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# WHY A GENDER EQUALITY PLAN?

UNIVERSITY  
HASSAN II  
CASABLANCA  
(UH2C)

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TARGET } Taking a Reflexive approach  
to Gender Equality for  
institutional Transformation

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## UNIVERSITY HASSAN II CASABLANCA (UH2C)

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# Introduction

In Morocco, Article 19 of the new Constitution of 2011 enshrines for the first time the principle of equality between men and women in the protection of all human rights. It provides that the State shall endeavour to achieve equality between men and women and it sets up an authority to promote equality and fight against all forms of discrimination. The Constitution consolidates the achievements of previous legislative reforms that have contributed to greater equality between men and women and to eliminating discrimination against women. These reforms include the revision of the Commercial Code in 1995, the adoption of the new law on civil status in 2002, the new Code of Criminal Procedure in 2003, the continuing reform of the Penal Code since 2003, the changes in the Labour Code in 2003, the reform of the Family Code in 2004 and the reform of the Nationality Code in 2007. The adoption of the law 103-13, in 2018, to fight against violence against women is another step in this process. Despite the recognition of equal rights between women and men, inequality persists to a greater extent in both private and public life. The observation of this inequality is apparent in many sectors of activity, notably in that of higher education.

The University Hassan II of Casablanca is one of the largest public universities in Morocco. It is a comprehensive, research-oriented university dedicated to academic excellence. Concerning gender equality policies, the point which made a difference was the participation of the University of Hassan II of Casablanca in the project “Taking a Reflexive Approach to Gender Equality for Institutional Transformation” (TARGET) funded under the European Union Horizon 2020 research and innovation programme<sup>1</sup>. One of the main aims of TARGET was the design and implementation of tailored gender equality plans in six research performing and research funding organisations as part of a sustained, reflexive and participatory structural change process towards enhanced gender equality in the institutions. Key initial aspects were the establishment of a community of practice for gender equality within each institution and the implementation of a comprehensive gender equality audit. As a result of this process, the University Hassan II of Casablanca adopted for the first time a Charter for Equality on 28th December 2018 and established a Gender Equality Committee at the University Council on 8th March 2019.

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<sup>1</sup> <http://www.gendertarget.eu>



# 1. Why a gender equality plan?

Gender inequalities persist in education. According to a UNESCO study (2019) on the share of women teachers in the different strata of the school curriculum, women represent 94% of the teaching force in pre-primary. This rate decreases to 58% in primary and 36% in secondary. In higher education, the participation of women has undergone an important evolution since the creation of the first modern university. However, participation differs between access to education and the exercise of teaching, administrative and supervisory functions. Women represent around 50% of students, but only 34% of research and teaching staff and the presence of women in the highest academic positions is only 18% (Nafaa & Bettachy 2014).

The proportion of women in teaching tends to decrease as the level of education or responsibility increases. An observation linked to the persistence of norms and stereotypes associated with gender. The notion of gender equality in our education system is still poorly understood. The masculine (patriarchal) mentality, which is firmly rooted in the cultural tradition for both men and women, remains a major obstacle.

Gender equality in the education sector remains rather the struggle of civil society and trade unions. Despite the adopted laws that are aimed at changing the situation of women, no concrete gender-focused policies in research and innovation or other areas have been implemented. In addition to social, family, and cultural barriers (transmission of patriarchal culture), women are not encouraged to work in positions of responsibility. Inequality becomes the normalised default.

At University Hassan II Casablanca (UH2C), in the academic year 2016-2017, women were overrepresented among university graduates (54%) and were well represented in administrative staff (48%). Nevertheless, the percentage of female research professors was low (35%) and the figures were even lower regarding the presence of women in top-teaching and in decision-making positions (university council, school councils, laboratory management, recruitment commissions, project leaders, etc.). For the 2015-2017 term, the percentage of women in the University Council (the highest decision-making body) was 12% and it was 16% for the 2018-2020 term (annex 1). This finding can be linked to the lack of a policy of equality within the UH2C. According to our investigations, until 2017 at UH2C, there was no policy for gender equality at the university. In the framework of the TARGET project, we conducted the first gender equality audit at the university. This audit enabled to identify the main gender equality objectives and to design concrete gender equality policies.

## 2. Designing and approving the Gender Equality Plan

The TARGET project advocates and engages in good practices to include the gender approach for a change in the situation within the University. Since the beginning of the TARGET project we have seen that a certain dynamic for greater gender equality has been catalysed at UH2C. It has also provided a focal point to bring together the various existing skills of a whole range of staff members and students within the University working on gender issues.

This has been facilitated by the creation of a TARGET Working group and a Steering Committee who acts as a Community of Practice (annex 2). The TARGET Working Group is directly in charge of project activities. The Community of Practice involves the president and vice-presidents of the UH2C, as well as other management positions of the UH2C institutions such as deans or vice deans and heads of departments. Since its constitution, the Community of Practice has benefited from new members who are interested in contributing to TARGET activities, namely the institutionalisation of gender equality within the university. The Institutional Workshops (IW), organised by the UH2C TARGET Working Group in the first stage of the process, have been key to discuss among relevant stakeholders the gender audit and the design of gender equality policies. The result of this process was a proposal for a Charter for Equality and an Action Plan. The implementation of these policies was discussed at the 3rd Institutional Workshop.

