

TORINO PROCESS SYSTEM MONITORING REPORT: MOROCCO (2023)



TABLE OF CONTENTS

ACKNOWLEDGEMENTS.....	3
1. INTRODUCTION.....	4
1.1 FOCUS AND SCOPE OF MONITORING	4
1.2 SOURCES, COMPARABILITY, AND RELIABILITY OF MONITORING DATA.....	5
2. MONITORING RESULTS: MOROCCO	5
2.1 POLICY AND SYSTEM PERFORMANCE IN 2023: OVERALL RESULTS	5
2.2 POLICY AND SYSTEM PERFORMANCE IN SPECIFIC AREAS OF MONITORING AND AGAINST SPECIFIC OUTCOMES	8
2.2.1 Area A. Opportunities for lifelong learning: access and participation	8
2.2.2 Area B (1). Lifelong learning outcomes: quality and relevance	10
2.2.3 Area B (2). Lifelong learning outcomes: excellence and innovation.....	12
2.2.4 Area C. System organisation	14
2.3 HOW DID POLICIES AND SYSTEMS BENEFIT SPECIFIC GROUPS OF LEARNERS?	16
2.3.1 Female learners.....	16
2.3.2 Disadvantaged learners.....	17
2.3.3 Populations who are long-term unemployed, economically inactive, and have low educational attainment.....	18
2.3.4 Learners by country of origin	19
3. SUPPLEMENTARY SOURCES AND INFORMATION.....	20
3.1 LINKS TO BACKGROUND INFORMATION AND DATA	20
3.2 DEFINITIONS, TERMINOLOGICAL CLARIFICATIONS, METHODOLOGICAL LIMITATIONS	20
3.2.1 Definitions and terminological clarifications.....	20
3.2.2 Methodological limitations.....	21

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The European Training Foundation (ETF) wishes to thank the national authorities in Morocco, and all national and regional stakeholders for their invaluable contribution and the provision of the accurate and extensive information in support of this monitoring exercise.

This monitoring report was prepared by the ETF following a proprietary methodology, and is based on data collected, processed, analysed and commented on by the ETF.

1. INTRODUCTION

1.1 Focus and scope of monitoring

This report summarises the results of monitoring VET system performance in Morocco, initiated in the context of the Torino Process in 2022.¹ “Performance” describes the extent to which the VET system delivers against a targeted selection of national and international obligations (commitments) to learners and other stakeholders in support of learning through life (lifelong learning - LLL).

The focus of monitoring is on the contribution of initial and continuing VET (IVET and CVET) to the learning activities of youth and adults in any learning setting (formal and non-formal), undertaken to improve their knowledge, skills, competences, and qualifications for personal, social and/or professional reasons. The purpose of the Torino Process monitoring exercise is to provide decision-makers, practitioners, and stakeholders with a reliable basis for informed decisions about policy improvement, resource allocation, strategy design, and follow-up analysis in support of lifelong learning.

The monitoring framework which underpins this report covers three major areas of commitment to lifelong learners: access to learning (Area A), quality of learning (Area B), and system organisation (Area C). These areas are divided into eight monitoring dimensions: access and participation in Area A; quality, relevance, excellence, and innovation in Area B; and system management/administration and resources in Area C. Within these areas and their dimensions, the Torino Process tracks a total of 30 system deliverables (outcomes)² - the extent to which they are being delivered and how equitably they are distributed to various groups of learners according to age, gender, socio-economic background, labour market and migration status, and typical learning setting.

The monitoring provides information in the form of a system performance index (SPI) for each of these 30 outcomes and learner groups, to a total of 82 indices³ per country. The indices describe VET system performance in Morocco in formal and non-formal learning settings for youth and adults, females and males, disadvantaged learners, long-term unemployed jobseekers, economically inactive populations, and first-generation migrants.

This report showcases a selection of key monitoring results based on those indices, as follows: overall performance by broad monitoring dimension (Section 2.1), performance by specific area and system deliverable (Section 2.2 and subsections), and performance in support of specific groups of learners (Section 2.3). The report also provides an international average score⁴ for these results for reference purposes, and, where relevant, it showcases some of the disaggregated data used to calculate the system performance indices. Links to the full dataset for Morocco and the Torino Process monitoring framework and methodology can be found in this document's third and final section.

¹ The Torino Process is a multiannual review of vocational education and training (VET) in countries in East and South-East Europe (including Turkey), Central Asia, and the South and East Mediterranean region, which the ETF is carrying out in partnership with countries in these regions on a regular basis since 2010. For more information see <https://www.etf.europa.eu/en/what-we-do/torino-process-policy-analysis-and-progress-monitoring>

² Further in the report “outcomes” and “deliverables” are used interchangeably.

³ In rare cases where evidence is missing, the number of SPIs for a country can be lower.

⁴ “International average” refers to the average for countries participating in the Torino Process. At the time of preparation of this monitoring report, the evidence collection for some countries was still ongoing. As additional countries complete the monitoring exercise, the international averages shown in this report may change.

1.2 Comparability and consistency of monitoring data

The evidence for this monitoring report was collected and analysed in several steps from September 2022 - March 2023. After an initial round of collecting internationally comparable indicators for each of the 30 system outcomes covered in the monitoring framework, the ETF compiled a supplementary questionnaire for national authorities and stakeholders in Morocco to gather information about outcomes and groups of learners for which such indicators were missing. The responses to the questionnaire were quantified and integrated with the rest of the monitoring data into a repository of mixed evidence, which was then used to calculate the system performance indices presented in this report.

In addition to messages about system performance, the monitoring delivers information also about the international comparability of results for each country, the extent to which these results may be susceptible to bias, and how self-critical a country is when it reports about its policy and system performance for external monitoring purposes. This is possible because the monitoring methodology foresees the keeping of accurate records about the availability, origin and type of evidence used to calculate the 82 performance indices and corresponding results for each country, including Morocco.

The monitoring results of Morocco are more comparable than those of other countries on average. However, they are also somewhat more susceptible to bias. Morocco also tends to self-assess the performance of its VET system more positively.

2. MONITORING RESULTS: MOROCCO

2.1 Policy and system performance in 2023: overall results

The Torino Process monitoring draws on multiple, often disparate, information sources and data. To facilitate a quick, efficient, and focused communication of key messages despite the diversity of information collected, the reporting of monitoring results aggregates the evidence in ways which facilitate a quick overview of system performance without sacrificing too much detail.

