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Délégation Interministérielle aux Droits de l'Homme  
Interministerial Delegation for Human Rights

## **Follow-Up on Human Rights Education**

### **World Program Implementation**

#### **Second Phase (2010-2014)**

#### **Kingdom of Morocco's Report**

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## **Introduction**

Human rights education is a general framework that intends to bolster people's capacities in terms of grasping the essence of these rights and feeling the importance and necessity to respect and advocate for them. This framework encompasses all learning methods aiming at founding a new community culture based on a human rights approach and building pertaining knowledge, skills and values. Human rights education represents a project which enables all individuals and communities to obtain essential information to free them and develop their sense of responsibility for their rights and the rights of others.

In this context, training in human rights is an ongoing and comprehensive action. It touches on all aspects and settings of personal, professional, cultural, social, political and civil practices, in full compliance with human rights principles and values based on dignity, tolerance, coexistence and maintenance of social peace.

The Kingdom of Morocco puts priorities on the dissemination of human rights culture and its collective ownership, and puts a special emphasis on human rights training and education which focus on individual and collective rights such as the rights to difference, tolerance, solidarity and respect for others.

To raise awareness on the significance of human rights education, Morocco adhered to implementing the provisions of the World Program for Human Rights Education. While it continued, on the regional level, to enforce the Arab Plan for Human Rights Education (2009-2014).

In this sense, the main stages of implementing the second phase of the World Program for Human Rights Education (2010-2014) are as follows:

### **I. Human Rights Training in Higher Education**

In view of the efforts made to implement all the provisions that the first stage of the World Program for Human Rights Education contained, especially the measures taken by the national education sector after the establishment of central units with regional and local mechanisms, the kingdom, in collaboration with competent governmental departments and civil society, worked on drafting a national strategy for human rights education and citizenship. It also produced a guide for training regional teams, which aims to put together integrative settings with regional and local specificities, and most importantly to integrate human rights culture and gender approach. In addition, this guide targets the promotion of this human right based approach in institutions' specifications through including clauses on teaching integrity, transparency, transitional

justice, sustainable development, gender, equality between sexes and violence elimination.

Since the conclusion of the partnership and cooperation agreement between the Ministries of Education and of Human Rights in 1994, the national Program for human rights education stressed on curricula. It sought to achieve one essential goal, which was the enhancement of human rights concepts and principles in basic education teaching and learning Programs, especially in educational materials whose fields and tools have a clear link with human rights culture.

The first action of the national Program for human rights education was to review and edit about 122 school books from a human rights culture perspective.<sup>1</sup> A cohesive human rights culture curriculum in primary and secondary school levels was introduced. Also, training and orienting units in the fields of human rights culture were set up for different actors and workers in the education and training area.

By the same token, and within the framework of the United Nations Decade for Human Rights Education (1995-2004), the first phase of World Program for Human Rights Education (2005-2009) and its second phase (2010-2014), the Ministry of Higher Education, Scientific Research and Executive Training started to attach importance to the culture of human rights.

Aware of the role played by education, training and scientific research in instilling human rights culture and in making these rights a daily reality embodied in individual and collective convictions, practices and behaviors, education and training institutions in general and higher education institutions in particular took part in the realization of the human rights culture objectives, both at the level of training and education within universities and training institutions or at the level of awareness-raising and sensitizing through a multipolar participatory framework.

The approaches adopted by the sector to implement human rights education are presented briefly in the following points:

- ❑ Adopting pedagogical reform that focuses on the prospects of human rights education in the Moroccan University
- ❑ Establishing human rights training and research units
- ❑ Creating UNESCO Chairs in the Moroccan University

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<sup>1</sup> This review focused on five subjects that were considered as imbued with human rights principles and values: Islamic Education, Arabic, History and Geography, Islamic Thought and Philosophy and French. This action targeted the review of what would be perceived to be inconsistent to human rights principles and values.

- ❑ Organizing scientific and cultural academic activities in human rights education
- ❑ Engaging students in cultural events, conferences, seminars and scientific workshops related to human rights

### **1. Pedagogic reform that focuses on the prospects of human rights education in the Moroccan University**

The pedagogical reform, adopted since 2003-2004, enabled the development and diversification of educational output in Universities. This reform resulted in the establishment of new human rights related departments in fundamental and professional bachelor degrees, and in masters and PhD levels.

Several departments in different levels include units or subjects that are directly linked to instilling and deepening the culture of human rights, entrenching the rule of law and moralizing public life.