Table 1: Institutional Workshops

Institutional Workshop	1st Institutional Workshop	2nd Institutional Workshop	3rd Institutional Workshop
Theme	Gender in scientific research and innovation	Gender Equality Plan	Towards the institutionalization of Gender Equality: Implementation of the Equality Charter
Date and place	February 2018 in Mohammedia	June 2018 in Casablanca	March 2019 in Casablanca
Main contents	Discussion about the status quo of gender equality at UH2C (Audit)  Discussion of the main lines of the action plan including the draft equality charter.	Discussion about the content of the Equality Charter  Discussion about the Equality Action Plan	Discussion about the establishment of a body for promoting the gender approach within the university

UH2C formulated an Equality Charter at UH2C which adopts a general commitment on the part of the university to fight all forms of discrimination or violence, to increase women's participation in decision-making and research and to strengthen the gender dimension in teaching and research content. The Action Plan for Equality (Gender Equality Plan - GEP) builds on this Charter and aims to establish an equality policy at UH2C and to develop a culture of gender equality in the university. It also includes specific measures related with the gender dimension (to establish a bibliography on gender; to

organise gender-related doctoral studies) as well as the transversal measure of collecting sex-disaggregated data. Both documents, the Equality Charter and the Action Plan for Equality, were presented and discussed in the 2nd Institutional Workshop held on 20 June 2018 in Casablanca. The Charter was adopted unanimously at the meeting of the University Council on 28th December 2018. The Charter (annex 3) invites all institutions, organizations, authorities and stakeholders at the University Hassan II Casablanca to adhere to the Charter and to implement a set of measures to promote gender equality within the university, including the adoption of a quota.

The Action Plan for Equality (annex 4) establishes the following objectives for 2018-2021:

- » Establish an equality policy at UH2C
- » Develop a culture of gender equality at the university
- » Involve more women in decision-making at the university
- » Involve more women in research
- » Encourage women's access to decision-making positions at UH2C
- » Strengthen skills and build leadership

## 3. Main activities implemented

### 3.1 Gender equality commission

The main activity implemented as a result of the Charter for Equality and the GEP was the establishment of an ad-hoc commission for parity and equality in the University Council. The ad-hoc Gender Equality Commission was created and approved at the meeting of the University Council on 8 March 2019. It included three TARGET members, one of whom was the coordinator. As a TARGET working group, we focused our interest on the constitution of the Gender Equality Commission and we contributed intensely to the various meetings devoted to the development of an action plan (December 2019; January 2020; March 2020; June 2020)

A roadmap (based on the conclusions and recommendations of the 2nd and 3rd Institutional Workshops) was prepared by members of the TARGET team and was presented to the commission for approval.

The work of the Commission was disrupted by the pandemic and the renewal of the University Council for the 2021-2023 term. During the peak of the pandemic, there were other priorities: e- learning, how to organize exams... The gender issue was not a priority. Elections for the new Council took place in December 2020. The new University Council agreed to constitute a new Gender Equality Commission on June 2021. However, this commission has not been yet been constituted.

To ensure the continuity of the work started by TARGET within the UH2C for gender equality, we worked as TARGET Working Team during the period October 2020- July 2021 on the constitution of local Gender Equality Commissions at different institutions of UH2C.

The ones achieved:

- » Faculty of Science Ben M'sik – Casablanca
- » Faculty of Science and Technology – Mohammedia
- » Faculty of Law, Economy and Social Sciences Ain Sebaa – Casablanca

In the process of being formed (with approval):

- » Faculty of Law, Economy and Social Sciences Ain Choc – Casablanca
- » Faculty of Letters and Human Sciences Ain Choc – Casablanca.
- » Faculty of Science Ain Choc – Casablanca.



### 3.2 Awareness-raising and training

Activities to support an increased number of women in decision-making positions focus on the Charter (adoption of a quota) as well as awareness-raising and training activities.

The approved GEP foresaw the organization of training activities to promote a higher presence of women in decision-making positions, with a series of workshops addressed at teaching and research staff. The purpose of these workshops was the need to strengthen capacity building in the areas of leadership, self- confidence, assertiveness and conflict management.

The first workshop was held on 29 April 2019. It was addressed at a group of 12 female researchers and focused on positive communication. Following this positive experience, a second workshop was held on 17 October 2019 for 20 female officials working in the University Presidency. The other workshops planned were to be cancelled due to the outbreak of the pandemic.

Other dissemination activities have been carried out in connection with the celebration of the International Women's Day (8th March) and the presentation of survey data (December 2019). A national final conference will be held on 24th December 2021.

The Target Working Team has also participated in national events: the "Symposium on the gender dimension in university curricula and research", which was held on March 2019 on the initiative of the Faculty of Letters and Human Sciences AinChock-UH2C, UNESCO, the Research Institute for Development (IRD) and the Center for Studies, Research and Training on Gender and Equality Morocco (CEG-Morocco); and the national workshop "Reflection on Gender Equality in Higher Education" organised in May 2019 within the framework of the TARGET project by the National School of Mines of Rabat and the RMEI Network.

### 3.3 Collecting data

Among the activities planned in the GEP was the collection and monitoring of sex-disaggregated data (for both students and university staff) and the implementation of a survey to collect other relevant gender-sensitive data.