The eight monitoring dimensions mentioned in the previous section are the top layer of reporting in this respect. They capture VET system performance in various domains, the selection of which is aligned with national and international country commitments and reform and development priorities concerning learning. These eight dimensions are described as follows:

TABLE 1. DIMENSIONS OF POLICY AND SYSTEM PERFORMANCE MONITORING THROUGH THE TORINO PROCESS

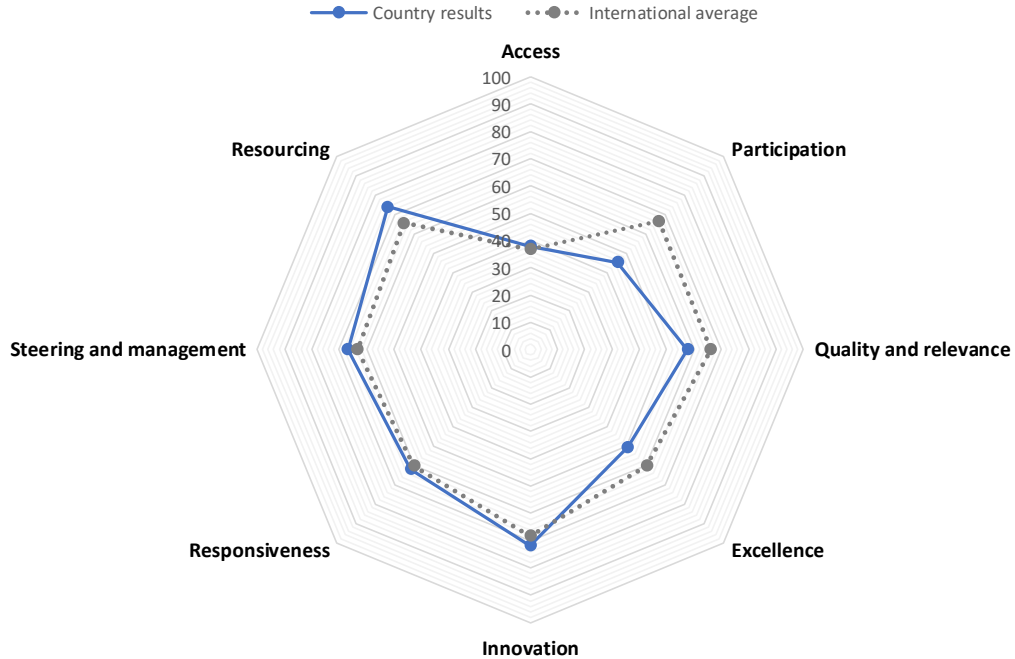
No.	Dimension	Description
1	Access to learning	This dimension captures the degree to which initial VET (IVET), continuing VET (CVET), and other adult learning opportunities to which VET could contribute, are accessible and attractive for learners irrespective of who they are and why they wish to engage in learning.
2	Participation in learning	This dimension captures the likelihood of VET learners to survive and thrive in the education and training system by looking at its vertical and horizontal permeability, that is whether learners can switch between general and vocational pathways and between formal and non-formal learning, as well as whether they complete their learning.
3	Quality and relevance	This dimension captures the extent to which learners in IVET and CVET are provided with basic skills and key competences, whether their learning has exposure to, and is relevant for, employment, and also whether they are provided with adequate career guidance.
4	Excellence	This dimension captures the presence of system-wide policies and measures to promote highest quality practices and results in teaching and training, content design and provision, governance and VET provider management, and equity and social inclusion.
5	Innovation	This dimension captures the presence of innovative practices and priorities on system level in the areas of access to learning, support for successful completion of learning, and quality of learning and training outcomes.
6	VET system responsiveness	This dimension captures the extent to which curricula for youth and adults consider themes of significance for sustainability, climate change awareness, and digitalisation, as well as whether the IVET and CVET systems are responsive to labour market needs, demographic changes, and socio-economic developments.
7	Steering and management	This dimension captures the availability of evidence for informed decision-making, the degree to which governance of VET is participatory, the presence and transparency of quality assurance arrangements, the quality and capacity of staff in leadership positions, and the degree of internationalisation of IVET and CVET.
8	Resourcing	This dimension captures the adequacy and efficiency of human and financial resources in IVET and CVET, and the extent to which the material base for learning and training is adequate, that is – conducive to effective teaching, training, and learning.

This section of the monitoring report presents the system performance of Morocco in the eight dimensions of monitoring. The findings suggest that in terms of overall performance, lifelong learners in the country are likely to benefit from education and training which is very invested in the promotion of innovative practices and results in various domains of VET system delivery in a system which does not hesitate to embark on innovative solutions in these domains (Figure 1). With an SPI of 72 points for innovation, Morocco is above the average for other systems monitored by the Torino Process with promoting innovative practices and priorities.

However, these benefits do not seem to be readily accessible to all learners in the same way. Morocco scores higher on access and attractiveness in international comparison, but nationally, compared to other dimensions of system performance, VET underperforms (SPI of 38). Learners who nevertheless manage to join a learning opportunity through VET are not guaranteed to also participate in that learning successfully, as the completion of their learning and especially the transition to another learning opportunity may pose a challenge. In fact, participation in learning is the weakest domain of system performance, both compared to other domains in focus of monitoring and especially in international comparison where the SPI of Morocco (45 points) is lower than that of other

countries in the sample (67 points) (Figure 1). The underlying reasons for these results are discussed in Section 2.2.1.

FIGURE 1. INDEX OF SYSTEM PERFORMANCE BY MONITORING DIMENSION, MOROCCO AND INTERNATIONAL AVERAGE (2023)



Theoretical⁵ index range: min/low performance=0, max/high performance=100

Source: Torino Process monitoring database

It is worthwhile noting that, despite somewhat uneven results across monitoring dimensions, the steering, management, and resourcing of the IVET and CVET subsystems are deemed to be among the best-performing domains of VET performance in the country. The adequacy and efficiency of human and financial resource allocation and use are the best domain of performance with a SPI of 74, at least according to official interpretation. This is high in international comparison and may merit further exploration as the perceptions from practitioners in the VET system seem to differ, pointing towards staff and material shortages as factors hindering their capacity to provide instruction.⁶ Without implying causality, this aligns with the lower performance score of Morocco regarding the ability of its VET system to provide skills and competences of sufficient relevance and quality. The SPI of Morocco in this dimension of system performance is 58, which is significantly less than the international average of 66.

The next sections of this report dive deeper into the monitoring evidence for Morocco to explain these monitoring results by presenting more granular information about the performance of the VET system in specific domains of policy and system delivery.

⁵ The Torino Process makes a distinction between theoretical index range and index range used for reporting purposes. For reporting purposes, rare instances of extreme values on the low end (SPI < 10) and on the high end (SPI > 90) of the index scale are truncated at the upper (10) and lower (90) decile end. This means that the reporting does not discriminate SPI values below 10 and above 90.

⁶ Source: ETF KIESE database and OECD PISA 2018 database.

2.2 Policy and system performance in specific areas of monitoring and against specific outcomes

VET performance in Morocco in the eight monitoring dimensions presented above is driven by 30 policy and system outcomes. It is through these outcomes that the IVET and CVET subsystems work to meet the needs and expectations of stakeholders, particularly of youth and adult learners. This section of the monitoring report presents findings about system performance on the level of these deliverables.

To facilitate reading and the navigation of content, the section groups the presentation of the 30 outcomes by the three major areas of commitment to learners, which were introduced in the first section of this report: access to learning (Area A), quality of learning (Area B), and system organisation (Area C). Reporting in Area B, the largest by the number of outcomes, is divided into B (1) and B (2).

