



**International Convention on  
the Elimination of All Forms  
of Racial Discrimination**

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**Committee on the Elimination of Racial Discrimination**

**Information received from Morocco on follow-up  
to the concluding observations on its combined  
nineteenth to twenty-first periodic reports\***

[Date received: 6 December 2024]

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\* The present document is being issued without formal editing.



## **I. General introduction**

1. In accordance with article 9 (1) of the International Convention on the Elimination of All Forms of Racial Discrimination, the State party is fulfilling its undertaking to submit – for consideration by the Committee on the Elimination of Racial Discrimination – a report on the legislative, judicial, administrative and other measures adopted, as specified in rule 65 of the Committee’s rules of procedure.
2. In paragraph 48 of the concluding observations issued following the examination of the combined nineteenth to twenty-first periodic reports of Morocco ([CERD/C/MAR/CO/19-21](#)), the Committee requested information on the implementation of the recommendations contained in paragraphs 14 (a) and (b) and 26 (a) and (b).
3. The Kingdom of Morocco wishes to take this occasion to reiterate its appreciation to the Committee for the constructive dialogue that took place with the official delegation on 22 and 23 November 2023. Morocco also welcomes the observations and recommendations made by the Committee regarding certain areas where further efforts are required, and it reaffirms its ongoing commitment to public policies, programmes and projects that are rooted in human rights, that promote equality and pluralism, and that combat all forms of discrimination in law and practice while at the same time advancing cultural rights and the rights of migrants and members of their families. Such policies and programmes also seek to uphold the rights of women and ensure their participation in public life, to combat prejudice, stereotypes, hate speech and intolerance, and to address other areas of concern to the Committee. To that end, they focus on and are rooted in the preservation of a unified national identity and on equality between all groups in Moroccan society.
4. Morocco also wishes to reaffirm the great importance it attaches to its interaction with the various human rights mechanisms of the United Nations, with which it continues to cooperate closely and interact constructively with a view to combating and preventing all forms of discrimination and hate speech. In addition, the State works earnestly to implement the Convention, to develop good practices and to overcome challenges.
5. In this spirit, the Kingdom of Morocco hereby submits the written information requested concerning paragraphs 14 (a) and (b) and 26 (a) and (b).

## **II. Information on follow-up to concluding observations ([CERD/C/MAR/CO/19-21](#))**

### **A. Follow-up on paragraph 14 (a) of the concluding observations**

6. In December 2017, the Kingdom of Morocco adopted the “National Action Plan for Democracy and Human Rights 2018–2021”, which is consistent with the recommendations of the 1993 Vienna Declaration and Programme of Action and in line with recommendations of the Equity and Reconciliation Commission. The progress report on the implementation of the National Action Plan, which was completed in 2021, concluded that most of the measures envisaged in the Plan remained relevant beyond 2021. The report also found that the greater part of those measures had already been implemented or were in the process of being implemented as they had been included in policies and programmes that were still being developed or implemented.
7. Even once the period of time allotted for the Plan expired, Morocco continued to focus on strategic planning in the field of human rights by developing an action plan for follow-up on recommendations issued by United Nations human rights mechanisms. Thanks to this, it has been possible to collect, analyse and process the recommendations in coordination with the ministries and institutions concerned with their implementation. Those recommendations were the main underpinnings of the National Action Plan for Democracy and Human Rights.

8. These efforts have made it possible to categorize the recommendations<sup>1</sup> by theme and to identify which body is responsible for implementing them. The process has also made it possible to determine how the recommendations and their ramifications interrelate with the fundamental guidelines of approved policies and programmes, especially the New Development Model, the government programme 2021–2026 and ministerial programmes.

9. This process constitutes the foundation whereby these recommendations are integrated into general and ministerial plans and programmes. It also serves as a tool to facilitate the implementation of the country's human rights obligations, especially vis-à-vis drafting national reports, integrating human rights into public policies and rationalizing oversight of the implementation of United Nations recommendations, in particular those related to equality and non-discrimination.

