（資料紹介）モロッコ国立読書観測所設立提案文書

中村　百合子（立教大学准教授）

1. 文書の背景

　モロッコ王国の学校図書館史に関わる文書の中から、昨年度まで受けていた科研費（科学研究費補助金（若手（B））「多様な資料の活用に 対する教諭の認識に関する研究：モロッコでのアクション・リサーチ」）でアラビア語から英語へ翻訳することができたものがあるので、ここに公開する。翻訳はレバノン共和国在住のフリーランスの翻訳家のカディ（Maria Kadi）氏による。昨年度の研究ノートでこれらの資料の背景についていくらか述べたが[1]、これは、1998 年から 2007 年の左派政権下で、国立読書観測所（今回の英訳では The National Reading Observatory とされている）の設立が提案された際の文書で、同国内で各方面に配布され公にされたものと聞いている。

　この英語訳を公開しようと決めたのには、モロッコの図書館について、日本語や英語ではごくわずかの情報しか手に入らないということがある。短く断片的であったり、不確かであったりする情報がほとんどなのである。

　事典類では、アメリカ図書館協会（ALA）の *World Encyclopedia of Library and Information Services* の 3 つの版には、「Morocco」が項目としてあげられている[2]。国立図書館をはじめとする各館種の図書館の概況が記されており、これで極めて簡単な図書館史と現状を知ることはできるが、それぞれ 1 頁強で、長いものではない。

　モロッコ王国国立図書館（Bibliothèque Nationale du Royaume du Maroc）は、日本の援助も得て[3]、2008 年に新たに開館した、大変立派な建築の図書館である。モロッコの図書館についてインターネット検索をすると、日本語ではこの国立図書館の情報がまず出てくる。英語でインターネット検索をすると、国立図書館のほか、モロッコにありながら伝統的なアメリカ流のリベラルアーツを学ぶことができるというアル＝アハワイン大学（Al Akhawayn University）のムハンマド VI 世図書館の情報がすぐに出てくる[4]。

　英語の文献では、モロッコの図書館情報学教育について、特に首都ラバトにある Ecole des Sciences de l'Information（ESI）に関わって書かれたものが複数見つかる。例えば、ESI で教えた米国人モレゾン（Heather Lea Moulaison）氏による情報発信、研究論文である[5]。モロッコで筆者がラバトを訪問した際も、英語でコミュニケーションが可能な図書館関係者というと、このモロッコ唯一の、情報マネジメント（図書館によるものを含む）を教える学校の教員がすぐに候補になるという状況であった。この学校は、ユネスコ（UNESCO）の資金援助によって 1974 年に設立された高等教育機関で、今はボローニャプロセスに沿う形で、学士・修士・博士の学位のプログラムを用意しているということである[6]。

　日本語の文献は、80 年代初頭に赤星隆子氏が学校図書館について現地調査をして報告をしているものがもっとも詳しく、おそらく正確である[7]。ここで赤星氏が記している私見の多くには、同じくモロッコの図書館の現地調査をした者として共感できる。それと同時に、赤星氏の調査から 30 年ほどが経過しても、モロッコの図書館事情や、図書館開発支援に関わる人の思いに変化が生まれていないことには驚く。90 年代半ばには、長倉美恵子氏が図書館職員養成について[8]、須永和之氏がモロッコを含む北アフリカ諸国の図書館史について[9]紹介しているが、おそらく主として文献調査に基づいたもので、ともに簡単な概説である。これらのあとに書かれたものは無いが、日本の図書館関係者にはモロッコは折々に関心をもたれてきた印象は受ける。

　図書館の発展は、ひとつには政治の情勢にかかっている。左派政権の時代にこの文書が作成され、そのままになっているということが、現在のモロッコの図書館の状況を物語っているだろう。

2. 文書の概要

　今回、英語訳を公開する資料 2 点の文書について、日本語で、資料の内容を述べておきたい。以下の概要説明は、英語訳に基づいている。資料 1 には、表紙に「国立読書観測書プロジェクト」とのタイトルが示されている、同観測所の設立計画が述べられた基本文書である。資料 1 で示された計画がより詳しく説明されているのが資料 2 で、観測所の具体的な機能と運営のあり方等を述べている。

2.1 資料 1「国立読書観測所　プロジェクト」の概要

　「国立読書観測所　プロジェクト」と題された資料 1（本稿 p.52-66）の表紙には、「教育科学部ムハンマド V 世大学スイシ」および「国家教育省」と上部に記されており、「序文」には、両者の連携協定による文書とある。大学側から 3 名の教授が、教育省から 4 名がこの文書作成の議論に参加しており、その全員の名前が書かれている。内容は、目次には次のように示されている。このあと、内容を簡単に紹介する。

　　　　序文
　　　　1. 概観
　　　　2. 読書観測所の設立
　　　　3. 観測所の使命
　　　　4. 組織
　　　　5. 活動
　　　　6. 財源
　　　　7. 結論

　「1. 概観」においては、まず、モロッコ国民がわずかしか読書をしていないという「深刻な危機」を指摘している。ここでは、「読書施設（公共、市立、大学と学校の図書館、また諸外国の文化センターの図書館）に行っている人はとても少なく、6% ～ 18%（平均 12%）の間である」という、モロッコ人と本と読書に関わる各種の調査のまとめをしている。また、モロッコの児童・生徒・学生たちが、次の主に 3 つの理由から、読む力をつけることができずにいると述べている。それは、a. 学校や彼らの生活環境において、読者となるようには訓練されておらず、読書の教授法も十分に開発されておらず；b. 読書センターや図書館の力が限定的で、本の値段が高いといったことから、村落でも都市でも、書かれたものへのアクセスが容易ではなく；c. そもそも文化的な環境に身を置くことができていないということである。このような認識のうえで、この読書に関わる危機は、教育の問題であり、社会文化的な危機であるとしている。後者については、社会の知恵と文化的なアイデンティティを身につけるよう個々人を励ますという社会実践に関わる危機だとしている。

　「2. 読書観測所の設立」は短い。国家教育省がモロッコ国民の形成と教育にあたるのならば、読書の進歩に向けての方針を打ち出せるような調査・研究の機関をもつ必要があるとして、読書観測所の設立が提案されている。そして、その機関は、モロッコにおける読書とその実践に関わる問題について、常にまた長期的に一定程度の関心を維持し、かつ実態分析を行うべきことが言われている。

　「3. 観測所の使命」もまた短い。「国立読書観測所の目的は、理論的また実践的なレベル

のいずれにおいても、読書に関わる現象と事実を科学的に観察することであり、またその結果をもって読書に関わることについて介入していくことにある」として、次の 6 つのもっとも重大な使命をあげている。

