

African Continental Qualifications Framework MAPPING STUDY

Country Report Working Paper



MOROCCO

SIFA

Skills for Youth Employability Programme

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This working paper on the national qualifications framework of Morocco is part of the Mapping Study of qualifications frameworks in Africa, elaborated in 2020 in the context of the project *Developing the African Continental Qualifications Framework (ACQF)*.

The reports of this collection are:

- **Reports on countries' qualifications frameworks:** Angola, Cabo Verde, Cameroon, Egypt, Ethiopia, Kenya, Morocco, Mozambique, Senegal, South Africa and Togo
- **Reports on qualifications frameworks of Regional Economic Communities:** East African Community (EAC), Economic Community of West African States (ECOWAS), Southern African Development Community (SADC)

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Acronyms

ACQF	African Continental Qualifications Framework
ANAPEC	National Agency of Promotion of Employment and Competences
ANEAQ	National Agency for Evaluation and Quality Assurance in Higher Education and Scientific Research
ANLCA	National Agency for the Fight Against Illiteracy
ANQAHE	Arab Network for Quality Assurance in Higher Education
ASG-QA	African Standards and Guidelines for Quality Assurance
AU	African Union
AUC	African Union Commission
Bac	Baccalauréat
BTS	Brevet de Technicien Supérieur
CFP	Certificate of Professional Training
CGEM	Confédération Générale des Entreprises du Maroc
CNPN	Cahiers des Normes Pédagogiques Nationales
CSEFRS	Higher Council of Education, Training and Scientific Research
CSMD	Commission Spéciale sur le Modèle de Développement
BTS	Brevet de Technicien Supérieur
DFP	Department of Professional Training
EAC	East African Community
ECOWAS	Economic Community of Western African States
EQF	European Qualifications Framework
ETF	European Training Foundation
EU	European Union
HCP	Haut Commissariat au Plan
LMD	Licence Master Doctorat
MENFPESRS	Ministère de l'Éducation Nationale Formation Professionnelle Enseignement Supérieur et Recherche Scientifique
NQF	National Qualifications Framework
OdB	Observatory of Professions and Competences of Professional Branches (Observatoire des Branches)
OFPPPT	Office de la Formation Professionnelle et de la Promotion du Travail
REM	Repertoire Emplois-Metiers
REC	Référentiel Emplois-Compétences
RECs	Regional Economic Communities
RPL	Recognition of prior learning
STC-EST	Specialised Technical Committee on Education, Science and Technology

1 Introduction

1.1 Policy context of this mapping study

This country report forms an integral part of the *Mapping Study on the state of play and dynamics of qualifications frameworks in Africa*, which lays the updated evidence foundation for development of the African Continental Qualifications Framework (ACQF). The purpose of this report is to provide an updated overview – not an evaluation – of policies, practices and instruments related to the qualifications framework in Morocco.

The African Union Commission (AUC) initiated the ACQF development process in September 2019 and is working in partnership with the European Union (EU), Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ) and the European Training Foundation (ETF) over a period of three years (2019-2022). The ACQF's development activities are part of the African Union (AU)-EU project "Skills for Youth Employability", which supports a holistic process building on evidence and analysis, AUC political leadership and consultation of African stakeholders (national, regional and continental), awareness raising and capacity development of African stakeholders.

The main planned output of the project by mid-2022 is the ACQF policy and technical document and action plan technically validated for decision-making by the relevant organs of the AU.

The intermediate project outputs planned for 2019 to 2022 are:

- ACQF Mapping Study (by mid-2020)
- ACQF Feasibility Study (by mid-2021)

Other key activities:

- Stakeholder consultation workshops throughout the process (2019-2022)
- Awareness raising and capacity development actions (2020-2022)
- Website to support ACQF development and information sharing
- ACQF-related policy and technical information for STC-EST meetings

1.2 ACQF Mapping Study: brief overview of the scope and methodology

The ACQF Mapping Study aims to chart a comprehensive, specific and updated analysis of where Africa stands in respect of qualifications framework development, establishment, operationalisation and revision. The scope of the study is wide in terms of explored thematic domains and inclusive, as it considers the broad range of countries' dynamics and progression stages in developing and establishing qualifications frameworks.

The mapping study builds on a combination of sources of information and data:

- a) Desk research: collection and analysis of sources, including policy-legislative framework; methodology sources; qualifications websites, registers and catalogues; statistical data; analyses and studies.
- b) Online survey: conducted between beginning of November 2019 and mid-January 2020; a second round was conducted in May 2020. Responses were received from 33 countries.
- c) Technical visits to a group of ten countries and three Regional Economic Communities (RECs): carried out by a team of experts, in the period from mid-December 2019 to mid-March 2020.

Countries included in the technical visits: Angola, Cameroon, Egypt, Ethiopia, Kenya, Morocco, Mozambique, Senegal, Togo and South Africa. Cabo Verde was included in March 2020, but due to the Coronavirus Pandemic the research did not include a country visit, and was based on online meetings, a presentation of the NQF and extensive desk research. Three Regional Economic Communities (RECs) contacted: EAC, ECOWAS and SADC.

Main reports of the mapping study

- Final comprehensive report, encompassing the full set of findings from the continental stocktaking and the thematic analyses on qualifications frameworks developments in Africa. Finalisation: September 2020.
- Synthetic report and infographics focused on key findings. Period: September 2020.

Thematic analyses contributing to the comprehensive mapping study

- Report of continent-wide survey of developments of qualifications frameworks encompassing all AU member states (AU MS) and RECs.
- Report of comparison of key characteristics of qualifications frameworks (11 countries, 3 RECs).
- Report of analysis of qualifications (1 technical-vocational at secondary level, 1 higher education).
- Country reports (11 countries) and REC reports (3 RECs).

1.3 Morocco: technical country visit

In Morocco, the technical visit took place from 9 to 12 December 2019 and was led and coordinated by the Department of Professional Education (DFP) of the Ministry of National Education, Higher Education, Professional Training and Scientific Research (MENESFPRS). The Secretary General of DFP is the Interim Secretary General of the Permanent Commission of the National Qualifications Framework (NQF).

The preparation of the visit started after the inaugural workshop of the ACQF project (2-3 September 2019, at the headquarters of the AUC), thanks to the gracious cooperation and facilitation by the Secretary General of DFP and the Head of Division of Programmes and Pedagogic Coordination. The agenda of the technical visit and the specific thematic questions were discussed and agreed in November 2019, based on the approach and topics outlined in the technical note of the ACQF project “ACQF Mapping Study – brief methodology”. The agenda included a workshop, which took place in Rabat on 12 December 2019, and bilateral meetings for more in-depth dialogue with key institutions.

The members of the Permanent Commission of NQF gathered at the workshop of 12 December to discuss the way forward after the nomination of the commission. The workshop included peer learning with the South African Qualification Authority and discussions in working groups.

The bilateral meetings were highly informative. The list of organisations interviewed for this report is inserted in Annexure 7.

During and after the technical visit DFP graciously clarified a number of policy and technical questions, and shared a rich set of documents of policy, technical and methodological nature for this report, included in the chapter *Sources* of this report. The policy evaluations of the subsystems of higher education and professional education, published in 2018-2019 by Higher Council for Evaluation Training and Scientific Research ([CSEFRS](#)), are important sources for this report. The technical and methodological documents, guidelines and reports available on ANEAQ’s website provided a large part of the information and insights on the higher education system, especially on quality assurance policy and practice.

This ACQF Mapping Study provided the opportunity to collect and analyse new information reflecting the ongoing dynamics of the NQF in Morocco. This analysis has permitted a substantial update of the NQF country fiche Morocco published in 2018 in the [Qualifications Platform](#) coordinated by the ETF.

The ACQF project acknowledges and expresses sincere gratitude to the authorities of the Kingdom of Morocco for the efficient organisation of the technical visit from 9 to 13 December 2019, for the generous sharing of documentation and views during and after the country visit and for the gracious assistance and cooperation. Special appreciation to the Secretary General of the Department of Professional Education of MENFPESRS for the coordination of the technical visit.

2 Snapshot of the National Qualifications Framework

2.1 Legal base

The Moroccan NQF is underpinned by a range of policy and legislative documents, such as the Framework Law 51.17 on Education (adopted 19 August 2019), the [Strategic Vision 2030 for a School of Equity Quality and Promotion](#), and the [Professional Training Strategy 2021](#).

The “Reference Document of the Moroccan NQF” defines the detailed conceptual-technical design of the NQF and is politically validated but is not sanctioned by a legal Act.

By decision of the Minister of National Education (MENFPESRS) of 26 July 2019, an inter-stakeholder organ – the NQF Permanent Commission – was established with the mandate to operationalise the NQF. Details on the composition and mandate of the commission can be found at Chapter 6 of this report.

2.2 Stage of development of the NQF

In 2007, the Moroccan stakeholders and governmental institutions initiated the process of analysis and exploration underpinning the technical and conceptual design of the NQF.

The NQF conceptual-technical framework was defined in the Reference Document of the Moroccan NQF, originally validated by a ministerial conference held in Rabat on 27 February 2013. In October 2015, the document was updated and revised, and in 2019 it was revalidated by the Minister of National Education.

On 23 May 2016, the first meeting of the National NQF Commission, chaired by the Prime Minister of Morocco (official designation: “*Chef du Gouvernement*”) approved the three key elements of the Reference Document NQF: 1) the eight levels and their descriptors, 2) the governance scheme of the NQF, and c) the NQF implementation roadmap 2016-2017.

An important step was taken with the creation of the NQF Permanent Commission in July 2019. Concrete political orientations to start operationalisation are expected in 2020, notably, agreement on the roadmap for action, and establishment of an operational setting (unit) resourced and mandated to run the activities. Steps to conceive and launch the NQF Repertoire (qualifications register) have been initiated and will be continued in 2020.

2.3 Governance

Lead and coordination: The Ministry of National Education Vocational Training Higher Education and Scientific Research. By letter Nr 752 of 30 April 2019, the Government Presidency delegated the leading and coordinating role of the NQF development to the Minister (MENFPESRS).

The NQF is governed by two main commissions:

- a) National Commission: Political and strategic decisions. Composed by ministers and the President of the Employers’ Confederation (CGEM);
- b) NQF Permanent Commission: Created by decision of the Minister (MENFPESRS) of 26 July 2019 – is entrusted with the task to consolidate and operationalise the NQF. Composed of representatives from 13 public and non-public institutions and departments (listed in Chapter 6.1 of this report). Apart from the key departments of MENFPESRS in charge of policy-making and coordination in higher education, national education and professional education, the NQF Permanent Commission includes representatives from sector ministries, public employment service, public institution provider of professional training, quality assurance agency of higher education, alphabetisation agency, the higher council of education, the conference of presidents of universities, and the employers’ confederation.

The preparatory work to establish the independent qualifications agency is a task of the NQF Permanent Commission.

2.4 NQF objectives

In the Reference Document (2013) the NQF is defined as follows:

“An instrument for regulation of qualifications based on objective characteristics of quality, in view of their recognition by the labour market. It is an instrument for referencing of qualifications, whose quality is in line with a quality assurance system that takes account of learning outcomes, prescribed by the labour market following a prospective analysis.”

The Framework Law on Education 51.17, adopted in 2019, partially confirms the above definition, but adds a new driving element beyond the labour market: the society.

“The national certification framework: a tool for identifying and classifying diplomas at the national level, in accordance with a reference grid of applicable standards on different levels of learning outcomes, which takes into account the needs of the labour market and the development of society.” (Law 51.17 on Education, Article 2)

2.5 NQF conceptual-technical design: scope, levels and descriptors

The Moroccan NQF is structured in eight levels (1 to 8), each defined by six domains of level descriptors:

1. Knowledge
2. Skills
3. Complexity
4. Autonomy/Responsibility
5. Adaptability
6. Communication

The level descriptors in the Moroccan NQF are formulated with a degree of detail and can serve as a reference for stakeholders and practitioners involved in designing competence standards, learning programmes and assessment standards. By opting for the indicated domains, the involved stakeholders took account of key strategic areas for the future of education and training, such as communication skills, as well as adaptability.

By recommendation of the Department of Professional Training (DFP), aimed at supporting practical application of the principles of the NQF, vocational training operators are required to take into account the level descriptors of the CNC in the development of standards (referential) and programs. This recommendation is in its initial stage of implementation.

2.6 Use of learning outcomes

The learning outcomes-based qualifications is well rooted in the professional training subsystem. In Morocco, the competences-based approach (*Approche Par Competences*, APC) has been continuously promoted by the government and gathered substantial experience of more than a decade of methodological developments, programme design and implantation and training of APC specialists. The successive APC projects conducted between 2003 and 2016 resulted in the design and review of 159 programmes of all qualification levels of the professional training system. There were 130 APC programmes that were effectively implanted and launched in 213 public and private institutions. The APC methodological framework is detailed in a package of 17 guides and support materials.

In higher education, the regulatory framework defines the rules for design of programmes (for accreditation) at all cycles and levels. The detailed structure for programmes leading to qualifications is provided in the National Pedagogic Standards (CNPN). These standards are specific for each qualification level and type. Programmes for accreditation include, among the essential components, objectives of training, competences

to be acquired, employment opportunities of the qualification, admission conditions, pathways and links with other programmes. All programmes are structured in modules of learning.

2.7 Credit system(s)

The core strategic and legislative base of education and training, such as the Law 01-00 on higher education and the Law 16-17 on education recognise the importance of better organised pathways between subsystems and education institutions and the introduction of passerelles to foster re-integration of learners, continuation of studies and reskilling in a lifelong perspective.

The higher education subsystem undertook pilot initiatives to develop a credit accumulation and training system, but a credit system has not been mainstreamed yet. In the subsystem of vocational education and national education, the adoption of a credit system is not considered a priority at the moment.

2.8 Qualifications in NQF/NQF register

The definition of the components and configuration of the repertoire of all qualifications, aligned with NQF levels and principles, is one of the attributions of the NQF Permanent Commission. The related technical activities will be implemented with EU support starting in 2020.

Approved education programmes and related qualifications from the key subsystems – national education, professional education and higher education – are organised in different and separate instruments a) databases for internal use of the relevant ministerial departments, not open for public users; b) information on courses, programmes and qualifications published on the websites of different subsystems of MENFPESRS, and of education and training institutions, such as OFPPT, training centres and higher education institutions. This information on programmes and qualification is concise. The exception is the OFPPT website, which offers details on the content of each professional qualification.

The [website of the Department of Higher Education](#) (MENFPESRS) publishes information on diplomas from all types of higher education institutions, public, private and establishments non-dependent on universities. The same website publishes the [updated list of the accredited programmes of private higher education institutions](#). However, a similar detailed list for public higher education institutions is not available on the website.

The Department of National Education created a separate [Portal of BTS](#) (Brevet de Technicien Supérieur – BTS). The portal contains information on the organisation of this qualification and its programmes. [BTS – list of programmes](#) indicates, without details on learning outcomes and organisation, the 22 programmes in two sectors leading to BTS diploma.

The Department of Professional Training of MENFPESRS (DFP) is developing the new information system and online platform, which will systematise information and data for policy monitoring and information for end users. A new online Repertory of all professional training supply will be launched in 2020. At the time of writing (April 2020), in its *Space for Youth*, the website of DFP publishes information on available qualifications, namely, a) a detailed [list of programmes of public providers](#), distributed by qualification levels and by region and b) a [list of programmes of accredited private providers](#). Information on content and learning outcomes of these programmes and qualifications is not published on the website.