10. In the same context, in line with the nation's strategic choice to make human rights a bulwark of public policy, with multiple actors and stakeholders, and with the aim of ensuring convergence and integration between the plans and programmes of different ministries, consultations were launched to develop a national human rights strategy. The strategy, which is to act as a general frame of reference, aims to consolidate achievements and address challenges, in accordance with national choices and with commitments under human rights treaties, as enshrined in the Constitution of the Kingdom of Morocco.

## **B. Follow-up on paragraph 14 (b) of the concluding observations**

11. As part of its international human rights obligations, Morocco continues to act to combat racism, racial discrimination, xenophobia and intolerance. In this regard, it is seeking to harmonize its national legal framework with its treaty obligations and to pursue legislative reforms, notably with regard to criminal law as well as laws regulating the press and publication, audiovisual communication, migration and asylum, etc.

12. In addition to this, Morocco attaches particular importance to achieving the goals set forth in the Durban Declaration and Programme of Action, which it views as an international obligation. The State, in fact, ensures that those goals are given due weight when drafting and implementing public plans and policies, including in the area of education and training, in particular by focusing on values of equality, non-discrimination, tolerance, diversity and pluralism. It also continues to focus on strategic planning in the field of human rights via an action plan to monitor the implementation of recommendations made by United Nations mechanisms, including those issued by the Committee on the Elimination of Racial Discrimination following its examination of the combined nineteenth to twenty-first periodic reports in November 2023.

13. There is, moreover, a plan of action for the implementation of the fourth phase (2024) of the World Programme for Human Rights Education, which is currently being evaluated. The Programme is structured over three themes that envisage the involvement of both institutional and civil society stakeholders. The themes are:

- Human rights education in places designated for schooling, training and socialization
- Training and capacity-building in the field of human rights
- The role of civil society in promoting a culture of human rights.

14. Although Morocco does not yet have a specific national action plan to combat racism, racial discrimination, xenophobia and intolerance, it continues to implement other action plans that have a bearing on those issues. In that connection, it has hosted a number of international meetings and forums, which have produced internationally recognized reference documents, such as the 2012 Rabat Plan of Action on the prohibition of advocacy of national, racial or religious hatred that constitutes incitement to discrimination, hostility or violence; the 2016 Marrakech Declaration on the Rights of Religious Minorities in the Muslim World; and the 2017 Fez Plan of Action for Religious Leaders and Actors to Prevent

<sup>1</sup> The number of recommendations – including the outcome of interactions with treaty bodies, special procedures and the universal periodic review mechanism – is in excess of 900.

Incitement to Violence that Could Lead to Atrocity Crimes. The impact and effectiveness of the recommendations that emerged from the Fez Plan of Action were reaffirmed at an international forum that Morocco hosted to commemorate the Plan of Action, in 2022.

15. These developments also contributed – at the level of the United Nations – to the adoption of Human Rights Council resolution 53/1 of 11 July 2023 on countering religious hatred constituting incitement to discrimination, hostility or violence. That resolution, in turn, derived from General Assembly resolutions 73/328 of 2019 and 75/309 of 2021 on countering hate speech.

16. Institutional stakeholders, for their part, take action to raise awareness in society, to which end they organize programmes and meetings and run sensitization campaigns while also supporting efforts of civil society groups who act as strategic partners of the State in combating hate speech and discrimination, spreading values of equality and tolerance and countering extremism and violence through both words and actions. This includes the following:

