

# MOROCCO

**EDUCATION, TRAINING AND EMPLOYMENT  
DEVELOPMENTS 2020**

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# KEY POLICY DEVELOPMENTS IN EDUCATION, TRAINING AND EMPLOYMENT (SEPTEMBER 2019–AUGUST 2020)

Prior to the Covid-19 crisis, the skills and labour sector had been receiving renewed interest from the highest sphere of the government, and practical actions were having a visible positive effect on its development. For example, the drop-out rate from education (particularly at primary level) has been in steep decline for almost a decade and the literacy rate has been increasing in a context where the Moroccan economy has either been stable or growing over the last five years.

Key developments that have occurred in line with the central policy directions set out in the education road map and following the adoption of the framework Law on Education 51.17 in 2019 include a new vocational education and training (VET) (framework) law to consolidate the coordination of the various strands of education. The strategy also envisages the setting up of multifunctional training centres in all provinces, and construction of the first skills and jobs hubs (Cités des Métiers des Compétences – CMC) got underway.

Since the early part of 2020, however, the Covid-19 crisis and the necessary mitigating measures have dominated the policy agenda and dialogue regarding human capital development (HCD). The entire education system was quickly shifted online, to allow for DDL during periods of lockdown. The Ministry of Education set up an e-learning platform to ensure continuity in teaching and learning. Public television and radio also broadcasted pedagogical content. However, issues of access, inclusion and quality continue to be of concern.

The already fragile employment sector was also affected, particularly female and youth employment. The country established a special fund (of approximately EUR 2.8 billion) to manage the economic effects of the pandemic. During the spring lockdown, employees registered with the social-security system received a monthly allocation (of approximately EUR 200) and benefited from a temporary suspension of loans, as well as consumer credits reimbursements. Citizens operating in the informal economy also received extraordinary financial support and firms were granted a temporary tax exemption.

The Moroccan economy is already seeing the effects of the global economic contraction occurring in Europe, its main trading partner. These circumstances come at a time when Morocco is already dealing with drought, meaning the economy is likely to suffer for a long period of time. The Haut-Commissariat au Plan (national statistics office – HCP) says growth plummeted to 0.1% for the first quarter of 2020 and it is predicting a decrease of around -13% in GDP in 2020 overall, compared with 2019. Furthermore, it has indicated that, owing to significant job losses, unemployment is likely to reach 15% by the end of the year.

# 1. KEY DEMOGRAPHIC AND ECONOMIC CHARACTERISTICS

Although both the fertility and mortality rates in Morocco are continuing to decrease, the population is gradually growing, by approximately half a million people every year. It rose from just over 32 million in 2012 to 36 million in 2020<sup>1</sup>. This trend will continue, though projections suggest that growth will slow down over the next three decades and stabilise around 2050<sup>2</sup>. The age distribution is also changing, with the pre-school and school-age populations projected to shrink and the active population to grow up to 2050. In summary, the demographic trend in Morocco, like those of its regional neighbours and following the 'youth bulge' of the 2000s, is one of an increasingly urban, ageing population, which is likely to result in a shift of pressure from the school system towards the labour market and social-security systems<sup>3</sup>. The latter will be particularly affected by the growth of the senior cohort (aged 60+), which is expected to more than double over the next three decades (to 23.2% of the total population in 2050, compared with just 9.4% in 2014)<sup>1</sup>.

Morocco has a long history of emigration, which affects its socioeconomic outlook. The substantial number of outward migrants (10% of Moroccans live outside Morocco) comprises mainly men seeking employment abroad. Women are more likely to move from rural to urban areas, in most cases as a result of their spouse's departure. The yearly number of working migrants has continuously increased, from 53,000 in 2000 to 98,600 in 2019 (UNDESA, 2019<sup>4</sup>). The majority of migrant workers move to the EU (70.7% to France and 24.4% to Spain), but some make their way to the United Arab Emirates (3%)<sup>5</sup>. In 2017, migrant remittances accounted for more than 6.7% of the country's GDP<sup>6</sup>.

Given its convenient geographical location and comparatively sound infrastructure, Morocco aims to position itself strategically as an economic and financial hub between Europe and Africa<sup>7</sup>. To this end, Morocco has initiated a strategic South-South partnership founded on co-development and closer cooperation with southern and regional neighbours to make the most of its geographical location and its historical relations with its European and Mediterranean trading partners. Currently classified by the World Bank as an upper middle-income country, Morocco has made undeniable progress over the past 15 years and successfully narrowed the standard-of-living gap with southern European countries. Improved fiscal management and economic diversification (through more strategic global partnerships in the transport and renewable energies sectors, for example) have strengthened the resilience of Morocco's economy. As a result, primary education is now universal (according to a November 2018

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<sup>1</sup> Haut Commissariat au Plan (national statistics office) – [https://www.hcp.ma/Projections-de-la-population-totale-du-Maroc-par-age-simple-et-sexe-2014-2050\\_a2209.html](https://www.hcp.ma/Projections-de-la-population-totale-du-Maroc-par-age-simple-et-sexe-2014-2050_a2209.html)

<sup>2</sup> Haut Commissariat au Plan, Centre d'Etudes et de Recherches Démographiques (CERED), *Projection de la Population et des Ménages 2014–2050*, May 2017.

<sup>3</sup> Engelhardt-Wölfler, H., Schulz, F. and Büyükeçeci, Z., *Demographic and Human Development in the Middle East and North Africa*, 2018.

