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International Centre
for Technical and Vocational
Education and Training



TVET Country Profile

MOROCCO



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Compiled in collaboration with the Ministry of Education,
Vocational Training, Higher Education and Scientific Research, Morocco.

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TVETipedia Glossary

In case of further clarification and definitions of terms contained herein, please refer to UNESCO-UNEVOC’s online TVETipedia Glossary, which provides definitions and background information from various trustworthy sources on terms commonly used in the area of technical and vocational education and training. Find out more at www.unevoc.unesco.org/l/68.

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UNESCO-UNEVOC TVET Country Profiles

To find similar information on other countries, please visit the UNESCO-UNEVOC World TVET Database at www.unevoc.unesco.org/l/589.

Statistics¹

General information

Category	Indicator	Statistics
Demographic	Total population ²	35.74 million (2017)
	Population growth ²	1.3% (2017)
	Median age of population ³	27.9
	Population aged 15-24 years (thousands) ²	5,95 million (2017)
Socio-economic	GDP growth (annual %) ²	4.1% (2017)
	GDP per capita (current US\$) ²	3,007 (2017)
	Unemployment rate (%) ⁴	9.3% (2016)
	Youth literacy rate, population 15-24 years, both sexes (%)	91.2% (2012)

Participation in education by level and by programme orientation (2017)

Category		Gross enrolment ratio (%)		Percentage of students who are female (%)	
Primary education (ISCED 1)		112.3%		47.5%	
Secondary education, all programmes	Lower secondary (ISCED 2)	79.7%	96.7%	46.0% (2017)	45.0%
	Upper secondary (ISCED 3)		62.2%		47.5%
Tertiary education, all programmes (ISCED 5-8)		33.8%		48.2%	
Category		Percentage of students enrolled in vocational programmes, both sexes (%)		Percentage of students in vocational education who are female (%)	
Secondary education, all programmes	Lower secondary (ISCED 2)	8.0%	3.9%	33.9%	27.2%
	Upper secondary (ISCED 3)		14.6%		36.7%
Indicator		Both sexes (%)		Percentage of students who are female (%)	
Percentage of students in tertiary education enrolled in short cycle education (ISCED 5)		17.6%		47.8%	

Education finance

Category	Indicator	Statistics
Expenditure	Government expenditure on education as % of total government expenditure (%) ²	21.3% (2014)
	Expenditure on education, except Higher Education, as % of total expenditure on Education	n.a.

SDG thematic indicators related to TVET and skills⁵

Category	Indicator	Statistics
Selected thematic indicators	SDG Participation rate in technical-vocational programmes, 15- to 24-years (%) ⁷	3.3%

Other useful statistics related to TVET and skills development

Indicator	Statistic
Employment to population ratio, ages 15-24, national estimate (%) ² female male	13.9% (2013) 37.8% (2013)
Share of youth not in employment, education or training (NEET) (%)	28.8% (2015)

Department	Education level					No. of students	No. of schools
	CAP	S	Q	T	TS		
OFPPT		35418	64751	87621	114793	302583	362
Agriculture	2367	1076	2407	1037	1559	8446	49
Tourism		816	906	2017	536	4275	15
Maritime fishing		691	821	320		1832	13
Crafts	1147	6412	2594	323		10476	57
Youth and Sport		846	2941			3787	88
Interior				48		48	1
Energy & Mines				45	192	237	2
Urban planning					89	89	2
Equipment					463	463	4
Chambres Professionnelle			142	63	37	242	3
Delegated Management			25	41	736	802	6
National Assistance	128	3382	2000			5510	60
AREF			374	863		1237	15
PRIVE		17283	9781	20071	29286	76421	1271
Associations	348	3871	766	131		5116	35
CFA-IE	6435	883	4125			11443	59
Total	10425	70678	91633	112580	147691	433007	2042

Source: Ministry of Education, Vocational Training, Higher Education and Scientific Research, Morocco

¹ Unless otherwise indicated, all statistics have been gathered from the UNESCO Institute for Statistics (UIS). <http://uis.unesco.org/>

² World Bank. World Development Indicators. <https://data.worldbank.org>

³ UN DESA. World Population Prospects. <https://esa.un.org/unpd/wpp/Download/Standard/Population/>