Masters and PhD programs in law encompass “human rights” units that tackle this area through the examination, analysis and comparison of laws and various international declarations and conventions, constitutions, Moroccan legislation and public freedoms, in theory and practice. These units also put forth ways to develop these laws, enrich their mechanisms and legal measures to commit, maintain and advocate for them, in case they have been violated at the national and international levels.

### **2. Establishing training and research units in human rights**

#### List of approved branch specialties by diplomas

✓ PhD Degree

<b>University</b>	<b>Institution</b>	<b>Department</b>
Hassan II- Ain chok Casablanca	Faculty of Law, Economics and Social Sciences	Private Law
Sidi Mohamed Ben Abdellah - Fes	Faculty of Law, Economics and Social Sciences	Public Law
Cadi Ayyad Marrakech	Faculty of Law, Economics and Social Sciences	Public Law and Political Sciences
Hassan II- Ain chok Casablanca	Faculty of Law, Economics and Social Sciences	Public Law and Political Sciences
Hassan II - Mohammedia	Faculty of Law, Economics and Social Sciences	Public Law and Political Sciences

Mohammed V - Agdal Rabat	Faculty of Law, Economics and Social Sciences	Public Law and Political Sciences
Mohammed V - Souissi Rabat	Faculty of Law, Economics and Social Sciences	Public Law and Political Sciences
Cadi Ayyad Marrakech	Faculty of Law, Economics and Social Sciences	Legal Sciences
Mohammed V - Agdal Rabat	Faculty of Law, Economics and Social Sciences	Legal Sciences
Mohammed I - Oujda	Faculty of Law, Economics and Social Sciences	Legal and Political Sciences
Abdelmalek Essaadi Tetouan	Faculty of Law, Economics and Social Sciences	Law
Hassan II - Mohammedia	Faculty of Law, Economics and Social Sciences	Private Law
Hassan I - Settati	Faculty of Law, Economics and Social Sciences	Private Law
Sidi Mohamed Ben Abdellah - Fes	Faculty of Law, Economics and Social Sciences	Private Law
Mohammed I - Oujda	Faculty of Law, Economics and Social Sciences	Private Law

- Masters and Specialized Masters Degrees

University	Institution	Degree	Department
Cadi Ayyad Marrakech	Faculty of Law, Economics and Social Sciences	Masters	Human Rights and Public Freedoms
Mohammed V - Souissi Rabat	Faculty of Law, Economics and Social Sciences	Masters	Local Communities Act
Abdelmalek Essaadi Tetouan	Faculty of Law, Economics and Social Sciences	Specialized Masters	Women's Right Between the Shores of the Mediterranean: Women and Migration
Sidi Mohamed Ben Abdellah - Fes	Faculty of Law, Economics and Social Sciences	Specialized Masters	Management and Modern Communication Technology Rights Between the Shores of the Mediterranean
Mohammed I - Oujda	Faculty of Law, Economics and Social Sciences	Specialized Masters	Social Work Engineering

Mohammed V - Agdal Rabat	Faculty of Law, Economics and Social Sciences	Masters	Euro-Mediterranean Migration and Partnership
Mohammed V - Souissi Rabat	Faculty of Educational Sciences	Specialized Masters	Professional Reeducation and Reintegration
Mohammed V - Souissi Rabat	Faculty of Law, Economics and Social Sciences	Masters	In-Depth Diplomatic Studies
Ibn Zohr - Agadir	<i>Shariaa</i> Faculty	Masters	Family Provisions in Jurisprudence And Law
Moulay Ismail Meknes	Faculty of Law, Economics and Social Sciences	Masters	Family and Development
Sidi Mohamed Ben Abdellah - Fes	Faculty of Law, Economics and Social Sciences	Masters	Family and Documentation
Sidi Mohamed Ben Abdellah - Fes	Faculty of Law, Economics and Social Sciences	Specialized Masters	Juvenile Justice
Mohammed I - Oujda	Faculty of Law, Economics and Social Sciences	Masters	Public Law
Moulay Ismail Meknes	Faculty of Law, Economics and Social Sciences	Masters	Human Rights and International Humanitarian Law
Mohammed V - Souissi Rabat	Faculty of Law, Economics and Social Sciences	Masters	Education and Human Development
Ibn Zohr - Agadir	Faculty of Law, Economics and Social Sciences	Masters	Civil Law
Hassan II - Mohammedia	Faculty of Law, Economics and Social Sciences	Masters	Crime Sciences and Human Rights
Mohammed V - Agdal Rabat	Faculty of Law, Economics and Social Sciences	Specialized Masters	Human Rights
Abdelmalek Essaadi Tetouan	Faculty of Law, Economics and Social Sciences	Masters	Human Rights