<sup>4</sup> UNDESA migration report 2019. Available online at [https://www.un.org/development/desa/pd/sites/www.un.org.development.desa.pd/files/files/documents/2020/Jun/international\\_migration\\_2019\\_report\\_june20.pdf](https://www.un.org/development/desa/pd/sites/www.un.org.development.desa.pd/files/files/documents/2020/Jun/international_migration_2019_report_june20.pdf)

<sup>5</sup> Ministère du Travail et de l'Insertion Professionnelle (Ministry of Labour and Professional Insertion – MTIP), *Bilan Social*, 2016.

<sup>6</sup> [www.knomad.org](http://www.knomad.org)

<sup>7</sup> <http://pubdocs.worldbank.org/en/873111494618941322/Morocco-CEM2017-summary-ENG.pdf>

report by UNICEF<sup>8</sup>, 99.1% of children aged 6 to 11 attended primary school in 2016/2017) and poverty has significantly decreased (17.1% in 2019, according to the HCP).

Morocco's economic growth relies heavily on the agricultural sector. Following the drought-induced economic slowdown of 2016, the GDP growth rate was 1.2% but it bounced back to 3.0% in 2018<sup>9</sup>. In 2020, because of the initial impact of Covid-19, Morocco's annual economic growth slowed sharply to 0.1% in Q1<sup>10</sup> – the weakest pace of expansion since Q1 of 2006 (when comparable data began to be collected).

In terms of contribution to GDP, in 2018, the agricultural sector contributed 12.0% and industry 25.3%. Poor weather conditions continued to hinder the agricultural sector, the contribution of which in the first quarter of 2020 decreased by 5.2%. Figures were equally grim for the non-agricultural sector in the first quarter of 2020, largely because of the Covid-19 crisis. Overall, this sector recorded an average decrease of 0.9%, with significant declines observed, in particular, in accommodation and food services (-7%), transportation services (-2.6%), internal trade (-0.4%), utilities (-3.4% compared with 5% in the same period the previous year) and mining (-0.4% compared with 3.2% in the same period the previous year). In contrast, there was a marked increase in output in the fishing sector (5.2% compared with -3.6% in the same period the previous year), while public administration also posted strong growth (5.8% compared with 4.8% in the same period the previous year).

In the World Bank's 'Doing Business' report for 2020, Morocco moved up seven places and is now ranked 53<sup>rd</sup>. Areas that have improved include paying taxes (less costly), dealing with construction permits (streamlined administrative procedures) and trading across borders (easy to import/export, including paperless customs clearance)<sup>11</sup>. The recent assessment of the reforms identified in the SME Policy Index<sup>12</sup> suggests that Morocco could inspire other economies in the region to improve their SME policies. However, many challenges remain, such as a reliance on low value-added activities, the informal economy, under-employment and unemployment. There is a need to step up efforts regarding regional development and to continue working on the general conditions that will allow entrepreneurs to prosper (e.g. infrastructure, education, financial markets).

## 2. EDUCATION AND TRAINING

### 2.1 Trends and challenges

Morocco is a country with a predominantly low-skilled workforce. According to the most recent available data, a large share of the working-age population has a low level of educational attainment. In 2015, 81.7% of the adult population (aged 25–64) had a low level of education, 10.5% a medium level and only 7.9% a high level. Information on the share of public expenditure on education as a percentage of GDP is available only for 2016, when it stood at 4.7%. VET expenditure was 0.2% of

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<sup>8</sup> Situation des enfants au Maroc, 2019, available online at <https://www.unicef.org/morocco/media/2046/file/Situation%20des%20enfants%20au%20Maroc%202019.pdf>

<sup>9</sup> IMF Country Report No. 19/230.

<sup>10</sup> <https://tradingeconomics.com/morocco/gdp-growth-annual>

<sup>11</sup> <https://www.doingbusiness.org/en/reports/global-reports/doing-business-2020>

<sup>12</sup> OECD/EU/ETF, *The Mediterranean Middle East and North Africa 2018: Interim Assessment of Key SME Reforms*, SME Policy Index, OECD Publishing, Paris, 2018.

GDP in 2015<sup>13</sup>. Funding for VET comes from a variety of sources, including the VET tax (23%), the state budget (38%), households (23%) and enterprises (14%).

Literacy has improved significantly, with notable differences between the generations. For example, in 2018, 97.73% of young people (aged 15–24) were literate, while the percentage of women aged 65 and over stood at 19.02% (compared with 34.11% for men of that age group)<sup>14</sup>. Despite a significant increase in gross enrolment at all levels of education, there is a high dropout rate from secondary education (11%)<sup>15</sup>, posing serious challenges in terms of social inclusion, readiness for lifelong learning and labour-force competitiveness. Many young people have lost hope of having a better future, which results in emigration<sup>16</sup>.

The share of VET students in secondary education has consistently increased over the past decade, yet it remains comparatively low (14% in 2017). A third of these students train to become ‘specialised technicians’ and the vast majority (75%) train in the public sector. Private VET providers, however, have been consistently increasing their share of training delivery. Almost two thirds of all graduates in 2015 were concentrated in four sectors: management and commerce (21%), followed by metalworking and mechanics (19%), construction (12%) and information and communication technologies (ICT) (11%)<sup>17</sup>.

As an immediate response to the Covid-19 crisis<sup>18</sup> and the sub-sequential lockdown, the Ministry of Education, Vocational Training, Tertiary Education and Scientific Research (ministry of education for short) set up an e-learning platform to ensure continuity in teaching and learning. This measure, although commendable, was limited to learners with equipment and broadband access. For that reason, public television and radio were also broadcasting pedagogical content for students, in collaboration with the ministry. At the time of writing, pupils were returning physically to school for the academic year 2020–21, albeit with strict preventive measures in place to limit the spread of infection.

