

# KEY POLICY DEVELOPMENTS IN EDUCATION, TRAINING AND EMPLOYMENT

**2025**

**MOROCCO**

This report was prepared by the European Training Foundation.

The manuscript was completed in October 2025.

The contents of the report are the sole responsibility of the ETF and do not necessarily reflect the views of the European Union or Moroccan institutions.

© European Training Foundation, 2026



Except otherwise noted, the reuse of this document is authorised under the Creative Commons Attribution 4.0 international (CC BY 4.0) licence (<https://creativecommons.org/licenses/by/4.0/>). This means that reuse is allowed provided appropriate credit is given and any changes are indicated. For any use or reproduction of photos or other material that is not owned by the European Training Foundation, permission must be sought directly from the copyright holders. AI tools may have been used in the preparation of this report.

Please cite this publication as: European Training Foundation (2026), *Key Developments in Education, Skills and Employment – Morocco 2025*, Turin, Italy.

# ABOUT THIS PAPER

Each year, the ETF monitors developments in education, skills, and employment in its partner countries to support informed decision-making by identifying trends, opportunities, and challenges. The results are reported by country, across countries, and by selected theme.

The present document is the country-level report (country fiche) for 2025 for Morocco. As with all ETF monitoring, it draws on multiple sources of evidence and is the culmination of a year-long process of data collection and analysis. One key source of evidence is the ETF KIESE database, which provides internationally comparable indicators on areas such as country demography, economy, education, and employment. The indicators are sourced mainly from international repositories, including UNESCO, the World Bank, the OECD, Eurostat, and the ILO, while some come directly from partner countries, for instance, from their labour force surveys<sup>1</sup>.

Another source of evidence is the Torino Process, a flagship monitoring initiative of the ETF which compiles system performance indices (SPIs) on the basis of KIESE data and expert surveys. The SPIs combine selected KIESE indicators to track policy and system performance in education and VET in key areas such as access, quality, and system management. Where KIESE data is missing, the SPIs rely on expert surveys which help fill the gaps and contextualise the findings at the stage of analysis. 'Performance' in this context refers to the extent to which policies and systems deliver results in these areas<sup>2</sup>. In 2025, the ETF compiled SPIs for a total of 32 areas and sub-areas of performance, including for groups of learners such as youth and adults, males and females, socio-economically disadvantaged young people, and adults with no or low education.

The ETF country missions complement these data sources by engaging with key policy stakeholders, gathering qualitative insights on policy developments, recently enacted legislation, and major reform steps. Finally, where necessary, the ETF draws on third-party publications and analytical work to complement gaps in the available information or to clarify developments that are not fully captured in the ETF monitoring information.

The country fiche begins with Chapter 1 – a country profile that describes the demographic and socio-economic conditions in the country. Chapter 2 presents recent policies in education and training, together with the structure of the education system, including adult learning. Chapter 3 provides an overview of employment and labour-market policies and introduces the main strategies, institutions, and programmes. Chapter 4, which is the final chapter, presents the results of policies and arrangements in education and training.

---

<sup>1</sup> The full selection of KIESE indicators for 2025 can be found here <https://bit.ly/4j6taZW>.

<sup>2</sup> The subset of KIESE indicators used for the calculation of the Torino Process SPIs in 2025 can be found here: <https://bit.ly/433OR8j>. The full list of questions used in the 2025 round of Torino Process system performance monitoring can be found here: <https://bit.ly/3YUJbXE>. For a full overview of the Torino Process system performance monitoring framework, see <https://bit.ly/47YGA6l>. The methodology for the calculation of the SPIs can be found here: <https://bit.ly/3XJq101>.

# CONTENTS

---

|                  |   |
|------------------|---|
| ABOUT THIS PAPER | 3 |
|------------------|---|

---

|          |   |
|----------|---|
| CONTENTS | 4 |
|----------|---|

---

|               |   |
|---------------|---|
| KEY TAKEAWAYS | 5 |
|---------------|---|

---

|                                 |   |
|---------------------------------|---|
| 1. COUNTRY PROFILE              | 7 |
| 1.1 Demography                  | 7 |
| 1.2 Economy                     | 7 |
| 1.3 Income and living standards | 8 |
| 1.4 Recent developments         | 8 |

---

|  |    |
|--|----|
| 2. EDUCATION AND TRAINING: POLICIES AND DEVELOPMENTS | 9  |
| 2.1 Structure and levels of education, including VET | 9  |
| 2.2 Strategy and legal framework                     | 11 |
| 2.3 Main actors and governance                       | 12 |
| 2.4 Policies and developments                        | 13 |

---

|  |    |
|--|----|
| 3. LABOUR MARKET AND EMPLOYMENT: POLICIES AND DEVELOPMENTS | 17 |
| 3.1 Strategy and legal framework                           | 17 |
| 3.2 Main actors and governance                             | 17 |
| 3.3 Policies and developments                              | 18 |
| 3.4 Active labour market programmes (ALMPs)                | 19 |

---

|  |    |
|--|----|
| 4. KEY INDICATORS: EDUCATION, SKILLS, EMPLOYMENT | 20 |
| 4.1 Headline indicators                          | 20 |
| 4.2 System performance indicators                | 22 |

---

|               |    |
|---------------|----|
| ABBREVIATIONS | 32 |
|---------------|----|

---

|            |    |
|------------|----|
| REFERENCES | 36 |
|------------|----|

---

## KEY TAKEAWAYS

- **Country profile and developments:** Morocco's demographic trends show moderate growth, a substantial young population, and a pattern of outward migration. In 2023, Morocco's population reached 37.7 million, with a growth rate of about 1% annually. The country has a youthful demographic, with around a quarter of its residents being young and many either still in education or soon to join the workforce. This underlines the significant role of education and training in shaping future employment prospects.

The country continues to suffer from regional disparities in terms of labour market dynamics, education access, and social development, but policies and programmes are put in place to address those challenges.

- **Developments in education and training:** Under the umbrella of the New Development Model and the Education Reform Plan 2022-2026, Morocco has undertaken a series of significant reforms in both general education and vocational education and training (VET) in recent years. Reforms have focused on enhancing access, improving quality, promoting inclusivity and aligning learning outcomes with labour market needs. Initiatives have been launched to boost the employability of youth through work-based learning, investing in green and digital skills development and the creation of the Cities of Trade and Skills to equip its young and growing population with high-quality skills for the future.

- **Employment and labour market developments:** In 2023, Morocco's economy grew by 3.4%, with a GDP per capita of around USD 9 843 (PPP), classifying the country as a middle-income country. While economic growth has contributed to some job creation, unemployment remains a persistent challenge. In 2023, only 38% of those aged 15 and above were in employment. There is a significant gender gap in labour force participation, with only 21% of women participating compared to 70% of men. The labour market is particularly challenging for young people: in 2022, the employment rate among 15–24-year-olds was just 15.4%, less than half the EU rate (35%).

Among young people, unemployment increased to 35.8% in 2023, more than twice the EU level (14.9%). An additional challenge for Morocco is the high share of young people not engaged in employment, education or training (NEET), consisting of 32.9% in 2024 for the 15–29 age group. Beyond the quantitative job deficit, a substantial portion of jobs in Morocco lacks quality. Informal employment is a significant feature of the labour market, comprising 30% of non-agricultural employment, according to the High Commission for Planning (HCP). Approximately 46% of jobs are categorised as vulnerable, including contributing family workers and self-employed individuals as a percentage of total employment.

To address ongoing challenges in terms of job creation and high unemployment, the Employment Roadmap 2025-2027 was launched, backed up with an investment of MAD 15 billion from the Moroccan government. It includes training 100 000 apprentices. The roadmap sets a target of reducing the unemployment rate to 9% by 2030 and creating 1.45 million new jobs through actions such as strengthening Active Labour Market Policies (ALMPs), enhancing vocational training and skills development, improving employment conditions and inclusion, supporting microenterprises and SMEs.

- **Trends in access, retention, completion:** VET in Morocco is delivered by several public and private operators, including OFPPT, and covers the national territory. Access to programmes is open to young people without distinction of sex, while participation patterns show differences by field of study. Efforts continue to expand provision in rural areas and strengthen learner support and progression.

Different training providers are offering vocational education with the Office de la Formation Professionnelle et de la Promotion du Travail (OFPPT) – the Office of Vocational Training and Work Promotion – ensuring most national coverage. Access continues to expand, with efforts

underway to strengthen provision in rural areas and make boarding facilities more widely available. There is a gender segregation as boys and girls tend to cluster in different fields of study. Programme completion rates present a valuable opportunity for further improvement, and ongoing efforts to strengthen orientation, reduce drop-out, and enhance learner support are helping the VET system move steadily in a positive direction.

In Morocco, VET is designed to develop technical, transversal, and civic competences. The OFPPT allocates up to one-third of training time to languages and communication, complemented by modules on digital, entrepreneurial, and social skills. Yet, many learners enter VET with weak foundations, and many lack foundational competences in reading and mathematics. There is also a persistent problem with illiteracy among adults. Employment outcomes are uneven and while apprenticeships lead to higher rates of employment, many graduates work below their level of qualifications.

- **Quality and relevance of learning:** Morocco has established solid data systems as a prerequisite for evidence-informed planning, including the Massar learner-tracking platform, tracer surveys, and sectoral skills studies. However, the use of data for analytical purposes remains limited, and data governance across ministries continues to be fragmented.

Quality assurance mechanisms combine audits, accreditation, and ISO certification although a unified national framework integrating these elements has not yet been fully established. The availability, competence, and professional development of staff in leadership positions are areas of strong results. The internationalisation of VET is advancing through South–South cooperation, global partnerships, and ongoing alignment to the European Qualifications Framework.

- **System management and organisation:** Morocco's VET system is financed through a diversified mix of sources, with the professional training tax (TFP) on enterprises generating close to half of total resources. This is reinforced by public budget allocations and household spending, while international partners contribute modest but regular funding through projects. Despite this diversity, the overall investment in the sector remains modest at about 0.48% of the GDP. Through the Massar system, Morocco has established a solid foundation for data management, which tracks learners from primary to secondary education. Complementary mechanisms in vocational training, such as graduate tracer surveys and sectoral skills studies, also contribute to the data and evidence management system but remain fragmented and on an ad-hoc basis.

# 1. COUNTRY PROFILE

**Table 1.1 Demographic and socio-economic context: key indicators, Morocco**

| Indicator  | Value    | Year | Source              |
|--|----------|------|---------------------|
| Total population (in thousands)                    | 37 712.5 | 2023 | UN DESA, World Bank |
| Relative size of youth population (%)              | 24.3     | 2023 | UN DESA             |
| Population growth rate                             | 1.0      | 2023 | World Bank, UN DESA |
| Dependency ratio                                   | 51.2     | 2023 | World Bank, UN DESA |
| Immigrant stock as % of total population           | 0.3      | 2024 | UN DESA             |
| Emigrant stock as % of total population            | 9.5      | 2024 | UN DESA             |
| GDP growth rate                                    | 3.4      | 2023 | World Bank          |
| GDP per capita (PPP)                               | 9 842.9  | 2023 | World Bank          |
| Migrant remittance inflows (US\$ mil.) as % of GDP | 8.1      | 2023 | World Bank          |
| Inflation rate                                     | 6.1      | 2023 | IMF                 |
| Poverty headcount ratio (\$8.30/day)               | 49.0     | 2013 | World Bank          |
| Gini coefficient (Income inequality)               | 39.5     | 2013 | World Bank          |
| Human development index (HDI)                      | 0.710    | 2023 | UNDP, World Bank    |

Source: ETF KIESE database

## 1.1 Demography

This section takes a look at a selection of indicators in Table 1.1 that describe the size and growth rate of the population, its age and economic structure, as well as the scale and impact of inward and outward migration on population size, composition, and skills availability.

In 2023, the population of Morocco stood at 37.7 million. The country continues to expand demographically, though at a pace lower than in many other countries of the Southern and Eastern Mediterranean (SEMED) region (1% per year).

In Morocco, roughly one in four people are young, which means that a large part of the population is either in education or about to enter the labour market. In such a demographic context, where education addresses the needs of a sizeable share of the population and influences their labour market outcomes, education and training policies are of particular societal relevance. The overall age structure is further reflected in a dependency ratio of 51.2, which is a relatively balanced distribution between dependents and people in working age.

In terms of migration developments, immigrants make up 0.3% of the population, while emigrants account for 9.5%.

## 1.2 Economy

The data in this section describes the economic context of the country in terms of GDP growth rate, GDP per capita (PPP), migrant remittance inflows as a percentage of GDP, and the inflation rate (Table 1.1).

