TORINO PROCESS SYSTEM MONITORING REPORT: MOROCCO (2024 update)

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ACKNOWLEDGEMENTS

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KEY TAKEAWAYS

- **Scope of system performance monitoring:** The Torino Process monitoring 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. In addition, the monitoring tracks how well policies and systems deliver to specific groups of learners: learners by age, female learners, young and adult learners at risk, and learners with a migrant background.

- **Scope of the 2024 update:** This monitoring report relies primarily on system performance indices derived from combining individual indicators from the ETF KIESE database. In 2023, the first year of the biennial monitoring cycle of the Torino Process, the data for calculating the SPIs included both KIESE indicators and self-assessments from countries to fill gaps where KIESE indicators were missing. In the second year of the cycle, 2024 – which is in focus of this report – only quantitative data from the KIESE database was collected and used to calculate the SPIs, without additional qualitative input from country self-assessments. Consequently, this monitoring report is intended as a selective, targeted update to the 2023 edition rather than a new, standalone report.

- **Access and attractiveness:** While initial vocational programmes remain attractive and competitive, offering strong opportunities for young learners, challenges persist in adult education and lifelong learning. Access to adult education programmes and related opportunities remains limited, despite efforts to make these programmes accessible. Structural barriers also hinder smooth transitions between vocational and general education, leaving many vocational learners without pathways for further education.

  There are positive developments too. VET in Morocco has improved in areas like enabling first-time access to vocational training and supporting learners to progress through their programmes. However, these gains reflect broader challenges in other countries rather than significant progress in the country. Addressing systemic barriers and enhancing flexibility are key to ensuring the VET system benefits a wider range of learners.

- **Quality and relevance:** Morocco has made significant strides in integrating green and digital themes into VET curricula, outperforming international averages in these areas. Career guidance services also continue to stand out, providing effective support to graduates and maintaining a strong lead over global benchmarks. Despite these successes, several challenges remain. Employability outcomes for VET graduates have declined, reflecting concerns about the relevance of training programmes to labour market needs. Work-based learning opportunities remain underdeveloped, as VET largely relies on school-based models with limited real-world experience. While youth skills and competencies have seen minor improvements, persistent gender gaps and declining digital literacy among adults hinder broader progress in adult learning outcomes.

  In some areas, the relative standing of VET in Morocco has improved, but often because other countries have faced setbacks rather than through substantial national advances. Strengthening the alignment between VET programmes and labour market demands, as well as expanding skill development opportunities, will be critical for enhancing the system's impact and meeting future challenges.

- **Excellence and innovation:** The VET system of Morocco presents a mix of progress and challenges in promoting excellence and innovation. Innovation has improved in areas like access to and relevance of learning. However, these improvements result from declines in international averages rather than national advancements. Performance in innovation for participation and graduation has declined, reflecting challenges in addressing new priorities. In terms of excellence,

Morocco's performance remains stable. Programme design and delivery meet learner needs and system goals effectively, slightly outperforming international averages. Teacher training and professional development remain a concern, especially for educators in adult learning. Greater investment in these areas is needed to improve outcomes. Social inclusion and equity continue to be weak points. Persistent gender disparities hinder progress despite legal commitments to equality. The system also struggles to support student participation and graduation due to limited access to academic support services. Closing these gaps is essential for strengthening the VET system.

- **System management and organisation:** The 2024 update shows limited changes in Morocco's VET system performance compared to 2023, with a mix of strengths and challenges. Governance remains a key strength, with active involvement in policy development and competence-based approaches. Morocco continues to outperform international averages in this area, though public accountability and transparency in quality assurance remain underdeveloped. Limited engagement and awareness among stakeholders highlight the need for better communication of results.

  Resource management reveals contrasting trends. Financial support for VET has seen slight improvements, including greater funding equity and better infrastructure development. However, human resources and material adequacy have worsened significantly. Growing staff shortages, insufficient educational materials, and deteriorating infrastructure disproportionately affect disadvantaged providers, hindering their ability to meet expectations.

  Internationalisation remains a weak point, with limited collaboration and exchange with global peers. This lack of international engagement restricts opportunities for learning and innovation. Addressing resource inequities and fostering international connections are critical steps for strengthening Morocco's VET system and ensuring balanced progress.

- **Quality and reliability of monitoring evidence:** Nearly half of the monitoring results for Morocco in 2023 and in 2024 are based on quantitative evidence, which makes them reliable in international comparison. According to responses from the 2023 supplementary monitoring questionnaire, Morocco tends to assess the performance of its VET and lifelong learning systems more positively than the average country in the Torino Process, however. The share of internationally comparable KIESE SPI indicators increased from 49.6% in 2023 to 55.6% in 2024. Even before this improvement, Morocco ranked in the highest quartile for data comparability among Torino Process countries and remains well above the international average of 43.1%. This progress underscores Morocco's strong commitment to robust and credible monitoring practices.

1. INTRODUCTION

1.1 Focus of monitoring and scope of reporting

This ETF report summarises the results of monitoring VET system performance in Morocco for 2024 in the context of the Torino Process initiative.[1] It updates the previous edition of the monitoring report, which covered the period up to 2023.

To allow for tracking country progress over time, this new edition retains the themes selected for monitoring and reporting in 2023. As in 2023, it discusses the performance of the education and training system in Morocco, particularly VET, in providing opportunities for lifelong learning which are accessible, of good quality, and well-managed (Chapter 2). The report also assesses the equity of these opportunities for learners of different backgrounds, genders, origins, and ages (Chapter 3).

The focus of monitoring in 2024 remains on the contribution of initial and continuing VET (IVET and CVET) to the learning activities of youth and adults 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.

"Performance," in this context, refers to the extent to which the VET system delivers on a targeted selection of commitments to learners and other stakeholders in support of lifelong learning (LLL). The term "VET system" encompasses the network of institutions, people, policies, practices, resources, and methodologies in a country and the way they are organised to provide individuals of any age with the practical skills, knowledge, and competencies needed for specific occupations, trades, or professions.[2]

As in 2023, 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. The dimensions are described at the beginning of Section 2.1 of this report.

To bring these dimensions of VET performance closer to real-world contexts, they were further broken down into **30 specific policy and system outcomes**. Here, 'outcomes' refer both to the commitments made by the education system—pledges to achieve specific results for defined groups of learners and stakeholders—and to the measurable results that demonstrate how successfully these commitments have been met in each country. For instance, an outcome such as "access to initial VET" indicates the presence of a commitment to provide access, and it also identifies an area of measurement of system performance in fulfilling this commitment. The 30 outcomes are described at

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[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] For a full overview of the Torino Process system performance monitoring framework and its conceptual underpinnings, see https://bit.ly/47YGA6l.

the beginning of the corresponding section and subsections in this report (Section 2.2, Subsections 2.2.1 to 2.2.4).

At the final step of disaggregation in the Torino Process monitoring framework, the 30 outcomes are broken down into specific, measurable targets (**monitoring targets**) that reflect how the 30 outcomes apply to the different groups of learners they are intended to serve. These groups include youth and adults, female learners, socio-economically disadvantaged youth, adults at risk of exclusion (long-term unemployed, adults with low or no education, economically inactive adults), and first-generation migrants. In 2023 and 2024 the Torino Process monitoring framework tracks a total of 82 monitoring targets: 30 core targets that reflect the outcomes irrespective of who the learners are (outcomes for the general learner population, so to speak), and 52 additional targets focused on specific groups of learners. A selection of results related to these additional, learner-specific targets is discussed in Section 2.3 of this monitoring report.

1.2 Monitoring metrics

In the context of Torino Process monitoring, performance is measured through a system performance index (SPI). The index is available for each of the monitoring targets in the Torino Process framework. The SPIs can range from 0 to 100, where 100 indicates maximum or best performance.

These SPIs are aggregate metrics which combine multiple administrative or big data indicators to provide a more comprehensive and realistic picture of what policies and systems are delivering across countries. Although such synthetic indices are more fragile and unstable than individual data points, they are necessary, as many of the outcomes in the Torino Process monitoring are complex and multifaceted and therefore cannot be fully captured by a single indicator. The diversity of learners within countries also limits how effective a single indicator can be in representing performance across various populations or settings.

To address this, the ETF monitoring combines conceptually coherent sets of indicators from its database of key indicators on education, skills, and employment (KIESE) to create the SPIs.[3] This approach produces one index for each of the 82 outcomes monitored through the Torino Process.

The SPIs are intuitive and user-friendly way of presenting system performance even in areas that are otherwise difficult to monitor with traditional administrative measures. The single score they provide simplifies the interpretation of the otherwise complex data and is easier to use for planning and decision-making purposes. Therefore, in 2024, these indices, along with the KIESE data used for their calculation, continue to serve as key information source for the updated monitoring reports of all countries participating in the Torino Process.

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 score[4] for these results for reference purposes, and, where relevant, it showcases disaggregated data used to calculate the system performance indices and information provided by national authorities through the monitoring

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[3] The full list of KIESE indicators and the selection of indicators used as proxies in constructing the Torino Process SPIs can be found at https://bit.ly/4exAkF0.

[4] "International average" refers to the average for countries participating in the Torino Process.

questionnaire. Links to the full dataset for Morocco and to the Torino Process monitoring framework and methodology can be found in the third and final section of this document.

1.3 Scope of update in 2024

As in 2023, this monitoring report relies primarily on system performance indices derived from combining individual indicators from the ETF KIESE database. In 2023, the first year of the biennial monitoring cycle of the Torino Process, the data for calculating the SPIs included both KIESE indicators and self-assessments from countries to fill gaps where KIESE indicators for certain monitoring targets were missing.

In the second year of the cycle, 2024 – which is in focus of this report – only quantitative data from the KIESE database was collected and used to calculate the SPIs, without additional qualitative input from country self-assessments. This lighter approach was adopted to reduce the reporting burden on countries by removing the need to provide detailed questionnaire responses every year. In addition, to maintain consistency in the types of data used to calculate system performance indices across years, the 2024 update of monitoring results included only those SPIs for which quantitative data was available in both 2023 and 2024.

Since the 2024 update of performance indicators relies solely on internationally comparable KIESE data, without supplementary qualitative inputs from countries, SPI values for which such data was not available for Morocco in 2024, or for which it was not available consistently in both years, have remained unchanged from 2023. In some instances, this also means that some sections of the report may have remained the same as in 2023.

Where that happens, it does not necessarily indicate a lack of progress or stagnation; it may simply reflect the absence of new internationally comparable data beyond what was collected in 2023, or that data is available for only one of the two reference years (2023 or 2024). This may also result in fewer noticeable shifts in the landscape of system performance in 2024 as reflected by the SPIs. Consequently, this monitoring report is intended as a selective, targeted update to the 2023 edition rather than a new, standalone report.

Considering that each SPI refers to a specific monitoring target which tracks policy and system performance across a wide range of learner groups and areas in education and training, any change in the SPIs indicates a corresponding shift in performance in support of learners in those areas. Therefore, the proportion of monitoring targets with updated SPI values in a country shows, on average, how much the performance of education and training in that country has changed from one year to the next.

How many of the 82 system performance indices available for Morocco have shifted between 2023 and 2024? In other words, what was the scale of changes in policy and system performance in the country over that period? Table 1 shows the total number of monitoring targets with validated SPI changes by country participating in the Torino Process monitoring, as well as the percentage of all monitoring targets in the framework that have changed between 2023 and 2024.

TABLE 1. AVERAGE SCALE OF CHANGE IN POLICY AND SYSTEM PERFORMANCE, MOROCCO AND ETF PARTNER COUNTRIES (2023-2024)

Country	Monitoring targets with validated change (total number)	Monitoring targets with validated change (share of all targets)
MAR	31	37.80%

ALB	24	29.27%
ARM	12	14.63%
AZE	12	14.63%
BIH	33	40.24%
DZA	1	1.20%
EGY	28	34.15%
GEO	32	39.02%
JOR	32	39.02%
KAZ	27	32.93%
KGZ	12	14.63%
LBN	11	13.41%
MDA	15	18.29%
MKD	33	40.24%
MNE	33	40.24%
PSE	10	12.20%
SRB	43	52.44%
TUN	21	25.61%
TUR	46	56.10%
UKR	30	36.59%
XXK	25	30.49%

Source: Torino Process database

System performance in Morocco has seen more noticeable shifts since 2023 compared to many other countries in the Torino Process monitoring. The data indicates that 31 of the 82 monitoring targets (37.8%) were affected by an SPI change between 2023 and 2024, across all areas of monitoring, as will be discussed later.