The collection of sex-disaggregated data started in 2017 with the TARGET gender equality audit. In addition, collecting sex-disaggregated data was included in the GEP as a transversal measure. During the course of 2018-2019, new data was collected regarding:

- » Diagnosis of women's involvement in management (Board of Management, University Council, Commissions)
- » University careers for research professors by university institution and scientific field
- » Students and graduates: distribution by sex, disciplinary field and diploma; gender- sensitive analysis

Updating these data has been extremely difficult because of the lack of gender-relevant information in the administrative

database. Another main obstacle was the turnover among administrative staff since new staff need more time to familiarize themselves with and respond to the demands of the project. It was expected that the Gender Equality Commission would facilitate the regular collection of sex-disaggregated data but unfortunately it was not possible due to the pandemic and the renewal of the University Council. Annex 1 provides the available updated data.

In parallel, the TARGET Working Group estimated that there was a need for a survey to further explore gender equality issues among teaching and research staff. A preliminary survey was implemented which only addressed women. The objective of this survey was to gain a first insight into women's views and expectations. The results of this survey were presented at the 1st Institutional Workshop and included in the audit report.

Building on this experience, it was agreed to revise the questionnaire and generalise the survey by extending it to both men and women (teaching and research staff) in order to gather more comprehensive data. This second questionnaire was elaborated in collaboration with the DEGG research team (Law, Economy, Gender and Management) of GECIAS research laboratory attached to the Faculty of Legal, Economic and Social Sciences Ain Choc.

The second survey (2019) included data on employment and career, demographics, work-life balance as well as questions on the assessment of gender equality at UH2C in order to explore how teaching and research staff perceive the notion of equality at the university. A workshop was held in December 2019 to present the results of this survey and discuss the perception of gender equality in the university with relevant stakeholders.

The data from the survey sheds new insights on the situation of gender equality at the university. Concerning profession and career advancement, the survey confirms the existence of gaps at all levels: determinants of the choice of academic career, access to positions of responsibility, field of expertise, professional development, work-life balance, commitment and involvement in extra-curricular activities.

An interesting aspect highlighted by the survey concerns the gap between the low presence of women in positions of responsibility and their high interest in holding such positions – which is interpreted as evidence of a 'glass ceiling'. Accordingly, women show less satisfaction than men with their attainment of their professional aims. The gap is also significant when it comes to work-life balance, where women are also less satisfied than men. In this regard, the analysis highlights that structural and systemic inequalities that permeate society are reflected within the institution (power relations within the university, hierarchies and access to decision-making positions, problems for balancing private life and professional life). Women thus experience either hidden or overt discrimination, and their professional careers are marked by horizontal and vertical segregation.

The survey results also show that women generally have a rather negative view of gender equality in the institution. Only 13% of women consider there always to be equal treatment of women and men (compared to 39% of men); in contrast, 20% of women consider that treatment is unequal (compared to 5% of men). The gap is also stark when it comes to equal opportunities in institutional elections – 65% of men but only 23% of women consider it easy for a woman to be elected. The main conclusion is that a significant share of women perceives obstacles at different levels and experience gender inequality. The situation on the men's side is different: while awareness is rising, and some men seem to be as aware of gender inequalities as many women, others seem to be quite satisfied with the current situation.

Following the analysis of the results and the discussion that followed the first presentation of the results, the following recommendations were formulated by the Gender Equality Commission:

- » Integrate the gender approach as a transversal module in all sectors
- » Implement legislative institutional measures facilitating the representation of women in decision-making bodies (recruitment boards and commissions, positions of responsibility and union activities) and, if necessary, adopt positive discrimination measures
- » Ensure formalization and transparency in internal processes and procedures
- » Facilitate access to transparent information

### 3.4 Fostering gender in teaching and research content

Regarding gender in teaching and research content, there are diverse research groups in the UH2C as indicated in the audit. UH2C is one of three universities in Morocco providing gender-related courses. Some of those responsible for these research structures participated in the Institutional Workshops. The table below shows the main research groups and programmes.

Table 2. Gender-related research groups and programs in the UH2C

Faculty of Literature and Humanities Ain Choc (FLSHAC)	<ul style="list-style-type: none"> <li>» Laboratory of Gender, Education, Literature and Media; created in 2015.</li> <li>» Gender doctoral training on Culture and Society; created in 2008.</li> <li>» Master on Gender, Society and Culture; created in 2006.</li> <li>» Research group for gender studies; created in 2000.</li> <li>» There are more than 50 PhD Students working on gender and about 20 thesis have been achieved</li> </ul>
Faculty of Literature and Humanities Mohammedia (FLSHM)	<ul style="list-style-type: none"> <li>» Master research on Gender, Discourse and Representations; created in 2017.</li> <li>» Savoir faire au féminin (female know-how) research team studying the situation of rural women in the mountains</li> </ul>
Faculty of Legal, Economic and Social Sciences Ain Choc (FSJESAC)	<ul style="list-style-type: none"> <li>» Master on Law, Economy, Management and Gender created by DEGG research team</li> <li>» Research laboratory on Law, Economy, Management and Gender (GECIAS) attached to the Faculty of Legal, Economic and Social Sciences Mohammedia.</li> <li>» Research team on Law, Economics, Management &amp; Gender attached to the Economic and Logistical Performance Laboratory. This group organizes annual gender doctoral training to Master students.</li> </ul>

Other actions on gender awareness raising in relation to teaching have been carried out by the Women in Science Association in Morocco (AFSM).

Currently, there is a reflection on the organization of doctoral trainings on gender, and as a TARGET Working Team, we suggested the possibility of having a transversal module on gender. To discuss this possibility, we organised on 8 April 2021, a conference in the form of a Study Day on the gender approach in teaching content in hybrid from the Ben M'sik Faculty of Science. The purpose of this day was, on the one hand, to make visible and consolidate existing gender-related training and research and on the other hand, to discuss the possibility to generalising the gender dimension in teaching content, taking advantage of the discussions around the curricula related to the proposed reform of the university study system (annex 5).

