify learning materials and strengthen the multilingual dimension of the pedagogical framework. The repertoire comprises 15 songs in Arabic and 5 in Amazigh, developed in alignment with the programme's themes and adapted to the developmental characteristics of preschool children. Particular attention was paid to linguistic quality, pedagogical relevance and the appeal of the compositions. The repertoire aims to promote Morocco's linguistic and cultural diversity, make learning more engaging and inclusive, and provide educators with tools that encourage active, participatory classroom practice.



Recognition of the Winners of the 5th Edition of the Pedagogical Innovation Competition :

A large number of educational staff took part in the 5th edition of the Pedagogical Innovation Competition, submitting entries in the storytelling, educational games and pedagogical display categories. The prize-winning projects stood out for their creativity, their grounding in field realities and their contribution to improving educational practice. An award ceremony was held on 3 December 2025 to honour the winners and celebrate innovative initiatives and the commitment of educational teams.

Production of Content for the Child Competency Assessment System

As part of a continuous improvement approach, the child competency assessment system was revised and updated to reflect the new developments introduced in the 4th edition of the Foundation's pedagogical programme. This update made it possible to refine assessment grids and activities, and to adapt the rollout schedule to better account for children's exit profiles and learning rhythms. In parallel, a pilot of the GOM method (General Outcome Measures) is under way. Tools were adapted to the Moroccan context and the MENPS curriculum, and tested in a pilot project across a sample of classes to assess their relevance and feasibility. The objective is to strengthen the relevance and inclusivity of assessments and improve the monitoring of children's progress, in line with MENPS curricular framework orientations.



Establishment of a Child Skills Reinforcement Mechanism

A pedagogical reinforcement mechanism was put in place, including the creation of a reinforcement corner in classrooms and a bank of structured educational activities tailored to children's needs. This mechanism aims to strengthen foundational learning areas — language, pre-mathematics and fine motor skills — through differentiated activities designed to consolidate learning achievements and prevent learning difficulties. The reinforcement corner serves as a pedagogical support tool that promotes attention to individual needs, equity and inclusion.

Development of a Back-to-School Roadmap

To ensure an organised and consistent start to the school year across the network, a dedicated back-to-school roadmap was developed to guide the first weeks of the academic year — a pivotal stage in children's educational journey. It is designed to structure the gradual welcome of children and the settling-in period, while giving particular attention to communication with families so as to provide clear and reassuring information from the very first days of term. This framework supports a smooth transition into the school year and fosters a stable, safe and learning-conducive environment.

Development of a Roadmap and Video Module on the Prevention of Violence in Preschool Settings

With the aim of promoting a safe and nurturing school environment, a roadmap accompanied by a video module was developed to prevent violence in preschool settings and strengthen children's well-being. The roadmap raises awareness among educational teams about the different forms of violence and promotes pedagogical practices grounded in respect, empathy and cooperation, through age-appropriate preventive guidance. The video module illustrates expected behaviours and appropriate educational attitudes, supporting the practical application of these principles in the field.

Development of an Activity Booklet on Sustainable Development — in Partnership with the Mohammed VI Foundation for Environmental Protection

As part of the partnership with the Mohammed VI Foundation for Environmental Protection, an educational activity booklet was developed around the initiative «A Sea Without Plastic,» aimed at raising preschool children's awareness of environmental issues and sustainable development from an early age. The booklet offers age-appropriate activities introducing children to environmental protection, waste sorting and respect for nature, while encouraging eco-responsible behaviours.

2 Digital Pedagogical Production

Launch of the ATFALOUNA LEARNING Digital Platform :

The ATFALOUNA LEARNING platform was launched and rolled out during the 2025–2026 school year across network units equipped with interactive whiteboards (IWB) and tablets. It enables the integration of digital technology as a structured pedagogical tool, diversifies learning approaches through interactive resources and strengthens children's engagement. The platform also provides educational teams with activity and competency tracking through individual progress reports. Its deployment contributes to modernising the learning environment and supporting children's competency development, in line with the pedagogical programme.















Pedagogical Supervision and Support

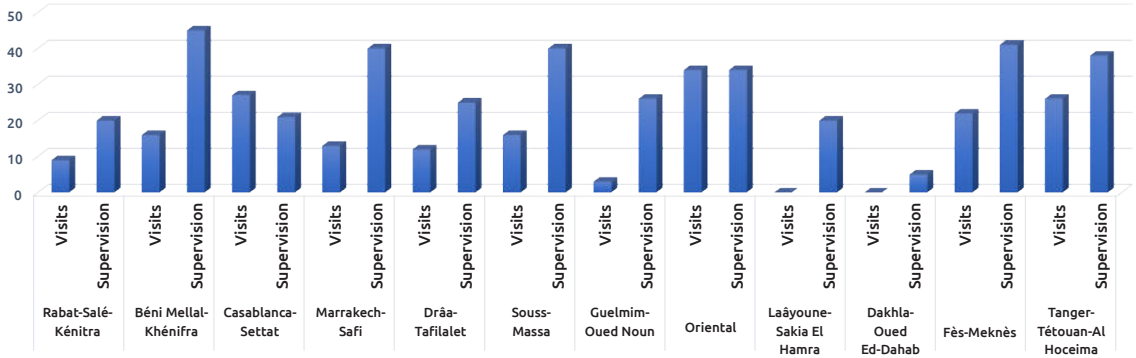
Support and supervision of SEPs

To strengthen the competencies of Pedagogical Support Supervisors (SEP), a continuous support system is provided by eight Central Supervisors (SC) through joint class visits and support workshops. In 2025, 178 class visits and 355 workshops were carried out nationwide. This support aims to improve the quality of SEP class visits, notably through observation of pedagogical practices and reflective exchanges with educators. Remote monitoring, based on the analysis of action plans, observation grids, and pedagogical scenarios, also helps strengthen the quality of field support.