This places Morocco on the upper end of the spectrum of change, similar to Albania, Egypt, Kazakhstan or Ukraine, which had a change in performance of similar intensity. Like for other countries, however, it is important to note that the table includes only targets with validated, data-driven changes. They likely present a more conservative estimate of overall shifts in system performance in Morocco since 2023 than may actually be occurring.

1.4 Comparability and reliability of monitoring data in Morocco

In addition to messages about system performance, the Torino Process monitoring methodology foresees keeping 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. In 2023, this mix of KIESE and self-assessment data led to the creation of three supplementary indices to help interpret the robustness of country results: an index of their international comparability, an index for the risk of bias in the results, and a self-assessment index which tracks the degree to which countries tend to be self-critical.

The international comparability index tracks the proportion of internationally comparable KIESE indicators available for calculating the system performance indices of each country. The higher the

share of indicators available, the more internationally comparable the monitoring results. The risk of bias index, on the other hand, measures how many of the 82 SPIs per country are based on quantitative data versus self-assessment responses; a greater reliance on self-assessments increases the risk of bias. Finally, the self-assessment index reflects whether a country tends to be self-critical in reporting its policy and system performance through the self-assessment questionnaire.

In 2024, two of these indices remain unchanged, but still relevant: the risk of bias index and the self-assessment index, both of which are carried over from 2023. The risk of bias index remains relevant because it reflects the proportion of SPIs based on quantitative data versus self-assessment responses. This mix, which was established in 2023, continues to define the data composition of the 2024 results, as no new self-assessment evidence was collected from countries and thus, the proportion of SPIs which in 2023 relied on self-assessment responses by countries has remained the same for all of them.

The self-assessment index remains unchanged as well. Its relevance stems from the fact that it provides insights into how countries tend to report within the self-assessed portion of the results. Since no new self-assessment responses were collected in 2024, this index still continues to reflect tendencies toward positive or critical self-reporting within the self-assessed data from 2023.

The monitoring results of Morocco are at a lower risk of bias than those of most countries in the Torino Process monitoring sample, as nearly half of the monitoring results for 2023 and 2024 are based on quantitative evidence. Judging by the responses provided in the supplementary monitoring questionnaire in 2023, Morocco also tends to self-assess the performance of its VET and lifelong learning systems somewhat more positively than other countries in the Torino Process monitoring, on average.

FIGURE 1. AVAILABILITY OF INTERNATIONALLY COMPARABLE DATA FOR SYSTEM PERFORMANCE MONITORING, MOROCCO AND ETF PARTNER COUNTRIES (2023-2024)
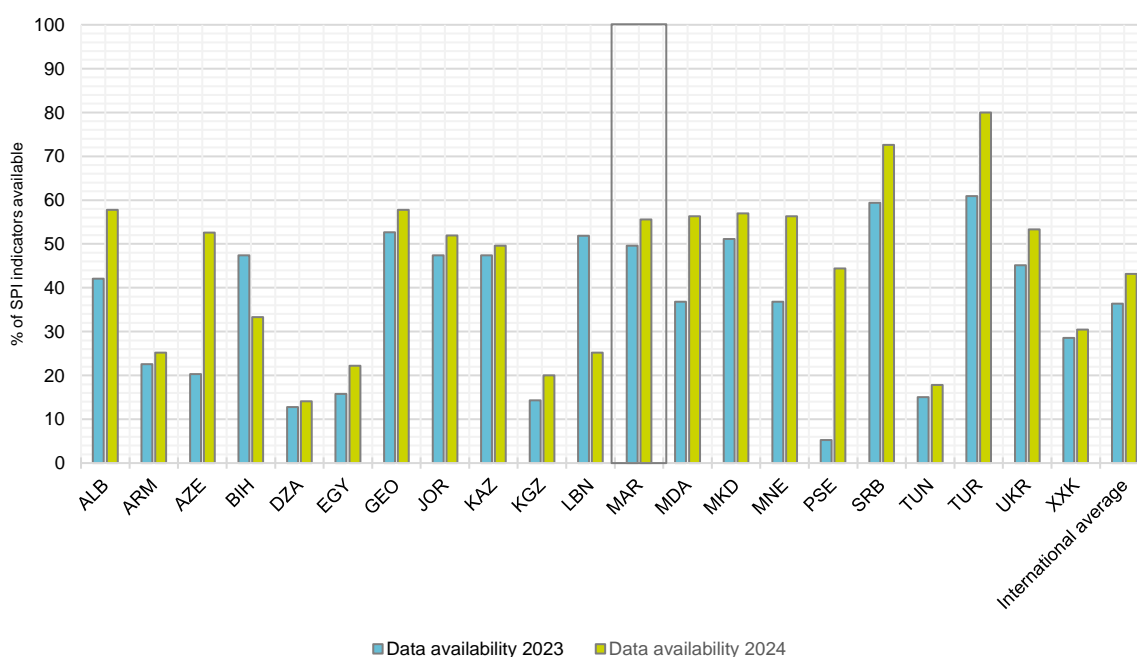
Source: Torino Process database

The international comparability of the data used for monitoring is the only reliability metric that has changed since 2023. The position of Morocco on this metric has improved somewhat, increasing from 49.6% of all KIESE SPI indicators available in 2023 to 55.6% in 2024 (Figure 1). Even prior to this improvement, Morocco already ranked in the highest quartile among countries covered by the Torino Process monitoring in 2024. Its monitoring results were well above the international average of 43.1%.

If the risk of bias in the monitoring results depends on the availability of internationally comparable evidence, and if Morocco has more of this data in 2024 than in 2023, why has this not improved the reliability of monitoring results regarding risk of bias?

As already noted, to maintain consistency in the types of data used to calculate system performance indices across years, the 2024 update of monitoring results included only those SPIs for which quantitative data was available in both 2023 and 2024. Consequently, the mix of SPIs by data type (quantitative or self-assessment) in 2024 remained the same as in 2023. Since the number of SPIs based on self-assessment responses in Morocco in 2024 remained the same as in 2023, the risk of bias remains the same as well. Furthermore, a simple increase in the volume of internationally comparable data would not necessarily reduce this bias risk for a country, even if this methodological limitation were set aside, as additional data may only enrich SPIs already based on quantitative evidence in 2023.

2. MONITORING RESULTS: MOROCCO

2.1 Policy and system performance in 2024: 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 in Table 2.

TABLE 2. DIMENSIONS OF POLICY AND SYSTEM PERFORMANCE MONITORING THROUGH THE TORINO PROCESS

Code	Dimension	Description
A.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.
A.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.

B.1	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.
B.2	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.
B.3	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.
B.4	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.
C.1	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.
C.2	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 chapter of the monitoring report presents the performance of the VET system in Morocco across the eight dimensions of Torino Process monitoring, and the evolution of that performance since 2023. Since data is currently available for only two years (2023 and 2024), it is too early to determine whether a consistent pattern or direction of change – a trend – exists over time, both in Morocco and in other countries participating in the Torino Process monitoring.

One way to address this temporary limitation is to track the relative standing of the country against the international average instead of looking at the national data in isolation. This approach allows for a more meaningful assessment of progress by placing the national monitoring results within a broader context, to show not only if performance in a given domain of monitoring is improving or declining, but also how that compares to developments elsewhere.

Looking at relative changes in performance, specifically the difference between national and international monitoring results, can be a useful proxy for the evolution of policy and system performance in a country even when a limited number of data points, or data points which lack update, restrict the ability to establish longer term performance trends. The approach also draws attention to the changing average performance of countries, which allows for a discussion of the broader context and how shifts in the average might reflect trends or challenges shared by countries participating in the monitoring.

Figure 2a provides a snapshot of how the performance of VET in Morocco has evolved in the eight dimensions of monitoring since 2023, viewed through the lens of the average level of performance of other countries participating in the Torino Process. It presents the SPI point changes for each area – how much the results have diverged or converged relative to the international average since 2023 in each category – and it also distinguishes whether these changes stem from a shift in national SPIs and/or shifts in the broader landscape of cross-country performance. Keeping track of this information is important to avoid the appearance of progress or decline in cases where there is no change in national performance but only an evolution in the international context.

	Resourcing	Steering and management	Responsiveness	Innovation	Excellence	Quality and relevance of learning	Participation in learning	Access to learning
Change in intl. comparison	-17.16	-4.69	12.85	0.86	1.26	-11.94	-5.39	-3.40
Of which due to national SPI (%)	96.7%	18.5%	99%	44.7%	0%	68%	83%	0%
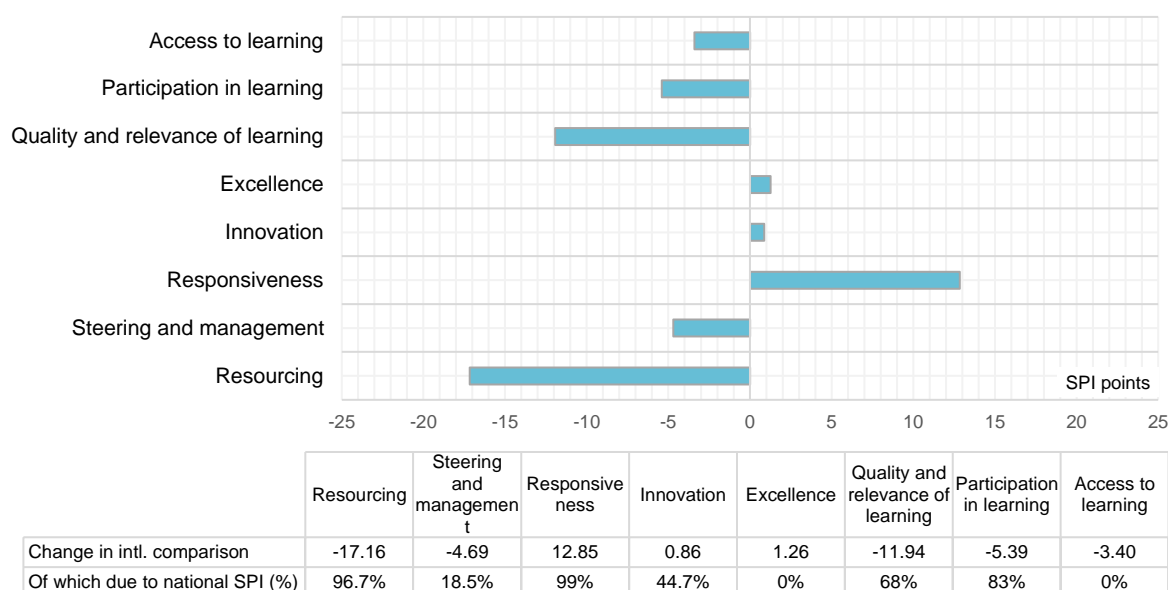
Source: Torino Process database

The data indicate that the largest score point changes since 2023 were negative and primarily affected the dimension of resourcing, which saw a decline of 17.16 SPI points. This decline was driven mainly by weakened system performance at the national level. A significant decrease was also observed in the dimension of quality and relevance of learning (-11.94 SPI points), with 68 percent of the decline attributable to shifts in national results between 2023 and 2024. The domain of participation in learning experienced a smaller decline (-5.39 SPI points), most of which (82.6 percent) was also linked to national performance changes. A minor decrease (-3.40 SPI points) occurred in the dimension of access to learning since 2023, although this was unrelated to changes at the national level but rather in the performance of other countries in the Torino Process sample.

Positive changes were evident as well, particularly in the dimension of responsiveness of VET to external needs and developments, which increased by 12.85 SPI points. A smaller improvement of 1.26 SPI points occurred in the dimension of excellence, primarily driven by an overall decline in the international average. There was also a modest gain in the dimension of innovation (0.86 SPI points), partially attributable to national improvements.

In terms of overall performance, lifelong learners in the country are likely to benefit from education and training that is strongly focused on promoting innovative practices and results in various domains of VET system delivery (Figure 2b). With an SPI of 72.3 points for innovation in 2024, Morocco remains above the international average (63.5) in promoting innovative practices and priorities, although this represents a slight decline from its 2023 score of 76.0.

However, these benefits do not seem to be readily accessible to all learners in the same way. While Morocco scores slightly above the international average for access to learning (SPI of 36.7 compared to 38.8 internationally), the system still underperforms nationally compared to other dimensions of system performance. Moreover, participation in learning remains a weak area, with an SPI of 47.8 in 2024, a decline from 54.7 in 2023, and well below the international average of 59.8.

