

## Summary of the Morocco report on the E/T continuum

### Introduction

The report comes in the wake of the adoption by Morocco of an important and radical reform of its education and training system entitled “Strategic vision for the 2015-2030 reform: the need for schools that promote equity, quality and opportunity.” It was also prepared in a socio-economic context marked by major demographic change (2.2 children per woman in 2014 compared to 7.2 in 1962), and a high rate of urbanisation, which rose from 29.1% in 1960 to 60.3% in 2014.

### Basic data on education levels among the population

Two ministries currently share responsibility for Morocco’s education and training system: the Ministry of National Education and Vocational Training (MENFP) and the Ministry of Higher Education, Management Training and Scientific Research (MESFCRS). The budget allocated by the government to education and training increased by an average of 7.15% over the 2001-2013 period.

The national education sub-system covers pre-school, primary school, lower-secondary education and skills education. It also offers basic vocational diplomas. In 2015/2016, there were 6.9 million children/students, which represented an increase of about 4.7% in comparison to 2012/2013. Girls account for 48% of the total. The gross enrolment rate for pre-school was 59.7% in 2013. The enrolment rate for 6 to 11 year-olds has increased by more than 20% between 2000 and 2013 and reached nearly 100 % of this age group. The specific enrolment rates for children aged 12 to 14 and 15 to 17 also increased significantly (+28% between 2000 and 2013 for the first group and +11% between 2000 and 2016 for the second group). However, 29.1% of children across the country still do not attend school.

#### 1. Part 2: Basic data on vocational training/TVET

Vocational training was long considered as a “path to failure” reserved for students who were unable to continue their general studies. It has now become an essential component of the Moroccan education and training system thanks to the “National Vocational Training Strategy 2021” reform of 2015/2016 (NPSW 2021).

#### Organisation of vocational training

Initial vocational training, which is for young people aged 15 and over, includes three forms of training:

- Residential training, organised mainly at vocational training colleges, entailing a short company placement;
- Dual training (alternating college-based learning for 50% of the time with company placements for the remaining 50% of the time);
- Apprenticeship training, entailing in-company training for 80% of the time, topped up with general education and technology training in a vocational training college for at least 10% of the time.

These three forms of training give access to four levels of training/qualification: specialisation (S), qualification (Q), technician (T) and technician (TS). A fifth level (CAP) is for

apprenticeships. Alongside initial vocational training, there are skills training courses for graduates seeking employment who are having difficulty finding work. Finally, there are continuing education courses for workers.

### **Indicators on the development of vocational training**

The number of students in vocational training is constantly growing. There were 331,981 in 2012/13 and 450,663 for 2015/2016, representing a 15% increase over the last two years. The training and manpower agency OFPPT trains more than 60% and the private sector trains about 25%, which represents a sharp increase. T and TS-level students accounted for 62% of those trained 2015/2016, while CAP students accounted for just 2%. Residential training is still predominant. Just over 60% of trainees leave with a qualification. 69% of the training courses are provided to T and TS levels.

In addition to these students, non-formal education caters for 8 to 16 year-old trainees who have not enrolled at school or are undereducated. Their number doubled between 2000 and 2016 and there are currently over 96,000 of them. Furthermore, the number of students in higher education more than doubled between 2000 and 2013. The science and technology sectors account for about 30% of those enrolled (2013).

### **Part 3: the current education/training continuum**

The continuum **at the level of general education** can be summarised as follows: 90% of those enrolled in the first year of primary education in 2012 went all the way through (with or without repeating). 71% of them managed to complete lower secondary education and 42% of them completed upper secondary education with a qualification. However, the dropout rates rose sharply between 2012/2013 and 2014/2015. This was due to lack of motivation, distance to school, tuition fees or the pressure to contribute to household income. At higher education level, a significant number of students left university without a degree (64%). 25.2% of those dropping out do so in the first year, 40.2% in the second year and 20.9% in the third year. Until recently, a near majority of universities did not accept holders of a TS qualification, despite it being equivalent to the BTS and DUT certificates.

Social measures (school canteens, scholarships, internships, participation in training costs, one million schoolbags, etc.) have been introduced to improve the situation as far as the continuum is concerned.

### **Part 4: measures aimed at integrating general education and vocational training**

The education and training reform launched by the MENFP in 2013 led to the introduction of new career paths to promote the integration of education and training.

#### **A scheme enabling children to find out about occupations at primary school**

This scheme was launched two years ago, further to a pledge to raise schoolchildren's awareness about the importance of professional activities in business. An evaluation of the scheme will take place as from 2017.

#### **The vocational option at lower secondary level**

The vocational option at lower secondary level offers education tailored to the needs of lower secondary school in accordance with the school environment. It gives students and those who have already left access to the general secondary education leading to a

qualification, to the vocational baccalaureate, to vocational training or to the job market further to a short course to train for an occupation.

#### **The vocational option at upper secondary level**

The vocational baccalaureate, which was launched in 2014/2015 in the industry and agriculture sectors, was extended in 2015/2016 and it now offers 19 new training courses. It is a dual training course, combining classroom learning with work experience, and it is organised with the participation of sector bodies. It can either lead to higher education or to the job market.

The various options are part of an integrated information and guidance process which coordinates the various components of the education and training system in order to improve their complementarity and develop new levels of training leading to vocational bachelor's and master's degrees.

#### **Part 4: developing a continuum by providing access to lifelong education and training for all**

Other schemes illustrate the more inclusive and integrated nature of the education and training system, such as:

- The specific scheme aimed at young school dropouts aged 13 to 14. It aims to bring them back into general education or help them into vocational training;
- The expansion of apprenticeship training for young people (with an upper age limit of 40) who do not have a sufficient level of schooling but who can read and write;
- Specific measures for rural youngsters and low-income families to facilitate their access to vocational training;
- The development of continuing training for workers. This training, for which only contributing enterprises qualified in the past, has been extended to small and very small companies, individual workers (training time credit and skills assessments) and self-employed people.

#### **Part 5: developing a continuum by recognising all forms of knowledge and skills acquisition**

Several schemes have been developed for this purpose:

- Recognition of equivalence between formal and non formal education;
- Validation of prior learning and experience (APEL). This has been trialled and is now being rolled out;
- Distance education: training programmes have been developed and broadcast on a cultural channel. Similarly, there are online platforms for accrediting IT skills;
- The establishment of a national qualifications framework (NQF) is underway and the National Qualification Commission has already been established.

#### **Conclusion**

The education/training continuum is at the heart Morocco's social ambitions. It aims to guarantee each individual a long-term and high quality integration and adaptation process to promote economic development and the country's social cohesion.