- Fundamental Bachelor Degree

University	Institution	Degree	Department
Hassan I - Settat	Faculty of Law, Economics and Social Sciences	BA	Private Law/Public Law
Mohammed V - Souissi Rabat	Faculty of Law, Economics and Social Sciences	BA	Private Law/Public Law
Mohammed V - Agdal Rabat	Faculty of Law, Economics and Social Sciences	BA	Private Law/Public Law

Ibn Tofail - Kenitra	Faculty of Law, Economics and Social Sciences	BA	Private Law
Sidi Mohamed Ben Abdellah - Fes	Faculty of Law, Economics and Social Sciences	BA	Private Law/Public Law
Moulay Ismail Meknes	Faculty of Law, Economics and Social Sciences	BA	Private Law/Public Law
Mohammed V - Souissi Rabat	Faculty of Law, Economics and Social Sciences	BA	Business Law / International Relations / Administrative Law
Hassan II- Ain chok	Faculty of Law, Economics and Social Sciences	BA	Private Law/Public Law
Cadi Ayyad	Faculty of Law, Economics and Social Sciences	BA	Legal and Political Studies
Hassan II - Mohammedia	Faculty of Law, Economics and Social Sciences	BA	Private Law/Public Law
Ibn Tofail - Kenitra	Faculty of Law, Economics and Social Sciences	BA	Private Law
Mohammed V - Agdal Rabat	Faculty of Political, Economic and Social Sciences	BA	Political Sciences
Mohammed V - Agdal Rabat	Faculty of Law, Economics and Social Sciences	BA	Law ( Public and Private)
Ibn Zohr - Agadir	Faculty of Law, Economics and Social Sciences	BA	Law (Public Law, Private Law)
Hassan I - Settat	Faculty of Educational Sciences	BA	Law (Public Law, Private Law)
Hassan II - Mohammedia	Faculty of Law, Economics and Social Sciences	BA	Law ( Private Law, Public Law)
Sidi Mohamed Ben Abdellah - Fes	Faculty of Law, Economics and Social Sciences	BA	Law ( Private Law, Public Law)
Moulay Ismail Meknes	Faculty of Law, Economics and Social Sciences	BA	Law ( Private Law, Public Law)
Mohammed V - Souissi Rabat	Faculty of Law, Economics and Social Sciences	BA	Law (majors: Public International Law, Public Administration, Political Law, Civil Law, Business Law)
Mohammed V - Souissi Rabat	Faculty of Law, Economics and Social Sciences	BA	Law ( Private Law, Public Law)

### 3. Creating UNESCO Chairs in the Moroccan University

These chairs pertain to the International UNESCO Chairs Program. They were established in Moroccan universities and mostly involve human rights domains:



- UNESCO Chair on “Human Rights” In Mohammed V University - Agdal (Faculty of Law, Economic and Social Sciences);
- UNESCO Chair on “Peace Culture” in Mohammed I University - Oujda (Faculty of Law, Economic and Social Sciences);
- UNESCO Chair on “Women” in Ibn Tofail University - Kenitra (Faculty of letters and Human Sciences);
- UNESCO Chair on “Interreligious Dialogue” in al-Qarawiyyin University - Fes;
- UNESCO Chair on “Child, Family and Society” in Sidi Mohamed Ben Abdellah University – Fes;
- UNESCO Chair on “Environment and Development” in Mohammed V University - Agdal – Rabat;
- UNESCO Chair on “Water” in Hassania School of Public Works – Casablanca.

Depending on their areas of competence, these chairs examine various human rights issues from different perspectives in order to accumulate knowledge, which in its turn helps to gain an accurate understanding of these issues and to suggest suitable solutions. They aim at:

- Creating and promoting Programs and opportunities to teach human rights at the local, national, regional and international levels;
- Working within the framework of multiple partnerships with different actors for the promotion and integration of human rights in the development process,
- Fulfilling the functions of human rights culture which are: sensitizing, awareness-raising, enlightening, training, and suggesting ways to uphold and advocate for human rights and prevent their violations;
- Conducting bibliographic and documentary research and encouraging human rights field-based research;
- Drawing up pedagogical documents specialized in human rights and working towards their broad dissemination.