- ・ 児童・生徒・学生が読むよう奨励すること
- ・ 調査と診断活動を行うこと
- ・ 読書の形成のためのプログラムの完了
- ・ 読書を奨励し、読書力をつけるための政策の実施に向けた戦略の提唱
- ・ 国家、地方、地域の各レベルの読書支援のプログラムを徹底的に実施に移す特定の法規に重点的に取り組むこと
- ・ 読書の重要性について、学校で活動する協働者の意識を高めることをとおして、適切な環境の醸成に貢献すること

「4. 国立読書観測所の組織」では、観測所の構造は次の二つの段階になるとして、各段階について次のように述べている。第 1 段階として、観測所が役割を果たすには、観測所のための特別な法律、建物、物的手段、財源獲得の方法、人的資源等が必要である（4.1.1）；そして、観測所はその活動を国レベル、地方レベル、地域レベルという構造で実施する（4.1.2）。国レベルでは、国家教育省、教育科学部のほか、国家教育省の監督下の国立読書審議会、国立読書観測所に責任をもつチーム（コーディネータ、国家教育省の関連部局、専門家らで構成される）、読書調査研究室の 3 者が活動する。このうち国立読書審議会は、読書、文化の普及活動をして知られている人、読書の教授法とその教育の専門家によるもので、この審議会が全般的な方針を策定し、観測所についての提案を検討し、さまざまな活動をまとめる。いっぽうで、教育科学部に置かれる読書調査研究室は、研究コーディネータと専門家たちで構成され、地方、地域、博士学生等と連携しながら、読書に関わる研究を進める。地方レベルとは教育行政の単位で、実際に活動が行われる地域レベルを支援する役割が考えられている。そして地域では、学校長または学識者のグループの代表、言語の講師、学校図書館や読書センターの責任者らがチームになって実際に活動する。続いて、他の省庁や国際機関・協力団体、大学と連携して、国立読書観測所の活動を発展、拡大させていく。

「5. 活動」では、国立読書観測所の活動として考えられる代表的なものがあげられている。ここではかなり具体的な活動を列挙しているのだが、観測所でほんとうに実行可能かについては検討が終わってはいないとも述べている。大きく分けて、調査、改善、編成（5.1）；読書の復興と進歩（5.2）；財政上の介入（5.3）を行うとしている。

「6. 観測所の財源」は短い。はじめの財源は国家教育省が用意するが、その後は、各省庁や、文化団体、国際組織、NGO 等の支援を探ることになるとされている。

「7. 結論」は大変短い。国立読書審議会が示す優先順位に従って、さまざまな活動や異なる機能の実施プログラムが作られる、その際に審議会は国家教育省や連携者たちと相談する、とされている。

2.2 資料 2 の概要

この文書（本稿 p.67-81）は、次の構成になっている。

序文
Ⅰ．観測所の機能
1. 言語学習の開発
2. 読み書きの開発
3. 検査と修正

Ⅱ．観測所が機能を果たすことに関わる手順
　　　1.編成
　　　　1.1 機関、教師、職員の編成
　　　2.構造基盤
　　　　2.1 文化の場
　　　　2.2 言語研究室
　　　　2.3 近代的な教育工学の活用
　　　　2.4 娯楽の場
Ⅲ．観測所の構造
　　　1.観測所の施設
　　　2.構造の各機能
　　　　2.1 中央のレベル
　　　　　a.導入指導と検査のための中央審議会
　　　　　b.中央部
　　　　2.2 地方レベル
　　　　　a.地方機構長の機能
　　　　　b.地方機構の機能
　　　　2.3 地域レベル
　　　　　a.教育機関長の機能
　　　　　b.活動チームの機能

　まず序文には、読み書きと言語の学習の意義等について一般的な記述がある。また、モロッコの初等・中等教育、また大学の卒業生の読書と言語の学習レベルが下がっていることを指摘している研究があるとして、それについて次のような要因があげられているとしている。

- ・教育制度の中で、読み書きがそれにふさわしく重要と認識されていない。また、言語の教育が伝統的な教授法によっており、分析、関係の構築、統合、批判的思考に関係する能力を伸ばしていない。
- ・家庭や周囲が読むことを児童・生徒・学生に教育していない。
- ・個人を読むように刺激するべく働いている教育関係者の間で、認知、情報、編成、コーディネートが少ない。
- ・教育機関や学校図書館の中の文化の場を、不可欠な構造として、読書や言語的・文化的活動を活発にする場所として、認めていない。
- ・個人の読書の奨励、アラビア語その他の外国語や方言のレベル向上において、視聴覚メディアの役割が弱い。

　続く本文は、「Ⅰ．観測所の機能」；「Ⅱ．観測所が機能を果たすことに関わる手順」；「Ⅲ．観測所の構造」の三部で構成されている。国立読書観測所の機能やそれを果たすための取り組み、構造について、読み手が想像しやすいように、できるだけ個別具体的に細かに書き込まれている印象であるが、ここでは、モロッコの文書として特徴的と思われる部分を中心に紹介したい。

　Ⅰでは、言語学習、読み書きについての教育の考え方やそのねらい、そして教授法の具体例の紹介がされている。続いて、成果を検証し、修正していく機能の重要性が述べられている。このとき、あらゆる修正（例えば診断的修正、形成的修正、集合的または全体的修正）が考慮された、方法論的修正措置のとられるべきことが不可欠だとしている。

　Ⅱでは、人的資源の活用と編成について、また構造基盤としてどのような場が設けられる

べきかについて述べられている。「文化の場」として設けられるべきと論じられているものは学校図書館である。それに、言語研究室；近代的な教育工学の活用が続き、最後に、娯楽の場として、キャンプ、夏休み、子どもの村、冬のリゾートが例としてあげられ、そうした場でワークショップをしたり、言語に関するキャンプを行ったりすることが提案されている。

　Ⅲでは、「1. 観測所の施設」、「2. 構造の各機能」が論じられている。まず、観測所は 3 つの主な施設で構成されるとして、提案されているのは、アラビア語の施設；外国語の施設；ベルベル方言の施設である。興味深いのは、最後のベルベル方言の施設についての記述である。ここでは、次の 3 つを行うとしている。

- ・　方言とアラビアとの関係を研究すること
- ・　方言について行われた調査や研究を把握すること
- ・　方言の教育や学習の分野で研究を遂行すること

　ベルベル語が公用語になったのが 2011 年 7 月 1 日の憲法改正であるので、それより少なくとも 4 年ほど前に出されているはずのこの報告書は、当時としてはかなり踏み込んだものだったのではないだろうか。

　続く「2. 構造の各機能」では、中央、地方、地域という 3 つのレベルで、それぞれがどのような機能を果たすかについて述べられている。ここの内容は、資料 1 の「国立読書観測所　プロジェクト」の 4.1.2 と対応しており、より具体的な記述になっている。ここで興味深いのは、中央集権的な構造になっていることである。国のレベルから指示することを、地方レベルで、さらには地域レベルで、しっかり行ってゆく、という基本的な方針がみえる。

Note for readers:

The following documents were originally issued in Morocco in Arabic somewhere between 1998 and 2007. A translator in Lebanon, Ms. Maria Kadi translated the documents into English. For further information, please contact the author of this paper (yurikon@rikkyo.ac.jp).