The [Space REM/REC](#) of the same website contains a (partial) list of Repertoires Emploi-Metier (REM) and the Referentials Emploi-Compétences (REC), which represent a reference base for programmes of the subsystem. All published REM/REC contain the full content (tasks, competences) and can be used as reference by any stakeholder. Until January 2020, a total of 716 REM and 815 REC had been developed for 18 sectors. In 2020 the new online register of all REM-REC, managed by ANAPEC, will be launched.

OFPPT: On the main website, users have easy access to complete and detailed information on the existing programmes and qualifications in professional education for both types of credentials, namely, a) diplomas and b) certificates of qualification. The space “Find a training programme” (“*Trouvez une formation*”) displays

the full repertoire of all programmes and qualification level – with concise information in standardised format on the occupational profile, learning outcomes, course organisation, occupations, and training providers. See [example of qualification “Technician in Office Secretariat”](#), of level *Technicien Spécialisé*.

2.9 Quality assurance

Higher education has developed a substantial legislative-regulatory framework for quality assurance, and, in 2014, established a specialised autonomous institution, the National Agency for Evaluation and Quality Assurance of Higher Education and Scientific Research (ANEAQ). Quality assurance is based on evaluation and accreditation of programmes and institutions.

[ANEAQ](#) was created in 2014 by [Law 80-12 of 21 August 2014](#), as the agency mandated to implement the quality assurance processes of quality assurance of programmes and institutions in higher education and the area of scientific research. The website of ANEAQ opens with the keyword: “Evaluate to evolve”. ANEAQ started operations in 2016, and in 2017 and 2018, conducted two rounds of external evaluation of programmes (over 1 600 programmes of public and private institutions were evaluated). In addition, ANEAQ conducted the evaluation of progress and monitoring of a sample of programmes that had been accredited in 2017 (157 programmes of the 12 public universities).

A first pilot external evaluation of ANEAQ was conducted in November 2018 under the auspices of the project of the Africa-EU Partnership’s project HAQAA. The [report of this external evaluation](#) examined ANEAQ’s compliance with a selection of standards of [African Standards and Guidelines for Quality Assurance \(ASG-QA\)](#).

Professional education, under the leadership of DFP (MENFPESRS), is engaged in strengthening the system of quality assurance. Since 2014 a comprehensive system of performance monitoring is in development, of which the quality assurance framework is a major component. Practical implementation is underway, focusing on self-evaluation of public and private providers of professional education. Other elements of quality assurance in professional education comprise a) the methodology of the APC, and b) the regular surveys of employment outcomes and further education of graduates (graduate tracer studies), whose methodology and coverage is currently undergoing substantial upgrading.

2.10 Validation of non-formal and informal learning

The *Strategic Vision 2015-2030* foresees the development of a system of validation of learning outcomes from experience (VAE): “Adopt a unified system of validation of individuals’ cognitive and professional achievements, overseen by an independent national body, where the various departments of education and training and professional sectors will be represented” (Lever 19, pg 70).

In 2010 to 2016, the Department of Professional Training (DFP), in partnership with sector federations and sector ministries, carried out several [VAE projects](#) in sectors with high demand for labour with qualifications, in particular construction, textile and garments, meat processing and tourism. Several hundreds of employees applied, and many were awarded qualifications, for example, technician specialise, technician and qualifications. The validation procedure is structured in four phases.

Alphabetisation (ANCLA) offers validation of prior learning to beneficiaries in six specialised centres.

2.11 Relation to regional frameworks

In the medium term, Morocco aspires to reference its NQF to the European Qualifications Framework. At the same time, the highest country leadership expressed commitment to join and contribute to the activities of the ACQF development process and works for common objectives on qualifications in the continent.

The conceptual-technical design of the Moroccan NQF reveals the openness of the country to international developments, notably to the European Qualifications Framework (EQF) and the Framework of Qualifications of the European Higher Education Area.

Morocco cooperates with regional and cross-country initiatives and projects relevant for the NQF:

ANEAQ is a member of the [Arab Network for Quality Assurance in Higher Education \(ANQAHE\)](#) and participates actively the Africa-EU [HAQAA Initiative](#), including the piloting of ASG-QA.

2.12 Recognition of foreign qualifications

Information about [Recognition of Foreign Qualifications in Morocco](#) is available for users on the website of the MENESFPRS. [E-equivalence](#) is the new online recognition platform. ANEAQ, the autonomous quality assurance agency of higher education, has now the mandate to evaluate the diploma recognition files.

Morocco is one of the four participating Southern Mediterranean countries of the [Merici-Network project](#).

2.13 Next steps, plans

The key building blocks enabling the operationalisation of the NQF are in place, namely, a) a supportive policy and legal basis and a reform strategy that recognises the role of the NQF for formal education and validation of competences from experience and non-formal learning, b) governance set-up for the initial period paving the way to establishment of an independent qualifications agency; c) a regulatory and technical-methodological framework underpinning the development, adoption and renewal of qualifications in all subsystems of education and training, d) an established quality assurance system in higher education and the developing system in professional education, and e) professional branches and employers' organisations committed to good qualifications and a transparent qualifications framework.

The next steps will be necessarily intertwined with the recovery effort related with the Covid-19 pandemic. Consequently, the NQF roadmap planned in 2017 for two years will be adjusted. The NQF Permanent Commission has an ambitious set of tasks and attributions – effective implementation within a roadmap will require capacity and resources (human, technical) to make operational the current set-up.

Technical cooperation to support implementation of the NQF is guaranteed through the partnership with the EU. Ongoing projects with the DFP and ANAPEC support the launch in 2020 of the national online Repertoire of all professional training offer (all levels and modalities) and of the online register of REM-REC.

Learnings from the decade-long dialogue and construction of the technical-institutional set-up of the NQF are valuable to guide the Permanent Commission in the new phase. Learnings include the importance of flexibility, common vision, analysis, partnership and action for both quick wins and for medium-term results.

Morocco took measures to assure continuity of education and training through the period of Covid-19 confinement. As an illustration, in the subsystem of professional education, since mid-March 2020, the OFPPT prepared and made available [online courses](#), including videos for practical classes on [YouTube](#). All levels and types of training of OFPPT are accessible for online learning through an app and pedagogic materials will be gathered in a common platform.

3 Country outlook and introduction to the education system

3.1 Country outlook

The government of Morocco is currently working to develop a new model of economic development for the country, which will have a special focus on competences and human development, enhanced education and vocational training programmes and bolder policies to boost job creation in order to promote inclusive growth through a modernised social protection system. The Special Commission for the Development Model (CSMD) coordinates and facilitates an open citizens' consultation to gather proposals and views and activated for this purpose a specific [Website](#).

The [African Economic Outlook 2020](#) of the African Development Bank Group (AFDB, 2020) considers that the country's location can serve as a strategic hub for foreign companies looking to operate or set-up business in Africa. The bank mentions three main structural challenges for the country, namely, a) developing human capital through education and training that meet the needs of the economy, b) rationalising the social protection system, and c) removing rigidities in the labour market and reduce youth unemployment.

The [World Bank](#) reports that on the economic front, growth has slowed down below its potential, constrained by a volatile, rainfed agricultural sector and slow growth in the tertiary sector. Real GDP slowed to 2,7 per cent in 2019, while non-agricultural growth improved by 3,4 per cent (compared to 3 per cent in 2018), driven by the better performance of phosphates, chemicals and textiles. The unemployment rate declined slightly to 9,3 per cent in Quarter 1 of 2019 (from 9,8 per cent in Quarter 1 of 2018), underlined by a protracted fall in the labour force participation, which dropped to 46,1 per cent.

Over the medium term, growth is projected to pick up gradually, mainly driven by more dynamic secondary and tertiary activities, bolstered by foreign investments. In particular, significant foreign direct investment continue to flow into automotive industries, especially the new Peugeot plant that will eventually double the sector's production capacity, as well as into logistics and trade services following the expansion of the Tangiers port.

Labour market indicators

Morocco has a population of approximately 35 900 million ([HCP](#)), of which 27 per cent are 14 years and younger. The activity rate in Morocco remains below 50 per cent and is particularly low for women (22,2 per cent in 2018). The share of paid employment is high (83,5 per cent) and self-employment is significant (approximately 42 per cent). Unemployment has decreased to 9,8 per cent in 2018, but it is unequally distributed – much higher among women, youth and in urban areas. As in other countries of the region, the unemployment rate of persons with a qualification/degree is much higher than the average. These challenges are addressed, with mixed results, by various policies, notably education and training and employment and job creation. Table 1 provides the overview of the indicators, and the complete table is available in Annexure 5.

Table 1: Labour market indicators

Indicators	Year 2017			Year 2018		
	Urban	Rural	Together	Urban	Rural	Together
Activity and employment (15 years and older)						
Activity rate (%)	42,4	54,1	46,7	41,8	53,9	46,2
<i>Men</i>	67,6	78,4	71,6	66,9	77,9	70,9
<i>Women</i>	18,4	29,6	22,4	18,1	29,7	22,2
<i>Without a degree</i>	36,7	56,7	46,5	35,8	56,3	45,7
<i>With a degree</i>	47,1	48,1	47,3	46,5	47,6	46,8

Employment rate (%)	36,1	52,0	41,9	35,9	52,0	41,7
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Unemployment (%)						
- Unemployment rate	14,7	4,0	10,2	14,2	3,5	9,8
Men	11,8	4,3	8,8	11,4	3,9	8,4
Women	25,0	3,1	14,7	24,3	2,5	14,0
15-24 years old	42,8	11,4	26,5	43,2	10,4	26,0
25-34 years old	21,6	5,0	15,4	21,2	4,5	15,1
Without a degree	6,7	1,9	3,8	6,2	1,6	3,5
With a degree	19,6	10,7	17,9	19,1	9,8	17,1

Source: National Employment Survey, Office of the High Commissioner for Planning (Statistics Directorate). (1) For definitions of the concepts and indicators used, refer to the glossary available on the HCP website: <http://www.hcp.ma>

3.2 Education and training system: main features

The Ministry of National Education Professional Training Higher Education and Scientific Research (MENFPESRS) is responsible for the policies of all subsystems of education and training, which are coordinated by the respective departments:

- Department of National Education
- Department of Professional Training
- Department of Higher Education

The first overview of the system (Table 2) shows the diversity of modalities and pathways in the subsystems. This snapshot is not focused on levels and should be seen in complementarity with Table 5, which illustrates the correspondence between NQF levels and levels of education.

Table 2: The education and training system, including alphabetisation, in a snapshot

National education	Professional training (TVET)	Higher education	Alphabetisation
MENFPESRS			ANLCA
• Preschool education	<u>Training in the workplace:</u>	Public higher education institutions	1. Certificate alpha
• Primary education	Mode apprenticeship	Private higher education institutions	2. Certificate postalpha
• Secondary education (college)	Mode alternance training on-the-job		
• Secondary qualifying education	Mode residential (school-based)	Institutions in frame of a partnership	3. Functional alpha: agriculture, fishing, handicrafts
• Original education	Distance training	Three-cycle qualification structure: L-M-D	4. Certificate alpha youth
• Brevet Technicien Supérieur (BTS)	<u>Diplomas:</u> CAP; Spécialisation professionnelle;	Variety of diplomas	Validation of prior learning
• Classes Préparatoires aux Grandes Écoles (CPGE)	Qualification professionnelle ; technicien ; technicien spécialisé		
• Private school education	Links with national (school) education: <ul style="list-style-type: none"> • Parcours collegial • Bac Pro 		
• Non-formal education			

Alphabetisation

The case of alphabetisation in Morocco is worth mentioning in the report. The fight against illiteracy is a major objective of Morocco's social and skills policies. In this context, a specialised public agency – [ANLCA](#) – was established to coordinate and implement the measures, propose annual action programmes and build partnerships with relevant organisations and donors in the context of the alphabetisation policy.

From start of operations, ANLCA consistently cooperated with the formal education system and the Ministry of National Education, with the goal to link its certificates with the formal qualifications system. With this strategic approach, ANLCA aims to reference its certificates with the levels of formal education and place them in *passerelles*/pathways to lifelong learning, formal education and training for the benefit of the numerous learners of alphabetisation programmes. Ultimately, ANLCA expects the alphabetisation certificates to be referenced with the NQF, possibly at levels 1 and 2.

To elaborate well-grounded propositions for the correspondence with the levels of formal education, and consequently with the NQF, ANLCA currently undertakes a feasibility study with the National Centre of Evaluation Exams and Orientation (CNEEO) of the MENFPESRS and DVV International. A previous study delivered by the EU-supported project ALPHA2, concluded that the first and second levels of alpha certification can correspond to NQF level 1 and NQF level 2, respectively. Further analysis of this proposition is underway.

ANLCA developed six certificates, of which the last four are new and not yet awarded:

- Alpha – total awarded certificates in 2017 to 2019: 582 722
- Postalpha – total awarded certificates in 2017 to 2019: 93 024
- Three functional alpha: agriculture, fishing and handicrafts
- Certificate for Youth.

The number of awarded certificates (over 675 000) in the period 2017-2019 illustrates the social importance of this subsystem.

ANLCA has a vast scope of responsibilities, such as:

- Award of alphabetisation certificates.
- Quality: Reference Guides and Training Modules to assure quality of training and awarded certificates. pedagogical resources are available at [ANLCA](#). Trainers' certification.
- Analyses, proposals of innovative approaches.

Alphabetisation has established a set of instruments underpinning the system of evaluation and certification, contributing to transparency and quality of the certificates, and composed of:

1. Standard of competences.
2. Guide for evaluation of learning outcomes – bank of items. Types of evaluation: diagnostic, formative and summative.
3. Reference guides for the organisation of the processes of evaluation and certification. Theoretical and practical tools.

To support trainers' skills and performance, ANLCA uses the Reference Guide for Alphabetisation Trainers prepared by Ministry of National Education and will deploy a new Trainers' Standard (activities and competences) elaborated by the ALPHA2 project in 2018.

