



European Training Foundation

WORK-BASED LEARNING IN MOROCCO



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EXECUTIVE SUMMARY

Morocco's economic growth rate is one of the highest in the Middle East and North Africa region, a region that has weathered the global crisis relatively well, achieving an average growth rate higher than the euro zone, the Central and Eastern European countries and Latin America. Morocco achieved an average annual growth of 4.3% between 2008 and 2013. This performance is the result of an increase of 9.2% per year arising from the value added by the primary sector and the robustness of the non-agricultural sector and in particular the performance of the service sector.

Although there has been a decrease in the population growth rate (34 005 000 inhabitants in 2015), the country's demographic structure continues to have a significant impact on a number of human development indicators. In 2014, Morocco was ranked in 126th place out of the 186 countries listed in the human development index.

The economically active population aged 15 and over fell by 0.4% at national level between the second quarters of 2015 and 2016 (-0.8% in rural areas and a stagnation in urban areas) and totalled 11 926 000 in the second quarter of 2016. In contrast, the economically active working population, grew by 1.5%. Therefore, the activity rate between the two periods fell from 48% to 47.2%, a decrease of 0.8%. In this context, the Moroccan economy has lost 26 000 jobs. This compares to the annual average creation of 74 000 jobs over the last three years. This figure is not enough to absorb the labour supply, in particular among young people of working age. Unemployment rates in Morocco were around 10% during the first quarter of 2016 (rural 4.1%, urban 14.6%). This figure reached 20.8% among young people in the 15–24 age group.

Main types of workplace learning

We can identify three types of learning in the workplace: work-based vocational training (formation professionnelle alternée), apprenticeship training (formation par l'apprentissage) and internships (stages en entreprise).

Work-based vocational training is a type of initial vocational training based on the principle of partnership between the state, businesses and social partners. It aims to align training with the needs of businesses and to turn the latter into authentic training spaces. The objective of this type of training, which takes place in a business for at least 50% of its duration, is to provide participants with know-how by engaging them in a professional activity within a business, with a view to acquiring a vocational qualification in one of the subjects offered by the training institutions.

Apprenticeship training relies on the training capacities of small and medium-sized enterprises (SMEs), and accounts for at least 80% of the overall training time. It is complemented by general and technological supplementary training within an apprenticeship training centre (centre de formation par l'apprentissage, CFA), for at least 10% of the overall training time. The training may consist of an initial diploma-based training programme or may occur on a qualifying basis only. The duration of the training is flexible and depends on the levels and trades involved. Certain entry requirements apply. Apprenticeships are aimed at people who do not necessarily meet the educational and age requirements for entering other types of vocational training.

Internships are compulsory during the last year of training programmes for learners who are working towards obtaining a vocational certificate. The internship, which usually lasts for three to six months, takes place within a company or government department as part of an internship agreement signed

between the training institution and the host business. The intern is required to perform a practical role within the company under the supervision of an internship mentor and their appointed supervisor within the training institute. At the end of the internship, the learner submits an internship report, which is one of the requirements for receiving a diploma.

Recent policies and development prospects

In June 2016, the National Vocational Training Strategy 2021 (Stratégie nationale de la formation professionnelle à l'horizon 2021, SNFP 2021) was adopted by the Moroccan government. SNFP 2021 aims to mitigate the qualitative and quantitative deficits of the current model. It proposes 'quality professional training everywhere, for everyone throughout their lives, for the benefit of development and adding value to human capital, as well as the improved competitiveness of businesses'. It comprises five strategic objectives:

- guarantee the right to vocational training through social and regional inclusion;
- improve the competitiveness of the business both as a stakeholder and a privileged training space;
- optimise entry into the job market by continuously improving the quality of training;
- integrate general teaching and vocational training to create greater appeal;
- strengthen governance of public policy with regard to vocational training, promoting performance and synergy.

One of the aims of the second objective (improve the competitiveness of the business both as a stakeholder and a privileged training space) is to strengthen initial training in a professional setting. This involves increasing the number of interns involved in training in the workplace to 50% using the mechanisms of apprenticeship training or work-based vocational training. This would increase the number of learners in the workplace from around 100 000 in 2016 to around 420 000 by 2021.

Legal framework

The legal framework governing the organisation and establishment of *work-based vocational training*, Act 36/96, was published in the Moroccan *Official Journal* on 7 November 1996 and came into force as of the 1997/98 autumn term. A ministerial order, published in the Moroccan *Official Journal* on 4 November 1999, defines the list of professions covered by work-based vocational training, as well as the conditions that the host businesses must fulfil.

Apprenticeship training was established by Act 12-00. A ministerial order defines the list of professions covered by apprenticeship training, the diplomas and certificates recognising them, the duration of the training and the entry requirements in terms of age and education. This order is subject to review, as required, in order to introduce new trades, remove others and amend the entry requirements or training levels.

There is no specific legal framework for *internships*.

Institutional framework

Work-based vocational training is a form of initial training. It is organised within the framework of an agreement established between the initial training institution and the host business. The work-based vocational training relationship is governed by a contract signed between the business owner and the intern, in accordance with current employment laws.

Apprenticeship training is organised within the framework of agreements signed with the Department of Vocational Training by each chamber of commerce or professional organisation, each public or private business, each association created in accordance with current legislation, each state-run or state-approved vocational training institution or each public body that provides qualification-based training. The apprenticeship training relationship is governed by a contract signed between the business owner and the apprentice or their legal guardian and approved by the apprenticeship training centre.

Financial and non-financial incentives

Under Act 12-00, which established *apprenticeship training*, companies engaged in craft receive a financial contribution from the state towards training costs (MAD¹ 250 per month). Within the framework of agreements made between the training providers and stakeholders, the Department of Vocational Training grants an annual subsidy for organising the apprenticeship. It includes the following provisions: insurance for the apprentices; printing leaflets about the apprenticeship; awareness-raising campaigns; annual leave costs; costs for monitoring apprentices in the host businesses; state contribution towards training costs; training management; purchasing work uniforms; purchasing additional equipment (depending on the type of project); adaptation or design of training programmes (depending on the type of project). It also covers exemptions from income tax, training tax and social security contributions that are deductible from apprentices' salaries.

No direct financial incentive is offered to host businesses that provide *work-based vocational training*. However, non-financial incentives that are similar to those granted for apprenticeship training are offered.

Obstacles and challenges

Faced with a significant social burden and urgent economic demand, the challenge is to increase training capacities. Although there is still a long way to go in responding to the social demand for training, the work-based training system has enabled traditional training providers to significantly increase their training offering and allowed new training providers to emerge. There is still significant potential to leverage both existing and new providers.

The current obstacles to developing work-based training methods are also due to external factors (including an insufficiently developed and structured economic fabric, a significant informal sector, a poor average level of education among business owners and apprenticeship coaches and mentors) and internal factors in the system (including weak participative governance, limited financial resources and ineffective incentivisation mechanisms). This is paired with the absence of a specific training strategy in workplace settings, which is linked to several interconnected factors: organisational, educational and financial.

Finally, the significant social demand, combined with insufficient financial resources, pushes the system towards a framework of quantitative growth rather than qualitative development.

Mobility

Inter-regional mobility at national level is a phenomenon that is motivated by the appeal that wealthier regions hold for populations from less prosperous regions, whether or not they are qualified. South-South mobility is essentially expressed as a movement from Sub-Saharan countries to Morocco. This

¹ Moroccan Dirham

mobility is either forced, due to the migration of populations towards Morocco, or voluntary, encouraged by the country's African policy regarding cultural and university exchanges. North-South mobility between countries essentially takes the form of student exchanges between Moroccan and European students (mainly French) as part of partnerships established between private Moroccan higher education institutions and their European counterparts. Finally, we note an interesting mobility initiative entering into the framework of a bilateral institutional partnership between the French state and the Moroccan state: the CIFRE/France-Morocco programme. This programme facilitates the low-cost recruitment of Moroccan PhD students, who are employed in research and development in the two countries for a period of three years while they write their doctoral thesis.

Recommendations

Work-based learning is key to harmonisation between training and employment. It involves reviewing and rethinking the connection between the three main stakeholders:

- the host business,
- the apprentice or intern,
- the vocational training institution or apprenticeship training centre.

Actions therefore need to be undertaken concerning:

- the strategic vision of work-based learning,
- promotion, communication and information,
- partnership and coordination,
- governance and, in particular, strengthening of the role of businesses,
- strategic and operational management,
- human, educational and financial resources,
- an evaluation of the system.

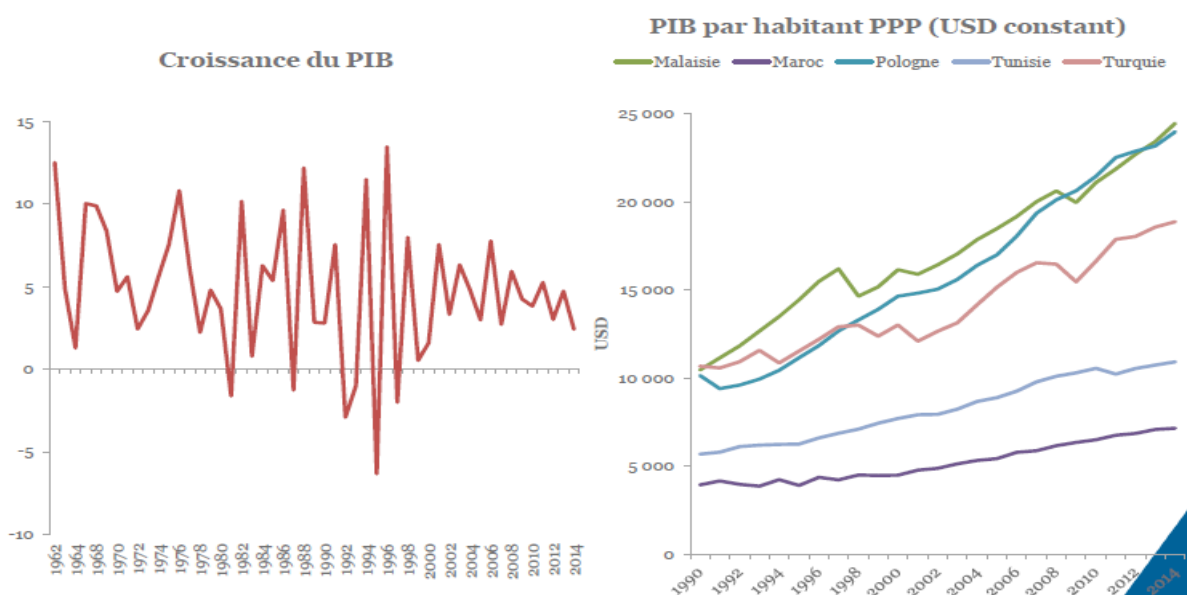
1. MACROECONOMIC DATA

1.1 Political and economic data

1.1.1 General economic situation

The position of the national economy in its growth cycle demonstrates that Morocco has entered its most stable phase of economic growth since 2000. According to the Organisation for Economic Cooperation and Development (OECD, 2016), however, this growth is still insufficient to bridge the gaps in per capita income.