2.2.1 Area A. Opportunities for lifelong learning: access and participation

In Area A (Access and participation in opportunities for LLL), the Torino Process tracks the first two of the monitoring dimensions presented in Section 2.1 – access/attractiveness and participation, with a total of six system outcomes. These outcomes include access to IVET, CVET, and other opportunities for lifelong learning, the vertical and horizontal permeability of the VET system, as well as the prospects of learners in IVET and CVET to graduate and - where relevant – progress to subsequent levels of education and training. The outcomes included under Area A are defined as follows:

TABLE 2. POLICY AND SYSTEM OUTCOMES INCLUDED UNDER MONITORING AREA A: ACCESS AND PARTICIPATION

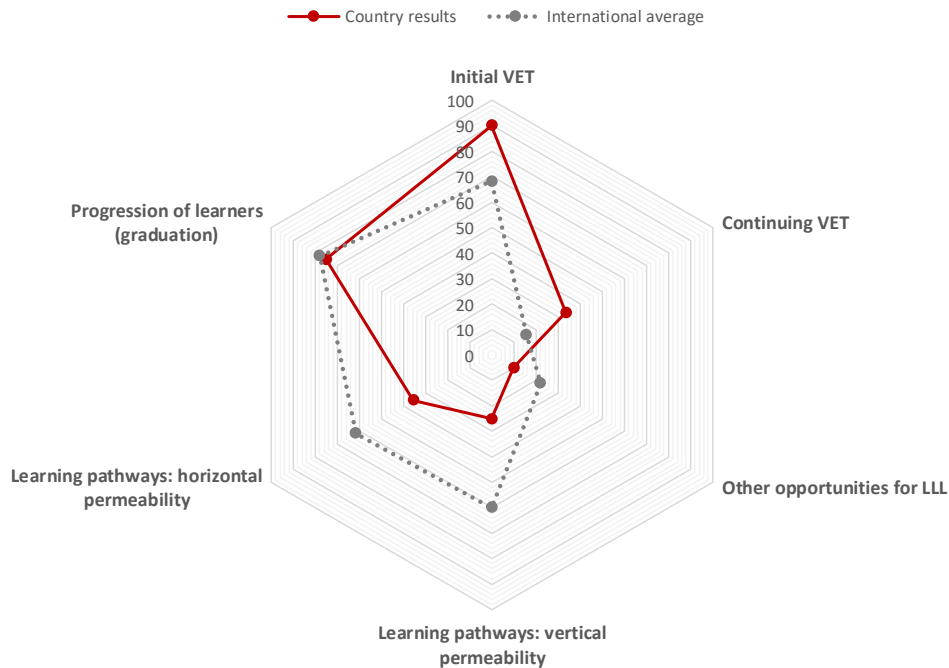
Code	Deliverable (outcome)	Description
A.1.1	Access and attractiveness: initial VET	This outcome captures the degree to which initial VET is an attractive educational choice in comparison with other learning alternatives, and whether that choice is accessible to various target groups of learners.
A.1.2	Access and attractiveness: continuing VET	This outcome captures the degree to which continuing VET is an attractive choice in comparison with other skills development alternatives, as well as whether that choice is accessible to various target groups
A.1.3	Access to other opportunities for LLL	This outcome captures access to other opportunities for lifelong learning not covered by outcomes A.1.1 and A.1.2 and VET, such as active labour market policies (ALMPs)
A.2.1	Flexible pathways: vertical permeability	This outcome strives to capture the vertical permeability of the education and training system vis-à-vis initial and continuing VET, understood as possibility for transition between consecutive tracks of education and training (general and vocational).
A.2.2	Flexible pathways: horizontal permeability	This outcome strives to capture the horizontal permeability of the education and training system vis-à-vis initial and continuing VET, understood as the possibility for transition between parallel tracks of education and training (general and vocational), and between formal and non-formal learning settings
A.2.3	Progression and graduation of learners	This outcome refers to the degree of success (graduation, progression) of learners in VET, for instance in comparison with other education and training alternatives

The previous section of this report discussed that access and participation is an area of weaker performance for the VET system in Morocco. A look into performance by specific segment of the VET system reveals that this finding is only partially true as it masks a vast discrepancy in access to learning between the IVET and CVET subsystems. Access to initial VET programmes and the attractiveness of these programmes (Outcome A.1.1) are generally considered to be satisfactory. This is an area in which the VET in Morocco excels in international comparison by a large margin, perhaps

because of IVET being an attractive and competitive choice (only half of applicants towards an IVET programme are accepted) and because of a relevant, diversified IVET offer (Figure 2).⁷

At the same time, access to CVET programmes (Outcome A.1.2), such as qualifying training for jobseekers and literacy training for the general public, remains much lower in terms of system performance (SPI of 34) despite such trainings being generally available to learners without an additional cost.⁸ Although the score of Morocco in this dimension is still much higher than the score of other countries which average at an SPI of 20, these results indicate that access to CVET and its attractiveness may be a shared challenge for all. This is also the case with system performance in support of access to other opportunities for learning for adults, such as those created by active labour market policies (Outcome A.1.3),⁹ where Morocco as well as other countries in the sample perform rather low in comparison with other areas of delivery within their respective systems.

FIGURE 2. PROMOTING ACCESS AND PARTICIPATION IN OPPORTUNITIES FOR LLL – INDEX OF SYSTEM PERFORMANCE, MOROCCO AND INTERNATIONAL AVERAGE (2023)



Theoretical index range: min/low performance=0, max/high performance=100

Source: Torino Process monitoring database

Another group of factors which influence system performance in Morocco in this first area of monitoring, specifically participation in learning, include the limited permeability between learning pathways (general and vocational), as shown in the results for Outcomes A.2.1 and A.2.2 in Figure 2. System performance in support of VET graduates who wish to continue their education on subsequent level in general education is quite low (SPI of 25 compared to an SPI of 60 internationally), mainly because the system is set-up in a way which limits the possibilities for such a transition in the first place. A horizontal transition from a VET pathway to a parallel general education

⁷ Source: Morocco 2023 Torino Process self-assessment country questionnaire.

⁸ Ibid.

⁹ Refers to all formal and non-formal learning opportunities for youth and adults.

pathway is even more unlikely and difficult, as attested by an SPI result of 36 as opposed to an SPI of 62 for other countries, on average. The data suggests that, unlike in other countries, for most IVET learners in Morocco VET is a rigid, “dead-end” choice in terms of educational career prospects.

