

# INVENTORY ON THE VALIDATION OF NON-FORMAL AND INFORMAL LEARNING

Country report 2023: Morocco

## Disclaimer

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# 1 Introduction

Since 2008, the main term used in Morocco, and by its Department of Technical and Vocational Education and Training (Département de la formation professionnelle, DFP)<sup>1</sup> to designate the validation of non-formal and informal learning (VNFIL) is ‘Validation of occupational experiential learning’ (*Validation des acquis de l’expérience professionnelle*, VAEP<sup>2</sup>). This choice is not neutral, since it clearly indicates a focus on the validation of non-formal and informal learning outcomes from occupational experience and corresponding to specific professions defined by an as-yet unadopted regulation applying Law 60-17<sup>3</sup> of 5 October 2018. The Law does indeed exist, but the implementing decrees and regulatory texts are pending. At the time of writing, they have not even been announced.

Despite benefitting from pilots very early on – the first being in 2008, marking the start of VAEP – Morocco does not have a system for validating non-formal and informal learning outcomes, strictly speaking (Table 0). VAEP is a promising approach, but it remains in the pilot stage and is not yet a system as such. This is mainly due to the fact that there is no operational legal framework providing for the awarding of qualifications<sup>4</sup>, or any other form of results (credits, partial qualifications, exemptions or academic prerequisites for entering or re-entering the formal learning system), solely on the basis of an assessment of non-formal and informal learning outcomes, since the implementing decrees of Law 60-17 have not been published.

Enacted just after Law 60-17, Framework Law 51-17<sup>5</sup> of 9 August 2019 contains the following definition: ‘The validation of occupational and artisanal learning outcomes is a tool for assessing and recognising learning outcomes acquired through occupational experience and the development of personal competences, in order to allow successful applicants to continue their studies’<sup>6</sup>. The original definition – which is in French – is somewhat amended in practice, since the DFP specifies on its website<sup>7</sup> that the VAEP allows companies to facilitate inter- and intra-company occupational mobility and to offer tools for managing and developing human resources. For employees<sup>8</sup>, the DFP specifies that the aim is to facilitate access to, or returning to, the labour market, and to facilitate training, further training, retraining, mobility and occupational promotion to improve business competitiveness. The DFP confirms that it has a good understanding of VNFIL by specifying, again on its website, that the VAEP is a new road to qualification, outside formal education and training or lifelong learning (LLL), systems.

Much more recently (2020-2023), as part of an Erasmus+ project, Morocco has also adopted an approach to validating experiential learning outcomes in higher education (HE). The AMEL Project<sup>9</sup> – a portmanteau of ‘improvement’ (*amélioration*) in French and ‘hope’ in Arabic – has seen a group of HE institutions and organisations come together to establish the theoretical and technical bases for

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<sup>1</sup> Recently attached to the Ministry of Economic Inclusion, Small Business, Employment and Competences.

<sup>2</sup> The term ‘VAEP’ will be used to explicitly refer to the Moroccan system in the TVET sector, and the term ‘VNFIL’ will be used as a generic term relating to the validation of prior learning in general (a.k.a. ‘recognition of prior learning’, RPL).

<sup>3</sup> Law 60-17 on the organisation of continuing training of private sector employees, of certain categories of staff of public establishments and enterprises and other non-wage workers engaged in private activities.

<sup>4</sup> The word ‘*certification*’, as in *Cadre national des certifications*, in French is a false cognate and must be translated as ‘qualification’ in English (as in ‘National Qualifications Framework’).

<sup>5</sup> Framework Law 51-17 on the system of education, training and scientific research; [http://www.aneaq.ma/wp-content/uploads/2020/12/Loi-Cadre-51.17-Vr.Fr\\_.pdf](http://www.aneaq.ma/wp-content/uploads/2020/12/Loi-Cadre-51.17-Vr.Fr_.pdf)

<sup>6</sup> Some key formulations are wrong in French – for example, it says ‘*apprentissages acquis*’ instead of ‘*acquis d’apprentissages*’, but it is difficult to translate such nuances into English and the definition has been adapted for the purpose of this report (legislator’s intention). The point is that it is the learning outcomes, not the learning, that should be assessed and given currency.

<sup>7</sup> <https://dfp.gov.ma/vaep.html>

<sup>8</sup> In the proper technical sense of ‘wage makers’ employed and paid by a company.

<sup>9</sup> <https://www.amel-maroc.eu>

introducing the validation of experiential learning outcomes (*Validation des acquis de l'expérience*, VAE<sup>10</sup>) in Moroccan higher education<sup>11</sup>.

Morocco therefore does not have a system as such for the validation of non-formal and informal learning outcomes (a.k.a. 'recognition of prior learning', RPL), since the two approaches – VAEP and AMEL – are not conceived as parts of the same whole, with common rules effectively supporting implementation in both cases. Nevertheless, these are promising approaches and one can speak of islands of good practice. There is indeed great proximity between the VAEP and AMEL approaches. The high quality of the approaches and their relative proximity are undoubtedly due to the fact that both have benefited from technical assistance from French institutions. In the case of VAEP, it was France's National Agency for Adult Vocational Training (Agence nationale pour la formation professionnelle des adultes, AFPA), which has been involved since 2008. In the case of the validation of experiential learning in higher education, it was the CNAM (Conservatoire national des arts et métiers, a French HE institution dedicated to LLL) that is in the Consortium of the AMEL project.

In the current Moroccan approach, applicants for VAEP must be presented by their company. The successful applicants receive a certificate of labour-market competences<sup>12</sup> awarded as part of the agreement signed between the partners of each pilot, and not a qualification registered in the National Catalogue (a.k.a. Repertory) of Qualifications attached to the Moroccan National Qualifications Framework (NQF). The AMEL Project is very recent and only a micro-pilot has taken place so far. It has led to partial validation<sup>13</sup> only, because the applicants did not meet all the criteria of the qualification standards corresponding to the qualification they were aiming for. Therefore, they have been awarded a document<sup>14</sup> stating which units they have had validated by France's Conservatoire national des arts et métiers (CNAM).

In summary, at the time of writing, it is not possible for Moroccan citizens to obtain Moroccan qualifications through the validation of their non-formal and informal learning outcomes.

**Table 0. Key steps in VAEP in Morocco  
A long process still ongoing**

First VAEP pilots	Other VAEP	Laws relevant to VAEP	VAE in higher education
2008: Building industry	2009 and 2010: Building industry 2011 to 2012: Textile and clothing 2010 decade: Building (2 pilots) 2010 decade: Hotels and tourism 2012 to 2016: Meat	2018: Law 60-17 on continuing education 2019: Framework Law 51-17	2020 to 2023: AMEL project October 2022 to February 2023: AMEL pilot

When the pilot phase in which it entered 15 years ago is complete (Table 0), VAEP will be opened up to people who are unemployed or out of the labour force, as Law 60-17 explicitly provides for this. It is only because it is a pilot without funding from the state – without a specific budget line due to the absence of an operational legal framework – that VAEP piloting is limited to vocational learning outcomes.

In a nutshell, Morocco has been in a transitional phase in terms of VNFIL since 2008.

<sup>10</sup> Term used in France to designate validation of non-formal and informal learning outcomes.

<sup>11</sup> <https://www.amel-maroc.eu/wp-content/uploads/2019/10/GUIDE-DU-PROJET-AMEL.pdf>

<sup>12</sup> 'Attestation' in French. See an example in Appendix (16.1).

<sup>13</sup> <https://www.cedefop.europa.eu/en/tools/vet-glossary/glossary/certificacao-parcial>

<sup>14</sup> 'Notification de décision de validation des acquis de l'expérience' in French; i.e. a VNFIL transcript.

## 2 National perspective

### 2.1 Overarching approach to validation

There is national legislation in Morocco regarding VAEP, but it is not specific to VAEP. VAEP is addressed in a general law on continuing training, Law 60-17 of 5 October 2018<sup>15</sup>, which was enacted 10 years after the first pilot (2008). It was in response to the recommendations of the first Conference on Technical Vocational Education and Training (*Assises de la formation professionnelle*, between 31 October and 1 November 2006) that the first pilots were implemented in the building industry (short for the term ‘building industry and public works sector’).

