



*This MOCEP
presentation is
dedicated to
Zainab Saeed
Maky and her
family*



1998 - 2005

Zainab making fruit salad with friends in Sanabis
Spring, 2005

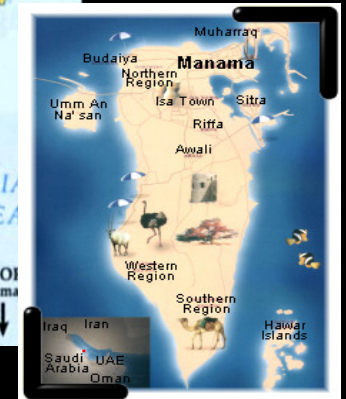


The Mother Child Home Education Programme
MOCEP – Bahrain



MENA*: 118m living in poverty

6.5m without schooling – 800m cannot read or write



20% live in persistent poverty in Bahrain

*Bahrain, Djibouti, Iran, Iraq, Israel, Jordan, Kuwait, Lebanon, Oman, Palestine, Qatar, Saudi Arabia, Syria, United Arab Emirates, Yemen; Algeria, Egypt, Libya, Morocco, Tunisia

Early Childhood Education/Development in Bahrain



Research history: (published research in the field: Hadeed; Hadeed & Sylva; etc)

1989: Research showed high rate of poor quality pre-school provision in Bahrain

1990's: Research showed limited and poor quality teacher training programmes

1994: Research studied quality in pre-school provision in Bahrain—higher quality index, higher child outcomes

1999: Time-sampled research showed child –poor training and poor quality leads to poor staff behaviours

1999: Founded, implemented - MOCEP - Bahrain

Founded the Bahrain Montessori Centre, BMC/ Teacher Training College

2004: Set up regional MOCEP Staff Training Centre in Bahrain

2005: MOCEP impact research results (published, *Poverty Begins at Home*) Harvard, USA

2007: Continued longitudinal research results, MOCEP -- due for publication in 2008.

Why do home intervention? Do we really need it?

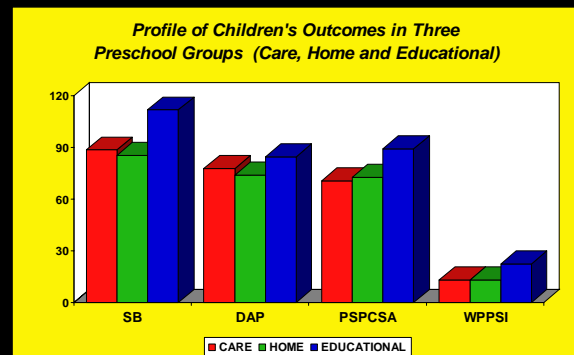


1. 60% of pre-school population are at home without provision
2. Existing preschool provision is inadequate, poor quality, unqualified staff
3. Lack of guidelines, supervision, assessment, research, etc.
4. Lack of political will, support and funding
5. An estimated 118m, MENA living in absolute poverty—mostly women/children
6. An estimated 20% of Bahrain's population living in persistent poverty

Home vs. Pre-school Centres

Stanford Binet***
WPPSI subtests***
PSPCSA***
Draw-A-Man**
Mother's read less**
Played less with children**
Spent 3X watching TV**

$p < 0.000$ ***; $p < 0.00$ **



MOCEP



Mother Support Programme (MSP)

Cognitive Training Programme (CTP)

6 - 8 months – 2 generations (mother/child dyad)