2.2.2 Area B (1). Lifelong learning outcomes: quality and relevance

In the first part of Area B (Quality and relevance of LLL outcomes), the Torino Process follows another two of the dimensions presented in Section 2.1, namely quality/relevance and responsiveness of VET, with a total of eight policy and system outcomes. These outcomes cover the quality of learning of youth and adults in VET in terms of key skills and competences, the exposure of learners in VET to the world of work, the employability of graduates from IVET and CVET, the availability of career guidance for them, as well as the relevance of learning and training content in VET. Under relevance, the monitoring records the responsiveness of the VET programme offering to demographic, labour market, and socio-economic developments, as well as the inclusion in VET curricula of themes pertaining to the green and digital transition. The outcomes included under Area B (1) are defined as follows:

TABLE 3. POLICY AND SYSTEM OUTCOMES INCLUDED UNDER MONITORING AREA B (1): QUALITY AND RELEVANCE

Code	Deliverable (outcome)	Description
B.1.1	Key competences for LLL, quality of learning outcomes	This outcome captures the extent to which the education and training system succeeds in the provision of basic skills and key competences for learners in formal education (including IVET), as defined in regular international surveys and international assessments
B.1.2	Adult skills and competences	This outcome captures the extent to which adults in working age dispose of basic skills and key competences, as captured by regular international surveys.
B.1.3	Links between learning and the world of work	This outcome reflects the pragmatic relevance of IVET and CVET programmes through the lens of participation in work-based learning (WBL) and the share of programmes with outcomes/objectives that include a WBL component
B.1.4	Employability of learners	This outcome refers to the labour market relevance of opportunities for LLL as captured through evidence of labour market outcomes of graduates from IVET, CVET, and other forms of LLL with a VET component
B.1.5	Opportunities for career guidance	This outcome strives to capture the timely availability of up-to-date information about professions and education programmes, which information allows prospective and current students in VET to take informed decisions concerning their education and employment paths
B.4.1	Relevance of learning content: green transition	This outcome captures the extent to which curricula for youth and adults consider themes of significance for sustainability and climate change awareness, including “green skills” for sustainable economies
B.4.2	Relevance of learning content: digital transition	This outcome tracks the extent to which curricula for youth and adults incorporate themes concerning digitalisation, and the extent to which learners are provided with basic digital skills as a result
B.4.3	Responsiveness of programme offering	This outcome captures the degree and speed of responsiveness of initial and continuing VET systems to the needs of the labour market and to other changes concerning demography and socio-economic developments

Morocco has prioritised the inclusion of soft skills in the curricula of VET training programmes,¹⁰ but the monitoring data shows that, with an SPI score of 25 for quality of learning outcomes at the time of this monitoring round, the country was still catching up with the provision of good quality basic skills and key competences to young students in VET compared to other countries (Figure 3). This is in line with the results of major international assessments such as OECD’s Programme for International Student Assessment (PISA), which show that the basic competencies of students in general education and VET in Morocco in reading, mathematics, and science are below average.

Adults and adult learners in Morocco on the other hand seem to dispose to a larger extent than their peers in other countries of the basic skills and competencies commonly conceptualised as

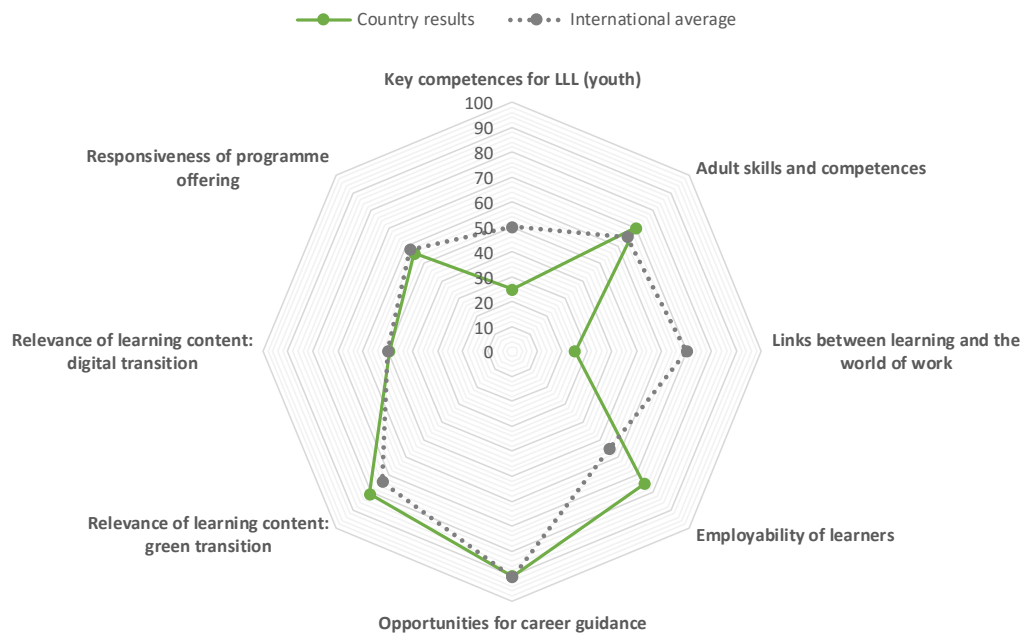
¹⁰ Source: Morocco 2023 Torino Process self-assessment country questionnaire

essential for thriving in information-rich societies, i.e., IT and literacy. The system performance score for the quality of adult learning in Morocco (Outcome B.1.2) is 70 points, which is higher than the international SPI average of 65 (Figure 3). The international data which was used for the calculation of this result stems from 2018 and shows that the literacy rate of adults has improved in the past years and is overall higher for men (82%) than for women (60%).¹¹

Despite the lower than desirable quality of learning and training outcomes for youth in VET, the employability of VET graduates in Morocco is high (Outcome B.1.4, SPI of 75), well above the international SPI average of 55 for that outcome. Unless this is driven by high demand for VET graduates, it speaks for the immediate relevance of the skills provided in the VET training programmes.

This is an interesting finding, considering that the evidence shows only a weak direct link between the VET programmes and the labour market as measured by the presence of work-based learning components in these programmes: Morocco's SPI score of 25 is way below the international average of 70. This may suggest that VET is mainly school-based and does not include a lot of required experience in (real) workplaces. Steps towards improving the work-based learning elements have been made, but they are still at a low overall level.¹² Part of the explanation for the high degree of employability of graduates may be the presence of other links of VET to employers, which go beyond the content and provision of VET programmes. Also, with an SPI score of 93, the career guidance provided to learners seems to be a service which delivers rather well.

FIGURE 3. SUPPORTING QUALITY AND RELEVANCE OF LIFELONG LEARNING - INDEX OF SYSTEM PERFORMANCE, MOROCCO AND INTERNATIONAL AVERAGE (2023)



Theoretical index range: min/low performance=0, max/high performance=100

Source: Torino Process monitoring database

¹¹ Source: ETF KIESE database and World Development Indicators database – World Bank

¹² Source: Morocco 2023 Torino Process self-assessment country questionnaire

The Torino Process monitoring framework considers relevance of learning content also in longer-term perspective by looking at the extent to which curricula consider forward-looking, emerging themes such as the digital and green transitions (Outcomes B.4.1 and B.4.2). In that dimension of performance, the VET system of Morocco delivers a mixed message. It is doing better in considering greening as a theme in the curricula (SPI of 81), and it is doing worse than that with regards to digitalisation as a theme with an SPI of 49 (Figure 3). Overall, digital skills are not often included in the (regular) VET curriculum in Morocco.¹³ Giving more attention to green skills and less attention to digital skills seems to be in line with trends in other countries, whose average SPI scores for green and digital transition as themes in VET curricula are 74 and 50 respectively.