Enacted shortly after Law 60-17, Framework Law 51-17 of 9 August 2019 introduces slightly different but consistent terminology: ‘the validation of occupational and artisanal learning’. Law 60-17 assimilates VAEP into continuing training actions (Article 7, third bullet, second paragraph). It is succinctly reproduced in Article 11 to establish the right to VAEP for all. Learning outcomes from the private sphere are implicitly excluded, both in the text of Law 60-17 and in practice, since applicants must be presented by their company. Article 11 also introduces confusion, since it seems to give the right to obtain a ‘full-fledged qualification’, which may only be a ‘certificate of labour-market competences’, i.e. not necessarily registered in the Moroccan National Catalogue of Qualifications attached to the (then future) Moroccan NQF (ETF, 2013<sup>16</sup>). Finally, VAEP not only validates learning outcomes acquired at the workplace, but it also concerns only certain occupations (*‘professions’* in French, or even *‘métier’*, i.e. trade jobs). They are set by a regulation as well as the eligibility/admissibility conditions<sup>17</sup> (duration of occupational experience) and the entire procedure. There is therefore national legislation in Morocco, but it does not say anything that can allow it to be put into operation, and the country has been waiting for the implementing decrees since 2019. In fact, the most recent developments suggest that a new law (or an amendment to Law 60-17), specific to VAEP this time, will soon be proposed – perhaps in 2023 – and that the implementing decrees of Law 60-17 would therefore not be needed.

Nevertheless, it seems clear that VAEP would be a major step forward in the context of other policies, strategies and initiatives recently developed in Morocco, such as the Green Morocco Plan<sup>18</sup> (CGEM, 2021). The pilots conducted since 2008, in particular by the National Federation of Building and Public Works (Fédération nationale du bâtiment et des travaux publics, FNBTP) also show a great demand from employers for a rapid and effective implementation of the VAEP. They understand what VAEP is about and that it is of interest to them, which is not necessarily the case in comparable countries. In addition – and this is an important feature to underline – employers that are members of the FNBTP are not necessarily opposed to a wage increase for newly certified employees, insofar as this is of interest of them as it helps them to move up in the Ministry of Equipment and Transport’s classification, which allows them to bid on larger calls for tenders (Section 2.3). The work of the German Development Cooperation (GIZ) and the International Labour Organization (ILO) (Recotillet and Werquin, 2020) has also revealed a strong demand from employers to create a pool of immediately employable workers, because employers are often unable to recruit due to the lack of transparency regarding applicants’ skills, owing to the fact that many individuals do not have documents (e.g. qualifications or certificates) to prove their competences.

The inclusion of VAEP in Law 60-17 on continuing education clearly indicates that Morocco combines VNFIL and the development of competences among adults in its reflection on the ideal system to be put in place to promote adult learning policies in general. Morocco is fully in line with the Council Recommendation of 19 December 2016 on Upskilling Pathways (2016/C 484/01), which aims to ensure

<sup>15</sup> <https://www.ilo.org/dyn/natlex/docs/ELECTRONIC/109066/135195/F-1274564049/MAR-109066.pdf>

<sup>16</sup>

[https://www.etf.europa.eu/sites/default/files/m/98340F24BCB8F0A8C1257B20004D0528\\_le%20cadre%20national%20des%20qualifications%20au%20maroc.pdf](https://www.etf.europa.eu/sites/default/files/m/98340F24BCB8F0A8C1257B20004D0528_le%20cadre%20national%20des%20qualifications%20au%20maroc.pdf)

<sup>17</sup> ‘Recevabilité’ in Morocco (in French).

<sup>18</sup> <https://www.agriculture.gov.ma/fr/data-agri/plan-maroc-vert>

that everyone in society has the basic skills (numeracy, literacy, and digital skills), knowledge and competences to play an active part in society and progress in the labour market. Morocco also develops an active policy to address the lack of certain competences among adults, particularly those with a low level of literacy (reading skills in particular). For example, Morocco has set up the National Agency for the Fight against Illiteracy (Agence Nationale de Lutte Contre l'Analphabétisme, ANLCA<sup>19</sup>) and, in collaboration with UNESCO, is working on establishing the Institute for Training in Literacy Professions (Institut de Formation aux Métiers de l'Alphabétisation, IFMA<sup>20</sup>), for which it has even joined forces with the France's National Institute for Work Studies and Vocational Guidance (Institut national d'étude du travail et d'orientation professionnelle, INETOP<sup>21</sup>) – which is part of the National Conservatory of Arts and Crafts (Conservatoire national des arts et métiers, CNAM) – to be able to award a trainer's qualification to IFMA graduates.

In its current set-up, VAEP is convincingly aimed at people with a low level of qualifications. For example, it provides for possible assistance when an applicant is unable to write. There is a clear awareness among players in the productive sector and in Moroccan society in general that many Moroccans have competences but cannot use them, especially in the labour market, because they do not have officially recognised documents attesting to these competences. Consequently, VAEP is well regarded by players and other key stakeholders as an effective and efficient way to help people with low levels of qualifications – but with competences acquired through experience – to obtain a qualification with currency in the labour market.

VAEP is not yet operational in Morocco, and therefore the question of its financing by applicants themselves has not yet arisen. During the pilot phase, applicants did not pay any fees. Nevertheless, it should be pointed out that at the time of writing this report, there is no individual learning account (ILA) in Morocco. So it is not yet a viable option.

For the same reason, it is also difficult to evaluate possible barriers in terms of access, funding or target groups for VAEP in Morocco. The pilots have shown the great value of the VNFIL approach in Morocco. They have attracted a lot of interest from occupational players and key stakeholders, such as employers. In any case, the barriers are therefore likely to be overcome relatively easily from a societal point of view. However, the question of funding remains unresolved at the time of writing. Even if the societal barriers are light, it is likely that the financing of VAEP will be a key issue if/when it is developed on a larger scale, given the relative youth of the continuing training system and its recurrent funding difficulties.

Since the first pilot in 2008, VAEP has consisted of a succession of pilots, with the awarding of certificates of labour-market skills (and not national qualifications). There has not been any evolution as such, but rather of a series of pilots, which have produced satisfactory results (Table 1).

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<sup>19</sup> <https://www.anlca.ma/fr/>

<sup>20</sup> [https://www.unesco.org/fr/articles/premier-seminaire-accompagnant-la-mise-en-place-de-linstitut-de-formation-aux-metiers-de?TSPD\\_101\\_R0=080713870fab20008e59e08612f688399a23eb5f5cc5868d2fd9ae34e2270c7fa757ef313481c39c0887ae6cda143000b120dc06339fd1377ad1af44994f9c6d29edd368b47b540f16e3ae2ee9e1b7d286f4c0089700a61320624e1e1d420399](https://www.unesco.org/fr/articles/premier-seminaire-accompagnant-la-mise-en-place-de-linstitut-de-formation-aux-metiers-de?TSPD_101_R0=080713870fab20008e59e08612f688399a23eb5f5cc5868d2fd9ae34e2270c7fa757ef313481c39c0887ae6cda143000b120dc06339fd1377ad1af44994f9c6d29edd368b47b540f16e3ae2ee9e1b7d286f4c0089700a61320624e1e1d420399)

<sup>21</sup> <https://inetop.cnam.fr/l/inetop-propose-plusieurs-masters--120663.kjsp>



**Table 1. VAEP in Morocco: number of participants in the pilots from 2008 to 2022**

Economic sector	Number of applicants	Number of applicants awarded with a certificate
Building and public works	445	222
Textiles and clothing	60	19
Meat processing	343	226
Hospitality and tourism		200
Crafts (1 <sup>st</sup> pilot)	984	711
<b>Total</b>	<b>1 842</b>	<b>1 378</b>
Crafts (2 <sup>nd</sup> pilot, still ongoing)	657	Not available yet

Source: DFP of Morocco (amended from <https://www.dfp.gov.ma/vaep.html>).

## 2.2 Validation in education and training

The pilots mentioned above in the context of the implementation of VAEP explicitly and only concern professions that usually correspond to technical and vocational education and training (TVET) qualifications. In its version tested since 2008, VAEP essentially corresponds to the ‘specialisation’ and ‘qualification’ levels of the Moroccan education system, i.e. the first TVET levels (Table 2).