In 2023, the economy of Morocco expanded at a rate of 3.4%, which is moderate compared to other countries in the SEMED region. With a GDP per capita of about USD 9,843 in purchasing power parity terms, Morocco qualifies as a middle-income economy. Migrant remittances accounted for 8.1% of GDP. This is high for a middle-income country and high for the size of the Moroccan diaspora.

Inflation stood at 6.1% in 2023. While this exceeds the broader average of around 3–4% for the SEMED region, it remains well below the very high rates seen in some SEMED countries, such as Egypt. The increase of inflation in Morocco was driven mainly by food and energy prices (HCP, 2023) and was a consequence of global shocks, such as supply disruptions linked to the war in Ukraine, and domestic factors, including recurrent drought (OECD, 2023). More recent data suggests that by early 2024, inflation had fallen below 1% as food prices normalised and external pressures eased (Bank Al-Maghrib, 2024).

### 1.3 Income and living standards

This section describes the economic well-being and living standards of the population in terms of poverty levels, income distribution, and overall human development (Table 1.1).

In 2013 (latest year available) close to half of the population of Morocco lived on less than USD 8.30 per person per day (PPP). This signals that limited income is not a marginal problem affecting only the poorest, but a widespread condition that shapes the living standards of much of society.

The distribution of income in Morocco too is quite uneven. Considering that a Gini coefficient of 40 indicates higher inequality, the score of Morocco, which is 39.5, suggests that a substantial share of resources is concentrated among better-off households. Recent national survey data suggest that inequality rose slightly to about 40.5 in 2022 (Haut-Commissariat au Plan & UN Women Morocco, 2025).

The Human Development Index (HDI) for Morocco is 0.7. This level is classified as high human development. In the case of Morocco, the score is the result of relatively balanced progress across the health, education, and income components of the index (UNDP, 2024). The education component, however, is only moderate. The expected duration of schooling was 15.1 years in 2023, close to the maximum benchmark of 18 years, while the mean duration of schooling was only 6.2 years (UNDP, 2024). This indicates that limitations in educational attainment are widespread, as the average adult has completed only about six years of formal education.

### 1.4 Recent developments

Recent years have brought policy efforts to modernise public services and strengthen economic resilience. In the field of education and training, reforms adopted under the Education Sector Vision 2015–2030 and subsequent strategic documents are being implemented within a broader socio-economic reform agenda.

Morocco also operates in an external environment influenced by global economic volatility and climatic risks. Fluctuations in food and energy prices, inflation dynamics, and recurrent drought episodes have affected economic performance and household purchasing power. These factors provide part of the context in which education, training and employment policies are implemented.

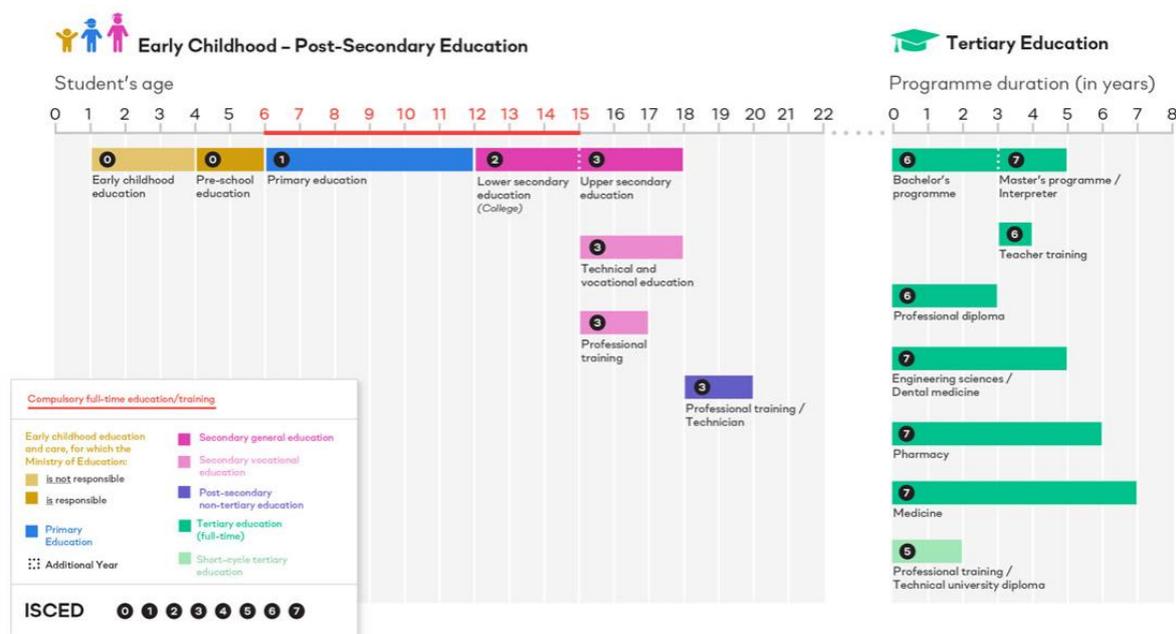
Labour-market challenges, including low employment rates and high youth unemployment, frame public policy priorities. In this context, education and vocational training are positioned as key instruments for improving employability, supporting enterprise development, and strengthening social inclusion.

## 2. EDUCATION AND TRAINING: POLICIES AND DEVELOPMENTS

### 2.1 Structure and levels of education, including VET

This section provides a brief description of how the education system is organised across different levels, including pre-primary, primary, secondary (distinguishing between general and vocational tracks), tertiary, and adult learning. It uses the UNESCO ISCED classification and is based on monitoring information collected through the Torino Process expert survey<sup>3</sup>.

Figure 2.1 Structure of the education system: Morocco (2025)



Source: UNESCO Institute for Statistics. (2021).

### Formal education

#### Primary to secondary education

Pre-school education in Morocco (ISCED 0) covers children aged four to six and supports the development of cognitive and social abilities needed for a smooth transition to primary school. Provision is offered in public, private, and associative settings (non-profit community or association-run centres), and recent years have seen efforts to expand access nationwide, with the participation rate surpassing 70% in 2023/2024.

Primary education (ISCED 1) begins at age six and lasts six years. It is compulsory and free of charge, and provides fundamental learning in literacy, mathematics, science, and civic values. Completion of this cycle is marked by the award of the *Certificat d'études primaires*. Most primary schools are public, but there are also private providers.

Lower-secondary education (ISCED 2), also known as *enseignement collégial*, is a three-year programme typically covering the age group 12–15. It combines general and vocational courses and may also offer sport-study or traditional options (such as religious or cultural study tracks). At the end

<sup>3</sup> The full questionnaire can be found here: <https://bit.ly/418jfwC>. In this document, the survey may be referred to interchangeably as the 'monitoring survey', 'expert survey', or 'Torino Process monitoring survey'.

of this cycle, learners obtain the *Brevet d'enseignement collégial*, which allows progression to upper-secondary education or certain vocational routes.

Upper-secondary education (ISCED 3) normally serves students aged 15–18. It begins with a common core and then branches into academic, technical, technological, or vocational tracks. Pupils complete this stage by sitting for the *Baccalauréat*, which can be awarded in a variety of specialisations, including sciences, humanities and languages, economics, arts, technology, professional studies, and Islamic sciences. The Baccalauréat opens the way to higher education or specialised technical training.

### Vocational training

Vocational training in Morocco is accessible at different entry points between the ages of 15 and 45. It provides multiple qualification levels: apprenticeship certificates for young people with limited schooling (one to two years in alternance); specialisation diplomas after primary education (ISCED 2); qualification diplomas after lower-secondary (ISCED 3, one to two years depending on the programme and occupational field); technician diplomas requiring upper-secondary level (ISCED 5, two years); and specialised technician diplomas for holders of the Baccalauréat (ISCED 5, minimum two years, some specialties may require longer programmes). Learners may move between levels thanks to established bridging arrangements.

### Technical education

Two main diplomas provide higher-level technical qualifications. The *Brevet de Technicien Supérieur* (BTS), under the Ministry of National Education, and the *Diplôme Universitaire de Technologie* (DUT), under the Ministry of Higher Education, are both classified at ISCED 5. Admission normally requires the Baccalauréat or equivalent, with age restrictions applying.

### Higher education

Morocco follows the three-cycle structure of the Bologna Process. Bachelor's and professional bachelor's programmes (three years, ISCED 5) lead either to employment or to master's studies. Master's programmes (two years, ISCED 7) provide advanced specialisation, while doctoral programmes (three to five years, ISCED 8) build research capacity.

Higher education institutions, which include engineering schools and other *grandes écoles*, admit students through competitive examinations, preparatory classes, or direct recruitment from the Baccalauréat or a DUT. These institutions prepare graduates for technical, scientific, and managerial roles in strategic sectors. Admission through competitive examinations also applies to degrees in medicine and pharmacy, which consist of extended programmes of seven years for a degree in medicine and further years for specialisation, and similar lengths for pharmacy.

### Adult learning

Morocco promotes adult learning through a combination of formal, non-formal, and informal opportunities.

Non-formal programmes include *Écoles de la Deuxième Chance – Nouvelle Génération* and catch-up classes, which reintegrate young people who have left school prematurely. These programmes combine basic skills, personal development, guidance, and pre-vocational training.

Continuous training for employees is offered in cooperation with professional federations, public operators such as OFPPT (Office of Vocational Training and Work Promotion), and enterprises, and is co-financed through Special Training Contracts. Courses may focus on technical, managerial, or digital skills and can be delivered face-to-face, online, or in hybrid formats. In addition, diploma-based initial training is also offered in evening classes for adults. These programmes lead to formal qualifications and are classified as initial training rather than continuing training. Both public and accredited private institutions may organise evening provision.

Jobseekers have access to short vocational programmes financed/commissioned through ANAPEC and delivered by public and private training operators (e.g. OFPPT, IGD, accredited providers). These courses target immediately employable skills in sectors with high labour demand, such as construction, textiles, crafts, agriculture, and ICT.

Morocco is also implementing the validation of experiential learning '*validation des acquis de l'expérience*' since 2008 (1,488 validated out of 2,489 enrolled), which allows individuals to obtain official recognition of competences acquired through work or other experiences. This process involves assessment and, where necessary, complementary training, and may result in a professional title or certificate.

## 2.2 Strategy and legal framework

The most recent overarching national strategy is the ambitious 'New Development Model', which complements the previous set of national strategies and policies and aims to elevate Morocco to the top third of global rankings by 2035 and to strengthen its ambition to be a regional role model. Objectives include doubling the per capita GDP by 2035, ensuring that more than 90% of pupils master elementary skills and competencies by the end of primary school, doubling the share of formal jobs in the total number of jobs, boosting the participation rate of women from 22% in 2019 up to 45%, and achieving a satisfaction rate of over 80% among citizens with respect to the administration and public services.

### General education

Morocco's general education system is governed by a comprehensive legal and policy framework aimed at transforming the sector into a more inclusive, equitable, and high-quality system. The cornerstone of this transformation is the Education Sector Vision 2015–2030, operating under the [Framework Law No. 51.17](#), adopted in 2019. This law serves as the national charter for education, training and scientific research, and translates the 2015–2030 vision into binding legal commitments.

Efforts have been made to shift towards competence-based learning with an emphasis on critical thinking, digital literacy and civic education.

The Education Reform Plan for 2022-2026 is currently being implemented. The ongoing reform plan, with its 12 specific commitments, aims not only to improve educational quality and coverage but also to increase extracurricular activities and to do more to prevent dropouts (over 300 000 children and youth drop out of school every year).

### Vocational education

The 2021 Strategy on Vocational Education and Training (VET) brings together all partners to a shared and modern vision of skills development, centred on employability, more efficient governance, and use of resources.

The VET Strategy 2021 aims at continuously increasing the number of VET graduates (public, private, youth and adults included) and the quality of their learning, with a target of reaching over 2 million graduates per year, compared to just over half a million in 2015. The strategic objectives include social and territorial inclusion, improving the competitiveness of enterprises, maximising professional integration, integrating general education and vocational training, as well as the strengthening of the governance of public policy for vocational training.

In addition, the VET roadmap is also an important strategic document that focuses on the development of high-quality training programmes aligned with labour market needs and aimed at youth employability, excellence, equity and inclusion in the field of vocational training.

## 2.3 Main actors and governance

### National level

Currently three ministries are in charge of VET, general education and higher education: the VET Department (DFP) under the Ministry of Economic Inclusion, Small Businesses, Employment and Skills (MIEPEEC) is responsible for developing and implementing the nation's VET policy. The Ministry of National Education, Pre-school Education and Sports deals with general preschool and primary education; and the Ministry of Higher Education, Scientific Research and Innovation is responsible for higher education, including research.

### International level: donors

There is a significant number of international donors active in the field of education and training. Some examples of ongoing programmes are given below.