2.2.3 Area B (2). Lifelong learning outcomes: excellence and innovation

In the second part of Area B (Excellence and innovation in support of lifelong learning), the Torino Process monitors two performance dimensions – excellence and innovation, which accommodate a total of eight system outcomes. These outcomes include excellence in pedagogy, learning content, governance, and inclusion into learning, as well as systemic innovation in support of access, participation, quality, and relevance of learning and training. The outcomes included under Area B (2) are defined as follows:

TABLE 4. POLICY AND SYSTEM OUTCOMES INCLUDED UNDER MONITORING AREA B (2): EXCELLENCE AND INNOVATION

Code	Deliverable (outcome)	Description
B.2.1	Excellence in pedagogy and professional development	This outcome captures the extent to which excellence in teaching and training is an acknowledged policy priority, as well as the extent to which its implementation is bearing fruit across the education and training system, including in the domain of professional development of teachers
B.2.2	Excellence in programme content and implementation	This outcome captures the results of efforts to promote excellence in the content and implementation of VET programmes, with a specific focus on bringing them closer to the world of work (i.e. through work-based learning), on prioritising greening in curricula and teaching, as well as on promoting excellence in learning.
B.2.3	Excellence in governance and provider management	This outcome captures the results of efforts to promote excellence in the domains of financing, leadership, and governance, as well as the extent to which these examples are systemic or not
B.2.4	Excellence in social inclusion and equity	This outcome captures the results of efforts to promote excellence in the domain of equity and social inclusion in education and training, as well as the extent to which these examples are systemic or not
B.3.1	Systemic innovation: access to opportunities for LLL	This outcome captures the presence of innovative practices and policy solutions in the domain of access to opportunities for lifelong learning.
B.3.2	Systemic innovation: participation and graduation	This outcome captures the presence of innovative practices and policy solutions in the provision of support for participation in (and graduation from) opportunities for lifelong learning, and the extent to which they are systemic (or not)
B.3.3	Systemic innovation: quality of learning and training outcomes	This outcome captures the presence of innovative practices and policy solutions for raising the quality of learning and training in terms of the knowledge, skills, and abilities acquired by learners
B.3.4	Systemic innovation: relevance of learning and training	This outcome captures the presence of innovative practices and policy solutions for raising the labour market relevance of knowledge, skills, and abilities acquired by learners

This report defines excellence as the presence of system-wide policies and measures to promote highest quality practices and results in various domains of policy and system delivery. The first of these domains of excellence is pedagogy and the professional development of teachers and trainers (Outcome B.2.1). Like for other countries in the sample, the average SPI score of Morocco in this domain is mid-range at 52 points (Figure 4). System performance here may have been negatively influenced by a relatively low share of teachers in adult learning with access to professional

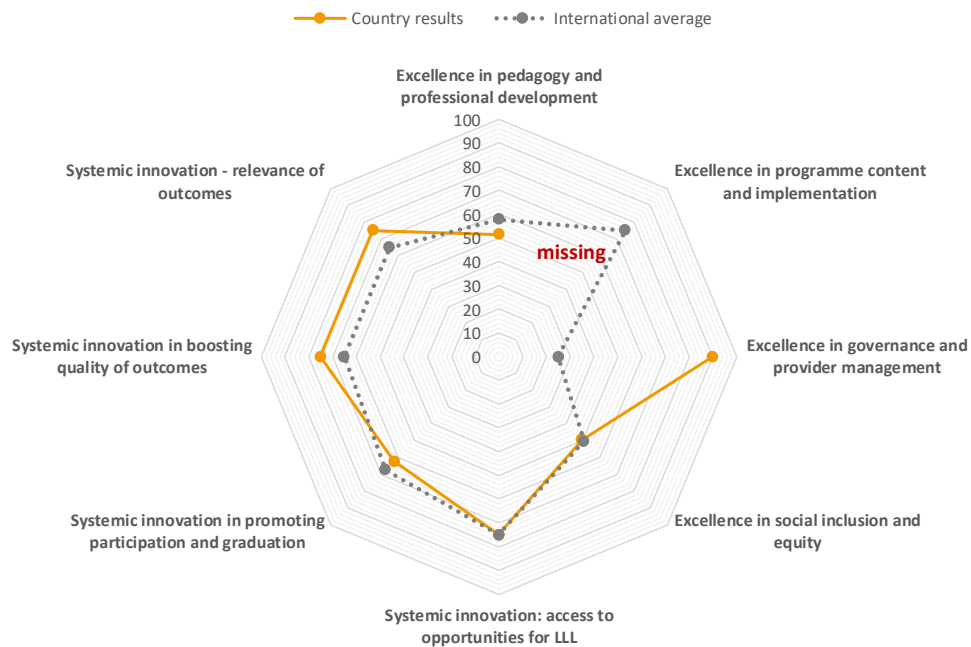
¹³ Ibid.

development,¹⁴ which offsets the otherwise high share of teachers in IVET who can and do receive professional development.

Morocco is missing data that would allow to see how professional development opportunities for teachers influence the delivery of the next outcome in focus of monitoring - excellence in the implementation of VET programmes (Outcome B.2.2). When it comes to the promotion of high-quality practices in the management and governance of VET providers however (Outcome B.2.3), the self-reported performance of Morocco is high. While the monitoring does not reveal whether and if yes, how this score influences VET system performance in other areas, the result suggests that participants in VET governance and management are content with the ways in which they cooperate in their respective roles within the system.

The promotion of excellence in support of social inclusion and equity, on the other hand, is a domain of weaker system performance. For this system outcome, the SPI score of Morocco is 49 (Figure 4) and despite the legal stipulation of equal treatment, several of the outcome variables used in the calculation of the SPI score for this outcome point towards some gender disparity in favour of men.

FIGURE 4. EXCELLENCE AND INNOVATION FOR BETTER LLL - INDEX OF SYSTEM PERFORMANCE, MOROCCO AND INTERNATIONAL AVERAGE (2023)



Theoretical index range: min/low performance=0, max/high performance=100

Source: Torino Process monitoring database

The VET system exhibits more consistent levels of performance between outcomes included under “systemic innovation” than it does between those discussed so far under “excellence”. Morocco reports to have successfully mobilised innovative practices and policies for the improvement of

¹⁴ Source: Morocco 2023 Torino Process self-assessment country questionnaire

access to opportunities in LLL (Outcome B.3.1). Performance with that deliverable was similar to that of other countries (SPI of 75). The VET system delivers even better in terms of innovation towards the quality (Outcome B.3.3) and relevance (Outcome B.3.4) of learning and training (SPI of 75 for each, relative to an international average of 65 for each, as shown in Figure 4).

However, the benefits of innovation in this domain are yet to reach a critical mass of beneficiaries in the VET system, as suggested by the otherwise lower results concerning quality of learning in Morocco that were discussed in the previous sections. Innovation in support of the successful participation and graduation of learners, for instance through prevention of drop-out and through other forms of support (Outcome B.3.2) is noticeably lower than the performance in delivering the other outcomes covered under “innovation”.