Classroom Visits / Support Workshops by Central Supervisors (SC) 2025

	Number of Visits	Number of Support Workshops
Rabat-Salé-Kénitra	9	20
Béni Mellal-Khénifra	16	45
Casablanca-Settat	27	21
Marrakech-Safi	13	40
Drâa-Tafilalet	12	25
Souss-Massa	16	40
Guelmim-Oued Noun	3	26
Oriental	34	34
Laâyoune-Sakia El Hamra	0	20
Dakhla-Oued Ed-Dahab	0	5
Fès-Meknès	22	41
Tanger-Tétouan-Al Hoceima	26	38
Total	**178**	**355**

Central Supervisors in total
A ratio of 1 SC / 100 SEPs





Pedagogical Supervisor's Fundamental Toolkit

To strengthen SEP competencies, the Moroccan Foundation For Preschool developed a pedagogical supervision toolkit comprising the Moroccan Foundation For Preschool supervision model, the «Stages of Class Visits» and «Designing and Leading Pedagogical Support Workshops» guides, as well as the AWALI tool and pedagogical notes. This system constitutes a common reference for observing pedagogical practices and supporting educators. It is accessible on the ERP's pedagogical supervision space, facilitating its adoption by teams.

Deployment of the «Awali» Tool

With the aim of strengthening SEP competencies in observation, training on the AWALI tool was rolled out more broadly following the pilot phase. After training 200 SEPs, the Central Supervisors ensured the training of the remaining 600 SEPs. These workshops, 30 hours long spread over 5 days, made it possible to support the adoption and practical implementation of the tool. Post-training support workshops were also organized to consolidate progress and ensure long-term follow-up.

Post-Training Support Workshops

Month	Number of «Awali» Workshops
October 2025	40
November 2025	30
December 2025	6
Total	77 support workshops

Pedagogical Monitoring of Preschool Units

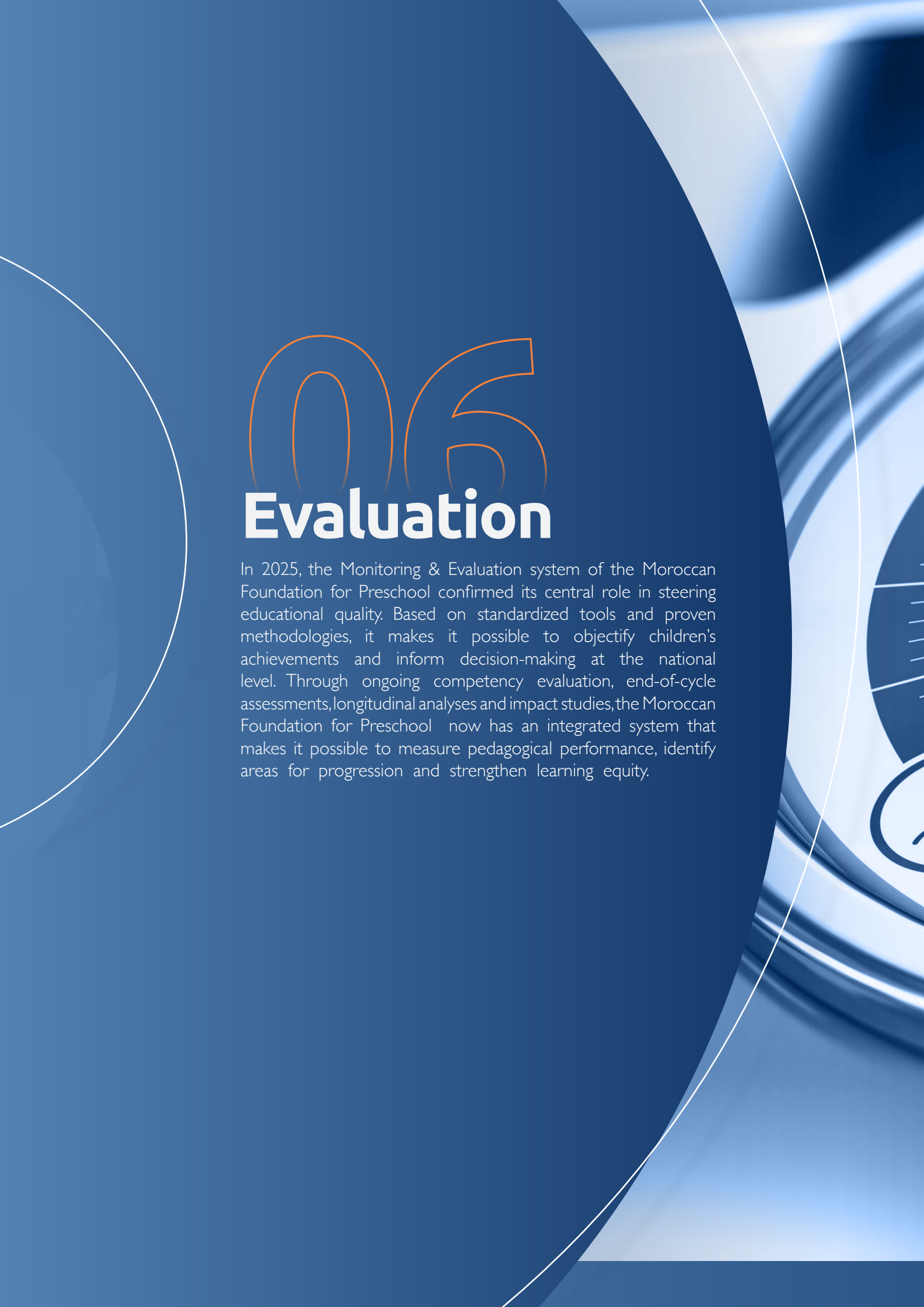
As part of pedagogical monitoring, 66 preschool units were the subject of field visits covering 9 regions and 26 provinces, including 77 educators and 1,504 children in different settings (rural, urban, integrated classes and INDH units). Observations focused on structural quality and the quality of pedagogical processes, based on an 8-domain, 19-indicator analysis grid, supplemented by interviews with educators to better understand field realities.

Digitalization of the Pedagogical Supervision Process

Since June 2025, the Moroccan Foundation For Preschool has undertaken the digitalization of the pedagogical supervision process in order to structure monitoring tools and improve field action management. A specification document, enriched by Provincial Managers, made it possible to integrate the main supervision tools (action plan, AWALI grid, visit report, individual action plan and pedagogical scenario) into the digital system. The «Action Plan» module, integrated into the ERP, was tested with 20 SEPs, while a needs assessment form was developed in order to build a monitoring dashboard for actions and their pedagogical impact.