## 2.2 Education and training policy and institutional setting

Great efforts have been made to reform the education and training system in Morocco, starting with the Vision for Education 2030 and the National Strategy for Vocational Training 2021 (adopted in 2016). The former emphasises education as a gateway to social and personal development. It aims to ensure fairness, equality of opportunity and quality education for all. The main objective of the VET strategy is ‘quality VET for all and throughout life, to support development, to increase the value of human capital and boost competitiveness’. Furthermore, the framework Law on Education (often referred to as ‘loi 51.17’) was adopted in July 2019, and practical progressive measures are being rolled out. Subsequently, the Ministry of Education has prepared a draft new VET law to improve coherence among the various stakeholders in this part of the system (the draft law had not yet been submitted at time of writing). Specifically, the draft law defines the strategic aims and general

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<sup>13</sup> Ministry of National Education, Vocational Training, Higher Education and Scientific Research.

<sup>14</sup> <http://uis.unesco.org/country/MA>

<sup>15</sup> Ministry of National Education, Vocational Training, Higher Education and Scientific Research (2016–2017 school year) – <http://www.courdescomptes.ma/fr/Page-27/publications/refere/refere-du-premier-president-de-la-cour-des-comptes-sur-les-conditions-de-preparation-et-de-gestion-de-la-rentree-scolaire-2016-2017/5-190/>

<sup>16</sup> Chauffour, J.P., *Morocco 2040: Emerging by Investing in Intangible Capital*, World Bank Group, Washington DC, 2018.

<sup>17</sup> Secretary of State for Vocational Training, *La formation professionnelle en chiffres, 2016–2017* –

<http://www.dfp.gov.ma/images/pdfdocs/2018/FP%20en%20Chiffres%202016-2017.pdf>

<sup>18</sup> ETF, *Mapping Covid-19: the overview*, July 2020 – <https://www.etf.europa.eu/en/news-and-events/news/mapping-covid-19-overview>

organisation of public and private VET, while the institutional responsibility of the National Qualifications Framework (NQF) is also being developed.

The president of the Government of Morocco committed to the development of the NQF in 2015 and the NQF National Commission had its first official meeting in May 2016. The Permanent Commission and Secretariat of the NQF were established by ministerial decree in May 2019. The establishment of an agency responsible for the NQF was included in the framework Law on Education, illustrating the determination to implement this instrument of reform.

In August 2018, the king publicly raised concerns about the situation of young people, and particularly the increasing unemployment rate. In October of that year, he called for strategic reforms and actions in the field of education and training to provide young people with up-to-date skills and competences to support their economic and social integration. The prime minister, together with key public institutions such as the Ministry of National Education, Vocational Training, Higher Education and Scientific Research, the ministries of labour, youth, agriculture and culture, and the main VET public provider (Office de Formation Professionnelle et de la Promotion du Travail, OFPPT), was tasked with designing a road map of actions to reform the VET sector.

Following several reviews and intense negotiations, this road map was presented to the king in 2019. Its main axes include practical actions for short-term follow-up. One new initiative is the establishment of skills and jobs hubs ('cités des métiers et des compétences' – mostly referred to as CMC) covering all regions and offering an innovative approach to skills development (in terms of both skills identification and pedagogical methods). In 2020, work started on the construction of the first CMC in Agadir.

After many years spent on hold owing to employers' dissatisfaction with how funds collected through the VET tax were being managed, in 2019 the Law on Continuing Vocational Education was adopted. The law regulates the functioning and organisation of continuing training. It encompasses more beneficiaries and covers almost all stakeholders, from employees in the private sector to public enterprises. All employees are now entitled to training credit of three working days per year. The law also introduces a system for recognising prior work experience.

While Morocco is one of the more advanced countries in the region in terms of social dialogue and good cooperation between the business sector and VET, action to further improve this collaboration is necessary. Efforts are needed to expand the quantity and quality of work-based learning (WBL) and to reduce skills mismatches in the labour market. The participation of the private sector (represented by the *Confédération générale des entreprises du Maroc* (the Moroccan General Confederation of Business – CGEM)) has been key in the preparation of the VET strategy, as well as in the dialogue on the use of the VET tax and in drafting the Law on Continuing Vocational Education. The establishment of the Sector Observatory (OdB) in October 2017, funded mainly by the VET tax, is an opportunity to foster collaboration with the private sector. It largely operates as a sector skills council and, as such, it can help identify skills needs in the priority economic sectors, with a focus on local needs. During 2019, 33 initiatives were deployed in which the OdB supported skills sectors with methodological tools and technical assistance in reviewing the evolution of skills needs in their respective sectors.

In October 2018, an important change occurred in the education sector, with the merging of the Ministry of National Education and Vocational Education and Training with the Ministry of Higher Education and Scientific Research. The new governance set-up, which included the creation of a



State Secretariat for VET, was reviewed in October 2019, following a government reshuffle. As a result, the function of state secretary was removed and a general secretary now leads this institution.

The EU supports VET reforms through a Sector Reform Contract signed with the Moroccan government in November 2016. It includes specific complementary measures, such as technical assistance to the Département de la Formation Professionnelle (DFP – VET department) that began in May 2018 and a delegated cooperation arrangement to support regional development. In parallel, the EU-funded *Kafaat Liljamia* project supports VET sector reform and socioeconomic development at regional level, in line with the regional development strategies. The project addresses local development by helping build the capacity of multi-stakeholder working groups, which engage with institutional bodies at regional level for better-quality and more relevant skills offerings. An additional envelope, worth EUR 140 million, is currently being negotiated, with intervention likely to start towards the end of 2020.

