



# MOROCCO

EDUCATION, TRAINING AND EMPLOYMENT  
DEVELOPMENTS 2017



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# KEY EDUCATION, TRAINING AND EMPLOYMENT DEVELOPMENTS IN MOROCCO

Morocco has a positive reform and economic outlook. Following the legislative elections in October 2016, a new Prime Minister and Government were appointed in April 2017. The new Government is committed to continue the reforms, which are already on a good track, and increase their pace. Attention is being given in particular to key areas related to governance, education and the labour market, in view of strengthening competitiveness and inclusive growth.<sup>1</sup> One of the main changes for education and VET is the merger of the Ministry of National Education and Vocational Education and Training with the Ministry of Higher Education and Scientific Research. Two Secretaries of State have been appointed, in charge of VET and Higher Education respectively. At the end of October, a new change occurred in the education and training sector when, by decision of the King, four Ministers were dismissed, including the Minister of Education and the State Secretary for VET. This may affect the pace and progress of reforms, as well as cooperation with donors active in these sectors. As this decision was made while this fiche was being finalised, it is difficult to predict how this will affect developments.

Following the transition period, the Government has provided further indications on key strategic priorities. In education, the authorities plan investment in school infrastructure, increases in the number of teachers and measures in rural areas to improve educational outcomes, in particular, girls participation. VET sector developments will focus on the need to develop governance arrangements to operationalise the advanced regionalisation process (*processus de régionalisation avancée*).

The implementation of the National Strategy for Vocational Training (2016–2021), officially approved in March 2016, is ongoing in line with the agreements and Action Plan signed in October 2016. The Plan indicates specific actions, responsible bodies and partners, as well as the timeframe. A monitoring and evaluation committee is in place, but has met only once to validate the action plan, thus it is too early to assess progress of the Strategy implementation.

On the employment side, the new National Employment Strategy was approved in 2015 and the Employment Ministry is developing a concrete action plan, including measures to boost job creation, fight unemployment and increase female labour force participation. The Strategy aims to strengthen coherence between economic and social policies and to act on both supply and demand of the labour market. Particular attention is given to social inclusion aspects of human capital development (HCD). In addition, further capacity building and methodology development actions for the National Labour Market Observatory (established in 2014) are ongoing.

A Sector Reform Contract for VET was signed in November 2016 between the government of Morocco and the European Union. It includes specific complementary measures such as technical assistance to the strategy steering committee, a delegated cooperation to support regional development (based on the lessons learned in the ETF and EU GEMM<sup>2</sup> Project in Tanger/Tetouan) and a twinning on NQF. The ongoing EU budget support programme '*Emploi-TPE/PME*' focuses on strengthening employment creation in micro and small enterprises and enhancing the quality of the skills of the workforce. This second component includes actions linked to better matching, increased quality and modernisation of VET and enhancing the employment services across the territory.

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<sup>1</sup> <http://www.maroc.ma/fr/content/le-programme-gouvernemental-2012-2016>

<sup>2</sup> The GEMM Project – Governance for Employability in the Mediterranean

## 1. Key demographic and economic characteristics

The population of Morocco was approximately 32.18 million in 2011 and rose to 34.48 million in 2016<sup>3</sup>. Since 1980 the pace of growth has decreased however and is forecasted to reach 0.3% in 2050<sup>4</sup>. The age distribution is gradually changing. Projections for 2050 indicate that the population in pre-school and school age will decrease progressively (13% for the age group 12-14). In parallel, the potentially active population is expected to grow until 2050. The projection indicate a shift of pressure from the school system towards the labour market and social security systems. The latter seems to be particularly affected by growth of the population 60+, which is expected to reach 23.2% of the total population in 2050, compared to 9.4% in 2014. The youth dependency ratio already decreased from 42.1% in 2011 to 40.8% in 2016, while the old-age dependency ratio increased slightly from 9.1% in 2011 to 9.5% in 2016.