The heads of gender research structures existing at the university contributed, as speakers, to this day.

The main recommendations that emerged from this study day were:

- » Establish, through the university, an equality policy, considering the adopted Equality Charter as an *acquis* and see how to apply it.
- » Raise awareness among students and teachers to legitimize the gender approach (extracurricular activities; conferences, art, cinema, literature, etc.);
- » Offer training that integrates gender into different courses by adopting a participatory approach;
- » Introduce transversal modules on gender;
- » Set up support actions for teachers; the generalization of the gender approach can only be undertaken if colleagues do it voluntarily;
- » Establish a clear common framework for gender teaching, knowing that there is already a common declaration signed by the ex-president of UH2C and several deans which could constitute a starting point;
- » Digitize doctoral or thesis projects;
- » Request the allocation of resources specific to these activities;
- » Set up a support committee for teachers to monitor the operations of setting up modules or courses relating to gender (committee of 4 or 5 experts).

## 4. Changes in the status quo

From 2017 to 2021, UH2C has registered positive developments when it comes to gender equality. The adoption of the Equality Charter and the establishment of an ad-hoc Gender Equality Commission are the main anchor points. The activities developed within the Equality Action Plan and through the Gender Equality Commission have contributed to increase gender awareness and commitment towards the institutionalisation of a gender equality policy in the university, with a focus on organisational and cultural change, including the integration of gender in teaching and research content. The involvement of different stakeholders (presidency, deans, heads of research, professors, students) has been a pivotal factor.

Concerning women's presence, trends have been also positive:

- » There has been a significant increase of women at the highest decision-making positions. In 2019, a woman was appointed at the head of the presidency and another woman as vice-president (in contrast, there was no women at the presidency level in 2017).
- » The presence of women among administrative staff has increased from 48% in 2016-2017 to 54% in 2021-2022. In particular, there has been a significant increase in the number of women holding administrative positions of responsibility: the general secretary of the UH2C is a woman; 4 out of 8 University Heads of Division are women.
- » The presence of women among teaching and research staff has increased from 35% in 2016-2017 to 37% in 2021-2022. The trend is also positive when it is broken down by level: from 27% to 31% of women among full professors; from 33% to 40% of women among professors (professeur habilitéé);
- » Horizontal and vertical gender segregation among students and graduates has decreased. It is worth noting that female graduates in sciences and technology represent 56% in 2021-2022 (51% in 2016-2017). In a similar vein, there has been a significant increase in the proportion of women among graduates in Master and PhD programmes in the same period: from 43% to 53% (Master); from 32% to 50% (PhD). In comparison with the rest of public universities in Morocco, UH2C performs particularly well concerning the presence of women among students and graduates in Master and PhD programmes.

## 5. Looking forward

UH2C tries to gain public visibility for its gender equality activities by organizing specific events: institutional workshops, presentation of the survey results, celebration of International Women's Day on March 8, organization of training workshops for women and the organization of a Study Day on the gender approach in training content. The organisation of a national conference on gender equality policies in the universities (December 2021) will provide the opportunity to present and discuss UH2C experience at the national level, involving policy-makers, leaders from other universities and heads of gender teaching and research structures in Morocco.

Higher education is still an elite phenomenon in Morocco and traditional stereotypes that persist in society are difficult to change. Awareness is certainly a necessary and very fundamental task, but it is not enough.

The commitment to gender equality by university leaders is extremely important given the national context, which is characterized by a lack of discourse on gender equality in academia.

The implementation of the Equality Charter and the establishment of an ad-hoc Gender Equality Commission are a good starting point for establishing a framework to sustain the implementation of gender equality policies at UH2C. The creation of local committees in the different institutions is an important step for the institutionalisation of gender equality policies and the development of concrete measures.

The activities developed in collaboration with the gender studies centres have also been important for highlighting the relevance of the gender dimension in teaching and research. Strengthening this collaboration is another line of action. These centres could be involved in capacity building workshops with managers and members of the committees for equality, with a view of building a broader understanding of gender.

For the sustainability of the work started by TARGET, we believe that the creation of local committees in the different institutions will be key. It is expected that this process will strengthen the institutional commitment to gender equality, by involving faculty and other local leaders in the execution of the action plan for equality. Further development of gender equality policies is necessary for sustaining the positive results achieved in the period 2017-2021 and make further progress towards gender equality in the university.

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- UNESCO (2019). Global Education Monitoring Report – Gender Report: Building bridges for gender equality. Paris, UNESCO.



## Annex I: Statistical annex

Table 1: Percentage of women and men in UH2C by academic year

Academic year	Teaching and research staff		Administrative staff		Students	
	% Female	% Male	% Female	% Male	% Female	% Male
2016-2017	35	65	48	52	54	46
2021-2022	37	63	54	46	57	43

Table 2: Percentage of women in teaching and research staff in UH2C by institution, grade and academic year