## 3. LABOUR MARKET AND EMPLOYMENT

### 3.1 Trends and challenges

The Moroccan labour market is facing a crisis of historical proportions, caused by the combined negative effects of the Covid-19 lockdown and drought. Vulnerable workers, particularly those operating in the informal economy, are disproportionately affected, with 66% of them having lost their income. State aid has managed to support 20% of families in this situation (OECD 2020<sup>19</sup>). Specifically, employees registered with the social-security system have received a monthly allocation of 2,000 dirhams (approximately EUR 200). They were also exempted from loans and consumer credits reimbursements for a certain period. Those operating in the informal economy also received financial support based on evidence of their occupation.

No formal statistical data on employment have been released in the past three years. For this reason, the following analysis must be interpreted with caution, as it relies mostly on estimates by external organisations.

Morocco's labour market is characterised by three key challenges: lack of inclusion (women and young people are less integrated into the labour market than adult men), slow jobs growth and the predominance of low-quality/low-skilled jobs. Despite numerous related public policies, economic growth has not translated into the creation of decent jobs. According to the World Bank, only 129,000 jobs are created annually, while the working-age population increases by 300,000 units each year. Job creation therefore remains insufficient<sup>20</sup>. Formal employment is concentrated in older and larger firms, while small and medium-sized enterprises (SMEs) face numerous constraints in operating and expanding. The agricultural sector absorbs a large proportion of workers (approximately 38%). The growth of non-agricultural employment has been slow, and employment in the services sector is concentrated in low-skilled areas; hence, productivity is low.

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<sup>19</sup> OECD 2020 THE COVID-19 CRISIS IN MOROCCO Available online at <https://www.oecd.org/mena/competitiveness/The-Covid-19-Crisis-in-Morocco.pdf>

<sup>20</sup> <http://documents.worldbank.org/curated/en/477441523251051211/pdf/125041-WP-ENGLISH-PUBLIC-Summary-labor-market-note.pdf>



According to most recent available data, the activity rate remains low and is declining (45.3% in 2019 compared with 48.3% in 2013). Large disparities exist between men and women, with activity rates of 70.1% and 21%, respectively, in 2019, and between rural and urban areas. This pattern, linked with a high incidence of self-employment (50.2% in 2019), suggests a predominance of subsistence-type employment, mostly in the agricultural sector. The employment rate also shows a declining trend (from 43.8% in 2013 to 41.2% in 2019), suggesting that a large part of the population is becoming inactive. The employment rate among women is particularly low, having decreased from 22.7% in 2013 to 19.2% in 2019. The integration of women into the labour market and their ability to avail of opportunities there has often been hindered by the business culture in Morocco.

Unemployment is a challenging problem in the country, although the total unemployment rate has remained fairly stable (dropping very slightly from 9.2% in 2013 to 9.1% in 2019). Young people are most affected: the youth unemployment rate in 2019 was 22.1%. The proportion of young people not in education, employment or training (NEETs) is also high, at 22.1% in 2019, with a wide gender gap (13.2% for men and 31.3% for women), as the majority of women are family carers. Individuals with a higher level of education encounter serious difficulties in finding a (quality) job, as the unemployment rate for people with tertiary-level degrees tends to be higher than for those with primary or secondary education. The most recent data (from 2016) indicate that the unemployment rate for people with a high level of educational attainment is possibly on an upward trajectory (from 17.7% in 2013 to 22.0% in 2016).

The labour market is also characterised by a high level of informality, and the statistics above should be interpreted in that light. Data collected by the Labour Market Observatory (Observatoire national du marché du travail, OMT) indicates that 62.4% of workers worked without an employment contract in 2013<sup>21</sup> (in 2014, the IMF<sup>22</sup> calculated that this concerned 1.6 million individuals). According to the World Bank, the high level of informality not only undermines the protection and income available to workers (formal workers earn three times as much as informal employees with the same level of education), it also increases dissatisfaction: 23% of employed people expressed a desire to change their employment for better pay, working conditions or stability<sup>23</sup>. Moreover, the incidence of vulnerable employment is high, at 48.1% in 2016. According to survey data<sup>24</sup>, young people face a significant level of precariousness and fragility on the labour market: 73.3% of active young people (aged 15–29) work without a contract and are not registered in any system of medical coverage.

A recent study by the HCP (national statistics office) measured the mismatch between education level and type of employment, providing details for each type of qualification. Overall, it appears that 45.7% of the active population are in a work situation where their diploma matches their employment, 7.6% are working below their qualification level and 46.7% are in employment above their qualification level. This high percentage of people in employment above their qualification level indicates a significant need for training to enhance the efficiency of the workforce, to enable it to contribute to the country's economic growth and competitiveness<sup>25</sup>.

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<sup>21</sup> Ministère du Travail et de l'Insertion Professionnelle (MTIP), *Bilan Social*, 2016.

<sup>22</sup> IMF 2019 Promoting Job-rich growth in Morocco through well sequenced structural reforms, Available online at: <https://www.imf.org/en/Publications/CR/Issues/2019/07/12/Morocco-Selected-Issues-47115>

<sup>23</sup> <http://documents.worldbank.org/curated/en/477441523251051211/pdf/125041-WP-ENGLISH-PUBLIC-Summary-labor-market-note.pdf>

<sup>24</sup> Kamal, A., *National Youth Policies – The Case of Morocco Under the EU-funded SAHWA Project*, 2016.