Morocco has a long history of emigration and this shapes the socioeconomic outlook. Outward migrants are especially men, emigrating primarily to look for job opportunities. Women are more likely to move from rural to urban areas, in most cases as a result of their spouse's emigration. Working migrants have increased since 2012, but slightly decreased (-0.5%) between 2015 and 2016<sup>5</sup>. The majority of migrant workers move to France (70.7%) followed by Spain (24.4%) and Emirates (3%)<sup>6</sup>.

The economic performance of Morocco is based on solid fundamentals, however the agricultural sector determines important fluctuations in GDP growth over the years, which fell from 5.2% in 2011 to 1.1% in 2016. However, GDP growth excluding the agricultural sector remains fairly stable over the years (3.4% in 2015 and 3.5% in 2016)<sup>7</sup>. The service sector is the main contributor to GDP. In 2016, added value in services was 57.4%, compared to 13% in agriculture and 29.7% in industry<sup>8</sup>. GDP per capita remains fairly low, however, growing more slowly than in other upper middle-income emerging countries such as Chile, Malaysia, or Turkey, and well below countries such as Italy, Spain or Portugal<sup>9</sup>. In the Global Competitiveness Index 2017, Morocco moved up to 70th position (out of 138 countries) compared to 72nd in 2015. However, some critical problems remain for doing business, in particular access to finance, but also the inadequately educated workforce, followed by inefficient bureaucracy and insufficient capacity to innovate. On the other hand, crime and theft or government and policy instability are not considered hindering factors (scoring 0.4, 0.1 and 0 respectively).

The Country has committed to a progressive decentralisation, however insufficient progress has been made, in particular as regards real decentralisation of decision making powers (including budget management), institutional set up or capacity development of regional actors.

## 2. Education and training

### 2.1 Trends and challenges

Public expenditure on education as a percentage of GDP is stable at 4.7% in 2015 and 2016. VET expenditure as a percentage of GDP has remained low at 0.2% in 2015.<sup>10</sup> The VET tax<sup>11</sup> represents 23% of the current VET budget. The rest comprises contributions from the State (38%), households (23%) and enterprises (14%). In line with the objectives and agreements made with the relevant

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<sup>3</sup> Haut Commissariat au Plan

<sup>4</sup> Haut Commissariat au Plan, Centre d'Etudes et de Recherches Démographiques (CERED), *Projection de la Population et des Menages 2014-2050*, May 2017

<sup>5</sup> Ministère du Travail et de l'Insertion Professionnelle (MTIP), Bilan Social, 2016

<sup>6</sup> Ibid

<sup>7</sup> Ibid

<sup>8</sup> World Bank, World Development Indicators

<sup>9</sup> The World Bank Group, *Morocco 2040 – Emerging by Investing in Intangible Capital*, 2017

<sup>10</sup> Ministère de l'Education Nationale, de la Formation Professionnelle, de l'Enseignement Supérieur et de la Recherche Scientifique

<sup>11</sup> taxe sur la formation professionnelle

parties, the VET strategy foresees an increase in the enterprise contribution (44%) and a decrease in the state budget (27%), the VET tax (14%) and household contributions (15%) by 2021.

Education is viewed by Moroccans as one of the top priorities for development, according to the *Morocco Country Opinion Survey Report*<sup>12</sup> (World Bank, 2014). This is demonstrated in the many efforts put into reforming the system, starting with the Vision for Education 2030 and the VET reform Strategy 2021. Nevertheless, despite some progress the share of the working-age population with low educational attainment remains large, in particular women (45.2% with no education and 28.4% with pre-school and primary education) and the rural population (50% and 34% with no education and pre-school and primary education respectively)<sup>13</sup>. Illiteracy remains an important problem. Despite significant decrease, the rate of illiteracy among the population aged 15+ was 32% in 2014, with a large gender gap of 20 percentage points (42% for women and 22% for men). As a sign of the government's commitment to address this problem, a dedicated agency, the National Agency for the fight against illiteracy<sup>14</sup> was established. The entity is chaired by the Prime Minister and brings together in its governing board all the key actors and stakeholders involved in the strategy. The European Union has also provided a substantial support in the fight against illiteracy through different programmes, including a budget support and technical assistance.

