



European Training Foundation

MOROCCO

**EDUCATION, TRAINING AND EMPLOYMENT
DEVELOPMENTS 2019**



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KEY POLICY DEVELOPMENTS IN EDUCATION, TRAINING AND EMPLOYMENT (SEPTEMBER 2018–AUGUST 2019)

The « *Vision stratégique de la réforme de l'enseignement à l'horizon 2030* » remains the key policy document for the education sector. The corresponding operational plan for the period 2017–2021 envisaged that a number of the principles of the strategy would be set into law through the adoption of the framework Law on Education in July 2019. The latter requires further legislative work before being implemented but will, for example, increase primary school coverage, require schools to adopt a bilingual approach, review most educational programmes and introduce fluidity by allowing students to change academic paths more easily. It also provides for the introduction of programme budgeting, decentralisation of the entire sector and increased recognition and qualification requirements for teachers. Although its implementation is not without obstacles, these changes are clear improvements that are in line with recommendations from international partners.

In April 2019 the government presented to the king a new vocational education and training (VET) roadmap. It enacts concrete actions to increase the proportion of work-based learning (WBL) and includes the establishment of 'skills and job cities' (*cités des métiers et des compétences*) to ensure that specialised training provision corresponding to local needs is available in each region. The construction of a number of these centres has already begun.

The Law on Continuing Vocational Education was published in the Official Journal in May 2019 (Law No. 60-17). It regulates continuing training for employees in the private sector, as well as for certain categories of employee in public enterprises. The new governance arrangement (co-decision-making between government and social partners) and the establishment of minimum training periods for all employees are other positive effects of the law.

In summary, skills and labour are clearly the subject of renewed interest from the highest sphere of government and concrete actions are visibly affecting development in these areas. However, efforts need to be both sustained and increased to translate political will into concrete actions in order to address persisting unemployment and significant levels of illiteracy.

The EU supports the VET sector through a Sector Reform Performance Contract (SRPC) (budget support) and technical cooperation modalities. An additional envelope worth EUR 140 million is currently being negotiated, with intervention likely to start in the second quarter of 2020.

1. KEY DEMOGRAPHIC AND ECONOMIC CHARACTERISTICS

Although both the fertility and mortality rates in Morocco continue to decrease, the population is gradually increasing, by approximately half a million every year. It rose from nearly 32.18 million in 2012 to 35.67 million in 2019¹. This trend will continue, though projections suggest that growth will slow over the next three decades and is likely to stabilise around 2050². The age distribution is also changing, with a projected reduction of the pre-school and school-age population and an increase in the active population until 2050. In summary, similar to the situation in Morocco's regional neighbours, and following the 'youth bulge' of the 2000s, the country's demographic trend 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 systems³. 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 (23.2% of the total population in 2050, compared to 9.4% in 2014)¹.

Morocco has a long history of emigration, and this affects its socioeconomic outlook. The substantial number of outward migrants (10% of Moroccans live outside Morocco) are mainly men seeking employment abroad. Women are more likely to move from rural to urban areas, in most cases because of the emigration of their spouse. The number of working migrants has increased since 2012, but decreased slightly (-0.5%) between 2015 and 2016. The majority of migrant workers move to the EU (70.7% to France and 24.4% to Spain) but also the United Arab Emirates (3%)⁴. In 2018 migrant remittances accounted for over 6% of gross domestic product (GDP)⁵.

Given its geographic position in the region and its comparatively sound infrastructure, Morocco intends to position itself strategically as an economic and financial hub between Europe and Africa⁶. Currently classified by the World Bank as an upper middle-income country, Morocco has made undeniable progress over the past 15 years and initiated the process of narrowing the standard of living gap with southern European countries. Improved fiscal management and economic diversification have strengthened the resilience of Morocco's economy in recent years. As a result, primary education is now universal and poverty has significantly decreased.

Morocco's economic growth relies heavily on the agricultural sector. Following the 2016 drought, the economy experienced a sharp slowdown, with a GDP growth rate of 1.2%. In 2017, boosted by a strong rebound in agricultural output, the real GDP growth rate reached 4.1%. It then declined to 3.0% in 2018⁷.

¹ Haut Commissariat au Plan: https://www.hcp.ma/Projections-de-la-population-totale-du-Maroc-par-age-simple-et-sexe-2014-2050_a2209.html

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

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

⁴ Ministère du Travail et de l'Insertion Professionnelle (MTIP), *Bilan Social*, 2016.