FIGURE 1.1 GDP GROWTH AND GDP PER CAPITA



Sources: World Bank, OECD

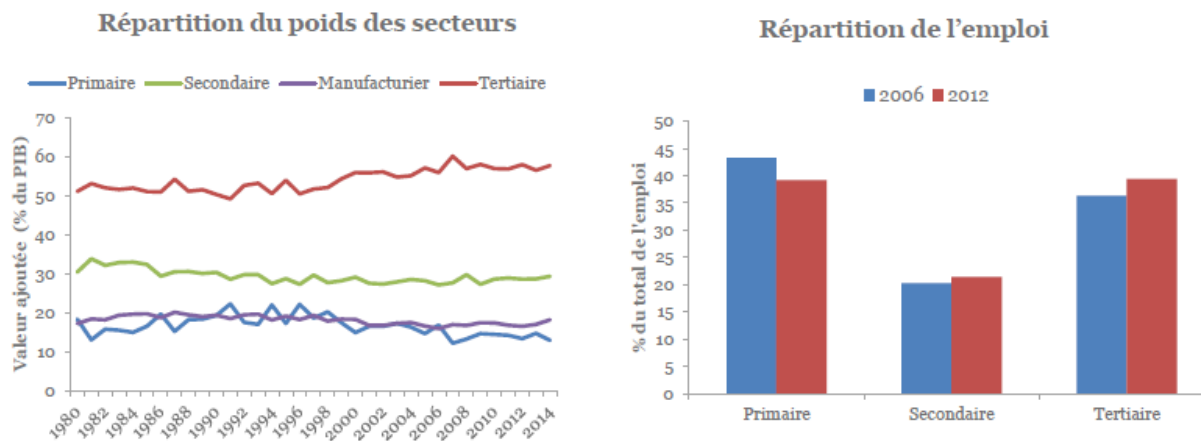
The Dashboard of Macroeconomic Data issued by the Department of Economic Studies and Financial Forecast of the Moroccan Ministry of Economy and Finance, published in May 2015, reports the following information. The economic growth rate in Morocco is among the highest in the Middle East and North Africa region, a region that has weathered the global crisis relatively well, achieving an average growth rate that is higher than the growth rate in the euro zone, the Central and Eastern European countries and Latin America. Between 2008 and 2013, Morocco achieved average annual growth of 4.3%. This compares with 4% in the region, -0.3% in the euro zone, 2.3% in the Central and Eastern European countries and 3.2% in Latin America and the Caribbean. This performance is the result of an increase of 9.2% per year arising from the value added by the primary sector and the robustness of the non-agricultural sector and in particular the performance of the service sector.

In contributing to economic growth, the primary sector grew by 1.7 points in the periods between 2000 and 2007 and 2008 and 2013, averaging a contribution of 2 points. The service sector reported a similar improvement in its contribution to economic growth, 0.7 points, averaging 3.3 points over the last period. By contrast, the contribution of the secondary sector registered a decrease of 0.4 points, averaging 0.7 points during the last period. This follows a slowdown in manufacturing and a downturn in mining activity.

A sectoral analysis of the structure of gross domestic product (GDP) shows the growth of the service industry in the national productive fabric in the period between 2008 and 2011: 54.9% compared to 29.6% in the secondary sector and 15.5% in the primary sector. By reaping the fruits of balanced development, the Moroccan economy has been able to withstand the financial and systemic economic crisis, triggered in 2008, despite certain weaknesses, notably the insufficient diversification of exports in terms of products and markets, the nature of the exchange rate system, which limits the country's competitiveness, and a dependency on climate conditions.

However, the country's structural transformation does not seem to be sufficiently underway, as the graph below demonstrates.

FIGURE 1.2 DISTRIBUTION OF EMPLOYMENT AND SECTORS



Sources: OECD, World Bank

According to the Department of Economic Studies and Financial Forecast's report, Morocco has managed to incorporate the successful reforms and the recent knowledge that has been acquired into its economic development model. This model is based on the consolidation of endogenous growth by increasing public investment, improving the purchasing power of citizens and constantly diversifying and improving the competitiveness of the productive fabric. This support for the fundamentals of growth has been coupled with efforts aimed at improving the profile of public finances and the monitoring of sectoral macro strategies for greater involvement of the business world.

1.1.2 Demography

Although there has been a decrease in the population growth rate, the country's demographic structure continues to have a significant impact across a number of human development indicators. In 2014, Morocco was ranked in 126th place out of the 186 countries listed in the human development index; 8.9% of the population were living below the poverty line in 2007 (World Bank, 2015).

TABLE 1.1 DEMOGRAPHIC INDICATORS

Population (thousand)		34 005
Population density (inhabitants/km²)		45.36
Population growth rate		1.37%
Median age	Men	27.9 years
	Women	29.1 years
Age structure	0–14	26.4%
	15–64	67.2%
	65+	6.4%
Masculinity ratio	At birth	1.05 male/female
	Under 15	1.03 male/female
	15–64	0.97 male/female
	65+	0.87 male/female
Urban population		60.5%
Life expectancy		76.71 years
Migration balance		-3.36 per thousand

Sources: World Bank, High Planning Commission of Morocco

TABLE 1.2 PROJECTED DEVELOPMENT OF AGE STRUCTURES UP TO 2050

Year	Age groups as a % of total population		
	Under 15	15 to 59	Over 60
2007	29.1	62.9	8.0
2016	25.3	64.4	10.3
2025	22.7	63.1	14.1
2050	17.2	58.4	24.5

Source: High Planning Commission of Morocco, Prospectives Maroc [Forecasts Morocco]

TABLE 1.3 ACTIVITY RATES – TOTAL AND BY SECTOR, FIRST QUARTER 2016

Economically active population: 11 926 000		
Economically active population by sector		
Agriculture, forestry and fisheries	Industry (including construction)	Services
40.9%	21.3%	37.8%

1.2 Employment and unemployment data

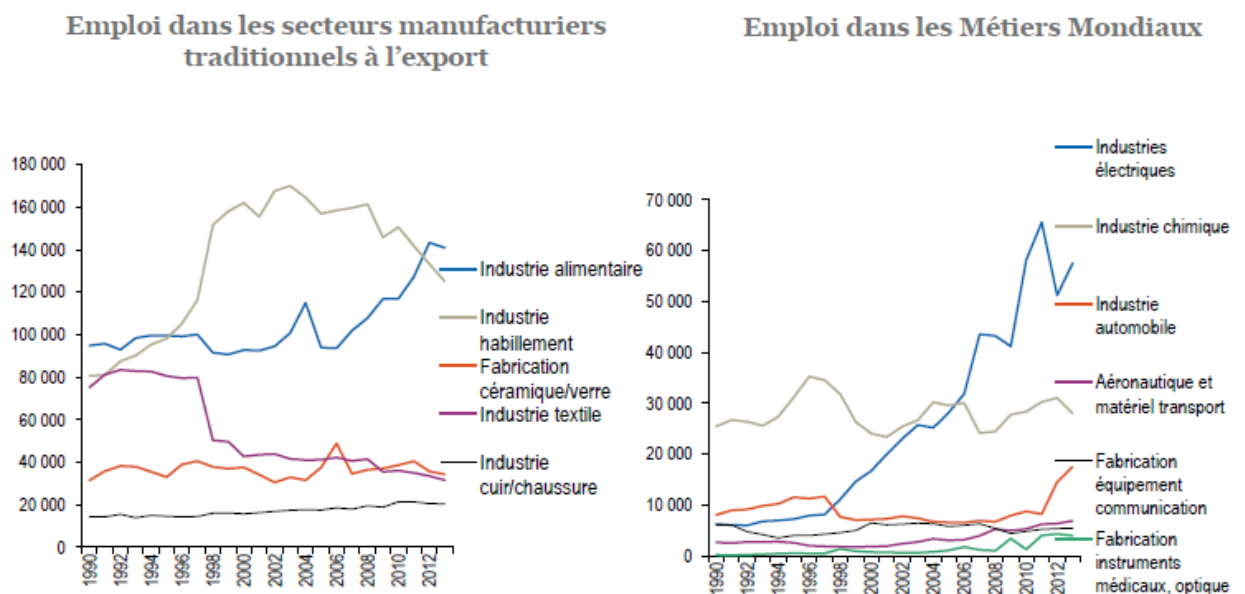
The information note published by the Moroccan High Planning Commission (Haut-Commissariat au Plan) in relation to the job market situation in the second quarter of 2016 analyses the development over the year as follows. The note indicates that the job market is characterised by persistent fall in activity and employment rates. In the second quarter of 2016, the economically active population aged 15 and over was 11 926 000, representing a fall of 0.4% at national level between the second quarters of 2015 and 2016 (-0.8% in rural areas and a stagnation in urban areas). In contrast, the economically

active working population grew by 1.5%. Therefore, the activity rate between the two periods fell from 48% to 47.2%, a decrease of 0.8 percentage points.

The agriculture, forestry and fisheries sector lost 175 000 jobs while the service sector created 70 000 jobs, the construction and civil engineering sector created 41 000 jobs and industry, including craft trades, created 38 000 jobs.

Despite the strong growth in employment in new sectors such as automotive (12.4% average annual growth rate), the jobs created by the economic fabric are generally in the informal sector. They are also precarious positions, particularly in the construction and civil engineering and service sectors, especially the sub-sectors 'professional and domestic services' (35 000 jobs) and 'informal retail' (25 000 jobs). The graph below shows the evolution of employment in the manufacturing sector.

FIGURE 1.3 EMPLOYMENT IN TRADITIONAL MANUFACTURING SECTORS AND IN THE GLOBAL TRADES

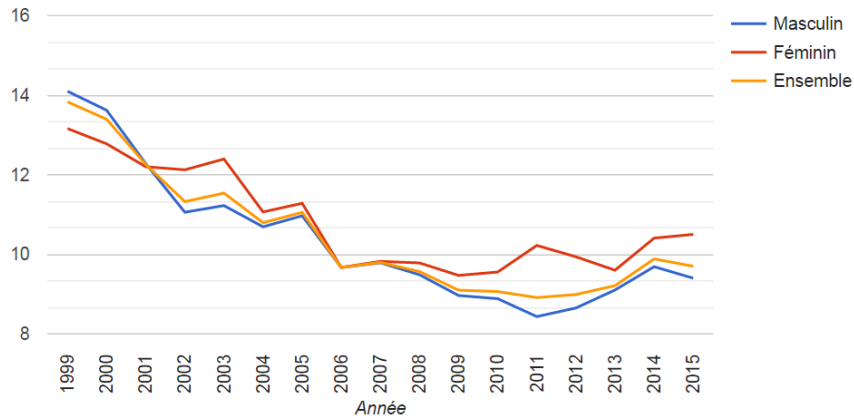


Sources: OECD, High Planning Commission of Morocco

The distribution of employment by level of education shows a predominance of high-level jobs in government administration and public companies and entry-level and mid-level jobs in the private sector. Initial or on-the-job training needs are even greater, both to ensure that new entrants to the job market are sufficiently skilled and to assist businesses in improving their performance by ensuring their human resources are better qualified.

According to the Moroccan High Planning Commission, the unemployment rate in Morocco was 10% during the first quarter of 2016. This confirms the downwards trend in unemployment rates since 1999, as shown in Figure 1.4.