Learners who nevertheless manage to join a learning opportunity through VET are not guaranteed to participate successfully, as completing their learning and progressing to subsequent stages remain significant challenges.

FIGURE 2b. INDEX OF SYSTEM PERFORMANCE BY MONITORING DIMENSION, MOROCCO AND INTERNATIONAL AVERAGE (2024)
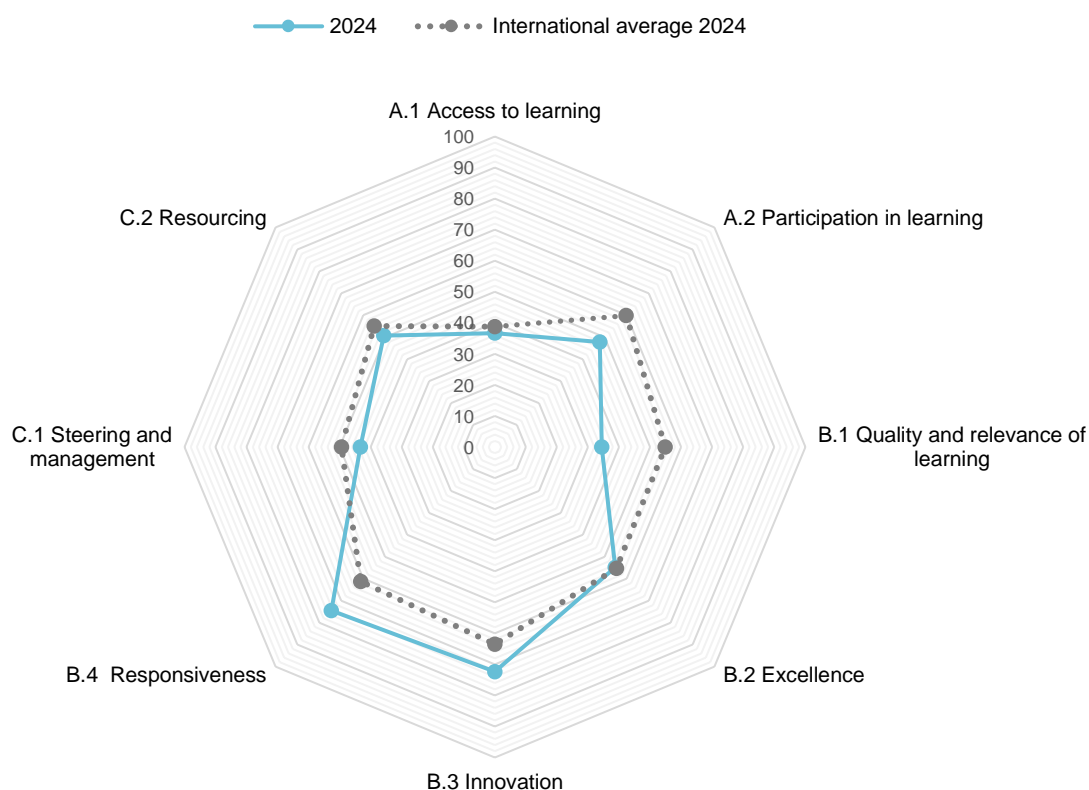
Theoretical[5] index range: min/low performance=0, max/high performance=100

Source: Torino Process monitoring database

The quality and relevance of the education and training provided also highlight limitations in the system's ability to deliver competences of sufficient relevance to learners. Morocco's SPI in this dimension has fallen to 50.4 in 2024 from 57.0 in 2023, placing it below the international average of 54.8. This underscores ongoing challenges in aligning VET outcomes with labour market needs and learner expectations.

Despite somewhat uneven results across monitoring dimensions, the adequacy and efficiency of human and financial resource allocation and use remain among the best-performing domains of VET in the country. With an SPI of 74.0, this dimension outperforms the international average and remains consistent with the 2023 score. However, perceptions from practitioners within the VET system point to material and staff shortages as factors limiting their ability to provide instruction effectively. Without

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[5] The Torino Process makes a distinction between theoretical (full) 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. The international average, on the other hand, is calculated using the full range of the index.

implying causality, this aligns with the lower performance score of Morocco in the dimension of quality and relevance of learning.

The next sections of this report present more granular information about the performance of the VET system in specific domains of policy and system delivery.

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 monitoring dimensions presented in Section 2.1 – access/attractiveness and participation, with six system outcomes (Table 2). 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 in Table 3.

TABLE 3. 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

Figure 3a provides a snapshot of how the relative performance of VET in Morocco has changed since 2023 in comparison to the international average in delivering access and participation to learners.

The data indicate a decline in Morocco's relative performance in two domains that track the availability of opportunities for adult education – specifically, access to CVET (-7.91 SPI points) and access to other opportunities for lifelong learning (-4.47 SPI points). Since these changes are not due to shifts in national system performance, the declines suggest that other countries in the Torino Process sample have, on average, made advancements in these areas since 2023. The largest performance decline, however, is in the horizontal permeability of VET pathways (-20.77 SPI points), which is almost entirely attributable to a decline in national results.

Conversely, Morocco's results have improved in international comparison in domains that monitor first-time access to initial VET (an increase of 2.17 SPI points), access to higher levels of education (vertical permeability, with an increase of 2.66 SPI points), and support for learners toward progression and graduation (1.93 SPI points). However, since there has been no change in national results for these domains, the data suggest that, on average, ETF countries are facing greater challenges in 2024 compared to 2023 in ensuring access, promoting upward mobility, and supporting young learners to complete their programmes.

FIGURE 3a. ACCESS AND PARTICIPATION - CHANGE IN SYSTEM PERFORMANCE, MOROCCO AND INTERNATIONAL AVERAGE (2023-2024)

	Progression and graduation	Horizontal permeability	Vertical permeability	Access to other opportunities for LLL	Access to LLL through continuing VET	Access to LLL through initial VET
Change in intl. comparison	1.93	-20.77	2.66	-4.47	-7.91	2.17
Of which due to national SPI (%)	0%	99%	0%	0%	0%	0%
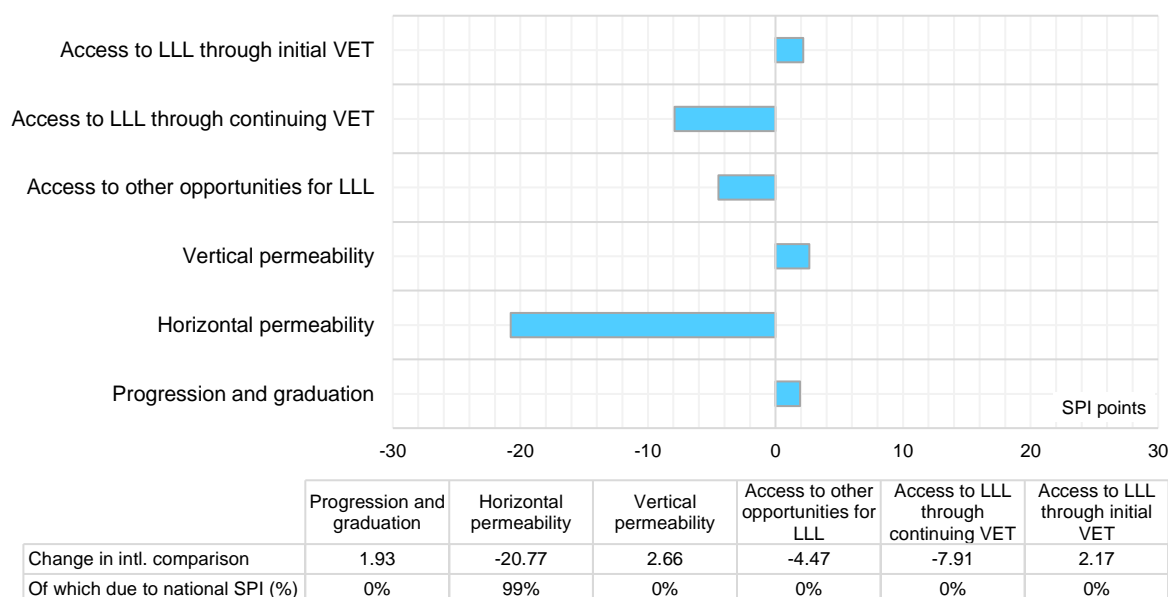
Source: ETF Torino Process database

The previous section of this report discussed that access and participation are an area of weaker performance for the VET system in Morocco. A closer look at performance by specific segments 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) remain strong. This is an area where VET in Morocco excels in international comparison, with an SPI of 90, significantly higher than the international average of 64.8. IVET programmes in Morocco are considered an attractive and

competitive choice, partly because of their selective nature (only half of applicants are accepted) and the relevance and diversification of the IVET offer (Figure 3b).

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 very low, with an SPI of 10 in 2024. This score has not improved since 2023 and in 2024 is even lower in international comparison as other countries have made some progress in that domain of monitoring (international average SPI of 27 in 2024, compared to an SPI of 19 in 2023). These results suggest that, despite being generally free of cost, CVET programmes in Morocco face persistent challenges in accessibility and attractiveness, which is a shared issue across other countries.

A similar pattern is observed for system performance in support of access to other learning opportunities for adults created by active labour market policies (Outcome A.1.3). Morocco's SPI for this outcome remains at 10, compared to an international average of 24.8 in 2024, an increase of 5 SPI points since 2023. These results indicate that access to CVET and related opportunities is a challenge not only for Morocco but also for other countries, highlighting the need for targeted interventions in this area.

FIGURE 3b. ACCESS AND PARTICIPATION IN OPPORTUNITIES FOR LLL: INDEX OF SYSTEM PERFORMANCE, MOROCCO AND INTERNATIONAL AVERAGE (2024)
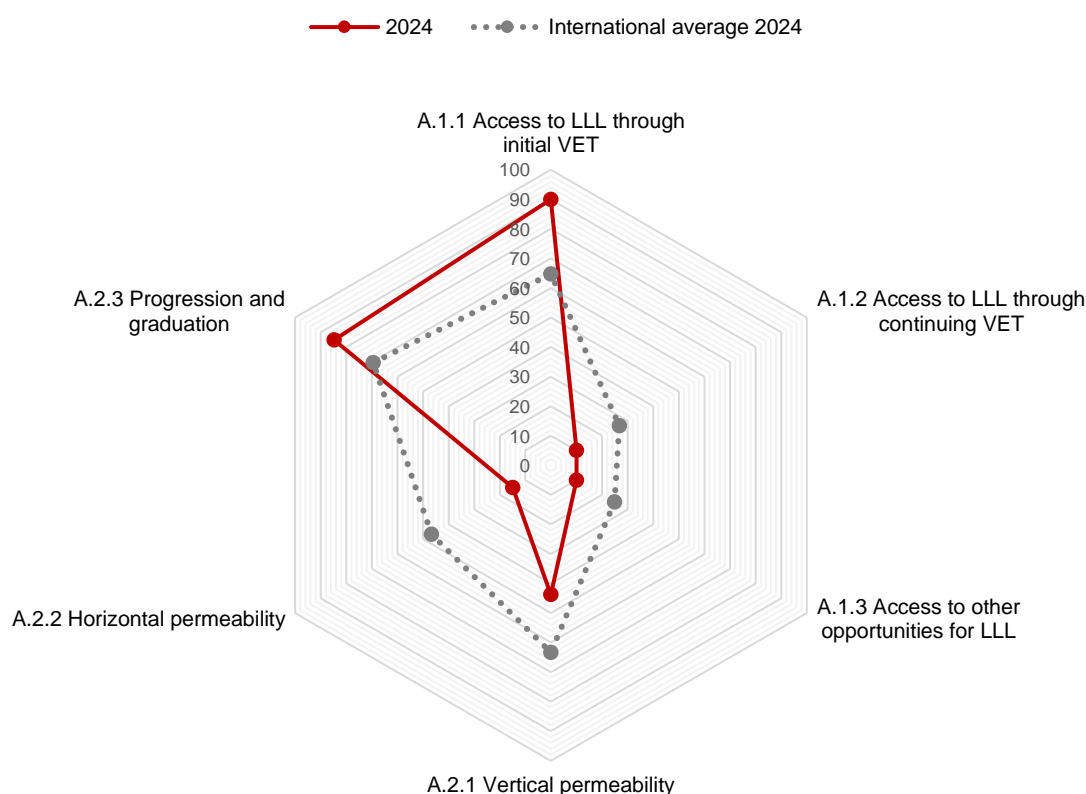
Theoretical index range: min/low performance=0, max/high performance=100

Source: Torino Process monitoring database

Another set of factors influencing system performance in Morocco, particularly in terms of participation in learning, includes the limited permeability between learning pathways (general and vocational), as shown in the results for Outcomes A.2.1 and A.2.2 (Figure 3b). System performance in

support of VET graduates who wish to continue their education at a subsequent level in general education remains low, with an SPI of 43.8 compared to an international average of 63.3. This is mainly due to structural constraints that limit the possibilities for such transitions.