More recently, and as part of an Erasmus+ project, Morocco has also adopted an approach to validate experiential learning outcomes in HE. The AMEL Project<sup>22</sup> (a portmanteau of ‘improvement’ (*amélioration*) in French and ‘hope’ in Arabic) has indeed seen a set of HE institutions come together<sup>23</sup> to establish the theoretical and technical bases for the introduction of the validation of Experiential Learning Outcomes in Moroccan HE. It is not a system as such, since the two approaches – VAEP and AMEL – are not conceived as parts of the same whole, with common rules and effective implementation.

Nevertheless, there is great proximity between the VAEP and AMEL approaches, since both have benefited from technical assistance from French institutions. In the case of VAEP, the French AFPA has been involved since 2008. In the case of VAE in HE, it is the CNAM that is in the Consortium of the AMEL Project. These two institutions have acquired a solid reputation in terms of the validation of experiential learning outcomes (*Validation des acquis de l’expérience*, VAE), which has been the name in France since 2002. It succeeded the validation of occupational learning outcomes (VAP) initiated in 1992, which had not yielded convincing results in France.

<sup>22</sup> <https://www.amel-maroc.eu>

<sup>23</sup> <https://www.amel-maroc.eu/wp-content/uploads/2019/10/GUIDE-DU-PROJET-AMEL.pdf>

**Table 2. The Moroccan education system**

Age	Compulsory schooling	Level	General track	Vocational track	Non-formal education
4			Pre-school		
5	[Red box]	1 <sup>st</sup> year	Primary education		[Orange box]
6		2 <sup>nd</sup> year			
7		3 <sup>rd</sup> year			
8		4 <sup>th</sup> year			
9		5 <sup>th</sup> year			
10		6 <sup>th</sup> year			
11		1 <sup>st</sup> year	Junior secondary education		
12		2 <sup>nd</sup> year	( <i>collegial</i> )		
13		3 <sup>rd</sup> year			
14		Core curriculum	Upper secondary education	Initial TVET	
15		1 <sup>st</sup> year BAC	( <i>qualifiant</i> )	( <i>Spécialisation qualification</i> )	
16		2 <sup>nd</sup> year BAC			
17			Beginning of higher education		
18					
19					
20					
21			Master's degree		
22					
23					
24					
25					

Source: OECD Library (<https://www.oecd-ilibrary.org/sites/9789264298699-6-fr/index.html?itemId=/content/component/9789264298699-6-fr>), translated by the author.

In Morocco, in both cases – VAEP and VAE/AMEL – there is a clear desire to arrive at a national approach. In the case of VAEP, this goal has been achieved, since it is the DFP that oversees VAEP for the whole of Morocco<sup>24</sup>. In the case of the AMEL Project, the question does not arise in these terms, since the introduction of VAE in HE was based on an Erasmus+ project. For the moment, it therefore concerns only the members of the AMEL Consortium. It is nevertheless true that the desire to set up a national system is present in the approach developed through the AMEL Project. This can be judged, for example, by the large number and diversity of partners mobilised beyond universities, including the General Confederation of Moroccan Enterprises (CGEM), the National Agency for Evaluation and Quality Assurance of Higher Education and Scientific Research (ANEAQ) and the Association of Women Entrepreneurs of Morocco (AFEM).

As mentioned above, due to the absence of an implementing decree for Law 60-17, it is not yet possible to award qualifications in Morocco's National Qualifications Catalogue, attached to the NQF (*Cadre national des certifications*, CNC). On the other hand, the VAEP pilots have resulted in the awarding of

<sup>24</sup> <https://www.dfp.gov.ma/vaep.html>

certificates in due form (certificates of labour-market competences). They are often signed by indisputable authorities, up to the Minister of National Education. They are accepted as proof of competence by most players<sup>25</sup> and other key stakeholders in the sectors included in the pilots (Table 1).

Because it is still at the pilot stage, VAEP does not allow for the awarding of qualifications that would be listed in the Catalogue associated with the Moroccan NQF. On the other hand, this is the objective set by the players and other key stakeholders in the VNFIL system. The system is not in place because of the absence of an implementing decree that would allow the implementation of Law 60-17, and therefore the opening of a budget line. In the case of VAE in HE (AMEL Project), the objective is to award the exact same qualifications as those currently awarded at the end of a learning programme in a formal setting, but this system is not yet operational. For now, the AMEL Project has experimented with its approach in two sessions –November 2022 and February 2023 – by awarding credits (partial validation) from its French partner, the CNAM<sup>26</sup>.

Although Morocco has adopted the Bachelor's-Master's-Doctorate (*licence, master, doctorat* – LMD) system, which are the three highest levels of the NQF (just as in the European Qualifications Framework, EQF), and an ECTS-type points-based assessment system (European Credit Transfer and Accumulation System), there is no credit accumulation and transfer system in Morocco, strictly speaking, either in technical and vocational education and training (ECVET) or in higher education (ECTS). These tools are therefore not yet accessible in the VAEP and VAE systems.

As tested during the pilots that have taken place since 2008 in Morocco, the VAEP system comprises four key steps that are similar to those used in the French model, but not identical to the approach recommended by the ETF<sup>27</sup>. These four steps are detailed in Section 11 and summarised here:

1. Step 1: Information and advice
2. Step 2: Admissibility/eligibility
3. Step 3: Guidance (collective and individual)
4. Step 4: Awarding of labour-market competences, (not a qualification yet), including assessment

There is no restriction as such on the nature of learning outcomes that can be taken into account when assessing and validating non-formal and informal learning outcomes, provided that it consists of experience at the workplace. In other words, knowledge acquired from experiences in the private sphere (associative work, family work, unpaid work, participation in social or sporting activities) is excluded. Again, applicants must be presented by their company.

Since Morocco is still in the pilot phase, it is not possible to really conclude on the nature of the societal recognition<sup>28</sup> from which the qualifications that may be awarded in the future under VAEP could benefit. The system that is being set up in Morocco has been largely influenced by the French system, and the ultimate objective is, as in France, to award the same qualifications as those awarded in the formal education and training system. Nevertheless, it is not clear at this stage whether companies will be ready to accept qualifications awarded following a VAEP process as proof of competence. Validation is a technical process, and it is well known that in Morocco, societal recognition is always more difficult to obtain. It is still too early to know whether the system that will be operationalised on the basis of the

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<sup>25</sup> With some occasional inconsistency, as when the newly arrived Director of the Ministry of Equipment and Transport refused to accept the certificates of labour-market skills awarded in the VAEP pilot to promote companies to the classification of an enterprise (only full-fledged qualifications were accepted and VAEP lost its interest for employers).

<sup>26</sup> <https://www.amel-maroc.eu/wp5-selection-des-entreprises-pilotes-et-information-dans-le-cadre-de-la-mise-en-pratique-des-tests-de-validation-des-acquis-de-lexperience/>

<sup>27</sup> Somewhat unusual approach in practice and in theory in comparison to the work of the European Commission, the ILO and the OECD: identification, documentation, assessment and certification.

<sup>28</sup> The term 'recognition' is polysemic. It refers to both the technical process (i.e. the recognition of learning outcomes by assessors) and societal recognition (i.e. acceptance by society, including employers, that the certificate of labour-market skills (qualifications in the future) awarded through the VAEP process is evidence of skills). It is indeed societal recognition that is addressed here. Technical recognition (assessment and validation) seems to be acquired in the case of Morocco thanks to the contribution of the method used by the AFPA and the CNAM.

current law or a future law explicitly devoted to VAEP will lead to broad societal acceptance of the qualifications awarded following a VAEP process.

At the time of writing this report, the strong point of the Moroccan approach is really the strong demand from both the private productive sector and from individuals. It seems clear that Morocco has a plentiful competences, but they are not clearly identified. As a result, workers cannot claim decent jobs/wages and employers cannot transparently recruit workers who have the competences they need. The weak point of the approach in Morocco remains the legislative complexity and the lack of follow-up of pilots that have nevertheless shown the relevance of the concept and its implementation in concrete cases.

In the case of AMEL, the process is also very similar to what is done in France, but a bit more condensed:

1. Greeting potential applicants, information, light guidance and eligibility;
2. Guidance for applicants; and
3. Panel of assessors (jury) and decision.