The EU remains a key donor and partner for Morocco and is financing several projects in the field of education and training. The PIAFE programme (*Programme Intégré d'Appui à la Formation et à l'Éducation*) is an integrated support programme of EUR 150 million aimed at improving the relevance of education and training, promoting lifelong learning, increasing the employability of learners and strengthening collaboration between national stakeholders. The PIAFE will run until April 2026. The SABIL programme (*Soutien à l'Amélioration de la Bienveillance, de l'Inclusion et de la Lecture*) is aimed at improving the quality of education in rural areas in Morocco by enhancing reading skills in early grades, promoting inclusive education, and supporting teacher training and pedagogical innovation. The project is ending in 2025. To support higher education, the EU is financing EUR 46 million under the ESRI Pact which is the Moroccan Acceleration Plan for the Transformation of Higher Education, Scientific Research and Innovation.

The AfD, the French Development Agency plays an important role in the implementation of the education roadmap since 2023, in particular in reducing the school dropout rate through the 'pioneering middle school' model. The AfD also develops training and economic integration schemes for young people through its support for the development of the Delegated Management Institutes model in public-private partnerships, for example in the aeronautics, automotive, renewable-energy, and pharmaceutical industry sectors.

Through the project 'TAMHEEN II', GIZ, the German Agency for International Cooperation provides support for the implementation of cooperative/dual vocational training. The project (EUR 8 million) enhances the training and employability of young individuals by implementing innovative education methods with strong emphasis on the involvement of businesses to ensure optimal alignment between the skills of workers and the expectations of employers.

UNESCO's project 'Quality Training for Employment and Entrepreneurship in the Textile Industry' aims at improving vocational training quality in the textile, clothing, and leather sectors and empower women and youth through skills development and entrepreneurship.

The European Investment Bank is supporting rural education in Morocco through building and transforming more than 150 community schools in rural areas of Morocco. The programme, with a total of EUR 125.8 million aims to increase school success rates in rural areas, relieve overcrowded satellite schools, and promote access to education for young girls and children with disabilities.

## 2.4 Policies and developments

### Overview

Under the current government, the Moroccan Education Reform, from primary to higher education is one of the most important reforms. Prime Minister Akhannouch announced that the 2025 finance law allocated over MAD 85 billion (approximately USD 8.5 billion) to education, compared to MAD 68 billion (USD 6.8 billion) in 2019 (Adil Faouzi, 2025).

The Ministry of Education has launched an ambitious reform programme to improve the sector's overall performance, in line with the Education Sector Vision 2015-2030. The 2015-2030 reform of the education sector has set as objectives more equitable access to education across the nation, focusing on the inclusion of girls, and equal opportunities to raise the level of education in the country.

One of the main successes of the Education Reform at primary and lower secondary level are the Pioneer Schools, known as 'Écoles de Riyadah'. They are providing targeted programmes to address learning difficulties through the TARL (Teaching at the Right Level) approach which focuses on helping students master foundational skills in Arabic, French, and Mathematics.

The National Plan for Accelerating the Transformation of Higher Education, Scientific Research and Innovation (PACTE ESRI 2030) was launched in 2022 and reforms are ongoing. This national plan is building on the Framework Law No°51.17 and in line with the recommendations set out in the New Development Model. It also aims at a revamping of Law 01-00 on the organisation of higher education, by integrating the principles of good governance, academic excellence, and innovation.

It is the new employment roadmap 2025-2027 (*feuille de route de l'emploi*) that is shaping the developments and innovations in VET with the aim of responding quicker and better to the needs of the labour market. It will entail a review of the content of the training programmes, fully adopting the competence-based approach and making the training more practically oriented so that young people are better prepared for the job market (Policy Centre for the New South, 2025).

### Qualifications, validation, and recognition

Morocco's National Qualifications Framework (NQF) is comprehensive, covering all types of education and training qualifications, and is structured in eight levels. It features elements of a modern qualification system, including outcome approaches, while systematic quality assurance measures are established. The 2019 Education Law refers to the NQF, which is also included in various pieces of education and training legislation. Although there is awareness among stakeholders, economic sectors and education providers, the NQF is not yet fully operational.

With the aim of developing a lifelong learning policy in the country, the formalisation, publication and effective implementation of the NQF is necessary to identify and classify certifications at national level. This will lead to an interconnected educational system organised around pathways enabling lifelong learning. At the same time, the NQF will serve as a tool for making diplomas and certifications more transparent and easier to compare with diplomas from other countries which is important in the context of international mobility.

Extensive reference is made to the accreditation of prior learning (APL) in Framework Law on Education No 51-17, which provides the framework for accrediting prior experience. Accrediting prior learning is also covered by Law No 60-17 on continuing vocational training for workers, which stipulates that any person engaged in a trade or profession has the right to have their achievements accredited, especially those gained on the job, with a view to obtaining a qualification or certificate (ETF, 2025).

### Work-based learning

Three types of learning in the workplace can be identified: work-based vocational training (*formation professionnelle alternée*), apprenticeship training (*formation par l'apprentissage*) and internships (*stages en entreprise*) (ETF, 2019).

- **Work-based vocational training** is a type of initial vocational training based on the principle of partnership between the state, businesses and social partners. At least 50% of the training takes place in a business with a view to acquiring a vocational qualification in one of the subjects offered by the training institutions.
- **Apprenticeship training** relies on the training capacities of small and medium-sized enterprises (SMEs), and accounts for at least 80% of the overall training time. It is complemented by general and technological supplementary training within an apprenticeship training centre (centre de formation par l'apprentissage, CFA), for at least 10% of the overall training time. The training may consist of an initial diploma-based training programme or may occur on a qualifying basis only.
- **Internships** are compulsory during the last year of training programmes for learners who are working towards obtaining a vocational certificate. The internship, which usually lasts for three to six months, takes place within a company or government department as part of an internship agreement signed between the training institution and the host business.

Despite different laws and institutional arrangements that are put in place, in practice, apprenticeships still lag behind in terms of uptake.

## Career guidance

The National Institute for the Training of Trainers and Tutors (INFFT) is responsible for providing the training and certification of career guidance counsellors.

For students in general education, career guidance services are provided by the education and training institutions and specific career guidance centres through their counsellors. Information and career guidance campaigns are organised annually. However, they cover a limited number of students and do not cover those who are out of school. The VET department at MIEPEEC organises a yearly information and career guidance campaign providing information on the VET training offer. The OFPPT has adopted an integrated guidance system through its career guidance centres (see orientation platform: [www.myway.ac.ma](http://www.myway.ac.ma)).

For jobseekers, ANAPEC is the main institution providing career guidance services in Morocco. The agency offers free support to jobseekers through its nationwide network of over 80 local branches. According to official ANAPEC data, more than 300 000 individuals benefit annually from its guidance and support programmes. These include competency assessment workshops, soft skills training sessions, and personalised advice on training and employment opportunities.

'ForsaTi' (meaning 'My Opportunity' in Arabic) is a career guidance and empowerment programme developed by MIEPEEC, in collaboration with ANAPEC and other partners. In addition, online platforms offering remote career guidance services are emerging, including mobile apps such as 'JobinMaroc' and 'Tawjih Pro', which provide career assessments, sector-specific guides, and local training opportunities.

Despite the availability of several programmes and efforts made by the education and training sector, Morocco lacks a comprehensive and lifelong national guidance system.

## Quality assurance

The education roadmap and the Framework Law No°51-17 provides for the establishment of a strengthened quality assurance system with procedures that will be set out in the implementing legislation being drawn up.

Higher education institutions and their programmes must apply for official approval, although the process differs slightly for public and private institutions. The National Agency for Evaluation and Quality Assurance of Higher Education and Scientific Research (ANEAQ) is responsible for the accreditation process. The ANEAQ evaluates applications to create new public and private universities and other higher education institutions, as well as applications for the accreditation of academic programmes. It issues summary reports, which inform the accreditation deliberations of the National

Commission for Higher Education and Coordination (CNCES), a regulatory body composed of both public- and private-sector stakeholders. On the basis of CNCES's recommendation, the Ministry for Higher Education, Scientific Research and Innovation (ENSSUP) publishes final accreditation and authorisation decisions in official ministerial notes.

The VET department at MIEPEEC has the sole responsibility for quality assurance of the vocational training system, from designing quality assurance measures to implementing them in close collaboration with all concerned stakeholders.

A self-assessment system was established by the VET department in 2019 for all VET schools (public and private). This covers a range of assessment areas to help decision-makers at schools take corrective measures based on regular performance updates. The system is gradually being rolled out to all VET centres throughout the country. ISO certification for management processes is used for certain institutions of OFPPT. However, there is still no national, formalised and systematic policy on quality assurance in the vocational training system in Morocco (ETF, 2020).

## Centres of excellence

Morocco is demonstrating distinct leadership on policy vision and implementation towards VET excellence and concepts.

The Delegated Management Institutes (*Instituts à Gestion Délégués*) which have been opened by the state, with management delegated to the private sector cover key priority sectors including automobiles, aeronautics, renewable energies and textile. This is a government-led strategy for the delegated management of VET institutes in partnership with professionals from the sector concerned. High-quality provision, accountability and financial autonomy are key principles embedded into the institutional culture of these centres (ETF, 2020).

The new generation of vocational training facilities, the Cities of Trades and Skills (*'cités des métiers et des compétences'*) are providing an innovative educational model based on the essential development of soft skills and practical on-the-job training. In view of reducing territorial disparities, it is foreseen to have 12 Cities of Trades and Skills, one in each region. Training programmes are developed in close consultation with professionals, so they fully reflect the current needs of businesses in the specific region concerned. At the time of writing this report, 7 centres are fully operational and 4 are under construction.

## Digital education and skills

The Digital Morocco 2030 strategy, launched in September 2024 is the overarching strategy that introduces the aim of modernising the country's economy and public services through digital innovation. With a focus on inclusivity, technological advancement, and robust governance, Morocco seeks to position itself as a leading digital economy in Africa and a competitive player in the global market by 2030 (Ministry of Digital Transition and Administration Reform, 2024). One of the three main pillars of Digital Morocco 2030 is the development of a digitally skilled workforce (the other two pillars are cloud infrastructure and artificial intelligence). The aim is to train 100 000 digital talents per year and organise extra-curricular activities such as boot camps, coding schools and training programmes to digitally upskill workers.

The Ministry of National Education has initiated different initiatives and partnerships to boost digital education and innovation such as 'DigiSchool 2025' to enhance the digital skills of teachers and trainers and 'connected classrooms' to equip 100 schools in rural areas with digital classrooms by 2026.

The Moroccan Agency for Digital Development (ADD), a public institution under the Ministry of Industry, Trade and Green and Digital Economy is responsible for implementing Morocco's strategy on digital development. The ADD has its own training centre and multiple partnerships with local universities, engineering schools and vocational training centres to reach communities across the country.

## Green transition

The Country's Climate and Development Report outlines three main priorities for Morocco: addressing water shortages, enhancing flood protection, and reducing carbon emissions to achieve net-zero by the 2050s. Achieving a resilient, low-carbon future will require significant investment, government leadership, private sector engagement, and alignment with Morocco's New Development Model. Transitioning to a green economy can create new opportunities, but success depends on building a workforce capable of supporting sustainable industries, innovation, and environmental management (World Bank, 2022).

The New Development Model and other national strategies such as the Green Morocco Plan, now succeeded by the Generation Green Strategy 2020–2030 explicitly address the importance of human capital or skills development as an important pillar in the green transition.

Pioneers in the provision of skills for the green transition are the three Renewable Energy and Energy Efficiency Training Institutes (IFMEREE) in the cities of Oujda, Tangier, and Ouarzazate as a public-private partnership. For initial education and training, the IFMEREE offers four different VET programmes in solar energy systems, wind power systems, photovoltaic installers, and energy efficiency (ETF, 2023).

## Adult learning

Adult learning falls mainly under the responsibility of MIEPEEC, in close partnership with ANAPEC, OFPPT and public and private VET centres delivering training for adults (employees or job seekers). In addition, the ministries of agriculture, maritime fisheries, crafts, tourism, health, transport, youth and sports, urbanism, energy and mines run specialised training centres for adults.

In addition to the education Framework Law on education No 51.17, Law No 60-17 on continuing training regulates and promotes lifelong learning for employees, jobseekers, and professionals. It forms a pillar of the national skills development system.

Continuing education activities are typically funded by the vocational training tax or levy<sup>4</sup> which relies on two main mechanisms to encourage companies to include it as part of their development strategies: (a) Advisory Support for Interprofessional Groups (*Groupements Interprofessionnels d'Aide au Conseil, GIAC*), and (b) Special Training Contracts (*Contrats Spéciaux de Formation, CSF*) (Worldbank, 2020).

