

**Universal Periodic Review  
(13<sup>th</sup> session, 21 May - 1 June 2012)**

**Contribution of UNESCO**

**MOROCCO**

**I. Background and framework**

**1. Human rights treaties which fall within the competence of UNESCO and international instruments adopted by UNESCO**

**A. Table**

<i>Title</i>	<i>Date of ratification, accession or succession</i>	<i>Declarations /reservations</i>	<i>Recognition of specific competences of treaty bodies</i>	<i>Reference to the rights within UNESCO's fields of competence</i>
Convention against Discrimination in Education 1960	30/08/1968	<i>Reservations to this Convention shall not be permitted</i>		Right to education
Convention on Technical and Vocational Education. 1989	Not ratified			Right to education
Convention concerning the Protection of the World Cultural and Natural Heritage 1972	28/10/1975			Right to take part in cultural life
Convention for the Safeguarding of the Intangible Cultural Heritage 2003	06/07/2006			Right to take part in cultural life
Convention on the Protection and Promotion of the Diversity of Cultural Expressions 2005	Not ratified			Right to take part in cultural life

## II. Promotion and protection of human rights on the ground

### 1. Right to education<sup>1</sup>

#### A. Normative Framework

##### i. Constitutional framework

1. The new constitution, adopted by referendum on the July 1st 2011, promotes respect for individual and collective freedoms, and restored to certain extent equality for all Moroccans. It acknowledges the right to education at its *article 31*, which provides that “the state, public institutions and local authorities are working to mobilize all means available to facilitate equal access of citizens to the conditions allowing them to enjoy the rights: [...] to modern education, accessible and quality education on attachment to the Moroccan identity and national immutable constants, professional training and physical and artistic education ...” Besides, *article 6* foresees that all Moroccans are equal before law and *article 19* acknowledges the principle of parity between men and women. In addition, the constitution foresees the creation of a Superior Council of Education, training and scientific research (*article 168*). “This Council represents an advisory body responsible for issuing its opinion on all public policies and on matters of national interest in education, training and scientific research, as well as the objectives and functioning of public services in charge of these areas. It also contributes to the evaluation of public policies and programs conducted in these areas.”

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#### <sup>1</sup> Sources:

- 2011 Constitution : <http://www.sgg.gov.ma/bo5952F.pdf>
- *Le Monde Diplomatique*, <http://www.monde-diplomatique.fr/carnet/2011-06-30-Maroc>
- Law No. 04-00 of May 25, 2000, <http://portal.unesco.org/education/en/files/12416/10427980500maroc1.pdf/maroc1.pdf>
- Law No. 05-00 of May 25, 2000 relating to the Status of preschool education, <http://www.atfale.ma/index1.php?cat1=20&cat2=4&poid=406&page=1>
- Law 01-00 on the organization of higher education, [http://www.emi.ac.ma/data/textes%20juridiques/textes%20ens%20sup/ORGANISATION%20DE%20L'ENSEIGNEMENT%20SUPERIEUR/la%20loi%20n%20%202001-00%20portant%20organisation%20de%20l'enseignement%20superieur%20\(DAHIR%20DU%2019%20MAI%202000\).doc](http://www.emi.ac.ma/data/textes%20juridiques/textes%20ens%20sup/ORGANISATION%20DE%20L'ENSEIGNEMENT%20SUPERIEUR/la%20loi%20n%20%202001-00%20portant%20organisation%20de%20l'enseignement%20superieur%20(DAHIR%20DU%2019%20MAI%202000).doc)
- Reports of Morocco submitted to the International Conference on Education, [http://www.ibe.unesco.org/National\\_Reports/ICE\\_2008/morocco\\_NR08\\_fr.pdf](http://www.ibe.unesco.org/National_Reports/ICE_2008/morocco_NR08_fr.pdf)
- International Bureau of Education, World Data on Education. 6th edition, 2006-07, [http://www.ibe.unesco.org/fileadmin/user\\_upload/archive/Countries/WDE/2006/ARAB\\_STATES/Morocco/Morocco.pdf](http://www.ibe.unesco.org/fileadmin/user_upload/archive/Countries/WDE/2006/ARAB_STATES/Morocco/Morocco.pdf)
- National Report presented at the 47th International Conference on Education, Geneva, 8-11 September 2004.
- National Report presented at the 48th International Conference on Education, [http://www.ibe.unesco.org/National\\_Reports/ICE\\_2008/morocco\\_NR08\\_fr.pdf](http://www.ibe.unesco.org/National_Reports/ICE_2008/morocco_NR08_fr.pdf)
- The Najah program: the emergency plan for education reform, [http://www.ibe.unesco.org/fileadmin/user\\_upload/Policy\\_Dialogue/48th\\_ICE/Presentations/IBE\\_ICE\\_Workshop\\_1D\\_Presentation\\_FR\\_Minister\\_Education\\_Morocco\\_Nov08.pdf](http://www.ibe.unesco.org/fileadmin/user_upload/Policy_Dialogue/48th_ICE/Presentations/IBE_ICE_Workshop_1D_Presentation_FR_Minister_Education_Morocco_Nov08.pdf)
- Global Monitoring Report on EFA 2010, pp. 77-78, <http://unesdoc.unesco.org/images/0018/001875/187513F.pdf>
- UNESS Document, prepared in 2009 by UNESCO Office for the Maghreb cluster in collaboration with the Ministry of National Education, Higher Education, training cadres and scientific research.