25 week programme – 200 families annually – free for all



Centre

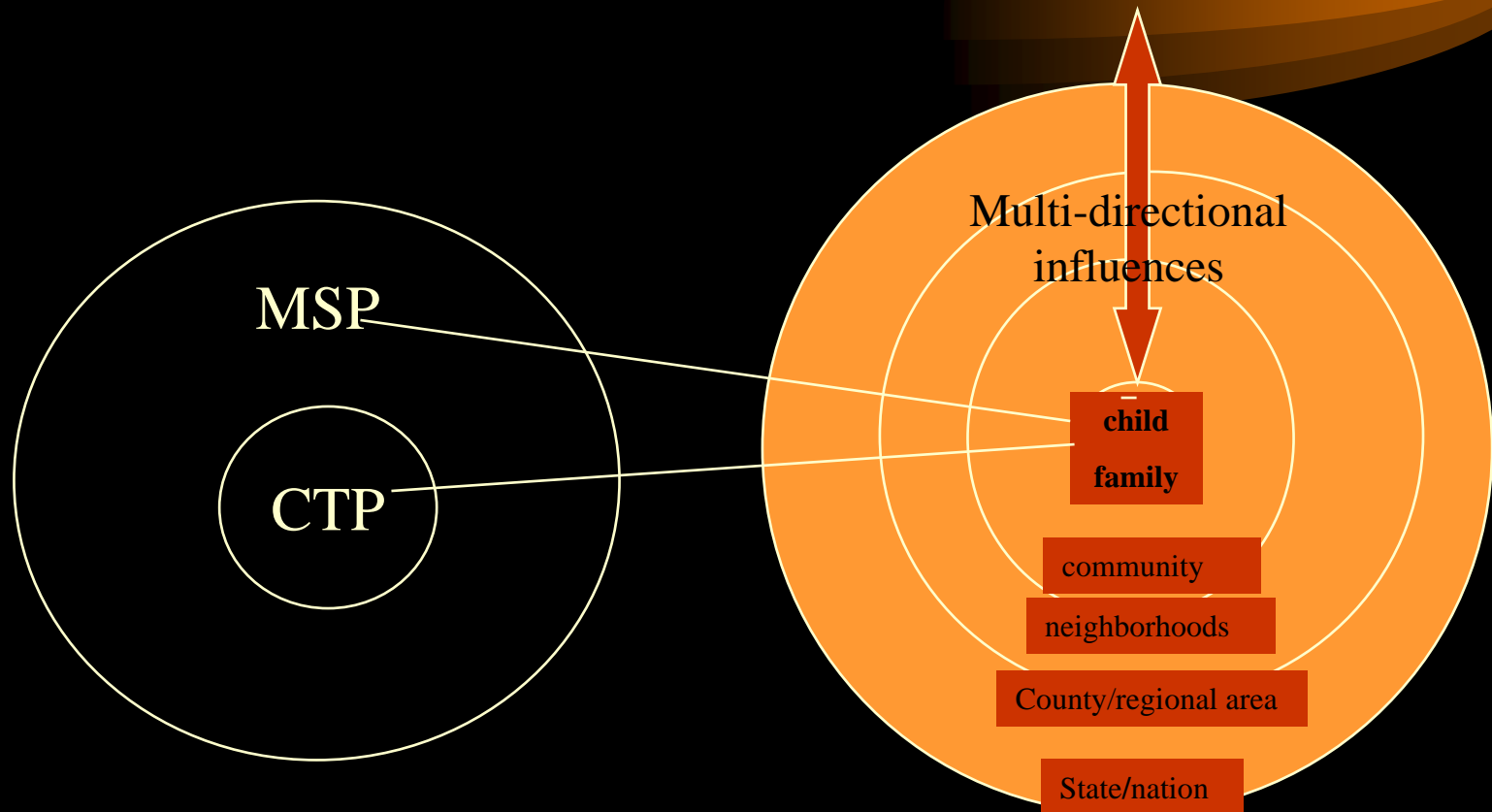
Discussions – Practice CTP



Home

Mom - Child

Education – Empowerment – Enrichment



Bronfenbrenner model of influencing factors on the family/child



MOCEP - Research Results

Child developmental effects:

higher cognitive abilities (MOCEP children 4X higher than control group)

higher social competencies & social acceptance (peer, maternal)