Although the education reform is mainly focused on initial education, Morocco recognises the great importance of developing a structured approach to adult education or continuous training. It has a central part of the lifelong learning vision that is currently being developed under the EU programme PIAFE. Within this programme, a comprehensive diagnostic was carried out on the lifelong learning ecosystem in Morocco, highlighting its strengths, weaknesses, and opportunities. According to the diagnostic, there is a low uptake of continuing training due to the cumbersome procedures, especially for the 'Contrat Spécial de Formation'. According to official data from the CSF governance bodies, 534 901 employees in 1 647 enterprises benefitted from continuing training in 2022; 561 193 employees in 1 746 enterprises in 2023; and 615 506 employees in 1 802 enterprises in 2024. Around two thirds of beneficiaries are employed in large establishments, including public institutions, banks, insurance companies and large private firms.

---

<sup>4</sup> The training levy tax is set at 2 percent for all sectors except for firms operating in the manufacturing industries, which are subject to a tax rate of 1 percent.

## 3. LABOUR MARKET AND EMPLOYMENT: POLICIES AND DEVELOPMENTS

### 3.1 Strategy and legal framework

The National Employment Strategy was reviewed in 2021 and now includes a government programme and a national action plan, which both run until 2026. The current version proposes making progress on human capital development (including increasing work-based learning and language skills), labour market governance, job creation and improving activation programmes.

Morocco's employment policy has recently undergone a strategic transition from the National Employment Strategy 2015–2025 to a more dynamic and responsive policy framework known as the Employment Roadmap 2025–2027, launched by the Minister of Economic Inclusion, Small Businesses, Employment, and Skills in February 2025.

The new Roadmap builds on the strategic pillars of the 2015–2025 employment strategy but introduces more agile, results-driven mechanisms. It reflects a shift in focus from long-term structural reform to short-term impact and youth integration and is structured around three pillars: 1) support for investment to stimulate job creation in small and medium-sized enterprises (SMEs), 2) restructuring existing employment programmes with a focus to those that have no diploma, and 3) support income-generating initiatives targeting rural populations (Noura Mzaghriani, 2025).

The 2025–2027 Employment Roadmap is likely to guide the final phase of the National Employment Strategy while setting the stage for a post-2025 employment policy.

### 3.2 Main actors and governance

#### National level

The Ministry of Economic Inclusion, Small Businesses, Employment, and Skills (MIEPEEC) is responsible for designing, coordinating, and implementing national employment strategies and programmes.

The National Agency for the Promotion of Employment and Skills (Agence Nationale pour la Promotion de l'Emploi et des Compétences, ANAPEC) is the national employment agency and implements the Active Labour Market Programmes (PAMT), particularly in the field of short qualifying training courses, continuing education and the professional retraining of jobseekers of all ages. With a view to combatting the persistent high unemployment, it is foreseen to strengthen the role of the national employment agency to be able to offer more efficient and targeted support to jobseekers. Better integrated support of employment mediation, from the school stage to guiding people seeking employment is foreseen and new guidelines and bylaws are being developed. Services will be extended to people without qualifications, as well as extending professional progression to all sectors with the aim of improving the employability of those entering the labour market for the first time.

ANAPEC also monitors its mediation and job placement services and has recently innovated its labour market monitoring system by using artificial intelligence and big data, business surveys, and administrative data. ANAPEC launched its new 'Veille Plus' platform in May 2025.

The National Labour Market Observatory (Observatoire National du Marché de Travail, ONMT) is an important contributor to the ongoing developments towards an integrated observation system of the labour market tendencies and evolution. The Observatory publishes annual reports on the labour market, thematic newsletters, bulletins and technical papers. The online content has continually increased, and its platform is becoming a main source of employment data and analysis for Morocco.

## International level: donors

A wide range of international donors support Morocco in promoting employment. Some examples of ongoing projects are given below.

ENABEL's recent Morocco–Belgium Bilateral Cooperation Programme 2024–2029 is targeting specific territories to strengthen the economic inclusion of youth and vulnerable women, and to promote fair and decent work. Through the project CEMECIMA (Création d'emploi dans l'économie circulaire au Maroc), ENABEL is promoting green job creation and circular entrepreneurship in Morocco through the development of short-term technical training programmes in circular economy sectors (e.g. waste management, recycling, eco-design) and the establishment of regional circular economy hubs.

Young entrepreneurs and entrepreneurs are getting support through different projects such as AJEE (Appui aux Jeunes Entrepreneurs et Entrepreneures) from the French Development Agency (Afd), PROMET (the Promotion of entrepreneurship with a focus on micro, small enterprises and start-ups) from GIZ, and WAFIRA (Women as Financially Independent Rural Actors) from the ILO.

The GIZ project (Promoting Employment through cooperating with companies) entails working with Moroccan and international companies and offering training programmes for young people so that they can acquire the necessary skills for jobs in companies. It also provides advice on business growth strategies.

Within the EU programme 'Terre Verte – Green Transition & Employment', the EU is promoting green jobs in agriculture and forestry. With a budget of EUR 115 million, the project aims at supporting decent employment and green entrepreneurship in rural areas in some regions.

Through the 'KARAMA' programme (EUR 130 million), the EU will support Morocco with a major reform of the social security system through targeted actions to ensure that the Moroccan population has fair access to universal healthcare, child benefit, unemployment benefit and pensions.

The EU Financial Inclusion Support Programme (EUR 51 million) will support the Moroccan national financial inclusion strategy. This strategy aims to improve access to finance for microenterprises, SMEs and start-ups, specifically targeting vulnerable groups such as young people, women and people living in rural areas.

The World Banks' 'Morocco Green Generation Program-for-Results 2020-2025' is contributing to building the skills of Moroccan startups and SMEs in the agrifood sector in rural areas. The aim is to train entrepreneurs in business skills and in the use of smart technologies in agriculture to become more innovative and competitive.

## 3.3 Policies and developments

### Overview

The National Employment Strategy 2015–2025 promotes decent employment through growth, and productive and quality jobs. It is increasing the participation of young people and women in the labour market and strengthening equality in employment, alongside access to jobs and the reduction of employment disparities between the different regions of the country.

However, Morocco is still facing complex and interconnected challenges, illustrated by the difficulties in achieving the objectives of the National Employment Strategy in terms of the expected job creation. The number of jobs remains insufficient and is changing at a moderate pace, with only about 40% of the population aged 15 and over being employed, compared to 52% in lower-middle income countries. Moreover, the quality of jobs is insufficient, with almost half considered vulnerable, characterised by limited social coverage. This situation highlights the urgency of targeted and effective interventions to stimulate the creation of quality jobs and strengthen the social protection of Moroccan workers (Policy Centre for the New South, 2024).

To tackle these persistent challenges, the MIEPEEC has launched, in February 2025 the new Employment Roadmap 2025-2027. The Employment Roadmap is part of Morocco's broader reform

agenda aimed at structuring and diversifying the labour market. It reflects a strong commitment to modernising the economy, promoting social inclusion, and enhancing the country's competitiveness and attractiveness for foreign investors.

The new Employment Roadmap 2025-2027 has the ambitious goal of reducing the unemployment rate to 9% by 2030 and creating 1.45 million new jobs backed up with a budget of MAD 15 billion from the Moroccan government. It is built on eight strategic pillars: support for microenterprises and SMEs, encouraging self-employment and business creation, strengthening Active Labour Market Policies (ALMPs), enhancing vocational training and skills development, improving employment conditions and inclusion, creating jobs in strategic sectors (agriculture, renewable energy, digital economy and tourism), facilitating school-to-work transition and establishing robust governance mechanisms to monitor implementation, and ensure accountability and coordination among stakeholders.

The roadmap is ambitious and well-structured, combining efforts in training, job placement, entrepreneurship, and sectoral support. However, its success will depend on effective implementation, adaptability to economic changes, and strong coordination among stakeholders (Policy Centre for the New South, 2025).

One of the priorities of the Employment Department within MIEPEEC is setting up a coherent system that enables better anticipation of labour market skills needs, so that vocational training provision is more closely aligned with the skills required by businesses, while also meeting individuals' aspirations. The country starts to work towards a comprehensive skills and labour intelligence system enabling skills anticipation and matching. Currently, several departments and agencies under the authority of the MIEPEEC are each undertaking anticipation studies, focusing on two complementary areas: vocational training, and employment and the intermediation between labour supply and demand. As these two dimensions are intrinsically linked, this requires organising, coordinating, and structuring this anticipation work.

### 3.4 Active labour market programmes (ALMPs)

To respond to the persistent unemployment rates, the mismatch between skills and labour market needs, and the low participation among youth and women, the country has put in place Active Labor Market Policies (ALMPs). ANAPEC is playing a crucial role in the implementation of the active labour market measures. The government is taking the necessary steps to reinforce the work of ANAPEC to extend employment programmes to people without diplomas. Its aim is to reach 160 000 beneficiaries with the 'Idmaj' programme, 25 000 beneficiaries with the 'Tahfiz' programme, and 30 000 beneficiaries with the 'Taehil' programme.

The key ALMPs are the following:

- the Taehil programme aims to increase employability through training;
- the Idmaj programme supports the transition of young people from school to work through placements in companies;
- the Ana Moukawil programme supports self-employment through the creation of micro and small enterprises; and
- the Tahfiz programme aims to promote employment through incentives to enterprises and newly created associations.

Other significant employment initiatives are the 'Awrach' and 'Moumk'in' programmes that are both targeting youth employment.

## 4. KEY INDICATORS: EDUCATION, SKILLS, EMPLOYMENT

### 4.1 Headline indicators

#### Education and VET

Monitoring a complex education and training system typically starts with three straightforward questions: who takes part, what do they achieve, and what supports the process?

The first question explores the extent to which learners engage in education or training. It is addressed by indicators grouped under *Participation and access* in Table 4.1: net enrolment rates at lower and upper secondary levels, the share of students in upper-secondary VET, the gross enrolment ratio in tertiary education, and adult participation rates in lifelong learning. The second question – what learners achieve – examines key education outcomes, such as learner progression and the skills or qualifications they obtain. These are reflected in the indicators under *Attainment, completion and outcomes*: the share of adults with tertiary qualifications, the rate of early leavers from education and training, and the percentage of 15-year-olds underachieving in mathematics. The third question considers the financial, physical, and informational resources that sustain the education process. This is reflected by the indicators under *Resources and data*: public expenditure on education as a share of the GDP, the adequacy of infrastructure, and the availability of internationally comparable data.

**Table 4.1 Headline indicators: education and VET (Morocco, EU average) (2022-2024)**

| <b>Participation and access</b>  | <b>2022</b> | <b>2023</b> | <b>2024</b> | <b>EU (1)</b> | <b>Source</b> |
|--|-------------|-------------|-------------|---------------|---------------|
| Total net enrolment rate (lower secondary)   | 93.1        | 95.3        | M.D.        | 98.1          | UIS UNESCO    |
| Total net enrolment rate (upper secondary)   | 76.1        | 77.1        | M.D.        | 93.6          | UIS UNESCO    |
| Students in VET as a % of total upper secondary students                           | 11.2        | 11.9        | M.D.        | 48.8          | UIS UNESCO    |
| Gross enrolment ratio (tertiary)   | 45.9        | 47.5        | M.D.        | 79.7          | UIS UNESCO    |
| Participation in training/lifelong learning in the previous 4 weeks (% aged 25-64) | M.D.        | M.D.        | M.D.        | 13.3          | LFS           |
| <b>Attainment, completion and outcomes</b>   | <b>2022</b> | <b>2023</b> | <b>2024</b> | <b>EU (1)</b> | <b>Source</b> |
| Educational attainment of total population: % with ISCED 5-8                       | 6.5         | M.D.        | M.D.        | 30.2          | LFS (Ilostat) |
| Early leavers from education and training (% aged 18-24)                           | M.D.        | M.D.        | M.D.        | 9.3           | LFS           |
| Underachievers in maths (% aged 15)  | 81.6        | N.A.        | N.A.        | 31.1          | PISA OECD     |
| <b>Resources and data</b>  | <b>2022</b> | <b>2023</b> | <b>2024</b> | <b>EU (1)</b> | <b>Source</b> |
| Public expenditure on education (as % of GDP)                                      | 5.9         | 6.0         | M.D.        | 4.7           | UIS UNESCO    |
| Inadequate or poor-quality physical infrastructure (2)                             | 57.5        | N.A.        | N.A.        | 27.9          | PISA OECD     |
| Availability of internationally comparable data on education                       | N.A.        | 49.6        | 55.6        | N.A.          | TRP (3)       |

Notes: 1. EU average, latest available year. PISA data: OECD average. 2. Percentage of students in schools whose principal reported that the school's capacity to provide instruction is hindered at least to some extent by inadequate or poor-quality physical infrastructure. 3. ETF Torino Process (TRP).