Moreover, 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, preparedness for lifelong learning and labour force competitiveness. Many young people have lost hope for a better future and this primarily results in emigration<sup>16</sup>.

Participation in IVET continued to increase in 2015, especially in the public sector, led by the key operator, the OFPPT (Office de la formation professionnelle et de la promotion du travail) representing 70.7% of the total VET graduates. Around 60% all graduates in 2015 are concentrated in the three sectors: metalworking and mechanics (21.6%), management and commerce (21.2%), and construction (16.7%)<sup>17</sup>. VET students made up 6% of all students in secondary education and 11.6% in upper secondary education in 2012.

Regarding work based learning, in the year 2015-2016 there was a decrease in the number of students in apprenticeships (-5%), but an increase in dual training<sup>18</sup> (8%) compared to 2014. The aim of the VET strategy is to increase the share of work based learning (dual training and apprenticeship) to reach 50% in 2021 from around 30% in 2016. This objective does not appear easy to meet, especially considering that the main operator in VET (OFPPT) has discontinued apprenticeships. Stakeholders and the government will need to implement more effective measures in order to expand work based learning and, in parallel, improve its quality and relevance.

## 2.2 Education and training policy and institutional setting

The leading objective of the National Strategy for Vocational Training 2021, approved in July 2015 and officially signed in March 2016, is the 'quality VET for all and throughout life, to support development,

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<sup>12</sup> Morocco Country Opinion Survey Report, World Bank, 2014

<sup>13</sup> Ministère du Travail et de l'Insertion Professionnelle (MTIP), Bilan Social, 2016

<sup>14</sup> <http://www.anlca.ma/>

<sup>15</sup> Ministère de l'Éducation Nationale, de la Formation Professionnelle, de l'Enseignement Supérieur et de la Recherche Scientifique (année scolaire 2016-2017) <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> The World Bank Group, The World Bank Group, *Morocco 2040 – Emerging by Investing in Intangible Capital*, 2017

<sup>17</sup> Secrétariat d'État de la Formation Professionnelle, *La formation Professionnelle en Chiffres*, 2015-2016 <http://dfp.gov.ma/images/pdfdocs/Fp%20en%20chiffres%202015-2016.pdf>

<sup>18</sup> alternance

to increase the value of human capital and boost competitiveness<sup>19</sup>. The strategy foresees a governance structure involving new specific national, regional and sectoral commissions, along with a steering committee to monitor and evaluate implementation of the strategy. Work has started to define the role, functions and operational details of these commissions, which will effectively come into force once shared objectives and leadership are confirmed. However, the establishment of VET commissions alone is not a guarantee of their effective functioning. The EU will back the efforts through a sector reform contract signed in November 2016. Its three main components cover: (1) the extension and inclusiveness of vocational education; (2) the quality of vocational education, especially better matching with labour market needs through improved anticipation and planning, and the professional development of teachers; and (3) enhanced sector governance and coordination. This sector reform contract will provide incentives for the implementation of the National Strategy for Vocational Training and will include complementary measures to support the steering committee for Strategy monitoring and evaluation, as well as regional development, among other issues.

The department responsible for vocational training (Département de la formation professionnelle - DFP) is placed under the State Secretariat in charge of VET, attached to the Ministry of National Education, Vocational Training, Higher Education and Scientific Research. The new ministerial setting with the unified responsibility for the whole education and training sector and a new State Secretariat, implied a period of transition to define distribution of roles and functions in the new governance structure. However, since both the State Secretary for VET and the Secretary General for VET are no longer in their positions, this will imply a longer transition period before cooperation priorities are reconfirmed. While the Strategy and the action plan set a wide range of objectives and actions, it is important to move ahead with the implementation of the action plan, on the basis of the targets set during the first meeting of the Committee for steering and evaluation of the VET Strategy. In parallel, concrete steps should be made in the process of regionalisation, which has been recently declared as the key priority for the country.