<sup>25</sup> Haut Commissariat au Plan, *L'adéquation entre la formation et l'emploi*, 2018 – <https://www.hcp.ma/downloads/>

### 3.2 Employment policy and institutional setting

Employment policy is shaped by the Employment Strategy 2015–2025, which prioritises women and young people and aims to create at least 200,000 jobs each year until 2025. The Plan for Employment Promotion 2018–2021 (Plan National de Promotion de l'Emploi) establishes five strategic goals: supporting employment creation; matching education and training with the needs of the labour market; intensifying and consolidating active labour market programmes (ALMPs); improving the functioning of the labour market and working conditions; and supporting the regional dimension of employment. Each strategic goal includes a series of measures. The document does not, however, address informality and lacks specificity regarding roles and responsibilities at sub-national level.

In an effort to address inclusion and job creation, different ministries have committed to specific sector development strategies on: i) youth integration, which plans to improve the training system and integrate young people into the labour market through internship or skills matching<sup>26</sup>, and ii) financing of micro enterprises. On the demand side, many sectoral plans address job creation through macroeconomic and sectoral policies (e.g. compensation reform, flexible exchange-rate policy, pro-growth sector strategies).

The Ministry of Labour and Professional Insertion, previously the Ministry of Employment and Social Protection, is in charge of labour-market regulation, employment and social-protection policies. The number of staff in the ministry has gradually decreased since 2010, affecting central more than regional services. Several agencies operate under the auspices of the ministry: the National Agency for the Promotion of Employment and Skills (Agence nationale de promotion de l'emploi et des compétences, ANAPEC), the National Social-Security Fund (Caisse nationale de sécurité sociale, CNSS) and the National Fund of Social-Welfare Organisations (Caisse nationale des organismes de prévoyance sociale, CNOPS).

A number of consultative councils, most significantly the Higher Council for Employment Promotion, are involved in the development and monitoring of employment policies. The council provides guidance to the government on its employment strategy and is responsible for promoting and developing regional employment through regional and provincial branches.

ANAPEC is in charge of implementing ALMPs and providing intermediation services. It operates through a general directorate and 79 decentralised agencies. The 2020 Vision (launched in 2015) includes plans to: double the number of agencies in its network; provide better support for young graduates, especially those in long-term unemployment; and expand services to women and non-graduates. In January 2018, with the support of the German international development agency GIZ, ANAPEC launched four mobile employment agencies (known as *anajit*) in four pilot provinces<sup>27</sup>.

The Plan for Employment Promotion sets out measures to improve employment services. Targeted measures include guidance and counselling, information portals, and catalogues of training offers and training opportunities (e.g. qualifying training, apprenticeships). Several actions are intended to identify the typology of unemployed people and target their needs as clearly as possible. There are also plans to provide specific non-technical training, such as in entrepreneurship skills, job-search techniques, soft skills, basic training in ICT and foreign languages. This non-technical training is expected to be

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<sup>26</sup> Ministry of Youth and Sports, *Stratégie Nationale Intégrée de la Jeunesse 2015–2030*.

<sup>27</sup> Tanger-Tetouan-Al Hoceima, Fès-Meknès, Rabat-Salé-Kénitra and Oriental.

financed by the regions, the regional councils, the National Human Development Initiative (Initiative Nationale pour le Développement Humain, INDH), international donors and large enterprises.

ANAPEC currently implements four ALMPs: the *Taehil* programme, which aims to increase employability through training; the *Idmaj* programme, which supports the transition of young people from school to work through placements in companies; the *Moukawalati* programme, which supports self-employment through the creation of micro enterprises; and the *Tahfiz* programme, which aims to promote employment through incentives to enterprises and newly created associations. The Ministry of Labour and Professional Insertion (MTIP) follows up the programmes based on their quantitative objectives. However, the lack of a performance-based evaluation system makes it difficult to assess effectiveness over time. In 2016, the ministry looked, in particular, at the progress made on women's economic autonomy. The data showed that the female participation rate differs significantly between programmes, ranging from 65% for *Taehil* to 21% for *Moukawalati*.

The Plan for Employment Promotion intends to consolidate and strengthen existing ALMPs. In particular, employment support contracts will be improved so that they include: 'training for placement' contracts; contracts for professional integration, including for jobseekers with special needs; and contracts to support self-employment. This support is intended to move services closer to jobseekers, making use of existing local and/or territorial resources, which include 'territorial support centres' (centres de proximité), ANAPEC's regional centres and 'youth homes' (maisons de la jeunesse). They will provide information and guidance on the various employment support measures available. The plan looks ambitious, considering the rather short timeframe for its implementation (2018 to 2021), the number of actors involved and the actions planned. Mechanisms for close monitoring and follow-up of the implementation will have to be developed.

Information on the labour market is difficult to access, but the creation of a Labour Market Observatory within the MTIP has improved monitoring of it. The observatory is fully operational, with a multidisciplinary team of 25, a dedicated budget and its own premises. It represents an important step in the gradual construction of an integrated observation system for the labour market, with a network of observatories at central, sectoral and regional levels. The observatory has already published reports on the labour market, themed monthly newsletters, bulletins and technical papers. Nonetheless, it has only limited access to microdata, such as the national labour force survey. More work is needed to develop an integrated system, improve local and sub-national data collection and analysis, and establish structured mechanisms for the systematic use of the information produced in shaping education and training provision. To improve this situation, the observatory would need to partner formally with the national statistics office and develop clear protocols for data use and exchange.