- The launch and implementation of the *Musalha* (Reconciliation) programme for prison inmates who have been convicted for terrorism and extremism. The programme takes a scientifically based approach that focuses on self-reconciliation coupled with reconciliation with the religious text and with society. Its aim is to create conditions for the reintegration of the target group into the community and to protect Moroccan society from the phenomenon of terrorism. The programme was subsequently institutionalized with the establishment of the *Musalha* Centre in 2023 which seeks to consolidate the experiences and best practices that have emerged from the *Musalha* programme. It also seeks to integrate new aspects, via the formulation of programmes to prevent the risk of radicalization, the creation of an oversight system and the introduction of measures to protect the family of beneficiaries and prevent them from embracing extremist ideas, hate speech and discrimination.
- The launch and implementation of the *Iqtidar* programme to protect young persons against extremism, violence, addiction and other dangerous forms of behaviour. This is achieved through training and the provision of skills that enable the young people concerned to develop their conceptual, cognitive, intellectual, psychological, social and digital abilities. The programme also seeks to set standards for the use and application of technology.
- The provision of training programmes to enhance the capacities and knowledge of academics, representatives of civil society, young persons and media workers concerning the risks of digital content that promotes hatred, violence and extremism. The programmes also aim to strengthen their ability to identify hate speech on social media networks.
- The launch and implementation of the “Coexistence without discrimination” programme under which “Coexistence clubs” have been set up in a number of educational institutions with a view to imbuing young children with a culture of acceptance of others.
- The ongoing implementation of the national strategy for migration and asylum, which focuses on coexistence, social cohesion, cultural exchange and the reduction of discrimination and hate speech in the context of integrating migrants and refugees into Moroccan society.
- The fostering of partnership and cooperation between government ministries, national institutions and civil society groups. The initiative focuses on human rights issues in general and, in particular, on combating discrimination and hate speech.

17. In addition to this, the Supreme Council for Audiovisual Communication plays a role in protecting pluralism and freedom of opinion and expression, consolidating and disseminating a culture of non-discrimination, promoting equality and countering the language of violence and hate. To this end, it seeks to urge reflection and effective action, to promote greater vigilance and to encourage critical approaches towards discriminatory and stereotypical media content. In this connection, the Supreme Council issues reports and

emanates decrees on the use of audio and televisual media for sensitization and awareness-raising.

### C. Follow-up on paragraph 26 of the concluding observations

18. Morocco is continuing to roll out this national initiative by combining and coordinating the efforts made by government ministries, national bodies and institutions and civil society organizations.

### D. Follow-up on paragraph 26 (a) of the concluding observations

19. Morocco has continued to pursue its efforts to implement Organic Act No. 26.16 on the official status of the Amazigh language. Acting under article 31 of Framework Act No. 51.2117 on the system of education, training and scientific research, the Ministry of National Education, Pre-school and Sport is pursuing a steady expansion of the teaching of Amazigh language and culture, as part of a gradual process of making it available across all primary schools. In that regard, a body of administrative, organizational and educational measures have been taken at the central, regional provincial levels.

20. *Organizational measures:* With the enactment and promulgation of the decree regulating the operation of the Standing Commission for the Renewal and Adaptation of Curricula and Programmes and the operation of its working groups,<sup>2</sup> measures have been put in place for the years 2023 and 2024 that contemplate linguistic tools in schools, vocational training and higher education<sup>3</sup> and the gradual roll-out of Amazigh-language teaching in all institutions of primary education. This is to begin in the academic year 2023/24, to reach 50 per cent coverage in the academic year 2025/26 and full coverage in the academic year 2029/30.<sup>4</sup>

21. Steps continue to be taken to consolidate the presence of Amazigh among the staff of educational institutions and in school life in general, in the academic year 2023/24, as the data below shows:

- A total of 1,803 primary schools – 31 per cent – provide Amazigh language instruction (930 in urban areas and 873 in rural areas).
- Twelve places in primary school-inspector training centres have been allocated for Amazigh.
- A total of 1,860 teachers specialize in the Amazigh language, teaching 16,529 classes.
- Posts for Amazigh-language teachers have increased by 50 per cent, with 600 places allocated for 2023.
- In all, 746,000 pupils of both sexes – 19.5 per cent of the total number of primary school pupils – have benefited from these measures.
- Ten Amazigh-language posts have been allocated as part of a recruitment drive of the Ministry of National Education, Pre-school and Sport.
- The Amazigh language has been included as part of national, regional and provincial competitive examinations.
- Regular exhibitions are organized on Amazigh cultural heritage and plastic arts to coincide with national and international festivities and commemorations.
- Educational activities are programmed and run to publicize, promote and encourage the use of the Amazigh language.