Professional training

Table 3: Synthesis of the subsystem in key figures 2018-2019

Graduated students (number and %)

Public institutions	142 531	73% of total
Private institutions	53 063	27% of total
School-based and alternance training (2018)	173 177	+2% (compared 2017)
Apprenticeship (2018)	17 365	+29% (compared 2017)

Enrolled students (number and %)

Public institutions	330 334	77% of total
Private institutions	96 124	23% of total
School-based and alternance training (2018)	387 011	-2% (compared with 2017)
Apprenticeship (2018)	39 447	+7% (compared with 2017)

Training establishments (number)

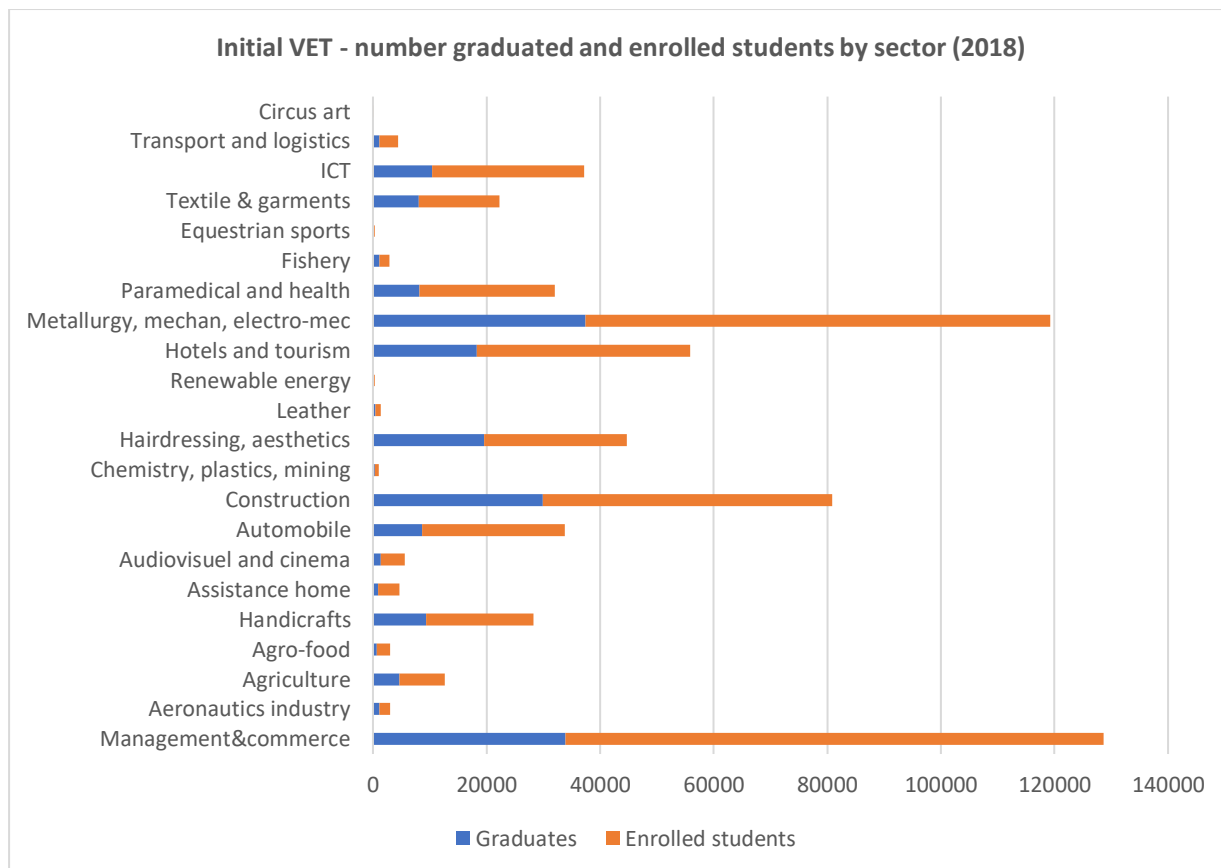
Public institutions (school-based and alternance)	682
Private institutions	1 372

Qualifications (number of qualifications by level)

Technician specialist	129
Technician	105
Qualification	83
Specialisation	30
TOTAL	347

Source: [DFP, La formation professionnelle en chiffres, 2018-2019](#)

Figure 1: Distribution of graduates and enrolled students by sector of training (2018)



Source: [DFP, La formation professionnelle en chiffres, 2018-2019](#)

Higher education

Morocco's higher education system is organised into three main sectors:

1. Public higher education institutions:
 - Universities and establishments: a) open access, b) regulated access.
 - Establishments not dependent on universities: created by initiative of sectoral ministries, for staff training. Operate under the pedagogic authority of MENFPESRC.
2. Private higher education institutions: private and private in partnership with the state. Operate under the pedagogic authority of MENFPESRC.
3. Higher education institutions created in the frame of a partnership. Non-profit and part of the academic internationalisation dynamic of the country. Operate under the pedagogic authority of MENFPESRC.

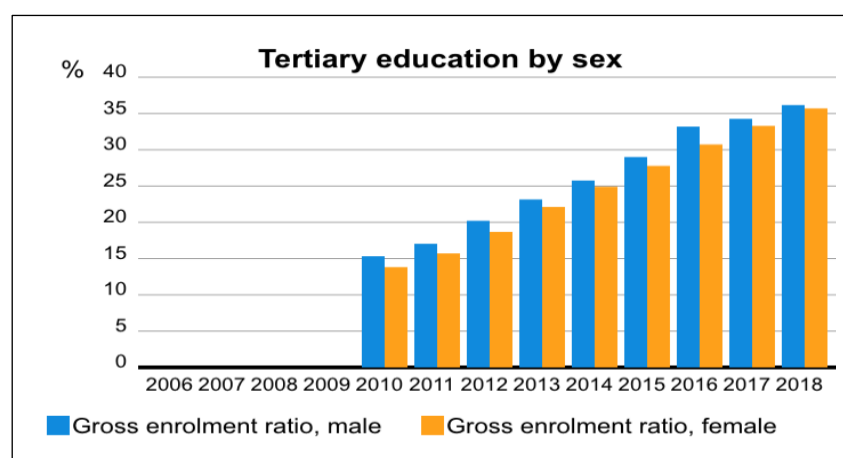
Table 4: Organisation of the higher education system

Types	1. Public institutions	2. Private institutions	3. Universities in framework of partnership
Universities	Total: 12 universities <u>134 establishments</u> : a) Open access: 59; b) Regulated access: 70; c) Research institutes: 5 <u>Number of accredited programmes</u> : 2 345, of which 1 527 in open access	5 created in state partnership 5 private – 20 establishments	5 with 33 establishments
Establishments not dependent on universities	71		
Establishments of higher education functioning and authorised by the Ministry		163	
Other establishments	59 centres of doctoral studies		

Source: [MENFPESRS](#);

Enrolment in higher education grew steeply between 2010 and 2018, thanks to the state policy of free public higher education. While this trend is essential for development, it has generated challenges to governance of the overloaded institutions and to quality of teaching and learning conditions.

Figure 2: Gross enrolment rate in higher education, by sex (2010-2018)



Source : [Unesco Institute of Statistics \(UIS\), Morocco](#).

3.3 Reforms

Charte Nationale de l'Éducation et de Formation (CNEF)

Officially launched in 1999, the [National Chart of Education and Training](#) marked a new phase for Moroccan education and training in the new century. Implementation of the measures of the chart started in 2020 and put in motion a wide-ranging reform of the system, based on six spaces of renewal articulating 19 levers.

- Extension of education and linkage with the economic environment
- Pedagogic organisation
- Improvement of quality of education
- Human resources
- Governance
- Partnerships and financing

New strategic vision for education (2015-2030)

The government policy is contextualised in the Strategic Vision of the Education Reform ([Vision stratégique de la réforme de l'enseignement à l'horizon 2030](#)), formulated by CSEFRS, addressing four major purposes:

- Equity and equality of opportunities
- Quality for all
- Promotion of the individual and society
- Efficient leadership and renewed conduction of change.

The Strategic Vision 2015-2030 is articulated with other elements of the policy framework:

- The Framework Law 51.17, adopted in 2019
- The Government Executive Plan 2017-2021
- Performance Project (three years) of the different ministerial departments
- In respect of professional training, the Strategic Vision 2015-2030 has integrated the strategic strands of the National Professional Training Strategy 2021.

The main orientations of the Strategic Vision 2015-2030 have been translated in the Framework Law 51.17, adopted in 2019. This Law safeguards the integrity of the Strategic Vision from political and institutional risks, represents a national pact binding for all parties, and supports the establishment of the implementation legal basis.

The National Qualifications Framework

In the period 2007-2013, the technical-conceptual design of the NQF was defined and validated, supported by capacity development actions, reflection and debate on options for the governance mechanisms.

The NQF Reference Document was validated in 2013 and revalidated in 2019 by the MENFPESRS. It describes the rationale, the conceptual-technical design and the governance set-up of the NQF. It includes valuable technical annexes proposing the basics of the procedure to include qualifications in the NQF.

In the period 2015-2017 technical work and capacity development actions have been strengthened to pave the way to launch the NQF Permanent Secretary with operational functions. In 2016 the "Procedure and Methodology for analysis and positioning of qualifications" (ETF, 2016a) was developed and tested on a sample of existing qualifications of higher education and professional education (in the sectors of automotive industry and civil construction). More detailed information on the process and results - in Chapter 8 of this report.

4 Scope and structure of the National Qualifications Framework

4.1 Scope of the NQF

In the **Reference Document**, the NQF is defined as follows:

“An instrument for regulation of qualifications based on objective characteristics of quality, in view of their recognition by the labour market. It is an instrument for referencing of qualifications, whose quality is in line with a quality assurance system that takes account of the learning outcomes, prescribed by the labour market following a prospective analysis.”

The Framework Law on Education 51.17, adopted in 2019, partially confirms the above definition, but adds a new driving element beyond the labour market, namely, society.

“The national certification framework: a tool for identifying and classifying diplomas at the national level, in accordance with a reference grid of applicable standards on different levels of learning outcomes, which takes into account the needs of the labour market and the development of society.” (Law 51.17 on Education, Article 2).

According to the NQF Reference Document, the objectives of the NQF are:

- Promotion of quality of all programmes/courses in the whole education and training system
- Coherence between the subsystems of qualification
- Transparency and quality of all certifications
- Link of qualifications and the labour market
- Comparability of qualifications between countries, to facilitate mobility
- Lifelong learning

The NQF is a comprehensive framework, encompassing qualifications of all subsystems (national education, professional education and higher education), from public and private education and training institutions.

Qualifications acquired outside the formal system, such as from sector international organisations, are not for the time being considered in the NQF.

4.2 NQF levels

The Moroccan NQF is structured in eight levels (1 to 8). Table 5 shows the correspondence between NQF levels and education levels/respective diplomas, according to the NQF Reference Document, validated in 2015.

Table 5: NQF level and correspondence with levels and diplomas of the subsectors of education and training

NQF level	National education	Professional training	Higher education
1	Mid-primary	Certificat de Formation Professionnelle (CFP)	
2	Primary	Spécialisation	
3	CE9	Qualification	
4	Baccalauréat (Bac), Bac Professionnel (Bac Pro)	Technicien	
5 (Bac+2)	Brevet de technicien supérieur (BTS)	Technicien spécialisé	<ul style="list-style-type: none"> • Diplôme Études Universitaires Générales (DEUG) • Diplôme des Études Universitaires Professionnelles (DEUP) • Diplôme Universitaire de Technologie (DUT)

6 (Bac+3)			<ul style="list-style-type: none"> • Licence Études Fondamentales (LF) • Licence Professionnelle
7 (Bac+5)			<ul style="list-style-type: none"> • Master (M) • Master spécialisé (MS) • Master Sciences et Techniques (MST) • Diplôme d'ingénieur (DI) • Diplôme de l'ENCG et diplôme de traduction
8 (Bac+8)			<ul style="list-style-type: none"> • Doctorat (D)

Note: "Bac" stands for *Baccalauréat* (diploma of conclusion of secondary education)

4.3 Level descriptors

The levels are defined horizontally, by the combination of six domains of descriptors:

1. Knowledge
2. Skills
3. Complexity
4. Autonomy/Responsibility
5. Adaptability
6. Communication

By opting for these domains, the involved stakeholders took account of key strategic areas for the future of education and training such as communication skills, as well as adaptability.

The level descriptors in the Moroccan NQF are formulated with specific detail and can serve as a reference for stakeholders and practitioners involved in designing competence standards, learning programmes and assessment standards.

By recommendation of the Department of Professional Training (DFP), aimed at supporting practical application of the principles of the NQF, vocational training operators are required to take into account the level descriptors of the CNC in the development of standards (referential) and programs. This recommendation is in its initial stage of implementation.

In the practice of programme and qualification development, the horizontal combination of the six categories is not handled as a sum of equal shares, since some of the domains (that is, knowledge, skills, autonomy/responsibility) appear as more important, or the correspondent learning outcomes are more explicit and better formulated. The testing of the "Guide for analysis and positioning of qualifications in the NQF", done in 2016 on a sample of qualifications, illustrates this interplay and differentiation. Details on the approach and results of testing are available (ETF 2016b, ETF 2016c).

4.4 Use of learning outcomes

Professional training

Learning outcomes-based qualifications is a well rooted approach in the professional training subsystem. In Morocco, the APC has been continuously promoted by the government and has gathered substantial experience of more than a decade of methodological developments, programme design and implantation, and training of APC specialists.

The notion of competence in the APC has distinctive nuances:

- Specific competence
- Transversal competence

- Output competence to be achieved at end of programme – described in the training project (matrix of competences, or training objects): listed in the transcript of competences
- Specific descriptors – described in the APC component “Analysis of the work situation” (AST): cognitive and motor skills, complexity, communication.

Higher education

In higher education, the regulatory framework defines the rules for design of programmes (for accreditation) at all cycles and levels. The detailed structure for programmes leading to qualifications is provided in the National Pedagogic Standards (CNPN). These standards are specific for each qualification level and type. Programmes for accreditation include, among the essential components, objectives of training, competences to be acquired, employment opportunities of the qualification, admission conditions, pathways, and links with other programmes. All programmes are structured in modules of learning.

Level descriptors of NQF versus learning outcomes of qualifications

Testing of the “Guide on analysis and positioning of qualifications in the NQF”, carried out in 2016 on two existing qualifications of higher education and two of professional education shed light on the extent to which the learning outcomes formulated in the programmes documentation meet/match the descriptors of the assigned NQF levels.

The comparison with each of the six categories of descriptors shows that some categories are more explicitly represented in the programmes’ learning outcomes than others, for example, knowledge and skills are better represented, than communication and adaptability.

REM/REC

The REM and the REC list and classify competences by occupations within a sector. As an example, the collection [REM/REC for the construction sector](#) shows how the definition and hierarchisation of competences becomes more fine-grained in the REC, whereas the REM has a more explicit orientation to the features of the professional profile.

4.5 Definition of “qualifications”

The definition of “qualification” in the NQF Reference Document (2013) is identical to the definition given in the EQF Recommendation (2008): “Qualification” means a formal outcome of an assessment and validation process that is obtained when a competent body determines that an individual has achieved learning outcomes to given standards.

4.6 Development of qualifications

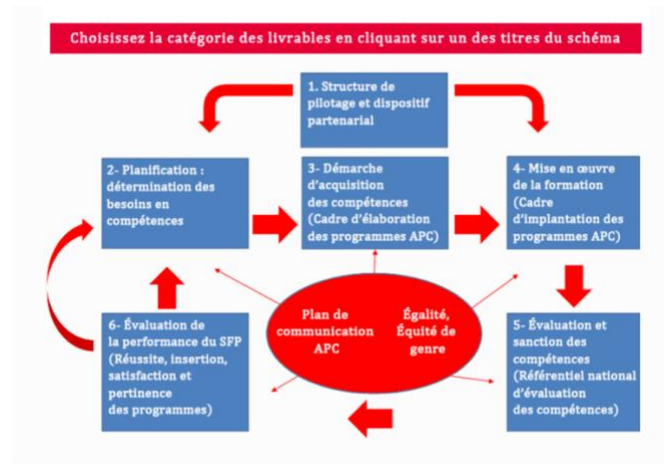
a. In professional education: competence-based approach (APC)

The successive APC projects conducted between 2003 and 2016 resulted in the design and review of 159 programmes of all qualification levels of the professional training system. There were 130 APC programmes that were effectively implanted and launched in 213 public and private institutions. The APC methodological framework is detailed in a package of 17 guides and support materials.

The website of the project [REAPC](#) published a large library of technical-methodological documentation and provides access to detailed information on all components of the approach.