⁵ www.knomad.org.

⁶ <http://pubdocs.worldbank.org/en/873111494618941322/Morocco-CEM2017-summary-ENG.pdf>

⁷ IMF Country Report No. 19/230.

Non-agricultural GDP has remained stable over the years at around 2.8%. In terms of contribution to GDP, in 2018 the agricultural sector contributed 12.0%, industry 25.3% and service.

In the World Bank 2020 Doing Business report Morocco had moved up 7 places and is now ranked 53th. Areas of improvement include starting a business (less costly), registering property (streamlined administrative procedures), trading across borders (easy to import/export, including paperless customs clearance) and resolving insolvency⁸. The recent assessment of the reforms identified in the Organisation for Economic Co-operation and Development (OECD) SME Policy Index⁹ suggests that Morocco could inspire other economies in the region to improve their policies for small and medium-sized enterprises (SMEs). 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 on regional development and to continue working on the framework 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 GDP in 2015¹⁰. 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 in the country, with notable differences between the generations. In 2018, 97.73% of young people (aged 15–24) were literate, while the percentage of adults over the age of 65 who were literate stood at 34.11% (only 19.02% for women in that age group)¹¹. Despite a significant increase in gross enrolment at all levels of education, there is a high dropout rate from secondary education (11%)¹², 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, and this results primarily in emigration¹³.

The share of VET students in secondary education has been consistently increasing 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 train in the public sector (75%). However, the private

⁸ https://www.doingbusiness.org/content/dam/doingBusiness/media/Annual-Reports/English/DB2019-report_web-version.pdf

⁹ OECD/EU/ETF, *The Mediterranean Middle East and North Africa 2018: Interim Assessment of Key SME Reforms*, SME Policy Index, OECD Publishing, Paris, 2018.

¹⁰ Ministry of National Education, Vocational Training, Higher Education and Scientific Research.

¹¹ <http://uis.unesco.org/country/MA>

¹² 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/>

¹³ Chauffour, J.P., World Bank Group, *Morocco 2040: Emerging by Investing in Intangible Capital*, World Bank Group, Washington DC, 2018.

VET providers have been consistently increasing their share of the 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 communications technologies (ICT) (11%)¹⁴.

2.2 Education and training policy and institutional setting

Great efforts are being made to reform the education and training system, 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 '51.17') was adopted in July 2019, and concrete progressive measures are being rolled out.

In 2015 the president of the government committed to the development of a national qualifications framework (NQF). The NQF National Commission had its first official meeting in May 2016. In May 2019 the Permanent Commission and the Secretariat of the NQF were established by ministerial decree. This decision was backed up by the framework Law on Education, which includes the establishment of an agency responsible for the NQF, a positive sign towards full implementation of the NQF.

In August 2018 the king publicly raised serious concerns about the situation of young people, particularly the increasing unemployment rates. 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 roadmap of actions to reform the VET sector.

Following several reviews and intense negotiations, this roadmap was presented to the king in 2019. Its main axes include concrete actions for short-term follow-up. One new initiative is the establishment of hubs of competences and jobs (*cités des métiers et des compétences*) covering all regions and offering an innovative approach to skills development (in terms of both skills identification and pedagogical methods).

After many years of being on hold because of opposition from employers with regard to the management of the funds collected through the VET tax, in 2019 the Law on Continuing Vocational Education was adopted and published in the Official Journal. The law regulates the functioning and organisation of continuing training. It broadens the beneficiaries and covers almost all stakeholders, from employees in the private sector to public enterprises. All employees now have the right to time credits for three working days of training every year. The law also introduces a system for the recognition of prior work experience.

¹⁴ 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>

While Morocco remains one of the best countries in the region in terms of advanced social dialogue and good cooperation between the business sector and VET, actions to further increase this cooperation and strengthen the capacities of employers (in terms of both quality and quantity) are necessary. In particular, efforts need to be made to expand the quantity and quality of 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* (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 in October 2017, funded mainly by the VET tax, is an opportunity to foster collaboration with the private sector. In particular, it can help to identify skills needs in the priority economic sectors, with a focus on local needs.

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.

The EU supports VET reforms through an SRPC signed with the Moroccan government in November 2016. It includes specific complementary measures such as technical assistance to the State Secretariat for VET 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 supporting the setting up and capacity-building of specific 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 in the second quarter of 2020.