Source: ETF KIESE database.

With a net enrolment rate of 95.3% in 2023, participation in lower secondary education in Morocco is close to universal and only slightly below the EU reference value (98.1%) (Table 4.1). Progression into upper secondary remains a challenge for many, however, as a significant proportion of young people do not continue into, or remain enrolled in, upper secondary education. The net enrolment rate at this level was 77.1% in 2023, about 16 percentage points lower than the EU reference (93.6%). At upper secondary level, vocational tracks account for only 11.9% of students compared to almost half in the EU (48.8%).

Tertiary participation increased from 45.9% in 2022 to 47.5% in 2023, yet access remains well below the EU average of 79.7%. The level of attainment of tertiary qualifications among the adult population reflects the same gap: in 2022, only 6.5% of adults had completed higher education, compared to 30.2% in the EU. Together, these results suggest that Morocco may be struggling to build a highly qualified workforce at scale.

Learning outcomes raise an even greater concern. According to the last round of OECDs PISA, 81.6% of 15-year-olds in Morocco did not reach baseline proficiency in mathematics, compared to 31.1% in the EU. Such a high share of underachievers points to systemic difficulties in equipping young people with the basic skills that are essential for both further learning and employability.

At the same time, Morocco allocates a generous share of its national wealth to education. Public expenditure on the sector reached 6.0% of GDP in 2023, well above the EU reference of 4.7%. Nevertheless, schools continue to face substantial infrastructural challenges. More than half of students (57.5%) are in schools reporting inadequate or poor-quality physical infrastructure, double the EU reference (27.9%) (Table 4.1). The contrast between high levels of spending and persistent infrastructural deficits suggests possible efficiency issues in how resources are deployed.

There are also challenges in the evidence base for decision-making and planning. While the availability of internationally comparable education data has improved (from 49.6 in 2023 to 55.6 in 2024), gaps persist in some areas, particularly in adult learning and early school leaving.

## Employment and demand for skills

The set of labour-market indicators follows the same question-and-answer logic applied to education and training, but from the perspective of employment. The indicators are organised into two complementary groups. The first group, *Employment and labour-market outcomes* (Table 4.2), addresses how effectively the labour market absorbs people. It consists of the overall employment rate (aged 15+), youth employment rate (aged 15–24), employment rate of recent graduates (aged 20–34, ISCED 3–8), unemployment rate of the overall population (aged 15+), youth unemployment rate (aged 15–24), and the NEET rate (aged 15–29). The second group, *Demand for skills* (Table 4.2), looks at the types of jobs and skills that the economy generates. It consists of employment by broad economic sector (agriculture, industry, services), the incidence of vulnerable employment, and educational mismatch.

**Table 4.2 Headline indicators: employment (Morocco, EU average) (2022-2024)**

| <b>Employment and labour market outcomes</b>               | <b>2022</b> | <b>2023</b> | <b>2024</b> | <b>EU (1)</b> | <b>Source</b>              |
|--|-------------|-------------|-------------|---------------|----------------------------|
| Employment rate (% aged 15+ or similar age group)          | 39.1        | 38.0        | M.D.        | 54.7          | LFS                        |
| Employment rate (% aged 15-24 or similar age group)        | 15.4        | M.D.        | M.D.        | 35.0          | LFS (ILOSTAT)              |
| Employment rate of recent graduates aged 20–34 (ISCED 3–8) | M.D.        | M.D.        | M.D.        | 82.4          | LFS                        |
| Unemployment rate (% aged 15+ or similar age group)        | 11.8        | 13.0        | M.D.        | 5.9           | LFS                        |
| Unemployment rate (% aged 15-24 or similar age group)      | 32.7        | 35.8        | M.D.        | 14.9          | LFS                        |
| NEET rate (% aged 15-29 or similar age group)              | 33.1        | 32.9        | 32.9        | 11.0          | ILOSTAT modelled estimates |
| <b>Demand for Skills</b>                                   | <b>2022</b> | <b>2023</b> | <b>2024</b> | <b>EU (1)</b> | <b>Source</b>              |
| Employment by broad economic sectors (%): agriculture      | 29.3        | 27.8        | M.D.        | 3.3           | LFS                        |
| Employment by broad economic sectors (%): industry         | 23.2        | 23.8        | M.D.        | 24.1          | LFS                        |
| Employment by broad economic sectors (%): service          | 47.4        | 48.3        | M.D.        | 72.1          | LFS                        |
| Incidence of vulnerable employment (%)                     | 44.6        | M.D.        | M.D.        | 10.0          | LFS (1)                    |
| Employment by 'educational mismatch': % matched            | M.D.        | M.D.        | M.D.        | M.D.          | ILOSTAT                    |

Notes: 1. Data refer to 2019. 2. Data refer to 2019, age group 15-59. 3. Data refer to 2019, age group 16-24. 4. Data refer to 2019, age group 15-24.

Source: ETF KIESE database

The data in Table 4.2 show that the employment outcomes of those aged 15 and above in Morocco remain weak. In 2023, only 38% of this age group was in employment, well below the EU reference of 54.7%. The labour market is particularly challenging for young people: in 2022, the employment rate

among 15–24-year-olds was just 15.4%, less than half the EU rate (35%). Unemployment is also high. Adult unemployment rose from 11.8% in 2022 to 13.0% in 2023, more than double the EU benchmark (5.9%). Among young people, unemployment increased to 35.8% in 2023, more than twice the EU level (14.9%) (Table 4.2).

The high share of young people not engaged in employment, education or training points to an additional challenge. In 2024, Morocco's NEET rate for the 15–29 age group stood at 32.9%, almost three times the EU reference (11%). This figure has remained largely unchanged since 2022, which indicates that the difficulties in engaging young people may be structural rather than cyclical.

Those adults in working age who do find employment despite the challenging labour market situation are likely to face jobs of low quality. In 2022, almost 45% of workers were in vulnerable employment, compared to just 10% in the EU. The sectoral structure of employment also shows a large share of jobs in agriculture (27.8% in 2023, versus 3.3% in the EU) and a relatively small service sector (48.3%, versus 72.1% in the EU), while industry plays a comparable role (23.8% versus 24.1% in the EU).

## 4.2 System performance indicators

As noted in the introduction to this paper, 'performance' in the context of ETF monitoring describes the extent to which VET systems deliver on their commitments to learners and stakeholders in support of lifelong learning. These commitments typically cover three key areas: ensuring broad and equitable access to opportunities for education and training; delivering high-quality and relevant education; and maintaining effective and efficient organisation and management of the education system, including adequate resourcing.

To measure performance systematically, the ETF uses System Performance Indices (SPIs), which summarise the extent to which education and training systems fulfil each of their commitments. Each SPI is presented on a scale from 0 to 100, with higher scores indicating stronger performance.

Both the headline indicators in Section 4.1 and the SPIs presented in this section are guided by the same core questions: Who takes part? What do they achieve? How do education and training systems support them? The main difference between these two sets of data lies in how these questions are answered. Headline indicators answer the questions with single, stand-alone measures drawn directly from international data sources. The SPIs, on the other hand, are evaluative, composite measures. They are designed explicitly to assess how well VET systems fulfil broader policy commitments that cannot be adequately captured through individual statistics.

### Access and participation

This section presents system performance in VET and adult learning against two specific policy outcomes: support for equitable access and participation for young people and adults, and support for young people in initial VET (IVET) to successfully complete their programmes.

The scope of SPIs tracking access differs according to the target group of learners. For youth, the SPI assesses access specifically to IVET, while for adults it captures access to continuing VET (CVET) and other adult learning opportunities, such as those provided through active labour market policies (ALMPs). A separate SPI measures how effectively young learners in IVET are supported in progressing through their programmes and achieving graduation.

In both cases, performance depends on the policies and measures the country is implementing. They provide the opportunities, incentives, and guidance needed to encourage participation and successful completion. The SPI results therefore reflect how effectively these policies deliver on their intended objectives.

### Access by age and gender

Vocational education in Morocco is broadly accessible. Initial VET is coordinated by the Ministry of Economic Inclusion, Small Businesses, Employment and Skills and delivered through a mix of public

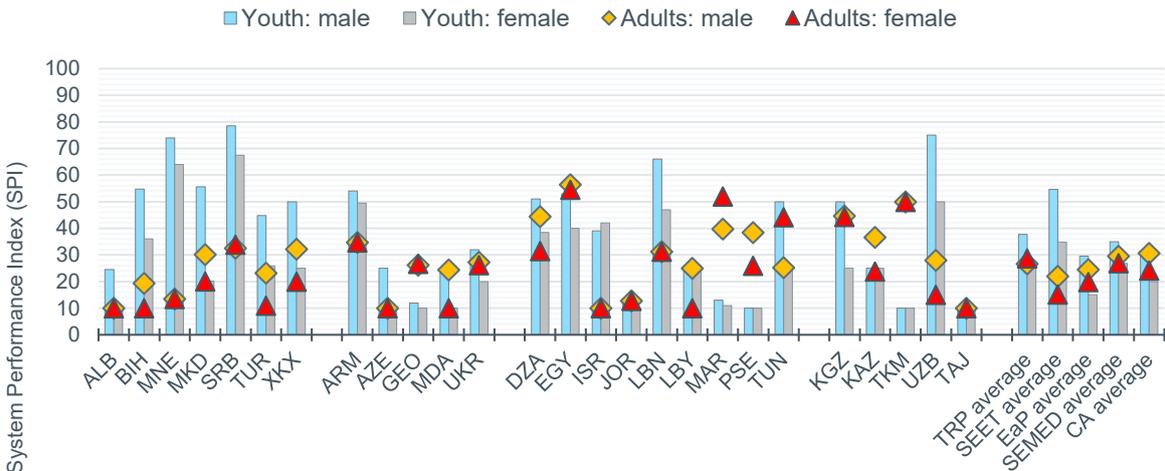
and private operators. The Office of Vocational Training and Work Promotion (OFPT) alone accounts for about 65% of enrolments, while sectoral ministries cover around 11% and private providers 24%. Enrolments in delegated-management institutes remain marginal, with just 2 564 learners in 2023, representing 0.7% of upper-secondary IVET.

VET provision also includes targeted measures for learners with specific needs. An integrated programme for the reintegration of detainees provides vocational training in 61 prison-based training centres, with 9,397 beneficiaries in 2023/24. Provision for persons with disabilities is delivered through specialised centres, mixed social centres and inclusive provision in mainstream VET centres; in 2023/24, 587 trainees with disabilities participated (35% girls). In line with the National Immigration and Asylum Strategy, migrants may access VET on the same basis as Moroccan nationals; in 2023/24, 4,147 migrant trainees participated (52% girls).

In practice, however, access is not always uneven, mostly due to discrepancies between demand and enrolment capacity. This also pulls down the SPI score in this domain of monitoring (SPI of 13 for boys and 11 for girls). While the number of applications has risen sharply – two candidates per training place on average, and up to 20 in some tracks – the share of upper-secondary learners in IVET declined from 15.9% in 2019 to 11.9% in 2023 (KIESE SPI Indicator 4). The overall distribution of delivery ensures national reach, but rural coverage is still limited. There are 18 625 boarding places available, which the monitoring survey notes is insufficient. Provision remains largely school-based (77% in 2023/24), with work-based modes such as alternance and apprenticeship representing only 23% of enrolments, far below the policy ambition of 50%. Access is open from age 15 to 45, and 76% of provision is free, complemented by scholarships and targeted support for disadvantaged families. Nonetheless, competitive entrance exams limit free choice in some pathways.

Gender equality is enshrined in law, and girls represent 42% of IVET participants overall (based on KIESE SPI Indicator 4). Yet, the monitoring survey suggests that strong gender segregation persists across fields of study. Female participation is close to universal in fields such as social services (89%) and textiles (75%), but remains low in technical domains, ranging from 25% in metallurgy and mechanics to just 9% in maritime training. Entrenched stereotypes, along with safety concerns and the challenges of long travel distances in rural areas, continue to restrict effective access for girls. Policy responses include the 2021–2026 roadmap to expand provision in rural areas, the creation of boarding facilities, and awareness campaigns showcasing female role models in non-traditional sectors.