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1) 中村百合子「科研費研究「多様な資料の活用に対する教諭の認識に関する研究」最終年度報告」『St. Paul's Librarian』No.27, 2013.3, p.118-126.
2) 次の 3 冊。
　G. Hariki. "Morocco," *ALA World Encyclopedia of Library and Information Services*, Robert Wedgeworth, American Library Association, 1980, p.381-382.
　G. Hariki and Battiwa Lekbir. "Morocco," *ALA World Encyclopedia of Library and Information Services*, Robert Wedgeworth, American Library Association, 1986, p.565-566（2nd. ed）.
　Lola Souad. "Morocco," *World Encyclopedia of Library and Information Services*, Robert Wedgeworth, American Library Association, 1993, p.585-586（3rd. ed）.
3) 外務省「モロッコの王立図書館に対する一般文化無償資金協力について」2005.11.29. http://www.mofa.go.jp/mofaj/press/release/17/rls_1129c.html,（参照 2014-03-11）.
4) "Mohammed VI Library," http://www.aui.ma/library/,（参照 2014-03-11）.
5) 例えば、Heather Lea Moulaison. "Views of Library Instruction in Morocco," 2009.6. codabox.org/49/1/RevFinal.Moulaison_Final_Report.pdf,（参照 2014-03-11）.。同氏はこ

のほか、モロッコの図書館や情報技術の環境等を議論した論文を発表している。

6) La Grande Ecole des Sciences de l'Information. "Présentation et Missions," http://www.esi.ac.ma/?info=84,（参照 2014-03-11）.

7) 赤星隆子「開発途上国の学校図書館：モロッコに於ける現状と背景」『図書館界』Vol.33, No.1, 1981.5, p.16-23.

8) 長倉美恵子「世界の図書館員教育 -17- モロッコ」『現代の図書館』Vol.32, No.4, 1994.12, p.294-295.

9) 須永和之「北アフリカの図書館活動：歴史的素描」『図書館史研究』No.12, 1995, p.53-60.

Mohammed V University at Souissi   Ministry of National Education
Faculty of Science of Education

The National Reading Observatory

Project

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This document is included in the convention of partnership between the Ministry of National Education and the Faculty of Science of Education. It consists of the outcome of discussions and consultations of the mixed committee that included experts in education (Faculty of Science of Education) and officials from the Ministry of National Education. They are:

- From the Faculty of Science of Education: Professors Meelud Habeeby (coordinator), Mohammed Muluk and Rasheed Belhah.
- From the Ministry of National Education: Mr. Al Araby (coordinator), Mrs. Al Lawzany, Mr. Al Sayeh and Mr. Al Khafy.

1. Overview

It is known that Morocco is currently going through a deep crisis relating to "reading." In this area, the Ministry of National Education, just as other sections of the Ministry of Higher Education, as well as the Ministry of Culture, the book (professionals) association, and the National Council on Youth and the Future; have issued this document that indicated that the Moroccan citizen reads only a bit, whether he was a pupil or a student, young or adult, male or female, or living at the village or in the city.

When reviewing some studies that handle the relation between Moroccans, books and reading, we find that they show that the rates of going to reading places (public, municipal, university and school libraries, including the libraries of cultural centers of foreign countries) are very low and range from 6% to 18% according to the different libraries (with 12% as an average).

In addition, it is noted that the Moroccan student reads very badly, for 3 main reasons:

a．Because the student is not trained (to be a reader), whether it was at school or in the environment in which he lives. Reading is a practice required by the current socio-economical and cultural circumstances. The pedagogy of reading is only based on the (spelling) of non appropriate school books; or on non motivating reading texts.

b．Because the student does not have easy access to what is written, whether it was in a village or a city environment (limited capability of reading centers and libraries, high prices of books, etc.). Even if the student was able to have access to written documents, he does not possess the strategies required to acquire, examine or answer, unless this was related to his previously mastered school requirements.

c. Because the student is non-immersed in culture (that the reader should pertain to). Even if the school was responsible of embedding culture; the family, community, custodians and means of communication are embedded instead in the student.

When shedding the light on the educational crisis where reading is the main competency, it is noted that there is a reading crisis in multiple specializations and in the possessing of skills by educated individuals.

At the same time, this reading crisis originates from the socio-cultural crisis, as long

as the latter relates to a social practice that empowers individuals with social knowledge and cultural identities. The high illiteracy rates that prevail over the social environment in Morocco are, in this context, a great indication.

2. The Establishment of the Reading Observatory

If the Ministry of National Education is to handle the formation and education of Moroccan citizens, it should have in its reach a tool to research and study in order to come up with a policy directed towards the advancement of reading.

The goal of this tool is to maintain a level of attention on the regular and the long terms, and perform at the same time a diagnosis of the issue of reading and its practice in Morocco, based on scholastic institutions. There is a suggestion of scenarios to contribute in the improvement of different kinds of deficiencies in the area of reading, as shall be seen.

From here comes the importance of establishing a National Reading and Writing Observatory.

3. The Mission of the National Reading Observatory

The National Reading Observatory aims at the scientific observation of the phenomena and facts related to reading, whether it was on the theoretical or practical levels, then interfering accordingly when it comes to the area of reading.

The greatest missions of the Observatory will be:

- Encouraging students to read.
- Performing research and diagnostic activities.
- Completion of programs for reading formation.
- Suggestion of strategies to implement a policy for encouraging and empowering reading.
- Focusing on special regulations of following-up on the programs that support reading whether it was on the national, district, or local level.
- Contribution in the formation of an appropriate environment through raising the awareness of active partners at school on the importance of reading.

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4. The Organization of the National Reading Observatory

The structure of the Observatory can be achieved in two stages:

4.1 The First Stage:

4.1.1 In order to set in motion the role of the Observatory, there should be:

- A special law for the Observatory (an identity).
- A base for work or a special building.
- Material means.
- Means for funding.
- Human resources.
- Etc.

4.1.2 Equally, in order for the Observatory to perform its activities, it should have a structure of three levels:

> a. On the National Level (Ministry of National Education / Faculty of Science of Education):

1. A National Reading Council with the supervision of the Minister of National Education, which includes:

- Personalities known by their contribution in disseminating reading and culture (academicians, professors, authors, journalists and officials from non-governmental organizations).
- Experts in reading pedagogy and its teaching.