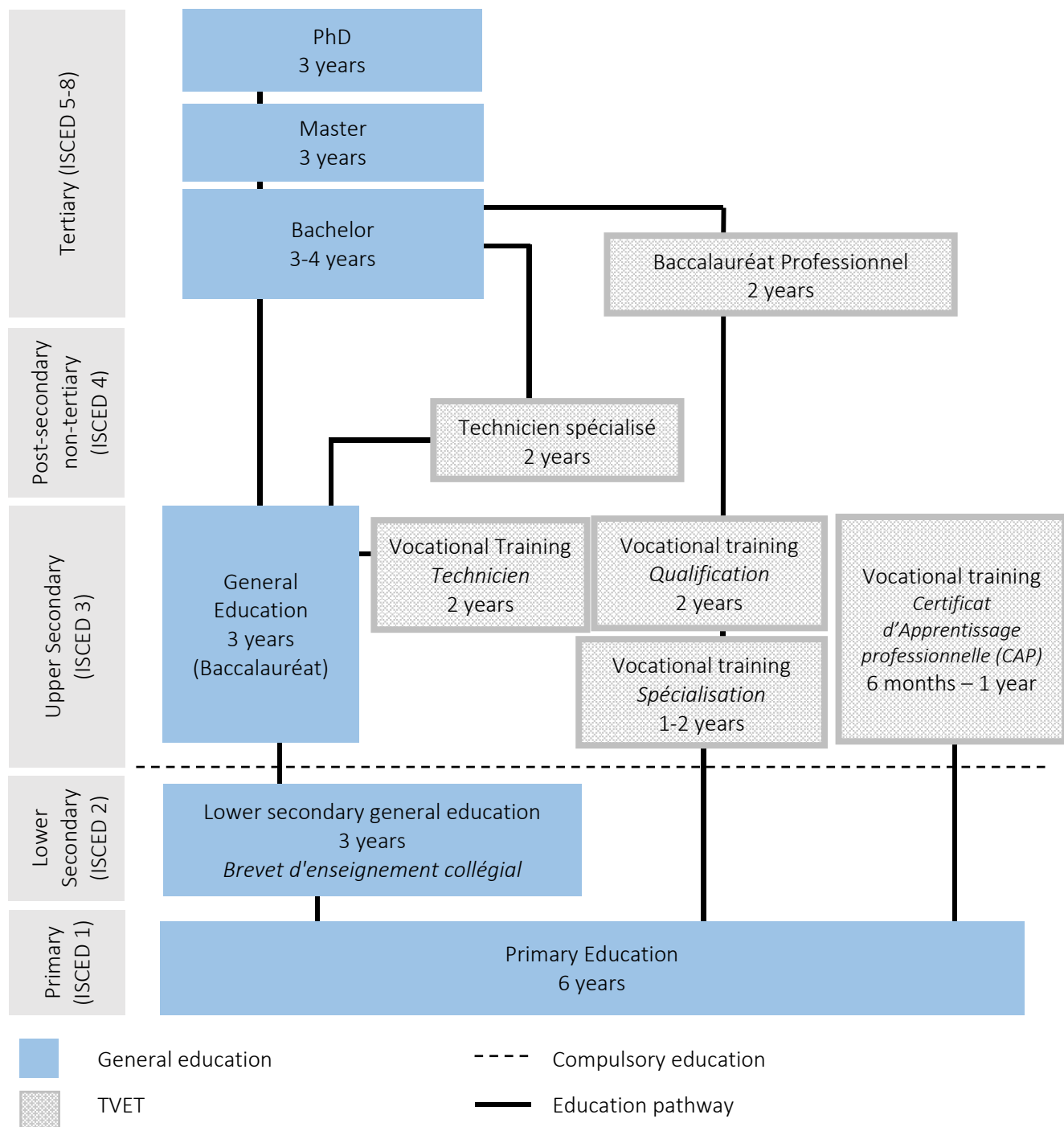
⁴ International Labour Organization. ILOSTAT - ILO database of labour statistics. www.ilo.org/ilostat

⁵ ILO. 2017. Youth employment in North Africa – a regional overview. https://www.ilo.org/wcmsp5/groups/public/---africa/---ro-addis_ababa/documents/meetingdocument/wcms_577306.pdf

⁷ Other Sustainable Development Goal 4 thematic indicators at <http://sdg4monitoring.uis.unesco.org/>

1. TVET systems

TVET in the Moroccan education system¹



¹ Compiled by UNESCO-UNEVOC International Centre.