2. As for languages, *article 5* provides that "Arabic remains the official language of the state. The state works to protect and develop the Arabic language, and the promotion of its use. Similarly, Amazigh is an official language, as a common heritage to all Moroccans without exception. [...] The state works to preserve Hassani, as part of the united Moroccan cultural identity, and the protection of cultural expressions and dialects practiced in Morocco. Moreover, it ensures the coherence of language and cultural national policy, of learning and mastery of foreign languages most used in the world, as tools of communication, integration and interaction with the *knowledge society*, and openness to different cultures and contemporary civilizations. There is hereby established a National language and Moroccan culture, responsible in particular for the protection and development of Arabic and Amazigh and Moroccan diverse cultural expressions, which constitute an authentic heritage and a contemporary source of inspiration. It includes all institutions involved in these areas. An organic law shall determine the powers, composition and operating procedures. "

## ii. Legislative framework

3. *Law No. 04-00 of May 25, 2000* states that "basic education is a right and an obligation for all Moroccan children of both sexes over the age of 6. The State undertakes to provide them free education in the nearest public school to their place of residence. Parents and tutors undertake their part to follow this teaching to their children until they reach the age of 15 years "(Article 1).

4. *Law No. 05-00 of May 25, 2000 relating to the Status of preschool education.*In addition, a circular on the duty to report children who have reached four years was enacted in accordance with the memorandum of the Ministry of Interior No. 100 of 26 June 2000.

5. *Law 01-00 on the organization of higher education* of 19 May 2000 governs all the components of higher education in Morocco, public and private within and outside universities.

6. Other laws govern the education system in Morocco:

- a. *Law No. 06-00 on the status of private education schools (2000)*
- b. *Law No. 13-00 on the status of private professional training (2000)*
- c. *Law No. 07-00 creating the regional Academies of education and training (2000)*

## B. Policy measures

7. *Najah program: the Emergency Plan for Education Reform* was established by the Ministry of Education and will run from 2009 to 2012. It aims to accelerate and to complete the implementation of the recommendations of the National Charter of Education and Training, and to ensure education for all.

### i. Literacy and language teaching

8. Morocco adopted in 2004 a *national strategy for literacy and non-formal education* in order to reduce illiteracy from 43% in 2003 to 20% in 2012.

9. The *Gateways program (Programme Passerelles)* is provided in the main vernacular languages of the country, that is to say, Darija (Moroccan Arabic) and Amazigh (Berber). Learners enrolled in literacy classes in Arabic fusha (standard Arabic) begin with studying the letters of the Arabic alphabet, so they can read their native language transcribed in this alphabet. Then they acquire the basics of reading and writing in Arabic fusha, using words that are common to both languages. The evaluation of a pilot program between 2005 and 2007 among 10 000 women shows that only 2% of them have given up along the way and 90% were successful. In the monolingual "general program", however, the dropout rate was 15 to 20%, and the success rate 70% (AED, 2008).

## **ii. Higher Education**

10. In order to fight against exclusion in higher education, Morocco has a policy based primarily on a student aid in the form of scholarships, accommodation and restaurant and decentralization of higher education.

