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)

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
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<tbody>
<tr>
<td>1989</td>
<td>Research showed high rate of poor quality pre-school provision in Bahrain</td>
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<td>1990’s</td>
<td>Research showed limited and poor quality teacher training programmes</td>
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<td>1994</td>
<td>Research studied quality in pre-school provision in Bahrain—higher quality index, higher child outcomes</td>
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<td>1999</td>
<td>Time-sampled research showed child–poor training and poor quality leads to poor staff behaviours</td>
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<td>1999</td>
<td>Founded, implemented - MOCEP - Bahrain</td>
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<td>Founded the Bahrain Montessori Centre, BMC/ Teacher Training College</td>
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<td>2004</td>
<td>Set up regional MOCEP Staff Training Centre in Bahrain</td>
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<td>2005</td>
<td>MOCEP impact research results (published, <em>Poverty Begins at Home</em>) Harvard, USA</td>
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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
MOCEP children had less behavioural problems

Children’s Behavioural Problems

Problem Behaviours
- internalising - pre
- post
- externalising - pre
- post

Intervention (92)  
Control (75)

Children's Behavioural Problems

MOCEP children had less behavioural problems.

- Internalising: MOCEP children had fewer internalising behavioural problems than the control group, both pre- and post-intervention.
- Externalising: MOCEP children also showed less externalising behaviour compared to the control group, with a significant reduction post-intervention.
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

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<tr>
<th>BAS II</th>
<th>PSPCSA</th>
<th>SSRS</th>
<th>CPRS</th>
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<tbody>
<tr>
<td>.62***</td>
<td>.60***</td>
<td>.57***</td>
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<td>.10*</td>
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- BAS totals
- Verbal Ability
- Spatial Ability
- Competence
- Social skills
- Internal behavioural problems
- CPRS totals
- Conflict
- Overdependent
- Acceptance
- External behavioural problems
- Closeness
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 children's development

Mother outcomes

**Discipline**
- harsh
- firm
- lax

**Child rearing**
- traditional
- progressive

**Home environment**

Child outcomes

**Cognitive**
- Less mental abilities*

**Social**
- behaviour problems**
- More maternal acceptance

**Behaviour problems**
- Improved social skills
- More dependency and over involved*

**M/C Relationships**
- conflict
- closeness
- Over-dependence
- Over-involvement

**Home environment**
- Improved social behaviour*

**Child rearing**
- Over-involvement
- Over-dependence
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