06 Evaluation

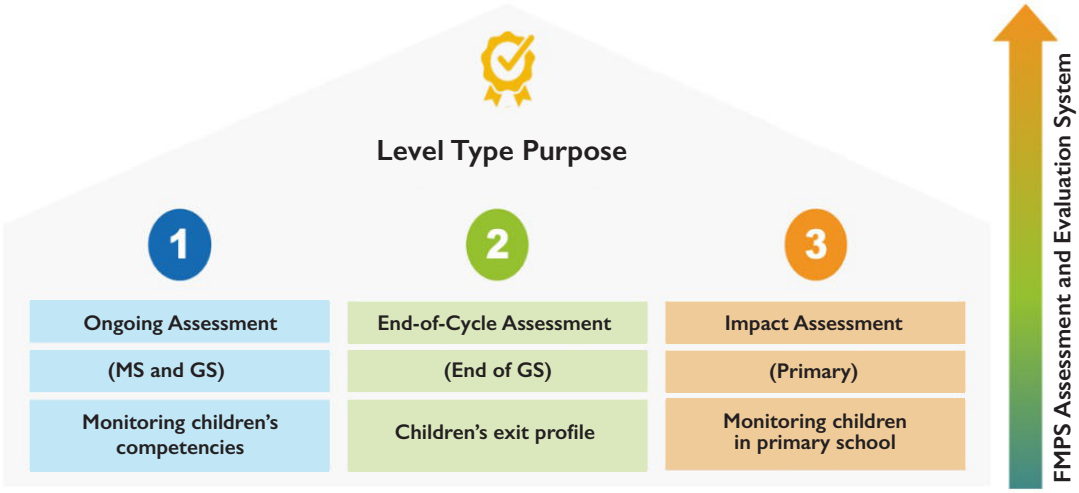
In 2025, the Monitoring & Evaluation system of the Moroccan Foundation for Preschool confirmed its central role in steering educational quality. Based on standardized tools and proven methodologies, it makes it possible to objectify children's achievements and inform decision-making at the national level. Through ongoing competency evaluation, end-of-cycle assessments, longitudinal analyses and impact studies, the Moroccan Foundation for Preschool now has an integrated system that makes it possible to measure pedagogical performance, identify areas for progression and strengthen learning equity.




QUALITY

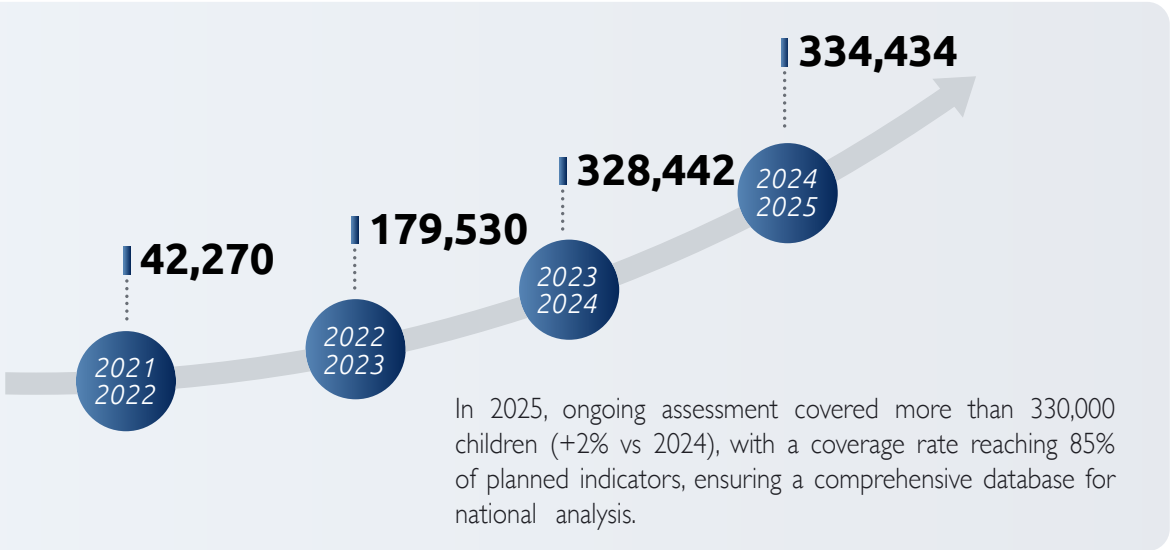
1 Monitoring & Evaluation Review

The FMPS's Monitoring & Evaluation system has reached a level of maturity allowing it to capitalize on accumulated experience and lessons drawn from each exercise. Enriched by regular adjustments to tools, indicators and processes, it guarantees rigorous monitoring of children's development throughout preschool and their transition to primary school. Progress made in the six development domains is continuously analyzed, at end of cycle and over the medium term, ensuring a complete and coherent reading of achievements and their evolution over time.



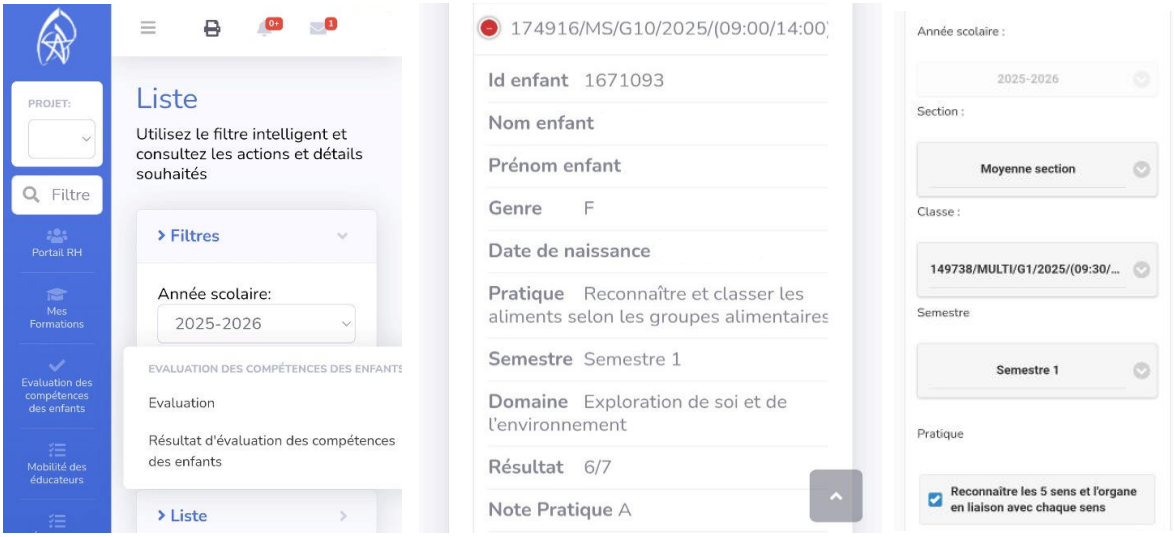
2 Ongoing Child Assessment

2.1 Strengthening Ongoing Child Assessment



In 2025, ongoing assessment covered more than 330,000 children (+2% vs 2024), with a coverage rate reaching 85% of planned indicators, ensuring a comprehensive database for national analysis.