#### **4 Organizing scientific and cultural academic activities in human rights education**

In order to instill, disseminate and promote human rights concepts, principles and values, and to prevent and fight against their violation in everyday life, universities hold, over the year, cultural and scientific activities -lectures, seminars, debates, round tables, workshops and seasonal universities- that touch on human rights issues.

Professors/researchers, academicians, specialists, experts and representatives of the government, civil society and non-governmental organizations are in attendance.

In this context, the Moroccan university signed several partnership and cooperation agreements pertaining to human rights at the national and international levels.

### **5. Engaging students in cultural events, conferences, seminars and scientific workshops related to human rights**

The Moroccan university engages its finest students in organizing cultural, scientific and social events that are related to human rights education.

These organized activities brought forth these following topics:

Fighting against poverty, fighting against illiteracy and violence, fighting against child economic and sexual exploitation and looking after people with disabilities, women, children and elderly persons, income-generating activities for the population in difficult situations (rural women and unemployed youth in suburban areas), encouraging gender equality, health care and fighting HIV, supporting cultural and entertainment activities and sports for youth, environment protection and natural resources preservation, activities aiming at developing a global partnership for sustainable development, solidarity and tolerance.

## **II. Capacity Building for Law Enforcement Officials in Human Right Education**

It concerns a number of security, military and administration institutions:

### **- Directorate-General for National Security**

In consonance with the efforts that the Directorate-General for National Security made to promote and protect human rights, the Directorate-General continues to uphold the level of human and logistic resources, develop and modernize infrastructures. It seeks achieving a set of projects pertaining to fighting against torture; for instance: upgrading forensic and technical police and establishing 3 laboratories specialized in evidence technological processing (2012 -2013) in Fes, Marrakesh and El-Ayouun.

Directorate-General for National Security drew up its second plan for 2013-2017, which concerns:

- Overhauling infrastructure;
- Enhancing citizen reception;

- Improving the conditions in places of detention and deprivation of liberty, through specific custody criteria.

In the framework of a human rights training on torture and ill-treatment for national security officers of all ranks, the Directorate-General integrated educational programs related to human rights, international conventions, and legislation and human rights practices in Morocco. It sets an annual Program to teach human rights to national security new members, including 30 hours for police chiefs and officers, and 21 hours for security officers, inspectors and security guards.

During the periods of training and ongoing training, national security officers also benefit from trainings courses and seminars supervised by executives working in different bodies and institutions which are interested in the promotion of human rights. They also make on-site visits to a number of institutes and schools to exchange experiences in this field.

In parallel, the directorate follows an action plan driving at following-up and evaluating the efforts made in this area, through organizing reach-out meetings and training courses in the framework of ongoing training and training completion. The purposes behind these activities are to: keep up with the recent development in the field of human rights promotion and the fight against arbitrary detention; reinforce professional capacities; teach new communication techniques, improve citizen reception and treatment in general to avoid anything that could infringe their fundamental rights; and ensure the proper application of law.

During 2012-2014, Directorate-General for National Security held human rights lectures that are part of the training Program for specialized capacity building and training completion in the Royal Police Institute. They included:

- Two round tables on the protection of refugees' rights, in collaboration with the United Nations Higher Commissioner for Refugees (UNHCR) on April 10-11, 2012;
- A study day on the role of security forces in enhancing and protecting human rights, in cooperation with national institutions, academicians, civil society organizations, and actors from pertaining security and government services on June 12, 2012;
- A study day on enhancing and protecting human rights in June 04, 2013.

The directorate proceeds as well in following a training, sensitization and communication policy to reinforce the prevention of torture and inhuman and degrading treatments that violate the very essence of human dignity, based on punishing

their allegedly perpetrators through taking disciplinary and punitive actions against them if found guilty. The Directorate collaborates with the National Human Rights Council to:

- ❖ Promoting human rights education;
- ❖ Laying down a guide for judicial police officers;
- ❖ Following-up the implementation of equity and reconciliation authorities' recommendations that are mainly linked to security governance;
- ❖ Monitoring security forces members' behaviors, judicial monitoring by the relevant ministry and the Human Rights National Council, professional monitoring by the Directorate's Inspectorate General, in addition to the centralized and decentralized hierarchical monitoring.