The mission of this council would be determining the general policy for encouraging and empowering reading as well as studying the suggestions about other aspects of the sections of the Observatory, in addition to sponsoring the different activities (seminars in informative fields, reading days, etc.).

2. The team responsible for the Observatory consists of:

- The coordinator.
- Representatives from the Departments of National Education interested in the revival of reading on the educational and technical levels.

- Experts in the pedagogy of reading.
- Experts in experimental research concerning reading.
- Experts (in collocation, orientation and programming).

The team is concerned with the implementation of the general policy determined by the National Council of the Observatory. The team plans the activities, determines the different research programs, determines the priorities, makes the policy of acquisition of books, completes the plans of formation of the employees in reading places, handles the making of targeted formation programs, and coordinates as well as supervises the work of the district sections (on the academic and administrative levels) and the local teams (schools, preparatory schools, high schools, and scholastic divisions). In addition, the team has to organize meetings, seminars and round tables on the national and district level.

3. The Reading Research Laboratory:

The Reading Research Laboratory is established in the Faculty of Science of Education and consists of:

- The scientific coordinator.
- Experts in teaching how to read.
- Experts in educational psychology.
- Experts in educational sociology (culture, education); clerical and media experts.
- Partners in the project (district and local entities, doctorate students).

This laboratory contributes as well in researches relating to reading (from a diagnosis, improvement, experimentation and learning perspectives...). The laboratory frames up the formation programs for the individuals in charge of the reading centers, etc. and produces, publishes and distributes pedagogic indications to reading collocations, as well as to enhance and teach reading.

> b. On the District Level:

In all areas, a pedagogical district team will be formed; involving in its work academies, sections, formation and media centers, documentation and media centers, and educational documentation centers; in other words, this team will be handling the empowerment of reading on approximate local levels.

This team is considered as a district center supporting the Observatory, following the guidance of the Academy's director, and including the following workers:

- Coordinator.

- Inspector.
- Educational consultants.
- Individuals in charge of the studies at the teacher's schools, the district centers and high schools.
- Individuals in charge of the educational documentation and media centers, and the school libraries.
- Teachers.

It handles the tasks of the effective implementation of the activities relating to the advancement of reading, as well as forming the local individuals in charge of the reading centers and contributing in the research laboratory's work concerning reading. It participates also in determining the particular priorities of the district.

c. On the Local Level:

Teams for implementation and follow-up (at schools, preparatory schools, high schools, and scholastic groups) are formed for this purpose. They consist of:

- The director of the institution or scholastic group.
- Language instructors.
- Individuals in charge of reading centers (school library and reading corners).

These teams handle the mission of implementing and supervising the activities aiming at the advancement of reading, as well as the mission of raising the awareness of the teaching partners... in a way that wades in suggestions concerning the strategies that should be developed. In addition, it participates in the particular field researches at the Reading Observatory and with the team in charge.

4.2 The Second Stage:

At the same time, the functions of the Observatory grow and expand till they reach other modern population groups with the cooperation of the following entities:

- The Ministry of Higher Education.
- The Ministry of Culture.
- The Ministry of Youth and Sports.
- The Ministry of Employment and Vocational Training.
- The Ministry of Education's Literacy Directorate.
- International organizations and partners.
- Universities.
- Professionals in the field of books (librarians, publishers, etc.)
- Governmental and non-governmental organizations.
- Etc.

This overview of the activities aims at having a representative nature of possible interventions from the National Reading Observatory. This generally explores the headlines, since every section of the Observatory still has to complete a feasibility study.

5.1 Research, Improvement and Formation:

5.1.1 Steps for Diagnostic Research:

- Monitoring the teaching / reading activities at school institutions (knowledge of the influencing variants in the kind of teaching), appreciating the current applied means and identifying the uniformities related to reading.
- Studying then analyzing the reading activity based on educational languages.
- Following-up on the advancement of reading with the group of sections of school institutions.
- Executing work and research projects relating to reading by involving the teams of the Observatory (on the national and local levels).

5.1.2 Steps towards Improvement:

- Achievement of the outcome of completed works concerning the topic of reading.
- Improvement of the places reserved for reading (documentation and media centers and school libraries).
- Improvement of the programs tackling reading and the legibility of texts.

5.1.3 Steps for Formation:

- Putting concepts for formation directed towards whoever is in charge of reading centers, especially when it comes to the revival of reading (libraries and reading corners).
- Completion of scenarios and references relating to learning how to read then making it available to the interested workers in the field.
- Interfering in the formation of average work groups in the observation field in every institution or school group.
- Forming modules for school workers (principals, teachers, etc.) about the collocation of reading centers.
- Forming pedagogic workers in completing programs known as "Establishment

projects," for the establishment, and providing funding possibilities…

- Producing methodological documents and publishing them along with pedagogic indications directed to instructors and individuals in charge of sections, etc.

5.2 Revival and Advancement of Reading:

5.2.1 Educational and Pedagogic Intervention:

- Preparing reading courses in a loud voice within timeframes set in motion by the instructor (15 minutes, two or three times per week) based on non school caseloads (books different from school books).
- Devoting (institutionalization) some time for silent personal reading of non-school texts every term (8 to 15 minutes per day), where every instructor gives an example (reads at the same time with the students).
- Completion of a bank for activities and motivational actions inside every institution concerning reading, as well as determining the goals to be reached such as reading competitions and a play, or acting a story or a tale.
- Publishing a renewable pedagogy for reading concerning the modern habits of reading (teaching based on the strategy concept, silent readings, guided readings, games related to reading, pedagogic projects for several specializations, communication projects, cultural exercises…).
- Forming the student to achieving his independence in dealing with books (guided formation towards the organization of the reading corner and the library, and the extent of the student's capacity in being included in the frame of this organization).
- Diversifying the interventions in the field of reading every term, in the light of extremely specific goals on reading, sometimes individually and sometimes in a twofold manner.
- Formation of a bank for reading goals in the light of the real requirements of the students. Freeing reading from being a scholastic characteristic and making it non-regulated so that the instructor may include, in the reading period, texts different from the ones in school books (books corner – library).
- Organizing motivational reading activities.
- Organizing reading activities for the tertiary education period of time (competitions, treasure hunts…).

5.2.2 Organizational Interventions:

- Working on the diversity of places and time where the student can make contact with written documents, whether it was at school or outside of it.
- Establishing reading corners, in every term, that include texts and some reference methodological books (dictionaries, encyclopedias and informative

books which complete school books).