- Revision of the competency assessment grid for last year of preschool children to align with the rollout of the new «éveil et créativité» pedagogical toolkit for the Large Section.
- In collaboration with MENPS and a World Bank expert, a process was initiated to strengthen the monitoring of children's progression through the implementation of a GOM (General Objectives Measurement) ongoing evaluation in literacy and mathematics. At this stage, several working sessions led to the development of a tool adapted to the Moroccan context, which will be piloted and tested starting in early 2026 in four classes.



Continuous Assessment on the ERP :

Continuous assessment was integrated into the FMPS ERP through a dedicated module enabling the entry of assessment data and the instant visualization of individualized results.

A pilot phase of continuous assessment on the ERP:

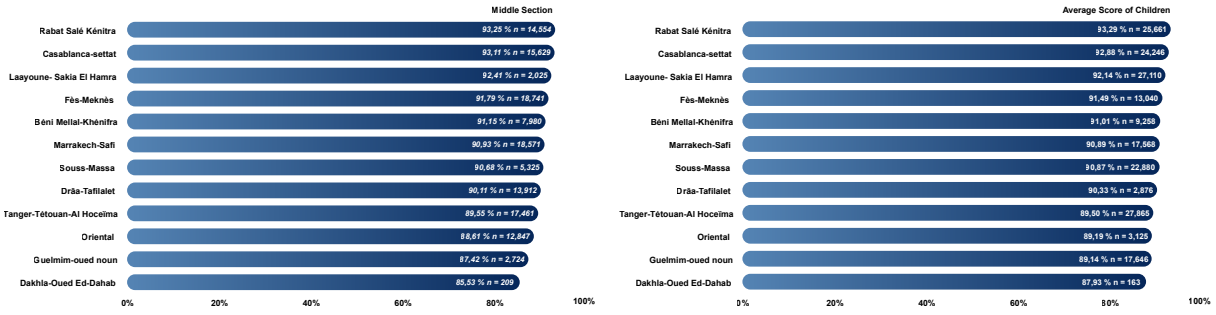
covering 10 classes in the Tangier–Tetouan–Al Hoceima region, was successfully implemented during the second semester. The system was then generalized to all Middle Section classes, representing more than 5,700 classes.

2.2. Strengthening Continuous Assessment of Children

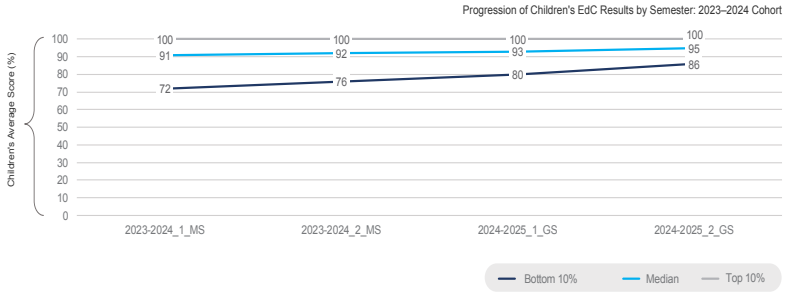
The results of the 2024–2025 assessment, together with the analysis of data collected since 2020, demonstrate unequivocally the effectiveness of the FMPS preschool program, particularly in the development of key competencies.

As part of the continuous assessment process, 86.2% of children in the Middle Section and 85.9% of children in the Upper Section were able to develop competencies across all learning domains, achieving scores above 75%.

Average Child Score by Region



The longitudinal analysis of the 2023-2024 cohort indicates a positive dynamic for all children, particularly beneficial for those initially in greatest difficulty, while maintaining a very high level among the best. The gap between the weakest and the rest of the group tends to narrow over time, which is an encouraging signal in terms of pedagogical equity.



Results also show that educator experience and training influence children's performance, and that girls obtain slightly higher results than boys.

3 End-of-Cycle Assessment

3.1 Sample 2024/2025

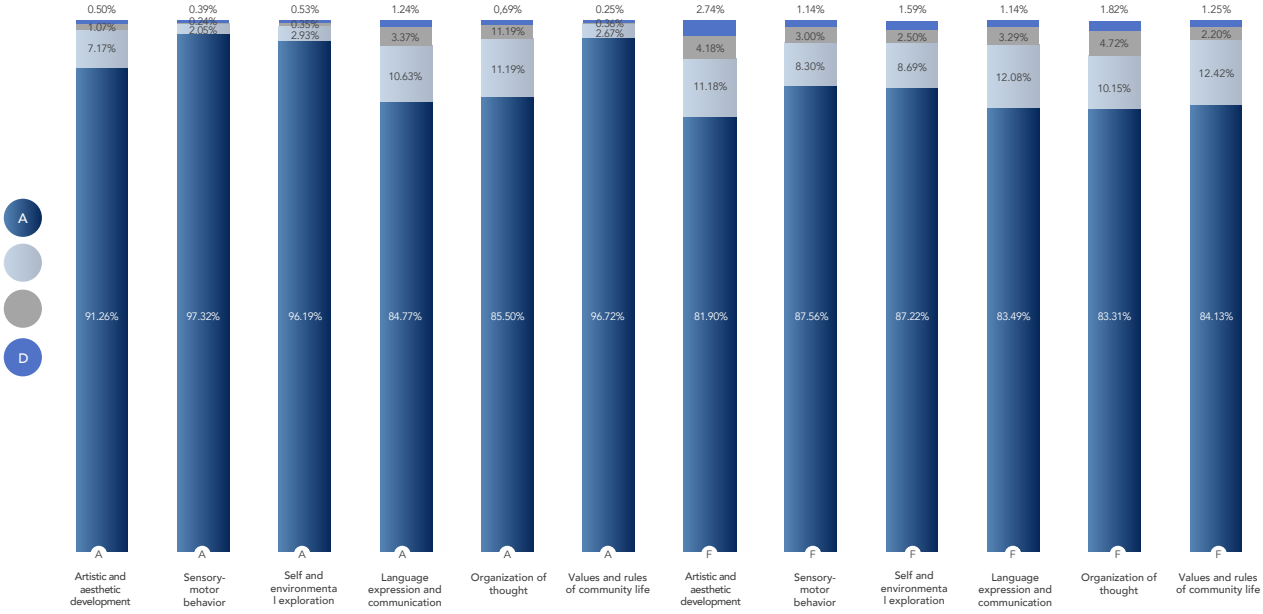
The assessment aims to measure end-of-cycle achievements on a representative sample of children. The total population concerned included 16,828 classes, spread between single-level Large Section (GS) classes and multi-level GS classes. Building on the first exercise carried out in 2023/2024, the sample for the 2024/2025 school year was developed in a rigorous, scientific and representative manner, with expert support. In total, 2,881 classes were retained, representing more than 35,400 children. This selection relies on optimal Neyman allocation, a statistical method that adjusts sample sizes according to the real variability of scores. The assessment operation took place from 28 April to 23 May 2025, over three weeks, with central and provincial commissions verifying the implementation of the assessment.