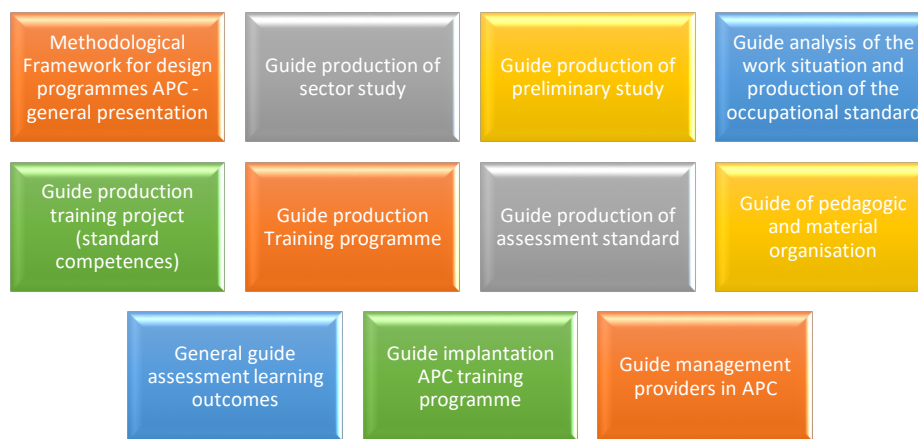
The Moroccan APC is an ecosystem to govern professional training. More than a methodological package for design of competence standards, programmes and assessment, the APC includes instruments to identify and analyse skills needs by sectors, and to evaluate the performance of professional training as a system.

Figure 3: The APC ecosystem – click and learn: [REAPC](#)



The APC methodological framework of last generation (2015) is [online](#) and is structured as follows:

Figure 4: The APC methodological framework by component



Source: [REAPC](#)

b. REM/REC

REM and REC are important references for the process of developing units of competence, programmes, and qualifications in professional education. REM/REC are sectoral classifications of occupational standards and competence profiles. Morocco has invested in developing REM/REC for 18 sectors. At the time of writing (April 2020), the website of DFP had published REM/REC for only nine sectors, but the full collection will be available in the new online national register managed by ANAPEC. The complete list of REM/REC is inserted in Annexure 3 of this report.

REM and REC are developed by professional branches and sector ministries (Tourism, Industry and others), with methodological support of DFP and involvement of the public employment institution (ANAPEC).

REM and REC are based on the principle of learning outcomes. REM describes key functions and activities by occupation, as well as key required competences. REC provides a fine and detailed description of tasks, skills and competences.

Together, REM and REC are management tools of the occupations (by sector) to reinforce coherence between learning outcomes (expressing enterprises' needs) and VET programmes. In this perspective, REM and REC contribute to the transparency and quality of training and qualification outcomes. Finally, REM and REC are

sound foundations to establish mechanisms for validation of non-formal and informal learning, and elements of career information and guidance.

c. In higher education

The main reference for development of programmes for accreditation in higher education are the *Cahiers des Normes Pédagogiques Nationales (CNPN)*. The regulatory framework defines the rules for design of programmes (for accreditation) at all cycles and levels, and the structure of programmes. These standards are specific for each qualification level and type.

The structure of programmes for accreditation includes objectives of training, competences to be acquired, employment opportunities of the qualification, admission conditions, pathways and links with other programmes. All programmes are structured in modules of learning. The typical structure of first cycle programmes (licence) is summarised in Figure 5.

Figure 5 : Organisation of programmes – [Licence d’Etudes Fondamentales et Licence Professionnelle](#)

- Total volume = 38 modules = 1 710 h (hours of learning activities)
- Organised in six semesters with following distribution of modules
 - Semesters 1 and 2 = 7 modules of 45 h minimum = minimum 315 h per semester (basic knowledge, language, terminology)
 - Semesters 3, 4, 5, 6 = 6 modules = minimum 270 h per semester.
 - Semesters 3 and 4 are essential for the Diploma of General University Studies (DEUG) and for Diploma of Professional University Studies (DEUP). The learning outcomes of the four first semesters compose the national common core of the programme.
 - Semesters 5 and 6 = deepening of learning adapted to the nature of the licence (fundamental or professional). Optional modules can be proposed from semester 5.
 - There are 38 modules organised as follows:
 - Major = 75-85%
 - Complementary = 15-25% (language, terminology and others, such as communication, new technologies, management)
 - Assisted project and internship: Sixth semester (fundamental and professional licence)

4.7 Access to qualifications, progression, credits

Credit systems

The higher education system has invested in developing and piloting a credit system, taking account of the European Credit Transfer System (ECTS). These technical propositions for the national credit system have not yet been sanctioned by decisions and a legal framework. The credit system in higher education is yet to be launched and operationalised.

In national and professional education there is no credit system.

Progression in higher education

Higher education qualifications are structured on the principle of the three-cycle structure: Licence, Master, Doctorat (LMD). The minimum workload per cycle is indicated in Table 6. The required access level to studies of level Licence is BAC (Baccalauréat – diploma of conclusion of secondary education).

Table 6: Cycles and workload

Qualification	Workload
Licence	6 semesters (each semester = 6 modules)
Master	4 semesters
Doctorat	3-6 years

The denominations of diplomas awarded in higher education and corresponding to the agreed global architecture are:

Level of education	Diplomas
Bac +2	Diplôme d'Études Universitaires Générales (DEUG) Diplôme d'Études Universitaires Professionnelles (DEUP)
Bac +3	Licence d'Études Fondamentales (LF) Licence Professionnelle (LP)
Bac +5	Master (M) Master Spécialisé (MS)
Bac +8	Doctorat (D)

The designations of national diplomas of professional nature awarded by faculties, engineering schools and science and technical schools are:

Level of education	Diplomas
Bac +2	Diplôme Universitaire de Technologie (DUT) Diplôme d'Études Universitaires Professionnelles (DEUP)
Bac +3	Licence Professionnelle (LP) Licence Sciences et Techniques (LST)
Bac +5	Master Spécialisé (MS) Master Sciences et Techniques (MST) Diplôme d'Ingénieur (DI) Diplôme de l'ENCG et diplôme de Traduction
Bac + 6	Diplôme d'Architecte Diplôme de docteur en pharmacie Diplôme de docteur en médecine dentaire
Bac + 7	Diplôme de doctorat en médecine

Professional education

Progression, pathways and links with national education are illustrated in Annexure 6.

4.8 NQF relationship with other instruments

The NQF is the national instrument for structuring and classification of qualifications in Morocco, but it is not yet operational.

Other relevant classifications in place:

- Haut-Commissariat au Plan (HCP), the national statistical office: "[Nomenclature Nationale des Diplômes](#)" (June 2000)
- [REM/REC](#) (Repertoires Emploi-Métier/Référentiel Emploi-Compétences)

The nomenclature developed by the HCP structures all diplomas in ten large groups, listed below, with subdivisions by large group – to the 4-digit disaggregation.

1. Diplomas and certificates of fundamental education
2. Diplomas of secondary education
3. Higher diplomas delivered by faculties
4. Higher diplomas delivered by Grandes Écoles and Higher Institutes
5. Diplomas of technicians and medium-level personnel
6. Diplomas of higher technicians
7. Diplomas of professional qualification
8. Certificates of professional specialisation

9. Certificates of professional initiation
10. Persons without diplomas, undeclared diplomas

The REM and the REC are important instruments for the NQF, as they are recognised by the labour market institutions, the professional training players and the employers’ confederation (CGEM). In the period of 2006-2018, Morocco has developed REM/REC for 18 sectors, totalling 716 REM and 815 REC. At the time of writing (April 2020), the website of DFP contains all [REM/REC](#) for nine sectors.

The NQF is interconnected with the system of quality assurance of education. The NQF dimensions of quality complement and enhance the focus of the quality assurance system of education and training, which in Morocco is organised differently by subsystems. Refer to Chapter 7 for more details.

5 Legislation

5.1 Legal acts directly applying to the NQF and its implementation

The legislative and policy context of the NQF

The current legislative and policy base underpinning the development of the NQF and forward-looking measures to put it in motion is composed of the newly adopted Law Nr 51.17 (Education), Strategies and Action Plans (Table 7).

- Measures and dispositions supporting the implementation of the High Royal Directives presented at the start of the new academic year 2018-2019 on the dimension “Promotion of Youth Employment”
- Framework Law on Education: [Loi Cadre n°51.17](#) (adopted on 9 August 2019) on the system of education, training and scientific research
- Education Strategy: [Pour une École de l’Équité, de la Qualité et de la Promotion: Vision stratégique de la réforme 2015-2030](#)
- Professional training strategy: [Stratégie Nationale de la Formation Professionnelle 2021](#)
- Action Plan for higher education : Plan d’Action de l’Enseignement Supérieur et de la Recherche Scientifique (2017-2021).

Table 7: NQF policy context

Text/Source	Main references to the NQF
Measures and dispositions supporting the implementation of the High Royal Directives	<p>Among the measures presented at the start of the academic year 2018-2019 on the dimension “Promotion of Youth Employment” the following are considered key:</p> <ul style="list-style-type: none"> - Put in place and implement the NQF - Put in place an integrated system for validation of competences acquired in professional experiences.
Framework Law on Education training and scientific research n°51-17	<ul style="list-style-type: none"> - <u>The NQF</u>: Mechanism to define and classify diplomas at national level, according to a reference scale of parameters applied to levels of learning outcomes, and reflecting the needs of the labour market and societal development (Article 2) - Establishment of a <u>NQF for certification and homologation of diplomas</u>, and comprising, in particular, the modalities and classification criteria of diplomas, validation of learning outcomes of professional and crafts activities. This framework is conceived by an autonomous national commission created for this purpose, representing the various sectors of education and training, as well as professional organisations and sanctioned by a legal Act (Article 35).

<p>Strategic Vision of the education reform 2015-2030</p> <p>Pour une École de l'Équité, de la Qualité et de la Promotion : Vision stratégique de la réforme 2015-2030</p>	<p>Lever 12, point 80: NQF</p> <p><i>[...] Establish a national qualification system able to organise and classify certificates and diplomas, on the base of a reference grid defined by the departments in charge of education, training and scientific research. Such a framework will enable transparency and clarity, but also comparability of diplomas on the basis of a national guide of certification; will improve the instruments of assessment of learning outcomes from schooling and training and enhance their credibility and effectiveness. The framework will also assure national and international mobility of diplomas. [...]</i></p> <p>Lever 12, point 81: Validation of learning from professional experience</p> <p><i>[...] Establish a system of accreditation of competences from professional experience to the benefit of persons with experience allowing them to access lifelong learning opportunities [...]</i></p> <p>Lever 19, point 102: Validation of cognitive and professional outcomes</p> <p><i>[...] Adopt a unified system of validation of cognitive and professional learning outcomes of individuals, supervised by an independent national instance, in which are represented the different departments of education, training and professional sectors; [...]</i></p>
<p>National Strategy of Professional Training 2021</p>	<p>Fifth strategic axis: Valorisation of professional pathways through better articulation of the components of the education and training system</p> <p>5.6: National Qualifications Framework</p> <p><i>[...] The NQF is an instrument for classification of certificates and diplomas awarded in the country, with reference to coherent levels of mastery of knowledge, skills and competences, according to a set of pertinent criteria defined on the basis of learning outcomes.</i></p> <p><i>Structured a grid of eight levels and six descriptors, the NQF is a reference system for quality of certificates and professional diplomas delivered in Morocco, recognised by the labour market.</i></p> <p><i>Certificates and diplomas classified in the NQF are registered in a national register (repertoire) of qualifications, which will comprise all public and private qualifications at all levels of education and training. [...]</i></p>
<p>Action plan of higher education and scientific research (2017-2021)</p>	<p>Action 11. Continue the pedagogic reform:</p> <p><i>Measure 11.10: "Assure, in partnership with all stakeholders, the establishment and operationalisation of the NQF and the implications in terms of review and renewal of programmes, and courses."</i></p>

5.2 Relation with other related legal Acts/regulations

- [Law 01.00](#) on higher education
- Law 12.00 on apprenticeship
- [Law 13.00](#) on the statute of private professional training
- [Law 60-17](#) on the organisation of continuing training of private sector employees, of certain categories of staff of public establishments and enterprises and other non-wage workers engaged in private activities (published on 6 October 2018).

The Law on professional training is currently under development. It is expected to play an important role in enhancing coherence and permeability in the eco-system of vocational qualifications.

6 Organising systems: governance, institutions, stakeholders

In 2017, the new government regrouped all subsystems – national education, professional education, and higher education – under the responsibility of one minister. The transversal mandate¹ of this ministry contributes to improve coherence between the subsectors of education, which is a favourable premise for the NQF.

6.1 Governance, roles, functions – policy, coordination, implementation, monitoring

The Permanent Commission of the NQF was established by ministerial Decision (MENFPESRS) N° 489 of 26 July 2019. The Permanent Commission is the operational organ of the National NQF Commission, created by a circulaire of the Head of Government (Chef de Gouvernement) Nr 10/2019 of 28 June.

The Permanent Commission is mandated to put in motion the functions of the NQF and to prepare for the establishment a future independent agency, as defined by the Framework Law 51.17 on Education and by the Strategic Vision of the Reform 2015-2030. The operational core of the commission is composed of seven permanent members with complementary profiles and representing the three subsystems – national education, professional education and higher education.

The Decision N° 489 of 26 July 2019 defines the mission and the functions of the Permanent Commission as follows:

Mission: Consolidation and launch of operations of the NQF

- Lay a coherent groundwork between the components of the NQF system
- Contribute to prepare the specifications of the future national instance of the NQF to be created
- Participate in the implementation of validation of competences from experience (VAE)

Functions:

A. Consolidation and launch of the NQF operations

- Ensure coordination among the various stakeholders
- Put in place a monitoring mechanism for the implementation of the NQF
- Build capacity of the stakeholders

B. In terms of operationalisation of the NQF

- Define the approach and procedures for processing of applications for levelling and registration of qualifications on:
 - o Eligibility conditions of the application and components of the application file
 - o Submission of the application
 - Register certifications in the register (repertoire)
 - Define quality standards, as references for analysis of qualifications in view of their registration
 - Define the configuration and components of the register (repertoire) of qualifications
 - Set a standardised description of certifications
 - Define templates and forms
 - Define the terms of reference for the NQF information system, including the register, the NQF portal and interactions between stakeholders and NQF staff.
- Ensure the institutionalisation of the various components of the NQF.

C. In terms of reflection and advice:

¹ Décret n° 2.18.65 du 26 janvier 2018 relatif aux attributions du ministre de l'Éducation Nationale, de la Formation Professionnelle, de l'Enseignement Supérieur et de la Recherche Scientifique

- Submit proposals concerning the elaboration of the governance and organisation of the qualification system
- Define the quality process of the NQF, notably the register
- Analyse projects of international cooperation and institutional twinning projects
- Examine the referencing/reconciliation possibilities of the Moroccan NQF to national/international, multinational meta-frameworks including the meta-framework of the European Union (EQF)
- Contribute to define the national NQF agency/institution (Framework Law 51/17)
- Contribute to the proposal on VAE system (procedures, tools, information system, system of assessment and validation of skills / competences).