The quality of the system remains one of the key challenges. Furthermore, closer involvement of the business sector is needed, in particular in expanding the quantity and quality of work based learning. More involvement of the private sector should also help in closing the current mismatch between demand and supply of skills. While Morocco remains one of the countries in the region with the most advanced social dialogue and cooperation with the business sector in VET, actions to further strengthen capacities of employers (both in terms of quality and quantity) to allow a more systematic involvement are necessary. The presence of the CGEM (Confederation Generale des Employeurs au Maroc) has been key in the preparation of the strategy, as well as in the dialogue on the VET tax and work based learning. The recent establishment of the Sector Observatory (Observatoire des Branches), funded mainly by the VET tax and coordinated by the CGEM, can be an opportunity to involve the private sector in particular in the identification of skills needs in the priority economic sectors, including the focus on local needs.

In 2015, the Presidency of the Government took a particular commitment on development of a national qualifications framework (NQF) and it is currently coordinating the dialogue and consultation process. The establishment of the NQF institutional arrangements progressed and the NQF National Commission officially met for the first time in May 2016. The governance structure has been adopted, but the official legislative framework has still to be put in place. Further work is needed to support institutional capacities, relevant working instruments and methods.

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<sup>19</sup> Ministère de l'Éducation Nationale, de la Formation Professionnelle, de l'Enseignement Supérieur et de la Recherche Scientifique, *Stratégie nationale de la formation professionnelle 2021*  
<http://dfp.gov.ma/images/pdfdocs/2016/Strategie%20Formation%20FR.pdf>

### 3. Labour market and employment

#### 3.1 Trends and challenges

Despite government policies, economic growth has not translated into the creation of decent jobs. In the period 2012-2016, 26,400 net new jobs were created per year, compared to the net growth of the working age population of 270,000 people on average per year, according to the HCP 2016 data.<sup>20</sup> In 2015, employment mainly grew in services (in particular in domestic and personal services) and construction, followed by the industrial sector<sup>21</sup>. A large share of the labour force is employed in agriculture (38%) and services (40.8%), while industry generates 21.1% of employment. Self-employment is very high in Morocco, at 52.2% in 2014, while employment in the public sector is quite low (8.1%).

The activity rate is low and declining (from 49.6% in 2010 to 46.4% in 2016)<sup>22</sup>, with a substantial gender disparity (70.8% of men and 23.6% of women). According to the national data (HCP), the activity rate is higher in rural areas than in urban areas, 34.9% compared to 16.6% for women, and 77.9% versus 66.3% for men. This pattern, linked with high self-employment, suggests subsistence-type employment in the agricultural sector.

The employment rate has also decreased in the period 2011–2016, from 44.8% to 42.2%. The aggregate unemployment rate has increased slightly to 9.4% in 2016, however, youth unemployment (15-24) has increased to a particularly high level of 22.5%. The data indicate insufficient jobs for new entrants to the labour market, in particular quality jobs for those with higher educational attainment. A high share of active medium and highly skilled people remain unemployed (19.3% and 21.1% in 2015), while the low-skilled are less affected (5.9%) in 2015. An alarming phenomenon is the very high proportion of young people (15-24) not in employment, education or training (NEETs). HCP estimated the NEET rate at 27.9% in 2015, with a particularly high rate for young women (45.1%). Three quarters of young women NEETs are home and family carers. The 2016 data published by the Ministry of Labour<sup>23</sup> indicate 25% of NEETs in 2016 in the same age group (15–24), with a larger difference between young men and women, at 11.7% and 44% respectively.<sup>24</sup> The slight decrease from 2015 may be thanks to specific active employment measures, the trend however should be observed over a longer period. In addition, a high percentage of the unemployed are long-term unemployed (67.2%), particularly women (75.8% according to HCP). As many as 54.7% of the long-term unemployed have never worked, which shows the difficulties in entering the labour market for the first time.