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# MOROCCO - STATISTICAL ANNEX

Annex includes annual data from 2010, 2015, 2018 and 2019 or the last available year.

	Indicator	2010	2015	2018	2019	
1	Total Population (,000) <sup>(1)</sup>	32,343.4	34,663.6	36,029.1	36,471.8	
2	Relative size of youth population (age group 15–24 and denominator age 15–64, %) <sup>(1) C</sup>	29.2	26.4	24.9	24.5	
3	GDP growth rate (%)	3.8	4.5	3.0	2.3	
4	GDP by sector (%)	Agriculture added value	12.9	12.6	12.3	11.4
		Industry added value	25.7	26.1	25.9	26.0
		Services added value	51.0	49.7	50.0	50.0
5	Public expenditure on education (as % of GDP)	M.D.	M.D.	M.D.	M.D.	
6	Public expenditure on education (as % of total public expenditure)	M.D.	M.D.	M.D.	M.D.	
7	Adult literacy (%) <sup>(2)</sup>	M.D.	M.D.	73.8	M.D.	
8	Educational attainment of adult population (aged 25–64) (%) <sup>(3)</sup> <sup>(4) (5)</sup>	Low	82.5	81.7	M.D.	M.D.
		Medium	9.6	10.5	M.D.	M.D.
		High	7.5	7.9	M.D.	M.D.
9	Early leavers from education and training (aged 18–24) (%)	Total	M.D.	M.D.	M.D.	M.D.
		Male	M.D.	M.D.	M.D.	M.D.
		Female	M.D.	M.D.	M.D.	M.D.
10	Gross enrolment rates in upper secondary education (ISCED level 3) (%)	M.D.	M.D.	62.5	M.D.	
11	Share of VET students in upper secondary education (ISCED level 3) (%)	12.2	M.D.	15.9	M.D.	
12	Tertiary education attainment (aged 30–34) (%) <sup>(6)</sup>	9.7	10.0 <sup>7</sup> (2014)	M.D.	M.D.	
13	Participation in training/lifelong learning (aged 25–64) (%) <sup>(8)</sup>	Total	M.D.	1.0	1.0 (2016)	M.D.
		Male	M.D.	1.0	1.1 (2016)	M.D.
		Female	M.D.	0.9	0.9 (2016)	M.D.
14	Low achievement in reading, mathematics and science – PISA (%)	Reading	N.A.	N.A.	73.3	N.A.
		Mathematics	N.A.	N.A.	75.6	N.A.

	Indicator		2010	2015	2018	2019
		Science	N.A.	N.A.	69.5	N.A.
15	Activity rate (aged 15+) (%)	Total	49.6	47.4	46.4 (2016)	45.3 <sup>7</sup>
		Male	74.7	71.5	70.8 (2016)	70.1 <sup>7</sup>
		Female	25.9	24.8	23.6 (2016)	21.5 <sup>7</sup>
16	Inactivity rate (aged 15+) (%)	Total	50.4	52.6	53.6 (2016)	54.7 <sup>7</sup>
		Male	25.3	28.5	29.2 (2016)	29.9 <sup>7</sup>
		Female	74.1	75.2	76.4 (2016)	78.5 <sup>7</sup>
17	Employment rate (aged 15+) (%)	Total	45.1	42.8	42.0 (2016)	41.2 <sup>7</sup>
		Male	68.0	64.8	64.5 (2016)	64.1 <sup>7</sup>
		Female	23.4	22.2	21.0 (2016)	19.2 <sup>7</sup>
18	Employment rate by educational attainment (% aged 15+)	Low	47.7	M.D.	M.D.	M.D.
		Medium	36.9	M.D.	M.D.	M.D.
		High	53.4	M.D.	M.D.	M.D.
19	Employment by sector (%)	Agriculture	40.3	39.0	38.0 (2016)	34.7 <sup>7</sup>
		Industry	22.1	20.5	21.1 (2016)	21.7 <sup>7</sup>
		Services	37.5	40.3	40.8 (2016)	43.6 <sup>7</sup>
20	Incidence of self-employment (%)		53.8	51.0	50.5 (2016)	50.2 <sup>7</sup>
21	Incidence of vulnerable employment (%)		51	48.8	48.1 (2016)	47.5 <sup>7</sup>
22	Unemployment rate (aged 15+) (%)	Total	9.1	9.7	9.4 (2016)	9.1 <sup>7</sup>
		Male	8.9	9.4	8.9 (2016)	8.6 <sup>7</sup>
		Female	9.6	10.5	10.9 (2016)	10.5 <sup>7</sup>
23	Unemployment rate by educational attainment (aged 15+) (%)	Low (ISCED 0–1)	6.7	5.9	M.D.	M.D.
		Low (ISCED 2)	16.4	15.4	14.0 (2016)	M.D.
		Medium	17.7	19.3	18.3 (2016)	M.D.