**Figure 4.1 Access to learning opportunities by country, age and gender of learners - system performance index, ETF partner countries and international average (2025)**



Note: Theoretical index range: min/low performance=0, max/high performance=100<sup>5</sup>. Source: ETF KIESE and Torino Process databases

<sup>5</sup> 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

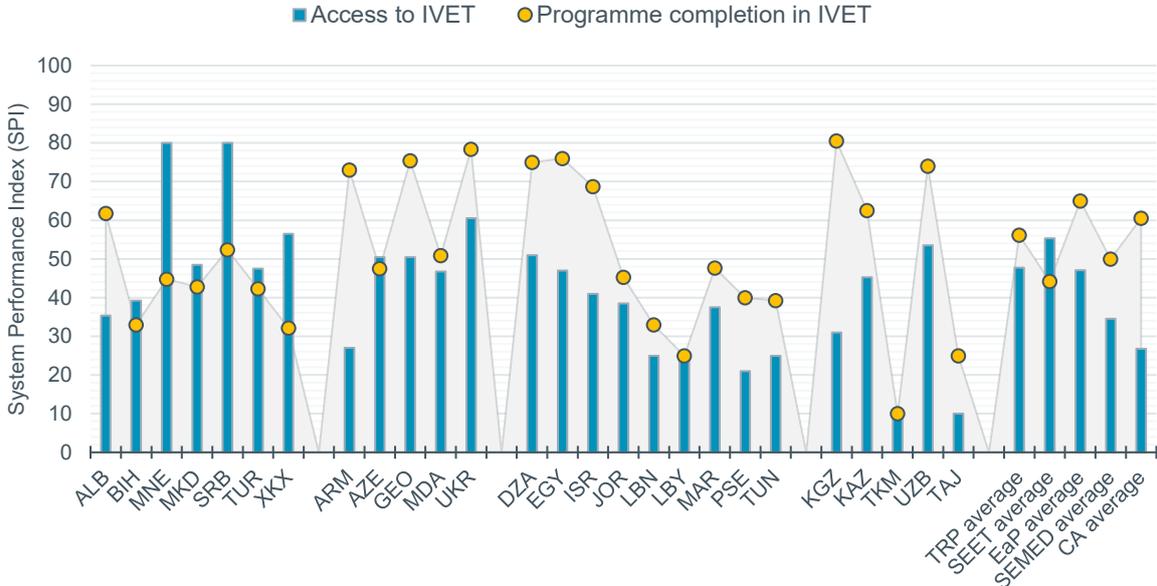
For adults, the offer of continuing VET and other learning opportunities is extensive, and system performance in support of participation is comparatively strong (SPI of 40 for men and 52 for women, and well above the monitoring sample averages of 27 and 29 and the SEMED averages of 30 and 27). This result may be partly explained by the fact that post-secondary non-tertiary education in Morocco is entirely vocational (KIESE SPI Indicator 14), which increases the rate of adult enrolments in VET. In addition, the strong tradition of adult literacy programmes, some of which are connected to vocational pathways, may also contribute to the comparatively high scores. Short, qualifying courses reported 180 636 participants in 2023/24, reflecting a strong demand among jobseekers, and functional literacy programmes have contributed to raising the national literacy rate from 52.3% in 2004 to 64.1% in 2019. Public-sector employees also benefit from continuous training funded directly through ministry budgets.

However, not all programmes reach their intended capacity or target groups. Evening diploma programmes offered within the VET system attracted only 6 674 beneficiaries in 2023 out of a capacity of 12 000, with a higher take-up in the *Technicien Spécialisé* stream (88%, mostly employed adults). In the private sector, in-company training is constrained by regulatory delays, and participation averages 17.3% of employees, heavily concentrated in large firms and structured sectors such as industry, health and finance, and is much lower in micro-enterprises and the primary sector.

**Retention and programme completion**

According to the Torino Process monitoring survey, the national authorities in Morocco have introduced a range of measures to support learners, improve training conditions, and in this way reduce the risk of dropping out. These include the option to repeat a year, boarding facilities and canteens (especially in rural areas), financial support and scholarships for disadvantaged learners, remedial and support classes (particularly in languages), mobile training units for isolated rural areas, and individualised guidance and psychological support services in OFPPT centres, which cover about two-thirds of all provision. Most schools (71,3%) also provide dedicated spaces for students to do their homework (KIESE SPI Indicator 20).

**Figure 4.2 Access and programme completion in IVET - system performance index, ETF partner countries and international average**



Note: Theoretical index range: min/low performance=0, max/high performance=100  
 Source: ETF KIESE and Torino Process databases

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.

Despite these efforts, structural obstacles continue to limit retention, progression, and completion. System performance in this area is below average, with an SPI of 48 for Morocco, compared with 56 for the monitoring sample and 50 for the SEMED region. There are weaknesses in the entry and orientation procedures which mean that learners often enter programmes without the right prerequisites. At the *Technicien Spécialisé* level, admission relies mainly on *baccalauréat* grades, without verifying whether candidates have the skills required for their chosen field. At other levels, admission is based on psychometric tests, but the monitoring survey notes that these are not very effective in assessing whether a learner's profile aligns with the vocation. Support services (such as pedagogical catch-up sessions and support with homework) exist, but they may not be consistently widespread or strong. Only 28.1% of schools for example provide staff help with homework (KIESE SPI Indicator 28).

Because there are no formal pathways from vocational training into higher education, learners who aspire to university often abandon their VET programmes before graduation once an opportunity to enrol in higher education arises. At the same time, the lack of remuneration for work placements encourages some – particularly in fields such as IT, tourism, and personal services – to enter the labour market before graduating if they believe their skills are already sufficient.

According to official data, the graduation rate in vocational training was 70% in 2022, ranging from 65–66% at lower levels (Specialisation, Qualification) to 70–73% at Technician and Specialised Technician levels. However, more recent observations point to a decline in graduation rates in 2024, although no official figures are yet available.

Female learners benefit from the same retention and support mechanisms, with additional measures in place to promote gender equality, such as reserved boarding places and awareness campaigns in rural areas). Girls tend to succeed very well once enrolled: in 2022, their overall graduation rate was 72%, higher than the national average (70%), and on some levels their completion rates exceeded those of boys.

## Quality and relevance of learning outcomes

In this section, the SPIs capture the quality of the provision of basic skills and key competences to learners in IVET, as well as the degree to which adults possess foundational skills. These results are complemented by selected KIESE indicators, which track the relevance of learning outcomes by examining employment rates of individuals aged 15 and older, disaggregated by educational attainment in ETF partner countries.

ETF monitoring separates quality and relevance because, although they often reinforce each other, they do not always coincide. Learners with strong foundational skills may still struggle to find suitable employment, while individuals might secure jobs without acquiring a comprehensive skillset. By tracking these aspects separately, the aim of the reporting is to identify both the intrinsic benefits of education and how effectively it aligns with the needs of the labour market.

### Quality of learning by age and gender

In Morocco, the regulatory framework and recent reforms mandate that initial VET delivers not only technical competences to its learners, but also transversal and civic skills. In line with that mandate, since 2019 the OFPPT - as the main provider of VET in the country - has been allocating up to one-third of its programme hours to languages and communication, with some fields adding an additional semester focused on soft skills and languages. According to the monitoring survey, measures have also been introduced to strengthen digital competences through e-learning and simulation, promote entrepreneurship via awareness modules and business-creation support, and develop personal and social competences through active pedagogies.

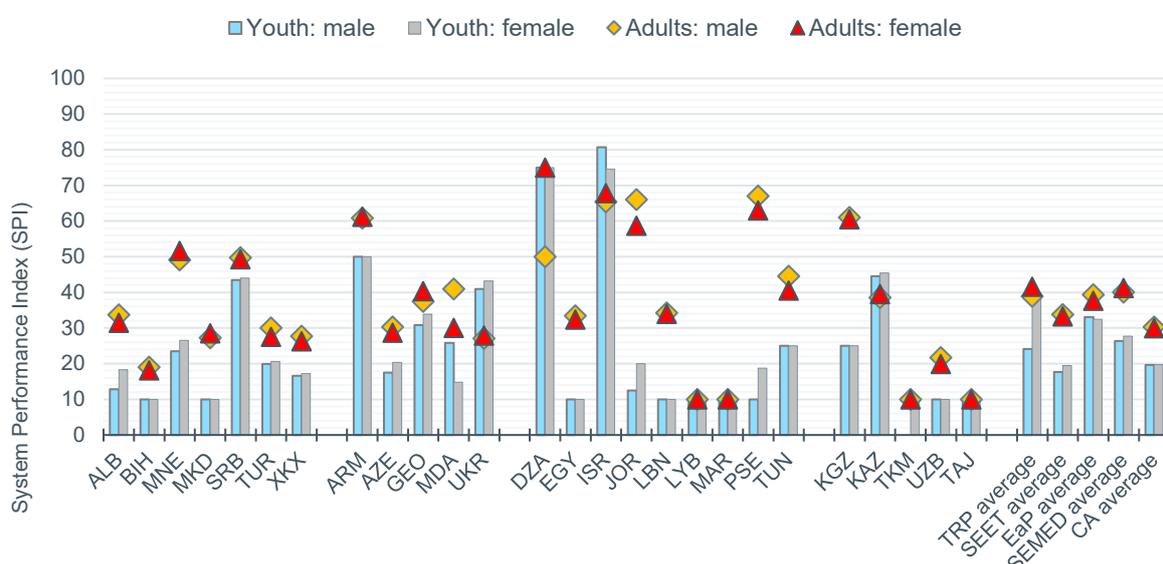
Despite this comprehensive framework, the performance of IVET in delivering foundational skills and competences, is rather low (Figure 4.3), both in absolute terms and in regional and international comparison. According to the data used for the calculation of this result, students in IVET continue to face difficulties in reaching basic proficiency in key subjects such as reading and mathematics. In

2022, the latest year for which such data exists, only about 19% of Moroccan 15-year-olds reached the minimum level of proficiency in mathematics (KIESE SPI Indicator 25), 16% in reading (Indicator 24), and 23% in science (Indicator 26), compared with 74% in each of these domains in OECD countries.

A factor contributing to these outcomes is the quality of student intake into VET, which the monitoring survey suggests is low. Many learners may be entering VET without an adequate level of key competences, and it is also possible that VET programmes are not effective enough in providing remedial support to such students. Moreover, while the OFPPT accounts for roughly two-thirds of enrolments, more than a third of learners are still enrolled elsewhere, which means that the positive measures described earlier do not necessarily reach all IVET students in Morocco.

There is a challenge regarding the foundational skills and competences also among adults. Illiteracy rates stood at 24.8% nationally in 2024, affecting 17.2% of men and 32.4% of women (HCP, 2024). The deficit is higher among adults over 24, reflecting a longstanding backlog in access to education.

**Figure 4.3 Quality of skills and competences by country, age and gender of learners – system performance index, ETF partner countries and international average (2025)**



Note: Theoretical index range: min/low performance=0, max/high performance=100  
 Source: ETF KIESE and Torino Process databases

System performance in this domain of monitoring is correspondingly low, considerably below both the Torino Process average and the regional SEMED average (Figure 4.3), for both genders. According to the monitoring survey, efforts to reduce these gaps are ongoing. The Agency for the Fight against Illiteracy (ANLCA) has expanded literacy programmes, reaching over a million beneficiaries annually at their peak.

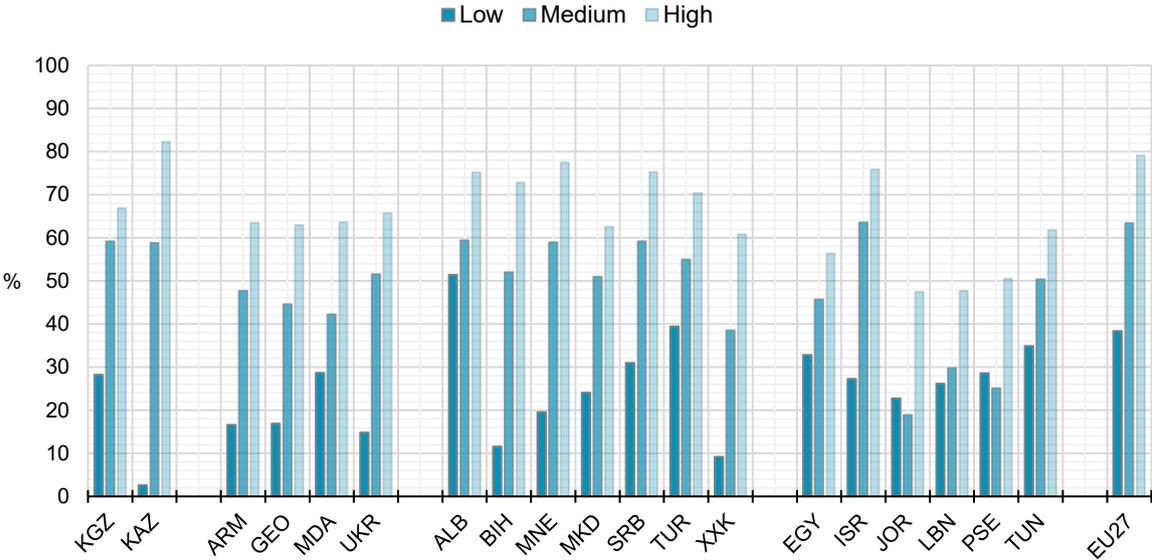
### Relevance and labour market outcomes

This section uses employment data to gauge how effectively education in Morocco meets labour market needs.