- Providing access to books by intervening daily in schedules at school libraries and in the display category of documents (comic books, video recorded stories).
- Spreading the use of non-institutional systems of reading (such as associations, clubs and workshops) by involving the parents, the instructors, the principals and the graduated students.
- Establishing a library for lending to the entire academy. It should be very well equipped. Annual deposits should be supplied to schools that are involved in the reading project.
- Organizing visits for the instructors, students, the students' custodians and whom it may concern to the documentation and educational centers and school libraries.
- Supporting the projects of the institution aiming at establishing reading corners and acquiring books with the collaboration of the local community, non-governmental organizations and local authorities.
- Organizing an annual book ceremony through allowing libraries and publishers to expose and sell books in institutions, and where 1% of the sales go towards the funding of school reading places.
- Motivating ceremonies for distributing awards by the end of the school year.
- Establishing a sponsoring committee that includes a representative of the local authorities, the head of the parent's association, and a representative from local and non-governmental organizations, in addition to a number of participants in organizing reading spaces; as well as implementing the reading projects of the institution.
- Contributing in producing school newspapers managed by the students themselves (as guidelines to reading and writing).
- Involving and assigning the scholastic group in contributing with the collocation of reading spaces (the students, the instructors, etc.).

5.3 Financial Interventions:

- Acquisitions of documents for school libraries and reading corners (books, audio records, subscriptions...).
- Discussions with the professionals in the field of the book, about inexpensive specialized issues.
- Finding financial resources for the revival of the book and the reading activities.
- Intervention in forming sponsoring councils.
- Organization of shows relating to the revival of reading on a national level.
- Supporting local or district projects for the revival of reading and shows related to it.
- Supporting non-governmental organizations that aim for the revival of reading for the youth.

6. Funding the Observatory

The first budget of the funding of the National Observatory is assigned by the Ministry of National Education. Nevertheless, the Ministry is to look with urge for financial resources at different institutions such as:

- Ministries and sectors (Higher Education, Culture, and Youth and Sports).
- Cultural interests of nations that usually support educational projects.
- International organizations (UNESCO, UNICEF, ESCWA, ALECSO...).
- Non-governmental organizations.
- National and foreign institutions.
- The book professionals' association (librarians, publishers, etc.).

On the local and district level, it is possible to go to:

- Local entities.
- The parent's associations.
- Non-governmental organizations.

7. Conclusion

Finally, the methods of implementation of the different activities and varied functions included in this project will be programmed later on according to the priorities specified by the National Reading Council, with the consultation of the Ministry of National Education and its partners.

資料2

Introduction:

Reading, writing and language learning represent essential tools for self-formation and for the building of a personality than can incorporate in the social environment; like a bridge that enables the individual to open up to other cultures, principles and civilizations. Learning to read and write constitutes an essential introduction to learn a language, possess the mechanism to embed it, and use it in the field of expression, communication and creativity.

The primary diagnosis of the levels of assessment and education in the linguistic field, that the few studies which were completed in this area have come to, has indicated a decrease in the level of reading and language learning among graduates of several educational sections in Morocco (primary and secondary) and even at a university level; and this is caused by the several following factors:

- Not giving reading and writing the importance they deserve in the educational system, depending on traditional pedagogic methods in teaching languages, considering school books as the sole and best method and relying only on the simple primary capabilities in the education field, aside from the predominance of the memory, remembrance and studying by rote, compared to the abilities related to analyzing, building relations, synthesis and critical thinking.
- Not training students to read in their family environment and surroundings.
- Weak awareness, information, formation and coordination among the different educational workers in stimulating an individual to read.
- Not considering the cultural places at educational institutions and in their lead school libraries, as an essential structure and an area to revive reading as well as linguistic and cultural activities.
- Weakness in the role of the audio and visual media in encouraging individuals to read, and improving the level of learning the Arabic language, foreign languages and the local dialects.

I. The Functions of the Observatory:

The functions of the Observatory become explicit through:

1. The development of language learning.

2. The development of reading and writing.

3. Examination and Rectification.

1. The Development of Language Learning:

Considering language as a social phenomenon, learning it is of major importance in the formation and building of the personality of the educated individual who lives in a network of different cultural and social relations.

Among the goals handled in this field, teaching a language in a complete manner and training to use it in different communication situations require employing the acquired skills and the expression with ease, accuracy and eloquence.

And for teaching a language to be goal-attaining and successful, it is necessary to bring the language closer to the student in order to embed in him its expression with ease, and for him to adopt this language as a part of his being and a tool he uses to communicate and deal with.

Learning a language should not be limited to the designation of the creatures that surround us only. Instead, it should lead in the first place, and especially during the first few years of study, to getting to know the language and possessing the ability to use it in different contexts. In other words, it is the ability to listen, understand, speak, read, and write the language.

In order to achieve all these goals, especially when it comes to the Arabic language, the educational institution should, based on the acquired linguistic knowledge through "copying and imitation," raise the level of the language, develop it and use it in the different areas of life.

The educational system represents one of the successful means of developing languages learning and the methods of teaching them. It is about creating references for the deficiencies, which take into consideration the progression during educational stages.

In addition, it is necessary to invest in the different scholastic courses through

enhancing and improving the teaching of the Arabic language, since it is a formation, information and communication tool, as well as a mean to elaborate concepts and notions to levels higher than abstraction and comprehension.

Perhaps the most important process that the Observatory can handle in the field of language learning is:

- Studying the problematic of "teaching / learning" the Arabic language to tackle the causes of the low linguistic level of the students, in addition to the obstacles and difficulties that this "teaching / learning" faces; in order to find the appropriate solutions.
- Completing researches and studies focusing on the Arabic language, dialects and foreign languages.
- Studying how to invest and use modern educational technology in developing methods to learn languages.

2. The Development of Reading and Writing:

This function aims at:

- **Using reading as a tool to assess knowledge and embed acquisitions.** This means that reading constitutes a condition to learning, since it is considered as a starting point to enriching the acquired knowledge of the student, expanding his knowledge, consolidating his abilities to comprehend, correct and deepen concepts; and developing his notions in a more accurate and concise manner.
- **Using reading as a communication tool.** which means that reading helps the student master the means of oral and written expression, until he is able to communicate his ideas, feelings and emotions... this leads to the strengthening of his mental, social and sentimental connections with others, developing his mental perception, enriching his acquired language, becoming open to several methods of expression and habituating himself to use the language orally and in writing.
- **Using reading as a cultural process.** In addition to the culture provided by the educational system, this process allows the increase of the personal knowledge of the student and provides him with ways and methods that assist him in knowing others' opinions, experiences and theories in order to benefit from them and go higher on the scale of human knowledge. It helps him as well to know himself and his surroundings and to discover new horizons in the world. This process aims at embedding the openness to reading and the longing for it.