In 2024, horizontal transitions from a VET pathway to a parallel general education pathway became even less likely, with an SPI score of 15 in Morocco compared to 46.7 internationally. This represents a significant decline from 35.5 in 2023, underscoring increasing rigidity within the system. This change was partly driven by the evolution of KIESE SPI Indicator 24, which stems from the UNECO GRALE survey[6] and is used for the calculation of the system performance result in this area.[7] While in 2023 Indicator 24 assessed whether a policy framework for recognising, validating, and accrediting non-formal and informal learning existed, in 2024 it evaluated the progress made in improving these permeability in this way. This thematic shift introduced a more demanding benchmark, which contributed to the decline in Morocco's SPI for horizontal permeability.

This finding is consistent with the one from 2023, which established that, unlike in many other countries, for most IVET learners in Morocco VET remains a "dead-end" choice in terms of educational career prospects. Addressing these barriers is crucial for enhancing participation and ensuring that learners in Morocco can fully benefit from the opportunities offered by the VET system.

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 in Table 4.

TABLE 4. 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

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[6] Global report on adult learning and education (GRALE).

[7] The full list of KIESE indicators and the selection of indicators used as proxies in constructing the Torino Process SPIs can be found at https://bit.ly/4exAkF0.
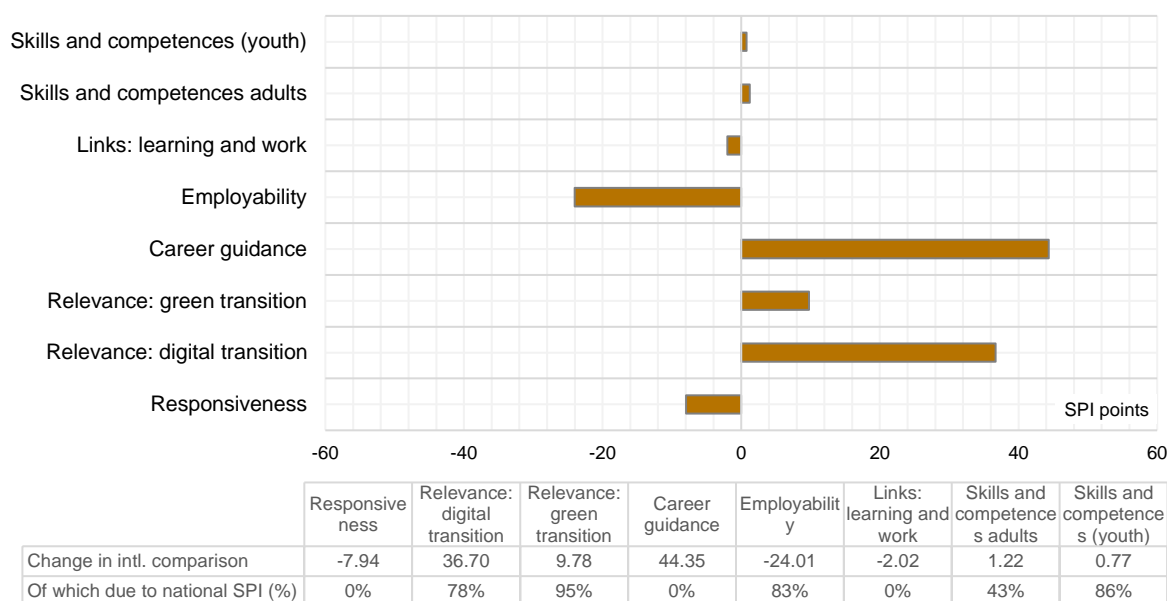
B.1.4	**Employability of learners**	This outcome refers to the labour market relevance of opportunities for LLL as captured through evidence of labour market outcomes of graduates from IVET, CVET, and other forms of LLL with a VET component
B.1.5	**Opportunities for career guidance**	This outcome strives 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

Figure 4a provides a snapshot of how the relative performance of VET in Morocco has changed since 2023 compared to the international average in delivering quality and relevance to learners. The data suggest that shifts have occurred across a range of outcomes, driven both by changes in Morocco's monitoring results and by shifts in the international performance context between 2023 and 2024.

Between the two rounds of reporting, system performance in support of the employability of VET graduates has declined significantly, largely due to negative shifts in national monitoring results (-24.01 SPI points). There has been a small decline also in performance in linking learning and work (- 2.02 SPI points) due to a slight improvement in the average results of other countries in the Torino Process sample. On the other hand, there has been a sizeable improvement in the domain of long-term relevance of VET programmes with a focus on the digital transition (an increase of 36.7 SPI points) and the green transition (9.87 SPI points) again mostly due to improvement in performance of VET on national level.

Morocco's relative position has also improved slightly in the domains of skills and competences for youth and adults. This improvement reflects both a decline in the international average and better system performance at the national level for youth. However, the positive shift in delivering skills and competences to adults since 2023 is primarily due to larger declines in the international average rather than positive developments within Morocco itself, as will be discussed later in this section. Responsiveness to shorter-term, immediate demand has declined as well, as other countries in the Torino Process sample appear to be adapting their education systems to evolving needs more effectively on average.

FIGURE 4A. QUALITY AND RELEVANCE - CHANGE IN SYSTEM PERFORMANCE, MOROCCO AND INTERNATIONAL AVERAGE (2023-2024)

	Responsiveness	Relevance: digital transition	Relevance: green transition	Career guidance	Employability	Links: learning and work	Skills and competences adults	Skills and competences (youth)
Change in intl. comparison	-7.94	36.70	9.78	44.35	-24.01	-2.02	1.22	0.77
Of which due to national SPI (%)	0%	78%	95%	0%	83%	0%	43%	86%

Source: ETF Torino Process database

Morocco has prioritised the inclusion of soft skills in the curricula of VET training programmes. However, the monitoring data shows that, with an SPI score of 20.7 for the quality of learning outcomes for youth (Outcome B.1.1), the country is still catching up with the provision of good-quality basic skills and key competences to young students in VET compared to other countries, where the international average is 45.1 (Figure 4b). This represents only a slight improvement from Morocco's SPI of 19.8 in 2023 and suggests that more targeted interventions are needed to bridge the gap with international performance levels, which have remained largely stable.

The main driver of the improved performance against Outcome B.1.1 is a modest decline in the proportion of 15-year-olds performing at Level 1 or below on the PISA scale in mathematics, literacy, and science since the last round of Torino Process monitoring (KIESE SPI Indicators 30, 31, and 32). Between 2023 and 2024, the proportion of students underachieving in reading decreased from 82% to 81%, in mathematics from 84% to 81%, and in science from 80% to 75%.

For adults, the situation is somewhat better, though still below expectations. The system performance score for the quality of adult learning in Morocco (Outcome B.1.2) declined to 66.5 in 2024, compared to 70.0 in 2023, and is now slightly below the international average of 67.3. However, since the international average dropped more significantly during the same period (from 72.0 in 2023 to 67.0 in 2024), Morocco's relative standing improved overall in 2024.

The decline in national performance can be partly attributed to a decrease in KIESE SPI Indicator 36, which measures the proportion of youth and adults with ICT skills by type of skill. The percentage of people with at least one such skill declined from 31% in the 2023 round of reporting to 29% in 2024. This may reflect challenges in ensuring sufficient digital literacy among adults. International data used for the calculation of performance in 2023 highlight that the adult literacy rate in Morocco remains higher for men (82%) than for women (60%), reflecting persistent gender disparities.

In line with the finding about lower-than-desirable quality of learning outcomes for youth in VET, the employability of VET graduates in Morocco has dropped significantly since 2023 (Outcome B.1.4), from an SPI of 80 in 2023 to an SPI of 50 in 2024, which is below the international average of 57. This

decline can be partly attributed to a shift in KIESE SPI Indicator 50, which measures the perceived effects of adult education and learning (ALE) programmes on employment. In the 2023 round, policymakers in Morocco rated the employment effects of ALE provisions as "strong," while in 2024, this perception was downgraded to "modest." This shift highlights a reduced confidence in the impact of VET and ALE programmes on employability, which may reflect evolving labour market dynamics or challenges in the relevance of VET programmes to current employment needs.

The connection between VET programmes and the labour market as measured by the inclusion of work-based learning components, is limited as well. Morocco's SPI for this dimension (Outcome B.1.3) remains static at 25, significantly below the international average of 60.4, which has increased from 58.4 in 2023. This reflects the predominantly school-based nature of VET in Morocco, with minimal integration of real workplace experience. While steps have been taken to enhance work-based learning, it remains underdeveloped.

FIGURE 4b. QUALITY AND RELEVANCE OF LLL: INDEX OF SYSTEM PERFORMANCE, MOROCCO AND INTERNATIONAL AVERAGE (2024)
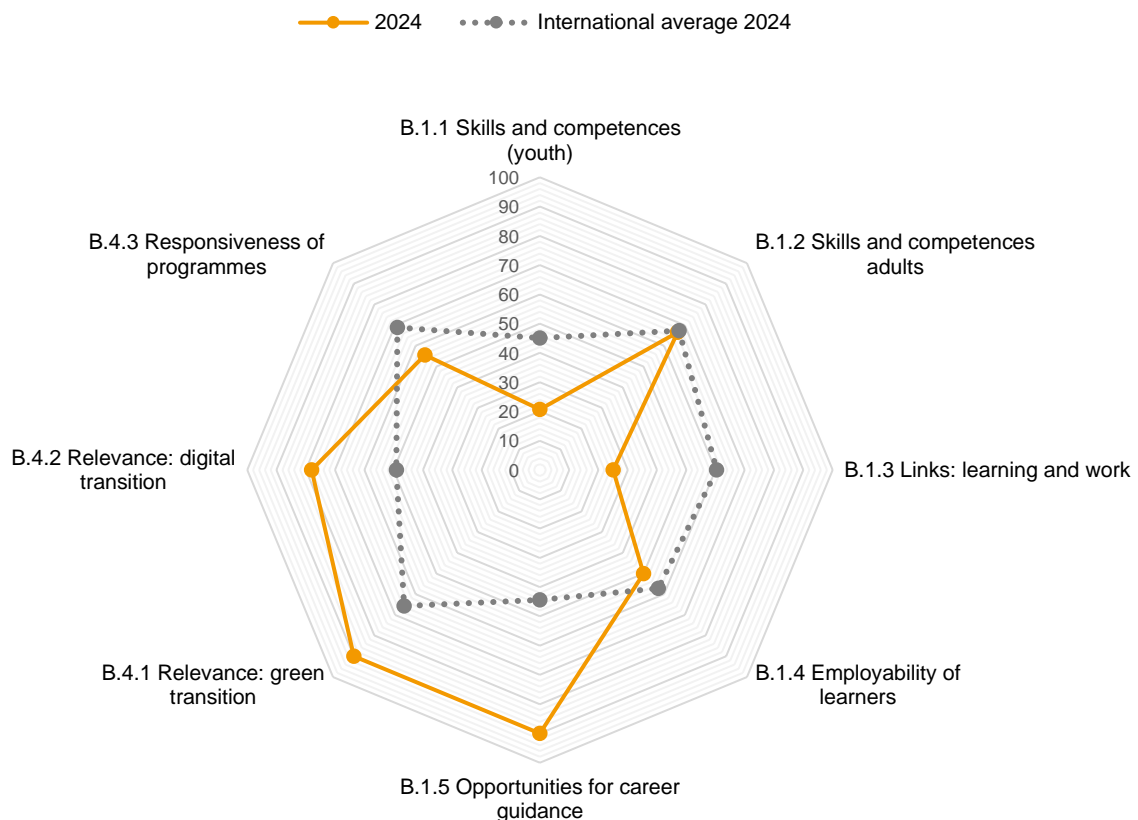
Theoretical index range: min/low performance=0, max/high performance=100

Source: Torino Process monitoring database

On the other hand, career guidance is an area of strong performance. With an SPI score of 90 (Outcome B.1.5), career guidance services continue to exceed the international average by a significant margin. This advantage has widened in 2024, as the international average for this outcome declined to an SPI of 44.3 in 2024. These services likely contribute to the overall employability of graduates by helping them navigate the labour market effectively.