Across ETF partner countries, employment outcomes differ significantly depending on the level of educational attainment of individuals. Higher education, for instance, consistently translates into higher employment rates. On average, the employment rate is 24.6% for individuals with low educational attainment, it rises to 48.0% for those with medium education, and it reaches 65.2% for highly educated individuals. Despite these substantial differences – approximately 41 percentage points separating the lowest and highest education groups – employment rates at all levels consistently remain below the average for the EU-27, by about 14 percentage points (Figure 4.4).

Taking a regional perspective, the data in Figure 4.4 show that employment outcomes consistently improve with higher educational attainment, but also that the extent of improvement differs across ETF regions. In Central Asia, the gap in employment between individuals with high and low education levels is the largest. Employment levels in the Eastern Partnership (EaP) region and in Southeast Europe and Turkey (SEET) are generally lower than in the EU-27, despite some between-country differences. In the SEMED region (except Israel which is close to the EU average), employment rates remain low even for highly educated individuals, which may be due to structural labour market challenges.

**Figure 4.4 Employment rate (age 15+) by educational attainment, ETF partner countries (2024)**



Source: ETF KIESE database

Figure 4.4 includes all ETF partner countries with sufficiently recent and internationally comparable data. Morocco, however, is not featured due to the lack of data. Despite this gap, by drawing on information collected through the Torino Process monitoring survey, it is possible to offer insights into employment patterns in the country by educational attainment.

According to the monitoring survey, almost 70% of VET graduates were in employment within nine months, but their employment outcomes varied by level. Holders of the Certificat d’Aptitude Professionnelle (CAP) had the highest insertion rate at 87.5%, followed by graduates with a Qualification diploma (71%), Technicien (69.7%), Technicien Spécialisé (68.8%) and Specialisation (67.8%). The strong CAP result reflects its delivery mainly through apprenticeships, where learners spend most of their time in enterprises and often continue working with their training company afterwards (Département de la Formation Professionnelle, 2021).

These patterns suggest that outcomes are not simply higher the higher the levels of qualification, but that they depend strongly on the way programmes are designed and delivered. It is the modes of training that matter: apprenticeships showed an insertion rate of 78.4%, compared to 69.6% in alternance and 68.5% in residential programmes (Département de la Formation Professionnelle, 2021).

At the same time, there are also concerns about the quality of employment and its alignment with training. A study by the Haut-Commissariat au Plan quoted in the monitoring survey reported that one-third of vocational graduates (33.6%) end up being employed in jobs below their level of qualifications, compared to only 11.6% among general education graduates (Haut-Commissariat au Plan, 2023b). While vocational qualifications often secure employment, jobs do not always seem to be at the expected level, which raises questions about the long-term relevance of such training.

For the ‘low education’ group in the working-age population, literacy remains a major barrier to employment. In 2024, some 25% of Moroccans aged 15+ were illiterate (Haut-Commissariat au Plan,

2024b). This structural backlog means that many adults enter the labour market with only very basic skills, which limits both their employability and their capacity to benefit from further training.

Finally, labour-market programmes provide indirect evidence of outcomes for adults with low or no qualifications. For example, the monitoring survey notes that in the Auto-emploi programme, 37% of supported project holders had no diploma, showing both the vulnerability and the entrepreneurial engagement of this group. Other schemes such as Idmaj and Forsa also contribute to insertion into the labour market, although with uneven results by gender and region (Haut-Commissariat au Plan, 2024a).

## System management and organisation

In the final section on policy and system performance, the focus shifts to the organisation and management of the education and training system, with particular attention to VET.

The analysis presents data on system performance in the form of SPIs in three areas: effective allocation and use of financial resources in VET; allocation, use, and professional capacity of human resources, including leadership skills and professional competence of school management and staff; and system steering and management, which includes data, quality assurance, school leadership, and the internationalisation of VET.

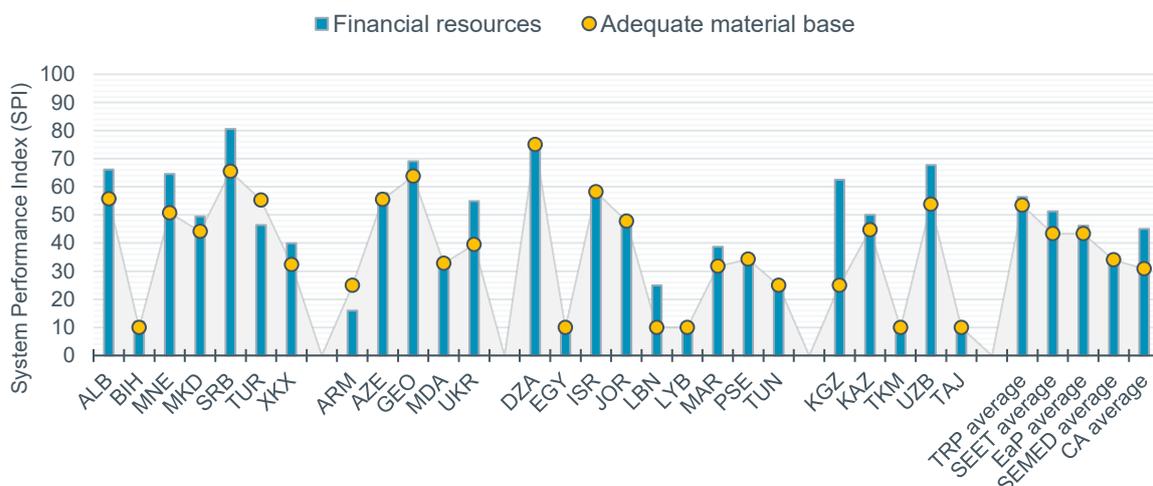
## Financial resources in VET and lifelong learning

This section examines the availability of funding for VET in Morocco and discusses how effectively this funding translates into tangible resources, such as well-equipped teaching facilities, workshops, and appropriate instructional materials.

Financing for VET in Morocco is based on a diversified mix of sources. The professional training tax (TFP) on enterprises provides almost half of the total resources, but it is complemented by significant state allocations and contributions from households. International partners add a small but steady contribution through project-based support.

Despite this diversity, the overall investment in the sector remains modest at about 0.48% of the GDP. System performance in this domain in Morocco is correspondingly low like in most of the SEMED region (SPI of 39, below the average of 56 for the Torino Process sample, although slightly above the SEMED average of 34) (Figure 4.5). According to the monitoring survey, the relatively high reliance on household payments, particularly in private provision, also raises questions of equity and efficiency, as it may limit access for learners from less advantaged backgrounds.

**Figure 4.5 Allocation and use of financial resources in education and training – index of system performance, ETF partner countries and international average (2024)**



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

Source: ETF KIESE and Torino Process databases

The funding shortages have an impact also on the material base for teaching and learning (SPI of 32, below the Torino Process average of 53). Shortcomings in infrastructure and equipment seem to be a major bottleneck despite targeted improvements. Some 77% of students are in schools where principals report shortages of educational materials (KIESE SPI Indicator 97, sourced from OECD PISA), and 65% attend schools where a lack of physical infrastructure hinders instruction (KIESE SPI Indicator 99). Where materials and infrastructure are available, they are often of substandard enough quality to be an obstacle to effective teaching and learning. 73.1% of students are affected by poor-quality educational materials (Indicator 118), while 57.5% face inadequate or poor-quality infrastructure (Indicator 120).

Private providers generally meet regulatory standards but tend to operate in fields with lower capital needs, while public institutions are more exposed to the challenge of ageing facilities and insufficient equipment.

According to the monitoring survey, national authorities have sought to address these challenges through the creation of the *Cités des Métiers et des Compétences* (CMCs). These centres introduce more modern infrastructure and technical platforms, together with pedagogical models designed to be more flexible and modular. They are intended to act as reference points for quality improvement and as hubs for trainer development and the dissemination of innovative practices. While they represent an important step forward, their impact is so far concentrated within specific parts of the system, and continuing training as well as providers outside the OFPPT framework benefit less directly from these developments.

### **Human resources: allocation, use, professional capacity**

In Morocco, the pool of trainers in vocational education and training is sizeable, and the average ratio of 17 trainees per trainer aligns with international benchmarks. This provides the system with a solid foundation in terms of human resources. The widespread use of non-permanent trainers adds operational flexibility, enabling institutions to respond quickly to urgent needs, compensate for recruitment delays, and introduce fresh expertise from the labour market, particularly in sectors undergoing rapid change.

At the same time, this reliance on non-permanent staff has significant drawbacks. More than half of all trainers work on a temporary basis, which weakens stability, complicates the organisation of sustained continuous training, and slows down the professionalisation of the workforce. Access to professional development remains uneven, with opportunities concentrated among permanent staff, while non-permanent trainers are largely excluded. This imbalance undermines the overall quality of provision. Gender equity is also an issue, as women represent only 41% of the teaching workforce, which is below policy objectives for inclusion.

The monitoring results reflect these mixed messages. With an SPI of 45, Morocco scores below the monitoring sample average of 61 but remains slightly above the SEMED regional reference of 42. The scores signal that the VET system faces structural limitations in this domain of monitoring such as the reliance on non-permanent staff and the unequal access to professional development, but also that the human resource subsystem in Morocco still performs solidly enough to surpass the regional average.

According to the monitoring survey, further structural shortcomings include overly centralised governance which limits the effective management of human resources. Recruitment in the public sector, which covers three-quarters of provision, is conducted centrally, leaving institutions with little scope to adapt profiles to their actual needs. This lack of autonomy restricts local initiatives in professional development, diversification of trainer profiles, and pedagogical innovation. While the OFPPT has put in place structured systems for evaluation and professional growth, such practices are not consistently applied across the wider VET system.

Finally, governance of trainer preparation remains incomplete. The monitoring survey notes that the National Institute for Trainer Training has been established but is not yet operational, which leaves the system without a central reference point for certification, pedagogical specialisation, and accreditation.

## System steering and management

This section summarises the system performance results in the domains of data availability and capacity for informed decision-making, quality assurance, school leadership, and internationalisation in VET in Morocco.

Morocco has established a solid foundation for data management, in particular through the Massar system, which tracks learners from primary to secondary education, centralises information, and supports educational planning through a unique learner identifier. The system performance results are well above average (SPI of 73), higher than the average for the monitoring sample (SPI of 43) and the SEMED average (SPI of 32) (Figure 4.6). Complementary mechanisms in vocational training, such as graduate tracer surveys and sectoral skills studies, also contribute to the data and evidence management system but remain fragmented and on an ad-hoc basis.

At the same time, the Torino Process monitoring survey notes that the analytical use of these data is still limited and that there is little in terms of systematic exploitation of data on key themes, such as the anticipation of dropouts or identification of skills mismatches.

**Figure 4.6 System steering and management – index of system performance, selected dimensions, ETF partner countries and Torino Process average (2024)**



Note: Theoretical index range: min/low performance=0, max/high performance=100  
Source: ETF KIESE and Torino Process databases

The survey also describes several mechanisms to monitor and support quality assurance (QA). Learners are assessed throughout their training, tracer surveys follow graduates into the labour market, and private providers are subject to accreditation. Public providers such as the OFPPT have introduced audits, performance indicators, and ISO certification in selected centres. At system level, reforms are underway to establish a national framework combining self-evaluation, external evaluation, and the labelling of institutions.

These arrangements are reflected in a higher monitoring score (SPI of 69), which is above the average for the monitoring sample and the region (Figure 4.6). Nevertheless, QA practices remain fragmented across operators, consolidated indicators are limited, and the National Qualifications Framework has not yet been fully implemented. Coherence and transparency remain a challenge.

The monitoring findings in the domain of availability and capacity of staff in leadership positions in VET, are even more positive. The SPI of 75 in this area is high and points to relatively strong performance in institutional leadership, supported by structured recruitment and continuing development opportunities which are used often. Recruitment procedures for directors and pedagogical managers follow formal criteria that emphasise professional experience, management competences, and system knowledge. Once appointed, leaders have access to professional development opportunities through training operators or the Department of Vocational Training, including initiatives linked to organisational reforms and international cooperation.