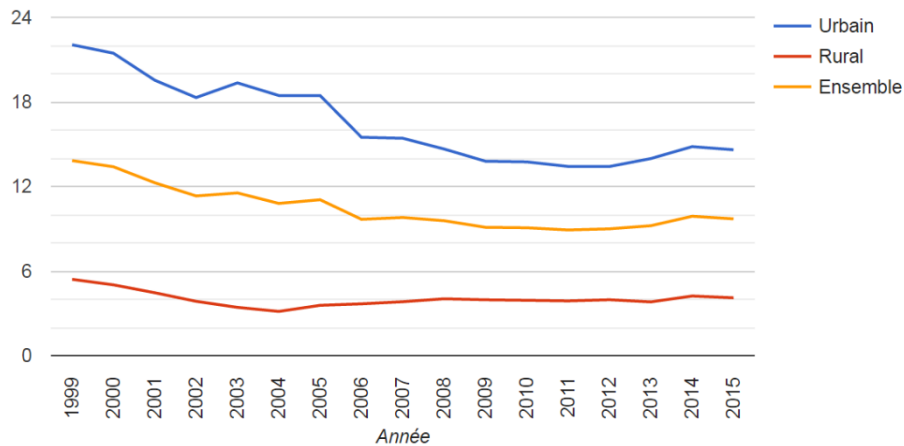
FIGURE 1.4 UNEMPLOYMENT RATES BY GENDER



Source: High Planning Commission of Morocco, 2016

However, the disparity in the unemployment rate between rural (4.1% in 2015) and urban (14.6% in 2015) areas persists.

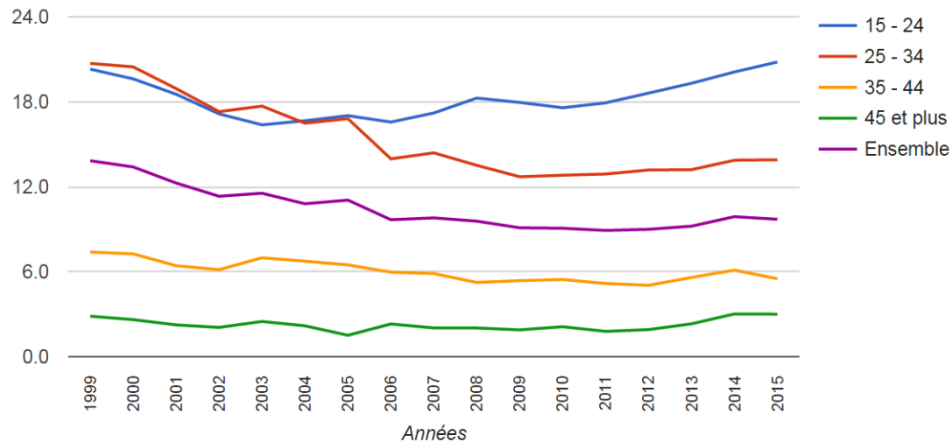
FIGURE 1.5 UNEMPLOYMENT RATES BY GEOGRAPHICAL SETTING



Source: High Planning Commission of Morocco, 2016

With an unemployment rate of 20.8% in 2015, young people (15 to 24-year-olds) remain the most vulnerable group.

FIGURE 1.6 UNEMPLOYMENT RATES BY AGE GROUP



Source: High Planning Commission of Morocco, 2016

Unemployment among young people affects mainly first-time entrants to the job market and young graduates. This situation can be explained by the incompatibility between the needs expressed by businesses and the qualifications of job seekers.

2. WORK-BASED LEARNING

2.1 The education and training model

2.1.1 General data

The Moroccan education system was widely reformed in 1999. This was in response to the country's socio-economic development and its needs in terms of qualified human resources. The National Education and Training Charter, which stipulates that this reform is adopted by a commission representing all the country's institutional and social bodies, is dedicated to the principle of general education, its compulsory nature for all children up to the age of 15 and the vocational qualification of at least 50% of people who enter the job market each year.

However, far from meeting the Charter's objectives, the Moroccan education system continues to be characterised by a weak external output, poor quality teaching and a significant number of pupils dropping out of school early. According to the UNESCO global monitoring report on the Education for All (EFA) movement, published in 2014, 30% of pupils who reach the last year of compulsory education have the basic skill set and minimum reading standard required.

To overcome these deficiencies, a strategic vision for reform for the period 2015–30, developed by the Higher Council of Education, Vocational Training and Scientific Research (Conseil supérieur de l'éducation, de la formation professionnelle et de la recherche scientifique), a constitutional consultative body, was adopted. Entitled 'An education system promoting fairness, quality and development', the strategic vision aims to meet the following objectives:

- create good citizens;
- respond to the expectations of the citizen-led, democratic and development project adopted by the nation;
- help to integrate Morocco into the knowledge economy and strengthen its position among developing countries;
- promote the transformation of society from one that consumes knowledge to one that produces and disseminates knowledge, thanks to the mastery of digital technologies, the development of scientific research and a culture of innovation and excellence.

In line with the objectives of the Council's strategic vision, SNFP 2021 was adopted in June 2016. It is built around the following qualitative strategic objectives:

For citizens,

- promote social integration and entry into the job market;
- improve employability;
- encourage socio-professional development;

For businesses,

- improve competitiveness;
- help to make investing more attractive;

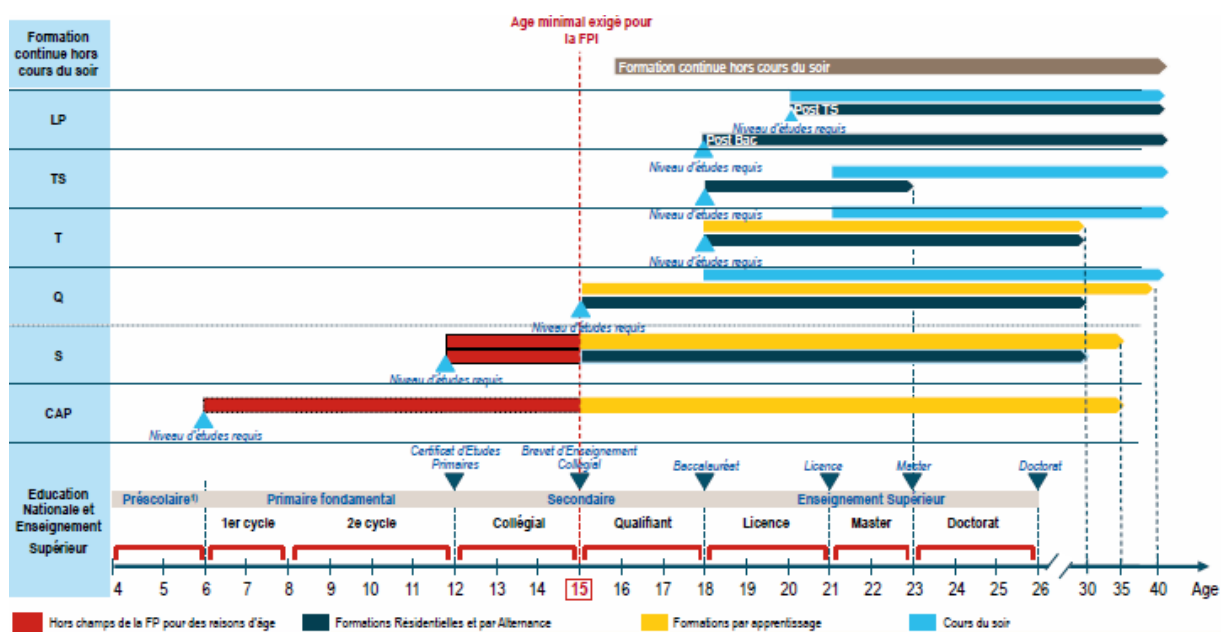
For the state and regional authorities (collectivités territoriales),

- enhance human capital;
- contribute to the creation of national wealth;
- promote social and regional inclusion.

Finally, Morocco has been working since 2007 to implement its national qualifications framework (cadre national de certification, CNC) in accordance with the commitments it made within the context of the 'advanced status' granted by the European Union (EU). A national qualifications grid (2013) and a governance plan based on the national qualifications framework (2016) were adopted. Management bodies for the national qualifications framework are currently being established.

2.1.2 The Moroccan education system

FIGURE 2.1 STRUCTURE OF THE MOROCCAN EDUCATION SYSTEM



Source: Ministry of National Education and Vocational Training

The Moroccan education system is structured into two sub-systems:

- a sub-system composed of pre-schooling, basic primary education, middle school, qualification-based secondary education, post-secondary education, non-formal education and vocational training, managed by the Ministry of National Education and Vocational Training;
- a sub-system for higher education, which comes under the administrative supervision of the Ministry of Higher Education, Scientific Research and Executive Training.

The two sub-systems are explained in detail in Annex 3.

High levels of illiteracy have made literacy a priority for the country. The state-run National Literacy Agency (Agence nationale de lutte contre l'analphabétisme, ANLCA) was recently established. It is tasked with proposing action plans to combat illiteracy, managing and coordinating the actions of different stakeholders, and steering the activities of the relevant government departments, public and private institutions and non-governmental organisations (NGOs).

2.1.3 Work-based learning: definition and main types

Work-based vocational training

Work-based vocational training is a type of initial vocational training, established by Act No 36-39. It is based on the principle of partnership between the state, businesses and social partners. It aims to align training with the needs of businesses and to turn the latter into authentic training spaces. This type of training seeks to:

- enable young people to complete most of their training in real-life working conditions;
- involve professionals in the training process;
- facilitate the insertion of graduates into the labour market.

This type of training, at least 50% of which takes place within a business, aims to provide participants with know-how by engaging them in a professional activity within the company. The ultimate objective for the participant is to acquire a vocational qualification in one of the subjects offered by the training institutions.

In 2015, work-based vocational training was performed by 20% of vocational trainees, which equated to 70 113 interns. This compares to the figure of 24 379 in the 2006–07 period. Of this figure, almost all are interns from the Office of Vocational Training and Employment Development (Office de la formation professionnelle et de la promotion du travail, OFPPT), a public training provider that delivers this type of training for levels 2–5 of the Moroccan national qualifications framework: specialisation, qualification, technician and specialist technician.

Apprenticeship training

Participants in this type of training spend 80% of their total training time in an SME. It may take the form of an initial diploma-based programme or a qualification-based training programme. The duration of the training period is flexible and depends on the levels and trades involved. Certain entry requirements apply. Apprenticeships are aimed at people who do not necessarily meet the educational and age requirements for entering other types of vocational training.

The young apprentice is placed in a *mataallem*, or apprenticeship, alongside a *maallam*, or apprenticeship mentor.

Act 12-00, which establishes and organises apprenticeships, was enacted in June 2000. It defines an apprenticeship as a form of training that takes place mainly in the workplace (at least 80% of its overall duration) and is complemented by supplementary general and technology training in an apprenticeship training centre for at least 10% of the overall training period.