3.2 Results

In-depth analysis of results showed that :

- Educator training and experience positively influence children's performance.
- Relative homogeneity between rural and urban areas.
- Class type (Multi or GS) has a minor effect on children's results.
- Class size has a significant effect on overall performance: children enrolled in classes of 15 to 20 obtain clearly higher scores.
- Children who followed two years of preschool obtained higher average scores.

Distribution of children's scores by learning domain and by language



4 Preparation of Three Child Assessment Analysis Reports

These reports present a synthesis of results, an interpretation of the observations collected, as well as avenues for reflection and recommendations tailored to identified needs.

5 Improvement Measures

Based on the results of ongoing and end-of-cycle assessments, a continuous improvement plan is being deployed to strengthen pedagogical quality and support each child's success. It revolves around four components: training, supervision, pedagogical production and educators.

6 Longitudinal Study : Results

6.1 Impact Study of Preschool

World Bank Study

As part of the collaboration with the World Bank, a study is under way to evaluate the impact of preschool on pupil performance, using the double-difference method. The evaluation relies on demographic data, primary school results and the geographical evolution of preschool unit coverage, in order to compare children who attended preschool (via the FMPS and other operators) with those who did not. Preliminary results are already available and will provide an initial insight into the effect of preschool, particularly that provided by the FMPS. This work was made possible thanks to data collected through exchanges with MENPS.

Impact assessment, carried out with World Bank support : positive effects on children's performance, reinforced with two years of preschool.

Impact on Grade Repetition	
Effect of Preschool Duration	Effect of Preschool Duration
1,96% only	**2,07%** (1 year of preschool)
	1,36% (2 years of preschool)

Impact on Primary School Results	
Effect of Preschool Duration	
6,75/10 (1 year of preschool)	**6,81/10** (2 years of preschool)

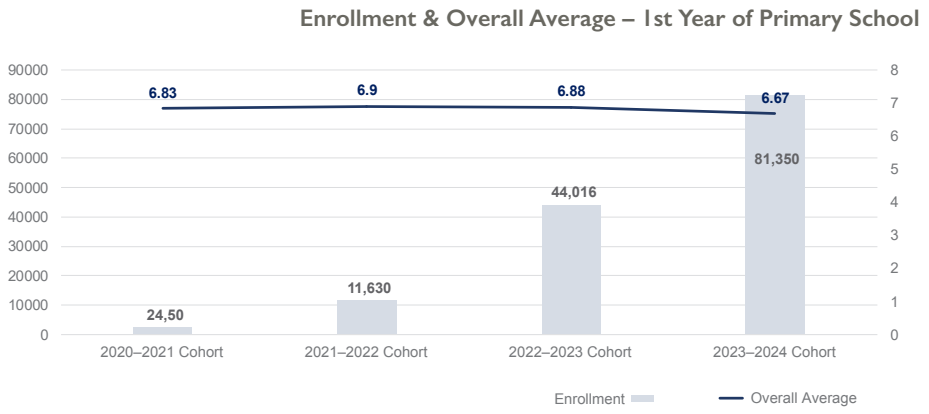
The longer the preschool period, the more the risk of repetition decreases and the better primary school results become.

Longitudinal Monitoring by the FMPS

As part of the ERP FMPS–MASSAR data exchange project, four cohorts of pupils who attended FMPS preschool were identified and studied over variable periods ranging from 2021 to 2024, with an overall total of 144,435 children. In this context, the FMPS conducted a longitudinal study (2020–2024) aiming to follow the evolution of the school journey of children who benefited from its preschool system and their performance upon entering 1st year of primary school.

Cohort	2020/2021	2021/2022	2022/2023	2023/2024
Follow-up duration	4 years	3 years	2 years	1 year
Number of children concerned	2,450	11,630	44,022	86,333

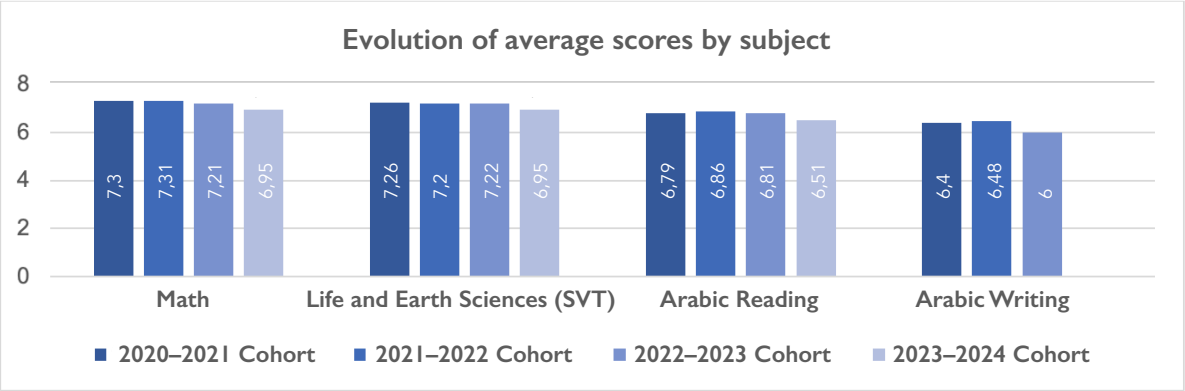
6.1.1 Evolution of General Averages in 1st Year Primary



Primary school results in 1st year remain overall stable over the 2020-2021 to 2023-2024 period, with an average going from 6.83 to 6.67, demonstrating remarkable consistency of learning across cohorts.