In the case of the AMEL Project – and therefore the VNFIL process as it is designed at the moment by the AMEL Consortium – there are even fewer restrictions than in the VAEP approach regarding the nature of the learning outcomes that may be taken into consideration. Occupational learning outcomes are relevant and very welcome. Learning outcomes from the private sphere – such as work at not-for-profit organisations or for family members – are also accepted. Learning outcomes from previous studies in different but related subject matters are of course accepted.

## 2.3 Validation in the labour market

The labour market plays a key role in VAEP in the way in which it has been developed and implemented since the first pilot in 2008. Its name expresses it clearly: VAEP concerns achievements related to the practice of a trade or occupation. Companies are primarily involved because they are the ones that present the applicants. VAEP is not on the initiative of the individual alone in Morocco. The application must be submitted by a company: the DFP website states: ‘VAEP aims to enhance the occupational competences acquired in companies’<sup>29</sup>. In addition, during the first pilot, in 2008, the DFP, which was – and still is – responsible for the VAEP, was already under the Ministry of Labour. Finally, the Public Employment Service (National Agency for the Promotion of Employment and Competences - ANAPEC) is present because it has been imposed by the DFP that the Repertory of Employments and Trades and the Standards for Employment and Qualifications (*Répertoires emplois-métiers* and *Référentiels emplois-compétences*, REM-REC<sup>30</sup>) exists for the VAEP process to be set in motion in order to assess applicants for this employment; and the REM-REC is a tool created by ANAPEC.

In the case of VAE in HE (AMEL Project), the labour market’s role is less important, which is consistent with the approach adopted that prioritises learning outcomes corresponding to academic qualifications. Nevertheless, the labour market remains present even in the case of VAE in HE, since the workplace is an important source for creating and developing competences through experience.

VAEP also concerns the labour market, since Law 60-17 clearly indicates that it will only concern a given list of professions. This list was intended to be provided by a regulation but, again, Law 60-17 was not followed up. Therefore, this list does not yet exist. Nevertheless, in its pilot phase, the sectoral dimension of VAEP is proven (Table 1). The sectors covered by the various pilots indicate the sectors most in demand and/or most active in general in developing and using competences.

The objectives of the implementation of VAEP are multiple. Employers have seized on it to be able to recruit in an environment that is slightly more transparent than usual regarding the competences possessed by job applicants. In addition, in some sectors, having a fair proportion of employees with qualifications allows the company to advance in the sectoral classification maintained by the Ministry of

<sup>29</sup> <https://www.dfp.gov.ma/vaep.html>

<sup>30</sup> <https://www.dfp.gov.ma/etablissements-accredites/307.html>

Equipment and Transport, and therefore to apply for larger calls for tenders. For example, in the building industry, companies had to recruit workers with qualifications to be able to compete on these tenders, even though a large part of the work was entrusted to employees who had no qualifications but had long and proven experience. VAEP has allowed some companies to have a more coherent approach to managing their employees, since it makes the level of experience and the level of qualification consistent.

It is therefore possible to argue that VAEP is created in the first place mainly to respond to labour-market issues.

Since it is the DFP that supervises VAEP, at least in its pilot phase, the tools are the same for all pilots. The DFP signs an agreement with the partners involved in the pilot, and it is generally these same partners who sign the certificate of labour-market competences issued to successful applicants. For example, the first pilot, in 2008, brought together the DFP, the FNBTP and the French National Agency AFPA. The certificate was therefore signed by the Minister of Employment at the time (the DFP's superior in 2008), the President of the FNBTP and the Director of AFPA. Although it was merely a certificate of labour-market competences not a qualification, it was recognised by industry players.

In chronological order of use, the main tools are the 'Application Folder' (*Dossier de candidature*) and the 'Occupational Experience Description Folder' (*Dossier de description de l'expérience professionnelle*, DDEP). The Application Folder contains factual information about the applicant's experience and enables those responsible for VAEP to assess the application and decide on its admissibility (i.e. for a potential applicant to become an actual applicant). This tool corresponds to step 2 of Table 7. This tool and step are only intended to authorise the individual to become an applicant. This is not yet the assessment process as such. The Occupational Experience Description Folder (DDEP) is a portfolio of competences that forms the basis for assessing the applicant's learning outcomes. Preparation the DDEP corresponds to step 3, and its use by assessors to step 4. Finally, since the AFPA has largely contributed to establishing these documents/tools, it should not come as a surprise that there is a strong resemblance to what the French system of VNFIL (VAE) used: Booklet 1 (admissibility) and Booklet 2 (assessment); i.e. *Livrets* 1 and 2.

The four steps selected for the VAEP process are described in Section 2.2.

The areas that could benefit from improvement are as follows:

- The main area for improvement, since it conditions everything else, remains the absence of a legislative framework, which makes it impossible to award qualifications registered with the Moroccan NQF, since the implementing decrees and/or regulations have not been published since Law 60-17 was enacted;
- Morocco and the DFP have solid experience in carrying out pilots, but always on a small scale. Scaling up may prove difficult in a country that is both populated and where individuals often possess competences that are not yet validated;
- Beyond the lack of qualifications, Morocco does not have a system (for the VNFIL) in the sense that VAEP and VAE in HE are not harmonised; and
- Even in the pilot phase, the VAEP system has no formal guidelines for quality assurance (QA), bearing in mind that it is only at the time of the validation process (identification, documentation, assessment and certification) that a QA system is operational (since the input process regarding the acquisition of competences is unknown).

On this last point, the ANEAQ is part of the AMEL Consortium and the QA approach is better taken into account. Nevertheless, at present the ANEAQ has worked neither on VAEP nor on VNFIL in general.

Finally, there is the debate surrounding the fact that VAEP applicants must be presented by their employer. As this currently excludes unemployed individuals and those outside the labour force, this approach is inequitable. Nevertheless, it is also a strength because it automatically leads to employers' involvement, which is a strength in the TVET landscape where employers are generally not very invested.

## 2.4 Validation in the third sector

At this stage of development of VAEP, the third sector is not concerned with VNFIL. All efforts are focused on VNFIL, which is related to occupational learning (VAEP), and VAE in HE for the awarding of HE qualifications (AMEL).

### 3 Links to the National Qualifications Framework (NQF)

In 2007, in partnership with the Ministries in charge of National Education, TVET, HE, Labour and Occupational Integration, as well as with the Higher Council of National Education, Vocational Training, Higher Education and Scientific Research (CSEFPESRS) and the General Confederation of Moroccan Enterprises (CGEM), Morocco launched the process of designing and implementing a framework with the support of the European Training Foundation (ETF). To ensure the follow-up of this national project, steering and monitoring mechanisms have been set up:

- a National Commission for the NQF (CN-CNC) under the supervision of the government with particular ministers, or their representatives, of the CNC's partner ministries;
- an independent operational steering body for the NQF, to be created in accordance with the provisions of Framework Law No 51-17 on the education, training and scientific research system<sup>31</sup>; and
- a Standing Committee of the CNC under the supervision of the authority in charge of National Education, Public Service, Higher Education and Scientific Research, whose mission is to work on institutional support and support for the operationalisation of the CNC's mechanisms. This commission is chaired by the Secretary General of the DFP.

There is therefore a Moroccan NQF, but it is not operational. The establishment of the NQF is, nevertheless, one of the provisions expected in relation to the advanced status that Morocco signed with the European Union in 2008. It is also planned to compare the Moroccan framework to the EQF. The Moroccan NQF contains eight levels and six descriptors. Since 2019, in particular Circular No 10/2019 of 28 June on the NQF Commission, the Ministry of Education has been responsible for steering, operationalising and monitoring the work in relation to the Framework.

In fact, the Commission has few activities, and the Moroccan NQF is not operational. The number of qualifications that exist in Morocco is relatively stable, even if it is difficult to quantify them since the National Catalogue of Qualifications (or National Repertory of Qualifications) is not operational either.

With regard to the four usual components of an NQF<sup>32</sup>, considerable progress has been made since the work launched in Morocco.

The design work carried out made it possible to finalise the reference structure of the future Moroccan NQF, validated by the Steering Committee in October 2012. The structure consists of a grid prioritising eight levels of qualification, explained using six descriptors (knowledge, know-how, complexity, responsibility/autonomy, adaptability and communication). The content of the qualifications that will be referenced in this framework, i.e. to which a level will be assigned, is based on the combination of the six dimensions covered by the six descriptors. The referencing process has been the subject of a methodology that is described in the QA System of the Observatory of Branches of the General Confederation of Moroccan Enterprises<sup>33</sup>.