According to the Department of Vocational Training, the objectives of the apprenticeship are to:

- ensure that young school drop-outs receive vocational training, in order to facilitate their entry into the job market;
- ensure that young rural people (children of farmers) receive training that is adapted to the specific realities of rural life;
- help safeguard craft trades and improve the appeal of trades in the maritime, fisheries and tourism sectors;
- involve businesses, chambers of commerce and professional organisations in vocational apprenticeships.

According to the legal texts that form the framework for apprenticeship training, the benefits for young people are:

- having the option of signing up to a vocational training programme, even if they have dropped out of school or do not meet the entry requirements for educational institutions that provide residential training;
- getting the qualifications and skills required to successfully enter the job market
- acquiring practical know-how by performing activities or tasks relating to a particular trade in real-life professional conditions;
- developing a good knowledge of the workplace and adapting to the real conditions of productive work;
- guaranteeing a minimum income during practical training.

Several training providers are currently involved in the organisation of apprenticeships. These are:

- sector-focused public providers (ministerial departments) through vocational training institutions, targeting sectors that constitute significant hotbeds in terms of getting young people into apprenticeships: crafts, agriculture, maritime, fisheries, hospitality and tourism;
- businesses that come under the auspices of intra-business apprenticeship training centres (centres de formation par l'apprentissage intra-entreprises, CFA-IE), which were established to respond to the specific training needs expressed by businesses;
- NGOs in partnership with the state, with the objective of strengthening their management capacities and proximity to young people from poor areas;
- National Mutual Assistance (a government agency), jointly with the regional education and training academies (académies régionales d'éducation et de formation, AREF).

Implementation of training in intra-business centres

The establishment of CFA-IEs enables businesses to gradually organise and structure the recruitment of their employees and to develop their skills in line with business needs. The legal framework for the CFA-IE is based on Act 12-00, governing apprenticeships; Act 13-00, governing private vocational training; and the order of the Ministry of National Education and Vocational Training, governing trades and qualifications that are the object of the apprenticeship.

The graph below describes how the activities, tasks and responsibilities involved in this type of training are distributed between the business and its apprenticeship training centre.

In 2015–16, 5 577 young people were trained in 56 CFA-IEs operating in the following sectors: textile and clothing (43 CFA-IEs), automotive (9 CFA-IEs), leather manufacturing (1 CFA-IE), tourism and hospitality (1 CFA-IE) and meat processing (1 CFA-IE).

Leveraging the capacities of NGOs for apprenticeship training

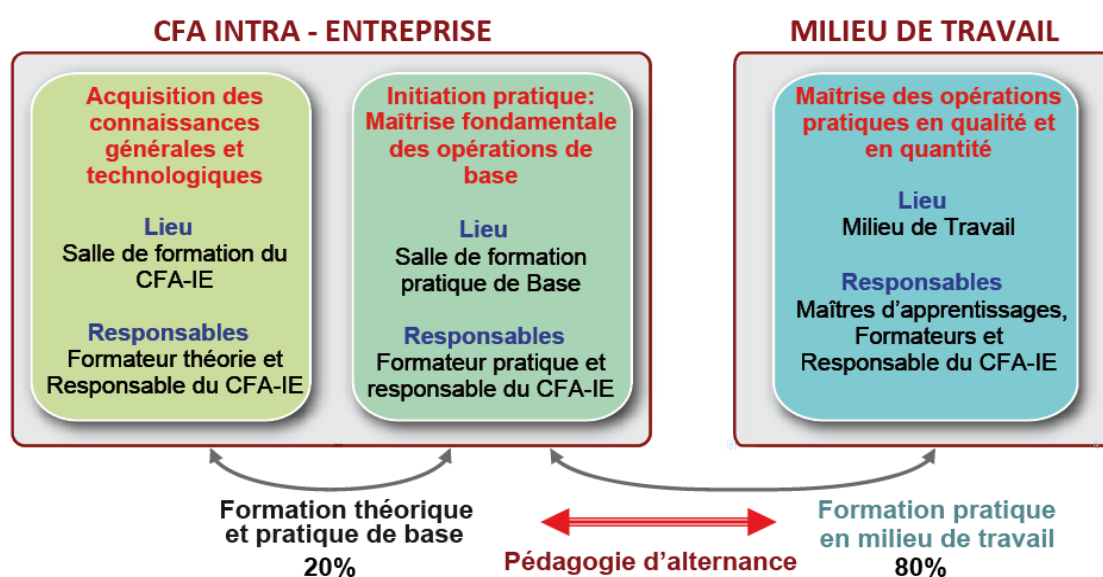
Leveraging the capacities of NGOs with the National Human Development Initiative (Initiative nationale de développement humain, INDH), using a socio-professional approach to the development of apprenticeships, makes it possible to:

- benefit from the proximity and social mobilisation of NGOs to ensure the success of apprenticeship programmes for the benefit of young people in vulnerable situations;

- respond to the training and/or qualification needs of young people from poor areas or villages, thereby facilitating their entry into the job market;
- integrate apprenticeships as a strong link in a chain of activities ranging from enhancing education and social support for young people to facilitating their entry into the job market.

Thirty-six NGOs attached to operational apprenticeship training centres are currently implementing 48 draft agreements. NGOs were involved in the training of 4 888 young people in 2015–16 and 28 933 apprentices in the period between 2007 and 2016.

FIGURE 2.2 DISTRIBUTION OF RESPONSIBILITIES BETWEEN THE ENTERPRISE AND THE APPRENTICESHIP TRAINING CENTRE



Internships in companies

Internships are compulsory during the last year of the training programme for learners who are working towards obtaining a vocational certificate. The internship, which usually lasts for three to six months, takes place within a company or government department as part of an internship agreement signed between the training institution and the host business. The intern is required to perform a practical role within the company, which is supervised by an internship mentor and their appointed supervisor within the training institute. At the end of the internship, the learner submits an internship report, which is one of the requirements for receiving a diploma.

There is no legal framework regulating internships in the workplace. Each year, around 200 000 vocational learners and some 40 000 higher education students submit their applications to companies and government departments at the start of the school or academic year.

However, the hosting capacity within private sector companies remains limited. Indeed, only around 14% of companies, some 25 000, employ a workforce of more than 10 employees and would therefore be able to host one intern under the minimum conditions required for supervision and monitoring. In the vast majority of cases, the internship is more of a formality than an actual process of learning and applying the theoretical knowledge acquired in a professional environment.

2.1.4 Specific data regarding training in the workplace

In 2015/16, 30 079 young people were engaged in apprenticeships, representing 9% of the cohort in initial training. During the same period, 20% 87 951 young people (20% of all initial VET trainees) were engaged in work-based vocational training (see Annex 4). The aim of the National Vocational Training Strategy is to increase the overall number of involved in training in the workplace (apprenticeship training + work-based vocational training) to 50% by 2021, that is to say a total figure of around 344 000 work-based learners.

Work-based vocational training

In the absence of more recent information, a study of business involvement in vocational training in Morocco, conducted by the German Development Institute in 2001, evaluated work-based vocational training in different business categories in three main sectors: metallurgy, mechanics- and electromechanics, textile and clothing and tourism. As the legal and procedural framework governing work-based vocational training has not been amended since then, the results remain valid. The main conclusions of this evaluation are summarised below.

Businesses engage in work-based vocational training for several reasons: to respond to the demand for placements from training institutions; to respond to their own needs; to benefit from the profile of graduates of work-based vocational training; and to meet a national duty.

In terms of supervision and monitoring of interns by the host company, the study reveals various findings:

- Businesses cannot always provide the skills included in the programme due to a lack of preparation by the trainee or the unavailability of the corresponding activity in the business.
- Of those who completed work-based vocational training in the textile and clothing, tourism and metallurgy, mechanics- and electromechanics sectors, 57%, 43% and 31% of trainees, respectively, were recruited by the companies in which they completed their training. According to the vocational training establishments and professional associations, the remaining trainees did not encounter any difficulty in finding a job elsewhere.
- While securing a training contract between the intern and the business owner, as stipulated by regulation, is generally standard practice in the textile and metallurgy, mechanics- and electromechanics sectors, less than half of companies in the tourism sector formalise this type of contractual relationship.
- The majority of businesses put trainees to work immediately. A minority of businesses arrange a specific training workshop.
- The majority of businesses in the MMEEI and textile and clothing sectors pay interns a salary; only one-third of businesses in the tourism sector do so. Conversely, interns in the tourism sector are generally supported by the business in terms of food, transport and work uniforms.

In terms of coordination between the host company and the training institution, various points may be highlighted.

- Businesses are not involved in the selection of interns. However, this does not seem to concern businesses who say that they don't have time to manage this process.
- Three-quarters of the businesses interviewed stated that they were not involved in shaping the training programme and many were critical of its content.

- The pace of work-based vocational training is deemed satisfactory by the majority of businesses, but some request greater cohesion between the theoretical element and the practical element.
- Monitoring of interns within the business, as well as communication between the training institution and the business, are deemed to be unsatisfactory.

In terms of evaluation of work-based vocational training by businesses, the following points may be noted.

- Work-based vocational training is generally viewed favourably by the businesses that have participated in it. In almost all cases, they envisage continuing this type of training.
- While work-based vocational training has clearly been a success in large and multi-national companies, expanding it has proved to be difficult.
- The resources to improve the availability and aptitude of businesses – which are the key to success for this type of training (especially in SMEs/SMSI – were judged to be unsatisfactory and sometimes inadequate.

The inadequacies and corrective actions listed concern the following aspects.

For businesses,

- information and awareness-raising of business owners in relation to the requirements and benefits of work-based vocational training;
- strengthening of operational capacities through hosting, mentoring, monitoring and educational training; remuneration and mobilisation of educational resources;
- training mentors in vocational teaching methods;

For vocational training institutions,

- training of trainers;
- regular monitoring of interns placed in businesses;
- greater flexibility to consolidate opportunities for businesses and, notably, manage work-based vocational training effectively;
- ability of the vocational training institution to act independently and make decisions, enabling it to adapt to the needs of businesses operating in its specific environment, while respecting quality requirements and protecting the rights of learners;

In terms of coordination between the vocational training institutions and businesses,

- adaptation of programmes to the requirements of work-based vocational training;
- involvement of businesses in planning, educational content and structure of work-based vocational training, as well as the evaluation and selection of internship candidates;

For interns,

- a compulsory minimum salary to be paid to trainees;

For the training system,

- a review of the governance system for work-based vocational training through a more robust involvement of businesses;
- a clear strategy, which is communicated to stakeholders, defining governance (role and tasks of the various stakeholders), adequate mechanisms (e.g. management, promotion, incentivisation,

planning, monitoring, evaluation) and appropriate ad hoc financing, enabling the qualitative objectives of SNFP 2021 to be reached;

- an extension of work-based vocational training to the qualification levels relevant for higher education: degree, master's, PhD, i.e. levels 6, 7 and 8 of the Moroccan national qualifications framework.

To enable the development of this type of training, monitoring measures have been implemented within the scope of the MEDA 1 project (1995–99). This project focused mainly on training executives and providing training in work-based vocational training methods as well as managing this type of training.

As the two previously mentioned training methods – residential and work-based – have not been able to respond to the training needs of a significant marginal portion of the young population, their unsuitability for certain sectors and certain levels of training has led the public authorities to experiment with new apprenticeship models, in this case, the apprenticeship training method.