	Indicator	2010	2015	2018	2019	
	High	17.4	21.1	22.0 (2016)	M.D.	
24	Long-term unemployment rate (aged 15+) (%)	5.7	6.3	6.4 (2016)	M.D.	
25	Youth unemployment rate (aged 15–24) (%)	Total	17.6	20.8	22.5 (2016)	22.1 <sup>7</sup>
		Male	18.1	20.6	22.0 (2016)	21.8 <sup>7</sup>
		Female	16.1	21.4	22.8 (2016)	22.8 <sup>7</sup>
26	Proportion of people aged 15–24 not in employment, education or training (NEETs) (%)	Total	31.4 <sup>(7)</sup>	27.9	27.5 (2016)	22.1 <sup>7</sup>
		Male	M.D.	11.4	11.7 (2016)	13.2 <sup>7</sup>
		Female	M.D.	45.1	44 (2016)	31.3 <sup>7</sup>

Last update: September 2020

**Sources:**

Indicators: 12, 13, 15 (Year 2010–2016), 16 (Year 2010–2016), 17 (Year 2010–2016), 18, 19 (Year 2010–2016), 20 (Year 2015–2016), 21 (Year 2015–2016), 22 (Year 2010–2016), 23 (Year 2016), 24 (Year 2016), 25 (Year 2010–2016), 26 (Year 2010–2016) – Haut Commissariat au Plan (national statistics office)  
 For the year 2019, indicators: 15, 16, 17, 19, 20, 21, 22, 25, 26 – ILOSTAT modelled estimates  
 Indicators: 1, 2, 3, 4 – World Bank, World Development Indicators  
 Indicators: 8, 23 (Year 2010–2015), 24 (Year 2010–2015) – EUROSTAT  
 Indicators: 7, 10, 11 – UIS UNESCO  
 Indicators: 20 (Year 2010), 21 (Year 2010) – ILOSTAT

**Notes:**

- (1) Mid-year estimations.
- (2) UIS Estimations.
- (3) Definition differs.
- (4) LOW: ISCED 0–2; MEDIUM: ISCED 3–4; HIGH: ISCED 5–8.
- (5) Does not add up to 100 owing to the weights used in the calculations.
- (6) Age range 25–34
- (7) ETF calculations
- (8) Age range 15+; data refer to employed population that have benefited from training organised by the employer in the previous 12 months.

**Legend:**

C = ETF calculations  
 N.A. = Not Applicable  
 M.D. = Missing Data

## ANNEX: INDICATORS' DEFINITIONS

	Description	Definition
1	Total population (000)	The total population is estimated as the number of persons having their usual residence in a country on 1 January of the respective year. When information on the usually resident population is not available, countries may report legal or registered residents.
2	Relative size of youth population (age group 15–24) (%)	This is the ratio of the youth population (aged 15–24) to the working-age population, usually aged 15–64 (74)/15+.
3	GDP growth rate (%)	Annual percentage growth rate of GDP at market prices based on constant local currency. Aggregates are based on constant 2010 U.S. dollars. GDP is the sum of gross value added by all resident producers in the economy plus any product taxes and minus any subsidies not included in the value of the products. It is calculated without making deductions for depreciation of fabricated assets or for depletion and degradation of natural resources.
4	GDP by sector (%)	The share of value added from Agriculture, Industry and Services. Agriculture corresponds to ISIC divisions 1–5 and includes forestry, hunting, and fishing, as well as cultivation of crops and livestock production. Value added is the net output of a sector after adding up all outputs and subtracting intermediate inputs. It is calculated without making deductions for depreciation of fabricated assets or depletion and degradation of natural resources. The origin of value added is determined by the International Standard Industrial Classification (ISIC), revision 3 or 4.
5	Public expenditure on education (as % of GDP)	Public expenditure on education expressed as a percentage of GDP. Generally, the public sector funds education either by directly bearing the current and capital expenses of educational institutions, or by supporting students and their families with scholarships and public loans as well as by transferring public subsidies for educational activities to private firms or non-profit organisations (transfer to private households and enterprises). Both types of transactions together are reported as total public expenditure on education.
6	Public expenditure on education (as % of total public expenditure)	Public expenditure on education expressed as a percentage of total public expenditure. Generally, the public sector funds education either by directly bearing the current and capital expenses of educational institutions, or by supporting students and their families with scholarships and public loans as well as by transferring public subsidies for educational activities to private firms or non-profit organisations (transfer to private households and enterprises). Both types of transactions together are reported as total public expenditure on education.
7	Adult literacy (%)	Adult literacy is the percentage of the population aged 15 years and over who can both read and write a short simple statement on his/her everyday life, and understand it. Generally, 'literacy' also encompasses 'numeracy' – the ability to make simple arithmetic calculations.



	Description	Definition
8	Educational attainment of adult population (25–64 or aged 15+) (%)	Educational attainment refers to the highest educational level achieved by individuals expressed as a percentage of all persons in that age group. This is usually measured in terms of the highest educational programme successfully completed, which is typically certified by a recognised qualification. Recognised intermediate qualifications are classified at a lower level than the programme itself.
9	Early leavers from education and training (age group 18–24) (%)	Early leavers from education and training are defined as the percentage of the population aged 18–24 with at most lower secondary education who were not in further education or training during the four weeks preceding the survey. Lower secondary education refers to ISCED 1997 levels 0–2 and 3C short (i.e. programmes lasting under two years) for data up to 2013 and to ISCED 2011 levels 0–2 for data from 2014 onwards.
10	Gross enrolment rates in upper secondary education (ISCED level 3) (%)	Number of students enrolled in a given level of education, regardless of age, expressed as a percentage of the official school-age population corresponding to the same level of education.
11	Share of VET students in upper secondary education (ISCED level 3) (%)	Total number of students enrolled in vocational programmes at a given level of education (in this case upper secondary), expressed as a percentage of the total number of students enrolled in all programmes (vocational and general) at that level.
12	Tertiary education attainment (aged 30–34) (%)	Tertiary attainment is calculated as the percentage of the population aged 30–34 who have successfully completed tertiary studies (e.g. university, higher technical institution). Educational attainment refers to ISCED 1997 level 5–6 up to 2013 and ISCED 2011 level 5–8 from 2014 onwards.
13	Participation in training/lifelong learning (age group 25–64) by sex (%)	Participants in lifelong learning refers to persons aged 25–64 who stated that they received education or training in the four weeks preceding the survey (numerator). The denominator is the total population of the same age group, excluding those who did not answer the question on participation in education and training. The information collected relates to all education or training, whether or not it is relevant to the respondent's current or possible future job. If a different reference period is used, this should be indicated.
14	Low achievement in reading, maths and science – PISA (%)	Low achievers are the 15-year-olds who are failing to reach level 2 on the PISA scale for reading, mathematics and science.
15	Activity rate (aged 15+) (%)	The activity rate is calculated by dividing the active population by the population of the same age group. The active population (also called 'labour force') is defined as the sum of employed and unemployed persons. The inactive population consists of all persons who are classified as neither employed nor unemployed.
16	Inactivity rate (aged 15+) (%)	The inactivity/out of the labour force rate is calculated by dividing the inactive population by the population of the same age group. The inactive population consists of all persons who are classified as neither employed nor unemployed.
17	Employment rate (aged 15+) (%)	The employment rate is calculated by dividing the number of employed persons by the population of the same age group. Employed persons are all persons who worked at least one