2.2.4 Area C. System organisation

In Area C (System organisation), the monitoring framework accommodates the last two dimensions presented in Section 2.1 – steering/management and resourcing, in which the Torino Process tracks a total of eight system outcomes. These outcomes include the availability and use of data for informed decision-making, the involvement of stakeholders in VET policy, provider management, and resourcing, quality assurance and accountability, the internationalisation of VET providers, as well as the availability and use of human and financial resources in VET. The outcomes included under Area C are defined as follows:

TABLE 5. POLICY AND SYSTEM OUTCOMES INCLUDED UNDER MONITORING AREA C): SYSTEM ORGANISATION

Code	Deliverable (outcome)	Description
C.1.1	Data availability and use	This outcome refers to the availability of administrative and big data as covered by Level 1 of the monitoring framework, participation in large scale international assessments, as well as technical capacity to generate/manage evidence to support monitoring and improvement
C.1.2	Participatory governance	This outcome captures the degree of involvement of the private sector and other external stakeholders in consultations and decisions concerning opportunities for LLL through initial and continuing VET
C.1.3	Public accountability and reliable quality assurance	This outcome tracks the extent to which reliable and trustworthy quality assurance (QA) mechanisms and accountability arrangements are in place which cover learners, teachers, and providers, as well as the extent to which the QA results are publicly available
C.1.4	Professional capacity of staff in leadership positions	This outcome monitors the availability and professional capacity of qualified staff in leadership roles and in other key administrative roles on provider level
C.1.5	Internationalisation	This outcome monitors the degree of internationalisation in IVET and CVET, such as internationalisation of QA arrangements, curricular content, qualifications (i.e. recognition of international credentials, awarding bodies being active beyond their country of origin, etc.)
C.2.1	Adequate financial resource allocations and use	This outcome captures the adequacy of financial resources invested in IVET and CVET in terms of level of investment and allocation, as well as the degree of diversification of funding between public and private sources
C.2.2	Adequate human resource allocation and use	This outcome captures the efficiency of human resource management in terms of availability of teachers and trainers, and the adequacy of their deployment and career management
C.2.3	Adequate material base	This outcome captures the extent to which the material base for learning and training is adequate, including learning and training materials which are supportive of and promote effective teaching, training, and learning

Among the outcomes included in this area of performance observation, governance (C.1.2) stands out once again as domain of system operation which participants in VET describe as high performing because of involvement and participation, for instance in vocational training policy and in the development of competence-based approaches to learning.¹⁵ In a way, this is an outlier result in

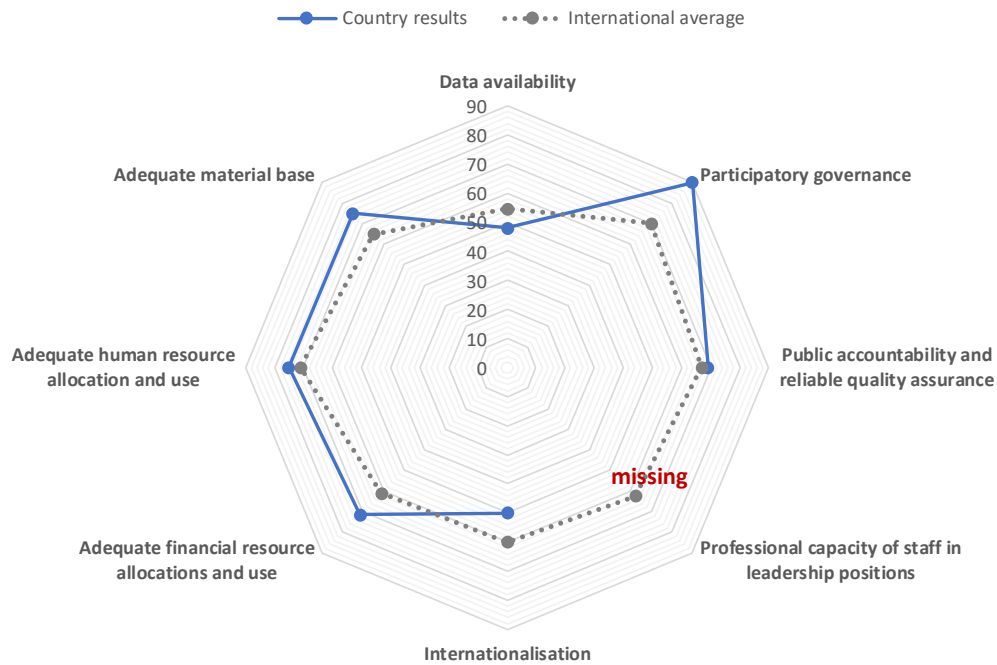
¹⁵ Source: Morocco 2023 Torino Process self-assessment country questionnaire

international comparison as the average SPI score of other countries for this outcome does not exceed 75. Many of them report of sizeable challenges in this domain,¹⁶ especially with the involvement of employers in the steering and management of their VET systems.

The general public and other stakeholders on the other hand seem to be somewhat less involved and aware of what and how IVET and CVET deliver for learners, in part because of limitations in what quality assurance policies and practices in Morocco focus on and do, and partly because quality assurance results about student and provider performance are rarely (if at all) made public.¹⁷ The performance score of Morocco in this domain (Outcome C.1.3) is 54. With an average SPI of 59, other countries in the Torino Process sample do not do much better in delivering this policy and system outcome.

The experiences of peers in other countries are an important source of learning and development for practitioners in education and training, in quality assurance and in any other domain. Exposure to peer-learning opportunities can motivate improvement and raise awareness of the value and use of one’s own professional insights and experiences. Internationalisation of providers and teaching in Morocco, however, is not among the strengths of the VET system (Outcome C.1.5) and the exchange and interaction with peers and other organisations abroad are relatively low (SPI of 50). More international exposure within the education system could improve this.

FIGURE 5. GOVERNANCE, PARTICIPATION, ACCOUNTABILITY, AND RESOURCES – INDEX OF SYSTEM PERFORMANCE, MOROCCO AND INTERNATIONAL AVERAGE (2023)



Theoretical index range: min/low performance=0, max/high performance=100

Source: Torino Process monitoring database

¹⁶ Source: Torino Process 2023 self-assessment country questionnaire

¹⁷ Source: ETF KIESE database and OECD PISA 2018 database

When it comes to the sufficiency of financial resources invested in VET and the proper management of human resources supplied to the system (Outcomes C.2.1 – C.2.3), Morocco performs well. As noted also in Section 2.1, resourcing of VET is reported as the best performing of all dimensions in focus of the Torino Process in 2023. with the provision of adequate material base and of financial resources being particularly high in international comparison.