Formal TVET system

Certificate of Professional Training - Certificat d'Apprentissage Professionnel (CAP) is offered at the lower secondary education level (ISCED 2).	
Duration:	6 months to 1 year
Admission requirements:	Minimal competency in reading, writing, and maths; Entry age between 15-30 years
Taught in:	State owned and private owned secondary institutions accredited by the Ministry of National Education, for Vocational education, higher education and scientific research.
<p>The major areas of professional training include: Agriculture, Fishing, Crafts, Youth and Sports, Tourism and Hospitality Management. The graduates receive the same training as accomplishing the first year of Professional Specialization (<i>Spécialisation professionnelle</i>).</p>	

Specialized Training or Formation professionnelle de niveau Spécialisation offered at the secondary education level (ISCED).	
Duration:	1 year to 2 years depending on the courses and skills required
Admission requirements:	Must have at least completed the 6 th year of primary education; Entry age between 15 – 30 years
Taught in:	State owned and private owned institutions that are accredited by the Ministry of National Education, for Vocational education, higher education and scientific research
<p>Students can take any one of the specialized courses offered, among them Agriculture, Tourism, Maritime Fishing, Crafts, or Sports training. Apprenticeships are governed by a contract between the host employer and the apprentice or his / her legal guardian and approved by an Apprenticeship Training Center – (<i>Centre de Formation pas Apprentissage, CFA</i>). This contract defines the rights and obligations of both parties. The graduates receive the same training as accomplishing the first year of Professional Qualification (<i>Qualification professionnelle</i>).</p>	

Qualification training or Formation professionnelle de niveau Qualification offered at the upper secondary level (ISCED 3).	
Duration:	2 years
Admission requirements:	3rd year secondary college, Entry age between 15 – 30 years. Also required is a Professional specialization diploma as part of the internal bridges.
Taught in:	High school
<p>Qualifications are offered in the fields of Agriculture, Production crafts, Construction and public works, Mechanical, Metallurgical, Electrical and Electronic Industries, & Processing industry. Upon completion, the student/ apprentice is awarded a Professional qualification Diploma (<i>Certificat de qualification professionnelle, CQP</i>).</p>	

Technical Diploma or Formation professionnelle de niveau Technicien offered at the post-secondary level (ISCED).	
Duration:	2 years
Admission requirements:	2 nd year high school, Entry age between 16 – 30 years.
Taught in:	Technical High School
Technical High schools can also be known as vocational colleges Upon completion, the apprentice is awarded a Technical Diploma - Diplôme de Technicien (DT)	

Technical Education and training or Formation professionnelle / Technicien spécialisé is offered at the secondary school level (ISCED 3).	
Duration:	2 years
Admission requirements:	Secondary school Certificate, Entry age between 16 -30 years
Taught in:	Vocational Schools both private and state owned
Courses taught in the field of Tourism, Agriculture, Fishing, Energy and Mines under the auspices of the <i>Office de la formation professionnel et de la promotion du travail L'OFPPT</i> ¹ (Office for Vocational training and Work promotion) Upon completion, the apprentice is awarded a Diplôme de Technicien spécialisé (DTS)	

Professional Diploma offered at the post-secondary level (ISCED 4).	
Duration:	2 years
Admission requirements:	- Maximum age allowed 19 years - Professional qualification diploma or equivalent
Taught in:	Professional or Vocational schools
Courses taught in the field of Tourism, Agriculture, Fishing, and Management under the auspices of the <i>Office de la formation professionnel et de la promotion du travail L'OFPPT</i> (Office for Vocational training and Work promotion). Upon completion, student is awarded a Professional Diploma Licence professionnelle (LP)	

¹ The Office of Vocational Training and Work Promotion is a Moroccan public body that offers short and practical training courses for young people to better integrate into the labour market.

2. TVET strategy and key policy documents

The following key documents help guide the development of TVET in Morocco:

Name of document	Strategic Vision for Reform (2015-2030)
Date entered into force	2015
Website link	www.csefrs.ma/publications/vision-strategique-de-la-reforme/
Key points and objectives	
<p>In 2015, the Higher Council for Education, Training and Scientific Research (CSEFRS) recommended the implementation of a set of measures aimed at upgrading the education and training systems. This strategic vision aims to form an education system that has at its core:</p> <ul style="list-style-type: none"> • Equity and equality of opportunity; • Quality for all; • The promotion of the individual and society. 	

