

EXPLORING DIFFERENTIALS ACROSS THE PRESCHOOL SYSTEMS IN THE MAGHREB REGION

Assist. Prof. Dr. Sana CHERNI
Child psychology,
Higher Institute for Childhood Education,
Carthage, Tunis, TUNISA

Assist. Prof. Dr. Mohamed RIDHA BEN MAAD
Applied linguistics,
Higher Institute for Childhood Education,
Carthage, Tunis, TUNISA

ABSTRACT

This paper sheds light on how the economic background and socio-historical context have had a solid bearing on the preschool system in the Maghreb region. Building on a number of comparative studies from mainstream early childhood education literature across discrete cultural contexts, the paper seeks to investigate the influence of these social-cultural dynamics on the conceptualization of the preschool system. However, such impact does not only figure across countries with distinct cultural and geographical lines but rather among counties sharing almost the same cultural heritage. In this respect, it is thought here that a homogeneous cultural environment such that of the Maghreb countries (i.e., Tunisia, Algeria, and Morocco) does not necessarily subscribe to the same blueprint because of the significant differences which figure in regards to the structural organization and pedagogical agendas of preschools within each of the Maghreb countries.

Keywords: Early childhood, preschool, Maghreb countries, socio-cultural background.