In terms of working conditions, data indicate that, while there has been an increase in wage employment from 2010 (from 44.2% to 46.7% in 2016, according to HCP), the incidence of vulnerable employment was high and 11.3% of the employed in 2016 are in a situation of underemployment. Working conditions are poor. The Labour Market Observatory (OMT) data indicate high informality, with 62.4% of workers without an employment contract in 2013. According to HCP, 78.4% of employed persons had no medical coverage and 40.6% declared excessive working hours in 2016. According to the SAHWA Survey data<sup>25</sup> young people face great precariousness and fragility on the labour market: 73.3% of active young people (15-29) are not registered in any system of medical coverage and work without a contract. Only 21% are permanent employees, 33% are self-employed and 27.6% are temporary staff. Some 63% of those in employment used their personal and family relations to secure their job and 61% of young entrepreneurs are financially supported by their parents.

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<sup>20</sup> The World Bank Group, The World Bank Group, *Morocco 2040 – Emerging by Investing in Intangible Capital*, 2017

<sup>21</sup> Bilan Social, 2016

<sup>22</sup> Ibid

<sup>23</sup> Ibid

<sup>24</sup> HCP data

<sup>25</sup> Abdelhak Kamal, National Youth Policies, the case of Morocco under the EU funded SAHWA Project, 2016



### 3.2 Employment policy and institutional setting

Employment policy is shaped by the new Employment Strategy 2015-2025. The strategic framework focuses on improving employability, in particular for young people and women, and facilitating entry to the labour market. It also strengthens active employment programmes and aims at improving the governance and functioning of the labour market. Particular attention is given to social inclusion and bringing value to human capital. Currently, an Action Plan setting out the time frame and priorities for the implementation is under development.

The Ministry of Labour and Professional Insertion (*Ministère du Travail et de l'Insertion Professionnelle* – MTIP), previously the Ministry of Employment and Social Protection, is in charge of labour market regulation, employment and social protection. The ministerial staff has decreased progressively since 2010, affecting central services far more than the regional equivalents. This negative trend leaves important staff needs unanswered, in particular the labour inspectorate, social protection specialities, analysis and planning, project management and financial management. Labour inspectors represent 41% of the total staff of the Ministry, but the number is disproportionate to that of wage workers on the labour market (0.8 inspectors for 10,000 workers). The Ministry intends to invest in the capacity building of its staff in order to fill in these gaps. The number of staff who benefited from continuing training has almost doubled between 2010 and 2015 (from 351 in 2010 to 625 in 2015)<sup>26</sup>.

The ANAPEC (Agence nationale de promotion de l'emploi et des compétences), the agency in charge of implementing active labour market policies (ALMPs) and intermediation, is a subsidiary of the Ministry of Labour. Other agencies under the same Ministry include the national social security fund (Caisse nationale de sécurité sociale (CNSS)) and the national fund for social security entities (Caisse nationale des organismes de prévoyance sociale (CNOPS)). In 2016, the ANAPEC consisted of 79 agencies throughout the country. There are also 55 private recruitment agencies authorised for intermediation in recruitment, 67% of which are based in Casablanca, most specialised in interim jobs<sup>27</sup>.

The MTIP and ANAPEC stepped up action towards regionalisation in 2014–2015. This was particularly visible in the 2014 launch of the Regional Initiatives for Employment Development with effective starts made in four districts: Errachidia, Guercif, Sidi Slimane and Taza. This programme is based on the three pillars of development of proximity and innovative services for employment promotion, employability and support for self-employment. There are four pilot initiatives, which feature different approaches, but all rely on local partnerships with enterprises, NGOs and professional associations, and each one includes measures for the development of professional skills of job seekers in line with local employment needs. The pilot in Errachidia includes a strong component on women and entrepreneurship. Assessment of the implementation is not yet available.