Name of document	National Strategy for Vocational Training (2016-2021)
Date entered into force	2016
Website link	www.dfp.gov.ma
Key points and objectives	
<p>In May 2016, the Ministry adopted a "National Vocational Training Strategy for 2021", the implementation of which was initiated by the signing of program contracts with the various VET operators. The National Vocational Training Strategy 2021 (NPS 2021) is an integral part of 23 priority measures of the 2015-2030 strategic vision for reform of the Higher Council for Education, Training and Scientific Research (CSEFRS) and aims to ensure and guarantee life-long learning and education for all.</p>	

3. Governance and financing

Governance

In Morocco the **Ministry of National Education of Vocational Training, Vocational Education and Scientific Research** – and the **State Secretariat for Vocational Training**, is responsible for the design of the TVET policy. The TVET system is marked by a diversity of stakeholders, under the guidance of the ministerial department in charge of vocational training. This diversity is in itself an asset in that it has allowed the development of varied trainings and the setting up of different coordination mechanisms.

The major actors in this sector can be divided into three main categories:

- The **State Secretariat for Vocational Training**, a ministerial entity responsible for coordinating general policies on vocational training, is entrusted with a mission of planning, guiding and evaluating the strategies implemented for the promotion of the system. This Department is relayed at the regional level by external services;
- Training Actors imparting TVET courses: These include public entities such as the **Office for Vocational training and Work promotion** and sectoral **training programs** (Agriculture and Maritime Fisheries, Crafts, Tourism, Health ...), as well as private providers of TVET programmes;
- Strategic partners whose involvement promotes the development of this sector and its anchoring in its socio-economic environment (some of them provide training). These are, on the one hand, organizations, branches and professional corporations and on the other associations and actors of civil society.

In addition to the aforementioned, other national, regional and local organizations contribute to the management of formal and non-formal TVET systems.

Financing

The **Ministry of Economy and Finance** is responsible for funding formal and non-formal TVET and it does so through the following main sources of funding: public, private and development assistance.

The budget allocated to the vocational training sector is estimated at around 0.5% of GDP. It is characterized by its complexity in terms of the multitude of stakeholders in this sector and the diversity of funding sources, plus the difficulty of identifying the actual allocation of these resources in the absence of an accounting framework specific to vocational training.

However, it can be considered that the financing of vocational training comes from the following sources:

- State budget allocations;
- Proceeds of the vocational training tax – Tax de la Formation Professionnelle (TFP);
- International cooperation and donor assistance;
- Household contributions or enrolment fees.

As of 2016, the State allocated budget was distributed as follows:

Budget for Vocational Training System	Budget (millions) 2016	%
Department of Professional/Vocational Training	308	10%
Office for Vocational training and Work promotion	2,493	78%
Other ministerial Departments	384	12%
Total	3185	100%

The products of the vocational training tax, which represent 1.6% of the payroll, are distributed as follows:

- 70% finances the operation of the Office for Vocational Training and Work Promotion (OFPPT);
- 30% finances the mechanisms put in place by the public authorities for the development of on-the-job training [i.e. Special Training Contracts - *Contrats Spéciaux de Formation (CSF)* and the Interprofessional Association of Consultants - *Groupements Interprofessionnels d'Aides au Conseils (GIAC)*].

4. TVET teachers and trainers

The core of the training program is its human resources, in particular trainers who are able to translate the training objectives into knowledge, skills and attitudes necessary for the qualification of trainees and their insertion in the workplace. The vocational training system now has 19,500 trainers, including 9,000 in public VET schools/institutions.

The average supervision ratio is 38 trainees / permanent trainer with an average of 41 for VET schools/institutions in ministerial departments, a rate of 52 trainees / permanent trainer for public VET schools/institutions and 19 for private VET schools/institutions.

These numbers include permanent trainers as well as temporary trainers who represent 46% of the workforce in the private sector and 42% for the OFPPT in 2017-2018. For the ministerial departments, the rate of vacancies remains very variable from one department to another with 100% for the equipment department and no vacancy at the level of the department of tourism.