3. LABOUR MARKET AND EMPLOYMENT

3.1 Trends and challenges

No statistical data on employment has been released in the past two years. For this reason, the following analysis needs to be interpreted with caution.

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 other groups), slow job growth, and the predominance of low-quality/low-skilled jobs. Despite government 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 each year. Thus, job creation remains insufficient¹⁵. Formal employment is concentrated in older and larger firms, while SMEs face numerous constraints in operating and expanding. The agricultural sector absorbs a large proportion

¹⁵ <http://documents.worldbank.org/curated/en/477441523251051211/pdf/125041-WP-ENGLISH-PUBLIC-Summary-labor-market-note.pdf>

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.

According to recent available data, the activity rate remains low and is declining (46.4% in 2016 compared with 48.3% in 2013). Large disparities exist between the rates for men and women, with activity rates of 70.8% and 23.6%, respectively, in 2016, and between rural and urban areas. This pattern, linked with a high incidence of self-employment (50.5% in 2016), 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 42.0% in 2016), suggesting that a large part of the population is becoming inactive. The female employment rate is particularly low, having decreased from 22.7% in 2013 to 21.0% in 2016. The integration of women into the labour market and their ability to avail themselves 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 been rather stable and only increased slightly from 9.2% in 2013 to 9.4% in 2016. Young people are most affected by unemployment: the youth unemployment rate in 2016 was 22.5%. The proportion of young people not in education, employment or training (NEETs) is also high, at 27.5% in 2016, with a wide gender gap (11.7% for men and 44.0% 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. Data indicates that the unemployment rate for people with a high level of educational attainment has increased, from 17.7% in 2013 to 22.0% in 2016.

The labour market is also characterised by a high level of informality, and the above statistics must therefore be interpreted with caution. 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 2013¹⁶. 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), but also increases dissatisfaction: 23% of employed people expressed a desire to change their employment for better pay, working conditions or stability¹⁷. Moreover, the incidence of vulnerable employment is high, at 48.1% in 2016. According to survey data¹⁸, 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 High Commission of Planning (*Haut Commissariat au Plan*) 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 contribute to the country's economic growth and competitiveness¹⁹.

¹⁶ Ministère du Travail et de l'Insertion Professionnelle (MTIP), *Bilan Social*, 2016.

¹⁷ <http://documents.worldbank.org/curated/en/477441523251051211/pdf/125041-WP-ENGLISH-PUBLIC-Summary-labor-market-note.pdf>

¹⁸ Kamal, A., *National Youth Policies – The Case of Morocco Under the EU-funded SAHWA Project*, 2016.

¹⁹ 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 policies are 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.

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 matching²⁰; and (ii) financing of micro enterprises. On the demand side, many sector 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. In 2015 the agency launched its 2020 Vision, including 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 development agency GIZ, ANAPEC launched four mobile employment agencies (known as *anajit*) in four pilot provinces²¹. However, a recent study by the Euro-Mediterranean Network for Economic Studies (EMNES) suggests that the agency's performance is not effective as it focuses on the quantity rather than the quality of employment, and targets only a limited proportion of jobseekers: less than 1% of all registered jobseekers in Morocco found a job through ANAPEC. It has also been reported that there is limited awareness of its existence among jobseekers²².

²⁰ Ministry of Youth and Sports, *Strategie Nationale Intégrée de la Jeunesse 2015–2030*.

²¹ Tanger-Tetouan-Al Hoceima, Fès-Meknès, Rabat-Salé-Kénitra and Oriental.

²² http://www.euromed-economists.org/wp-content/uploads/2017/10/EMNES_Study_001-Institutions-and-labour-markets-in-the-Southern-Mediterranean-countries.pdf

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 far as possible. There are also plans to provide specific non-technical training, such as entrepreneurship skills, job search techniques, soft skills, basic training in ICT and foreign languages. This non-technical training is expected to be 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 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 and include 'training for placement' contracts; contracts for professional integration, including for jobseekers with special needs; and contracts to support self-employment. It is intended to move services closer to jobseekers, making use of existing local and/or territorial resources that 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 available and the creation of a Labour Market Observatory within the Ministry of Labour has improved the monitoring of the labour market. The observatory is fully operational with a multi-disciplinary team of 25, a dedicated budget and its own premises. This establishment 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 level. The observatory has already published reports on the labour market, thematic 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 achieve 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 closely with the National Statistics Office through formal and operational links, and clear protocols for data use and exchange.