The Torino Process monitoring framework also assesses the inclusion of forward-looking themes such as the digital and green transitions in VET curricula (Outcomes B.4.1 and B.4.2). In this dimension, Morocco presents strong results. The SPI for incorporating green themes into curricula is 90 in 2024, up from 81.0 in 2023, and significantly higher than the international average of 75. This improvement reflects progress in integrating ecological and environmental themes into adult education programmes, as documented through KIESE SPI Indicator 84. Sourced from the UNESCO GRALE survey, it changed from "limited presence" in the 2023 round of reporting to "substantial presence" in 2024.

The SPI for including digital skills in curricula has also improved to 78 in 2024, up from 49 in 2023, and is now well above the international average of 59.8. This increase was partly driven by better computer availability in VET institutions, as reflected in the better values of KIESE SPI Indicator 88, which stems from the OECD PISA database and measures the number of 15-year-old students per computer. The ratio decreased from 9 students per computer in the 2023 reporting round to 7 in 2024, indicating the possibility of better access to digital resources. These results demonstrate Morocco's increasing focus on integrating both green and digital themes into its VET programmes, surpassing the performance of many other countries in these areas.

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 supporting access, participation, quality, and relevance of learning and training. The outcomes included under Area B (2) are defined in Table 5.

TABLE 5. POLICY AND SYSTEM OUTCOMES INCLUDED UNDER MONITORING AREA B (2): EXCELLENCE AND INNOVATION
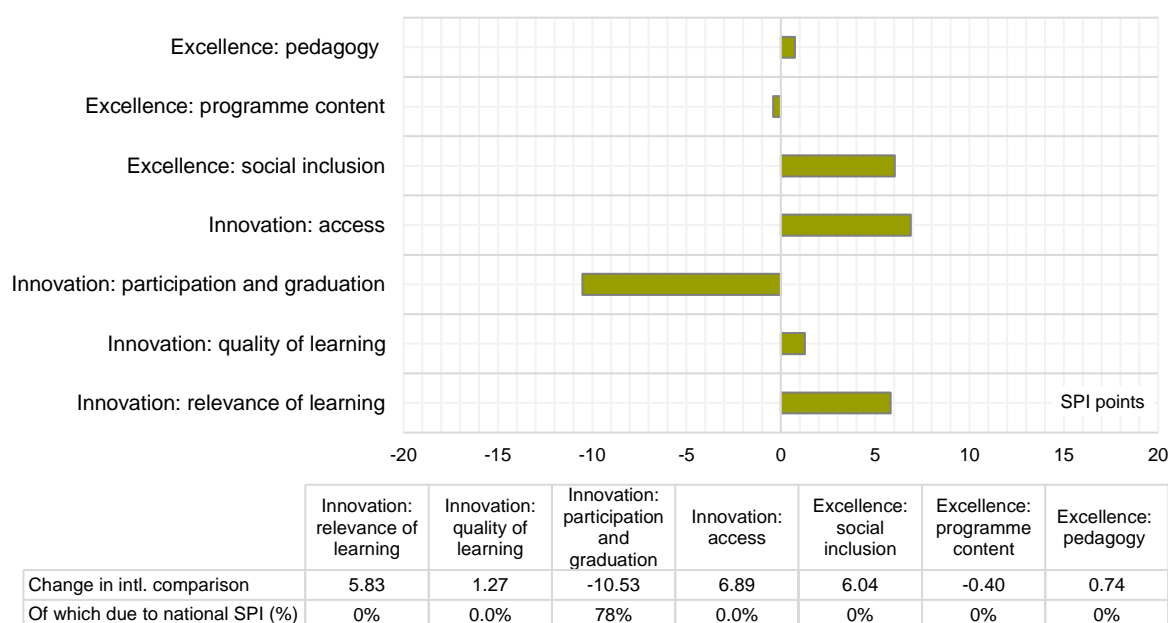
Code	Deliverable (outcome)	Description
B.2.1	Excellence in pedagogy and professional development	This outcome captures the extent to which excellence in teaching and training is an acknowledged policy priority, as well as the extent to which its implementation is bearing fruit across the education and 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

The Torino Process defines excellence as the presence of system-wide policies and measures that promote the highest quality practices and outcomes across key areas of VET policy and delivery, including pedagogy and professional development, programme content and implementation, governance and provider management, and social inclusion and equity. Innovation, on the other hand, reflects the adaptability, creativity, and forward-thinking approach in VET in responding to evolving labour market and learner needs.

Figure 5a provides a snapshot of how the relative performance of VET in Morocco has changed since 2023 in comparison to the international average in prioritising excellence and openness to innovation in selected key domains.

FIGURE 5a. EXCELLENCE AND INNOVATION - CHANGE IN SYSTEM PERFORMANCE, MOROCCO AND INTERNATIONAL AVERAGE (2023-2024)

	Innovation: relevance of learning	Innovation: quality of learning	Innovation: participation and graduation	Innovation: access	Excellence: social inclusion	Excellence: programme content	Excellence: pedagogy
Change in intl. comparison	5.83	1.27	-10.53	6.89	6.04	-0.40	0.74
Of which due to national SPI (%)	0%	0.0%	78%	0.0%	0%	0%	0%

Source: ETF Torino Process database

The performance of Morocco in delivering excellence and fostering innovation has improved in some domains in relative terms since 2023 and declined in others. In terms of innovation, the most notable positive changes are in support for innovation for access to learning and relevance of learning, with increases of 6.89 and 5.83 SPI points, respectively. However, the increases reflect broader downward international trends rather than changes in Morocco's national system performance. The only domain where change between the previous and current rounds of reporting is due to national developments is in innovation in support of participation and graduation. Performance in this domain declined by 10.53 SPI points, largely due to decline in national performance – either because of a redirection of focus and resources to other domains, or due to new challenges.
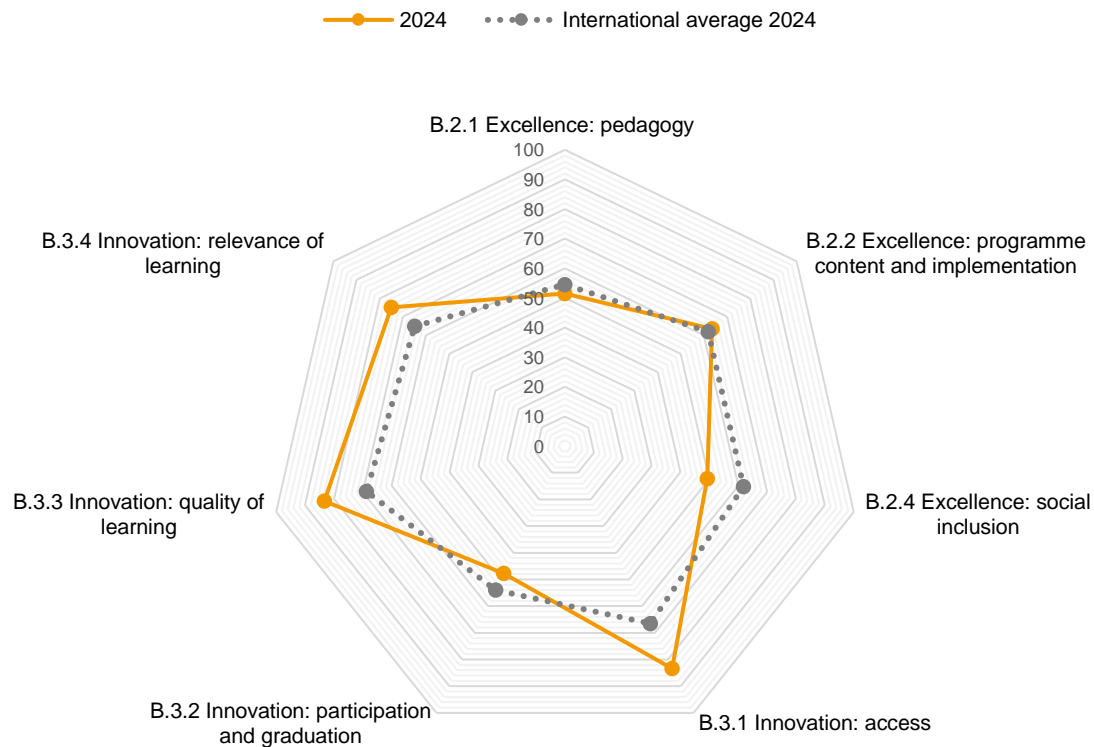
The data in Figure 5a also show shifts in all domains related to excellence, though these are more modest and entirely due to changes in the international context, not specific improvements or setbacks within Morocco's VET system. The most significant change in the excellence domains is in the area of support for social inclusion, where the average performance of ETF partner countries has declined between 2023 and 2024, leading to an average increase of results for Morocco of 6.04 SPI points in international comparison. While this average decline may conceal progress in individual countries, it suggests that many countries are encountering challenges in maintaining or advancing high-quality, inclusive practices in their VET systems.

In 2024, performance of VET in the domain of excellence in pedagogy and the professional development of teachers and trainers (Outcome B.2.1) remained steady, with an SPI score of 51.5. This is slightly below the international average of 54.5, which declined marginally from 55.3 in 2023 (Figure 5b). This domain reflects how effectively the VET system delivers high-quality outcomes through the adoption of innovative teaching methods, continuous professional development for teachers and trainers, and the establishment of high standards in pedagogy. System performance in this area may have been negatively influenced by the relatively low share of teachers in adult learning with access to professional development, offsetting the otherwise higher share of teachers in IVET who can and do receive professional development. The lack of improvement in this area highlights the need for further investment in teacher training across all levels.

Morocco is performing consistently in ensuring the quality of how its VET programmes are designed and delivered, aligning them reasonably well with learner needs and system goals. The SPI score for this area remains steady at 63.5 in 2024, slightly above the international average, which increased modestly from 61.5 in 2023 to 61.9 in 2024. This slightly higher-than-average score suggests that Morocco is performing better than most other countries in the Torino Process sample at achieving these objectives. However, there is scope to refine programme design and delivery to better align with evolving learner and system demands.

FIGURE 5b. EXCELLENCE AND INNOVATION: INDEX OF SYSTEM PERFORMANCE, MOROCCO AND INTERNATIONAL AVERAGE (2024)

Legend: —●— 2024   ●●●●● International average 2024

Chart axes (clockwise from top):
- B.2.1 Excellence: pedagogy
- B.2.2 Excellence: programme content and implementation
- B.2.4 Excellence: social inclusion
- B.3.1 Innovation: access
- B.3.2 Innovation: participation and graduation
- B.3.3 Innovation: quality of learning
- B.3.4 Innovation: relevance of learning

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

Source: Torino Process monitoring database

The promotion of excellence in support of social inclusion and equity (Outcome B.2.4) continues to be an area of weaker performance for Morocco. The SPI score remains at 49.3 in 2024, significantly below the international average of 61.8, which has decreased from 67.9 in 2023. Despite the legal stipulation of equal treatment, gender disparities in favour of men persist, as reflected in several variables used for this outcome. Addressing these disparities remains a critical challenge for VET in the country.

Morocco is performing consistently in driving innovation in the design and delivery of its VET programmes, aligning these efforts reasonably well with learner needs and system goals. The SPI score for this area remains steady at 63.5 in 2024, slightly above the international average of 61.9, which increased modestly from 61.5 in 2023. This suggests that Morocco is slightly ahead of most other countries in the Torino Process sample in introducing innovative practices to improve programme quality.

Innovation in support of successful participation and graduation (Outcome B.3.2) remains an area of weaker performance for Morocco. The SPI score for this outcome is 48 in 2024, down from 62 in 2023 and below the international average of 54. The decline in the performance of Morocco is driven by declines in KIESE SPI indicators 76, 77, and 78, which stem from OECDs PISA and track the degree to which secondary schools, including VET providers, offer student support in the form of space where students can do homework, staff to help with homework, and peer-to-peer tutoring.

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 in Table 6.