Apprenticeships

The number of apprentices reached 30 079 in 2015/16. This represented a decrease of 5% compared to 2014/15. Female apprentices account for 46.25% of the total number of apprentices. A network of 324 training institutions and 9 977 companies were involved in the supervision of these apprentices.

Worth noting is the increase in female participants compared to the 2005–06 period (17%) and that almost all trainees in the AREFs are female (see Table 2.1).

TABLE 2.1 NUMBER OF APPRENTICES BY TRAINING PROVIDER

Training provider	Total number	Of which female participants
Department of crafts	6 377	3 525
CFA-IE	5 577	3 908
Department of agriculture	5 063	805
National mutual assistance	4 979	1 640
NGOs	4 535	2 284
Regional education and training academies (AREF)	1 378	1 287
Department of tourism	996	355
Department of maritime and fisheries	544	–
UNAMFR*	353	47
Chamber of commerce for industry and the service sector	202	10
Apprenticeship training centres (private institutions)	75	52
Total	30 079	13 913

* National Union of Rural Household Associations in Morocco [Union nationale des associations des maisons familiales rurales du Maroc]

The crafts sector is the main training sector and accounts for 21.2% of the total number of trainees in apprenticeship training. This is followed by CFA-IEs, which account for 18.54% of trainees, and the agricultural sector, which hosts 16.83% of trainees. There is still significant scope to mobilise the industrial and service sectors.

The distribution of apprentice numbers by training level is as follows: 54.57% at specialisation level (S), 21.2% at qualification level (Q), 18.71% at vocational apprenticeship certificate (certificat d'apprentissage professionnel, CAP) level and 5.52% at technician diploma level.

Table 2.2 sets out the historical development in terms of number of trainees by sector since 2008.

Three findings can be extracted from this historical development:

- the withdrawal of apprenticeship training through the OFPPT (around 70% of the number in initial training), this being entirely dedicated to work-based vocational training;
- the significant reduction in the number of trainees in traditional sectors (agriculture, fisheries and craft trades), offset by new sectors such as the automotive sector;
- a resulting stagnation in numbers: around 30 000 apprentices since 2008.

TABLE 2.2 EVOLUTION OF NUMBER OF TRAINEES BY SECTOR

Sector	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
Agriculture	8 786	9 177	9 975	9 220	8 918	6 244	4 576	5 366
Production crafts	5 185	6 405	7 595	7 908	8 328	8 856	10 149	8 370
Service crafts	2 320	1 956	1 974	2 208	1 680	1 536	1 722	1 619
Construction	2 204	1 809	2 475	2 005	1 534	1 523	1 535	1 483
Hospitality and catering	3 562	3 852	4 722	3 878	3 144	3 120	3 204	3 120
Maritime and fisheries	2 367	2 213	1 365	852	692	719	487	544
Service/health/education	4 234	4 785	3 924	3 920	2 768	3 279	3 872	4 115
Automotive	–	–	–	2 823	1 651	4 095	4 527	3 247
Textile/clothing and leather manufacturing	1 934	1 751	1 590	1 488	1 803	1 571	1 511	2 109
Meat processing	–	–	–	–	–	36	77	106
Total	30 592	31 948	33 620	34 302	30 518	30 979	31 660	30 079

2.2 Situation of work-based learning

2.2.1 Recent policies and success stories

General vocational training and work-based learning policy

The development of work-based learning has constituted a significant concern for the public authorities since the 1984 reform. At that time, an ambitious objective was set. It was aimed at reaching 50 % for apprenticeship out of all enrolments in VET by 1995. This objective has not yet been achieved.

The goal for the public authorities was two-fold: to involve businesses in the act of training in order to respond as effectively as possible to the needs of a growing Moroccan economy and to expand the hosting capacity of companies in order to meet growing social demand due to the significant demographic growth. However, training based on the principle of regulated work-based vocational

training only took place for the first time since independence in 1996 when Act 36/96, implementing and organising work-based vocational training, came into force.

Interesting experiments have been conducted by various providers within and outside the scope of this regulation. In this regard, we note the following:

- Between 1981 and 1985, the OFPPT conducted a pilot project based on a circular issued by the Ministry of Employment and Vocational Training on 14 April 1981. This circular completes the provisions of the royal decree of 1940 by defining the organisational methods and management of learning. The pilot, which took place in Casablanca, benefited 1 000 young people by providing them with contracts lasting between six months and two years and establishing links between businesses and apprentices.
- The Minister for Agriculture organised a training programme based on the principle of work-based vocational training, called 'Practising the trade'. As part of this programme, the apprentice spent two to three days training, depending on the level of qualification, on a working farm. Under the supervision of trainers, evaluation sessions were planned whereby apprentices shared the agricultural experience that they had gained. The apprentices worked on a numbers of farms in order to broaden their field of learning.
- Within the framework of the decree of 17 October 1964, apprenticeship centres for craft trades were established. The Department of Crafts organised apprenticeships (supervised on-the-job training) by placing young people with craftspeople who were granted premises in the craft cooperatives. The purpose was to teach the apprentices traditional manufacturing methods and to ensure the preservation of disappearing trades. This training was formalised through agreements signed between the Craft Trade Delegations and the craftspeople.
- While the OFPPT has abandoned its pilot project, the Department of Agriculture and the Department of Crafts have conducted new pilot projects over the past decade that are better designed and more appropriate to the specific needs of the sector.

In 1992, the Department of Agriculture, in collaboration with the development bodies and chambers of agriculture, developed a training programme called 'Training farmers' sons and daughters'. Its objectives are to:

- keep young rural people on their family farms, so that they can eventually take over from their parents;
- train a specialised workforce that has in-depth knowledge of new production techniques;
- combat the rural exodus by placing greater value on agricultural work.

The training programme does not result in a qualification. It takes place over a nine-month period, and focuses on work-based vocational training in the training centre (one week) and agricultural work (three weeks). The training is recognised by a certificate stating that the apprentice has successfully completed the training and specifying the sector in which they have been trained.

Despite the modest number of apprentices trained every year, the 'Training farmers' sons and daughters' programme has received positive feedback within the job market. The young people trained join their family farms and make an effective contribution to improving the techniques used in growing crops, managing livestock and using technology.

For its part, the Department of Crafts launched an apprenticeship programme under the auspices of the Young People's Employment Fund (Fonds de promotion de l'emploi des jeunes, FPEJ). Access

conditions and training duration are the same as those required by the residential vocational training system. Two-thirds of the training time is reserved for practical training in the craft business, while the remaining third is provided in the form of theoretical classes at the training centre attended by the apprentice.

Apprentices who satisfy the evaluation requirements of the training programme receive a certificate indicating the level of training provided. The programme provides for the compensation of the craftsman for the time spent with the apprentice, procurement of the working materials and maintenance of the equipment used. A bonus of MAD 250 (around EUR 25) per apprentice per month is therefore granted to the host businesses.

An agreement between the craft business and the relevant government department setting out the organisational methods and development of the training was concluded as part of the programme. A brochure to facilitate monitoring of the apprentice's training was also produced. An evaluation of this experiment and the entrance examination carried out by the International Labour Office demonstrated that almost 80% of graduates were able to enter the job market after their training, and a significant number of these found work with their host business.

In addition to these two experiments, National Mutual Assistance launched a pilot project with the support of the GRETA training provider based in Nord d'Isère, France in 1998. The training is developed in accordance with the principle of work-based learning and takes place in the training centre (25%) and the business (75%) over a six-month period. A pre-training phase is organised in the training centre for three months to introduce the young people to different trades and help them to find a host business. As a result of this pilot project, 54 interns took up jobs in their host business or in another business, representing a recruitment rate of around 80%.

These pilot projects will be a great source of inspiration for the current apprenticeship training system established under the auspices of the National Education and Training Charter, initiated by Act 12-00, which was enacted in June 2000.

The National Vocational Training Strategy 2021

In June 2016, the Moroccan government adopted the National Vocational Training Strategy 2021 (SNFP 2021). The aim of this strategy is to mitigate the qualitative and quantitative deficits of the current model. It proposes 'quality professional training everywhere, for everyone throughout their lives, for the benefit of development and adding value to human capital, as well as the improved competitiveness of businesses'. The graph below sets out the vision, objectives and implementation axes.

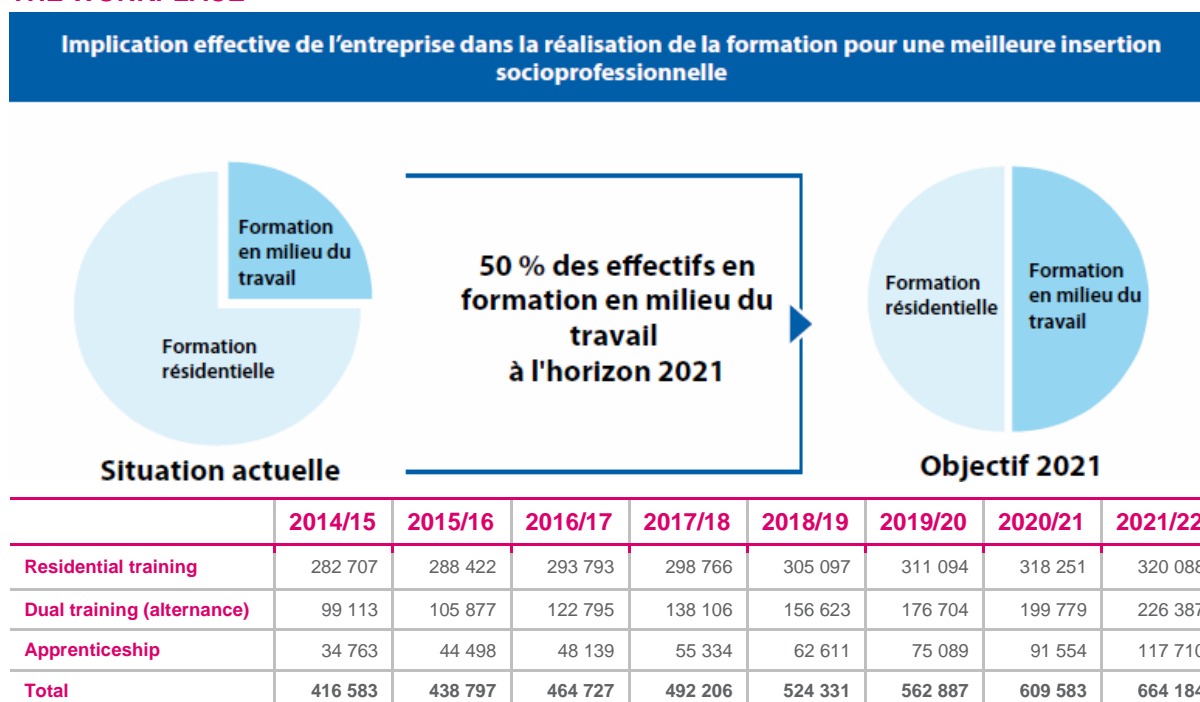
FIGURE 2.3 VISION AND OBJECTIVES OF VOCATIONAL TRAINING, 2012



Source: SNFP, Ministry of National Education and Vocational Training

The second objective – to ‘improve the competitiveness of business as both a stakeholder and privileged training space’ – anticipates the strengthening of initial training in a professional setting, among other aspects. This entails increasing the number of vocational training trainees involved in training in the workplace to 50% through apprenticeship training or work-based vocational training, as shown in Figure 2.4. This would represent an increase in learners in the workplace from around 130 000 in 2016 to around 340 000 by 2021.