Achieving these goals requires doing a series of procedures, out of which we mention:

- Providing the students with a set of skills, tools, techniques and experiences that give them continuous access to knowledge and information from different sources.
- Training students to read, use books (or documents) and search for information sources.
- Finding activities that support reading and writing.
- Providing productive reading and communications setting for students, according to their reading competence and work requirements (individual work, group work...) with the use of effective methods of motivation.
- Taking interest in knowing what the student reads, how he reads it and in which context is classified his reading project.
- Establishing reading and writing clubs where different activities are practiced. These activities include motivating students and awakening their interest in reading and writing (culture club, journalism club...).
- Organizing the reading places available at educational institutions or in case they are non-existent, creating them; where books and other documents are placed at the reach of the student. He should not be required to make efforts or go through boredom in order to obtain them, and this should be applicable in different cultural environments such as a village or a city.
- Training and habituating students to research, obtain references and work in these places and clubs.
- Encouraging the student to read and shedding the light on the need for it and the openness to it.
- Making reading a familiar activity for the student and developing his tendency for entertainment in reading which is not taught, but prepared for (the entertainment) through a formation based on curiosity and the love of knowledge.

The goal of all of this is for the student to achieve a good reading and writing ability and a good comprehension of what is written and read.

In order to achieve all these goals, it is necessary to take the essential following measures:

- Determining the reading and writing competences that the students will acquire according to the levels of learning.
- Choosing the learning strategies required to acquire these competences.
- Determining the teaching / learning settings that focus on different basics of writing and reading; and using varied pedagogical teaching methods (book, written documents, audio documents, audio-visual documents...).

3. Examination and Rectification:

The function of rectification is one of the main functions of the Observatory, since it keeps up with all the stages of learning a language, reading and writing. Its outcomes help in orienting teaching correctly and in a methodological manner. It helps to build strategies for teaching and learning based on the actual acquisitions of the students, their privacy and circumstances. Such elements teach language, reading and writing, depending on a referential frame determined for this goal.

This function aims at:

- Facilitating and ensuring the continuous progression of the student in learning a language, reading and writing.
- Knowing the evolution of the proceeds of the educational system when it comes to learning languages, reading and writing.
- Rectifying reading competences and suggesting correction, support and strengthening plans.
- Completing studies to monitor the incentives, opinions and reading habits of the students.

To achieve these goals, it is necessary to follow methodological rectifying measures that take into consideration all kinds of rectifications (diagnostic rectification, formation rectification, collective or general rectification...).

These rectifying steps will engender the following:

- Knowing the extent of readiness of the students to learn languages, reading and writing.
- Instant monitoring of the outcomes of learning.
- Knowing the achievement level of the intended goal of the range of learning goals.
- Determining the quality of the impact of learning a language, reading and writing, on the level of the students.
- Knowing the extent of improvement of the student when it comes to learning a language, reading and writing.
- Determining the needs of the students when it comes to learning a language, reading and writing.
- Revealing the strengths and weaknesses of the student when learning a language, reading and writing.
- Revealing the obstacles and difficulties that accompany learning a language, reading and writing; determining their causes and working to overcome them.
- Performing a deeper diagnosis to students about the characteristics of learning, when blockages arise in overcoming repeated difficulties and

obstacles.

Finally, all these functions, joined and coordinated from the practice perspective of learning a language, reading and writing; will enable to form an educated and conscious reading generation possessing the language, characterized by curiosity and the love of knowledge, adopting a strongly recommended approach to reading, able to select what to read out of the countless books and documents, able to differentiate among right or wrong and possessing eloquent oral and written means of expression.

Since the educational institution embraces students at different periods of time, it plays a major role in achieving this goal, since it has to organize reading places that constitute educational, cultural, and artistic centers. Its role is marked by the variety and diversity of activities and means and responds to the requirements of students including their needs, interests and tendencies.

We don't forget as well the important role played by the educational system in executing these functions, since it is considered the base and starting point of the functions, in addition to being the structure that becomes jointed to a set of specific elements in order to set in motion language learning activities, reading and writing activities and essential supporting activities. Perhaps the major elements are: pedagogical and educational means, libraries, human resources...

II. The Procedures Related to Executing the Functions of the Observatory:

1. Formation:

1.1 The Formation of Agents, Teachers and Employees:

Since human resources are considered the vital element to executing the functions of the Observatory, putting a concise strategy of formation is required. The Observatory will seek to determine this strategy and exhibit the priorities.

While the strategy is being built, some processes can be done such as:

- Organizing a quick formation in the form of training days which would benefit educational workers, school libraries' coordinators and agents at the District Educational Centers and the Centers for Formation of Teachers.
- Forming the employees and individuals in charge of school libraries.
- Enriching the formation programs with the basics of learning as well as the basics of rectifying reading, writing, languages and dialects.
- Orientation of the educational researches at the formation centers to study the issues and cases of learning, teaching and rectifying languages.

2. Infrastructure:

2.1 Cultural Places:

School libraries are considered the most successful places where a student can develop his cognitive, cultural and linguistic acquisitions.

Therefore, it is essential to develop school libraries in the first and second sections of primary education.

When it comes to the first section of primary education:

- Providing institutions of the first section of primary education with school libraries.
- Forming the individuals in charge of school libraries in order to enhance the services of the library.
- Building networks for school libraries and linking them with the Centers for Educational Documentation (CED).
- Repairing and restoring the existing libraries and equipping them with tools and audio-visual means.
- Selecting the organizational texts related to school libraries and the workers in

them.

- Organizing media campaigns to raise the awareness of the students and the educational workers on the important role of a school library.
- Providing the appropriate documentations.

When it comes to the second section of primary education:

- Restoring and expanding the currently existing libraries.
- Building networks for school libraries.
- Providing formation for school library employees.
- Providing, diversifying and selecting documentations.
- Supplying school libraries with data processing equipments and audio-visual means.
- Assigning a special section for school libraries in the budget of the Ministry of National Education that can be used to equip and supply libraries with documentation, equipments, etc.
- Assigning the individuals in charge of school libraries by the central authority in order to maintain their stability and invest their personal experience in enlivening libraries.
- Considering the characteristics that the employee should have when being selected.
- Assigning funds to organizing formation sessions that will benefit the employees of cultural places.

2.2 The Language Laboratory:

Learning languages requires the availability of language laboratories at educational institutions, supervised by specialists in languages, the science of phonetics and linguistics, who make their experiences and services available to teachers and students. If these laboratories were unavailable in our educational institutions in the current circumstances, it is possible to work firstly on:

a. Using the language learning laboratories already existent at some educational formation institutions such as District Educational Centers and the Centers for Formation of Teachers.
b. Writing a plan of collaboration and partnership with international organizations, specialized agencies, institutions and universities with interest in languages and dialects such as Agence de la Francophonie ACCT AJIC.
c. Preparing a limited experimental project to equip some educational institutions with language laboratories and seeking to rectify this experiment to know its impact on the improvement of the linguistic level of the students, its repercussions on the proceeds of the educational system and the resulting financial and human constraints from making it accessible and incorporating

it as one of the essential structures of the educational institution.