TABLE 6. POLICY AND SYSTEM OUTCOMES INCLUDED UNDER MONITORING AREA C: SYSTEM ORGANISATION
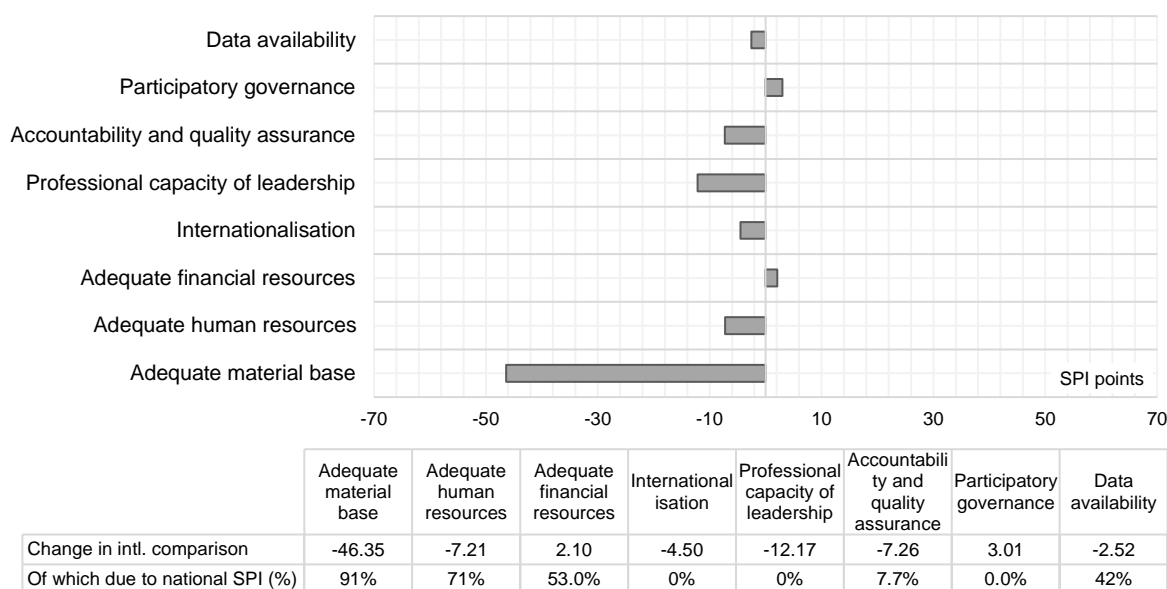
Code	Deliverable (outcome)	Description
C.1.1	Data availability and use	This outcome refers to the availability of administrative and big data as covered by Level 1 of the monitoring framework, participation in large scale international assessments, as well as technical capacity to generate/manage evidence 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

The introductory section of this report noted that the intensity of change in VET system performance in Morocco between 2023 and 2024 is relatively limited (Table 1). Shifts are observed across several areas, including system organisation (Figure 6a).

The data in Figure 6a indicate that, within this area, the most significant shifts in relative performance between 2023 and 2024 are influenced by both national developments and changes in the international performance context. For instance, the adequacy of the material base for teaching and learning experienced a sharp decline of 46.35 SPI points in international comparison, with 90.6% of this change due to national developments. A smaller decline occurred in the domain of availability and management of human resources in VET (-7.21 SPI points), where 70.6% of the change was linked to national performance.

In addition, the professional capacity of school leaders saw a decline of -12.17 SPI points, attributed entirely to shifts in the international context. Similarly, declines in data availability (-2.52 SPI points, 41.6% due to national factors) and internationalisation (-4.50 SPI points, fully driven by the international context) reflect broader challenges in these domains.

FIGURE 6a. SYSTEM MANAGEMENT AND ORGANISATION - CHANGE IN SYSTEM PERFORMANCE, MOROCCO AND INTERNATIONAL AVERAGE (2023-2024)

|	Adequate material base	Adequate human resources	Adequate financial resources	International-isation	Professional capacity of leadership	Accountability and quality assurance	Participatory governance	Data availability
Change in intl. comparison	-46.35	-7.21	2.10	-4.50	-12.17	-7.26	3.01	-2.52
Of which due to national SPI (%)	91%	71%	53.0%	0%	0%	7.7%	0.0%	42%

Source: ETF Torino Process database

Among the outcomes included in this area of performance observation, governance (Outcome C.1.2) continues to stand out as a domain of system operation that participants in VET describe as high performing due to involvement and participation, particularly in vocational training policy and the development of competence-based approaches to learning. Morocco's SPI score for this outcome remains exceptionally high at 90 in 2024, unchanged from 2023, and continues to significantly outperform the international average, which declined from 63.1 in 2023 to 60.1 in 2024. This remains an outlier result in international comparison, as many other countries report substantial challenges in this domain, particularly regarding employer involvement in the steering and management of their VET systems.

The general public and other stakeholders, however, appear to remain less involved and less aware of what and how IVET and CVET deliver for learners. This is partly due to limitations in what quality assurance policies and practices in Morocco focus on and achieve, and partly because quality assurance results about student and provider performance are rarely, if ever, made public. The SPI score for Morocco in this domain (Outcome C.1.3) improved modestly from 68.9 in 2023 to 69.6 in 2024 but remains below the international average, which increased significantly from 63.0 in 2023 to 70.9 in 2024. These results suggest that, while Morocco has made some progress, persistent challenges in accountability and transparency warrant further attention.

The experiences of peers in other countries remain an important source of learning and development for practitioners in education and training, in quality assurance, and in other domains. However, internationalisation of providers and teaching in Morocco (Outcome C.1.5) continues to be a weak point. The SPI score for this outcome remains static at 20.8 in 2024, far below the international average, which increased from 35.3 in 2023 to 39.8 in 2024. Greater exchange and interaction with peers and organisations abroad could contribute to enhanced awareness and innovation within the system.

FIGURE 6b. SYSTEM MANAGEMENT AND ORGANISATION: INDEX OF SYSTEM PERFORMANCE, MOROCCO AND INTERNATIONAL AVERAGE (2024)
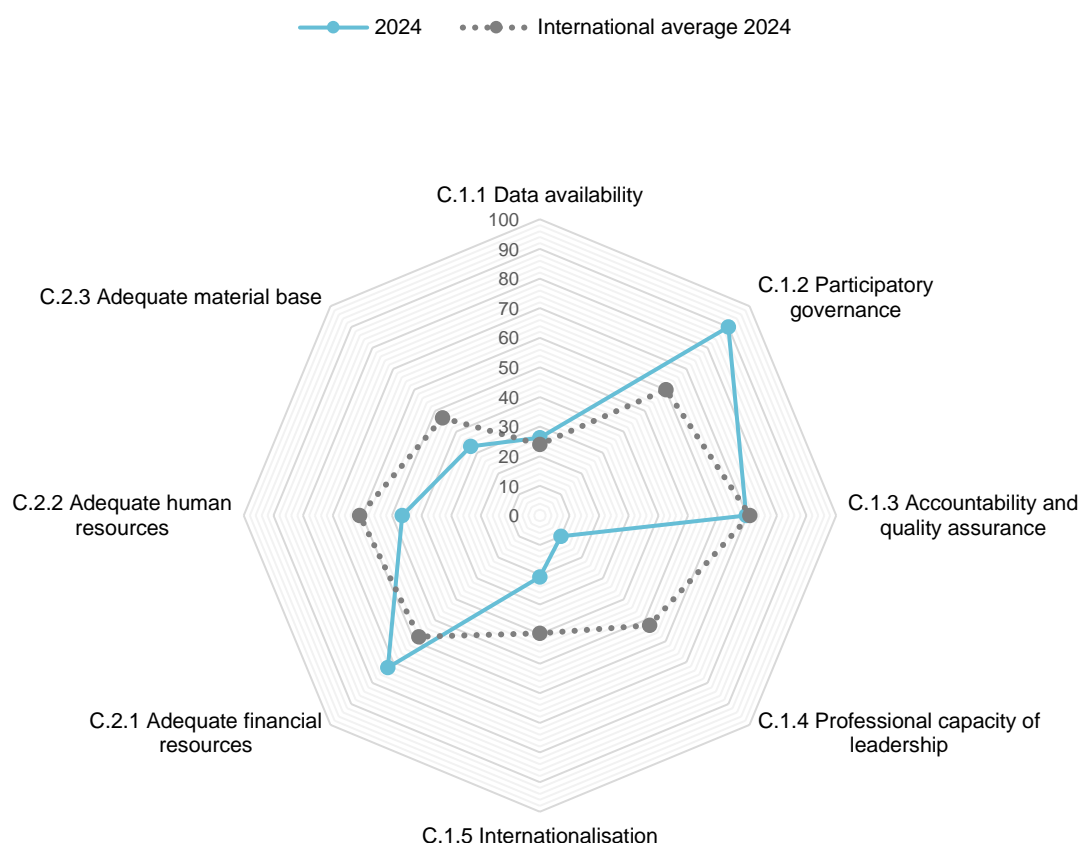
Theoretical index range: min/low performance=0, max/high performance=100

Source: Torino Process monitoring database

Regarding the sufficiency of financial resources invested in VET and the proper management of human and material resources supplied to the system (Outcomes C.2.1–C.2.3), Morocco's performance shows a contrasting trend across different areas. For financial resources (Outcome C.2.1), Morocco's SPI score increased slightly from 71.5 in 2023 to 72.6 in 2024, maintaining a lead over the international average, which declined marginally from 58.8 to 57.9.

The observed increase in Morocco's SPI score for Outcome C.2.1 reflects progress across several key areas. Improvements were seen in funding for learning as a percentage of GDP (KIESE SPI Indicator 118), which moved to a higher range in 2024. Equity in government funding between public

and private schools (Indicator 119) also improved significantly, rising from 57% to 69%. School principals reported better access to resources, with an increase in adequate funding for learning materials (Indicator 120) and improvements in physical infrastructure (Indicator 121). Additionally, the overall excellence in funding (Indicator 122) showed notable progress, indicating stronger support for the system.

However, the results for human resources (Outcome C.2.2) and material base (Outcome C.2.3) raise concerns. The SPI score for human resources dropped significantly from 58.9 in 2023 to 46.5 in 2024, falling below the international average, which also decreased, albeit less sharply, from 66.0 to 60.8. This decline in the SPI score for Outcome C.2.2 can be attributed primarily to a rise in reported staff shortages, as reflected in KIESE SPI Indicator 126 which, next to Indicators 127 and 128 are used in the calculation of the system performance index for this domain. The percentage of institutions reporting shortages increased from 43% in 2023 to 58% in 2024, according to the most recent OECD PISA data (2022). The share of fully certified teachers (Indicator 127) improved slightly from 50 to 52 between the two reporting rounds, and access to professional development opportunities (Indicator 128) remained stable at 90%, but these trends were insufficient to offset the negative performance impact of growing staff shortages.

Similarly, VET performance in providing adequate material resources suffered a substantial decline, with the SPI score plummeting from 75.0 in 2023 to 33.0 in 2024, placing it below the international average, which improved slightly from 42.2 to 46.6. This decline reflects worsening shortages and declining quality of both educational materials and physical infrastructure, as captured by the KIESE SPI indicators used for the calculation of the SPI in this domain of monitoring, all of which from OECD PISA. The proportion of institutions reporting a lack of educational materials (KIESE SPI Indicator 132) increased significantly, from 66% in 2023 to 76% in 2024, while those citing inadequate or poor-quality materials (Indicator 133) rose from 63% to 71%. Similarly, reported shortages of physical infrastructure (Indicator 134) increased from 54% to 63%, and reports of poor-quality infrastructure (Indicator 135) rose from 49% to 57%.

These trends suggest growing challenges in ensuring equitable access to sufficient human and material resources within the VET system. Disaggregated data further indicate that disadvantaged providers are disproportionately affected by resource shortages, limiting their ability to deliver expected outcomes. This uneven distribution underscores the need for targeted interventions to address inequities and improve the overall adequacy of resources across the system.

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

In this 2024 update, the Torino Process monitoring continues to track not only 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 – access and participation, and quality and relevance – for the following key selection of learner groups: youth and adults, female learners, socioeconomically disadvantaged youth, adults at risk of exclusion, and first-generation migrants.

2.3.1 Access and participation

Overall results

The data presented in Figure 7 provide an overview of system performance in 2024 in support of access to learning opportunities for various vulnerable populations in Morocco and internationally.