6.1.2 Impact of Preschool Operated by the FMPS on School Backwardness

Subject-level analysis confirms an encouraging and relatively stable tendency from primary school entry: pupils obtain results between 6 and 7 out of 10, across all subjects combined. These performances confirm the structuring role of preschool as a key stage in the consolidation of foundational learning, notably in mathematics, reading and written expression.



7 Assessment of Educators' Pedagogical Practices

7.1 Integration of Remaining Domains

Following the rollout of training on the AWALI tool to all SEP staff, and as part of a process of continuity and strengthening of the existing system, the remaining observation areas were integrated and configured to enable their collection by all users. Initially focused on the observation of pedagogical data.

Educators' Pedagogical Practices, including :

- General classroom data
- Observation of pedagogical practices

The system was expanded to include the following areas :

- Learning planning
- Monitoring children's progress
- Learning environment and child safety.

The AWALI tool has thus been fully integrated into the Moroccan Foundation For Preschool's Monitoring & Evaluation system, ensuring structured data collection, reliable data consolidation, and strengthened management of the quality of pedagogical practices.

8 Other Projects

8.1 Morocco Preschool Label Project (LPM)

As part of the implementation of the Morocco Preschool Label (LPM) project, the Moroccan Foundation For Preschool continued, for the 2024-2025 school year, the deployment of a model aimed at guaranteeing quality preschool education in line with national quality standards. This project is conducted in partnership with the AREF and managing associations, in accordance with the provisions of the framework convention of 7 April 2022 and its extension of 24 June 2024. During the 2024-2025 exercise, the project was deployed in two regions: 8.1.1 The Marrakech-Safi Region (Youssoufia and Al Haouz Provinces) 8.1.2 The Oriental Region (Figuig Province)

Project Situation by Region :

8.1.1 Marrakech-Safi Region (Youssoufia and Al Haouz Provinces)

As part of the extension of the LPM programme, the project concerned: • 18 partner associations; • 249 preschool classes distributed as follows :

- 152 classes in Youssoufia;
- 97 classes in Al Haouz

Tripartite agreements were signed by the associations and the FMPS, and are being validated by the Regional Academy.This phase constitutes a strategic expansion stage of the LPM model, aiming to replicate the quality standards and organizational system implemented in the Oriental Region.

Region Province Nbr Association Nbr Classes Marrakech-Safi Youssoufia 10 152 Marrakech-Safi AL Haouz 8 97 Total 18 249

Région	Province	Nbr Association	Nbr Classes
Marrakech-Safi	Youssoufia	10	152
	AL Haouz	8	97
Total		18	249

8.1.2 Oriental Region (Figuig Province)

The project was deployed at 35 preschool units, grouping 52 classes spread across 42 rooms, supervised by 52 educators, ensuring complete territorial coverage (100%).

Region	Province	Association Name	Nbr Classes	Nbr Rooms
Oriental	FIGUIG	Eastern Foundation for support of education, health and social action	52	42

Global Performance Indicators

At the end of the 2024-2025 school year, the main indicators recorded at the Figuig Province level are :

Indicator Value Unit and class coverage	Pedagogical supervision	Enrollment digitalization
Pedagogical diagnosis of classes	Participation rate in continuing training	Initial qualifying training coverage rate

These results confirm the conformity of the deployment with the strategic orientations of the LPM programme and reflect a dynamic of continuous improvement in accordance with partnership commitments.

Axis 1 : Strengthening Human Resources A provincial evaluator was recruited and two Pedagogical Support Supervisors (SEP) were designated to provide proximity support. An initial support system made it possible to align interventions with LPM programme standards. Pedagogical support covered 100% of classes.

Axis 2 : Pedagogical Diagnosis Diagnostic visits were carried out in all 52 classes, making it possible to evaluate pedagogical practices, the organization of educational spaces and compliance with label standards. Results served as the basis for developing a targeted improvement plan.

Axis 3 : Working Workshops and Partner Coordination Meetings Working workshops and coordination meetings were organized with project partners to monitor progress and ensure effective coordination between all stakeholders.

Axis 4 : Continuing Training (50 hours) A qualifying 50-hour training was organized from 24 April to 17 May 2025 for 50 educators, out of 52 planned beneficiaries.

Axis 5 : Pedagogical Supervision and Support The supervision system combined field visits, remote monitoring and the organization of three pedagogical workshops. Standardized tools (observation grid, planning and progress guides) were distributed.

Axis 6 : Digitalization and Governance – FMPS LAB The FMPS LAB information system was deployed at the provincial level. After user training, child enrollment was fully digitalized, reaching a rate of 100%. This system strengthens data reliability, administrative traceability and pedagogical management based on objective indicators.

Axis 7 : Qualifying Initial Training (400 hours) The 400-hour qualifying initial training, organized at the Talssint Centre, aims to bring educators up to national standards. Of 52 educators concerned: 19 were trained previously; 11 benefited from training during the 2024-2025 year; 22 will be trained in 2025-2026. Current coverage rate reaches 57%, with generalization planned at 100% by the end of the 2025-2026 school year.

Axis 8 : Preparation and Sharing of Periodic Reports Periodic progress reports on the project were prepared and shared with the AREF and the Oriental Association, including in particular recommendations.

Axis 9 : Access to the Label A Preparation Phase (2025-2026) The 52 classes successfully completed their first year of LPM system implementation. Given the results obtained and compliance with required standards, they moved on, for the 2025-2026 school year, to the preparation phase for obtaining Label A.