<sup>2</sup> Decree No. 1.20.473 of 8 September 2021, promulgated in the Official Gazette No. 7024 of 23 September 2021.

<sup>3</sup> In this regard, a draft decree is currently going through the legislative process.

<sup>4</sup> Three ministerial memoranda dated, respectively, 23 May 2023, 19 April 2024 and 5 July 2024.

- Action is taken to ensure that Amazigh-language instruction is accompanied by media activities.

22. In terms of pedagogy and of basic and ongoing training, the primary level Amazigh language curriculum has been revised and teaching manuals, aids and digital resources have been provided for that level of the curriculum. At the same time, modules covering Amazigh culture and history have been integrated into other aspects of the school curriculum, while new Amazigh language textbooks for primary education were updated and approved between 2020 and 2023.

23. This is in addition to the use of Amazigh in preschool education in Amazigh-speaking areas, so that educators and children at that stage of education can communicate with one another in their mother tongue. Moreover, a proximity policy is being implemented that involves granting priority to educators from local villages and rural communes during employment selection processes, which are overseen by civil society associations.

24. The teaching of the Amazigh language at the primary level continued in the academic year 2024/25:

- A total of 651,936 pupils of both sexes benefited from the programme.
- Primary level Amazigh-language instruction was expanded to around 3,400 primary schools, a coverage rate of 40 per cent.
- The Amazigh language has begun to be taught in several private primary schools.
- Free digital platforms for the teaching of the Amazigh language and foreign languages have been developed and placed at the disposal of teachers and students with a view to diversifying teaching methods and accelerating the learning of Amazigh. This is in addition to the Amazigh digital teaching resources already available on the *Masar* platform.<sup>5</sup> Digital teaching scenarios based on the new curricula for teaching Amazigh will also be made available under a new programme called “Scenari Prof”.<sup>6</sup>

25. The Ministry of National Education, Pre-school and Sport has developed a plan of action for the academic years 2024/25 and 2025/26 whereby it is seeking to meet the requirements and create the conditions to reach 50 per cent coverage by the year 2025/26. This is to take place over two stages:

- The first stage entails the appointment of 600 primary school Amazigh teachers during the academic year 2024/25, and the training of at least 2,000 dual-use Amazigh teachers<sup>7</sup> who are to be assigned to teach the language in primary educational institutions that do not currently teach Amazigh.
- The second stage, which concerns the academic year 2025/26, entails the appointment of 600 primary school Amazigh teachers and their assignment to 600 schools that do not currently teach Amazigh. It also entails the training of at least 2,000 dual-use Amazigh teachers who are to be assigned to teach the language in primary educational institutions that do not currently teach Amazigh.

26. In order to achieve the intended rates of coverage, the teachers concerned were distributed as follows:

- Assigning one specialized teacher to each primary educational institution that does not currently teach Amazigh and that has a student body in excess of 300.
- Assigning dual-use Amazigh teachers – who also benefit from continuous training courses – to teach the Amazigh language alongside the other subjects envisaged at the

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<sup>5</sup> *Masar* is an online service intended for parents and guardians via which they can undertake the initial registration of their school-age children. In this way, the children’s dossiers are moved from hard copies onto electronic files.

<sup>6</sup> “Scenari Prof” is a programme that provides digital teaching scenarios based on the new Amazigh-language teaching curricula.

<sup>7</sup> Amazigh-speaking teachers who wish to teach their language alongside the other subjects envisaged at the primary level.

primary level, in primary educational institutions that have a student body of less than 300.

27. In order to identify the network of primary schools to be included in Amazigh language teaching during the academic years 2024/25 and 2025/26, the regional education and training academies have prepared a list of 2,000 primary schools that do not currently offer Amazigh (1,000 institutions per academic year). In 600 of these schools, Amazigh language teachers are to be appointed each year, distributed according to the places available for entrance exams to the academies. Other primary schools are to be covered via dual-use teachers who have been trained to teach Amazigh. This category of teachers also benefits from a programme of continuous training (in-person training, self-training and distance training). Work is under way to adapt the terminology of the Amazigh curriculum in order to develop students' capacities and enable them to speak, express, read and write the language. In addition to this, several innovative pedagogical tools have been developed that aim to improve the teaching and learning of Amazigh.