Institution	PES	PH	PA	Total	Academic year
ENCG	0.0	0.0	50.0	41.3	2016 - 2017
ENS	25.0	0.0	22.2	23.9	
ENSAD	-	-	-	-	
ENSAM	0.0	0.0	14.7	14.7	
ENSEM	0.0	17.9	45.2	22.6	
ENSET	12.5	25.0	13.3	32.8	
EST	14.3	20.8	40.0	31.0	
FLSHC	23.7	25.0	40.8	33.3	
FLSHB	27.4	21.1	34.8	29.1	
FLSHM	23.5	57.1	41.9	36.4	
FMD	63.9	50.0	66.7	67.2	
FMP	38.7	50.0	52.5	46.3	
FSC	25.8	37.5	44.0	33.6	
FSB	22.6	55.0	42.1	33.3	
FSJESC	29.0	29.4	44.0	34.6	
FSJESA	0.0	25.0	51.4	47.6	
FSJESM	18.8	37.9	33.3	35.9	
FST	25.5	35.5	40.5	30.3	
<b>UH2C</b>	<b>27.3</b>	<b>33.2</b>	<b>41.1</b>	<b>35.1</b>	

ENCG	12.5	53.3	40.9	40.3	2021-2022
ENS	33.3	60.0	24.0	30.8	
ENSAD	0.0	0.0	50.0	40.0	
ENSAM	0.0	30.8	10.5	15.4	
ENSEM	12.5	26.1	45.0	25.3	
ENSET	20.0	16.7	16.1	17.0	
EST	14.3	23.5	50.0	33.3	
FLSHAC	25.6	45.5	34.5	33.6	
FLSHB	29.9	50.0	19.4	30.2	
FLSHM	31.5	53.1	33.3	37.9	
FMD	65.8	0.0	80.0	72.1	
FMPC	47.6	66.7	64.3	50.4	
FSAC	29.1	36.1	43.7	35.0	
FSB	27.0	24.1	53.1	35.9	
FSJESAC	17.4	48.9	42.2	36.9	
FSJESAS	22.2	55.6	42.1	44.6	
FSJESM	25.0	35.0	33.3	29.7	
FST	25.7	33.3	34.0	29.0	
<b>UH2C</b>	<b>31.3</b>	<b>40.2</b>	<b>41.2</b>	<b>36.8</b>	

## Notes:

Grades	PES	Full professor (Highest grade) – Professeur de l'Enseignement Supérieur
	PH	Professor (Medium grade) – Professeur Habilité
	PA	Assistant Professor (Lowest grade) – Professeur Assistant
Institutions	ENCG	National School of Commerce and Management - Casablanca
	ENS	Superior Normal School
	ENSAD	National Higher School of Arts and Design
	ENSAM	National Higher School of Arts and Crafts
	ENSEM	National Higher School of Electricity and Mechanics
	ENSET	Normal Higher School of Technical Education
	EST	Higher Technology School - Casablanca
	FLSHAC	Faculty of Literature and Humanities - Ain Chock
	FLSHB	Faculty of Literature and Humanities - Ben M'sik
	FLSHM	Faculty of Literature and Humanities - Mohammedia
	FMD	Faculty of Dental Medicine
	FMPC	Faculty of Medicine and Pharmacy
	FSAC	Faculty of Sciences - Ain Chock
	FSB	Faculty of Sciences - Ben M'sik
	FSJESAC	Faculty of Legal, Economic and Social Sciences - Ain Chock
	FSJESAS	Faculty of Legal, Economic and Social Sciences - Ain Sebaa
	FSJESM	Faculty of Legal, Economic and Social Sciences - Mohammedia
	FST	Faculty of Science and Technology - Mohammedia

Table 3: Gender composition of University Council and Management Committee by term (UH2C)

Body	Term	Gender composition	% of women
University Council	2015-2017	10 women out of 81 members	12
	2018-2020	12 women out of 77 members	16
Management Committee	2015-2017	1 woman out of 11 members	9
	2018-2019	2 women out of 12 members	17

Table 4: Percentage of women in institution decision-making positions by institution (UH2C)

Institution	Institution council (term 2015-2017)	Directors of department (2017)
ENCG	12	50
ENS	22	20
ENSAM	25	33
ENSEM	8	0
ENSET	14	0
EST	4	0
FLSHAC	27	20
FLSHB	13	38
FLSHM	27	20
FMD	68	50
FMPC	21	38
FSAC	18	20
FSB	21	17
FSJESAC	28	0
FSJESAS	44	0
FSJESM	29	0
FST	17	13

Table 5: Percentage of women in recruitment commissions by institution (UH2C)

Institution	Recruitment commission for teaching and research staff (2017)	Recruitment commission for administrative staff (2017)
ENCG	24	-
ENS	17	-
ENSAM	-	-
ENSEM	12	-
ENSET	4	-
EST	14	-
FLSHAC	13	-
FLSHB	24	-
FLSHM	20	-
FMD	-	-
FMPC	30	42
FSAC	10	33
FSB	26	8
FSJESAC	-	33
FSJESAS	40	33
FSJESM	11	-
FST	20	100
Presidency	Not applicable	14

Table 6: Percentage of women in research decision-making positions (UH2C)

Research body/position, accreditation 2015-2018	% of women
Directors of research centres	11
Directors of centres for doctoral studies	20
Heads of laboratories	10
Directors of research teams	26
Principal project researcher (at research centres)	11
Research commissions	17
Academic commissions	14

Table 7: Percentage of women among graduates by field and academic year (UH2C)

Academic year	Literature, humanities, arts	Legal, economic and social sciences; management	Sciences and technology	Health
2011-12	56	61	51	64
2016-17	57	58	51	72
2020-21	65	60	56	81

Table 8: Percentage of women among graduates by level and academic year (UH2C)

Academic year	Bachelor	Master	PhD
2011-12	59	41	32
2016-17	58	43	32
2020-21	62	53	50