#### **- General Delegation for Prison Administration and Reintegration**

To strengthen the human rights based approach in penitentiary system, and in order to humanize prison facilities and improve the conditions of prisoners detention, the General Delegation for Prison Administration and Reintegration was keen to draw a clear strategy to train and orient its personnel in a way that enhances respect of human rights within prisons, as they are universally recognized. Training Programs include both theory and practice sessions and they intend to:

- ❖ Enabling personnel to apprehend international human rights standards related to the management of penitentiary facilities and treatment of prisoners;
- ❖ Sensitizing personnel on the importance of human rights and their effective and efficient role in instilling and disseminating these rights in prisons;
- ❖ Encouraging personnel to carry out their duties in full compliance with the international standards for the treatment of prisoners.

Theory sessions comprise lectures and presentations to explain human rights standards that are linked to the work of prison personnel, especially Standard Minimum Rules for the Treatment of Prisoners (Geneva 1995), Basic Principles for the Treatment of Prisoners (December 1990) and United Nations Rules for the Protection of Juveniles Deprived of their Liberty (December 1990).

The Program also expounds all the rights stated in Moroccan Prison regulation N° 89/23, which represents the efforts that Morocco has made in terms of harmonizing

national laws with international instruments pertaining to human rights and treatment of prisoners. Through the sessions, information and elaborations about the Moroccan Penal Code and Criminal Procedure Code as well as Penal Code law N° 43.04 amendments related to fighting against torture are offered. The concepts of “torture” and “cruel, inhuman or degrading treatment” are also explained, with an emphasis on behaviors and attitudes that are considered as acts of torture and human rights violations in penitentiary facilities. Instructions on using power and illustrations on penalties and judicial and administrative measures taken in case of infringement of these rights and laws are also provided.

Practice sessions include methods to protect the rights of prisoners with due regard to laws and application of security measures related to penitentiary system such as: Inspection, handcuffing, intervention techniques, discipline, deportation... New training materials were introduced to help orienting human resources and instilling human rights culture in prisons; such as: moralization of penitentiaries, mediation in conflict management, effective professional communication, professionalism or professional conduct...

In 2012, the training executive center in Ifran published two essential references, put at the disposal of personnel and trainees during training courses, enabling them to learn about all the human rights related rules and articles. These two references are: “Legal and Regulatory Provisions for Managing the General Delegation for Prison Administration and Reintegration” and “International Rules for the Treatment of Prisoners”. Over the past few years, human rights and international conventions for the treatment of prisoners and Law against Torture were included in all training Programs. In 2012, the number of these trainings beneficiaries reached around 1358 trainee enrolled in basic training and 145 personnel carrying out ongoing training and training completion.

Some of these training courses are held in cooperation with Penal Reform International and the Mohammed VI Foundation for the Reintegration of Prison Inmates, and in collaboration with civil society organizations such as People’s Rights Center.

### **- Royal Gendarmerie**

As far as training and sensitizing members of the Royal Gendarmerie are concerned, a set of training courses on the latest developments in human rights laws and legislation took place between September 24, 2012 and September 28, 2013. 60 members of all ranks have taken part in these courses and benefited from the subjects raised:

- International mechanisms for the protection of human rights;
- Terrorism offences and human rights;

- Fighting violence against women and minors;
- Addiction centers' role in fighting drug abuse, in collaboration with the National Human Rights Council and diplomatic representations of several countries such as Switzerland and Italy.

Between the period of March 11, 2008 and November 21, 2013, 41 members of the Royal Gendarmerie were trained on fighting against torture, in collaboration with the Interministerial Delegation for Human Rights, Higher Judicial Institute and Royal Police Institute. These training courses brought forth the following subjects: 1) The cardinal elements to implement the United Nations Convention against Torture; 2) The cardinal elements to implement the United Nations Convention against Torture under the democratic transitions in North Africa and awareness-raising on arbitrary detention.

### **- Men of Authority**

By the same vein, the Royal Institute of Territorial Administration trained men of authority, focusing on teaching trainees the latest methods with which local authorities should handle civil society, and respect of civil, political, economic, social, cultural rights of citizens. The institute devotes 110 hours for human rights trainings, in which judges from different areas in Morocco give lectures and courses on the human rights-based decisions the judiciary take and the supremacy of international human rights provisions over national law. To sensitize trainees about the new perspective of public freedoms in Morocco, the Royal Institute of Territorial Administration invites officials of human rights institutions such as the Mediator of the Kingdom and the National Human Rights Council and the Central Authority for the Prevention of Corruption to share their expertise.

Ongoing human rights teachings and training Programs are evaluated by the Royal Institute of Territorial Administration. Other awareness-raising and training Programs are set according to international human rights standards to improve the performance of man of authority in the promotion of public order respect and public safety as well as to maintain the freedoms and political rights of individuals and groups.