The figure suggests that access to learning for young learners of strategic interest – female learners, socioeconomically disadvantaged youth, and first-generation migrants – is an area of strong performance, with an SPI of 90 in 2024 for all groups except first-generation migrants, who have an SPI of 75. This represents the same level of performance as in the previous year and aligns with the already high reported performance in support of access to learning for youth in general. The result also exceeds the average international performance for young learners at risk, which stands at an SPI of 65.

Internationally, system performance in support of access to educational opportunities for young learners at risk, including female learners, has declined by 2.17 SPI points since 2023 and remains lower than the level achieved in Morocco.

FIGURE 7. SYSTEM PERFORMANCE IN SUPPORT OF ACCESS FOR SPECIFIC GROUPS OF LEARNERS, MOROCCO AND INTERNATIONAL AVERAGE (2024)
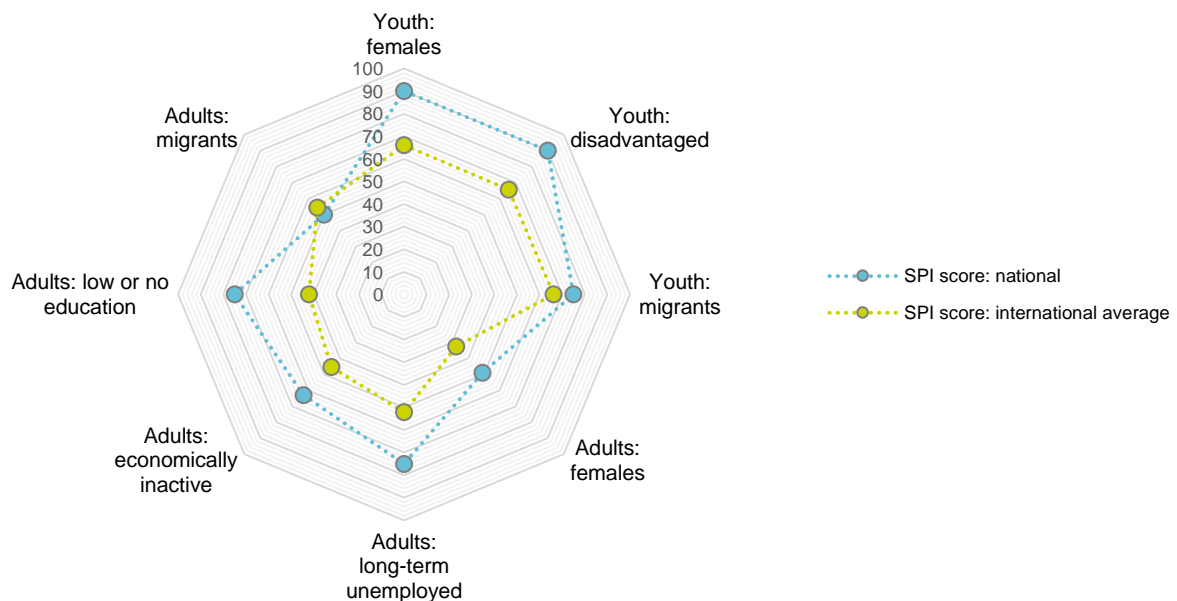
Theoretical index range: min/low performance=0, max/high performance=100

Source: Torino Process monitoring database

For adult learners in these priority categories, Figure 7 reveals a more nuanced picture. The SPI scores, which remain unchanged from the 2023 round of reporting, vary significantly across different groups, highlighting gaps in system performance that may be influenced by gender, educational background, and socioeconomic status. For example, access to learning for adult females is an area of weaker performance in this domain (SPI of 49), though it is still considerably higher than the average for other countries participating in the Torino Process (SPI of 33).

In contrast, adults at risk due to long-term unemployment (SPI of 75) and adults with low or no education (SPI of 75) have better access to learning opportunities compared to their peers in other countries (international averages of 52 and 42, respectively). Economically inactive adults also fare better, with an SPI of 63 compared to the international average of 45. However, national authorities report only average performance in supporting adults with a migrant background in this domain (SPI of 50), which is below the average of other countries participating in the Torino Process (SPI of 54).

Table 7 shows the evolution of monitoring results between 2023 and 2024 for Morocco and the international average, broken down by broad age group (youth and adults), gender, and socioeconomic background of learners.

The data indicate a decline in the international benchmark for system performance regarding access across all groups of youth learners, with an overall drop of 2.17 SPI points. In Morocco, however, the SPI scores for youth groups of strategic interest—female youth, socioeconomically disadvantaged youth, and youth migrants—have remained stable since 2023, with performance in support of access being somewhat stronger than the international average.

For adults in Morocco, SPI scores have also remained unchanged between 2023 and 2024. Performance in support of access for adult females remains the weakest among all groups of learners of strategic interest. This contrasts with a gradual improvement in the international average for adult females, which rose by 0.73 points to an SPI of 33. Other groups of adults in Morocco, such as those who are long-term unemployed, economically inactive, or with low or no education, also show stable SPI scores. Meanwhile, internationally, access to learning opportunities for these groups has increased. The most notable increases in the international averages are for adults with low or no education (+4.91 SPI points) and economically inactive adults (+2.0 SPI points), reflecting a growing focus on supporting these groups in other countries.

TABLE 7. ACCESS - CHANGE IN SYSTEM PERFORMANCE, SPECIFIC GROUPS OF LEARNERS, MOROCCO AND INTERNATIONAL AVERAGE (2023 – 2024)

Population of learners	SPI score: national	Change from 2023 to 2024: national	SPI score: international average	Change from 2023 to 2024: international average
Youth: females	90	0	66	-1.04
Youth: disadvantaged	90	0	66	-0.29
Youth: migrants	75	0	66	-0.91
Youth: average	**90**	**0**	**65**	**-2.17**
Adults: females	49	0	33	0.73
Adults: long-term unemployed	75	0	52	0.15
Adults: economically inactive	63	0	45	2.00
Adults: low or no education	75	0	42	4.91
Adults: migrants	50	0	54	1.00

Adults: average	10	0	26	6.19

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

Several of the SPIs in the Torino Process monitoring framework are dedicated to assessing the effectiveness of policies and systems in fostering the progression and graduation of learners. The focus is on whether enrolled learners—particularly those at risk—receive the support needed to progress and achieve their educational goals.

The data on VET system performance in Morocco regarding participation and graduation indicate significant variance across different learner groups (Figure 8). For youth at risk or of strategic interest, Morocco's results in 2024 fall below the international average. This includes weaker performance for both female learners (SPI of 50) and learners with a migrant background (SPI of 50), compared to an average SPI of 66 and 64, respectively, for other countries in the Torino Process sample. Socioeconomically disadvantaged youth face the greatest challenges, with an SPI of 33, representing the lowest system performance among all groups of young learners included in Figure 8.

Performance in support of successful participation and graduation is also mixed for adult learners. In both 2023 and 2024, data for calculating SPIs was available only for adult female learners and adult learners with a migrant background. According to this data, Morocco performs below the average for other countries participating in the Torino Process for both groups. Performance in support of migrant learners is particularly low, with an SPI of 25. This aligns with a broader pattern of relatively weak performance in support of participation and graduation for adult learners in VET in Morocco, reflected in an overall SPI of 29.

FIGURE 8. SYSTEM PERFORMANCE IN SUPPORT OF PARTICIPATION OF SPECIFIC GROUPS OF LEARNERS, MOROCCO AND INTERNATIONAL AVERAGE (2024)
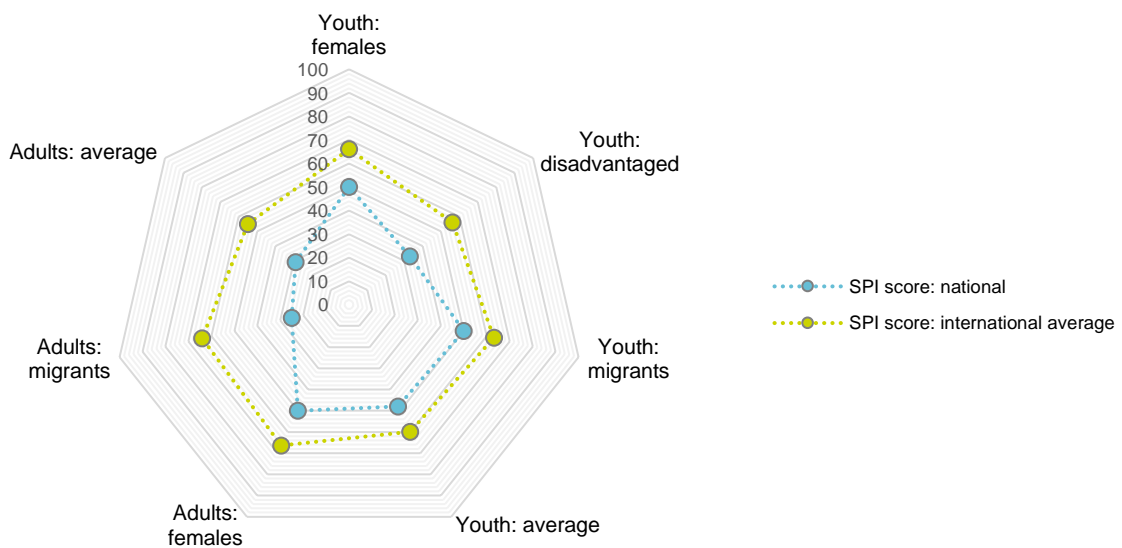
Theoretical index range: min/low performance=0, max/high performance=100

Source: Torino Process monitoring database

Unlike in Morocco, in 2024 the international averages for youth and adults have changed in this domain across all groups of learners of special interest (Table 8). For youth, system performance in support of the successful participation of female learners (SPI of 84), socioeconomically disadvantaged youth (SPI of 75), and learners with a migrant background (SPI of 75) remains strong compared to the international averages of 66, 56, and 63, respectively. Notably, while the SPI scores for youth groups in Morocco have remained stable from 2023 to 2024, the international average for youth as a whole declined by 1.44 points.

TABLE 8. PARTICIPATION - CHANGE IN SYSTEM PERFORMANCE, SPECIFIC GROUPS OF LEARNERS, MOROCCO AND INTERNATIONAL AVERAGE (2023 – 2024)

Population of learners	SPI score: national	Change from 2023 to 2024: national	SPI score: international average	Change from 2023 to 2024: international average
Youth: females	50	0	66	1.24
Youth: disadvantaged	33	0	56	0.84
Youth: migrants	50	0	63	0.89
Youth: average	**48**	**0**	**60**	**-1.44**
Adults: females	50	0	66	0.39
Adults: migrants	25	0	64	-0.35
Adults: average	**29**	**0**	**55**	**-1.19**

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

Source: Torino Process monitoring database

For adult learners, Morocco's SPI scores also show no change from 2023 to 2024, with adult females maintaining an average SPI of 50 compared to the international average of 66, which increased slightly by 0.39 points. For adults with a migrant background, Morocco's SPI score is only 25, while the international average is slightly lower at 64, with a minor decline of 0.35 points. The international average for adults in this domain declined by 1.19 points, possibly indicating that some countries in the Torino Process sample are facing challenges in retaining adult participants in education. Overall, despite a downward trend in international averages, Morocco's results remain below the average for all learner groups included in Table 8.

Female learners

Enrolment in VET in Morocco favours young women over female adults by a large margin. This could be the outcome of a lower propensity among adult females to become learners due to their family or professional situation. It is also a consequence of a better-performing IVET subsystem in this dimension of monitoring, which is highly selective but treats prospective male and female participants equally, as confirmed by legal texts governing access to VET. According to qualitative answers, young females tend to emerge as the more successful group in these selection processes than young men, with a reported enrolment rate of 42% for young women in the VET system. This disparity does

not necessarily reflect a lack of attractiveness of VET for young women but may instead stem from cultural factors influencing gender dynamics.

Once enrolled, adult female learners in Morocco are more likely to participate and graduate successfully than their younger peers, irrespective of gender. Notably, the internal efficiency rate for females in VET is significantly higher, at 90% compared to 70% overall. This indicates that young men are more exposed to failure or dropout. Furthermore, the VET system has implemented several measures to support learners and reduce dropout rates. These include opportunities for grade repetition, provision of boarding facilities and meals (particularly in rural areas), scholarships for disadvantaged learners, and mobile units to help rural learners complete their training. Specialised establishments also organise remedial sessions for learners facing difficulties.