8.2 Participation in Global Evaluation Week 2025

As part of Global Evaluation Week 2025, a major event in the Monitoring & Evaluation (M&E) sector bringing together a global community of practitioners, decision-makers, and researchers committed to strengthening evaluation capacities worldwide, the Moroccan Foundation For Preschool took part alongside its partner IDinsight in a thematic session entitled: «Monitoring to Transform: Moroccan Foundation For Preschool Experiences and Innovations in Preschool Education in Morocco.» This session highlighted the scaling up of the Moroccan Foundation For Preschool's monitoring and evaluation platform, as well as the innovations implemented to improve the quality and impact of preschool education in Morocco.

8.3 Contribution to the Innovation for Development Fund (FID) Activity Report



07 Information Systems

The Information Systems Directorate (DSI) supports the digital transformation of the Moroccan Foundation For Preschool by developing technological solutions that make it possible to improve management, data reliability and operational efficiency of processes.



1 Digitalization

As part of the modernization of internal processes, the DSI continued the digitalization of several management systems to improve the traceability of operations, data reliability and coordination between the different levels of the organization.

Project	Description
Digitalization of variable pay element management (EVP)	Deployment of a digital module allowing automated entry, validation and processing of EVPs for educators, Administrative Managers (CA) and SEPs, with complete traceability and hierarchical validations.
Monthly payroll closure interface and analytical follow-up	Setting up an interface making it possible to view closure situations and improve budget management through analytical reading of data.
«Daily absence situation» module	Redevelopment of the absence management module, integrating a structured control chain between SEP, CA and Provincial Managers (RP).
«Regularization» module	Setting up a system making it possible to manage exceptional attendance situations and ensure more flexible management adapted to field realities.
Update of educator mobility module	Alignment of the module with the new organizational process to improve traceability and transparency in the handling of requests and validations.
Overhaul of delivery module (Standards, Kits and Histories)	Modernization of the logistics module allowing automated management of room orders and reinforced traceability of supply chain operations.
Procurement assignment and closure management module	Development of a tool allowing RP and the Procurement service to monitor deliveries and ensure supply chain traceability.
«Open Days» module Development of a module	making it possible to centralize information relating to Open Days and analyze feedback from the field.
Monitoring module for low-enrollment classes	Setting up a system making it possible to identify priority classes and track actions put in place to improve the enrollment rate.
Educator training validation and follow-up module	Development of a module making it possible to validate training undertaken by educators and ensure coordination between SEP, RP and central administration.
Preparation module for seniority bonus data	Automation of seniority calculation for educators and integration of data into the HR management budget for future managers.

2 BI & Data

2025 marked an important stage in structuring data-driven management within the Moroccan Foundation For Preschool. The objective is to move from fragmented reporting to unified, reliable and action-oriented governance.

Project	Description
Setting up a structured and harmonized BI framework	Deployment of a standard framework for dashboards and creation of an official KPI library.
Industrialization of BI processes and data pipelines	Production of automated processing making it possible to guarantee the availability and reliability of data used for management.
Cleaning and reliability of data environments	Removal of obsolete objects and improvement of data quality to ensure stable and secure reporting.
Operational dashboards	Digitalization of dashboards allowing the monitoring of more than 400 indicators linked to the management of the Foundation's activities.

3 Artificial Intelligence

In 2025, the Moroccan Foundation For Preschool undertook the development of its AI Master Plan, a strategic roadmap aiming to progressively integrate AI into organizational management and data exploitation processes.

Project	Description
AI Master Plan	Definition of a three-year strategy to integrate artificial intelligence into management and data exploitation processes.
Process automation	Identification of use cases allowing the automation of certain low-value-added tasks.
Advanced data exploitation	Use of AI to improve data analysis and strengthen activity management.

4 ERP 2.0

To support network growth and evolving needs, the Moroccan Foundation For Preschool initiated the ERP 2.0 roadmap in 2025, aiming to modernize its information system.

Project	Description
Launch of the ERP 2.0 roadmap	Definition of a new-generation platform that is more modern, modular and interoperable.
Modernization of IS architecture	Setting up a higher-performing, secure information system adapted to the evolution of data volume.

5 Infrastructure & Network

The DSI continued in 2025 to strengthen technological infrastructure to guarantee the performance and security of digital services.

Project	Description
IT Infrastructure	Operation of an architecture comprising 15 physical servers, 115 virtual servers and more than 198 TB of storage.
System availability	Maintaining an overall availability rate of 97% with no major security incident.
Systems and messaging administration	Management of more than 35,000 mail accounts and administration of several sub-domains.
Resilience of critical systems	Programme aiming for a restoration time of less than 4 hours for critical systems.
Infrastructure security	Strengthening database security and modernization of network architecture.

08

Procurement & Logistics

The Procurement and Logistics Directorate ensures the supply, management and distribution of pedagogical equipment necessary for the operation of Moroccan Foundation For Preschool preschool units. It ensures the availability of resources, supply quality, adherence to delivery deadlines and cost optimization, in order to effectively support the deployment of the preschool network at the national level.

Achievements – 2025/2026 School Year Start

As part of the preparations for the 2025/2026 school year, the FMPS ensured the provision and delivery of the educational resources necessary for the operation of preschool classrooms across the entire country.

24,461

Deliveries for the 2025/2026 school year

4,85 %

Delivery rate increased by 4.85% (1,131 classes) compared to the 2024/2025 school year

1,000 to 1,500 Classrooms

Delivery capacity: Between 1,000 and 1,500 classrooms prepared and dispatched per day :

- Logistics service rate : 99.98%
- On-time delivery rate : 95%
- Complaint processing rate : 100%

Delivery times / Shipping times

Average observed turnaround time :

24 to 72 hours from the time the request is identified.

Classroom Equipment for the 2025/26 School Year Start

As part of preparing for the 2025/26 school year, the FMPS awarded the various contracts corresponding to all identified needs to equip the entire FMPS network.

Procurement Category	Total Amount in DH/TTC
Preschool supplies	**53,950,851**
Pedagogical kit	**29,073,399**
EduBox	**2,134,176**

Highlights

During the year, the FMPS undertook a revision of the contract with SNTL aimed at clarifying the responsibilities of the various parties, structuring warehousing operations management and optimizing the human and material resources mobilized. This approach helped improve overall productivity, secure logistical operations and optimize costs. The period was also marked by a phase of consolidating and structuring logistical processes, aimed at strengthening service continuity and operational effectiveness.