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<sup>31</sup> [http://www.aneaq.ma/wp-content/uploads/2020/12/Loi-Cadre-51.17-Vr.Fr\\_.pdf](http://www.aneaq.ma/wp-content/uploads/2020/12/Loi-Cadre-51.17-Vr.Fr_.pdf)

<sup>32</sup> A reference structure or grid of levels with descriptors, operating principles and rules, a governance and steering system, and a communication and information system for users.

<sup>33</sup> Heading 'Quality Assurance Guide' of the site Internet Observatory of branches: <https://observatoire.ma/>.

## 4 Standards and reference points

As part of VAEP and under the responsibility of the DFP, qualification standards have been developed specifically for the VAEP pilots. They are based on the REM-RECs that have been developed for many years by the Public Employment Service (ANAPEC). The DFP has declared that only occupations/trades for which a REM-REC exists may be open to VAEP. In the context of the AMEL Project and VAE in HE, the reference standards used are those of the targeted qualification (the qualification standard of the HE system).

In the case of VAEP, the standards are therefore specific, but they are based on the REM-REC, which are standard tools used by education players and those in the world of work in Morocco. In the case of the AMEL Project, these are the standards used in the formal HE system. In both cases, therefore, the standards used are trusted by players and other key stakeholders, even if the REM-RECs take a long time to be published: only nine are published on the DFP website, some of which are incomplete<sup>34</sup>, despite being supplemented in 2015<sup>35</sup>.

In both cases (VAEP and VAE/AMEL), the standards have the usual role dedicated to qualification standards in an individual process of VNFIL: to help the applicants formulate a choice of qualification to target with VNFIL that is consistent with their experience and experiential learning outcomes, and to provide a valid and reliable tool for assessing applicants (steps 1 and 4).

As VAEP is still only at the pilot stage, the assessment standards have only been produced for a dozen certificates for labour-market competences (as a reminder, the VAEP approach does not allow for the awarding of full-fledged qualifications that would be included in the Moroccan NQF). On the other hand, the entire REM-RECs are being reviewed as part of the continuation of the European Union's ForCap Programme<sup>36</sup>. More than 200 REM-RECs are expected, but the DFP website has not yet been updated in this regard<sup>37</sup>. The players and other key stakeholders understand that the standards should be reviewed regularly, but the timing of the revision has not yet been established.

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<sup>34</sup> <https://www.dfp.gov.ma/etablissements-accredites/307.html> See also: <https://orientationfp.men.gov.ma/fr/Pages/REM-REC.aspx>

<sup>35</sup> <https://docplayer.fr/74603926-Fiches-rem-rec-deuxieme-edition-completee-et-mise-a-jour.html>

<sup>36</sup> <https://www.facebook.com/forcap.ue2021/>

<sup>37</sup> <https://www.dfp.gov.ma/etablissements-accredites/307.html>



## 5 Organisations and institutions involved in the validation arrangements and their coordination

The institutions and organisations involved in VAEP vary somewhat between the different pilots. At the beginning, three institutions were involved:

- the DFP, which has changed ministries regularly since 2008 – sometimes to the point of being autonomous – but was part of the Ministry of Labour in 2008 and is again today, after having been part of the Ministry of Education;
- an occupational federation in the field of the pilot in question; and
- the French AFPA for the first three pilots, from 2008 to 2010.

These three institutions signed the agreement setting out the details of the joint work as well as the roles and responsibilities of each, and the ones that signed the certificates of labour market competences given to successful applicants.

There have been some variations over time, notably when the AFPA withdrew from work. Thus, for example, the institutions involved in recent pilots, in the field of crafts, are for the convention of 21 April 2021:

- the Ministry of National Education, Vocational Training, Higher Education and Scientific Research; and
- the Ministry of Tourism, Air Transport, Handicrafts, and Social Economy.

More recently, and still in the field of crafts, the signatories to the implementation agreement of June 2021 are:

- the Ministry of National Education, Vocational Training, Higher Education and Scientific Research;
- the Ministry of Tourism, Air Transport, Handicrafts, and Social Economy; and
- the Chamber of Handicrafts of the region of Rabat-Salé-Kénitra.

In summary, the institutions and organisations involved in the VAEP pilots depend on the scope of VAEP implementation. These are companies, occupational federations, consular chambers and the DFP. Their role has not changed over time. It is defined in the agreement signed at the beginning of the work. It clearly specifies the roles and responsibilities of each of the institutions, particularly with regard to the four stages of VAEP (Table 7), including information, support and assessment, which are the pillars of VAEP. Coordination is therefore not regulated by law, but by a convention.

With regard to the AMEL Project for VAE in HE, there are many institutions and organisations, but this is due to the nature of the approach, which is being built by a Consortium brought together as part of an Erasmus project. The signatories to the agreement to which they are committed are:

- the CNAM (France);
- the Stockholm Royal Institute of Technology (Kungliga Tekniska Högskolan, Sweden);
- the Graduate School of Civil, Environmental and Urban Engineering (ENTPE, Lyon, France);
- the Ministry of Higher Education, Executive Training and Scientific Research (Morocco);
- the General Confederation of Moroccan Enterprises (CGEM);
- the Association of Women Entrepreneurs of Morocco (AFEM);
- the National Agency for Evaluation and Quality Assurance of Higher Education and Scientific Research (ANEAQ, Morocco);

- Mohamed V University of Rabat (Morocco);
- Abdelmalek Essaadi University (Tetouan, Morocco);
- Sidi Mohamed Ben Abdellah University (Fez, Morocco);
- Hassan II University of Casablanca (Morocco);
- Chouaib Doukkali University (El Jadida, Morocco);
- Cadi Ayyad University (Marrakech, Morocco);
- Ibn Tofail University (Kenitra, Morocco);
- Mundiapolis University (Casablanca, Morocco); and
- the National School of Mines of Rabat (Morocco).

All these institutions are involved to varying degrees in VAE, bearing in mind that the AMEL Project has a general objective that goes beyond VAE alone, since it covers and promotes LLL as a whole.

There are currently no other institutions or organisations involved in VNFIL in Morocco. The voluntary sector is absent, for example. Employers, on the other hand, are present in VAEP.

## 6 VNFIL service providers

Given the specific arrangement in both cases concerning VNFIL in Morocco, there are no providers as such.

It is a conventional approach in the case of VAEP, and implementation relies on the signatories to the convention, including the AFPA at the beginning for conceptualisation. Guidance and assessment staff have been provided by the employers and the DFP.

It is an Erasmus+ project funded by the European Commission in the case of the AMEL Project, and the implementation relies on the Consortium's partners, including the CNAM for the initial conceptualisation. The guidance and assessment staff were the Moroccan members of the AMEL Consortium, with capacity-building provided by the CNAM.

## 7 Information and guidance

### 7.1 Information, outreach and promotion

In the case of VAEP, companies are at the origin of their employees' requests for validation, and they formally present the applicants so that they can initiate the process and be evaluated. The process of informing potential applicants therefore rests mainly on companies. Moreover, since this is a pilot, information is scarcely circulated except for the federations and employers' organisations concerned (e.g. the FNBTP), or other occupational organisations if they exist (e.g. consular chambers).

In some cases, the people overseeing VAEP on the occupational side use events, such as fairs or trade shows, to disseminate information. This is considered good practice, as it reaches a wide audience at a low cost and in an occupational context.

Otherwise, labour-market players and other stakeholders are poorly informed about VAEP in general, even though all those consulted realise the opportunity it represents (see, for example, the work of GIZ and the International Labour Organization; Recotillet and Werquin, 2020). There is therefore a significant gap between the level of information available about the players and other key stakeholders in VNFIL (VAEP or VAE), which remains low, and the potential interest they see in it.

New information and communication technologies are not sufficiently mobilised to reach potential participants in VAEP.

As part of the AMEL Project, a digital platform is planned, which would serve in part to disseminate relevant information on VAE in HE<sup>38</sup>.