Development and monitoring of employment policies is reliant on a number of consultative councils, most significantly on the Higher Council for Employment Promotion and the regional and provincial councils. However, the work of the councils is not well-coordinated. Implementation of the Active Labour Market Policies (ALMPs) is dependent on specific committees in charge of assessing regional needs and defining the selection criteria for projects. ALMPs are implemented through a set of targeted programmes with specific objectives. The different ALMPs include:

1. The Taehil programme aims to increase employability through contractual training for employment, qualifying training or reconversion training, plus training in emerging sectors.
2. The Idmaj programme supports the transition of youth from school to work through placements in companies.

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<sup>26</sup> Bilan Social 2016, p.118

<sup>27</sup> Ibid p.52



3. The Moukawalati programme supports self-employment through the creation of microenterprises.
4. The Tahfiz programme aims at promoting employment through incentives to enterprises and newly created associations. This programme was launched in 2016.

The Ministry of Labour provides an analysis of the programmes based on their quantitative objectives, however the lack of performance-based evaluation system makes it unclear whether the different ALMPs in place are effective and produce any medium to long-term impact. In 2016, the Ministry looked particularly at the progress on women's economic autonomy. The data show the female participation rate in the different programmes, ranging from 65% for the programme Taehil to 21% for the self-employment programme.

At the beginning of September 2017, the Prime Minister announced a vision of a coordination framework for all actors and stakeholders involved in employment policies and actions to boost employability. Employment objectives should be integrated with national development plans. A technical committee will be set up to monitor the progress towards this objective, accompanied by the interministerial committee on employment. The two committees will have also local representation and possibly working groups. A monitoring methodology should be put in place in order to continuously adapt the national employment strategy accordingly. Active labour market programmes will be enhanced for unqualified job seekers, the disabled, people benefitting from unemployment allowance, rural populations and legal immigrants. The deadline for the committees to prepare their monitoring action plan was November 2017.

Information on the labour market is available and monitored following the creation of a Labour Market Observatory (Observatoire national du marché du travail, OMT). Efforts to move towards an integrated system of data collection and analysis continue. However, more work is needed to develop an integrated system, improve local and sub-national data collection and analysis, and establish structured mechanisms for systematic use of the information produced in shaping the education and training provision.

# ANNEXES

## Statistical annex Morocco

This annex reports annual data from 2011 and 2016 or the last available year.

Indicator		2011	2016
1	Total Population (000)	32,185 <sup>(1)</sup>	34,487 <sup>(1)</sup>
2	Relative size of youth population (age group 15-24) (%)	28.9 <sup>(1)</sup>	25,9 <sup>(1)</sup>
3	Youth Dependency ratio (%)	42.1	40.8
4	Old-age Dependency ratio (%)	9.1	9.5
5	Global Competitive Index	Rank	73
		Score	4.2
6	GDP growth rate (%)	5.2	1.1
7	GDP per capita (PPP) (current international \$)	6688.4	7837.9
8	GDP by sector (%)	Agriculture added value	14.2
		Industry added value	28.9
		Services added value	56.9
9	Poverty headcount ratio at \$2 a day (PPP) (%)	M.D.	M.D.
10	Gini index (%)	M.D.	M.D.
11	Educational attainment of adult population (aged 25-64 or 15+) (%)	Low <sup>(2)</sup>	82.1
		Medium	9.9
		High	7.4
12	Gross enrolment rates in secondary education (%)	65.8	69.1 (2012)
13	Share of VET students in secondary education (%)	6.0	6.0 (2012)
14	Gross enrolment rates in upper secondary education (%)	51.3	54.5 (2012)
15	Share of VET students in upper secondary education (%)	11.7	11.6 (2012)
16	Low achievement in reading, mathematics and science – PISA (%)	Reading	N.A.
		Mathematics	N.A.
		Science	N.A.
17	Participation in training/lifelong learning (age group 25-64) by sex (%)	Total	M.D.
		Male	M.D.
		Female	M.D.
18	Early leavers from education and training (age group 18-24) by sex (%)	Total	M.D.
		Male	M.D.
		Female	M.D.
19	Activity rates by sex (aged 15+) (%)	Total	49.2
		Male	74.3
		Female	25.5
20	Employment rates by sex (aged 15+) (%)	Total	44.8
		Male	68.0
		Female	22.9