28. As part of the same plan of action, Amazigh language is being increasingly promoted in the life and activities of schools via events and networking at the national, regional and provincial levels, particularly in the fields of public speaking, music, theatre, cultural competitions, linguistics Olympiads and student poetry. In addition, students are being encouraged to prepare cultural "capsules" in Amazigh and to organize exhibitions on Amazigh cultural heritage while, at the same time, clubs are being established in schools for the purpose of developing communication skills in Amazigh. Also, activities in the context of school life are being programmed and diversified with a view to introducing the various aspects of national cultural heritage, including Amazigh.

29. As concerns research and training, teams and research laboratories have been set up inside teacher training institutions and regional education and training academies, in order to develop the teaching of Amazigh and to enhance the professional development of persons who work in that area. In addition to this, Amazigh language teachers benefit from intensive coaching with a view to enhancing their performance.

30. In parallel with the above, Morocco has been endeavouring to give the Amazigh language formal status and integrate it into higher education, particularly through the following measures and activities:

- Promoting academic research into the development of Amazigh and encouraging translation from and to that language, as well as encouraging and supporting Amazigh-related cultural and academic innovations and productions. In this regard, master's degrees and doctorates have been established in all academic fields.
- Valuing Amazigh culture as an intangible cultural heritage shared by all Moroccans. This involves taking account of local specificities, customs and traditions, and incorporating Amazigh cultural and artistic expressions into the cultural and artistic curricula of training institutions run by the Ministry of Higher Education, Scientific Research and Innovation, in line with articles 18, 19 and 209 of Organic Act No. 26.16 and with the goals of the national plan to accelerate the transformation of the system of higher education, scientific research and innovation.
- Using Amazigh signage on the facades of administrative and community buildings.
- Developing a national plan to accelerate the transformation of the system of higher education, scientific research and innovation. One of the principles of the plan is the integration of the cultural dimension into teaching programmes, curricula and media, in order to familiarize future generations with the different aspects of national cultural heritage, promote openness to other cultures and encourage the development of national culture.
- Taking an inclusive and integrated approach to the universalization of Amazigh teaching by increasing the number of paid posts in national universities and institutions. A total of 2,349 paid positions have been allocated, including 1,474 for researchers/professors, among them 267 positions specializing in Amazigh, in the year 2023.

31. The number of students enrolled in higher-education faculties associated with Amazigh language and culture in Moroccan universities increased by 65.6 per cent, from 3,152 in the academic year 2022/23 to 5,220 in the academic year 2023/24, as the following data shows:

- A total of 142 students enrolled in the “primary education – Amazigh language” course at Mohammed V University of Rabat.
- A total of 113 students enrolled in the “Amazigh pedagogy programme” at Hassan II University of Casablanca.
- The number of students enrolled in the “Amazigh linguistics and literature programme” at Sidi Mohamed Ben Abdellah University of Fez increased from 42 to 49.
- A total of 81 students enrolled in the “primary education – Amazigh language” course at Moulay Ismail University of Béni Mellal.
- Enrolment numbers increased at Mohammed First University of Oujda for several subjects that have a bearing on Amazigh language, literature and culture; specifically, the number of students enrolling for a bachelor’s teaching degree specializing in Amazigh went from 181 to 1,208.
- A total of 113 students enrolled in the bachelor’s degree course specializing in “secondary education – Amazigh language” at Hassan I University of Settat.
- A total of 221 students enrolled in the “primary education – Amazigh language” course at Ibn Tofail University of Kenitra.
- A total of 851 students enrolled in the Amazigh studies faculty at Ibn Zohr University of Agadir.