FIGURE 2.4 EVOLUTION OF THE NUMBER OF TRAINEES INVOLVED IN TRAINING IN THE WORKPLACE



Source: SNFP

An emphasis will be placed on planning with the launch of the Professional and Regional Trades and Skills Sector Unit (Observatoire des métiers et des compétences de branches professionnelles et de régions, known by its abbreviation – Observatoire de branches). Managed by the General Confederation of Moroccan Businesses (Confédération générale des entreprises du Maroc, CGEM), the Sector Unit's main task is to create a current database containing forecasts on the needs of the job market. These will take the form of learning outcomes by qualification level within the Moroccan national qualifications framework. This database is made up of 'trade employment list cards and employment skills benchmark cards' for each professional sector at national level that are rolled out at regional level.

Finally, the opening up of the institutes of delegated management (instituts à gestion déléguée) to professionals is also planned. This should provide effective support for sectoral macro strategies and help graduates enter the job market. The sectors targeted as a priority are:

- agribusiness,
- rail network,
- transport logistics,
- metallurgy, mechanics and electromechanics industries,
- environment,
- water and sanitation,
- entrepreneurship and management.

2.2.2 Legal framework for training in the workplace

Legal framework implementing and organising work-based vocational training (Act 36/96)

The Department of Vocational Training, working in close collaboration with training departments and professional associations, created the legal framework for organising and implementing work-based vocational training. The Act was published in the Moroccan Official Journal on 7 November 1996 and came into force as of the 1997–1998 autumn term. The decree implementing this Act was adopted and published in the Moroccan *Official Journal* on 19 February 1998. A ministerial order, published in the Moroccan Official Journal on 4 November 1999, defines the list of professions covered by work-based vocational training as well as the conditions that the host businesses must fulfil (please see below).

Organisation of work-based vocational training

Work-based vocational training is a form of initial training.

Subject

The aim of work-based vocational training is to provide general, professional and technological knowledge to trainees within state-run or state-approved vocational training institutions. Its objective is to provide trainees with know-how by engaging them in a professional activity within a business, whatever its size and activity type, with a view to the intern gaining a vocational qualification in one of the sectors covered by vocational training institutions.

Duration, place, certificate

At least 50% of the work-based vocational training takes place within a company and one-third takes place within a state-run or state-approved vocational training institution.

The duration of the work-based vocational training may not be less than two years or more than three years, except with the express authorisation of the relevant state department.

Work-based vocational training is recognised by the issuance of initial vocational training certificates, in accordance with current laws and regulations.

The government authority in charge of vocational training signs off on the trades and professions that are subject to work-based vocational training. It also sets out the fundamentals for the relationships connecting the training institution with the business within the framework of the work-based vocational training system.

Contract

The work-based vocational training relationship is governed by a contract signed between the company's CEO and the trainee, in accordance with current employment laws.

Access conditions

- The trainee must be aged at least 15 or over on the date on which the work-based vocational training contract ends.
- The trainee must be enrolled in one of the vocational training institutions.

Hosting conditions

Any business owner who is able to satisfy the following conditions may host interns.

- They do not have a criminal record and have not been convicted of a moral offence or offence against minors.
- They must be aged at least 20 if they are hosting trainees who are minors and married if they are hosting female trainees who are minors.
- Their business must meet the specifications regarding premises, equipment and supervision set out by the government authority in charge of vocational training. Furthermore, the activity that is performed by the business must correspond, partially or entirely, to the profession or trade for which the trainee will be prepared.
- They respect the provisions of this law and all regulatory texts designed for its application.
- They appoint a tutor who is in charge of supervising the trainee, unless they are able to do this themselves. The tutor must satisfy the conditions in relation to technical and professional qualifications set out by the government authority in charge of vocational training.
- The number of trainees to be hosted may not exceed one trainee for every 10 permanent employees, unless authorised by the government authority. Businesses that employ fewer than 10 employees on a permanent basis may also host one trainee.

Hosting trainees must not lead to any reduction in the company's workforce or any infringement of its effective employment capacity.

Remuneration

The business owner pays the trainee a monthly allowance that has been agreed with the trainee or their legal guardian. This allowance may be less than the minimum salary paid in the sector in which the person is trained. It can also be reviewed annually.

Administrative and educational conditions

The CEO of the company that hosts the trainee commits to:

- keeping a dedicated register for trainees in accordance with the model specified by the government authority in charge of vocational training; this register must state the start and end dates of the work-based vocational training for each trainee and a summary of the training provided and must be made available to the competent authority in charge of monitoring work-based vocational training activities;
- ensuring the trainee is trained methodologically and gradually without giving them tasks that exceed their abilities or tasks that are not related to the profession for which they are preparing;
- providing the trainee, free of charge, with the tools and working materials necessary for their training within the business;
- informing the trainee's parent or legal guardian in the event of an accident, illness, absence or any conduct on their part that would warrant an intervention;
- providing the trainee with access to all the facilities within the vocational training institution that will enable them to undertake their training programme and sit exams;
- allowing information and inspection visits arranged by the government or competent authorities;
- not exceeding the weekly hours agreed for the training.

Trainee's commitments

The trainee undertakes to:

- carry out the tasks that are given to them;
- take reasonable care of the tools provided to them and return them as required;
- respect the working hours and regulations and be diligent both during their attendance at the business and the training institution, adhering to the timetable that is set for them;
- work on behalf of the host CEO throughout the training period, if they so wish, for a duration not exceeding three years, on condition that they receive a salary in line with that paid in the profession to an employee with an equivalent level of qualification.

Responsibilities of the vocational training institution

- The vocational training institution has a duty to provide the trainee with a work-based vocational training brochure aimed at monitoring the different stages of training within the business.
- It is also responsible for setting the weekly employment and training schedule and for arranging the exam dates within the vocational training institutions, in agreement with the business owner.

Incentives for the host business

Trainees are not subject to social security contributions. They are also exempt from income tax due to the work-based vocational training allowance that they receive.

Businesses are exempt from having to pay employer's and employee's social security contributions in relation to the trainees that they are hosting. They are also exempt from paying vocational training tax due to the work-based vocational training allowance paid to the interns.

The vocational training institutions are responsible for taking out an insurance policy for the benefit of trainees during their work-based vocational training within the host company. This protects them against accidents in the workplace and work-related illnesses.

Potential sanctions against the business owner

The government authority can decide, on its own initiative or in response to the competent authorities, to prohibit, definitively or provisionally, the business owner from hosting trainees, if it is established that the business owner:

- has acted in a way that is detrimental to the trainee's training, in particular by giving them work and tasks that have no direct link to learning the profession or by unfairly bringing their training to an early end;
- has not respected any of the provisions governing the work-based vocational training covered by the current law or by the regulatory texts designed for its application;
- has prevented or obstructed monitoring visits and inspections in relation to the conditions of the work-based vocational training arranged by the government or the competent authorities.

Potential sanctions against the trainee

Failing being able to validly invoke a violation by the business owner of one of the provisions of the current law, a trainee who, of their own volition, leaves the company with which they have a contractual agreement without honouring the commitments agreed to, may not sign a new contract for work-based vocational training with another business owner until they have compensated the first business owner with an amount equivalent to the work-based vocational training allowance received during the training period.

A trainee who, following a warning addressed to them or their legal guardian by the business owner or government authority, persists in not respecting their obligations pursuant to this law and the regulatory texts designed for its application, risks:

- termination of the work-based vocational training contract on foot of a unilateral decision taken by the business owner, following consultation with the competent authorities; such a termination is classified as dismissal for gross misconduct;
- the permanent or temporary removal of their name from the list of vocational training institutions in accordance with the current guarantees and procedures if another business owner has terminated a contract with them.

If, at the end of the work-based vocational training, the trainee refuses to work for the business owner for all or part of the duration specified in the contract, they must pay compensation to the business owner. The amount paid is calculated in accordance with the number of days remaining multiplied by the daily allowance paid by the business to the trainee. However, it does not exceed the total work-based vocational training allowance received by the intern during the training period.

Legal framework implementing and organising apprenticeship training (Act 12.00)

The legislator was guided by a certain number of principles when drafting the legal framework for apprenticeships. Firstly, the apprenticeship should be open to a number of school leavers, even if they have not completed the sixth year of basic schooling, in view of the absence of appropriate instruments for this category of young people. Given the annual school drop-out rates, this is a category that is constantly growing. Secondly, the legal framework should enable a certain flexibility in terms of organisation to deal with the specificities and requirements of each sector (agriculture, fisheries, tourism, craft trades and industry). Finally, the apprenticeship model should offer more appealing incentives to attract both small businesses and young people who are looking to gain a qualification.

Definition

Apprenticeship training, which is implemented and organised through Act 12-00, is a type of practical, on-the-job training that takes place for at least 80% of the overall training period and is complemented by general and organised technological training for at least 10% of this period:

- within the scope of agreements secured with the government authorities;
- through any chamber of commerce or professional organisation;
- through any public or private business;
- through any association created in accordance with current legislation;
- through any state-run or state-approved vocational training establishment;
- through any public body guaranteeing qualification-based training.

Contract

The apprenticeship relationship is governed by a contract signed between the business owner and the apprentice or their legal guardian and approved by the apprenticeship training centre. The contract identifies the apprentice, the business owner and/or apprenticeship supervisors. It states the relevant trade, the duration of the apprenticeship, the commitments of the two parties, the amount of the allowance to be paid by the business owner to the apprentice and the duration for which the young person undertakes to work for the business owner after having completed the training.

The apprentice and the business owner agree a trial period in the contract during which each party may terminate the apprenticeship contract without having to pay compensation, provided they inform the apprenticeship training centre of the termination.

Entry requirements to apprenticeship training

The apprenticeship candidates must satisfy the following entry and educational conditions:

- They must be aged at least 15 or more on the end date of the apprenticeship contract, unless they have expressly received an exemption from the government authority in charge of vocational training. However, no exemption has been sought to date.
- They must have completed year three of secondary education for the trades recognised by a vocational qualification certificate.
- They must have completed the sixth year of primary education or hold a non-formal education certificate issued by the Ministry of National Education and Vocational Education for trades recognised by a specialist vocational certificate.
- They must have a literacy certificate or minimum reading and writing skills for qualification-based training programmes.

Conditions to be met by the business owner

- They must be aged at least 20.
- They must appoint an apprenticeship mentor to supervise the apprentices or take responsibility for this themselves.
- They must be able to demonstrate that they are of good character.

To facilitate flexibility, Act 12-00 is brief in relation to certain aspects. One example is the conditions to be met by the business owner for hosting apprentices. This provision is not without issues in terms of its applicability on the ground. While the placement of apprentices with craftspeople who work at home

is regulated, it poses problems in terms of monitoring and even identifying the business concerned. This has led some training providers to request a licence or register of trades.