21		Total	8.9	9.4
	Unemployment rates by sex (aged 15+) (%)	Male	8.4	8.9
		Female	8.9	10.9
22		Low <sup>(3)</sup>	6.1	5.9 (2015)
	Unemployment rates by educational attainment (aged 15+) (%)	Medium	18.7	19.3 (2015)
		High	18.2	21.1 (2015)
23		Total	17.9	22.5
	Youth unemployment rates by sex (aged 15-24) (%)	Male	18.1	22.0
		Female	17.4	22.8
24	Proportion of long-term unemployed out of the total unemployed (aged 15+) (%)		64.8	67.2
25	Long-term unemployment rate (aged 15+) (%)		4.8	6.3 (2015)
26	Incidence of self-employment (%)		53.9	52.2 (2014)
27	Share of the employed in a public sector (%)		8.7	8.1
28		Agriculture	39.8	38.0
	Employment by sector (%)	Industry	21.8	21.1
		Services	38.3	40.8
29	Employment in the informal sector <sup>(4)</sup>		37.3 (2007)	M.D.
30		Total	M.D.	27.9 (2015)
	Proportion of people aged 15–24 not in employment, education or training (NEETs), by sex (%)	Male	M.D.	11.4 (2015)
		Female	M.D.	45.1 (2015)
31	Public expenditure on education (as % of GDP)		M.D.	4.7
32	Public expenditure on education (as % of total public expenditure)		M.D.	23.6
33	Skill gaps (%)		30.9 (2007)	31.8 (2013)
34	The share of SMEs in GDP (%)		M.D.	M.D.
35	The share of SMEs in employment (%) <sup>(5)</sup>		21.6 (2002)	M.D.

**Last update: 05/09/2017**

**Sources:**

Indicators 1, 19, 20, 21, 23, 24, 25, 26, 27, 28, 29, 30 – Haut-Commissariat au Plan

Indicators 2 - UNDP\_WPP15, Medium Variant estimates for 2016.

Indicators 3, 4, 6, 7, 8 – World Bank, World Development Indicators

Indicator 5 – World Economic Forum

Indicators 11, 22 – EUROSTAT

Indicators 12, 13, 14, 15: UIS UNESCO

Indicators 31, 32 – Ministry of Education, Training, Higher Education and Research

Indicator 35 – International Financial Corporation

**Legend:**

N.A. = Not Applicable

M.D. = Missing Data

**Notes:**

<sup>(1)</sup> estimates

<sup>(2)</sup> Includes no schooling

<sup>(3)</sup> ISCED 0-1 (does not include no schooling)