Table 9: Percentage of women among students and graduates by level; academic year 2019-2020; UH2C and Morocco

	Bachelor		Master		PhD	
	Students	Graduates	Students	Graduates	Students	Graduates
UH2C	57	59	55	53	46	50
National	52	54	48	47	42	39

Table 10: Percentage of women among students by field and academic year (UH2C)

Academic year	Literature, humanities, arts	Legal, economic and social sciences; management	Sciences and technology	Health
2011-12	57	56	52	67
2016-17	56	52	52	66

Table 11: Percentage of women among students by field, academic year and level (UH2C)

Field	Academic year	Bachelor	Master	PhD
Literature, humanities, arts	2011-12	59	41	32
	2016-17	58	43	32
Legal, economic and social sciences; management	2011-12	54	50	
	2016-17	53	53	43
Sciences and technology	2011-12	51	49	54
	2016-17	53	51	45
Health	2011-12	92	67	78
	2016-17	79	60	66

Table 12: Percentage of women among students by academic year and detailed field; UH2C and total for Morocco

Academic year	Field	UH2C	National
2011-12	Legal, economic and social sciences	55	48
	Literature, humanities	57	49
	Sciences	53	43
	Sciences and technology	58	50
	Medicine/ Phd	65	62
	Dental medicine	75	74
	Sc, Engineering	35	41
	Commerce and management	64	64
	Technology	54	54
	ENS and ENSET	45	45
2016-17	Legal, economic and social sciences	51	47
	Literature, humanities	56	49
	Sciences	54	47
	Sciences and technology	59	52
	Medicine/ Phd	66	61
	Dental medicine	67	68
	Sc, Engineering	43	44
	Commerce and management	57	60
	Technology	51	52
	ENS and ENSET	43	48



Table 13: Percentage of women among new students by academic year and detailed field; UH2C and total for Morocco

Academic year	Field	UH2C	National
2011-12	Legal, economic and social sciences	53	48
	Literature, humanities	57	50
	Sciences	51	43
	Sciences and technology	57	49
	Medicine/ Phd	66	63
	Dental medicine	79	71
	Sc, Engineering	41	48
	Commerce and management	60	66
	Technology	58	54
	ENS and ENSET	46	53
2016-17	Legal, economic and social sciences	52	47
	Literature, humanities	57	50
	Sciences	53	47
	Sciences and technology	61	58
	Medicine/ Phd	62	59
	Dental medicine	61	60
	Sc, Engineering	43	47
	Commerce and management	64	62
	Technology	53	54
	ENS and ENSET	41	63

## Annex II: TARGET Steering Committee and TARGET Working Team

### TARGET Steering Committee, which acts as a Community of Practice (CoP)

- » **Prof. Mohammed Talbi**, interim President of UH2C (Dean of the Faculty of Sciences Ben M'sik - FSB)
- » **Prof. Driss Mansouri**, former President of UH2C
- » **Prof. Aawatif Hayar**, former President of UH2C (nominated Minister of Solidarity, Social Integration and Family)
- » **Prof. Fatima Ezahra Alami**, Vice President of UH2C in charge of Pedagogical Affairs and Training
- » **Mme Rhizlane Diab**, general secretary of UH2C
- » **Prof. Rachid Saile**, Vice President of UH2C in charge of Research
- » **Prof. Annass Kettani**, Vice President of UH2C
- » **Prof. Abderrahim Khalidi**, Director of Ecole Nationale Supérieure d'Art et de Design - ENSAD
- » **Prof. Abdellatif Irhizou**, Professor/Researcher (former Vice President of UH2C)
- » **Prof. Nouredine Damil**, Professor/Researcher - FSB (former Vice President of UH2C)
- » **Prof. Mustapha Aboumaarouf**, Dean of the Faculty of Medicine
- » **Prof. Nadia Saqri**, Professor at Ecole Normale Supérieure, UH2C (former Vice Dean in charge of Communication and Professional Integration of Faculty of Economic and Social Legal Sciences Ain Sebaa - FSJESA)
- » **Prof. Nafaa Rachida**, Professor/Researcher/Geologist; former Dean of the Faculty of Letters and Human Sciences Mohammedia, UH2C; President of the Equality Body of the Province of Mohammedia
- » **Prof. Rahma Adhiri**, Professor/Researcher; Former Head of FSB Physics Department
- » **Prof. Souad Bensouda**, former Director of ENSET; Member of AFSM
- » **Prof. Noura Youssfi**, Vice Dean of Faculty of Sciences Ben M'sik - FSB
- » **Prof. Mamia ElGhazi**, Vice Dean of Faculty of Sciences and technologies Mohammedia - FSTM
- » **Prof. Rajaa Nadifi**, Professor/Researcher at the Faculty of Letters and Human Sciences Ain Choc (UH2C); Coordinator of the Master's degree in Gender, Societies and Cultures; Team Leader Education Territories Culture Gender (ETCG); Director of the Gender, Education, Literature, Media Laboratory (GELM)

- » **Prof. Yasmina Bennis Bennani**, Head of the DEGG research team (Law, Economics, Management and Gender) at the GECIAS research laboratory attached to the Faculty of Legal, Economic and Social Sciences Ain Choc.
- » **Prof. Saida Talal**, ENSAM, AFSM Member
- » **Prof. Hind Bouzoubaa**, FSB, AFSM Member
- » **Prof. Said Rifaii**, Head of Department, Casablanca Higher Technology School (EST)
- » **Prof. Abdelali Derouiche**, Professor/Researcher FSB, AFSM Member
- » **Prof. Said Ouskit**, FSB
- » **Prof. Jamal Inchaou**, FSB, AFSM Member
- » **Prof. Soundouss Sabri**, Faculty of Dental Medicine