The fourth area presented in Figure 4.6 is the internationalisation of VET, where system performance is reported as being high as well. According to the monitoring survey, Morocco hosts learners and trainers from more than 40 African countries and supports the development of training centres abroad under South–South cooperation agreements. Partnerships with international agencies such as KOICA, GIZ, AFD, and the World Bank provide additional support, while participation in Erasmus+, the ETF Quality Assurance Forum, and WorldSkills indicates active engagement in international networks. Efforts are also underway to align the National Qualifications Framework with the European Qualifications Framework, to introduce ISO 21001, and to integrate global competences such as languages, digital skills, and sustainability into curricula.

## ABBREVIATIONS

|        |  |
|--------|--|
| ADD    | The Moroccan Agency for Digital Development  |
| AfD    | French Development Agency  |
| ALPMs  | Active Labour Market Programmes  |
| ANAPEC | National Agency for the Promotion of Employment and Skills                                       |
| ANEAQ  | National Agency for Evaluation and Quality Assurance of Higher Education and Scientific Research |
| APL    | Accreditation of Prior Learning  |
| AREF   | Regional Academy of Education and Training   |
| BAM    | Bank Al-Maghrib  |
| BTS    | <i>Brevet de Technicien Supérieur</i> (higher technical diploma)                                 |
| CAP    | <i>Certificat d'Aptitude Professionnelle</i> (Vocational certificate)                            |
| CAPEX  | Capital expenditure  |
| CFA    | Apprenticeship Training Centre   |
| CMCs   | <i>Cités des Métiers et des Compétences</i> (Cities of Trades and Skills)                        |
| CNCES  | National Commission for Higher Education and Coordination  |
| COP    | Career Guidance Centre   |
| CSEFRS | Higher Council for Education, Training and Scientific Research                                   |
| CVET   | Continuing Vocational Education and Training   |
| DFP    | Department for Vocational Education and Training   |
| DUT    | <i>Diplôme Universitaire de Technologie</i> (university technical diploma)                       |
| EES    | Energy Efficiency Systems  |
| EIB    | European Investment Bank   |
| ENSSUP | Ministry for Higher Education, Scientific Research and Innovation                                |

|         |   |
|---------|---|
| ESRI    | Pact Acceleration Plan for Higher Education, Scientific Research and Innovation   |
| ETF     | European Training Foundation  |
| EU      | European Union  |
| EU27    | European Union, 27 Member States  |
| E&T     | Education & Training  |
| FTE     | Full-time Equivalent  |
| GDP     | Gross Domestic Product  |
| GIZ     | German Agency for International Cooperation   |
| HCP     | <i>Haut-Commissariat au Plan</i>  |
| HDI     | Human Development Index   |
| IFMEREE | <i>Instituts de Formation aux Métiers des Énergies Renouvelables et de l'Efficacité Énergétique</i> (Renewable Energy and Energy Efficiency Training) |
| IGD     | Delegated Management Institutes   |
| INE     | National Evaluation Body  |
| INFFT   | National Institute for the Training of Trainers and Tutors  |
| ISCED   | International Standard Classification of Education  |
| IVET    | Initial Vocational Education and Training   |
| KIESE   | Key Indicators on Education, Skills and Employment  |
| KPI     | Key Performance Indicator   |
| LEP     | Local Employment Programmes   |
| LFS     | Labour Force Survey   |
| MAD     | Moroccan Dirham   |
| M.D.    | Missing Data  |
| MIEPEEC | Ministry of Economic Inclusion, Small Businesses, Employment and Skills   |

|         |  |
|---------|--|
| MSME    | Micro, Small and Medium Sized Enterprise                         |
| NEET    | Not in Employment, Education, or Training                        |
| NEF     | Non-formal Education   |
| NQF     | National Qualifications Framework                                |
| OECD    | Organisation for Economic Co-operation and Development           |
| OFPPT   | Office of Vocational Training and Work Promotion                 |
| PAM     | Authenticity and Modernity Party                                 |
| PIAFE   | Integrated Support Programme for Training and Education          |
| PISA    | Programme for International Student Assessment                   |
| PJD     | Justice and Development Party                                    |
| PPP     | Purchasing Power Parity  |
| R&D     | Research and Development   |
| RNI     | National Rally of Independents                                   |
| SEET    | South Eastern Europe and Turkey                                  |
| SEMED   | Southern and Eastern Mediterranean                               |
| SME     | Small and Medium Sized Enterprise                                |
| SNFP    | National Strategy for Vocational Training                        |
| SPI     | System Performance Index   |
| STEM    | Science, Technology, Engineering & Mathematics                   |
| TARL    | Teaching at the Right Level                                      |
| TRP     | Torino Process   |
| UIS     | UNESCO Institute for Statistics                                  |
| UN DESA | United Nations Department of Economic and Social Affairs         |
| UNDP    | United Nations Development Programme                             |
| UNESCO  | United Nations Educational, Scientific and Cultural Organization |

VET Vocational Education and Training

---

WB World Bank

---

WBL Work-Based Learning

## REFERENCES

- Adil Faouzi (2025), *Education reform: Akhannouch reviews achievements, charts path forward*. Morocco World News, 19 May. Available at: <https://www.moroccoworldnews.com/2025/05/education-reform-akhannouch-reviews-achievements-charts-path-forward> (Accessed at: 5 August 2025).
- Andreoni, A. and Avenyo, E. (2023), *Critical minerals and routes to diversification in Africa: linkages, pulling dynamics and opportunities in medium-high tech supply chains*. Background paper commissioned by the UNCTAD secretariat for the *Economic Development in Africa Report 2023*, August. Available at: <https://unctad.org/publication/economic-development-africa-report-2023> (Accessed at: 5 August 2025).
- Bank Al-Maghrib (2024), *Monetary policy report – March 2024*. Rabat: Bank Al-Maghrib. Available at: <https://www.bkam.ma/Publications-et-recherches/Publications/Politique-monnaire/Rapport-sur-la-politique-monnaire> (Accessed at: 5 August 2025).
- Département de la Formation Professionnelle (2021), *Rapport d'activité: Enquête panel sur l'insertion des lauréats de la promotion 2019*. Rabat: Ministère de l'Inclusion Économique, de la Petite Entreprise, de l'Emploi et des Compétences.
- Diagnostic Report (2023), *Lifelong learning: which approach for Morocco*. Developed under the EU programme PIAFE. Available upon request.
- European Training Foundation (ETF) (2025), *National qualifications framework – Morocco*. Turin: ETF. Available at: <https://www.etf.europa.eu/en/publications-and-resources/publications/national-qualifications-framework-morocco> (Accessed at: 8 September 2025).
- European Training Foundation (ETF) (2023), *Building evidence to support vocational excellence for the digital and green transitions: the role of centres of vocational excellence in the green transition*. Turin: ETF. Available at: <https://www.etf.europa.eu/sites/default/files/2023-11/CoVEs%20in%20the%20green%20transition.pdf> (Accessed at: 5 August 2025).
- European Training Foundation (ETF) (2020a), *Quality assurance in VET in Morocco*. Turin: ETF. Available at: [https://www.etf.europa.eu/sites/default/files/2021-01/quality\\_assurance\\_in\\_vet\\_morocco\\_fr.pdf](https://www.etf.europa.eu/sites/default/files/2021-01/quality_assurance_in_vet_morocco_fr.pdf) (Accessed at: 5 August 2025).
- European Training Foundation (ETF) (2020b), *Centres of vocational excellence: an engine for vocational education and training development*. Turin: ETF. Available at: [https://www.etf.europa.eu/sites/default/files/2020-07/centres\\_of\\_vocational\\_excellence.pdf](https://www.etf.europa.eu/sites/default/files/2020-07/centres_of_vocational_excellence.pdf) (Accessed at: 10 September 2025).
- European Training Foundation (ETF) (2019), *Work-based learning in Morocco*. Turin: ETF. Available at: [https://unevoc.unesco.org/pub/work-based\\_learning\\_morocco\\_en.pdf](https://unevoc.unesco.org/pub/work-based_learning_morocco_en.pdf) (Accessed at: 5 August 2025).
- Haut-Commissariat au Plan (HCP) (2023a), *Note d'information sur l'indice des prix à la consommation, décembre 2023*. Rabat: Haut-Commissariat au Plan.
- Haut-Commissariat au Plan (HCP) (2023b), *L'adéquation entre formation et emploi au Maroc: Rapport complet*. Rabat: Haut-Commissariat au Plan. Available at: <https://www.hcp.ma> (Accessed at: 5 August 2025).
- Haut-Commissariat au Plan (HCP) (2024a), *Évolution du taux d'alphabétisation des 15 ans et plus au Maroc*. Available at: [https://www.hcp.ma/Evolution-du-taux-d-alfabetisation-des-15-ans-et-plus-en\\_a3479.html](https://www.hcp.ma/Evolution-du-taux-d-alfabetisation-des-15-ans-et-plus-en_a3479.html) (Accessed at: 5 August 2025).

Haut-Commissariat au Plan (HCP) (2024b), *Caractéristiques démographiques et socioéconomiques de la population: Résultats du Recensement Général de la Population et de l'Habitat 2024*. Rabat: Haut-Commissariat au Plan. Available at: <https://www.hcp.ma> (Accessed at: 5 August 2025).

Haut-Commissariat au Plan (HCP) and UN Women Morocco (2025), *Toward inclusive development in Morocco: Policy pathways for enhancing women's economic participation*. Rabat: Haut-Commissariat au Plan.

Jihane-Rahhou (2022), *Morocco's wheat production to hit record low in 2022*. Morocco World News, 11 April. Available at: <https://www.moroccoworldnews.com/2022/04/348611/moroccos-wheat-production-to-hit-record-low-in-2022> (Accessed at: 5 August 2025).

Ministry of Digital Transition and Administration Reform (2022), *National strategy "Digital Morocco 2030"*. Rabat. Available at: [https://mmsp.gov.ma/sites/default/files/2024-09/PlaquetteInstitutionnel\\_18092024\\_Ang.pdf](https://mmsp.gov.ma/sites/default/files/2024-09/PlaquetteInstitutionnel_18092024_Ang.pdf) (Accessed at: 5 August 2025).

Mzaghrani, N. (2025), *Les grandes lignes de la future feuille de route de l'emploi dévoilées*. Le Matin, 13 February. Available at: <https://lematin.ma/express/2025/les-grandes-lignes-de-la-future-feuille-de-route-de-lemploi-devoilees/253870.html> (Accessed at: 5 August 2025).

Organisation for Economic Co-operation and Development (OECD) (2023), *OECD economic surveys: Morocco 2023*. Paris: OECD Publishing. Available at: [https://doi.org/10.1787/eco\\_surveys-mar-2023-en](https://doi.org/10.1787/eco_surveys-mar-2023-en) (Accessed at: 5 August 2025).

Policy Centre for the New South (2024), *Politiques actives du marché du travail au Maroc: bilan des programmes phares, défis et pistes d'amélioration*. Rocade Rabat Salé. Available at: <https://www.policycenter.ma/sites/default/files/2024-07/Aomar%20IBOURK%20et%20Tayeb%20GHAZI%20VF%20P1.pdf> (Accessed at: 5 August 2025).

Policy Centre for the New South (2025), *Feuille de route pour l'emploi: optimiser l'opérationnalisation pour une relance inclusive et durable*. Rocade Rabat Salé. Available at: <https://www.policycenter.ma/publications/feuille-de-route-pour-lemploi-optimiser-loperationnalisation-pour-une-relance> (Accessed at: 5 August 2025).

UNESCO Institute for Statistics (2021), *Using ISCED diagrams to compare education systems*. Montreal: UIS. Available at: <https://uis.unesco.org> (Accessed at: 5 August 2025).

United Nations Development Programme (UNDP) (2024), *Human development data center* [Data set]. Human Development Reports. Available at: <https://hdr.undp.org/data-center> (Accessed at: 5 August 2025).

World Bank (2022), *Morocco country climate and development report*. Washington, DC: World Bank Group. Available at: <https://openknowledge.worldbank.org/server/api/core/bitstreams/c5c11886-30bf-5350-8e5f-df9722b85fe0/content> (Accessed at: 5 August 2025).

World Bank (2020), *Morocco – Skills development for employment: the role of technical and vocational education and training*. Washington, DC: World Bank Group. Available at: <https://documents.worldbank.org/curated/en/919151593565793405> (Accessed at: 5 August 2025).



European Training Foundation

-  [www.etf.europa.eu](http://www.etf.europa.eu)
-  <https://bsky.app/profile/etf.europa.eu>
-  [www.youtube.com/user/etfeuropa](http://www.youtube.com/user/etfeuropa)
-  [www.facebook.com/etfeuropa](http://www.facebook.com/etfeuropa)
-  [www.instagram.com/etfeuropa](http://www.instagram.com/etfeuropa)
-  [openspace.etf.europa.eu](http://openspace.etf.europa.eu)
-  <https://www.linkedin.com/company/etfeuropa/>