### **- Auxiliary Forces**

The inspectorate of auxiliary forces in the North of the Kingdom continues its efforts to entrench human rights principles in all its institutions, through introducing professional, technical and corporal trainings that will enable the members of this body to master intervention techniques and use of riot control equipment. The latter are regarded as a deterrent factor which is a prevention measure to effectively intervene and ensure protesters' safety. It should be noted that human rights basic and ongoing training follow specific Programs whether they take place inside or outside field units.

**- Officials in Charge of Child Protection Centers affiliated to the Ministry of Youth and Sports**

The personnel of the Ministry of Youth and Sports has undergone a series of training courses related to human rights education, especially those in charge of child protection centers. During 2010-2014, the ministry organized the following trainings:

<b>Date</b>	<b>Subject</b>	<b>Number of Training Courses</b>	<b>Beneficiaries</b>
December 2009 –April 2010	International Reference Tools for Rights of Delinquent Children	10	260 beneficiaries of all categories of staff working in child protection centers: assistance agents and executives in civil society organizations and intervening sectors.
September 2010 – October 2010	Violence Psychology and Treatment of Juveniles in Child Protection Centers	6	200 executives working in the Ministry of Youth and sports and other ministries and civil society organizations.
November 2010- January 2011	Supporting Juveniles Victims of Sexual Assaults	3	80 executives working in the Ministry of Youth and sports and other ministries and civil society organizations.
January 2011 - May2011	Child Sexual Exploitation	4	120 executives working in the Ministry of Youth and sports and other ministries and civil society organizations.
December 29, 2011	Workshop for Exchanging Experiences and Good Practices between Child Protection Centers Educators	1	15 executives working in the Ministry of Youth and sports and other ministries and civil society organizations.
January 6 - February 9 2013	Regional Workshops on “Child Protection Centers Procedures Manual”, in collaboration with UNICEF	7	209 executives working in the Ministry of Youth and sports and other ministries and civil society organizations.

April 4-24, 2013	How to use Child Protection Centers Procedures Manual, in collaboration with UNICEF	3	85 educators and educational assistants
May 6-7, 2014	Implementing Child Protection Centers Procedures Manual, in collaboration with US Embassy Rabat	1	25 directors of Child Protection Centers
September 15-19, 2014	Study Meeting to Analyze Visits Outcomes	1	20 members of child protection centers monitoring and follow-up committee

### **III. Extending social participation in human rights culture: dissemination and education**

#### **- Citizenship platform for the promotion of human rights culture<sup>2</sup>**

Citizenship platform for the promotion of human rights culture is a project of a national scope and follows a participatory approach. It has two interrelated goals:

- Communal purpose: enables the society in general and people in charge in particular to ensure human rights implementation and to acquire a human rights culture manifested in citizens' attitudes, behaviors and practices that respect standards and values in everyday life.
- Main goal: creating a dynamics that will mobilize political, social and cultural governmental and non-governmental actors to expand, balance and coordinate current and future efforts for the promotion of human rights culture, through a cohesive, integrated, sustainable, innovative and adaptable approach.

Prominent operations in three axes:

→ Educational team has the following missions :

- Drawing-up a frame of reference for human rights education;
- Determining human rights education contents and programs.



→ Training team carries out the following missions:

- Building the capacities of executives in charge of law enforcement trainers;
- Developing a reference guide in human rights education training;

→ Sensitizing team undertakes the following missions:

- Drawing-up a reference guide (including a written document and audio-visual aids as well) to Raise awareness of Human rights culture;
- Organizing a national caravan on the promotion of human rights culture.

Human rights education falls within the strategies of development, social change and reform and orientation dynamics. It targets promoting the social, developmental, democratic and modernist project, through entrenching human rights culture values in basic training fields (school, family...), for the young generation in particular, by socialization institutions and enabling it to steer public policies and every intervening actor in the fields of education , upbringing and training.

Accordingly, the citizenship platform for the promotion of human rights culture was set up. One of its pivots is human rights education which aims strategically to make educational institutions adopt a cohesive and effective platform based on human rights principles in their references, choices, curricula, pedagogical and administrative mechanisms and spaces.

Proposed actions in the education domain are:

- Developing a regulating frame of reference for the educational action founded on the principles and values of human rights;
- Harmonizing contents, curriculum and educational ties with human rights culture;
- Reinforcing capacities of human resources working in the educational field;
- Producing pedagogical supports on human rights education;
- Generalizing human rights subject in higher education departments and majors in Moroccan universities and institutes of executive training;
- Creating a network between educational actors in all the sectors that are concerned with children and young people.