The system offers limited pathways from VET to general education, with opportunities primarily moving in the opposite direction. While holders of a "Technician Specialised Diploma" can access higher education, the reserved quotas remain very limited. Measures like subsidies for disadvantaged households and scholarships for specialised VET trainees have been introduced to enhance equity and improve outcomes for all learners, irrespective of their socio-economic background.

Disadvantaged learners: youth

The monitoring results for this group of learners show that there are no significant deviations in VET system performance from the average performance 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 appear to favour disadvantaged youth more than the average learners. For example, the public VET system is free, covering 73% of total VET provision, while private institutions account for the remaining 27%. Additionally, targeted measures are in place to reduce socio-economic barriers, such as subsidies for disadvantaged households (benefiting 4,872 trainees in 2021−2022) and scholarships for specialised technician-level trainees from underprivileged backgrounds (33,285 beneficiaries in the same period).

Further support includes the availability of 127 boarding facilities with a capacity of 15,200 beds, aimed at improving conditions for trainees from socio-economically disadvantaged backgrounds. Mobile units (23 in total) specifically serve rural areas, helping to make VET more accessible to learners who might otherwise face geographical and economic challenges. An MCC-supported study highlighted that the relatively short two-year duration of VET programmes enhances their attractiveness for socio-economically disadvantaged learners compared to longer-duration higher education programmes.

However, once enrolled, this group of participants in VET is much more likely to experience difficulties with participation in learning and progression to subsequent stages of learning. While socio-economic disadvantages do not appear to affect transitions between parallel pathways within VET and general education, the lack of formal bridges from VET to general education limits opportunities for further progression.

Learners at risk: adults

VET programmes in Morocco are described as being open and accessible for long-term unemployed adults, those who are economically inactive, or individuals with low levels of educational attainment. These programmes include qualifying training, literacy courses, and continuing education, all of which are free and widely available across the country. Morocco reports through its self-assessment questionnaire that specific programmes exist for each of these groups. For example, qualifying training is targeted at long-term unemployed individuals and is considered particularly

attractive, with increasing numbers of beneficiaries across all regions of the country. This training is open to adults of any age and includes those with diplomas seeking employment.

The national literacy programme is also free and provides general education courses, offering pathways to vocational training and potential reintegration into general education. Economically inactive adults can access several forms of education and training, including informal education for early school leavers, literacy programmes, and vocational training for detainees who do not meet the conditions for regular VET access.

For employed adults, Morocco's Law 60.17 on continuing training grants employees the right to access training, with expanded eligibility for groups such as laid-off workers and self-employed individuals. This law also includes the institutionalisation of the recognition of prior learning (RPL), enhancing opportunities for adult learners to validate their professional experience.

System performance data collected by the Torino Process indicate that these programmes are effective. For instance, the accessibility of VET is enhanced by measures such as free education, pathways for non-formal learners, and regional coverage, including mobile units for rural areas.

Despite these challenges, the overall performance score in support of these groups in the dimension of access to learning is considerably higher than that for the overall population of learners. These results reflect Morocco's commitment to making VET accessible and inclusive, with measures designed to address the socio-economic disadvantages faced by specific groups, including migrants and economically inactive adults.

Learners by country of origin

The situation of the migrant population in the context of the education process reflects Morocco's efforts to provide and improve access to the qualification system. The adoption of the National Immigration and Asylum Strategy has facilitated access for migrants to vocational training institutions on an equal basis with Moroccan nationals. However, while the score for participation and successful graduation of adult learners with migrant background are below the national average, the scores for access to learning are on par with or even better than the national average, reflecting policy and development aims to improve the situation of this specific target group.

Despite these efforts, migrants face unique challenges that increase their risk of failure, dropout, or repetition, often leading to abandonment of training. These challenges are primarily linked to the precarious nature of their circumstances. Migrants may struggle with regular attendance due to the need to secure means of subsistence, frequent mobility across the country, and difficulties balancing personal responsibilities – such as childcare – with the demands of training. For some, the costs associated with training, even when partially covered, remain a barrier, while the lengthy duration of certain programmes can discourage those unable to commit extended periods to education.

These challenges affect migrants irrespective of their origin, underlining the importance of targeted support measures to enhance their ability to participate successfully in vocational training. Morocco's commitment to improving access and participation for this group is evident, but addressing these systemic barriers remains essential to achieving equitable outcomes.
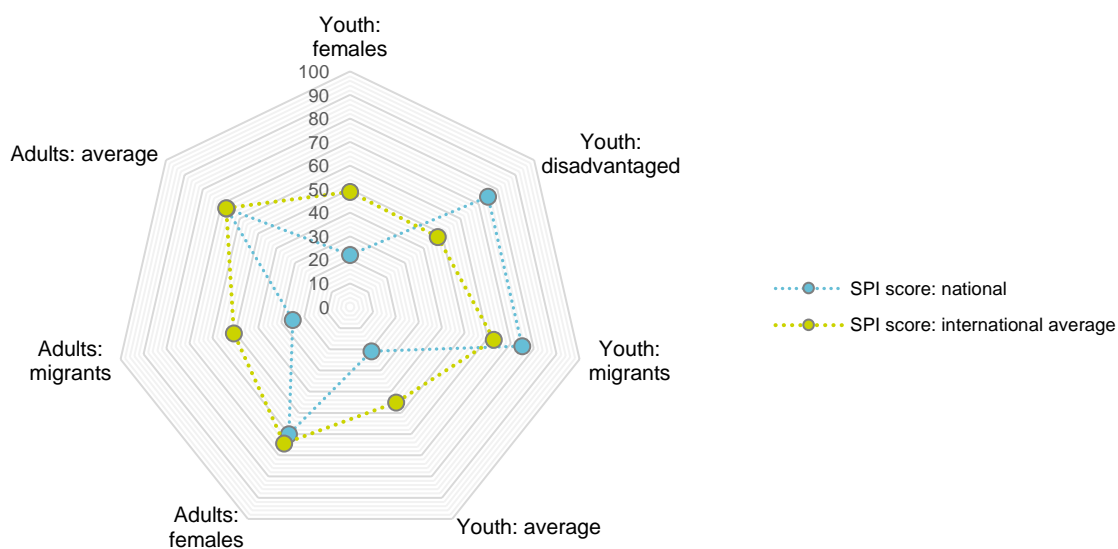
2.3.2 Quality and relevance

Overall results

The success of VET in Morocco in delivering foundational skills and competences varies across learner groups and depends significantly on their socio-economic background. For some learners,

such as disadvantaged youth and youth with a migrant background, performance exceeds the average of other countries in the Torino Process. For others, particularly young females and adults with a migrant background, it falls well below the international average (Figure 9).

System performance is above average for all young learners in the categories covered in this section, except for female youth. The SPI results indicate that female learners in VET continue to face significant challenges related to the quality and relevance of learning, similar to youth in general. In contrast, disadvantaged youth and migrant youth who have chosen VET have stable prospects of acquiring foundational skills and competences, with performance levels higher than their peers in other countries included in the monitoring, on average.

FIGURE 9. SYSTEM PERFORMANCE IN SUPPORT OF QUALITY AND RELEVANCE FOR SPECIFIC GROUPS OF LEARNERS, MOROCCO AND INTERNATIONAL AVERAGE (2024)

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

Source: Torino Process monitoring database

The success of VET in Morocco in delivering foundational skills and competences varies significantly across learner groups and is influenced by factors such as gender, country of origin, and socio-economic background. For example, young females face greater challenges, with performance levels far below the international average, while disadvantaged youth and youth with a migrant background perform relatively well. Overall, system performance for youth in Morocco remains below the international average, with an SPI score of 21 compared to 45. Among adults, similar disparities persist, particularly for adult females and adults with a migrant background (Figure 9).

The analysis of changes from 2023 to 2024 reveals a shifting international landscape that reframes Morocco's national performance relative to other countries (Table 9), even though Morocco's scores remained constant across all groups during this period.

System performance in support of quality learning for young females (national SPI of only 22 compared to an international average of 49, with a -6.54-point decline internationally) and adults overall (national SPI of 67 vs. international average of 67, with a -4.72-point decline internationally) now appears stronger or on par in relative terms due to notable declines in international averages for these groups. Although Morocco's outcomes for these groups remain unchanged from 2023 to 2024, they are now closer to or exceed the declining international benchmarks.

TABLE 9. QUALITY AND RELEVANCE - CHANGE IN SYSTEM PERFORMANCE, SPECIFIC GROUPS OF LEARNERS, MOROCCO AND INTERNATIONAL AVERAGE (2023 – 2024)

Population of learners	SPI score: national	Change from 2023 to 2024: national	SPI score: international average	Change from 2023 to 2024: international average
Youth: females	22	0	49	-6.54
Youth: disadvantaged	75	0	48	-1.24
Youth: migrants	75	0	63	2.29
Youth: average	**21**	**0**	**45**	**0.15**
Adults: females	60	0	64	-1.37
Adults: long-term unemployed	m	0	48	1.94
Adults: economically inactive	m	0	43	0.40
Adults: migrants	25	0	51	-0.78
Adults: average	**67**	**0**	**67**	**-4.72**

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

Source: Torino Process monitoring database

There is no evidence to judge about performance in delivering quality to long-term unemployed adults (international average of 48, with a 1.94-point increase internationally) and to economically inactive adults (international average of 43, with a 0.40 increase internationally). In contrast, for adults with a migrant background (national SPI of only 25 vs. international average of 51, with a 0.41-point decline internationally), Morocco's static score now appears somewhat stronger in comparison. For adults with a migrant background, Morocco's SPI remains static at 25, significantly below the international average of 51, which has shown only a minimal decline internationally.

Female learners

The quality and relevance of the education and training received by learners tends to be considerably lower in comparison, mostly because of their lower employability. This disparity is particularly pronounced for women. Within the literacy rate, women continue to underperform, with a 60% literacy rate compared to 82% for men, highlighting the limitations of efforts to address adult illiteracy. In the vocational training system, the process of designing, implementing, and evaluating training programmes is reportedly non-discriminatory by gender. However, employment outcomes still reveal significant disparities.

An analysis of the professional situation of vocational training graduates from the 2019 cohort, nine months after graduation, shows that male graduates experience better outcomes than their female

counterparts. Employment and insertion rates for male graduates were 44% and 73%, respectively, compared to 37% and 65% for female graduates from the same cohort. Furthermore, the unemployment rate among female graduates was higher by nearly 6 percentage points, with 54% of female graduates unemployed compared to 48% of their male peers.

The situation is quite different for adult female learners and graduates. The monitoring results shown in Figure 9 suggest that adult females manage to reap the benefits of their education and training more successfully than their younger peers of the same gender. This is reflected in their significantly higher SPI scores, which indicate better outcomes in terms of skills and competences. However, adult females still face persistent gender disparities in employability outcomes when compared to men. These findings underscore the challenges that remain despite the non-discriminatory approach of the vocational training system.

Disadvantaged learners: youth

Those learners who manage to cope with the challenges can count on receiving education and training of above-average quality and relevance. Recent data highlights encouraging trends, particularly for youth underachievement rates in foundational skills such as reading, mathematics, and science. Between the 2023 and 2024 reporting cycles, underachievement in reading declined by 1 percentage point, mathematics by 3 percentage points, and science by 5 percentage points according to OECDs PISA.

These improvements suggest that fewer young learners are struggling in these critical areas, reflecting progress in strengthening the provision of foundational skills in general education and VET.

Learners at risk: adults

Morocco is attaching high priority 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. Challenges remain, however. For instance, between the 2023 and the current round of reporting, the proportion of adults with ICT skills has declined by 2 percentage points, which highlights a growing gap in digital proficiency. The gap underscores the increasing difficulty for adults to adapt to the demands of a digital world, where such skills are essential for employability and lifelong learning.

3. SUPPLEMENTARY SOURCES AND INFORMATION

3.1 Links to background information and data

The full collection of quantitative indicators collected for Morocco for this 2024 round of monitoring can be found here:

https://docs.google.com/spreadsheets/d/1y22QKUCjNSKH8pZfPvyothsNQw7-5zfc/edit?usp=sharing&ouid=110154518834912853011&rtpof=true&sd=true

The full collection of qualitative responses to the country-specific questionnaire for Morocco can be found here (in French):

https://drive.google.com/file/d/1wsbyZbMMXrnhLqQsP6Tz5Kn6O06fJsk_/view?usp=sharing

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.

3.2 Definitions, terminological clarifications, methodological limitations

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.
- **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.