#### TARGET Working Team

- » **Prof. Mina Bettachy**, Professor/Researcher, Faculty of Sciences Ben M'sik, UH2C (TARGET coordinator at UH2C)
- » **Prof. Soumia Mordane**, Professor/Researcher, Faculty of Sciences Ben M'sik, UH2C
- » **Prof. Najia El Boudali**, Professor/Researcher, Faculty of Sciences Ain Choc, UH2C
- » **Prof. Rachida Roky**, Professor/Researcher, Faculty of Sciences Ain Choc, UH2C
- » **Prof. Dalila Loudyi**, Professor/Researcher, Faculty of Sciences and technologies Mohammedia, UH2C
- » **Prof. Fatna Sarhane**, Professor/Researcher, Faculty of Economic and Social Legal Sciences Ain Choc, UH2C
- » **Prof. Fatima Yahyaoui**, Professor/Researcher, Faculty of Letters and Human Sciences Ain Choc, UH2C
- » **Prof. Jamila Ayegou**, Professor/Researcher, Faculty of Economic and Social Legal Sciences Ain Sebaa, UH2C

## **Annex III:**

## **Equality Charter**

**University Hassan II Casablanca (UH2C)**



## EQUALITY CHARTER FOR UH2C

Human rights as announced by UN declarations and international covenants recognize equal rights between women and men. International human rights tools encourage countries to take the necessary steps to create a climate of equal rights for women and men. In its strategy for rooting and developing human rights perceptions, including women's rights, Morocco is part of a process of recognition of these international pacts. It has thus ratified the Convention on the Elimination of Discrimination against Women (CEDAW), now with some reservations. As a result, many actions and initiatives have been carried out to amend the rights of women, particularly in the constitution, the family code, the Nationality Code, the Penal Code...

Despite the recognition of equal rights between women and men, inequality persists in both private and public life. The finding on this inequality is apparent in many sectors of activity, particularly in Higher Education. The data recently compiled in the Target project on the place of women in Hassan II University is a clear answer to this inequality. Women are underrepresented in major teaching and management positions. They represent 33% of the lowest grade teaching staff, and only 18% in the higher grades. For the 2015-2017 term, the percentage of women on the University Council is 12% and 16% for the 2018-2020 term.

- Considering Article 19 of the Constitution repealed in 2011 which states that: The man and the woman enjoy, equally, of civil, political, economic, social, cultural and environmental rights which are stated in this title and in the other dispositions of the Constitution as well as in international conventions and covenants duly ratified by the Kingdom. The Moroccan state works to achieve parity between men and women. For this purpose, an authority for Parity and the fight against all forms of discrimination is created;
- Considering the implication and the role of the women of the University Hassan II as well in the pedagogical activities as in research ;
- Considering the insignificant representativity of women in the structures and decisive authorities of Hassan II University;

Considering...

Hassan II Casablanca University and representatives of the TARGET project have drawn up this charter. Project partners invite all institutions, structures, authorities and stakeholders to Hassan II Casablanca University to:

1. adhere to this charter;
2. work to root and uphold equal rights;
3. to promote the representation of women in the decisive and executive structures and bodies of the various establishments under the University by adopting a quota for women with a view to establishing parity;
4. support the involvement of women in research and opening activities ;
5. encourage research on the subject of equal rights for women and men;
6. create research and training structures on equality;
7. abolish any acts or communications which is discriminating against women;
8. create communication tools for advocacy and popularizing equal rights;
9. Organize events (Congresses, Seminars, Conferences, Workshops ...) on the subject of equality;
10. work towards the creation of a reception and follow-up committee with the aim of encouraging the orientation of female students towards the subjects with low representation of girls;
11. Create structures / reception units for women (researchers, administrative staff and students) who are victims of discrimination or violence;
12. share the experience and results of the TARGET project with other universities at the national level.

## **Annex IV:**

# **Gender Equality Plan**

**University Hassan II Casablanca (UH2C)**





## **Action Plan (GEP)**

As approved in the 2<sup>nd</sup> IW (20 June 2018)

### **Background**

In Morocco, there is a declared policy for changing the situation of women. Article 19 of the new Constitution of 2011 enshrines the principle of equality between men and women in the protection of all human rights. It provides that the State shall endeavour to achieve equality between men and women and it sets up an authority to promote equality and fight against all forms of discrimination. The Constitution consolidates the achievements of previous legislative reforms that have contributed to greater equality between men and women and to eliminating discrimination against women. These reforms included the revision of the Commercial Code in 1995, the adoption of the new law on civil status in 2002, the new Code of Criminal Procedure in 2003, the continuing reform of the Penal Code since 2003, the changes in the Labour Code in 2003, the reform of the Family Code in 2004 and the reform of the Nationality Code in 2007. And recently the adoption by the Moroccan parliament on February 14 2018, of the law 103-13 to fight violence against women.

However, the application of these legal laws in the area of equality between women and men remains very slow. Traditional gender stereotypes and significant gender inequalities persist in society. Moreover, with regard to the situation of women in academia, no concrete policies focusing on gender equality in R&I or other fields have been implemented.

The TARGET project is an opportunity to renew the UH2C debate on the issue of gender equality and to involve leaders in adopting a strategy and an action plan to implement institutional change towards enhanced gender equality in the University.