Members and organisation of the NQF Permanent Commission

- Interim Secretary General of the Commission: Secretary General for professional training

Table 8: Members of the NQF Permanent Commission

Institution	Function
Permanent Members (7)	
Département de l'Éducation Nationale	Directeur des Curricula
	Chef de la Division de l'Enseignement Technique, et de l'Organisation des CPGE et du BTS, Direction des Curricula
Département de la Formation Professionnelle	Directrice de la Coordination Pédagogique et du Secteur Privé
	Chef de la Division des Programmes et de la Coordination Pédagogique
	Cadre Rattaché au Secrétariat Général
Département de l'Enseignement Supérieur et de la Recherche Scientifique	Directeur de l'Enseignement Supérieur et du Développement Pédagogique
	Chef de la Division de la Formation et de l'Orientation

Other members (non permanent)	
Conseil supérieur de l'Éducation, de la Formation et de la Recherche Scientifique (2)	
Ministère de l'Économie et des Finances (1)	Chef de la Division de l'Enseignement, de la Formation Professionnelle et de l'Emploi, Direction du Budget
Ministère de l'Industrie, de l'Investissement, du Commerce et de l'Économie Numérique (1)	Directeur de la Formation aux Métiers de l'Industrie, du Commerce et de l'Économie Numérique (Membre)
	Chef de Service de la formation dans les métiers de l'Industrie (Suppléante)
Ministère du Travail et de l'Insertion Professionnelle (1)	Directeur de l'Observatoire National du Marché du Travail
L'Office de la Formation Professionnelle et de la Promotion du Travail (OFPPT) (1)	Directrice de la Formation par Intérim
L'Agence Nationale de la Promotion de l'Emploi et des Compétences (ANAPEC) – (2)	Directeur des Prestations
	Chef de la Division des Services aux Chercheurs de l'Emploi
L'Agence Nationale de Lutte Contre l'Analphabétisme (1)	Chef de Service des Outils Didactiques et Certifications
L'Agence nationale de l'Évaluation et d'Assurance Qualité de l'Enseignement Supérieur et de la Recherche Scientifique (ANEAQ) – (1)	Directeur de l'ANEAQ
La Conférence des Présidents des Universités du Maroc (1)	Président de la Conférence
La Confédération Générale des Entreprises du Maroc (2)	Directeur de l'Observatoire des Branches (OdB)
	Président de la Commission Nationale et Membre du Directoire de l'OdB

6.2 Key actors and stakeholders: sector councils, world of work, education and training institutions

The composition of the new NQF Permanent Commission includes key players of labour market institutions, professional branches and the employers' confederation.

- ANAPEC: The National Agency for Promotion of Employment and Competences is the public employment agency, implements and coordinates active labour market policies, including training. ANAPEC has a key role in overseeing the Repertoires Emploi-Metier (REM).
- [Labour Market Observatory](#): Monitors and anticipates labour market and skills dynamics, evaluates employment policies, analyses job vacancies and employers' demand for skills and qualifications.
- General Confederation of the Enterprises of Morocco ([CGEM](#)): A committed participant of the NQF development process for more than a decade, CGEM's Training Commission participated in actions of NQF methodology experimentation and qualifications transparency projects.
- Branch Observatory ([OdB](#)): Created in 2014 under the auspices of CGEM to support the professional branches in coping with fast transformation of the economic and technological context and in particular to analyse occupational change and produce the competence standards for continuing training.

ANEAQ, the autonomous body for higher education quality assurance, has capacities that could be deployed to support the future NQF-implementation functions.

7 Quality assurance of qualifications

7.1 Legal base of the QA framework

In the quest for enhanced quality of education, the Framework Law on Education N°51.17 foresees a special commission to validate curriculum and education and training modules (Commission Nationale des Curricula – Article 28). The draft decree for creation of this Commission is in the consultation and approval process.

In higher education

Title IV of the Law 01-00 defined the model of quality assurance by introducing a regular system evaluation addressing its internal and external efficiency. This system evaluation is based on a) audits and b) on auto-evaluation of higher education institutions. The Law requires the creation of autonomous specialised institutions to execute the audits and the evaluation.

In this context, the Law established the National Coordination Commission of Higher Education, with regulatory and consultative functions related with the creation of higher education institutions, the definition of criteria and mechanisms for validation and accreditation of programmes.

In 2014 the autonomous quality assurance agency of higher education and scientific research (ANEAQ) was established.

Higher education has a substantial legislative-regulatory framework of quality assurance, indicated hereafter.

Laws, decrees and decisions

- Law 51.17 : Framework Law on Education, Training and Scientific Research
- Law 01-00: Organising the sector of higher education and scientific research. [Dahir N°1-00-199 du 19 Mai 2000, portant promulgation de la Loi N°01-00, portant organisation de l'enseignement supérieur \(articles 39-68\).](#)
- [Law 80-12](#) of 31 July 2014 on the National Agency for Evaluation and Quality Assurance of Higher Education and Scientific Research.

- Law 67-16 amending Law 80-12 [La loi n°67-16 modifiant les dispositions de la loi n° 80-12 relative à l'Agence Nationale d'Évaluation et d'Assurance Qualité de l'enseignement supérieur et de la recherche scientifique.](#)
- [Décret pris pour l'application de la loi N°80-12 relative à l'Agence Nationale d'Évaluation et d'Assurance Qualité de l'enseignement supérieur et de la recherche scientifique.](#)
- [Décision conjointe fixant le barème des tarifs des prestations rendues par l'Agence Nationale d'Évaluation et d'Assurance Qualité de l'Enseignement Supérieur et de la Recherche Scientifique.](#)
- [Décret du référentiel national d'évaluation et d'assurance qualité.](#)

Other legal and regulatory acts on public and private higher education at:

- [Enseignement Supérieur Public](#)
- [Enseignement Supérieur Privé](#)

The regulatory framework of private higher education encompasses the areas of accreditation of programmes and authorisation of universities and establishments: <https://www.aneaq.ma/textes-juridiques/>

Programme accreditation

- [Arrêté N° 681-14 3.3.2014 Modif](#)
- [Arrêté N° 2054-10 du 16 juillet 2010](#)
- [Décret N°2-09-717 du 17 mars 2010](#)

Authorisation of establishments

- [Decret N°02.07.99 du 27 juin 2007 V.F](#)

Authorisation of universities and faculties

- [Arrêté n° 232-11 du 25 janvier 2011 V.FR](#)
- [Décret N° 2-10-364 25.10.2010](#)
- [Décret N° 2-16-692 28.09.2016. Modif](#)

Recognition by the state

- [Arrete 2047.15 du 12 juin 2015 V Arabe](#)
- [Arrêté du 12 août 2016 changeant l'arrêté du 12 juin 2015 V Ar](#)
- [Décret n°2.14.665 du 10 novembre 2014 V arabe](#)
- [Erratum Arrêté 20 juillet 2015 V arabe](#)

Professional education

- [Law 13.00](#): On the statute of private professional training defines the requirements for *qualification of training programmes* and *accreditation of private training establishments*.

Private professional education operates under a considerable legal framework, regulating major aspects of quality assurance. This regulatory framework is summarised in Section 7.2 of this report.

7.2 Scope of the quality assurance framework

The establishment of the specific quality assurance mechanism of the NQF is a major objective of the NQF Permanent Commission. From the one side, the NQF has the ambition to contribute to trust and credibility of qualifications by verifying and clarifying the coherence between their learning outcomes and the NQF levels and principles. From the other side, employers and stakeholders expect the NQF to strengthen the link between qualifications and employers' needs and skills demand – as a criterion of quality and a requisite for registration in the NQF.

These dimensions complement and enhance the quality assurance framework (conceptual, legal-regulatory and institutional) in place in the subsystems of education and training.

Higher education

In higher education, the introduction of the principle of quality assurance was based on the three main measures stipulated by Law Nr 01.00.

The principle of evaluation of institutions is a lever for reform and is characterised by:

- Global nature, regularity and ex-post approach
- Mandatory self-evaluation for all higher education institutions (public and private)
- Obligation to disclose the results of evaluation to the bodies at national and regional levels
- Obligation to inform the public on the evaluation results
- Audits and evaluations by specialised and independent institutions.

The website of ANEAQ opens with the keyword: “Evaluate to evolve”. ANEAQ started operations in 2016, and in 2017 and 2018 conducted two rounds of external evaluation of programmes. Over 1 600 programmes of public and private higher education institutions were evaluated, namely, a) in 2017 – 771 programmes of public institutions and 255 of private institutions, b) in 2018 –293 and 323 programmes, respectively. In addition, ANEAQ conducted an evaluation of progress and monitoring of a sample of programmes that had been accredited in 2017 (157 programmes of the 12 public universities). For details on the evaluation, see ANEAQ (2018), [Rapport d'évaluation et de suivi d'un échantillon de filières à accès régulé accréditées au titre de la session 2017](#).

ANEAQ presented a first self-evaluation report, a starting point for the first pilot external evaluation of ANEAQ conducted in November 2018 under the auspices of the project of the Africa-EU Partnership's project HAQAA. The [report of this external evaluation](#) examined ANEAQ's compliance with a selection of standards of [African Standards and Guidelines for Quality Assurance \(ASG-QA\)](#).

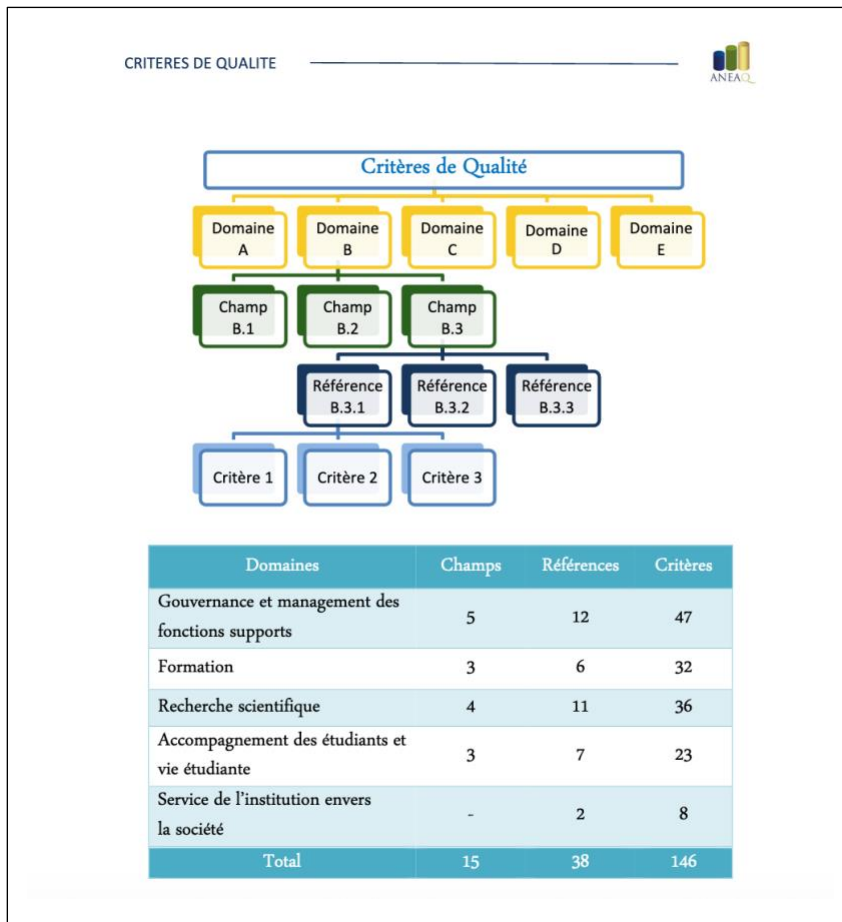
A fundamental development is the adoption by decree (11 July 2019) of the [National Referential \(Standard\) of Evaluation and Quality Assurance](#), which defines the fields, references and criteria applied to all institutions of higher education and scientific research. The referential defines the processes of quality assurance:

- Quality assurance: Processes and mechanisms for assessing the degree of achievement of objectives and agreeing on methods of continuous improvement of the institution's activities.
- Evaluation: A systematic audit process to measure the institution's ability to meet specific requirements and achieve specific objectives by comparing the level of performance to the institution's criteria or expectations. Its objective is to situate the strengths and weaknesses of the institution, given the public nature of the response and of the reports.
- Internal assessment: Self-assessment conducted by the institution, formalised in a report called the “self-assessment report”, which is addressed to a committee of external experts.
- External assessment: Assessment conducted by independent experts external to the institution, who have no interest that could affect their judgement.
- Quality audit: A periodic process of quality analysis of the higher education institution or its affiliated units, by independent pairs, to verify compliance with quality requirements and to propose necessary changes.

The quality criteria presented in the [National Referential of Quality Assurance in Higher Education](#), published in January 2020, are structured in five domains, with 15 fields of activity and a total of 38 references and 146

criteria. The fields are governance and management of support functions, education and training, scientific research, support to students and student activities, services to society.

Figure 4: Quality criteria – higher education



Source: [National Referential of Quality Assurance in Higher Education](#),

Nowadays, the procedures and practice of accreditation are fully generalised to all cycles, programmes and higher education institutions. The accreditation system is mandatory for the programmes leading to qualifications of public higher education institutions and is optional for those of private higher education institutions. Accreditation is awarded for a limited period of time.

Professional education

Professional education, under the leadership of DFP (MENFPESRS) is engaged in strengthening the system of quality assurance. Since 2014, a comprehensive system of performance monitoring has been in development, of which the quality assurance framework is a component. Practical implementation is underway, currently focusing on self-evaluation of public and private providers of professional education.

Other elements of quality assurance in professional education comprise a) the methodology of the APC and b) the regular surveys of employment outcomes and further education of graduates (graduate tracer studies), whose methodology and coverage is currently undergoing substantial upgrading.

The scope of quality assurance of private professional training encompasses authorisation of creation, qualification of programmes and accreditation of establishments, and is regulated as follows:

- [Authorisation of private establishments of professional training](#): Feasibility study, pedagogic project, training project, administrative file.
- [Qualification of programmes of private establishments of professional training](#): To assure compliance with standards and pedagogic and training conditions.
- [Accreditation of private establishments of professional training](#): Gives authorisation to carry out examinations and deliver diplomas officially recognised by the state.
- [Control of private establishments of professional training](#): Department of Professional Education (DFP) exercises the functions of pedagogic and administrative control.

7.3 QA bodies and regulators in NQF implementation

Higher education

[ANEAQ](#), was created in 2014 by [Law 80-12 of 21 August 2014](#). The agency is mandated to implement the quality assurance processes of quality assurance of programmes and institutions in higher education, and in the area of scientific research.

The [Coordination Councils](#) established by Law 01-00 play a regulatory and consultative role with a bearing on quality assurance.

- National Coordination Commission of Higher Education (CNCE): Regulatory organ of public and private higher education institutions.
- Coordination Council: Regulatory – Issues consultative opinions on pedagogic and organisational matters of the EENSNU.
- Coordination Commission of private higher education: Consultative opinion on the creation of institutions, adoption of quality standards.

Professional education

The DEP (MENFPESRS) is tasked with the functions of authorisation, qualification of programmes, accreditation and control of private establishments of professional training. In addition, DFP coordinates the policy of the subsector and in this role undertakes initiatives enabling better quality processes and the overall performance of the subsystem.

7.4 Participation in international bodies

Morocco cooperates with regional and cross-country initiatives and projects relevant for the consolidation of the NQF and comparison with other qualifications frameworks and systems.

ANEAQ is a member of the [Arab Network for Quality Assurance in Higher Education \(ANQAHE\)](#), of the [Réseau Francophone des Agences d'Assurance Qualité \(FrAQ-Sup\)](#) and participates actively in the Africa-EU [HAQAA Initiative](#), including the piloting of African Standards and Guidelines for Quality Assurance (ASG-QA).