Perspectives

In a spirit of continuous improvement, the FMPS is preparing the dematerialization of dispatch documents, including the implementation of electronic signature, the deployment of a mobile application shared between logistics chain actors, and the setting up of a real-time delivery traceability system. This project will make it possible to improve the visibility of operations, reduce processing times and strengthen logistical management.

09 Financial Situation


1.593
1.893
0.305

Presentation of the financial statements for fiscal year 2025

1 Assets

IN KDHS	31/12/2025		31/12/2024		
ASSET	AMOUNT	SHARE %	AMOUNT	SHARE %	VARIATION
FIXED ASSETS	19,404.16	2%	20,577.97	2%	1,173.81
STOCK	15,343.17	2%	21,911.10	2%	6,567.93
SUPPLIER DEBTORS	20.21	0%	20.21	0%	0
CLIENT DEBTORS	0	0%	0	0%	0
STAFF	31.84	0%	46.18	0%	14.34
DEBTOR STATE	228,911.45	23%	168,223.55	16%	-60,687.90
OTHER DEBTORS	131,331.56	13%	122,621.03	11%	-8,710.53
REGULARISATION ACCOUNTS-ASSET	2,967.18	0%	84	0%	-2,883.18
TREASURY-ASSET	578,153.17	59%	738,840.19	69%	160,687.02
TOTAL ASSETS	**976,162.74**	**100%**	**1,072,324.23**	**100%**	**96,161.49**



2 Liabilities

IN KDHS	31/12/2025		31/12/2024		
LIABILITY	AMOUNT	SHARE %	AMOUNT	SHARE %	VARIATION
Total equity	0.00	0%	0.00	0%	0.00
Investment grant	195.27	0%	7,937.32	1%	7,742.05
Financing debts	0.00	0%	0.00	0%	0.00
Suppliers and related accounts	71,612.12	7%	98,038.61	9%	26,426.49
Creditor clients, advances and deposits	252.37	0%	252.37	0%	0.00
Creditor staff	9,151.58	1%	89,418.72	8%	80,267.14
Social bodies	45,559.78	5%	115,196.96	11%	69,637.18
Creditor state	1,441.62	0%	1,244.34	0%	-197.28
Partners' accounts	0.00	0%	0.00	0%	0.00
Other creditors	193,851.87	20%	187,751.87	18%	-6,100.00
Regularisation account	654,098.02	67%	572,483.92	53%	-81,614.10
Provisions for risks and charges	0.00	0%	0.00	0%	0.00
PASSIVE TREASURY	0.10	0%	0.10	0%	0.00
TOTAL LIABILITIES	**976,162.74**	**100%**	**1,072,324.21**	**100%**	**96,161.47**

a. Investment grant corresponds to financing earmarked for classroom equipment.

b. The balance of the dedicated funds item, provided for by the association accounting plan, corresponds to the CPC balance.

c. The supplier debts account corresponds to purchases of equipment and supplies in relation to the number of classes and debts relative to training services.

d. The liability regularization account records the share of the grant not attached to the financial year due to the gap between the accounting year (calendar year) and the school year.

3 Income and Expenditure Statement (CPC)

IN KDHS

ITEMS	31/12/2025	31/12/2024	VARIATION	VARIATION %
TURNOVER				
SUBSIDIES	1,630,124.45	1,464,239.39	165,885.06	10%
OPERATING RECOVERY	0.00		0.00	
OPERATING INCOME	**1,630,124.45**	**1,464,239.39**	**165,885.06**	**10%**
CONSUMED MATERIAL AND SUPPLY PURCHASES	179,020.23	189,075.33	-10,055.10	-6%
OTHER EXTERNAL CHARGES	65,566.79	75,078.37	-9,511.58	-15%
TAXES AND DUTIES	1,791.46	1,343.87	447.59	25%
STAFF COSTS	1,370,199.03	1,188,647.27	181,551.76	13%
OPERATING ALLOCATIONS	7,742.05	10,491.60	-2,749.56	-36%
OPERATING EXPENSES	**1,624,319.55**	**1,464,636.44**	**159,683.11**	**10%**
OPERATING RESULT	5,804.90	-3,970.51	9,775.41	168%
FINANCIAL RESULT	**9,949.33**	**7,815.93**	**2,133.40**	**21%**
CURRENT RESULT	15,754.22	7,418.88	8,335.35	53%
NON-CURRENT RESULT	**-15,754.22**	**-7,418.88**	**-8,335.34**	**53%**
RESULT BEFORE TAX	0.00	0.00	0.00	
CORPORATE TAX	**0.00**	**0.00**	**0.00**	
NET RESULT	**0.00**	**0.00**	**0.00**	

a. Total operating income stands at 1,630,124.45 kdhs corresponding to financing related to classroom operation, Supervision,Training and Management.

b. Non-current result corresponds to the variation in the balance of the dedicated funds item provided for by the association accounting plan.

The analysis of operating revenue by partner is presented as follows :

IN KDHS

ITEMS	2025	2024	VARIATION
AREF	1,269,318.80	1,007,449.20	261,869.60
INDH 3	40,751.15	199,710.34	-158,959.19
SUPERVISION	123,455.76	95,783.34	27,672.42
TRAINING	107,209.08	100,069.65	7,139.43
PILOTAGE	55,969.37	49,432.29	6,537.08
OTHER PROJECTS	33,420.27	11,794.56	21,625.71
OPERATING INCOME	**1,630,124.45**	**1,464,239.38**	**165,885.07**

The analysis of operating expenses is presented as follows:

ITEMS	31/12/2025	31/12/2024	VARIATION	VARIATION %
CONSUMED MATERIAL AND SUPPLY PURCHASES	179,020.23	189,075.33	10,055.10	5%
OTHER EXTERNAL CHARGES	65,566.79	75,078.37	9,511.57	13%
TAXES AND DUTIES	1,791.46	1,343.87	-447.59	-33%
STAFF COSTS	1,370,199.03	1,188,647.27	-181,551.76	-15%
OPERATING ALLOCATIONS	7,742.05	10,491.60	2,749.56	26%
OPERATING EXPENSES	**1,624,319.55**	**1,464,636.44**	**-159,683.11**	

The evolution of operating income and expenses is driven by the increase in the number of managed classes, as well as supervision, support, and steering activities.



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