It is within this context that the objectives of the partnership and cooperation agreement signed between the National Human Rights Council and pertaining services in the Ministry of Education fall. Joint meetings are being held to give effect to this agreement in the framework of the monitoring and follow-up mechanism. The latter contributes to identify the main points of planned activities and programs: Curricula reform project and strengthening the capacities of human rights clubs. This resulted in two project proposals which are:

- Activating the roles of school life through citizenship clubs experience;
- Examining and analyzing curricula, programs, and new books from the human rights culture angle;

Citizenship platform for the promotion of human rights culture consists of an elaborated perception of the measures and procedures to be taken to uphold human rights education. The joint committee between the National Human Rights Council and the ministry of Education, in collaboration with concerned ministerial sectors and the Interministerial Delegation for Human rights, worked on developing these steps and other procedures on a planned schedule, to achieve the objectives envisaged for this Citizenship platform, promote human rights culture, in its cultural and pedagogical dimensions, in the educational environment, through introducing the general notion of human right in schools:

- Through different educational levels, from primary schools to universities;
  - Through formal and non-formal education and literacy programs;
  - Through resorting to various educational components and channels;
  - Through different teaching, training and educational activities.
- ✓ **Promoting good practices in human rights education**

➤ **The integration of gender equality<sup>3</sup>**

In order to implement the national strategy for equity and equality between men and women through the integration of gender approach in development policies and programs, and within the context of accelerating the pace of the educational and training system reform, the Ministry of Education developed a med-term strategic action plan for the institutionalization of gender equality in the educational sector (2009-2012). This action plan is based on three essential points that drive at promoting equality as a universal value, translating it into reality through setting an educational system found on equity and equal opportunities in the managing and using the services of the

educational system. It is noteworthy that the UNESCO has adopted this experience as a one of the best practices in the Arab States meeting held in Beirut in November 2009.

This action plan includes:

1. First strategic point concerns the instilling of gender equality in the educational system governance through:

- ✓ Developing and extending the powers and strengthening the capacities of the mechanisms working on the institutionalization of gender equality (reinforcing capacities of the members of the central center for gender, including representatives of the central directorates and regional centers for gender to ensure the concrete integration of gender approach and equality between sexes in the educational system policies and Programs at the regional and central level...);
- ✓ Adopting new efficient methods and approaches when developing policies and Programs, taking into account the needs and interests of male and female beneficiaries and actors of educational services; taking concrete measures to eliminate all forms of discrimination between sexes; upholding equality between men and women in planning, budgeting, managing human resources and communication (training the personnel of human resource directorate on equality measures in the national educational sector, in order to integrate gender approach in the different stages of career planning, (job analysis, selection, appointment and integration, productivity evaluation, training and skill development and career planning);
- ✓ Training employees, representative and executives of different regional education and training academies, to adopt gender approach in planning, budgeting and managing human resources.

2. The second strategic point deals with reinforcing and developing measures of support and advancement to ensure an equal access to primary school for girls and increase their chances to finish secondary school level.

The purposes of this point are to continue the efforts to achieve an equal access to a better education for boys and girls and to reduce the rates of girls and children living in vulnerable conditions that drop out from secondary school. In this regard, actions have been taken to expand the educational output, overhaul institutions by providing the necessary infrastructure, offer educational support that fits the needs of children suffering from learning difficulties, and provide social support for girls and boys. As a result, an increase in the number of beneficiaries (from scholarships, school supplies, direct financial support to families, boarding houses, feeding and transport) was

recorded. This point also focuses on encouraging the participation and engagement of students in the instilling of gender equality in schools through creative initiatives.

3. The third point stresses on developing schools to become an upbringing space and on learning values and behaviors related gender equality.

- ✓ Developing a network to analyze and create educational contents imbued with human rights culture and gender approach.
- ✓ Training a team of educators on a gender approach module that will be used in basic and ongoing trainings for educational staff, to enable them to use the value of gender equality in pedagogical presentation of educational contents, activities and practices;
- ✓ Basic competences development of educational actors (staff and professionals) is reflected in the ability to invest and put the human rights value system and gender quality (dignity, freedom, equality, solidarity and tolerance) into use in analyzing and drafting school books and integrative settings; to employ them to eliminate stereotypes based on gender in curricula, school books, educational environment and work areas (organization of training courses on the integration of human rights culture values for representatives of the team of primary school books writers, national experts in the field of training related to pedagogical integration, writers of integrative settings in 75% of regional education and training academies);
- ✓ Developing a guide on fighting against gender based violence and sexually transmitted diseases, adopting the peer education experience to disseminate the culture of gender equality and eradicate gender based violence in schools.