MOROCCO - STATISTICAL ANNEX

Annex includes annual data from 2013, 2017 and 2018 or the last available year.

| | Indicator | 2013 | 2017 | 2018 | |
|----|---|-------------------------|-------------------------------|----------------|----------------|
| 1 | Total Population (,000) ⁽¹⁾ | 32,855 | 34,851 | M.D. | |
| 2 | Relative size of youth population (age group 15-24, %) ⁽¹⁾ | 27.2 (2014) | 25.6 | M.D. | |
| 3 | GDP growth rate (%) | 4.5 | 4.1 | 3.0 | |
| 4 | GDP by sector (%) | Agriculture added value | 13.4 | 12.4 | 12.0 |
| | | Industry added value | 26.2 | 26.1 | 25.3 |
| | | Services added value | 51.6 | 50.0 | 50.5 |
| 5 | Public expenditure on education (as % of GDP) | 4.8 (2015) | 4.7 (2016) | M.D. | |
| 6 | Public expenditure on education (as % of total public expenditure) | 23.7 (2015) | 23.6 (23.6) | M.D. | |
| 7 | Adult literacy (%) | 69.4 (2012) | M.D. | M.D. | |
| 8 | Educational attainment of adult population (aged 25-64 or 15+) (%) ^{(3) (4) (5)} | Low | 82.7 | 82.1 (2014) | 81.7 (2015) |
| | | Medium | 9.7 | 10.1 (2014) | 10.5 (2015) |
| | | High | 7.7 | 7.5 (2014) | 7.9 (2015) |
| 9 | Early leavers from education and training (aged 18-24) (%) | Total | M.D. | M.D. | M.D. |
| | | Male | M.D. | M.D. | M.D. |
| | | Female | M.D. | M.D. | M.D. |
| 10 | Gross enrolment rates in upper secondary education (ISCED level 3) (%) | 55.0 (2012) | 62.2 | M.D. | |
| 11 | Share of VET students in upper secondary education (ISCED level 3) (%) | 11.6 (2012) | 14.6 | M.D. | |
| 12 | Tertiary education attainment (aged 30-34) (%) ⁽⁶⁾ | 9.8 | 10.0 ⁽⁷⁾ (2014) | M.D. | |
| 13 | Participation in training/lifelong learning (aged 25-64) (%) ⁽⁸⁾ | Total | 1.0 (2015) | 1.0 (2016) | M.D. |
| | | Male | 1.0 (2015) | 1.1 (2016) | M.D. |
| | | Female | 0.9 (2015) | 0.9 (2016) | M.D. |
| 14 | Reading | N.A. | N.A. | N.A. | |

| | Indicator | | 2013 | 2017 | 2018 |
|----|--|-------------|--------------------|----------------|------|
| | Low achievement in reading, mathematics and science – PISA (%) | Mathematics | N.A. | N.A. | N.A. |
| | | Science | N.A. | N.A. | N.A. |
| 15 | Activity rate (aged 15+) (%) | Total | 48.3 | 46.4 (2016) | M.D. |
| | | Male | 73.0 | 70.8 (2016) | M.D. |
| | | Female | 25.1 | 23.6 (2016) | M.D. |
| 16 | Inactivity rate (aged 15+) (%) ⁽⁷⁾ | Total | 51.7 | 53.6 | M.D. |
| | | Male | 27.0 | 29.2 | M.D. |
| | | Female | 74.9 | 76.4 | M.D. |
| 17 | Employment rate (aged 15+) (%) | Total | 43.8 | 42.0 (2016) | M.D. |
| | | Male | 66.4 | 64.5 (2016) | M.D. |
| | | Female | 22.7 | 21.0 (2016) | M.D. |
| 18 | Employment rate by educational attainment (% aged 15+) | Low | 46.7 | 46.1 (2014) | M.D. |
| | | Medium | 36.9 | 37.1 (2014) | M.D. |
| | | High | 48.3 | 46.0 (2014) | M.D. |
| 19 | Employment by sector (%) | Agriculture | 39.4 | 38.0 (2016) | M.D. |
| | | Industry | 20.8 | 21.1 (2016) | M.D. |
| | | Services | 39.7 | 40.8 (2016) | M.D. |
| 20 | Incidence of self-employment (%) | | 52.2 | 50.5 (2016) | M.D. |
| 21 | Incidence of vulnerable employment (%) | | 49.6 | 48.1 (2016) | M.D. |
| 22 | Unemployment rate (aged 15+) (%) | Total | 9.2 | 9.4 (2016) | M.D. |
| | | Male | 9.1 | 8.9 (2016) | M.D. |
| | | Female | 9.6 | 10.9 (2016) | M.D. |
| 23 | Unemployment rate by educational attainment (aged 15+) (%) | Low | 6.9 ⁽⁹⁾ | M.D. | M.D. |
| | | Medium | 18.2 | 18.3 (2016) | M.D. |

