

Submission to the Universal Periodic
Review of the United Nations Human
Rights Council
4th Cycle – 41st Session
Country Review: Morocco

March 2022

By Ntchindi Chilongozi Theu

Broken Chalk is an Amsterdam-based NGO established in 2020 and focused on raising awareness and minimizing human rights violations in the educational field.

Together with our international sponsors and partners, we encourage and support the following activities/projects: removing obstacles in education; contributing to the achievement of peace and tranquility in the society through adaptation studies in an environment of intercultural tolerance; preventing radicalism and polarization; and eliminating the opportunity gap in education for all. Our goal is to work together with global partners to remove barriers to access to education and to take concrete steps to ensure universal access to education.



**BROKEN
CHALK**

Kingsfordweg 151, 1043 GR

Amsterdam, Netherlands

+31685639758 | info@brokenchalk.org | www.brokenchalk.org

[@brokenchalk](https://twitter.com/brokenchalk)

<https://www.youtube.com/brokenchalk>

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0. Introduction

1. Broken Chalk is an Amsterdam-based NGO established in 2020 and focused on raising

awareness and minimizing human rights violations in the educational field. Together with our international sponsors and partners, we encourage and support the following activities/projects: removing obstacles in education; contributing to the achievement of peace and tranquility in the society through adaptation studies in an environment of intercultural tolerance; preventing radicalism and polarization; and eliminating the opportunity gap in education for all. Our goal is to work together with global partners to remove barriers to access to education and to take concrete steps to ensure universal access to education.

2. The right to education is a fundamental pillar of children’s rights. Achieving universal education, however, is a complex process that requires social policy to join with educational policy to develop strategies that bring about change. Morocco, a North African country bordering the Atlantic Ocean and Mediterranean Sea with a population of 37,667,977.

I. Statistical insights

3. According to the world bank, Morocco has been struggling to stay on track to meet the 2030 targets for inclusive, equitable, quality education and lifelong learning (Sustainable Development Goal N°4). In 2019, 66% of 10-year-olds in Morocco were not able to read and comprehend simple texts, rendering the country 2.5 percentage points lower than the Middle East & North Africa (MENA) regional average and 10.7 percentage points lower than the lower-middle-income country average (World Bank, 2020).
4. Morocco faces a clear crisis regarding its educational system; however, its government been working towards improving the performance of the industry.
5. Moroccan law provides for free and compulsory primary education for children aged 6 to 15. Morocco has made advances in expanding primary school enrollment, especially in rural areas and among girls, two categories which previously had extremely low rates of school attendance. However, only 8% of Moroccan working girls attend school—the lowest rate of school attendance of any country outside of sub-Saharan Africa except India.
6. Internal efficiency is low with high dropout and repetition rates. There is an unmet need and rising demand for middle schools after achieving high access rates in primary education. The problem is more acute in schools located in rural areas, due to the inadequate supply and quality of instructional materials. The issue of poor quality of education becomes more prevalent and complex in light of the Arabic-Berber language issues: most children from Berber families hardly know Arabic, the medium of instruction in schools, when they enter primary level.
7. Despite the lack of nationwide data, existing studies based on primary school attendance rates for child domestics appear to be far lower than for any other category of working children. While non-formal educational programs for working children do exist, their quality

varies widely and for the most part they have not been successful in reintegrating children into formal education or in reaching the most vulnerable children.

II. Barriers in the Moroccan Education System

8. Child domestics in Morocco face significant barriers to education before, during, and after working. Denial of the right to education leaves children without the skills and knowledge which they need to find good jobs, to participate fully in society, and to exercise their other rights. For child domestics, who frequently work in isolation, lack of education also means they miss its crucial role in socializing children and exposing them to potential sources of protection from workplace abuses.
9. Morocco has a large population of about 1.6 million citizens living in poverty, and a large percentage of this number live in the countryside. Therefore, the population living below the poverty line currently stands at 1,200,000. This is one of the major barriers to education because families with little or no wage in such conditions are unable to send their children to school. Research suggests that families in Morocco spend about 1,000dh to 1,200dh (equivalent to 120 usd to 150 usd) per child for school fees and accessories.
10. An average private sector employee earns between 1,500-2,500dh (150-250 US dollars) a month. Tuition and school meals are paid for by the state, but a registration fee and insurance premium must be paid each quarter. Books and stationery are a constant expense and can cost anything between 50 and 300dh a month.
11. Almost as important as school costs in explaining child domestics' nonattendance was some schools' refusal to admit children who lacked birth registration documents, attempted to enroll late, or who wished to return to school after an absence. As many as 20% of children born in Morocco are not registered at birth, despite legislation requiring registration within thirty days of birth. Registration is possible after thirty days; however, the process is time consuming.
12. According to research, the Ministry of Education in Morocco admits that, in a population of about 4,700,000 children in school, parents who can't afford to pay keep about 2,500,000 out of school.

III. Recommendations & Conclusions

Broken Chalk recommends that Morocco should:

13. Empower citizens to have a say in decision-making processes;
14. Raise awareness on issues of concern such as violence, abuse, and bullying in schools;
15. Pays more attention to children living in poverty, children in rural areas, and children with disabilities;

16. Monitor the implementation of the right to education and expose violations;
17. Allocate the resources necessary to ensure the high quality and accessibility of public education and regulate and monitor private schools to address inequality in the education system by building schools, providing supplies and training teachers;
18. Strengthen the quality of education;
19. Develop a comprehensive strategy aimed at improving water, sanitation, and hygiene in schools, including public awareness-raising activities and monitoring the implementation of the national standards on water and sanitation facilities, and ensure that sufficient resources are allocated for the implementation of the strategy;
20. Develop and promote high-quality vocational training to enhance the skills of children, especially those who drop out of school, with a particular emphasis on those in rural areas.

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