The signature of an [Advanced Status](#) of partnership between the EU and Morocco on 13 October 2008 has enabled wider opportunities for cooperation on several levels (economic, financial, social and human dimension) where the emphasis has been on bringing Morocco's higher education system closer to the European area of higher education, and in cooperating on vocational education and training. The Advanced Status is one of the triggers of NQF development in Morocco.

The rapprochement with the EQF is an objective defined by the Advanced Status, and in the medium term, Morocco aspires to reference its NQF to the European Qualifications Framework.

« Renforcer le processus de certification dans le domaine de l'enseignement, en vue d'assurer la qualité et la transparence de la certification. Ceci contribuera à la modernisation du système d'éducation et de formation et à l'évolution des qualifications acquises. A terme, cela permettra d'envisager un rapprochement avec le Cadre européen des Certifications. »(pg 12).

The conceptual-technical design of the Moroccan NQF reveals the openness of the country to international developments, notably to the EQF and the Framework of Qualifications of the European Higher Education Area.

At the same time, the highest country leadership expressed commitment to join and contribute to the activities of the ACQF development process and to support common objectives in regard to qualifications on the continent.

8 NQF implementation

The number of programmes leading to qualifications offered in the subsystems of educations and training can be summarised as follows:

- Brevet de technicien supérieur: 22 programmes
- Professional education (public and private): 347 programmes, distributed over four levels (2018-2019) – refer to Table 3 and to Annexure 4 for a full overview
- Public higher education institutions: 2 345 (2018-2019).

8.1 Inclusion of qualifications in register

The various subsystems of education and training have developed separate databases and registers of qualifications of different format and purpose. One of the main functions of the NQF Permanent Commission is to develop the new comprehensive repertoire of qualifications as a major NQF instrument.

This chapter reports on existing qualifications databases and catalogues, as they represent a starting point for the conceptual-technical design of the future NQF repertoire. In addition, the lists, databases and catalogues identified by this study portray the current situation with respect to diversity in the management and structuring of qualifications and in the dissemination modes for users.

8.1.1 Existing qualifications databases and catalogues

Approved education programmes and related qualifications from the key subsystems – national education, professional education and higher education – are organised in different and separated instruments, namely, a) databases for internal use of the relevant ministerial departments, not open for public users and b) information on courses, programmes and qualifications published on the websites of different subsystems of MENFPESRS, and of education and training institutions, such as OFPPT, training centres and higher education institutions. This information on programmes and qualification is most often very concise. The exception is the OFPPT website, which offers details on the profile, key learning outcomes and organisation of each professional qualification.

The [Website of the Department of Higher Education](#) (MENFPESRS) publishes information on diplomas from all types of higher education institutions: public, private and establishments non-dependent from universities. The same website publishes an [updated list of the accredited programmes of private higher education institutions](#). However, a similar detailed list for public higher education institutions is not available on the website.

The Department of National Education created a separate [Portal of BTS](#) (Brevet de Technicien Supérieur – BTS). The portal contains information on the organisation of this qualification and its programmes. [BTS – list of programmes](#) indicates, without details on learning outcomes and organisation, the 22 programmes in two sectors leading to BTS diploma.

Table 8: Programmes leading to BTS

Industrial sector	Commercial and service sector
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Moulist	Administrative management
Building	Accounting and Management
Production	SME management
Energy	Commercial Management
Electromechanics and Automated Systems	Tourism management
Automotive Maintenance	Sales
Industrial maintenance	Audiovisuel
Electrotechnical	Graphic Arts and Industries
Plastics and Composites	
Industrial Product Design	
Electronic Systems	
Development of Information Systems	
Computer Systems and Networks	
Multimedia and WEB Design	

There are 347 programmes in the four levels of the subsystem of professional education. The Department of Professional Training of MENFPESRS (DFP) is developing the new information system systematising information and data for policy monitoring and information for end users. A new online Repertory of all professional training supply will be launched in 2020. At the time of writing, in its *Space for Youth*, the website of DFP publishes information on available qualifications: a) a detailed [list of programmes of public providers](#), distributed by qualification levels and by region and b) a [list of programmes of accredited private providers](#). Information on content and learning outcomes of these programmes and qualifications is not published on the website.

The [Space REM/REC](#) of the same DFP website contains the (partial) list of REM and the REC, which represent a reference base for programmes. All published REM/REC provide a description of tasks, competences and can be used as reference by any stakeholder. Until January 2020, a total of 716 REM and 815 REC had been developed for 18 sectors. The website published the REM/REC for nine sectors. The new online register of REM-REC, managed by ANAPEC, will be launched in 2020.

[OFPPT](#) has developed a user-oriented platform, providing access to complete and detailed information on the existing programmes and qualifications in professional education for both types of credentials, namely, a) diplomas and b) certificates of qualification. The section “Find a training programme” (“*Trouvez une formation*”) displays the full repertoire of all programmes and qualification level – with concise information in standardised format on the occupational profile, learning outcomes, course organisation, occupations and training providers. See [example of qualification “Technician in Office Secretariat”](#), of level *Technicien Spécialisé*.

8.1.2 Developing and testing the specific methodology to level and register qualifications in the NQF

In the period 2015-2016, technical work was strengthened to prepare instruments and capacities indispensable to deploy the NQF functions, with especial attention to transparent procedures of registration of qualifications in the NQF. This comprised the following outputs:

- Exhaustive inventory of all qualifications of higher education and professional education relevant for two sectors: automotive industry and civil construction. The result of this inventory is available upon request (ETF, 2016b) and (ETF, 2016c).
- Developed the “Guide for the analysis and positioning (levelling) of a qualification in the NQF”: Methodology and procedure for the preparation and introduction of requests of levelling, with

templates and workflow – for applicants and for the NQF analysts. The guide is available upon request (ETF 2016a).

- Practical testing of the methodology on a sample of four qualifications from higher education and from professional education. The detailed reports of testing on these four qualifications is available upon request (ETF, 2016b) and (ETF, 2016c).

Qualifications analysed in the test of the methodology for levelling and registration in the NQF

Professional training

- **Maçon polyvalent**, level specialisation. Establishment : CFA Ain Aouda (Groupe Addoha)
- **Logistics of Equipment Production for automobile industry**, level Technicien Spécialisé. Establishment : IFMIA Casablanca

Higher education

- **Engineering - Ingénieur Génie Mécanique**. Establishment : l'École Nationale Supérieure d'Arts et Métiers (ENSAM Meknès),
- **Licence en Science et Technique en Génie Civil**. Establishment : Faculté des Sciences et Techniques de Tanger.

- Developed the technical proposal on the functional organisation and operations of the NQF Permanent Secretary. This organisational proposal is valid as a starting reference for the development of the functional mode for the core group of the new Permanent Commission of the NQF.

These developments of technical nature were aligned with the roadmap for the NQF (2016-2018), adopted by the Steering Committee. Several peer learning activities with experienced NQF authorities in the EU gave the members of the NQF Steering Group deeper insights on the organisation and conceptual-technical basis of levelling and registration of qualifications, on the specific role of NQF in the ecosystem of education and training and on drivers of successful partnership in NQF governance.

In 2019, the MENFPESRS resumed work on the NQF, by creating the new NQF Permanent Commission. For more details: see Chapter 6 of this report.

8.2 Funding

Functioning of the NQF Permanent Commission is assured by the state budget, notably, the budgetary allocation of the MENFPESRS.

The development of policy, regulatory, technical and methodological mechanisms, and tools for the NQF will require supplementary resources and capacities, which will be funded, at least partially, through international cooperation. In 2020-2022, the EU is one of the partners committed to support the implementation of the NQF through institutional twinning and other cooperation modalities.

8.3 Monitoring, evaluation and development

One of the functions of the NQF Permanent Commission is the establishment of a specific system to monitor the NQF. Monitoring the NQF needs to be enabled from the start, to gather feedback and evidence on effectiveness – the status of implementation, stakeholders' satisfaction, distance from key milestones – and to prepare the analytical base to gauge the wider impacts all levels (macro and micro).

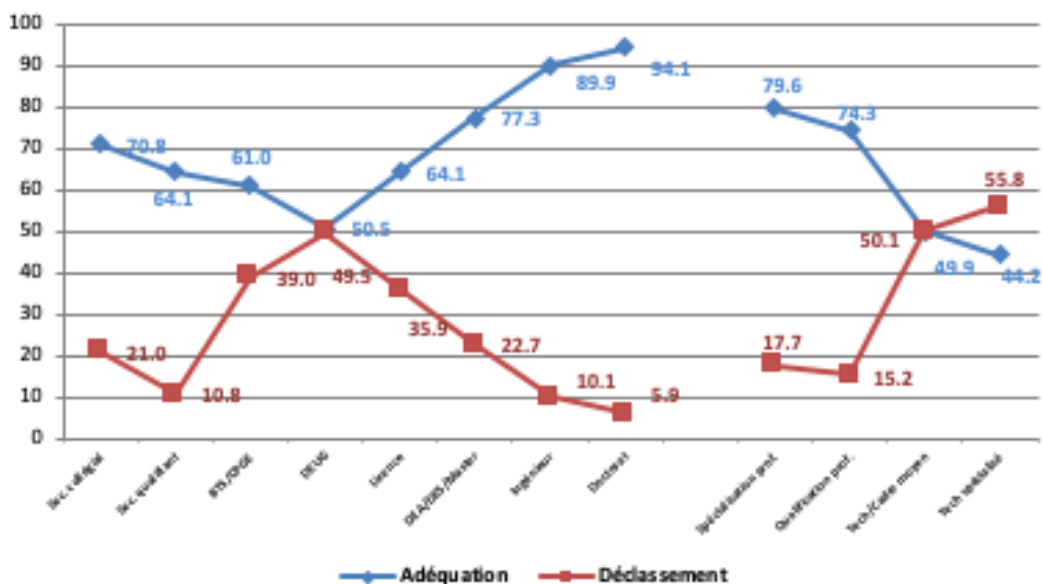
The NQF monitoring function will benefit from data and analysis regularly produced by the existing national statistical and policy evaluation infrastructure.

- *Conseil Supérieur de l'Éducation de la Formation et de la Recherche Scientifique (CSEFRS)*: Sustainable analytical infrastructure specialising in analysis, strategic thinking, monitoring and evaluation of

education and training policies. It has been represented in the NQF Permanent Commission since 2019 and was actively involved in the previous period of reflection and development of the NQF. In 2018-2019, CSEFRS published important [evaluation reports](#) of the reforms in higher education and in professional education.

- The [Department of Higher Education](#) regularly publishes the complete statistical data, that is, “[Higher Education in Figures 2018-2019](#)”, containing a detailed account of enrolment and completion by qualifications and providers.
- The Department of Professional Training publishes its yearbook, “[La Formation Professionnelle en Chiffres](#)”, and produces regular graduate tracer studies.
- The HCP, the national statistical institution, publishes data and analytical reports of interest for the NQF monitoring function. One such example is the analysis of (mis)match between education and qualification and employment ([HCP, 2018](#)). The evidence of high incidence of overqualification firstly among workers with the qualification *technicien supérieur* and those with the qualification *technician* is a matter for strategic policy discussion. Figure 5 highlights the level of matching and overqualification by levels of qualifications from higher education and from professional training.

Figure 5: (Mis)match of education – employment of the employed population (data 2014)



Source: [HCP \(2018a\)](#)

9 Validation of prior learning, non-formal and informal learning (RPL)

9.1 Relation of RPL and NQF

The *Strategic Vision for Education 2015-2030* foresees the development of a system of validation of learning outcomes from experience (VAE), noting “*Adopt a unified system of validation of individuals' cognitive and professional achievements, overseen by an independent national body, where the various departments of education and training and professional sectors will be represented*” (Lever 19, pg 70).

9.2 Stage of development of RPL

DFP in partnership with sector federations and sector ministries carried out several [VAE projects](#) in sectors with high demand for labour with qualifications:

- 2008-2010: In the sector of construction, 138 candidates were awarded qualifications for 13 sector occupations, of three NQF levels (technician specialist, technician and qualification). Participated in by 320 candidates and 62 enterprises.
- 2011-2012: Sector textile/garments, 19 qualified candidates
- In the follow-up of these successful projects, between 2012-2016, the ministry promoted additional VAE projects in different regions, with the sectors of construction (100 candidates), hotels (200 candidates) and meat processing (400 candidates).

The VAE process is structured in four phases:

1. Information and counselling of the candidates: On the VAE process and its requirements, preliminary screening of the professional experience in view of the envisaged certification.
2. Admissibility: Instruct the application file and decide on the eligibility.
3. Follow-up: Support the candidate in the preparation of the Dossier of Description of Professional Experience and prepare for the process of certification.
4. Certification: The jury decides on the validation of the competences from professional experience – on the base of the certification standard.

The NQF Permanent Commission is mandated to prepare the premises and legal-regulatory basis for establishment a functioning VAE system. This line of work will be fostered within the EU institutional twinning supporting the NQF, planned to start in Autumn 2020.

The Alphabetisation agency (ANCLA) offers validation of prior learning to beneficiaries in six specialised centres.

10 Recognition of foreign qualifications

The fairness and effectiveness of mobility of learners and workers is tied to the performance and transparency of the systems and procedures for recognition of qualifications and study periods abroad.

Morocco's internationalisation strategy builds on improving links and cooperation with higher education institutions in the EU and Africa and supporting common efforts to strengthen vocational education and training with countries in Africa.

Morocco has cooperated with the EU and with sub-Saharan Africa on international students' mobility. A growing number of foreign students are registered in Moroccan higher education institutions, which is the first French-speaking African country to welcome African students (more than 75 per cent from sub-Saharan Africa) and the second overall after South Africa.

Moroccan students can benefit from a number of mobility opportunities, funded by both the local government and international programmes, including Erasmus+. The number of foreign students is constantly increasing and almost all of them receive grants by the Moroccan government. A key feature of the higher education system is that free education is ensured to all students, both Moroccan and foreign.

Information about [Recognition of Foreign Qualifications in Morocco](#) is available for users on the website of the MENESFPRS. [E-equivalence](#) is the new online recognition platform, permitting dematerialised, remote procedures.

The MENFESRS is in charge of diploma recognition processes. ANEAQ, the autonomous quality assurance agency of higher education, has now been entrusted the evaluation of diploma recognition files. According to information gathered in September 2018, the majority of applicants are Moroccan students returning home and seeking either recognition of study periods abroad for continuation of studies in Morocco or seeking public

sector employment, which requires officially recognised diplomas. It is expected that the future introduction of ECTS will allow more efficient recognition processes and practices.

Morocco is one of the four participating southern Mediterranean countries of the [MERIC-Net project](#). This project aims to revitalise the MERIC network (Mediterranean Recognition Information Centres) in order to favour and increase the recognition of qualifications within the Mediterranean region, and to raise the quality of vertical and horizontal mobility in the higher education systems of the involved countries. The project partners intend to improve the competencies and skills of credential evaluators defining common practices and realising common tools among European and south Mediterranean countries, national bodies and higher education institutions, starting from the experience of European higher education institutions and practices adopted by the [ENIC-NARIC centres](#).

Another relevant regional project supported by the EU was completed in February 2020, namely, the *International Credit Mobility: a new challenge for the Mediterranean region (ICMED)*. The [project website](#) contains a large library of technical-methodological outputs and policy briefs on the developments in the participating countries (Algeria, Morocco, Tunisia). The policy brief on Morocco highlights the challenges faced by international credit mobility, related with bureaucratic burden in management of mobility applications, the lack of a functioning credit system in any subsystem of education and training in Morocco, and the general congested situation of Moroccan public higher education institutions.