## **iii. Professional education**

11. In Morocco, professional education, which has been reformed over the past decade, has its own Ministry and *National Office for professional training and work promotion*. Programs are tailored to the level of general education students, focusing on a combination of specific skills and broader capabilities. Vocational schools have performed well, more than half of their graduates finding employment within 9 months. The proportion of female students has increased, reaching 44% in 2006. The vocational education system is growing as the government seeks to promote the skills required by new industries such as automotive, aeronautics and the agro-industrial sector.

## **iv. Human Rights training**

12. On 8 May 2011, a conference entitled "First Arab Conference for Civic Education: Achievements and Future Prospects" was held in Casablanca. organized by the Moroccan Centre for Civic Education, in partnership with the Regional Academy of Education and Training of Greater Casablanca, and the Californian Center for Civic Education and the University of Maryville (Missouri-US). It was an opportunity for Mauritanian, Algerian, Tunisian, Egyptian, Jordanian, Palestinian, Lebanese, Bahraini and Moroccan experts in civic education as well as American and British speakers, to exchange expertise and information in order to evaluate experience in the anchoring of civic education in their countries. The meeting also sought to encourage reflection on the educational strategies in line with the change in educational techniques, in order to meet the challenges of consolidating the values of citizenship and civic behavior of learners. During this three-day conclave, the Moroccan experience in education for citizenship and democracy was introduced and referred to the debate. Thematic workshops were planned, focused on the citizen project and the foundations of democracy and for teachers of secondary college and primary school of the Grand Casablanca. Referring to the importance of this Congress, Larbi Imad, president of the Moroccan Centre for Civic Education, stressed that the conference sought to contribute to the promotion of basic human values and to build bridges of dialogue between Arab and Western teachers, and to advocate for a revision of concepts in civic education, this in order to develop a new strategy dedicated to the promotion of

this record and in line with current evolutions. This view is shared by Chouikh Khadija Ben, Director of the Academy of Education and Training in Greater Casablanca, who highlighted the virtues of civic education in youth empowerment, advocating the "resuscitation" of socio-cultural clubs in schools. A *sine qua non* condition, in her view, to achieve this goal<sup>2</sup>.

### **C. Cooperation**

13. Morocco has not submitted to UNESCO the report on the occasion of the seventh consultation of Member States on the implementation concerning the Convention on Fight against Discrimination in the area of education (covering the period 2000-2005).

14. Morocco has not submitted to UNESCO the report on the forth consultation of Member States on the implementation of recommendation of UNESCO about education for the understanding, cooperation and international peace and education related to human rights and fundamental liberties (covering the period 2005-2008).

### **D. Achievements, best practices, challenges and constraints**

#### **i. Achievement**

15. Adoption of a new constitution which guarantees better right to education.

#### **ii. Best practices**

16. The efficiency of *programme Gateway* on women's literacy.

17. The success of professional schools.

#### **iii. Constraints and challenges**

18. Among Arab States, Morocco has achieved quick progress in improving literacy with each generation of schoolchildren, but it has not managed to reduce the gap between the two sexes. According to the Global Monitoring Report of EPT 2010, 88 % of rural women aged between 17 to 22 years in Morocco have been enrolled for less than 4 years.

19. The UNESCO National Education Support Strategy of 2009 establishes a set of challenges, priorities and strategies.

20. *Access*: Access to basic education remains incomplete and unfair. While significant progress has been made in the access of girls and boys in primary school and college, a minority of children, among the most vulnerable, is excluded from the primary education. Similarly, if the college is almost generalized in urban areas, it is far from that in the case of rural areas. In addition, a significant number of children and young people continue to be outside of the educational system, deprived of educational opportunities, both formal and informal. Finally, despite the recent acceleration in the rate of adult literacy, almost 40% of Moroccans aged 10 and above

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<sup>2</sup> Lematin, *Les pédagogues arabes en conclave à Casablanca*, 9/05/11, <http://www.lematin.ma/actualite/express/Article.asp?id=150782> (accessed 15/09/2011)

are illiterate, 60% in rural areas and nearly 75% for women in rural areas. Considerable efforts are still needed to ensure the rights to basic education for all.