This last finding deserves closer investigation. There may be some discrepancy of perceptions and experiences with the adequacy of resources on different governance levels in the system, which may lead to bias in the evidence about the availability or lack of resources in VET depending on where and from whom the evidence has been collected. For instance, the disaggregated data behind the aggregate performance results suggests that disadvantaged providers are more likely to experienced resource and material shortages than more affluent providers and that these shortages have an impact on their capacity to deliver to expectations.¹⁸

2.3 How did policies and systems benefit specific groups of learners?

In this round, the Torino Process monitoring looks not only into the deliverables of national VET policies and systems in general but also into the degree to which they address the needs and expectations of present and prospective lifelong learners. The monitoring framework traces how well and equitably system outcomes are distributed to these learners depending on their age and gender, and by features which can be influenced by policy, such as socio-economic disadvantage, labour market status, migration status and learning setting/pathway.

The next sections provide an overview of how the IVET and CVET subsystems in Morocco perform in a key selection of monitoring dimensions vis-à-vis a key selection of learner groups: female learners (Section 2.3.1), disadvantaged learners (Section 2.3.2), populations who are long term unemployed, economically inactive, and have a low level of educational attainment (Section 2.3.3), as well as by their country of origin (Section 2.3.4).

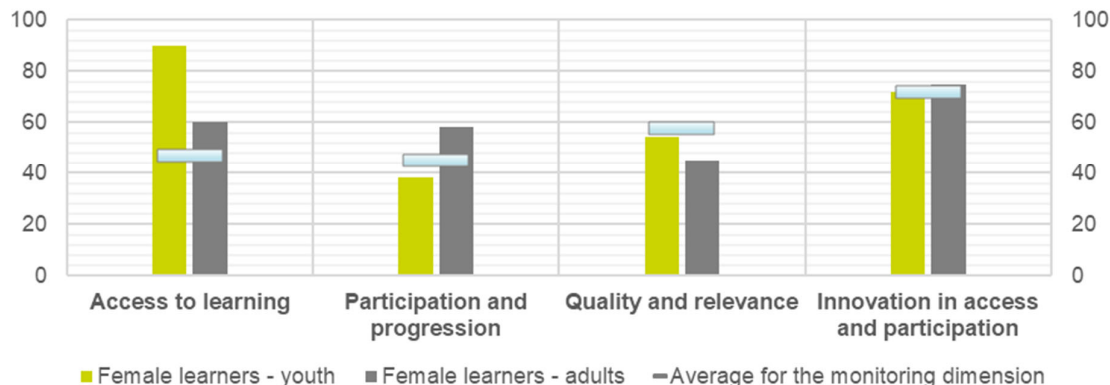
2.3.1 Female learners

This section describes findings about VET system performance regarding access, participation, quality and relevance, and innovation to the benefit of female youth and adult learners in VET in Morocco.

Enrolment in VET in Morocco favours young women over female adults by a large margin (Dimension A.1 – Access). This could be the outcome of a lower propensity among adult females to become learners due to their family or professional situation, and it is also a consequence of a better-performing IVET subsystem in this dimension of monitoring. IVET is highly selective, but prospective male and female participants in it are treated equally, according to the qualitative answers. Still, young females tend to emerge as the more successful group in these selection processes than young men.

¹⁸ Source: ETF KIESE database and OECD PISA 2018 database.

FIGURE 6. SYSTEM PERFORMANCE IN SUPPORT OF FEMALE LEARNERS IN SELECTED MONITORING DIMENSIONS, MOROCCO (2023)



Theoretical index range: min/low performance=0, max/high performance=100

Source: Torino Process monitoring database

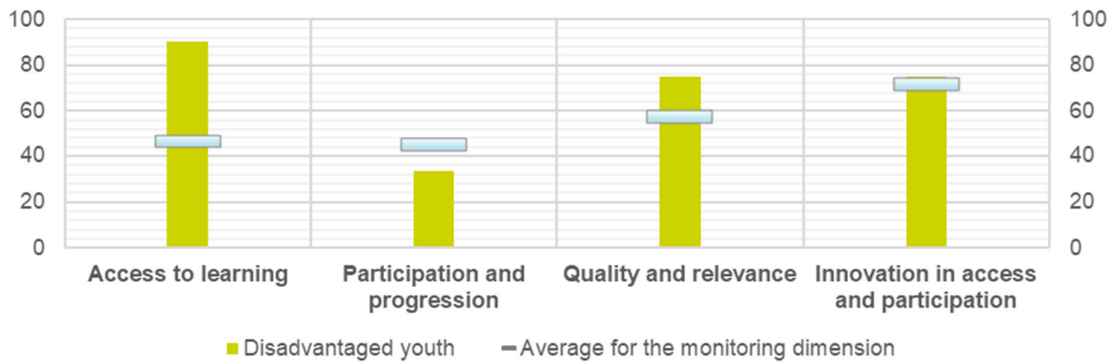
Once enrolled, adult female learners in Morocco are more likely to participate and graduate successfully than their younger peers irrespective of the gender of those peers (Dimension A.2 – Participation). However, the quality and relevance of the education and training they receive tends to be considerably lower in comparison, mostly because of their lower employability. Within the literacy rate, women continue to underperform, having 60% literacy rate versus 82% for men, which also testifies for the quality limitations of efforts to address the adult illiteracy challenge. The situation is quite the opposite for young female learners and graduates. The monitoring results shown in Figure 6 suggest that they manage to reap the benefits of their education and training more successfully than their adult peers of the same gender, but not quite as successfully as men.

Unlike during the routine operation of the VET system, when some segments of the female learner population are being favoured over others with respect to access, participation, and quality/relevance, the capacity of VET in Morocco to innovate in some of these dimensions (access and participation) does not show gender or age bias. On the contrary, innovation in these two dimensions benefits youth and adult learners equally, irrespective of their gender. This may suggest some difficulties with the system-wide scaling up of otherwise promising and effective innovative practices and policy solutions.

2.3.2 Disadvantaged learners

This section describes how well the VET system caters for the needs of socioeconomically disadvantaged youth when it comes to access, participation, and quality/relevance of opportunities for lifelong learning through VET. The section also looks into whether efforts to promote innovation in VET access and participation benefit this specific group of learners in Morocco.

FIGURE 7. SYSTEM PERFORMANCE IN SUPPORT OF SOCIO-ECONOMICALLY DISADVANTAGED YOUTH IN SELECTED MONITORING DIMENSIONS, MOROCCO (2023)



Theoretical index range: min/low performance=0, max/high performance=100

Source: Torino Process monitoring database

The monitoring results for this group of learners show that there are no significant deviations in VET system performance from the average performance of the system for all learners when it comes to innovation in access to, and participation in, learning. In fact, whether intentional or not, policies and practices in access to learning seem to favour disadvantaged youth more than the average learners. However, once enrolled this group of participants in VET is much more likely to experience difficulties with its participation in learning and progression to subsequent stages of learning. Those learners who nevertheless cope with the challenges can count on receiving education and training of above average quality and relevance.

2.3.3 Populations who are long-term unemployed, economically inactive, and have low educational attainment

Section 2.3.3 presents findings about VET system performance from the perspective of three strategically important groups of adults: the long-term unemployed, the economically inactive adults, and those with low or no educational attainment. The selection of monitoring dimensions is narrower compared to the selection discussed in the previous sections, partly because some of these dimensions are not applicable, and partly because of missing data for Morocco.