### 7.2 Advice and guidance

Through the establishment of VAEP, potential applicants are informed by their respective companies in the initial phase. Subsequently, coaching is an essential part of the VAEP process, especially during steps 1 and 3 (Table 7). It should be noted that the guidance is firstly collective and then individualised in step 3. This makes it possible to obtain returns to scale when it comes to explaining general elements about VAEP.

In the case of the AMEL Project, support is also at the heart of the system. In particular, the Consortium has produced a guide for training VAE coaches<sup>39</sup>.

In both cases, initial information and support during the VAEP/VAE process are free of charge for applicants.

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<sup>38</sup> <https://www.amel-maroc.eu/wp-content/uploads/2019/10/GUIDE-DU-PROJET-AMEL.pdf>

<sup>39</sup> [https://www.amel-maroc.eu/wp-content/uploads/2022/04/WP4.1\\_Rapport-Final-Formation-Accompagnateurs-VAE.pdf](https://www.amel-maroc.eu/wp-content/uploads/2022/04/WP4.1_Rapport-Final-Formation-Accompagnateurs-VAE.pdf)

## 8 Validation practitioners

### 8.1 Profile of validation practitioners

Given the approach adopted for VAEP, there are not yet any VAEP practitioners. On the other hand, staff from employers and the DFP have been trained to be able to play the role of guidance officers (advisers) or assessors; in doing so, great care is taken to put a watertight barrier between the two roles so as not to create a situation where some VAEP staff are both judge and jury. For instance, the members of the jury are professionals from the textile and clothing sector. In all cases, those involved are professionals from the field.

DFP staff themselves were involved in the concrete VAEP process (Table 7). Coaches help applicants prepare the DDEP. The assessors intervene at several points in the assessment process: during the practical assessment (workplace simulation); during the analysis of the DDEP; and finally during the interview of the applicant by the jury.

There are also no practitioners in the AMEL Project. The CNAM's Moroccan centres provided the assessors.

### 8.2 Qualification requirements

For VAEP, the conditions to be a guidance officer or assessor are to be a professional in the sector and to have followed the training implemented by the signatories to the agreement. No specific formal qualifications are required for guidance officers and assessors during the pilot phase.

For the AMEL Project, the group of professionals potentially selected to be guidance officers is made up of academics and qualified persons, selected after a call for applications, for their aptitude for support and their profile corresponding to those of future advisors in VAE. 39 participants from the different partner institutions (three people per institution) were identified to follow this programme. The members of the VAE jury (assessors) were selected on the basis of the following criteria<sup>40,41</sup>:

- have completed the full application form;
- have participated in the 3 days of training of VAE advisors organised by the partner institutions of the AMEL Project;
- be motivated; and
- be among the five people who responded to the launch of the first call for participation in May 2022.

After studying the dossiers, the 38 people were retained, one third of whom were women. The training was aimed at motivated teachers/researchers and executives of companies with at least 5 years' experience in the sector concerned.

### 8.3 Provision of training and support to validation practitioners

There is no curriculum containing elements referring to VNFIL, either in relation to vocational training and the labour market or in relation to HE. The training organised as part of the VAEP or AMEL Project were organised specifically on an ad hoc basis for these operations.

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<sup>40</sup> [https://www.amel-maroc.eu/wp-content/uploads/2022/04/WP4.1\\_Rapport-Final-Formation-Accompagnateurs-VAE.pdf](https://www.amel-maroc.eu/wp-content/uploads/2022/04/WP4.1_Rapport-Final-Formation-Accompagnateurs-VAE.pdf)

<sup>41</sup> [https://www.amel-maroc.eu/wp-content/uploads/2022/04/WP4.2\\_Programme-Formation-des-Membres-du-jury-VAE.pdf](https://www.amel-maroc.eu/wp-content/uploads/2022/04/WP4.2_Programme-Formation-des-Membres-du-jury-VAE.pdf)

For VAEP, training was offered to the professionals and members of the institutions and organisations involved to provide them with better knowledge of the principles of VAEP and a good understanding of the methods used for information, support and assessment.

For the AMEL Project, the training course 'Becoming a VAE Jury Member' aimed to convey the techniques and knowledge necessary for the role of a VAE jury member. The training covered the following points:

- the career of the VAE applicant;
- the reference system: institutional support for the VAE approach;
- the structure of the VAE folders;
- what is evaluated in the VAE jury;
- how to take into account the various occupational practices of the applicants; and
- how to conduct an oral interview.

## 9 Quality assurance

No QA mechanism is explicitly described or implemented for either VAEP or the AMEL Project.

On the other hand, the procedures used largely comply with what are considered to be quality rules in the countries that have an advanced VNFIL system. For example, for VAEP, a guidance officer cannot be an assessor, which makes it easier to implement a fair assessment system.

In the same vein, for the AMEL Project, people who followed the training on guidance were not eligible for the 'Becoming a VAE Jury Member' training. Again, the separation of duties allows for fairer assessment. In the case of VAEP, the liaison fiche informs the members of the final jury about the applicant's occupational situation in the event that they have not been involved in assessing of the applicant following the practical assessment in a work setting.

# 10 Inputs, outputs and outcomes

## 10.1 Funding

The financing of VAEP is one of the biggest difficulties, as VAEP has not been allocated its own budget line. The DFP has therefore had to rely on foreign donors such as the AFPA for the first pilots in 2008 or, more recently, on the Chamber of Crafts of the Rabat-Salé-Kénitra region. There is no dedicated funding for VAEP in Morocco.

In the case of the AMEL Project, funding came from the European Commission's Erasmus+ programme.

In both cases, the sustainability of the approach is a major challenge because it seems that the funding is for one-off opportunities only. It is clear in any case that when a donor withdraws from the operation, the operation stops. This lack of funding does not explain the absence of an implementing decree for Law 60-17 and VAEP, but it clearly explains why the pilots are so few and have so few applicants despite their relative success.

## 10.2 Distribution of costs

Applicants for VAEP and VAE in HE (AMEL Project) did not have to pay fees. For VAEP, it is the companies that are at the origin of the request anyway, and the funds come from various sources (foreign donors such as the AFPA at the beginning of VAEP, and the European Commission for the AMEL Project).

## 10.3 Evidence of benefits to individuals

With regard to VAEP, it is difficult to obtain evidence of benefits for individuals who have received a certificate, other than anecdotally. No tracking data is collected, nor is there any qualitative work in this regard. For example, field work has shown that VAEP has generated vocations, and some of the people involved have mentioned resuming studies, but these facts are not proven rigorously.

The AMEL Project is far too recent (having ended in 2023) and the sample for the pilot is far too small (five people) to be able to conclude on the benefits of VAE in HE for successful applicants.

## 10.4 Beneficiaries and users of validation processes

### 10.4.1 Validation trends

The figures for VAEP are well known. The DFP and its partners precisely record the amount of applicants for VAEP and the amount among them who are successful. Table 1 provides the general elements for all the pilots since 2008, the last of which is still in progress, in the craft sector.

More precise statistics are available, for example for the first three pilots in the building industry (Table 3).



**Table 3. Review of the achievements of operations between 2008 and 2010 in the building industry**

Year	Number of trades	Number of applicants	Number of companies*	Number of applicants for the certificate qualification	Number of applicants awarded with a certificate
2008	03	40	9	31	26
2009	08	146	45	72	61
2010	11	134	39	76	51
<b>Total</b>	13	320	-	179	138

Source: DFP (<https://dfp.gov.ma/vaep.html>).

\* All members of the National Federation of Building and Public Works (FNBTP)

Metadata:

- 4 ministerial departments have mobilised technical resources for the different stages of VAEP.

- 45 professionals and trainers from the sector were mobilised for the assessment.

A pilot in the textile and clothing sector was carried out between 2011 and 2012 (Table 1). This was done in partnership with the Association marocaine des industries du textile et de l'habillement (AMITH), as well as the Groupement École nationale supérieure des industries du textile et de l'habillement at the Centre technique du textile et de l'habillement (ESITH-CTTH). It resulted in 19 certificates of labour-market competences being awarded in three different trades. The members of the jury were professionals from the textile and clothing sector.

In view of the success of these pilots and pending the law on adult learning, the Ministry has responded to the request of some sectors by implementing:

- two new operations in the building industry, again in partnership with the FNBTP, as well as with the Addoha Foundation<sup>42</sup>; 84 certificates of labour-market competence were awarded in total;
- an operation in the hotel sector in partnership with the Fédération nationale de l'industrie hôtelière (FNIH) and the Associations de l'industrie hôtelière (AIH) of Marrakech and Agadir, for 200 beneficiaries; and
- an operation with Koutoubia Holding in the meat training industry for 226 certificates awarded between 2012 and 2016.