improved social/emotional behaviours

mothers & children hit, abused, misbehaved less

closer mother-child relationships

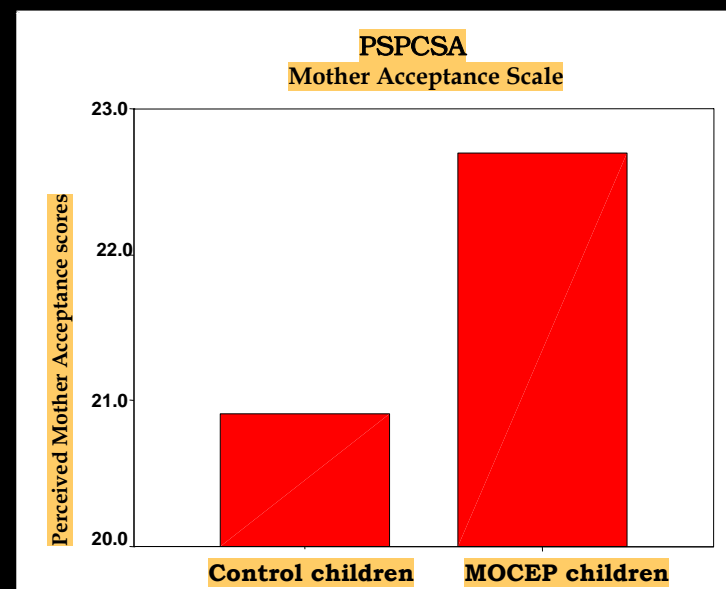
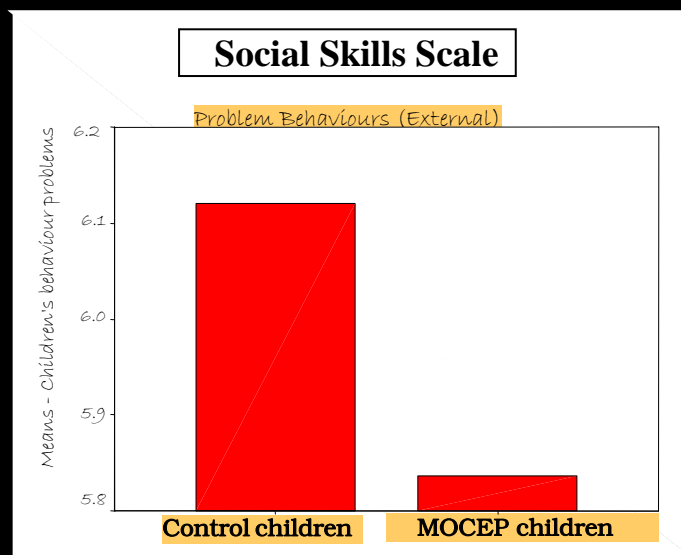
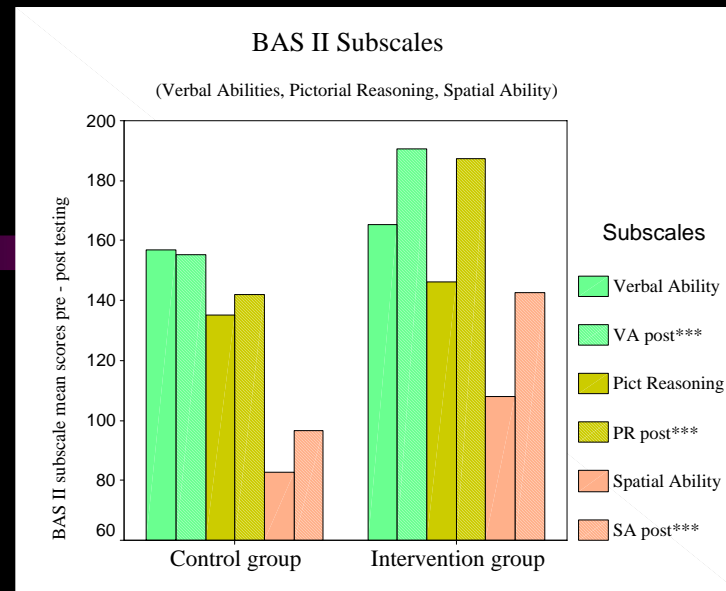
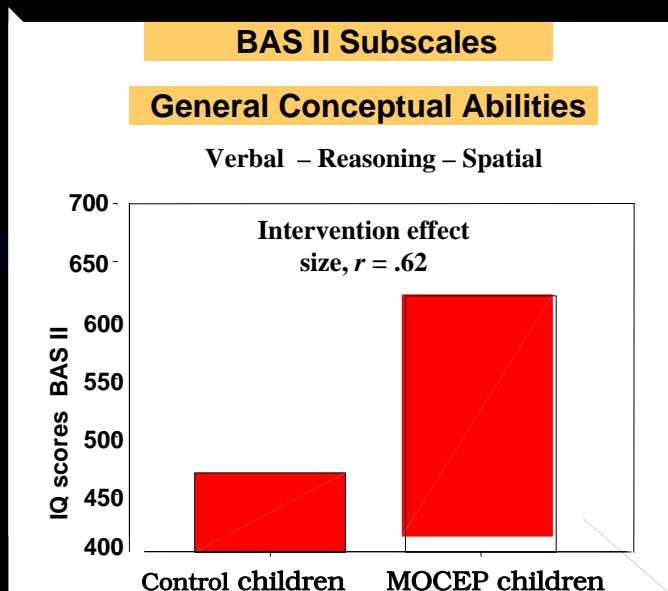
children more independent; listened better; more confident