#### **IV. Propositions for Consideration**

Among the significant proposals to uphold and develop performance in training, building capacities and human rights culture, we state:

**- Challenges facing the development of technical tools, programming and management**

It involves:

- \* Developing an action plan on the areas that need short and mid-term implementation, with the identification of target categories for training programs;
- \* Providing pedagogical and educational aids in the field of human rights education;

- \* Drawing-up guides on human rights fields and types especially for children, women, emigrants, refugees and people with disabilities;
- \* Developing educational aids through using information and communication technology;
- \* Employing media through launching sensitization and reach-out campaigns to mobilize public opinion in this area.

### **- Addressing challenges related to scientific progress**

1- We cannot imagine educational, training and sensitizing Programs and we cannot develop media support in human rights education without a clear idea on the needs of the society and on targeted categories and without a sustainable scientific and academic progress. This imposes the provision of libraries at the level of universities and faculties specialized in various human rights fields. These libraries should comprise journals and yearbooks in Arabic, French and English, periodicals supporting human rights trainings and different references related to human rights jurisprudence or those issued by competent courts;

2- Success in scientific and academic progress cannot be achieved without building international partnerships related to best practices, through specific projects, financial support, sufficient human resources, opening up to international institutions and mechanisms such as the Higher Commissioner for Human Rights and the Human Rights Council...;

3- There is a necessity to improve linguistic capacities. Developing training programs and specializing in human rights require mastering languages, especially Spanish, English and French, to have a better understanding and grasp jurisprudence interpretation in human rights international law.

4- Universities cannot offer masters Programs without enabling students to conduct trainings, at national, regional and international levels (in national institutions, governmental sectors, civil society; the office of the Higher Commissioner for Human Rights, the International Committee of the Red Cross, or United Nations Higher Commissioner for Refugees, Treaty Bodies, or other international organizations such as Amnesty International, the International Federation for Human Rights; or to attend Human Rights Council sessions...)

5- A link should be established between research and development, through the openness of the University on other sectors, as it is the case for the History and Memory Preservation master's program which was recently created by the

University of Mohammed V- Rabat, in collaboration with the National Human Rights Council and civil society.

Addressing challenges related to scientific progress can lead to developing specialized training to build trainers skills and signing multilateral partnership agreements in the area of trainers training.

**- New forms of socialization and educational upbringing<sup>4</sup>**

This challenge brings forth the need to consider the following ideas:

- The decline of and detachment from traditional socialization forms: roles of family, school, party, association, and labor union...;

The growing number of new forms of upbringing (such as television channels, internet and social media) , which can play a crucial role in promoting tolerance, democracy and human rights values among a large segments of children and young people, could also be the reason behind the dissemination of discrimination, hatred and violence. How can we capitalize on this strong factor and how can we use it effectively?

**- Constraints facing the instilment of gender approach in schools**

Although the primary educational sector has made efforts to integrate gender equality and develop tools and mechanisms to promote human rights and equality, and despite the results achieved in the educational reform thanks to the assistance and support of different partner, some discrepancies still exist:

- \* Low representation of women in administrative positions;
- \* Low representation of women in teaching positions in secondary school and rural areas;
- \* Low representation of women in school boards and different professional associations;
- \* Difficulties and obstacles facing girls' schooling.

Despite the special attention given to girls' schooling and to keeping them in schools, as it was provided for in the National Charter for Education and Training, and in spite of the efforts made by the educational sector and its partners (providing school transportation, building more boarding houses, allocating budgets to build primary and secondary schools in urban and rural districts), there is still much to be done to eradicate the gender differences between urban and rural areas.

There is also a set of disruptions that hinders girls' schooling and their passage from one cycle to another..., which are: a decrease in the number of girls who benefit from scholarships, limited and poor hosting facilities, as well as social and economic factors (remote educational institutions, timetables that do not take into consideration the social and living conditions of rural people, lack of educational support programs, dropping out and school failure...)

**- Developing a participatory approach between various parties and strengthening the roles of civil society**

It mainly concerns: promoting human rights education best practices, developing peer experiences, searching inspiration from the United Nations and governmental institutions experiences and expertise, as well as from the contributions of non-governmental organizations on the national and regional level, especially those specialized in human rights education, training and capacity building.