In the first institutional workshop, the UH2C leaders declared their commitment to follow a policy of equality at the university and their agreement on adopting any action aimed at promoting gender equality in the institution.

The President, Vice-Presidents, some Deans and Professors from different faculties – especially those already dealing with gender issues, declared their willingness to lead the change and their commitment to creating a culture of equality through their notoriety in university bodies and through their participation in TARGET workshops.

### **(1) Main objectives**

- Establish an equality policy at UH2C

- Develop culture of gender equality at the University
- Involve more women in decision making at the University
- Involve more women in research and in research projects
- Encourage women's access to decision-making positions at UH2C
- Strengthen skills and build leadership

## **(2) Human Resource Management**

Women are overrepresented among university graduates (52%) and are well represented in administrative functions (41%). Nevertheless, women remain underrepresented in top teaching, research and management positions. Women account for 33% of teaching staff at the lowest university positions but only 18% of full professors. These percentages show concretely that we are far from equality between men and women at the university. This finding was well underscored by the results of the Equality Survey. The majority of respondents consider that there is no culture of gender equality in the university.

<b>OBJECTIVE</b>	<b>ACTION</b>	<b>RESPONSIBILITY</b>	<b>TARGET</b>	<b>TIMEFRAME</b>
Develop culture of gender equality at the University	Workshops coaching men and women supervised by experts and coaches in gender approach	TARGET equality task force and steering committee		January 2019- 2021
Develop communication and awareness on equality	Create a TARGET link on equality with the UH2C website	TARGET equality task force and steering committee		October 2018- 2020

## **(3) Decision Making**

Due to the lack of explicit gender equality policies in the university, women are underrepresented in the University decision bodies (university Council, Councils of the institutions or Boards of Management, Directors of laboratories or research centers and observatories, Heads of research teams, Directors of doctoral study centers).

The percentage of women is 12% (term 2015-2017) and 16% (term 2018-2020) at university Council.

It is also important to indicate that women represent only 17 % of the commission of research and 14 % of the academic commission for the mandate 2015-2017.

Women are not very visible in the management of universities. There is no female president heading a Moroccan university and there are only few women in the positions of dean or director of higher education establishments.

There are no measures that encourage women's access to decision-making positions. On other hand, there is a lack of confidence among women to apply to these positions.

OBJECTIVE	ACTION	RESPONSIBILITY	TARGET	TIMEFRAME
Encourage the presence of women in decision-making bodies	Application of the charter in equality adopted by the UH2C	UH2C presidency TARGET equality task force and steering committee	Adoption of a charter on equality at the UH2C	January 2019- 2021
Strengthen skills and build leadership	Workshops supervised by experts and coaches	TARGET equality task force and steering committee		October 2018 onwards

Workshops will be implemented by experts and coaches as trainers. For capacity building and women's leadership, a detailed schedule will be established, taking into account the availability of both women beneficiaries and coaches and experts (trainers).

#### **(4) Gender Dimension in Education and Research Content**

Although gender issues are addressed in different faculties (e.g. Gender Training and Research Structures) in the Faculties of Letters and Human Sciences and in the Faculties of Law and Economics, these punctual research activities are not integrated in a specific infrastructure and the production of gender-related knowledge remains fragmented and not institutionalized.

According to these noted dysfunctions, there is a need to act with regard to gender equality within UH2C.

<b>OBJECTIVE</b>	<b>ACTION</b>	<b>RESPONSIBILITY</b>	<b>TARGET</b>	<b>TIMEFRAME</b>
Establish a bibliography on gender	Create a digital bibliography and acquire books on gender	TARGET equality task force and steering committee Coordination with the Reading Network in Morocco and the direction of the UH2C library		October 2018 onwards
Generalize the acquisition of knowledge on the gender approach	Organize doctoral studies on gender	TARGET equality task force and steering committee and some responsible of doctoral studies		Academic year 2018-2019

### **(5) Transversal Measures**

Several difficulties were encountered during collection of statistical data.

We found that there is no real coordination between the different departments responsible for collecting statistics. and there are some important gaps.

When collecting sex-disaggregated data concerning decision making bodies (University Council, Councils of the institutions or Boards of Management, Directors of laboratories or research centers and observatories, Heads of research teams, Directors of doctoral study centers) we found these data are not regularly collected by the university.

We also found there is a lack of information about recruitment committees and recruitment criteria.

Action in this field is aimed at ensuring there is:

- coordination in the collection of statistics between the different statistical services of the institutions belonging to the university;
- gender statistics at all levels and for all bodies of the university.

<b>OBJECTIVE</b>	<b>ACTION</b>	<b>RESPONSIBILITY</b>	<b>TARGET</b>	<b>TIMEFRAME</b>
Collecting sex-disaggregated data	Collecting sex-disaggregated data (coordination and monitoring)	TARGET equality task force and steering committee Human Resources Services (statistical officers)	Sex-disaggregated indicators are available and jointly monitored by the TARGET equality task force and steering committee and the	September 2018-2021 (Annually?)

			Human Resources Services	
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## **(6) Monitoring indicators**

*Statement about developing tailored process and outcome indicators in the next phase of the GEP*

### **Discussion**

- Build indicators with a view of the sustainability of results
- Ensure continuity of objectives
- Project objectives must be long-term
- Develop a reflexive policy of equality
- Create a working group on gender equality beyond the TARGET project

# TARGET } Taking a Reflexive approach to Gender Equality for institutional Transformation



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