Experimental design: 92 intervention – 75 control group (pre-post assessment)

Significance levels at $p > .001$: effect sizes, = (.62, .60, .57, .39, .31)

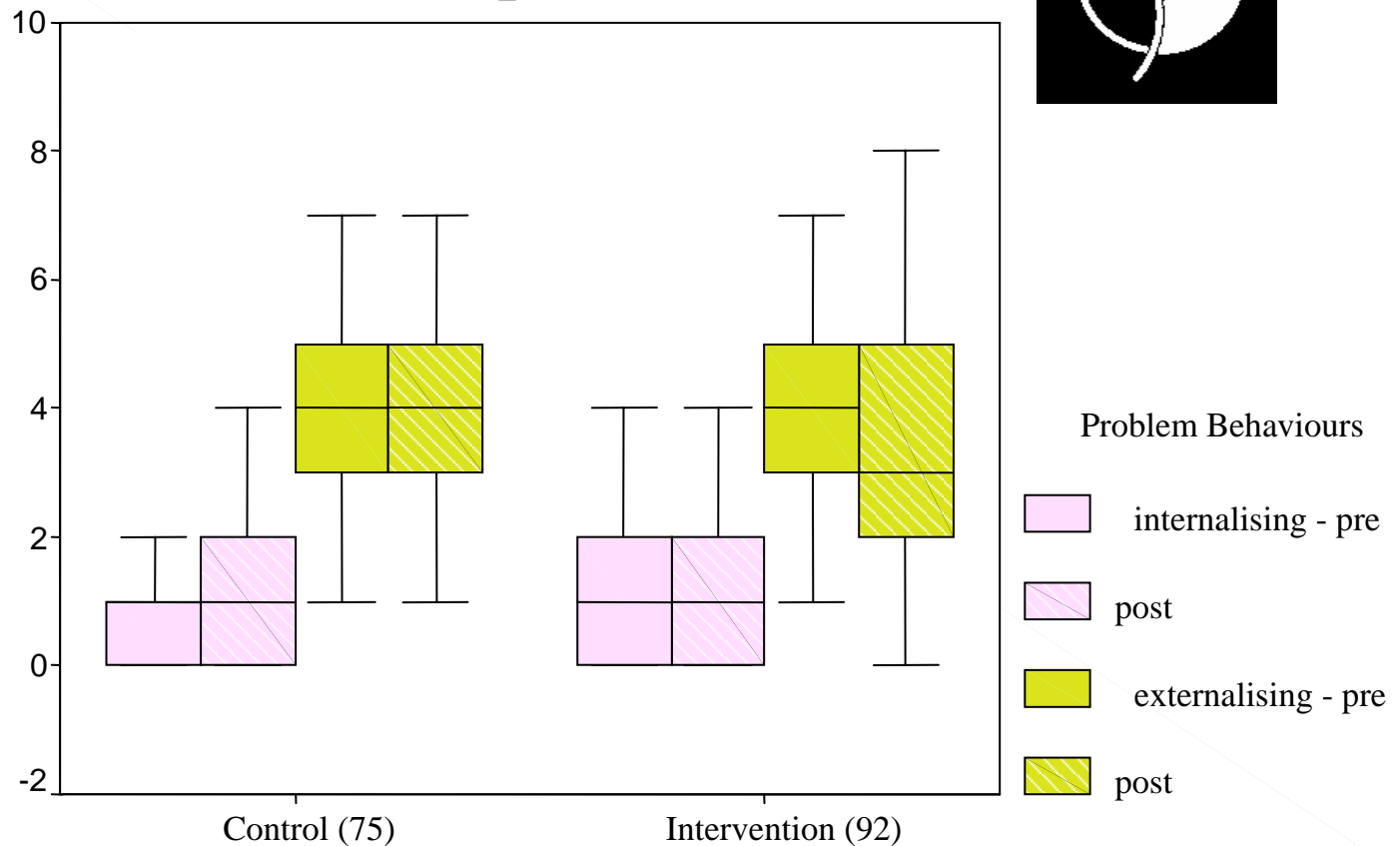
Multi-modelling, regression analysis for some child outcomes