2.3 Using Modern Educational Technology:

Modern technology for information and communication should be used and integrated in educational institutions since it allows its user to obtain information and knowledge and collaborates in enlivening the spirit of initiative of the student and developing his linguistic acquisitions.

In this context, this modern technology for information and communication can be incorporated by establishing multimedia halls "salles multi-média" in educational institutions.

2.4 Entertainment Places:

If entertainment places (camps, summer vacation, children's villages, winter resorts...) represent for children and students places for entertainment and acquiring new knowledge, experiences and principles as well as occasions to express their inner and creative abilities through educational, cultural and artistic activities offered to them; the possibilities that these places present to learn languages and develop linguistic acquisitions should be invested.

The following could be done in this field:

- Organizing workshops or seminars to support language learning as an activity of the entertaining places that is open for all students. They should be given the freedom to choose the language they wish to learn.
- Organizing linguistic camps for students who need support and strengthening of their linguistic level as well as strengthening of the languages they use to study.

To clarify these suggestions in a concrete manner, the different concerned individuals should be brought into action. Essential financial and human resources are to be provided along with the support of partners from both the public and private sectors, in addition to the associations of the civil society.
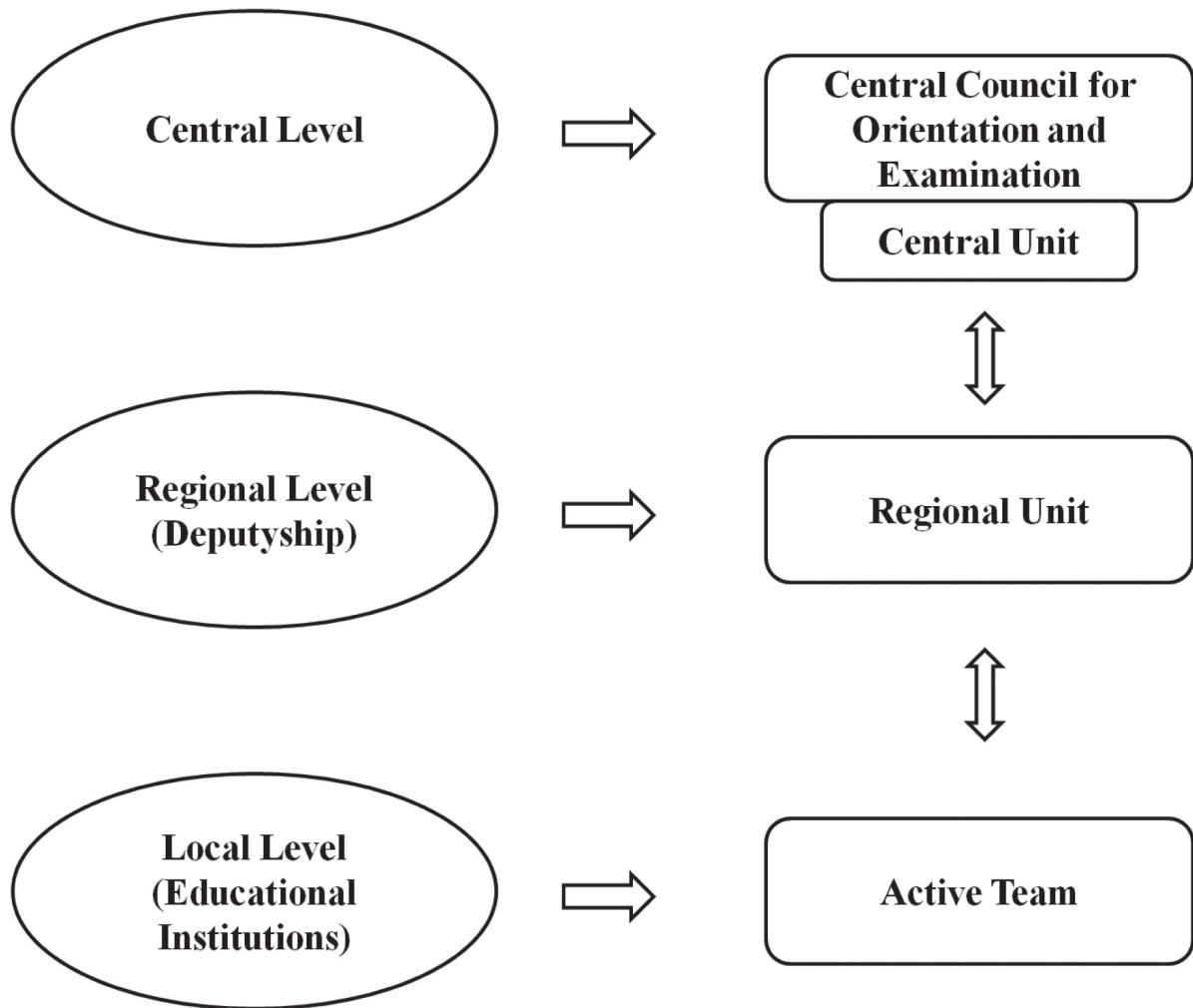
III. The Structure of the Observatory:

Reaching the intended goals of the Observatory's functions requires a structure that ensures employing and orienting the financial and human resources available at educational institutions and the governmental authority.

1. The Facilities of the Observatory:

The Observatory can consist of three main facilities:

  a. **The Facility of Arabic Language.** We cite among its functions the following:
  - Determining the theories and appropriate methods of learning the Arabic language.
  - Using the completed researches and studies in the field of reading, writing and learning languages.
  - Completing studies to monitor the reading habits of the students and seeking to overcome the obstacles that come across the good learning of a language, of reading and of writing.
  b. **The Facility of Foreign Languages.** We cite among its functions the following:
  - Completing files concerning learning foreign languages. These files can include:
    · Prevailing theories and methods of learning.
    · The difficulties that face the educated individuals in learning languages and how to solve them.
  - Monitoring the completed researches and studies in the field of teaching foreign languages and seeking to use them.
  - Completing researches and studies in the field of teaching these languages.
  c. **The Facility of Berber Dialects.** It serves to:
  - Study the relation between dialects and the Arabic language.
  - Monitor the completed researches and studies on dialects.
  - Complete studies in the field of teaching and learning dialects.