The sector has successfully completed the most recent pilots (Tables 4 to 6). The second is still ongoing at the time of writing.

**Table 4. Number of successful VAEP applicants between 2019 and 2022 per year and by occupation/trade, in the crafts sector**

Year	2019	2020	2022	Total
<b>Trades</b>				
Traditional sewing		98	262	360
Ironwork			56	56
Tapestry				0
Auto electricity				0
Carpet weaving			26	26
Aluminium joinery	34			34
Art carpentry		87		87
Embroidery	26			26
Installation of gas water heaters		22	50	72
Tannery	50			50
<b>TOTAL</b>	<b>110</b>	<b>207</b>	<b>394</b>	<b>711</b>

Source: Ministry of Handicrafts.

<sup>42</sup> <https://ir.groupeaddoha.com/la-fondation-addoha>

**Table 5. Number of successful VAEP applicants between 2019 and 2022 by city, in the crafts sector**

Year	2019	2020	2022	Total
Rabat	60	93	130	283
Salé		114	97	211
Kenitra			58	58
Khemisset			63	63
Tiflet			23	23
Sidi Kacem			23	23
Marrakech	50			50
<b>Total</b>	<b>110</b>	<b>207</b>	<b>394</b>	<b>711</b>

Source: Ministry of Handicrafts.

**Table 6. Number of successful VAEP applicants in 2023 by occupation and by consular chamber, in the crafts sector**

Trade	Rabat, Salé and Kenitra Chamber	Drâa-Tafilalet Chamber	Total
Traditional sewing	156		156
Ironwork		95	95
Tapestry	98		98
Auto electricity	46		46
Carpet weaving	6	56	62
Art carpentry	121		121
Embroidery	34		34
<b>Total</b>	<b>461</b>	<b>151</b>	<b>612</b>

Source: Ministry of Handicrafts.

As part of the AMEL Project, the CNAM carried out five assessments, with interviews, in two sessions (November 2022 and February 2023). Three applicants presented their case in November for a bachelor's degree in Computer Science. One applicant presented their case for a master's degree in Human Resources. All applicants had partial validation – i.e. not a complete qualification but some of it, as described for example by Cedefop<sup>43</sup>. In the particular case of the AMEL Project, the applicants received a document stating explicitly which units – usually ranging between two and six credits<sup>44</sup>, here ECTS – are validated. In the French system, they are valid for life.

#### 10.4.2 Validation users

The biographical data of the participants represented in the various tables is not available, or they are protected by laws and regulations on the confidentiality of statistical data.

#### 10.4.3 Validation and disadvantaged groups

Given the two experiments under way in Morocco (VAEP and AMEL Projects), disadvantaged groups are not a concern in VNFIL for the moment. In the case of VAEP, the applicants are company employees, and therefore do not belong to disadvantaged groups. On the other hand, it is clear that in some sectors, VAEP is aimed at employees who are sometimes close to illiteracy. From this point of view, there are therefore several advantages in sectors such as building and public works (BTP). In the tourism sectors, for example, applicants are already educated.

The applicants' lack of proficiency in writing was dealt with by offering those who were close to illiteracy the opportunity to seek help from a scribe (*'rédacteur'* in French). The scribe had to identify themselves, indicate their relationship with the applicant and sign the DDEP.

<sup>43</sup> <https://www.cedefop.europa.eu/en/tools/vet-glossary/glossary/certificacao-parcial>

<sup>44</sup> With some rare exceptions, for example for units corresponding to a dissertation (12 ECTS).

In the case of the AMEL Project, applicants are aiming for an HE qualification, and therefore do not belong to any disadvantaged groups either.

# 11 Validation methods

The VAEP is organised in the following four successive stages:<sup>45</sup>

1. Information and advice. The purpose of the information and advice stage is to inform the employee and potential future applicant. This step is concerned with the conditions for officially becoming an applicant and the steps involved in VAEP, to situate the occupational experience in relation to qualification (here, a certificate of labour-market competences) and to compile the application folder.
2. The admissibility stage. This consists of reviewing the application folder and deciding on the admissibility of the application (the right to become an applicant).
3. The support stage. This helps the employee in the drafting of their DDEP and prepares them for the qualification stage.
4. The qualification stage. This enables the jury to decide on the validation of the applicant's prior occupational experiential learning outcomes (VAEP).

Details of these four steps are given in Table 7. This makes it easier to achieve a balance between information and guidance, and assessment as such. The admissibility phase makes it possible to prevent applicants who lack the necessary consistency between their experience and the desired certificate (which later becomes a qualification) from embarking on the process, since they would be doomed to failure. In the present case, the condition of admissibility boils down to being able to justify 3 years of occupational practice corresponding to the certificate in question.

**Table 7. The four key stages of VAEP**

Step 1 Information and advice	Step 2 Eligibility	Step 3 Guidance	Step 4 Awarding of a certificate*	
		Applicant draws up DDEP (skills portfolio)	Assessment	Validation
Applicants prepared for assessment	Devising of tests to be taken by applicants when put in a simulated workplace	DDEP analysed	Discussion among assessors and decision	
		Workplace simulation	Certificate awarded	
		Interview with panel of assessors (jury)		

Source: Review of the two VAEP operations of the Kutubiyya group.

\* Again, the objective in the medium to long term is to award a qualification. At the time of writing, full-fledged qualifications cannot be awarded because the Law has not been implemented. Therefore only a certificate of labour-market competences" is awarded.

In the case of the AMEL Project, the CNAM centres carried out tests to prepare for the interview with the accompanying persons and the scenarios for the applicants. The pilot phase made it possible to solicit applications in real conditions for obtaining qualifications under the French National Repertory of Qualifications (RNCP), awarded by the Paris CNAM.

The pilots therefore consisted of real assessments, including interviews with the CNAM jury. The entire process consisted of:

- of the CNAM centres calling for applications for VAE;

<sup>45</sup> Adapted from <https://www.dfp.gov.ma/vaep.html>.

- the final assessment being prepared (i.e. skills portfolio – ‘*Livret 2*’ in French);
- interviews being held to validate the prior learning of successful applicants;
- the results being announced; and
- the desired qualification being awarded or additional acquisition of competences being recommended.

## 12 Use of ICT in validation

In both cases (VAEP and AMEL Projects), new information and communication technologies are not yet used for the assessment.

Nevertheless, as part of the AMEL Project, a digital platform has been developed. It is intended to be evolutionary and should contain explicit elements relating to VAE in HE in the near future. Nevertheless, it seems that this platform will merely contain pieces of information, and not really e-tools related to the VAEP process.

There is not yet a digital database to record the results of either VAEP or VAE assessments. There is also no digital micro-credential (e.g. open badges).

## 13 The position of validation in society

VAEP is becoming visible in several national documents in Morocco, including Framework Law 51-17 published in 2019, and Law 60-17, which institutionalises VAEP and was published in October 2018.

While certain employers recognise the benefits of using VAEP, society as a whole remains largely unaware of this approach. The employers interested in VAEP are, for example, those seeking to increase the proportion of their workers who possess qualifications, in order to be able to access more attractive contracts, such as public tenders.

The level of involvement of the players and other key stakeholders is significant but has a narrow scope. The DFP, some sectoral ministries (crafts), some consular chambers and some employers' federations are involved, but VAEP remains not very well known and understood.

## 14 Recommendations

In 2023, 5 years after the adoption of Law 60-17 and 15 years after the first VAEP pilot, the lack of a full-fledged legislative framework is the main hindrance for individuals to be able to have their non-formal and informal learning outcomes assessed, validated and recognised in Morocco. In a nutshell, it is not yet possible for Moroccan citizens to be awarded full-fledged qualifications registered in the National Catalogue / Repertory of Qualifications attached to the NQF (*Cadre national des certifications*, CNC).

Although a national qualifications framework is neither necessary nor a sufficient condition for a VNFIL system to exist and to work effectively, the fact that the Moroccan NQF is still not operational is clearly hindering the VAEP and AMEL processes, since modern national qualifications frameworks always come with sustained attention to learning outcomes, qualifications standards and the visibility of learning outcomes and competences.