Children's Behavioural Problems



MOCEP children had less behavioural problems





Effects on mothers

Less harsh disciplining

Less lax disciplining

Improved confidence



Improved home environments

Better listeners

Skilled as teachers

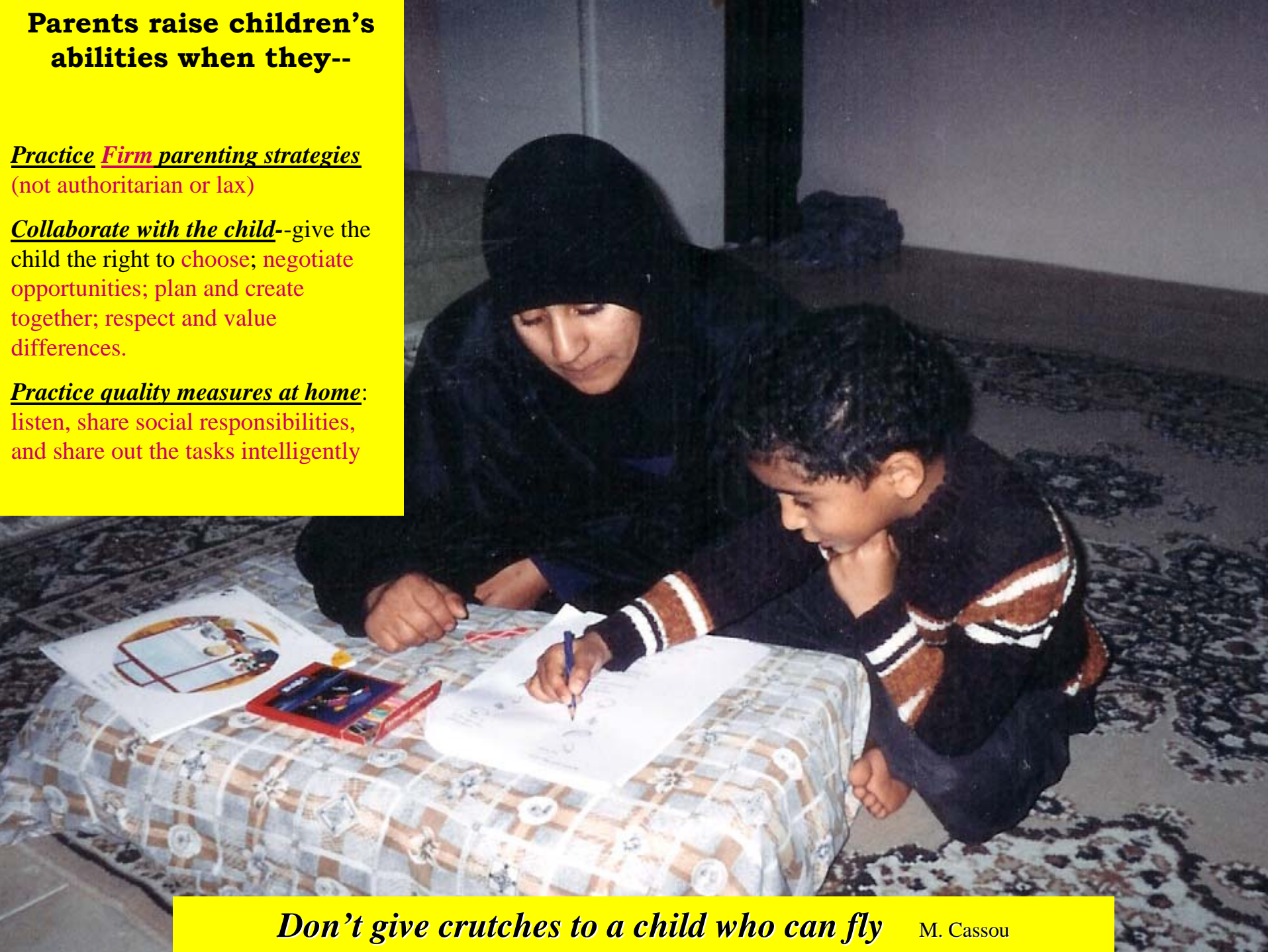


Parents raise children's abilities when they--

Practice **Firm** parenting strategies
(not authoritarian or lax)

Collaborate with the child--give the child the right to **choose**; **negotiate** opportunities; **plan and create** together; **respect and value** differences.