The ICMED project identified examples of good practice in Morocco's practice of international credit mobility:

- Outstanding support provided by the higher education institutions before, during and after the mobility experience, to students and teachers, despite limited staff availability.
- The recognition mechanism of study periods abroad is considered mostly clear and quick, except for doctoral candidates.
- Video recorded feedback of all staff participating in international mobility programme, exploring the learnings from the experience. This has proven useful for dissemination and promotion purposes.

11 Conclusions and future plans

The key building blocks to start operationalisation of the NQF are in place, namely, a) supportive policy and legal basis, and a reform strategy that recognises the role of the NQF for formal education and validation of competences from experience and non-formal learning; b) governance set-up for the initial period paving the way to establishment of an independent qualifications agency; c) regulatory and technical-methodological framework underpinning the development, adoption and renewal of qualifications in all subsystems of education and training; d) established quality assurance system in higher education and the developing system in professional education and e) professional branches and employers' organisations committed to good qualifications and a transparent qualifications framework.

The next steps will be necessarily intertwined with the recovery effort related with the Covid-19 pandemic, consequently the NQF roadmap planned in 2017 for two year will be adjusted. The NQF Permanent Commission has an ambitious set of tasks and attributions – effective implementation within a roadmap will require capacity and resources (human, technical) to render operational the current set-up. Technical cooperation designed to support operationalisation of the NQF is guaranteed through the partnership with the EU.

Learnings from the decade-long dialogue and construction of the technical-institutional set-up of the NQF are valuable to guide the Permanent Commission in the new phase. Learnings concern flexibility, common vision, analysis, partnership and action for quick wins, and sustainable results. In other words, the need to take into account new drivers and innovation; common understanding of the goals and added value of the NQF; involvement of the committed actors of the world of work, professional branches; sound and accepted

delimitations of responsibilities of the subsystems for their qualifications and quality assurance versus the new prerogatives and sphere of action of the NQF institution; start and possible look at quick wins (not quick fixes) that demonstrate the added value of the NQF, as a new component of the ecosystem of qualifications and learning.

As we write this report, the world is being shaken by a global pandemic (Covid-19). Education and training have been harshly affected, and in certain regions and social contexts it has been completely disrupted. However, it has not been shut down, because solutions are being shaped and scaled up. Different approaches to distance learning have been tested, online platforms have been mainstreamed and old practices (School-TV) have been revamped and reinvented. Morocco rapidly took measures to assure continuity of education and training through the period of Covid-19 confinement. As an illustration, in the subsystem of professional education, since mid-March 2020 the OFPPT prepared and made available [online courses](#), including videos for practical classes on [YouTube](#). All levels and types of training of OFPPT are accessible for online learning through an app and all pedagogic materials will be gathered in a common platform.

12 Sources

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13 Annexures

- Annexure 1: NQF – levels and level descriptors
- Annexure 2: Use of learning outcomes in existing qualifications – higher education (example)
- Annexure 3: REM/REC: updated list (as of January 2020)
- Annexure 4: Professional training: programmes by sectors and levels of qualification
- Annexure 5: Annual Labour Market Indicators (2017-2018)
- Annexure 6: Progression in professional education and links with national education
- Annexure 7: List of organisations interviewed for this report

13.1 Annexure 1: NQF – levels and descriptors

NQF Morocco – levels and descriptors

Level	Knowledge	Skills	Complexity	Autonomy/ Responsibility	Adaptability	Communication
1 Mid- primary + CFP (certificat de formatio n professio nnelle)	Basic knowledge (discovery of notions, deciphering of oral and illustrations).	Perform simple and repetitive tasks.	Apply instructions related to a limited area or field of activity.	Perform tasks under supervision and without flexibility.	Fit into a learning or work environment and adapt to changes in basic tasks.	Communicate in basic forms (verbal, iconic...), in one's native language and in the language of study. Listen carefully. Understand simple and detailed instructions.
Level	Knowledge	Skills	Complexity	Autonomy/ Responsibility	Adaptability	Communication
2 Primary +S (Spécialis ation)	Basic knowledge (discovery of concepts, basic techniques applied to the natural, social and cultural environment).	Perform a sequence of tasks by mobilising basic techniques.	Apply basic techniques repeatedly.	Perform supervised tasks with limited flexibility.	Adapt to changes in operating procedures and environmental conditions related to learning or working environments.	Communicate in basic verbal and non-verbal forms, in the language of study or possibly using professional language. Communicate in basic forms of speech in a foreign language. Basic active listening. Understand instructions.
Level	Knowledge	Skills	Complexity	Autonomy/ Responsibility	Adaptability	Communication
3 CE9 – Q (Qualifica tion)	Multidisciplinary general knowledge covering principles, processes and concepts.	Perform a variety of tasks by organising their sequence and using basic techniques.	Apply prescribed procedures by mobilising cognitive and practical skills.	Work in partial autonomy by taking responsibility for certain actions and their results. Choose, under supervision, his/her study and/or professional path. Report in standardised formats.	Adopt behaviours appropriate to teamwork, changes in environment and situations of interaction in learning or working environments.	Easily use the different types of speech used in the language of study and work. Communicate in context-appropriate forms of speech in a foreign language. Communicate appropriately using electronic means. Active listening.
Level	Knowledge	Skills	Complexity	Autonomy/ Responsibility	Adaptability	Communication
4 (Bac-T- Baccalaur éat Technolo gique)	Theoretical multidisciplinary knowledge and practices related to an area of application.	Perform specific tasks possibly involving personal choices. Apply techniques related to the	To carry out activities by selecting appropriate procedures and mobilising appropriate	To carry out tasks with a degree of autonomy and responsibility within the limits of general instructions.	Adopt behaviour appropriate to technical or technological organisational change in learning or work contexts.	Mastering different types of language of use in the language of study and work and in a first foreign language.

		organisation and operational management of an activity.	human and/or material resources.	Make sure the task is done properly. Coaching a team. Learn about and choose your study and/or professional background. Report in forms adequate for the situation.		Communicate in context-appropriate forms of speech in a second foreign language. Mastering the use of electronic means in exchanges (practical and content). Host meetings. Active listening
Level	Knowledge	Skills	Complexity	Autonomy/Responsibility	Adaptability	Communication
5	Theoretical knowledge and specialised practices.	Exploiting and applying knowledge in a sector of activity. Plan, organise, drive and evaluate an activity. Participate in supervised research.	Identify and use data, select and/or adapt methods and tools to formulate responses to well-defined and activity-related problems or situations.	To exercise responsibility for the proper execution (deadlines, means, results) of the activity with a certain autonomy. Ensure that procedures are implemented and participate in their improvement. Show initiative. Lead and animate a team according to the instructions of the hierarchy. Identify your own training needs and choose your study and/or professional background with a certain autonomy.	Intervene in an evolutionary context subject to internal and external factors that can lead to personal and/or professional or learning/training changes that are more or less important.	Communicate verbally and in writing in a clear and detailed manner by giving argumentative opinions, with an adequate level of language. Communicate in appropriate forms in a second foreign language. Use information and communication systems. Conduct and lead meetings.
Level	Knowledge	Skills	Complexity	Autonomy/Responsibility	Adaptability	Communication
6	In-depth theoretical and knowledge applied at a high level, linked to an area of study or work and related areas.	Harnessing and using knowledge and skills as part of a training or employment activity (related to the field of study and connected areas). Manage complex technical or professional activities or projects. Mastering information and	Analysing, synthesising and exploiting information from different sources. Develop arguments and master methods, techniques and tools to solve problems related to the field of activity.	Plan, direct, organise and evaluate the achievement of predefined results. Supervise and coordinate the work of several teams. Identify your own training needs and choose your study and/or professional background.	Adapt to strategic changes. Suggest, innovate and integrate changes in the company and implement them. Take responsibility for decision-making in unpredictable work or study settings.	Share information and ideas with specialists and non-specialists, in a clear and detailed way, giving advice with a good level in several languages.

		communications technologies. Contribute to supervised research.				
Level	Knowledge	Skills	Complexity	Autonomy/Responsibility	Adaptability	Communication
7	Theoretical and applied knowledge highly specialised at the interface of several fields of activity.	Develop action plans for the implementation of strategic directions in a professional and/or research framework. Mastering methodological tools and critical steps. Develop or implement ideas in an original way, most often in a professional and/or research setting.	Manage complex, unpredictable professional or study contexts that require new strategic approaches. Solving problems and developing innovative solutions by analysing information from a variety of sources.	Contribute to knowledge and professional practices to improve the strategic performance of the structure. Translate strategic directions into action plans and ensure they are implemented. Motivate and unite teams. Have learning to learn (self-training) skills to be part of a continuous improvement process.	Adapt to changes in strategies and quickly implement the measures that can drive these changes. Develop innovative solutions that are adapted to unpredictable or new problems or changes. Mobilise teams around change projects.	Express yourself fluently and in a well-structured way on professional and academic topics, with an adequate level in several languages. Develop detailed reports.
Level	Knowledge	Skills	Complexity	Autonomy/Responsibility	Adaptability	Communication
8	Theoretical knowledge and/or applied with mastery of methodological highly specialised tool and at the cutting edge of the field of knowledge, in a field of activity or at the interface of several fields.	Design, implement and adapt an important scientific research process. Develop a strategic development plan. Managing a structure.	To carry out original research/steps that extend the boundaries of knowledge by developing a substantial body of work. Anticipate developments and translate them into research and development programmes.	Contribute to the knowledge and knowledge society. Translate overall development policy into strategy. Critical analysis, evaluation and synthesis of new and complex ideas. Making decisions necessary on the basis of expected/obtained results.	Finding innovative solutions, alternatives and/or approaches that are adapted to unpredictable and new problems or changes.	Ability to be able to work with peers, the university community and society in general in their areas of expertise with a very good level in several languages.

13.2 Annexe 2: Use of learning outcomes in existing qualifications – higher education example

Learning outcomes of an existing qualification of higher education – results of the test of the proposed Guide on Levelling and Registration of Qualifications (ETF, 2016b)

Tested qualification: Diploma Engineer (DI) in mechanical engineering from ENSAM in Meknes.

The test verified to what extent the learning outcomes formulated in the programme documentation are coherent with the descriptors of the relevant NQF level. Examples from relevant sections of the programme documentation are given for each of the six categories of NQF level descriptors. One of the findings of the analysis was that there is a differentiated level of matching between the learning outcomes formulations with the descriptors – the categories “communication” and “adaptability” are less clearly represented, than “knowledge” and “skills”.

D.1. Résultats d'apprentissage²

D.1.1. Confrontation entre les contenus des documents de référence utilisés pour l'analyse (exemple, les savoirs, savoir-faire, communication, autonomie/responsabilité, complexité, adaptation)) avec les sous descripteurs de la grille nationale CNC

D.1.1.1 Savoir

« Savoirs théoriques et appliqués hautement spécialisés à l'interface de plusieurs champs d'activités. »

Exemple 1 : Compétences à acquérir (page 9) :

Le cycle général est commun à tous les élèves-ingénieurs et leur permet de maîtriser les **savoirs** nécessaires dans leur formation et également dans leur vie professionnelle future. La formation durant le cycle général s'articule autour des **principaux savoirs suivants** :

Les **modèles scientifiques** (sciences de l'ingénieur: mathématiques, informatique, mécanique, énergétique, matériaux, électronique, automatique,...) indispensables pour analyser et résoudre de manière rationnelle les problèmes industriels ;

Les **modèles technologiques** (construction mécanique, fabrication mécanique, bureaux d'étude...) qui développent les concepts de fonction, de qualité et de l'analyse de la valeur;

Les **aspects organisationnels** (organisation et gestion des entreprises, management de projets, management et stratégie...) qui développent chez l'élève-ingénieur des qualités de stratège et de manager;

Les **outils de communication, d'informatique de communication et de culture de l'entreprise.**

Exemple 2 : Organisation par module (pages 13 à 17) :

Liste des modules : Mécanique des Milieux Déformables, Méthodes Numériques et Aide à la Décision, Eléments et Architectures des Machines, Industrialisation des procédés de fabrication, Transmissions Mécaniques, Transferts Thermiques,....

D.1.1.2 Savoir faire

« Élaborer des plans d'action pour la mise en œuvre des orientations stratégiques dans un cadre professionnel et/ou de recherche. »

Exemple 1: Compétences à acquérir (page 8):

Préparer l'élève-ingénieur à acquérir les bases nécessaires pour appréhender un problème, le **formuler en prenant des hypothèses** correctes et analyser les solutions possibles

Exemple 2: Objectifs du module (page 31):

Être capable **d'analyser et de faire des hypothèses** simplificatrices pour dimensionner des composants mécaniques d'un système (hypothèses des matériaux à comportement linéaire et petites perturbations).

²Pour vous faciliter la description, prière de vous référer au glossaire en annexe

« Maîtriser des outils méthodologiques et des démarches critiques. »

Exemple 1: Objectifs du module (page 36):

L'objectif est essentiellement pratique : fournir aux élèves ingénieurs **plusieurs méthodes numériques** sans présenter le détail de démonstrations mathématiques parfois complexes de ces méthodes, le choix d'utilisation d'une méthode pour un problème donné étant conditionné par la simplicité et la précision.

Exemple 2: Objectifs du module (page 53):

On vise par ce module à donner à l'élève ingénieur **les outils et les connaissances nécessaires pour vérifier la résistance de la structure et de prédire ses déformations.**

« Développer ou mettre en œuvre des idées de manière originale, le plus souvent dans un cadre professionnel et/ou de recherche. »

Exemple 1: Objectifs du module (page 45):

L'étudiant devrait, en outre, être capable de :

- Modéliser et identifier un système classique (1er et 2nd ordre)
- Analyser un système suivant les critères de performance.
- **Prévoir les réponses temporelles et harmoniques d'un système** modélisé par sa fonction de transfert
- **Faire la synthèse des correcteurs pour améliorer les performances** en vue de répondre à un cahier des charges.

Exemple 2: Objectifs du module (page 57):

Les objectifs de ce module sur la mise en œuvre des procédés de fabrication est de **permettre aux étudiants d'implémenter (industrialiser) en fonction d'un cahier de charge** de fabrication le procédé de moulage ou de formage adéquat. L'étudiant devra être **capable de mettre en œuvre ce procédé en allant dans les détails techniques relatifs aux particularités de chaque procédé en fonction des contraintes du CDC** (série, matériau, géométrie,...). Il doit aussi maîtriser les aspects liés aux interactions procédé-matériaux.

« Gérer des contextes professionnels ou d'études complexes, imprévisibles et qui nécessitent des approches stratégiques nouvelles. »

Exemple 1: Objectifs du module (page 66):

Résoudre les problèmes techniques liés aux différentes méthodes de programmation (manuelle, FAO intégrée sur CNC, CFAO), et à l'usinage de **pièces complexes** aux centres d'usinage à commande numérique.