Nevertheless, it is clear that VNFIL is made for Morocco and Morocco is made for VNFIL, because there are many competences that are not recognised, and therefore not visible, and because the demand from employers for an operational VNFIL system is high and constantly reiterated. The large-scale, multisectoral VAEP pilot and the AMEL micro-pilot have shown the relevance of VNFIL in Morocco.

Despite the relative success of the pilots and the convincing approaches that have been adopted in both VAEP and AMEL, there is room for improvement:

- Morocco would benefit from a collective discussion about the role and shape it wants to give to its VNFIL system when VAEP and AMEL are scaled up: e.g. the types of learning outcomes that should be validated (from the occupational sphere only as it is now, or also from the private sphere); the eligibility conditions (the current one, mimicked from the French one, is highly skewed against self-learners); the condition for qualifications awarded in the VNFIL system to have societal recognition; the cost of VNFIL; the price for individual applicants; the financing of VNFIL when the time comes for scaling up; the nature of the awards granted to successful VNFIL applicants and whether they should be qualifications or just certificates of labour-market competences, the conditions for all good practices to become a system; and the nature of the communication strategy regarding the existence of a VNFIL system for Moroccan citizens.
- This national debate, as it were, could provide an opportunity to address some inconsistencies in the terms used in French, and to decide on uniform definitions. Without this necessary conceptual clarification, it is likely that VAEP and VAE/AMEL will remain an unclear approach to high-level decision-makers and ministry staff.
- The national debate would also provide an opportunity to discuss whether importing a system from another country with only minor adaptation is a suitable approach.
- Several technical issues would need to be reviewed, e.g. the qualification standards to be used; the period of validity of the qualification standards before they are revisited/updated; the relevance of the REM-RECs for assessing learning outcomes towards the awarding of a qualification; a discussion should take place about the meaning and role of qualification/assessment/occupational standards; the competences and qualifications required from the VNFIL staff such as assessors; the payment for professionals involved in assessing VNFIL applicants; and the conditions for the assessment process to be valid, reliable and fair across all education sectors, industry sectors and regions.



# 15References

## References

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## Sources

Name	Organisation	Position
Wafa Asri	Département de la Formation professionnelle (DFP) Rabat	Secrétaire générale (Secretary-General at the time of writing, now former Secretary)
Mohamed Bougroum	Université Cadi Ayyad Marrakech	Professeur (Professor)
Mohammed Bouguidou	Faculté des sciences de l'éducation, Université Mohammed 5 Rabat	Enseignant chercheur (Lecturer and Researcher)
Anne-Marie Charraud	Anciennement Commission nationale de la certification professionnelle (CNCP)	Consultante indépendante Anciennement responsable du Répertoire national des certifications professionnelles (RNCP) (Independent consultant in Morocco, formerly overseeing the French National Qualifications Catalogue, RNCP)
Fatima Charki	Département de la Formation professionnelle (DFP) Rabat	Cadre au Service des études d'impact de la formation en cours d'emploi (Manager at the DFP overseeing the studies of the impact of training for employees)
Toufik Cherradi	Fédération nationale du bâtiment et des travaux publics (FNBTP)	Président de la Commission formation de la FNBTP. Évaluateur VAEP lors d'un pilote (Chair of the VET Council of the National Federation of Building and Public Works)
Ahmed Daoudi	Koutoubia Holding	Directeur de la formation (Head of Education and Training)

<b>Mourad Glouib</b>	Koutoubia Holding	Directeur pédagogique de la formation (Director of Educational Training)
<b>Najat Naouiri</b>	Direction de la formation professionnelle et de la formation continue des artisans. Ministère du Tourisme, de l'Artisanat et de l'Économie sociale et solidaire	Cheffe de la division de la Formation continue des artisans (Head of CVET for Artisans)
<b>Mohamed Slassi</b>	Conseil supérieur de l'éducation, de la formation et de la recherche scientifique (CSEFRS)	Président de la commission permanente chargée de la gouvernance du système national d'éducation et de formation et membre du bureau du CSEFRS (Chair of the Permanent Commission for the governance of the national education and training system, and CSEFRS member)
<b>Younes Zerdali</b>	Département de la Formation professionnelle (DFP) Rabat	Directeur de la FMP.PI. Chef de la division de la formation en cours d'emploi (Head of TVET for Employees)

# 16 ANNEX

## 16.1 Example of certificate (crafts sector)

المملكة المغربية



وزارة التربية الوطنية والتكوين المهني  
والتعليم العالي والبحث العلمي  
قطاع التكوين المهني



Chambre de Métiers et de l'Artisanat  
du Rhône



غرفة الصناعة التقليدية  
لجهة الرباط-سلا القنيطرة

المملكة المغربية



وزارة السياحة والصناعة التقليدية  
والنقل الجوي والاقتصاد الاجتماعي

La Ministre du Tourisme, de l'Artisanat, du Transport Aérien et de l'Economie Sociale  
Le Ministre de L'Education Nationale, de La Formation Professionnelle, de L'Enseignement Supérieur Et de la Recherche Scientifique  
Le Président de la Chambre de Métiers et de l'Artisanat de Rhône  
Le Président de la Chambre d'Artisanat de la Région Rabat Salé Kénitra

- بناء على اتفاقية الشراكة الموقعة في 31 يناير 2019 بين وزارة السياحة والنقل الجوي والصناعة التقليدية والاقتصاد الاجتماعي وغرفة المهن والصناعة التقليدية برون بفرنسا وغرفة الصناعة التقليدية لجهة الرباط-سلا القنيطرة، بخصوص تطبيق برنامج التصديق على مكسبات التجربة المهنية في قطاع الصناعة التقليدية،
- بناء على المحضر الموقع بين أطراف الاتفاقية بتاريخ 19 أكتوبر 2020،
- ونظرا لأهمية تقييم وتقدير التجربة المهنية من أجل الاعتراف بالمسار المهني للمصانع التقليدية،
- وبناء على محضر لجنة الامتحانات بتاريخ 19 نونبر 2020،
- يتم الإشهاد بأن السيدة:.....
- رقم البطاقة الوطنية للتعريف:.....
- صادق/ت على مكسبات التجربة المهنية المتعلقة بالكفاءات اللازمة لمزاولة حرفة  
الخياطة التقليدية (التأهيل).....

01/204/250/VAEP/ART/19

FAIT A RABAT

وزارة التربية الوطنية والتكوين المهني والتعليم العالي والبحث العلمي  
قطاع التكوين المهني

وزارة السياحة والصناعة التقليدية والنقل الجوي والاقتصاد الاجتماعي

Chambre de Métiers et de l'Artisanat de Rhône  
غرفة المهن والصناعة التقليدية برون

غرفة الصناعة التقليدية لجهة الرباط-سلا القنيطرة

## 17 ACRONYMS AND INITIALISMS

AFPA	Agence nationale pour la formation professionnelle des adultes
ANAPEC	National Agency for the Promotion of Employment and Skills
ANEAQ	National Agency for Evaluation and Quality Assurance of Higher Education and Scientific Research
ANLCA	Agence nationale de lutte contre l'analphabétisme
CNAM	Conservatoire national des arts et métiers
CNC	Cadre national des certifications (National Qualifications Framework) (Morocco)
CVET	Continuing vocational education and training
DDEP	Dossier de description de l'expérience professionnelle
DFP	Département de la formation professionnelle
ECTS	European Credit Accumulation and Transfer System
ECVET	European credit system for vocational education and training
ETF	European Training Foundation
FNBT	Fédération nationale du bâtiment et des travaux publics
HE	Higher education
ILO	International Labour Organization
IVET	Initial vocational education and training
MSP	Mise en situation professionnelle
NMD	Nouveau modèle de développement
NQF	National Qualifications Framework
QA	Quality assurance

REM-REC	Répertoires emplois-métiers and Référentiels emplois-compétences
RPL	Recognition of prior learning
TVET	Technical vocational education and training
VAANI	Validation d'acquis d'apprentissages non-formel et informel
VAE	Validation des acquis de l'expérience
VAEP	Validation des acquis de l'expérience professionnelle
VET	Vocational education and training
VNFIL	Validation of non-formal and informal learning