Conditions to be met by the apprenticeship mentor

- They must have the skills and qualifications required to perform their trade.
- They must be able to prove a minimum of two years' experience in their trade.
- They must have the educational capacity to pass on their professional experience to the apprentice.
- They must be able to demonstrate that they are of good character.

While the regulations have the merit of requiring the apprenticeship mentor to have the necessary teaching skills in order to be able to pass on their know-how, the methods for checking these skills have not yet been defined.

Trades included in apprenticeship training

A ministerial order defines the list of professions covered by the apprenticeships, the diplomas and certificates recognising them, the duration of the training, as well as the entry requirements in terms of age and education. This order is subject to as many reviews as necessary to introduce new trades, remove others, modify the access conditions or the training levels in terms of the recommendations issued by governance bodies such as those mentioned in section B.2.3 of this report. The order has been reviewed twice since the enactment of Act 12-00 in light of proposals from professionals, training providers or the results of various studies. The latest order covers trades in the following sectors: agriculture; production crafts; construction and civil engineering; the mechanical, metallurgical and electromechanical industries; the food processing industry; the service industry; the tourism, hospitality and catering industry; and education. The 'technician' level was introduced for the first time in the most recent review. A new project is currently being prepared.

Training duration

The training period varies in length from one to two years, depending on the trade and qualification chosen.

Recognition of training

The apprenticeship can be recognised, depending on the trade and qualification, by a specialised vocational training certificate, qualification or technician certificate or by a certificate recognising the young person's professional achievements.

Remuneration

The business owner pays the apprentice remuneration as per the agreement made with the apprentice or with their legal guardian; the remuneration may be less than the guaranteed minimum wage. In return for supervising the intern, the host business receives a contribution from the state towards the training costs.

Other incentives are also offered. These include exemptions from social security contributions and income tax on the income received by the intern.

Accidents in the workplace and work-related illnesses are covered by the apprenticeship training centre in accordance with the provisions of the royal decree governing accidents in the workplace and work-related illnesses.

Furthermore, the employer is exempt from paying vocational training tax on the allowance paid to apprentices.

Incentives for the host business

Act 12-00 retains the same incentives as provided under Act 36/96 and, in addition, grants businesses in the craft trade a financial contribution from the state towards training costs. This amount is set at MAD 250 per apprentice per month.

TABLE 2.3 COMPARISON OF THE TWO TYPES OF TRAINING: WORK-BASED VOCATIONAL TRAINING AND APPRENTICESHIP TRAINING

	Work-based vocational training	Apprenticeship training
Levels concerned	The same levels as residential training, but in practice only affects the qualification, technician and specialist technician levels	The same levels as residential training, but in practice only affects the specialist, qualification and technician levels Furthermore, open access to qualification-based training for young people who have not completed year 6 of basic primary education
Diplomas and certificates	The same diplomas as those for residential training	The same diplomas as those for residential training Vocational Apprenticeship Certificate for qualification-based training
Organisation	At least 50% of the training must take place within the business and at least one-third in a vocational training institution	At least 80% of the training must take place within the business and at least 10% in an apprenticeship training centre
Age	15 to 25	15 to 30 (35 for agricultural trades and 40 for fisheries)
Training duration	2 to 3 years; 2 years in practice	May not exceed 3 years; 1 to 2 years in practice
Training providers	The same providers as those for residential training. In practice, 3 providers contribute: Department of Agriculture, the OFPPT and the Department of Fisheries	In addition to residential training providers, the following may organise the apprenticeship: businesses, chambers of commerce, professional organisations and NGOs
Sectors	In regulatory terms, all sectors may be involved. In reality, the main sectors involved are agriculture, metallurgy, mechanics- and electromechanics, tourism and fisheries	Agriculture, fisheries, craft trades, metallurgy, mechanics- and electromechanics, textile and clothing, electricity, automotive, leather, service crafts, hospitality, catering, service industry and education
Allowance or remuneration for interns and apprentices	A monthly allowance that may be less than the guaranteed minimum wage and is reviewed on an annual basis (in reality, other than multinationals or large companies, few businesses pay this)	The remuneration may be lower than the guaranteed minimum wage (rarely paid to the apprentice)

	Work-based vocational training	Apprenticeship training
Incentives	<p>Apprentices and interns are not subject to social security contributions</p> <p>Exemption from income tax and vocational training tax on the income received by the apprentice or intern</p> <p>Exemption from the payment of employer and employee social security contributions</p> <p>Insurance for the apprentices is managed by the state through the vocational training institutions and apprenticeship training centres</p> <p>Training of apprenticeship mentors is managed by the state</p> <p>Financial contributions to training costs are granted by the state to businesses engaged in craft trades</p>	

2.2.3 Institutional framework for work-based training

Organisation of employers, employees and governance

Several actors are involved in setting and implementing the objectives. These include employee representatives and employer organisations, and in particular the professionals who generally participate in vocational training.

In accordance with the guidelines set out by the 1984 reform, consultation bodies were created at national and provincial level and training systems were established.

At national level: the National Commission for Vocational Training (Commission nationale de la formation professionnelle, CNFP) was established. It is governed by the Minister for Vocational Training. The commission is made up of training provider representatives, employer representatives (two representatives from professional bodies and two from chambers of commerce) and employee representatives (two representatives from the most well-represented trade unions). It defines general guidelines and plays a coordination and evaluation role. Act 36/96 tasks the commission with the planning, steering and promotion of work-based vocational training. Act 12-00 provides for the creation of two national commissions (one for the agriculture and fisheries sectors and one for the craft trades and industrial sector) attached to this commission and tasked with the management, planning, supervision, evaluation and control of learning at national level.

At provincial level: the Provincial Vocational Training Commissions (commissions provinciales de la formation professionnelle, CFP) were established. These are governed by *walis* (custodians) and governors and bring together, among others, employer and employee representatives. The commissions coordinate the system at local level, adapt the vocational training agenda and make recommendations to the government authority tasked with vocational training. They are also in charge of work-based vocational training. The creation of apprenticeship commissions, which will deal with work-based vocational training and will be attached to the main commission, is planned. These will be governed by a professional trade representative appointed by the *wali* or governor.

At institution level or at the level of a group of training institutions: A development commission was established. It is governed by a professional and tasked with monitoring the suitability of the training provided, in line with the socio-economic needs of the job market, and evaluating management of the institution. The same development councils were also tasked with a broad range of responsibilities for work-based vocational training and apprenticeship training. These include dealing with aspects of both types of training. Such aspects range from promotion to evaluation; selecting host companies; evaluating training needs; organising monitoring and inspection visits for the apprenticeship training

within the business; and managing conflicts between the apprentice and the business owner and the training institution and the business owner.

While this coordination and consultation model is still valid from an institutional perspective, it is no longer operational in reality, due to the fact that the National Commission for Vocational Training has not met since 1989 and the Provincial Vocational Training Commissions are struggling due to a lack of efficiency and resources. The same applies for the development councils, which do not manage to fully exercise the role that they have been assigned.

Partnership agreements for apprenticeship training are secured in the main economic sectors. Most of these involve signing a framework agreement with the Moroccan government. Implementation agreements are signed directly with the training providers through these framework agreements. These define the organisational, educational and financial provisions in relation to the training programme.

Monitoring committees are established to monitor the implementation of agreements and to ensure the correct development of the activities set out in these agreements. These committees are governed by the director of the regional delegation of the Department of Vocational Training. Each committee comprises the director of the apprenticeship training centre and a representative of the training provider. The professional organisations or chambers of commerce are only represented in the agreements to which they are signatories. Trade unions are not represented in any apprenticeship monitoring body.

While the monitoring committees for the apprenticeship training agreements are reasonably efficient in managing apprenticeship programmes, one notes the absence of a larger body at national and provincial level that has sufficient visibility and reach to evaluate the system, steer it and propose amendments and improvements.

Resources supporting work-based learning and the improvement of its quality

The regulations governing work-based vocational training and apprenticeship training provide for the involvement of professionals in dividing the training programme between the vocational training institution and the host business. In doing so, they take into consideration the requirements of the trade being learned, in particular the nature, duration and planning of the training sessions organised in the vocational training institution and in the host business.

A 'monitoring brochure' is used for apprenticeship training. This is used to monitor administrative aspects (e.g. diligence, absence), educational development (progress in the acquisition of skills) and continuous evaluation. This brochure also covers the training activities at the training centre and at the host business.

The brochure lists the skills to be attained; each skill is subdivided into training activities that are to be completed in an apprenticeship training centre, within the business or at both training sites. The monitoring officer can be one of the trainers or a person assigned this responsibility by the institution or apprenticeship management body. They are in charge of reviewing progress in the acquisition of skills and coordinating the actions between the learning centre and the business.

In reality, this model is not always respected and there is a lack of consultation regarding training location. Three different scenarios have been observed.

- *A predominance of work-based learning* and a lack of interest in general and technological training. Training in the craft trades sector is a classic example. The International Labour Office study conducted for this sector in 2002 showed that many apprentices did not always turn up to the training centre; in some cases they never turned up. The lack of appeal of the subjects offered and the trainers' lack of professional experience are often cited as reasons for this lack of interest.
- *A predominance of learning at the training site* and a lack of interest in the business. This is essentially the case with the OFPPT (work-based vocational training), where there have been extreme cases recorded of apprentices who, after seven months of training at the site, were not always placed in a business (MEDA II Project, Study of Apprenticeship Training in the Tourism Sector);
- *A certain balance between the practical, general and technological training.* The best example in this category would be the rural family centres. These are associations comprising the parents of students and farmers who organise apprenticeship training for the benefit of young local people. The objective is for them is to take over the business from their parents or to become involved on their own account.

Certain businesses, with the support of the Department of Vocational Training, have taken the initiative to organise internal apprenticeship training programmes. In order for these training programmes to be recognised and evaluated, they have been granted authorisation to create private training centres in accordance with Act 13-00. Specific training programmes have been developed and are coordinated between the training centre and the workshop. Internal resources have been mobilised to ensure technological training and monitoring of practical training in the business. Several apprenticeship training centres have been created in the textile, jewelry, tourism (ACCOR), meat processing (Koutoubia) and leather manufacturing sectors. According to initial evaluations, several large companies are still interested in formulating such training programmes and have integrated this into their development strategies.

Approved private training centres are evaluated in accordance with the provisions of Act 13-00 and its implementing texts, which provide for an inspection of the final evaluation by the Department of Vocational Training.

Act 36-96 stipulates that the business approved to host interns for the purposes of work-based vocational training must have one or several premises where the production or service activities take place and must be equipped with the correct tools and equipment required for the performance of these activities. The trainee thus has the opportunity to acquire the skills and know-how needed to practise the relevant trade or profession. On the other hand, Act 12-00 does not impose specific conditions in terms of premises, activities or equipment, which limits the scope of inspection at this level.

Act 36-96 and Act 12-00 stipulate virtually the same conditions with regard to supervision: the supervisor must have professional and educational skills and must be of good character. However, in the absence of a certification system for apprenticeship mentors, it is difficult to guarantee educational skills. Aware of the importance of the role of the apprenticeship mentor in the success of the apprenticeship model, Act 12-00 has entrusted the state with the management of their training.