21. *Quality*: The Moroccan educational system is facing a crisis of deficient quality. The dropout and repetition rates are high at all levels, the levels of learning outcomes are low, but still the adequacy of the people who leave the system and the needs of the labor market is improving. New educational guidelines implemented by the National Charter of Education and Training such as the renewal of programs and textbooks and the educational option of a skills-based approach, however, have not resulted in the expected changes and did not produce visible improvements in the processes of teaching and learning in the classroom, and therefore, in the results of the students.

22. *Equity*: Many efforts are underway to create a more equitable and inclusive educational system, the results are not yet sufficiently significant.

23. *Management and strategic running of the sector*: For the Board of Education, the challenge of governance is partly due to the lack of management tools and adequate regulation. In addition, a critical aspect of the capacity for running the Moroccan educational system is the lack of an integrated, comprehensive and effective information system.

24. *Funding*: The total budget (operating and capital) of the educational system has risen sharply in recent years. This strong growth in education spending –faster than the state budget, which is faster than the national wealth- automatically translates into an increase in the share of education spending in the budget of the state and the GDP.

25. In response to the crisis in the Moroccan educational system, an Emergency Plan for 2009-2012 is being implemented, aiming to “consolidate what has been done, and make adjustments that arise, ensuring optimal application guidelines of the National Charter of Education and Training”. The current situation, therefore, requires a link between the implementation of the Emergency Plan for 2009-2012 and the preparation of a second phase of reform from 2012.

## **2. Freedom of opinion and expression**

### **A. Achievements, best practices, challenges and constraints**

#### **i. Legislative framework**

26. The Moroccan Constitution approved by referendum on 1 July 2011 guarantees the rights to freedom of thought, opinion and expression. Article 27 of the new Constitution also guarantees the right to access public domain information although restrictions apply to information related to national defense, internal and external security of the state as well as privacy of individuals. Freedom of the press is guaranteed and censorship is prohibited under Article 28. Article 165 of the new Constitution assigns to the High Authority of Audiovisual Communication, an independent body, the responsibility for ensuring pluralism of opinion and thought in the audiovisual sector and the right to information of public. This should be seen as a positive development.

27. However the political climate in the country contributes to weakening the full

enjoyment of these rights. The country's main press agency, Maghreb Arab Press, is owned by the government, and criticism of Islam, the King and the monarchical system is not permitted. Morocco has a Press Code that was first adopted on 15 November 1958 and amended by Parliament in 2002 and 2007. The Press Code recognizes the right to publish. In addition to the aforementioned restrictions the law also gives the Minister of the Interior powers to order the administrative seizure of any publication which is deemed to represent a danger to public order. The Press Code is due to be revised again in 2011.

## **ii. Media self-regulatory system**

28. There is not yet an effective self-regulating mechanism among the media organizations in Morocco. The only code of ethics that exists is for broadcasting media and is regulated by the High Authority for Audiovisual Communication and the Ministry of Communication. However, in line with the new Constitution, the National Syndicate of the Moroccan Press (NSMP) has just announced that the conditions are right to move the establishment of a self-regulatory system within print media organizations forward. In this regard the Syndicate has started to examine the proposal to create a national press council and to encourage print media organizations to establish codes of ethics, monitor professional good practice and promote the rights of journalists.

## **B. Capacity-building and technical assistance provided and/or recommended by UNESCO**

29. UNESCO collaborates with Morocco to promote the right to freedom of expression through its annual celebration of the World Press Freedom Day at regional level.

30. Among other activities, UNESCO supported the elaboration of the freedom of information law aligned to the international standards and best practices.

31. UNESCO also works to improve journalism education in Morocco and encourages the development of quality journalism respectful of the diversity of groups and interests of the Moroccan society.

32. Its activities include trainings of journalists on gender perspective and civil society groups to monitor media content.

## **III. Recommendations**

### **1. Right to education**

33. Morocco should be encouraged to submit a report to UNESCO as part of the eighth consultation of Member States on measures taken for the implementation of the Convention and Recommendation against Discrimination in the field of education (covering the period 2006-2011).

### **2. Freedom of opinion and expression**

34. There are several opportunities for developing and protecting freedom of

expression and information in Morocco. UNESCO recommends:

- a. The press code should be revised to meet international standards as well as to effectively apply the principles of freedom stipulated in the Constitution
- b. Provisions should be added to existing legislation to guarantee freedom of information aligned to international standards
- c. Journalists should be sensitized on their rights, as recognized by the Constitution and given the means ensure they are fully respected
- d. The quality of journalism education should be improved