Cultural diversity in the Moroccan preschool: Between perceptions and pedagogical practices

No one can deny that Moroccan society is distinguished by cultural, linguistic, ethnic, and even geographic and climatic diversity which constitutes one of its basic axioms due to the fact that Morocco is a crossroads country whose interactions have given birth to this cultural social landscape.

On the other hand, this cultural diversity is becoming a major issue and has certainly had repercussions on the content of the educational programs of the Moroccan education system, the preschool of which is called upon to instill awareness of this diversity.

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So it is true that preschool has an impact on the development of various skills, namely, respect for others, the discovery of different cultures and relational dynamics, since each festivity is at the origin of a process of values, perceptions and social representations that are specific to it. Faced with this observation of cultural diversity within schools and in different regions of Morocco; it seemed appropriate to us to study cultural diversity in an Amazigh-speaking region in the north of Morocco, by collecting the representations of educators.

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This research aims to shed light and analyze the perceptions that educators have vis-à-vis the cultural component in the preschool education classroom. It also seeks to focus on the educational practices implemented in the educational program in one of the preschool schools under the Moroccan Foundation for the Promotion of Pre-School Education (FMPS).

It is interesting and relevant to question the ways in which cultural diversity is managed on a daily basis. This study seeks to find some answers to all of the following questions.

What role does preschool play in the development of cultural diversity?

- How does the school strengthen the local culture of its region?

- How does it integrate the festivities relating to local cultures?

- How to design and implement pluricultural education?

Our sample consists of 11 educators, the interviews took place in March at the work place of the interlocutors (preschool). The shortest interview lasted 20 minutes while the longest exceeded 30 minutes and all of these interviews were conducted with the classic maple tree with explanations in dialect Arabic.

Our research aims to highlight and analyze the representations of educators facing the question of cultural diversity in the first place and is interested in the second place in the study of pedagogical practices relating to multicultural education with the aim of developing in the child an attitude of openness, sharing and tolerance.

We had the opportunity to speak with educators from the central Rif region in northern Morocco. This methodological choice is based on dissimilar reasons. Firstly, the Rif landscape is characterized by a diversified plurilingual and pluricultural situation. While crisscrossing the Rif region, we witness a swarm of cultures, customs, traditions, vernacular languages ​​which coexist together. This hybrid situation prompts us to question complex questions requiring in-depth analysis.

We can detected that all of the interviewees have prior knowledge on the subject and continue to express their gratitude for participating in the study. In addition, the majority of educators agree that cultural diversity is the recognition and openness to other local and foreign cultures, as well as the set of traditions that characterize a region at the level of 'crafts, architecture, culinary art ... It is the heritage of humanity. However, we ended up with representations that disapprove of the phenomenon of cultural diversity and that it does not require. This controversy insofar as the difference in languages ​​should not make the difference between citizens.