| | Indicator | | 2013 | 2017 | 2018 |
|----|--|--------|---------------------|--------------------|------|
| | | High | 17.7 | 22.0 (2016) | M.D. |
| 24 | Long-term unemployment rate (aged 15+) (%) | | 5.9 | 6.4 ⁽⁷⁾ | M.D. |
| 25 | Youth unemployment rate (aged 15-24) (%) | Total | 19.3 | 22.5 (2016) | M.D. |
| | | Male | 19.5 | 22.0 (2016) | M.D. |
| | | Female | 18.1 | 22.8 (2016) | M.D. |
| 26 | Proportion of people aged 15–24 not in employment, education or training (NEETs) (%) | Total | 29.9 ⁽⁷⁾ | 27.5 (2016) | M.D. |
| | | Male | M.D. | 11.7 (2016) | M.D. |
| | | Female | M.D. | 44.0 (2016) | M.D. |

Last update: 10/09/2019

Sources:

Indicators: 1, 2, 12, 13, 15, 16, 17, 18, 19, 20 (Year 2013), 21 (Year 2013), 22, 23 (Year 2016), 24 (Year 2016), 25, 26 - Haut Commissariat au Plan

Indicators: 3, 4 - World Bank, World Development Indicators

Indicators: 8, 23 (Year 2013), 24 (Year 2013), - EUROSTAT

Indicators: 5, 6 - Ministry of Education, Training, Higher Education and Research

Indicators: 7, 10, 11 – UIS UNESCO

Indicators: 20 (Year 2016), 21 (Year 2016) -ILOSTAT

Notes:

(1) Estimations.

(2) After 2014, the projections are based on 2014 census.

(3) Definition differs.

(4) LOW: ISCED 0-2; MEDIUM: ISCED 3-4; HIGH: ISCED 5-8;

(5) Sum not to 100 is due to the weights used in the calculations

(6) Age range 25-34

(7) ETF calculations

(8) Age range 15+; data refers to employed population that have benefited from a training, organised by the employer in the previous 12 months.

(9) LOW (ISCED 0-1)

Legend:

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 population aged 15 years and over who can both read and write with understanding a short simple statement on his/her everyday life. 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 with respect to the highest educational programme successfully completed which is typically certified by a recognized qualification. Recognized intermediate qualifications are classified at a lower level than the programme itself. |
| 9 | Early leavers from education and training (age group 18-24) (%) | Early leaving from education and training is 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 with duration less than 2 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 education), 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 (%) | 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 consists of 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 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 hour for pay or profit during the reference period or were |

| | Description | Definition |
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| | | 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 consider: 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 is presented by broad branches of economic activity (i.e. Agriculture/Industry/Services) which is 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 consider: 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 unemployed persons since 12 months or more in the total active population, expressed as a percentage. The duration of unemployment is |

| | Description | Definition |
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| | | 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 is 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. |

TABLE OF ABBREVIATIONS

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|--------|--|
| ALMP | Active labour market programme |
| ANAPEC | Agence nationale de promotion de l'emploi et des compétences |
| CGEM | Confédération générale des entreprises du Maroc |
| CNOPS | Caisse nationale des organismes de prévoyance sociale |
| CNSS | Caisse nationale de sécurité sociale |
| EMNES | Euro-Mediterranean Network for Economic Studies |
| GDP | Gross domestic product |
| ICT | Information and communications technologies |
| INDH | Initiative Nationale pour le Développement Humain |
| ISIC | International Standard Industrial Classification |
| NEET | Young people not in education, employment or training |
| NQF | National qualifications framework |
| OMT | Observatoire national du marché du travail |
| SME | Small and medium-sized enterprise |
| SRPC | Sector Reform Performance Contract |
| VET | Vocational education and training |
| WBL | Work-based learning |

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