On the subject of training for trainers, qualification, pedagogical and professional upgrading of trainers are at the heart of the question of the quality of the training provided. Apart from the training of trainers efforts carried out by some operators, the trainers are recruited without prior training qualifying them to practice the profession and are often newly graduates. The professional experience of the trainers is essential to the exercise of this profession even if the VET institutions resort to individual contractors. The training of trainers and the certification of their skills remain very limited. The system currently presents inequalities in the recruitment procedures of the teachers / trainers between public and private VET schools.

5. Qualification system and quality assurance

National Qualification Framework (NQF)

Although the National Qualification Framework in Morocco is in the development phase, there is an **Accreditation System** in place which authorizes private VET institutions to hold exams and award diplomas. Accredited private VET schools or institutions are required to apply trainee assessment methodology based, for practical purposes, on examinations supervised by juries to which participation of professionals is mandatory and on continuous examinations and final evaluation.

The accreditation of private vocational training institutions and its monitoring and evaluation is organized annually by the **Department of Vocational Training** under the supervision of the **National Sectoral Commissions of Private Vocational Training** (*CNSFPP - Commissions Nationales*

Sectorielles de la Formation Professionnelle Privée) set up for this purpose. The mechanism is structured as follows:

The accreditation of the private vocational training institutions consists in authorizing private institutions to organize examinations for trainees who have completed their training in these institutions and to issue diplomas recognized by the state.

Eligibility conditions of the private vocational training institutions are:

- They are in a regular situation with regards to regulatory and administrative obligations;
- They have obtained the qualification of all the training courses provided;
- They comply with the rules of organization and management of examinations set by the Administration.

Quality Assurance

There is no real national quality assurance policy in the professional/vocational training sector in Morocco. However, the State Secretariat in Charge of Professional Training (*abbreviated as SEFP - Secrétariat d'Etat Chargé de la Formation Professionnelle*) is responsible for the development, maintenance and quality of the TVET curriculum.

In order to be accredited, public vocational education and training establishments have to specify the levels of training, sectors, programs, and training periods to the certifying authorities. Private institutions must have an authorization to open and then seek an approval for the sectoral qualifications they wish to offer before they can receive an accreditation of the institution and the programmes offered.

6. Current reforms and policy discussion

A draft framework law of the education and training system is currently being discussed at the level of the House of Representatives. This law will support the ambitious and far-reaching reform under the 2015-2030 vision and is in line with the challenges Morocco faces in developing its education and training system.

Challenges

According to National Strategy for Vocational Training 2021, Morocco is facing the following challenges to the TVET system:

Inclusion

Greater openness of the system to different population groups is expected to reach more current beneficiaries and new populations.

Particular attention is given to populations from rural areas, poor neighbourhoods or limited income families.

Access to public vocational training institutions should be given to young people from all backgrounds.

Demand-Driven Training Offer (Training-Employment Matching)

This issue has been one of the main concerns of vocational training decision-makers and stakeholders, given its importance in determining the supply of training both quantitatively and qualitatively.

The qualitative and quantitative development of the supply of vocational training requires knowledge of the evolution of economic and social demands. However, and as the diagnosis of the national vocational training system has shown, significant differences between the supply of training and the needs of several economic sectors persist, despite the introduction of several tools for identifying and defining needs.

Continuous Quality Improvement

In quantitative terms, the vocational training system has made significant progress, in particular through the investment efforts of the past 15 years. However, in terms of quality, there are still constraints and the qualifications of the trainee are still subject to criticism from employers, and a significant number of young people leave the vocational training system without a diploma or qualification.

Governance

The diversity of actors in the management of the vocational training system and in the implementation of public policy, the complexity of the funding model and the dispersal of decision-making centres for resource allocation make the planning tasks, coordination and monitoring, difficult and often ineffective.

Roles and responsibilities that are not clearly defined, for their part, are an important source of difficulties and inefficiencies in the governance of the system, resulting in weak coordination between existing actors and lack of regulation of the supply chain.

Valuation of the vocational training system

The attractiveness of the vocational training system remains deficient compared to the populations concerned, who, for the most part, see it as a path reserved for students in a situation of academic failure and not as a choice for personal success.

The main remaining weaknesses in the attractiveness of the system are, in particular, its weak capacity to demonstrate the opportunities it offers in terms of social inclusion and professional success.

7. References and further reading

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