## **E. Follow-up on paragraph 26 (b) of the concluding observations**

32. The relevant institutions operate under the national scope statement for audiovisual media, which accords great importance to the linguistic and cultural diversity that characterizes Moroccan identity. The statement urges media operators to provide programmes with an inclusive and diverse frame of reference in order to reach the widest possible audience, based on the country’s Islamic, Arabic and Amazigh heritage and on values of democracy, freedom, openness, tolerance and modernity.

33. In this context, Tamazight TV, as an integral part of Moroccan culture and civilization, constitutes a shared asset for all Moroccans. Eighty per cent of the channel’s programming is in Amazigh (Tamazight, Tachelhit, Tarifit) in addition to programmes about Amazigh culture in other languages. A project is being developed to bring the three tributaries of Amazigh into a single audio track along with Moroccan dialect so that viewers of the channel will be able to choose whether to follow the programmes in Tamazight, Tachelhit or Tarifit.

34. In view of the fact that Amazigh culture constitutes a national asset, and in order to contribute to its development and preservation, Tamazight TV rolled out a new strategy for the beginning of 2023. The strategy aims to raise production standards and to present a new and diverse network with fresh content and programmes, with a focus on both technical and artistic development. In the course of 2023, these efforts resulted in the production of 72 programmes with 1,331 episodes for a total of more than 610 hours of internal programming covering news, the arts services, culture, economics etc. In addition to this, more than 316 hours of externally produced programmes were broadcast covering the arts, documentaries and religion. That rate increased in the course of 2024 as the channel broadcast 104 episodes of cultural programmes, 25 of sports, 8 of political discussions, 143 of local-interest programmes and more than 20 programmes for national events and holidays. Newspapers carried 405 reports.

35. Tamazight TV broadcasts three television news bulletins every day in Amazigh using the language’s standard grammar and lexicon. From Monday to Friday, it broadcasts a programme for teaching Amazigh to a young audience, using Tifinagh characters, and it



broadcasts a further two weekly programmes to teach Amazigh to other age groups. Furthermore, and in the context of its commitment to encourage national audiovisual production in Amazigh, the channel annually broadcasts 10 television films, 6 series and 10 plays that are either in Amazigh or dubbed into Amazigh. It also has musical programming, with gala evenings, interviews with Amazigh artists and programmes detailing the careers of Amazigh stars.

36. It should be noted that Tamazight TV is watched, to a varying extent, in all regions of the country, with 50 per cent of viewers coming from the south, 25.1 per cent from the centre, 13.6 per cent from the Atlantic seaboard and 9.3 per cent from the north.

37. For its part, Radio Amazigh has also broadcast in excess of 5,067 hours of internally and externally produced programmes, attracting more than 1 million listeners per week in 2023 and setting afternoon and evening listening records. Eighty per cent of the daily volume of music broadcast by the station between 6 a.m. and 1 a.m. is dedicated to Amazigh music.

38. In order to promote linguistic diversity on national public television, the scope statement regulating the *Al Aoula* channel (Channel 1) of the Société nationale de radiodiffusion et de télévision envisages that at least 20 per cent of broadcast time should be in Amazigh. Under the scope statement for Channel 2M, 80 per cent of daily broadcast time should be devoted to programmes in Arabic, Amazigh and Hassaniya dialect, and 20 per cent in foreign languages.

39. In the same connection, Channel 2M and Radio 2M broadcast a total of 170 hours of programming in Amazigh on terrestrial and satellite channels during the current year (2024). Channel 2M continues to broadcast its news bulletins in Amazigh on a daily basis. Thus, during the first 9 months of 2024, it transmitted 273 bulletins for more than 49 hours of broadcast time. Moreover, in addition to continuing to broadcast special sessions dedicated to the Amazigh heritage of music and song, whether in special programmes or in regular weekly shows, the channel has also broadcast advertisements and awareness-raising material in Amazigh.

40. Out of a determination to promote Amazigh and preserve its cultural and artistic heritage, the Grand National Press Prize has, since 2013, included a special prize for Amazigh journalistic productions.

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