The structure of the Observatory: the following graph underlines the structure of the Observatory:

Central Level	⇒	Central Council for Orientation and Examination / Central Unit
Regional Level (Deputyship)	⇒	Regional Unit
Local Level (Educational Institutions)	⇒	Active Team

2. The Functions of the Structure:

2.1 The Central Level:

a. The Central Council for Orientation and Examination:

The Council consists of:

- The Minister.
- The Secretary General.
- The director of the formation and coordination unit.
- The central directors.
- The coordination of the central unit.

* The Functions of the Council:

- Determining the general orientation in the field of teaching languages and improving reading and writing.
- General coordination and examination of the different activities relating to the functions of the Observatory.
- Issuing memoranda and organizational texts relating to the functions of the Observatory.
- Guaranteeing the supply of the financial and human resources necessary to carry through the functions of the Observatory.
- Giving acceptance to execute the projects of work programs issued by the boards in charge of the work relating to the functions of the Observatory.

b. The Central Unit:

This unit functions under the supervision of the Central Council and consists of:

- The coordinator of the unit.
- The administration.
- Agents (from some of the District Educational Centers and the Centers for Formation of Teachers).
- Inspectors.
- Central coordinators for libraries.
- Cultural and educational authorities.

* The Functions of the Central Unit:

- Preparing annual work programs based on the guidance of the Central Council.
- Studying work programs issued by the Regional Units and presenting them to the Council in order to obtain the acceptance on them.
- Examination and coordination of the activities of the regional units.
- Studying and using researches, documents and reports issued by the regional units and presenting them to the Central Council.
- Contributing in the completion of studies and researches in the field of the functions of the Observatory.
- Ensuring the getting through of both notifications and communications between regional units, as well as coordinating between them.
- Diagnosing the actual reality of reading, writing and language learning.
- Coordinating with the concerned departments.
- Preparing examination, coordination and rectification tools.

2.2 The Regional Level:

A unit is formed in each regional agency and is directed by the Deputy Minister of National Education. It includes:

- Agents formed by formation institutions (District Educational Centers and Centers for Formation of Teachers).
- Inspectors of the concerned regions.
- Some language instructors.
- Individuals in charge of libraries.
- Cultural and educational authorities.

a. The Functions of the Director of the Regional Agency:

- Supervising the execution of decisions and work programs issued by the Central Council.
- Guaranteeing the getting through of the administrative and educational notifications when it comes to the individuals in charge of carrying through the functions of the Observatory.
- Guaranteeing the getting through of communications between the members of the regional unit on one hand and the leaders of the active teams (directors of institutions) on the other hand.
- Ensuring the good execution of the activity of the unit.
- Supervising the organization of campaigns that highlight the importance of reading, writing and learning languages and their relation with cultural and artistic creativity.
- Organizing meetings that gather the directors in order to encourage them to understand the role that they are supposed to play in the field of the execution requirements of the Observatory's functions.
- Encouraging the directors of institutions to create cultural places and follow-up on their activities.
- Supervising the organization of cultural seminars that shed the light on the importance of reading, writing and learning languages in the life of the youth.
- Developing reading, writing and language learning in village environments, especially in the remote ones, through ambulant libraries, for example.
- Facilitating the access of the members of the unit to educational institutions.
- Providing the necessary financial means for the regional unit to allow it to complete its functions properly.
- Preparing regular reports that describe the achievements of the unit in the field of executing the functions of the Observatory and sending them to the central unit.
- Opening the reading places of educational institutions to the outer world in order to contribute more by spreading education and eradicating illiteracy.
- Connecting different authorities on a partnership level.

b. The Functions of the Regional Unit:
- Executing the work programs determined by the Central Council.
- Writing work plans that put in writing the path to follow in order to complete the functions of the Observatory. They should line up and fit with the work programs of the Central Council and be suggested to the active team in order to execute them; after having been studied and discussed.
- Supervising the examination and the coordination of the work of active teams at the educational institutions.
- Contributing in preparing rectification and evaluation tools when it comes to the functions of the Observatory while seeking to examine them and study and analyze their outcomes.
- Contributing in research and the production of documents aiming at improving and supporting the execution of the functions of the Observatory.
- Monitoring the needs of the active teams in the field of research and formation.
- Contributing in the formation of active teams.
- Contributing in determining the needs of the active teams, such as documents, tools, equipments...
- Reinforcing the coordination among libraries and contributing in creating connections among them.
- Collaborating in the preparation and organization of reading, writing and cultural activities.
- Supervising the presentation and diffusion of achievements relating to the functions of the Observatory on the regional level.
- Preparing regular reports describing the activities of the unit and sending them to the concerned authorities.

2.3 The Local Level:

The active team at the educational institution is considered as the essence behind the execution of operations relating to the functions of the Observatory.

The active team consists of the entire working force of the educational institution (director, instructors, and individuals in charge of the library...) and assigns a committee that seeks to achieve the intended goals, in coordination with other authorities.

a. The Functions of the Director of the Educational Institution:

The director is considered the leader of the active team in this field and is assigned the following functions:

- Directing the meetings of the active team.

- Guaranteeing the getting through of administrative and educational notifications when it comes to everything related to the Observatory, as well as ensuring a good communication among the members of the team.
- Paving the way to appropriate circumstances for discussions and coordination between the different employees of the institution, by supporting group works.
- Supervising the organization of informative campaigns among teachers and students to shed the light on the importance of reading, writing and language learning.
- Giving reading, writing and language learning an appropriate position in the life of students.
- Establishing special libraries open during all seasons, in addition to school libraries.
- Supervising the organization of reading and writing places and completing social and cultural activities within the institution.
- Starting a school newspaper and a scholastic cultural club.
- Supervising the organization of ceremonies where students exhibit their skills and experiences when it comes to reading, writing and language learning.
- Writing reports describing all the operations of the active team (preparing, executing...) and notifying the concerned authorities.

b. The Functions of the Active Team:

- Assisting students in reading and writing, as well as correct and fluent linguistic expression.
- Preparing and putting in practice the strategies of learning reading, writing and languages.
- Preparing the appropriate rectification and evaluation tools to measure the performances of students when it comes to learning languages, reading and writing; as well as monitoring their actual acquisitions.
- Diagnosing the difficulties and obstacles that come across learning languages, reading and writing, in addition to finding solutions to overcome them.
- Collaborating in the organization and the execution of the activities related to the functions of the Observatory.
- Collaborating in researches and the production of documents aiming at improving and supporting the execution of the functions of the Observatory.
- Preparing and executing creative projects related to the functions of the Observatory. These projects should line up with the work programs of the regional unit.
- Taking notes in a book pertaining to the administration concerning learning languages and how to read and write; and referring to them when the need arises.
- Allowing the students to conduct personal researches.
- Transforming the library into a place specialized for the sources of learning.