Through its self-assessment questionnaire, Morocco reports of the existence of specific programmes for each of these groups. Where it exists, system performance data collected by the Torino Process indicates that these programmes are effective. The overall performance score in support of these groups in the dimension of access to learning is considerably higher than that in support of the overall population of learners.

FIGURE 8. SYSTEM PERFORMANCE IN SUPPORT OF ADULTS WHO ARE LONG-TERM UNEMPLOYED, ECONOMICALLY INACTIVE, AND HAVE LOW EDUCATIONAL ATTAINMENT, MOROCCO (2023)



Theoretical index range: min/low performance=0, max/high performance=100

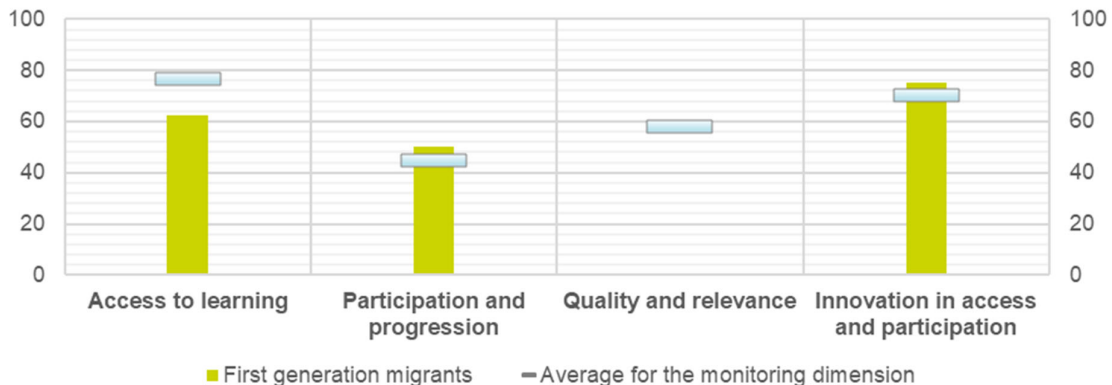
Source: Torino Process monitoring database

The same is true for the extent to which innovation in access, participation and graduation in VET benefits these learners: system performance in this respect is comparable to the performance towards all learners, but it is slightly more favourable to those with low or no educational attainment than to those who are long-term unemployed or economically inactive. This presumably reflects the higher priority given to measures to increase the skills and qualification of lower educated and especially those with no education, as well as to reactivate those who have “dropped out” of the labour market.

2.3.4 Learners by country of origin

The final section with monitoring findings discusses performance in the domains of access, participation, quality and relevance, and innovation in Morocco for learners who are first-generation migrants.

FIGURE 9. SYSTEM PERFORMANCE IN SUPPORT OF FIRST-GENERATION MIGRANTS IN SELECTED MONITORING DIMENSIONS, MOROCCO (2023)



Theoretical index range: min/low performance=0, max/high performance=100

Source: Torino Process monitoring database

The situation of the migrant population in the context of the education process reflects the efforts to provide and improve the access to the qualification system. While the score for the access of the migrant population is below the national level, the scores for participation, quality and relevance and innovation are on par with it or even better, and reflect policy and development aims to improve the situation of this specific target group.

3. SUPPLEMENTARY SOURCES AND INFORMATION

3.1 Links to background information and data

The system performance indices presented in this report were calculated based on a selection of international quantitative indicators for Morocco and the qualitative responses of stakeholders where such indicators were missing.

The full collection of quantitative indicators collected for Morocco for this 2023 round of monitoring can be found [here](#).

The full collection of qualitative responses to the country-specific questionnaire for Morocco can be found [here](#).

A full description of the monitoring framework which guided the monitoring process can be found [here](#).

General information for the Torino Process as well as the reports and data of other participating countries, can be found here: <https://www.etf.europa.eu/en/what-we-do/torino-process-policy-analysis-and-progress-monitoring>.¹⁹

3.2 Definitions, terminological clarifications, methodological limitations

3.2.1 Definitions and terminological clarifications

This section provides an overview and definition of key terms in the Torino Process monitoring framework.

- **Youth:** Population in the official age of entrance and participation in initial VET programmes.
- **Adults:** Population of working age (15+ years of age) not enrolled in initial VET programmes.
- **Disadvantaged youth:** This refers to socio-economic disadvantage and describes youth with access to below-average levels of financial, social, cultural, and human capital resources.
- **Long-term unemployed:** Long-term unemployment refers to the number of people who are out of work and have been actively seeking employment for at least one year.
- **Inactive populations:** Adults of working age who are outside of the labour force, meaning that they are neither employed nor registered as unemployed (that is, seeking employment)
- **Lifelong learning:** any learning activity undertaken throughout life, to improve knowledge, skills/competences and/or qualifications for personal, social and/or professional reasons.

¹⁹ The Torino Process monitoring reports and data will be released gradually in the period March-May 2023 in the order in which countries submit their evidence and the reports are being finalised with them.

- **System performance:** describes the extent to which the VET system delivers against a targeted selection of national and international obligations (commitments) to learners and other stakeholders in support of learning through life (lifelong learning - LLL).
- **Initial VET:** Vocational education and training carried out in the formal system of initial education (usually upper or post-secondary) before entering working life.
- **Continuing VET:** Formal or non-formal vocational education and training carried out after initial VET and usually after the beginning of working life.
- **Adult education:** Adult education or learning may refer to any formal, non-formal, or informal learning activity, both general and vocational, undertaken by adults after leaving initial education and training.

3.2.2 Methodological limitations

The system performance indices developed in the framework of the Torino Process, are based on a rich methodological framework. This framework relies on various principles and theoretical underpinnings to ensure that the design, implementation, and evaluation of the indices is plausible in terms of theoretical foundations, technical reproducibility, and statistical fitness. The primary aim of these indices is to offer insights that can guide the monitoring of countries and inform their policy planning, not to promote their comparative ranking.

While various options were available during the different phases of the construction of the indices, the final choices represent a series of decisions which were deemed adequate and appropriate to promote reliability and avoid bias, in full awareness that by their very nature, indices like those require constant refinement. Therefore, the construction and calculation of the performance indices will remain an ongoing process to address the following limitations:

1. Refinement of aggregations and analysis: the current version of the indices represents a sub-set of the national systems under analysis. While these are sufficient for the formulation of initial findings, future cross-country analysis will include a larger number of countries with possible alternative (dis)aggregations i.e., at regional or development level, which may also affect the formulas using in the calculation of the indices as well as their values. The methodological framework of the Torino Process monitoring allows for such extensions and refinement without jeopardizing the validity of results which have been released already.

2. Choice of evidence: while the goal of this exercise is to monitor equally the different areas of interest, their dimensions and related outcomes, different countries may rely on a different, country-specific mix of qualitative and quantitative indicators from a predefined list for all countries, as captured by the ICI and BPI metrics described in Section 1.2. This also applies to the last available (reference) year for the quantitative indicators, which may vary between indicators and countries within a five-year limit.