<sup>(4)</sup> does not include the agriculture

<sup>(5)</sup> definition: up to 199 employees

## Annex: Indicator 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, legal or registered residents can be considered.
2	Relative size of youth population (age group 15-24) (%)	The ratio of the youth population (aged 15–24) to the working-age population (usually aged 15–64 or 15–74).
3	Youth Dependency ratio (%)	The ratio of younger dependents (people younger than 15) to the working-age population (those in the 15–64 age group).
4	Old-age Dependency ratio (%)	The ratio of older dependents (people older than 64) to the working-age population (those in the 15–64 age group).
5	Global Competitiveness Index	The Global Competitiveness Index assesses the competitiveness landscape providing inside into the drivers of countries' productivity and prosperity. It expressed as scores on a 1 to 7 scale, with 7 being the most desirable outcome.
6	GDP growth rate (%)	The annual percentage growth rate of GDP at market prices based on constant local currency.
7	GDP per capita (PPP) (current international \$)	The market value of all final goods and services produced within a country in a given period of time (GDP), divided by the total population, and converted to international dollars using purchasing power parity (PPP) rates.
8	GDP by sector (%)	The share of value added from Agriculture, Industry and Services.
9	Poverty headcount ratio at \$2 a day (PPP) (%)	The percentage of the population living on less than \$2.00 a day at 2005 international prices.
10	Gini index (%)	Gini index measures the extent to which the distribution of income (or, in some cases, consumption expenditure) among individuals or households within an economy deviates from a perfectly equal distribution. A Gini index of 0 represents perfect equality, while an index of 100 implies perfect inequality.
11	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.
12	Gross enrolment rates in secondary education (%)	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.
13	Share of VET students in secondary (%)	The proportion of VET students in secondary education out of the total number of pupils and students in secondary education (general + VET)
14	Gross enrolment rates in upper secondary education (%)	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.
15	Share of VET students in upper secondary education (%)	The proportion of VET students in upper secondary education out of the total number of pupils and students in upper secondary education (general education + VET)
16	Low achievement in reading, maths and science – PISA (%)	The share of 15-years-olds falling to reach level 2 in reading, mathematics and science.
17	Participation in training/lifelong learning (age group 25-64) by sex (%)	The share of persons aged 25–64 who stated that they received education or training in the four weeks preceding the (LFS) survey.
18	Early leavers from education and training (age group 18-24) by sex (%)	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 (LFS) survey. Lower secondary education refers to ISCED 1997 level 0–3C short for data up to 2013 and to ISCED 2011 level 0–2 for data from 2014 onwards.
19	Activity rates by sex (aged 15+) (%)	Activity rates represent the labour force as a percentage of the population of working age.
20	Employment rates by sex (aged 15+) (%)	Employment rate represents persons in employment as a percentage of the population of working age.
21	Unemployment rates by sex (aged 15+) (%)	Unemployment rate represents unemployed persons as a percentage of the labour force.

	Description	Definition
22	Unemployment rates by educational attainment (aged 15+) (%)	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)
23	Youth unemployment rates by sex (aged 15-24) (%)	Youth unemployment rate represents young unemployed persons aged (15-24) as a percentage of the labour force (15-24).
24	Proportion of long-term unemployed out of the total unemployed (aged 15+) (%)	Number of unemployed persons aged 15+ who are long-term unemployed (12 months or more) as a percentage of unemployed persons aged 15+.
25	Long-term unemployment rate (age 15+) (%)	Number of unemployed persons aged 15+ who are long-term unemployed (12 months or more) as a percentage of the labour force aged 15+.
26	Incidence of self-employment (%)	The share of self-employed as a proportion of total employment. Self-employment includes employers, own-account workers, members of producers' cooperatives and contributing family workers.
27	Share of the employed in a public sector (%)	The share of employed in a public sector as a proportion of total employment.
28	Employment by sector (%)	The share of employed in Agriculture, Industry and Services.
29	Employment in the informal sector	Share of persons employed in the informal sector in total non-agricultural employment.
30	Proportion of people aged 15-24 not in employment, education or training (NEETs) (%)	The percentage of the population of a given age group and sex who is not employed and not involved in further education or training.
31	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. Both types of transactions together are reported as total public expenditure on education.
32	Public expenditure on education (as % of total public expenditure)	Public expenditure on education expressed as a 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. Both types of transactions together are reported as total public expenditure on education.
33	Skill gaps (%)	The percentage of firms identifying an inadequately educated workforce as a major constraint.
34	The share of SMEs in GDP (%)	The share of value added from small and medium sized enterprises (SMEs).
35	The share of SMEs in employment (%)	The share of persons employed in small and medium sized enterprises.







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