	Description	Definition
		hour for pay or profit during the reference period or were temporarily absent from such work. If a different age group is used, this should be indicated.
18	Employment rate by educational attainment (% aged 15+)	The employment rate is calculated by dividing the number of employed persons by the population of the same age group. Employed persons are all persons who worked at least one hour for pay or profit during the reference period or were temporarily absent from such work. If a different age group is used, this should be indicated. Educational levels refer to the highest educational level successfully completed. Three levels are considered: Low (ISCED level 0–2), Medium (ISCED level 3–4) and High (ISCED 1997 level 5–6, and ISCED 2011 level 5–8)
19	Employment by sector (%)	This indicator provides information on the relative importance of different economic activities with regard to employment. Data are presented by broad branches of economic activity (i.e. Agriculture/Industry/Services) based on the International Standard Industrial Classification of All Economic Activities (ISIC). In Europe, the NACE classification is consistent with ISIC.
20	Incidence of self-employment (%)	The incidence of self-employment is expressed by the self-employed (i.e. employers + own-account workers + contributing family workers) as a proportion of the total employed.
21	Incidence of vulnerable employment (%)	The incidence of vulnerable employment is expressed by the Own-account workers and Contributing family workers as a proportion of the total employed.
22	Unemployment rate (aged 15+) (%)	The unemployment rate represents unemployed persons as a percentage of the labour force. The labour force is the total number of people who are employed or unemployed. Unemployed persons comprise those aged 15–64 or 15+ who were without work during the reference week; are currently available for work (were available for paid employment or self-employment before the end of the two weeks following the reference week); are actively seeking work, i.e. had taken specific steps in the four-week period ending with the reference week to seek paid employment or self-employment, or had found a job to start later (within a period of, at most, three months).
23	Unemployment rate by educational attainment (aged 15+) (%)	The unemployment rate represents unemployed persons as a percentage of the labour force. The labour force is the total number of people who are employed or unemployed. Unemployed persons comprise those aged 15–64 or 15+ who were without work during the reference week; are currently available for work (were available for paid employment or self-employment before the end of the two weeks following the reference week); are actively seeking work (had taken specific steps in the four-week period ending with the reference week to seek paid employment or self-employment, or had found a job to start later (within a period of, at most, three months)). Educational levels refer to the highest educational level successfully completed. Three levels are considered: Low (ISCED level 0–2), Medium (ISCED level 3–4) and High (ISCED 1997 level 5–6, and ISCED 2011 level 5–8)
24	Long-term unemployment rate (aged 15+) (%)	The long-term unemployment rate is the share of people in the total active population who have been unemployed for 12

	Description	Definition
		months or more, expressed as a percentage. The duration of unemployment is defined as the duration of a search for a job or as the period of time since the last job was held (if this period is shorter than the duration of the search for a job).
25	Youth unemployment rate (aged 15–24) (%)	The youth unemployment ratio is calculated by dividing the number of unemployed persons aged 15–24 by the total population of the same age group.
26	Proportion of people aged 15–24 not in employment, education or training (NEETs) (%)	The indicator provides information on young people aged 15–24 who meet the following two conditions: first, they are not employed (i.e. unemployed or inactive according to the ILO definition); and second, they have not received any education or training in the four weeks preceding the survey. Data are expressed as a percentage of the total population of the same age group and gender, excluding the respondents who have not answered the question on participation in education and training.

## LIST OF ACRONYMS

ALMP	Active labour market programme
ANAPEC	National Agency for the Promotion of Employment and Skills
CGEM	Moroccan General Confederation of Business
CMC	Skills and jobs hubs
CNOPS	National Fund of Social-Welfare Organisations
CNSS	National Social-Security Fund
DDL	Digital Distance Learning
GDP	Gross domestic product
HCD	Human capital development
HCP	National statistics office
ICT	Information and communication technologies
INDH	National Human Development Initiative
MTIP	Ministry of Labour and Professional Insertion
NEET	Young people not in education, employment or training
NQF	National qualifications framework
OFPPT	Office for Vocational Training and Employment Promotion
OdB	Observatoire des Branches
OMT	Observatoire national du marché du travail
SME	Small and medium-sized enterprise
VET	Vocational education and training
WBL	Work-based learning

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