Practice quality measures at home:
listen, share social responsibilities, and share out the tasks intelligently



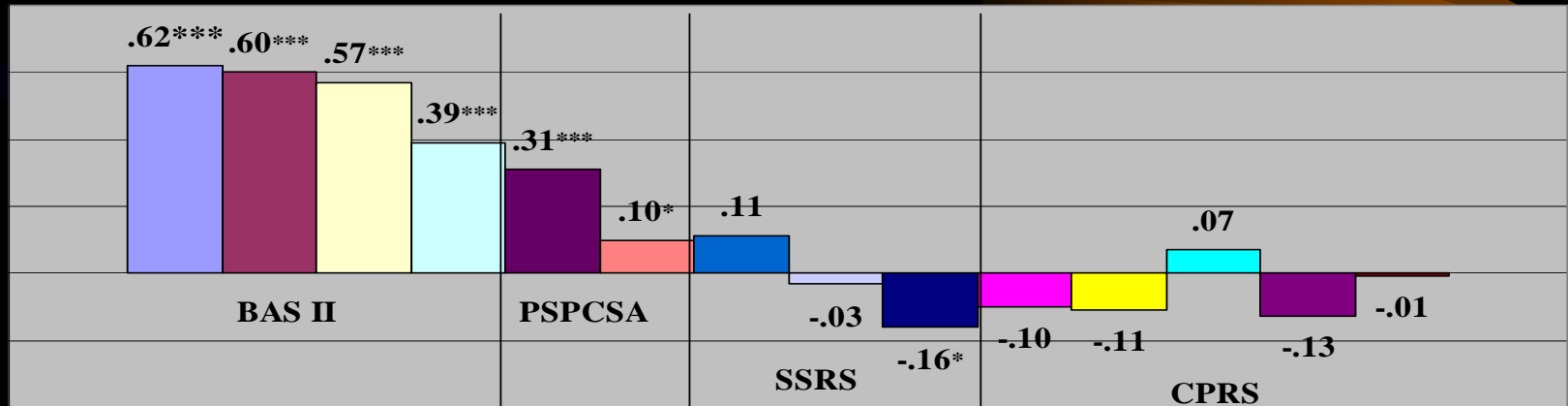
Don't give crutches to a child who can fly

M. Cassou



Research results:

Associations (effect sizes) between programme intervention and child outcomes



- BAS totals
- Verbal Ability
- PReas Ability
- Spatial Ability
- Competence
- Acceptance
- Social skills
- Internal behavioural problems
- External behavioural problems
- CPRS totals
- Conflict
- Closeness
- Overdependent
- Overinvolvement



What does the intervention (programme) do?

1. It yields **cost effective** advantages for families living with social, economic, and cultural disadvantage i.e., for every dinar spent there is a **return to government of money** not needed to be spent on other social welfare programmes e.g., drop-out rate; health risks; etc.
2. It provides an **academic jump start** for children entering primary school– they can compete with their peers
3. The intervention **addresses many potential risk factors** in the home life e.g., **learning disabilities; handicaps; poor health conditions; abuse; etc.**
4. It **empowers** families with knowledge, skills and opportunities for change
5. It can be a **catalyst** and incentive for constructive change outside family because family members are more confident and able



MSP training effects on childrens' development

Mother outcomes



Child outcomes

Discipline

harsh

firm

lax

Child rearing

traditional

progressive

Home environment

Less mental abilities*

More behaviour problems**

More maternal acceptance

More dependency**

Improved social skills

More social skills*

More dependency and over involved*

Improved social behaviour*

Cognitive

Social

competence

acceptance

social skills

Behaviour problems

M/C Relationships

conflict

closeness

Over-dependence

Over-involvement



Globally, most persistently poor households include:

high rates of child members

ill dependent elders

parental lack of education and employment skills

long-term parent unemployment

child, sibling or adult chronic abuse or terminal health problems

mental or physical disabilities

high rates of non-related members (atomised households)

people living alone

single head of households

minorities and first-generation immigrant groups

(Bahrain)



It is through doing for others that we are truest to ourselves.

Thank you Fatheela and Zainab. God bless.




POVERTY BEGINS AT HOME

The Mother-Child Home Education Programme
(MOCEP)

Peter Lang Publishing, Inc. USA
2005

Harvard University, USA

www.amazon.com



*The real voyage of discovery
consists not in seeking new
landscapes but in having new eyes*

M. Proust