Exemple2: Objectifs du module (page 162):

Permettre à l'élève-ingénieur d'être capable de capitaliser et de mettre en œuvre son background dans le domaine de la modélisation & des outils d'aide à la prise de décision dans un **environnement de plus en plus complexe, voire incertain.**

« Résoudre les problèmes et développer des solutions innovantes en analysant des informations tirées »

Exemple : Compétences à acquérir (page 9):

La formation durant le cycle général s'articule autour des principaux savoirs suivants :

Les modèles scientifiques (sciences de l'ingénieur: mathématiques, informatique, mécanique, énergétique, matériaux, électronique, automatique,...) indispensables pour **analyser et résoudre de manière rationnelle les problèmes industriels.**

Exemple 2: Modalités d'organisation des activités pratiques (page 155):

Etude d'intégration d'une transmission hydraulique (ou éventuellement pneumatiques) dans la conception d'un système mécanique en partant d'un cahier des charges.

D.1.1.4 Autonomie/Responsabilité

« Contribuer aux savoirs et aux pratiques professionnelles pour améliorer les performances stratégiques de la structure. »

Exemple 1: Objectifs du module (page 76):

Exploiter les connaissances acquises pour l'étude et la réalisation de systèmes dans les différents champs d'application de l'électrotechnique.

Exemple 2: Objectifs du module (page 140):

Organisation des systèmes de production. Ce qui suppose une **démarche d'intégration** selon différents points de vue et l'utilisation d'outils et de méthodes pour la conception et l'exploitation des systèmes de production.

« Traduire les orientations stratégiques en plans d'action et s'assurer de leur réalisation. »

Exemple 1: Description du contenu du module (page 158):

Démarche de l'**analyse stratégique**:

- Les options stratégiques.
- La croissance de l'entreprise.
- La **mise en œuvre de la stratégie**.

Exemple 2: Modalités d'organisation des activités pratiques (page 159):

Réaliser un diagnostic stratégique au niveau d'une organisation et mettre en œuvre le plan d'action.

« Motiver et fédérer les équipes. »

Exemple 1: Compétences à acquérir (page 8):

Il se caractérise de plus par son aptitude au **travail en équipe, ses qualités humaines, son sens de responsabilité et son esprit solidaire**.

Exemple 2: Objectifs du module (page 61):

Permettre aux apprenants d'acquérir et de maîtriser les méthodes et outils pour améliorer, **gérer le fonctionnement de groupes de travail**

« Disposer de capacités d'auto-formation pour s'inscrire dans une Démarche d'amélioration »

Exemple 1: Objectifs du module (page 61):

L'apprenant devient un acteur social qui **gère son apprentissage** et choisit son projet en fonction d'un objectif précis

Exemple 2: Objectifs du module (page 166):

Identifier les **connaissances et compétences requises**, la formation à suivre pour l'exercice du métier envisagé.

D.1.1.5 Adaptabilité

« S'adapter aux changements des stratégies et mettre rapidement en œuvre les mesures à même de conduire ces changements. »

Exemple 1: Objectifs de la formation (page 8)

L'**Adaptation à des situations nouvelles** et à un milieu professionnel évolutif

Exemple 2: Description du contenu du module (page 158)

Démarche de l'analyse stratégique.

- Les **options stratégiques**.
- La croissance de l'entreprise.
- La **mise en œuvre de la stratégie**.

« Développer des solutions innovantes et adaptées à des problèmes ou changements imprévisibles ou nouveaux. »

Exemple 1: Objectifs du module (page 41):

L'étudiant fera aussi le lien avec les procédés de fabrication en étant capable de reconnaître les procédés adéquats pour les fabriquer. Il doit **être capable d'analyser les procédés** de fabrication par moulage et par forgeage et de **déterminer les paramètres optimaux** de leur mise en forme.

Exemple 2: Objectifs du module (page 45):

L'étudiant devrait, en outre, être capable de :

- Modéliser et identifier un système classique (1er et 2nd ordre)
- **Analyser un système suivant les critères de performance.**
- Prévoir les réponses temporelles et harmoniques d'un système modélisé par sa fonction de transfert
- Faire la synthèse des correcteurs pour **améliorer les performances en vue de répondre à un cahier des charges.**

« Mobiliser les équipes autour des projets de changement »

Exemple 1: Objectifs du module (page 61):

Amener les membres du groupe à **adhérer aux valeurs et aux ambitions du groupe**

Exemple 2: Modalités d'organisation des activités pratiques (page 158):

Être capable de mettre en œuvre les pratiques de GRH en milieu organisationnel & de pouvoir **superviser une équipe.**

D.1.1.6 Communication

« S'exprimer couramment et de façon bien structurée sur des thèmes professionnels et académiques, avec un niveau adéquat dans plusieurs langues. »

Exemple 1: Objectifs du module (page 61):

This course seeks to foster engineering students' communication strategies required in business situations. It is oriented towards the development of students' listening, reading, writing, and **speaking skills** and competences in the business world.

Exemple 2: Objectifs du module (page 166):

Savoir rédiger une LM, CV et mener à bien un entretien d'embauche ; Cela suppose de savoir **se présenter (à l'écrit et à l'oral), de savoir exposer** son projet professionnel, exprimer ses motivations...

« Élaborer des rapports détaillés. »

Exemple 1: Modalités d'organisation des activités pratiques (page 117):

L'étudiant sera amené à réaliser ce projet de la définition du besoin jusqu'au **dessin d'ensemble en proposant une notice de calcul** relative au dimensionnement de certains éléments du produit conçu.

Exemple 2: Objectifs du module (page 166):

Production de documents (diaporama, poster, projet)

13.3 Annexure 3: REM/REC - updated list as of January 2020

Sector	Number of occupations	Number of fiches REM	Number of fiches REC	Partnership	Production period
1.Artisanat	182	150	150	- BGE	2018
2.Logistique	38	13	18	-	2017
3.Environnement	25	20	21	- BGE	2017
4.Eau/ Assainissement	22	22	25	- BGE	2017
5.Agriculture		40	42	- BGE	2017
6.Pêche Maritime		50	73	- BGE	2017
7.Transport	58	21	22	- BGE	2017
8.Agro-alimentaire	50	50	57	- SEFP (BGE)	2017
9.Tourisme/Hôtellerie		36	39	- Ministère de Tourisme-IFC (B. Mondiale) (Actualisation) - Meda2 – DFP	2015 2006-2008
10.Textile/Habillement/Cuir		34 8	64 -	- Meda2 – SEFP (Tex./Hab.) - SEFP /AFPA (Cuir)	2006-2008
11.TIC et ITO Offshoring		45	55	- BID- SEFP (Actualisation) - Meda2 – DFP	2010 2006-2008
12.IMME	73	60 13	66 -	- BGE - SEFP /AFPA	2019 2006-2008
13.BTP	108	60 18	74 20	- - SEFP /AFPA	2017 2006-2008
14.Aéronautique		08	08	- SEFP /UIMM	2010
15.Automobile		31	38	- SEFP /AFD (Actualisation) - SEFP /AFPA	2011 2009-2010
16.Commerce et distribution		20	21	- SEFP / Département de l'Industrie et du Commerce	2010
7. Electronique		15	19	- SEFP/ Ministère de l'Industrie	2012
8. Gardiennage et transport de fonds		2	3	- SEFP /ANAPEC	2012
Total		716	815		

13.4 Annexure 4: Professional education: programmes (qualifications) by sectors and level of qualification (2017-2018)

Source: [CSEFRS](#), pg 113

	Specialisation	Qualification	Technician	Technician Specialist	Total
Management and commerce		6	9	10	25
Aeronautics industry			3	5	8
Agriculture		6	5	9	20
Agrofood		5	3	9	17
Handicrafts		14	9	6	29
Assistance home	1	3	1	1	6
Audio-visual and cinema	1	1	8	11	21
Automobile		1	3	8	12
Construction	6	12	9	14	41
Chemistry, plastics, mining		1	1	5	7
Hairdressing, aesthetics	2	3	1		6
Leather	3	4	5	2	14
Renewable energy				6	6
Hotels and tourism		5	7	10	22
Metallurgy, mechanics, electro-mechanics		13	16	12	41
Paramedical and health		2	5	13	20
Fishery		2	3		5
Equestrian sports	1		5	1	7
Textile and garments	2	5	7	3	17
ICT			3	4	7
Transport and logistics			4	5	9
Circus art					0
Total					340

13.5 Annexure 5: Labour market indicators

Morocco – Annual indicators of activity, employment and unemployment by area of residence ⁽¹⁾

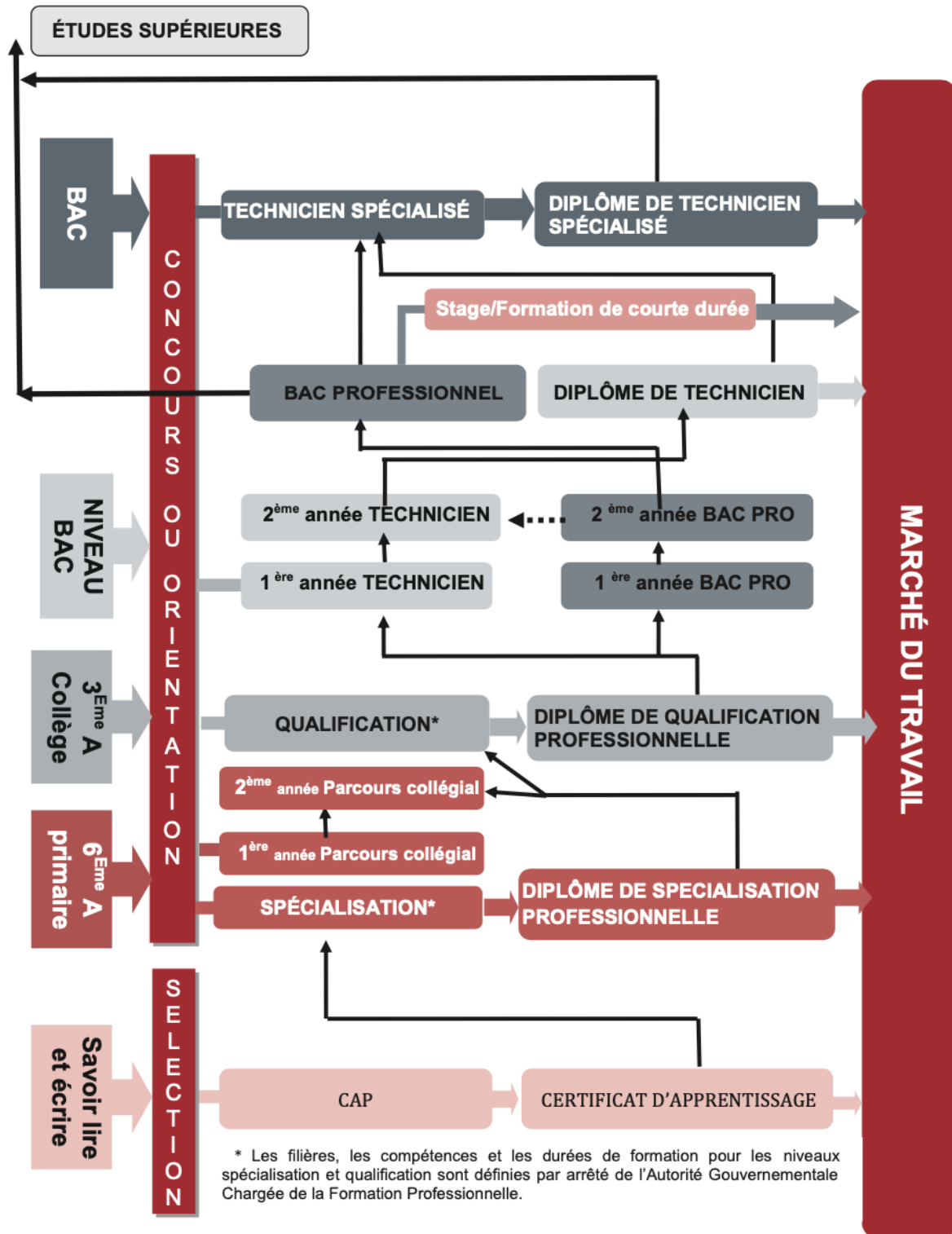
(Numbers in thousands and rates in %)

Indicators	Year 2017			Year 2018		
	Urban	Rural	Together	Urban	Rural	Together
Activity and employment (15 years and older)						
- Working-age population	16 244	9 289	25 533	16 630	9 320	25 950
- Active population	6 887	5 028	11 915	6 953	5 026	11 979
- Rate of feminisation of active population	22,3	27,3	24,4	22,2	27,4	24,4
- Activity rate	42,4	54,1	46,7	41,8	53,9	46,2
. By sex						
Men	67,6	78,4	71,6	66,9	77,9	70,9
Women	18,4	29,6	22,4	18,1	29,7	22,2
. By age						
15 - 24 years old	22,9	36,2	28,2	21,7	35,6	27,3
25 - 34 years old	58,9	63,0	60,4	58,4	63,2	60,1
35 - 44 years old	58,0	67,6	61,3	57,1	67,5	60,7
45 and over	35,9	55,2	42,7	35,5	55,0	42,3
. According to the diploma						
Without a degree	36,7	56,7	46,5	35,8	56,3	45,7
With a degree	47,1	48,1	47,3	46,5	47,6	46,8
- Employed population	5 872	4 827	10 699	5 963	4 848	10 811
- Feminisation rate of employed population	19,6	27,5	23,2	19,6	27,7	23,2
- Employment rate	36,1	52,0	41,9	35,9	52,0	41,7
- Share of paid employment in total employment. Of which:	97,0	66,5	83,2	97,0	67,0	83,5
- Employees	67,7	43,0	58,8	67,2	42,8	58,4
- Self-employed	32,1	56,9	41,0	32,8	57,2	41,6
Unemployment						
- Unemployed labour force	1 015	201	1 216	990	178	1 168
- Rate of feminisation of unemployed population	37,9	20,9	35,1	37,9	19,0	35,1
- Unemployment rate	14,7	4,0	10,2	14,2	3,5	9,8
. By sex						
Men	11,8	4,3	8,8	11,4	3,9	8,4
Women	25,0	3,1	14,7	24,3	2,5	14,0
. By age						
15-24 years old	42,8	11,4	26,5	43,2	10,4	26,0
25-34 years old	21,6	5,0	15,4	21,2	4,5	15,1
35-44 years old	7,0	1,9	5,1	6,6	1,6	4,7
45 and over	3,7	0,9	2,5	3,7	0,9	2,4
. According to the diploma						
Without a degree	6,7	1,9	3,8	6,2	1,6	3,5
With a degree	19,6	10,7	17,9	19,1	9,8	17,1

Source: National Employment Survey, Office of the High Commissioner for Planning (Statistics Directorate). (1) For definitions of the concepts and indicators used, refer to the glossary available on the HCP website: <http://www.hcp.ma>

13.6 Annexe 6: Progression in professional education and links with national education

Source: Conseil Supérieur de l'Éducation de la Formation et de la Recherche Scientifique (CSEFRS, 2019 a), [Formation professionnelle initiale – Clés pour la refondation, Rapport Nr 4/2019, mars 2019](#). Pg 29.



13.7 Annexure 7: List of organisations interviewed for this report

- Department of Professional Training (DFP) of MENFPESRS: Meetings with Secretary General, heads of three divisions.
- [Department of Higher Education](#) of MENFPESRS
- Department of Curriculum of National Education of MENFPESRS
- [National Agency for Evaluation and Quality Assurance of Higher Education and Scientific Research \(ANEAQ\)](#)
- [National Agency of Fight Against Illiteracy \(ANLCA\)](#)
- [Observatory of Professions and Competences of the Professional Branches of Morocco \(OdB\)](#)
- European Union Delegation to Morocco