Apprenticeship training comprises three components:

- general training (e.g. professional calculation, languages, work regulation);
- technological training (e.g. knowledge of materials, processes and procedures, equipment and their operating principles);
- practical training, which corresponds to the performance of professional activities.

According to the regulations, the training institution must allocate a minimum of 30% and 10% of the total time, respectively, for general and technological training programmes for work-based vocational training and apprenticeship training. The practical training must be provided by the host business for the remainder of the time.

In reality, the division of training between the training centre and the business is not always clearly defined. Indeed, the training centre sometimes ends up organising practical training sessions to cover the gaps for apprentices in the event that the host businesses do not have access to certain equipment, or do not conduct the necessary professional activity. In the same way, the business can also constitute a place of learning for a large portion of technological, and even general, teaching.

Regulated training programmes in a professional setting (work-based and apprenticeships) are all subject to evaluation. As with residential training, the following is anticipated:

- continuous or formative evaluation, with the objective of supporting and guiding young people in their learning journey;
- end-of-year or summary evaluation, which has the objective of taking a decision with regard to their certification or entry into the next year of training.

2.2.4 Financial and non-financial incentives

Financing of vocational training

Table 2.4 further down shows the investment and operational budgets for financing the vocational training system in 2015. It also shows the distribution by contribution category and their development according to SNFP 2021.

The additional contribution in relation to business (30% between 2015 and 2021) corresponds to the costs undertaken by the business for hosting an additional flow of trainees into workplace settings (apprenticeship or work-based vocational training). The aim is to increase the percentage of trainees in the workplace from 29% in 2015 (around 134 000) to 50% in 2021 (overall number around 350 000, of which 120 000 will be doing apprenticeships). In the absence of significant incentives for companies, the feasibility of such a scenario remains to be seen.

Financing of apprenticeship training

Apprenticeship training is financed by:

- the general state budget;
- businesses, which grant a financial allowance to apprentices or directly assume certain costs (e.g. transport, meals), allow administrative and educational supervision time for the apprenticeship mentors and potentially ring-fence a job for the apprentice, for example;
- the families and apprentices themselves by assuming personal costs and by the productive work.

Act 12-00 grants a financial contribution from the Moroccan state towards training costs for craft businesses. Each year, the Department of Vocational Training allocates a grant for organising apprenticeship training. This occurs within the scope of agreements signed with the training providers, public or private training centres, associations (professional associations or NGOs) or businesses. This amount is set at MAD 250 per apprentice per month. It represents a significant cost for the apprenticeship budget but is still not enough to encourage large numbers of businesses to take up this type of training.

Indeed, in 2009, GIZ (German agency for development and international cooperation) evaluated the actual financial contribution made by businesses to apprenticeships in the textile and hospitality sectors as part of a project entitled Vocational Training in the Workplace (formation professionnelle en milieu de travail). This highlighted a net annual cost (expense minus the increase in profit) per apprentice in the textile sector of around MAD 23 000. In the hospitality sector, the amount was around MAD 19 000. Conversely, no study has been conducted to evaluate the third source of financing. The rest of this section therefore focuses on the contribution made by the general state budget.

The learning grant allocated to training providers and actors within the scope of the FPEJ covers the following:

- insurance for apprentices,
- printing of learning brochures,
- awareness-raising information,
- annual leave costs,
- cost of monitoring apprentices within the host businesses,
- a contribution from the state towards the training costs,
- management of the training,
- purchase of work uniforms,
- procurement of additional equipment, depending on the project content,
- adaptation or design of training programmes, depending on the project content.

The Department of Vocational Training uses the FPEJ funds, implemented through Act 13-94, to finance apprenticeship training. It has been doing so since 2001. In conjunction with the Minister of Finance, the department launched an annual employment programme (initial and follow-up) to allocate apprenticeship grants agreed by monitoring committees and steering committees formed through the learning agreements. The FPEJ receives its funding from the general state budget via the Department of Vocational Training and from the Ministry of Agriculture and Ministry of Crafts.

Since the launch of apprenticeship training, the cumulative amount of the apprenticeship grants allocated to the FPEJ and given to the apprenticeship training providers and stakeholders is MAD 683 911 186,59 (source: Department of Vocational Training, 2016). This equates to an average annual grant of around MAD 50 000 000.

The contributions are paid into the funds, and are then transferred in the form of grants via the Department of Vocational Training – the delegated authorising body of the FPEJ – to the contracting parties within the scope of the above-mentioned agreements.

The apprenticeship workshop for the national education and training bodies, held on 31 October and 1 November 2006, examined the question of financing and identified the need to find new resources for addressing the development prospects for this type of training. The workshop therefore recommended conducting a study with a view to identifying the sources of financing for apprenticeship training, in particular exploring the possibility of establishing an apprenticeship tax or assigning a portion of the vocational training tax to financing this type of training.

Financing of work-based vocational training

Work-based vocational training is essentially supported and implemented by the OFPPT within the scope of initial vocational training activities. The budget for the 2017 action plan, reserved for initial vocational training, is around MAD 2.4 billion. In 2016, 20% of the total number of people engaged in initial training were involved in work-based vocational training.

The share of the budget allocated to work-based vocational training has not been resolved as the OFPPT does not have a duty to provide separate accounts for work-based vocational training. The expenses for work-based vocational training are approved as part of the initial vocational training expenses and cover all types of training (residential and work-based).

Work-based vocational training does not entail any direct financial incentive for the host company. However, it offers the following non-financial incentives, which are similar to those offered for apprenticeships: exemption from income tax and vocational training tax, exemption from social security contributions that would otherwise be deducted from the salaries of interns and assumption of the costs involved in insuring and monitoring interns in the workplace and coordinating the training programme.

2.3 Prospects and opportunities

2.3.1 Obstacles, challenges and development prospects

Morocco is faced with a significant social need (more than 400 000 job seekers each year, the majority of whom have no professional qualifications) and an urgent economic need (requirements in terms of businesses and the need for qualified human resources). The challenge is to increase training capacities, both in the public and private training sectors, to increase the capacity to host trainees and apprentices in all professional sectors and to increase the budgetary resources needed to finance this growing need.

Although it does not fully respond to the social demand for training, the workplace training system has enabled traditional training operators to significantly increase their training offering (e.g. agriculture, craft trades, National Mutual Assistance, fisheries) and for new training operators to emerge (professional associations, NGOs, businesses and AREFs). There is still significant potential to leverage both categories of actors.

The development of apprenticeship training in businesses through the creation of internal apprenticeship training centres, or through business associations, also demonstrates the apprenticeship system's capacity to respond to diverse economic and social situations. The evaluations conducted show that despite the difficulties encountered, businesses have a positive view of the system and do not have any doubts about it. They do, however, demand improvements at several levels. The same observation is made by the training institutions which, while recognising the

relevance of this type of training, deplore the lack of human and material resources, the rigidity in terms of management and the lack of supervision.

The main findings and current difficulties for developing training methods in the workplace can be summarised as follows.

External factors

Work-based training methods can only succeed in a context where the economic fabric is fairly well developed, structured and modern. Yet Moroccan businesses continue to be dominated by the informal sector, including small businesses (83% of businesses in the formal sector employ an average of three employees) and microenterprises. Used to on-the-job training or traditional apprenticeships, these businesses have difficulties in conforming to the standards required by regulated training.

Business owners and apprenticeship mentors tend to have a low level of education, which is not conducive to making the most of monitoring programmes and tools as required by the regulations.

Furthermore, the significant social demand places pressure on the system, pushing it towards a framework of quantitative growth rather than qualitative development.

Internal factors

Firstly, the lack of an overall development strategy that is specific to apprenticeship training and work-based vocational training should be noted. Such a strategy needs to be consultative and participative and involve the vocational organisations, chambers of commerce, SMEs, training providers, the Ministry of National Education and Vocational Training, the Ministry of Employment and the Ministry of Higher Education. The lack of an overall strategy is manifested in the poor connection between the social and economic frameworks. Other findings, along with organisational, educational and financial difficulties, have been identified and are summarised below.

In terms of organisation and management

- A significant drop-out rate was recorded among apprentices in the early months of apprenticeship training; the rate reached more than 40% among certain providers. This points to the absence of effective mechanisms for guiding and selecting young people and host businesses.
- There is a weak connection between the education system and vocational training (and the implementation of access routes).
- The multiplicity of stakeholders in the apprenticeship system, which requires perfect adherence to the system and a desire to cooperate with the different partners, poses problems in terms of management.
- The structures for managing apprenticeships and work-based vocational training established through regulation (e.g. National Commission for Vocational Training, Provisional Vocational Training Commissions) are not operational.
- The learning development committees in charge of managing the apprenticeship and work-based vocational training at local level (i.e. in the training centre) are often absent or not operational where they do exist.
- The absence of financial autonomy among the majority of apprenticeship training centres represents an additional constraint to the development of apprenticeships. Indeed, the rigidity of the financing procedures is not consistent with the required system flexibility.

From an educational perspective

- Businesses need to take on new responsibilities and mobilise new resources and additional capacities, as the implementation of work-based training methods essentially depends on the aptitude and availability of businesses to train young people.
- There is a lack of coordination between the vocational training institution or the apprenticeship training centre and the business. The 'monitoring brochure', which is the main educational coordination instrument, is not easy for users to understand, since they generally have a modest level of education.
- In certain trades, training standards are not adapted to apprenticeship training and/or work-based vocational training requirements.
- Stakeholders (trainers, tutors and apprenticeship mentors) find it difficult to implement new training standards that have been designed according to a skills-based approach without supervision and the necessary resources.
- No regular inspection of training in the workplace takes place; in particular, working conditions, occupational safety and the moral standing and technical ability of the apprenticeship mentors are not inspected.

From a financial perspective

- There is a lack of financial resources for apprenticeships, based on the general state budget and with regard to the development prospects for this type of training.
- The majority of training establishments have no financial autonomy (at least visibility and sustainability).

Table 2.4 provides a non-exhaustive overview of the situation concerning the two models for initial work-based training, as well as the specific mid-term objectives (SNFP 2021) and the limits and obstacles related to risks and costs.

TABLE 2.4 INITIAL WORK-BASED TRAINING

	Apprenticeship training centres	Work-based vocational training
Budget	Contribution not specified across the 70% share of the vocational training tax dedicated to the initial training spent by the OFPPT (the vocational training tax amounted to around MAD 2 billion in 2016)	MAD 50 million per year (average since 2002), financed by the FPEJ through the general state budget of the Department of Vocational Training and the contributions of the Department of Agriculture and Department of Crafts
Numbers, growth and objectives for 2021	Around 100 000 in 2016 Objective for SNFP 2021: around 226 000 interns	Around 35 000 in 2016 Objective for SNFP 2021: around 118 000 apprentices
Incentives	Exemption from income tax, vocational training tax and social security contributions for the business; monitoring of interns in the workplace; coordination of the training programme Monthly financial contribution for the companies: none	Similar to work-based vocational training, plus: insurance for apprentices; annual leave costs; monitoring of apprentices in the workplace; state contribution towards training costs; procurement of additional equipment, depending on the type of project; adaptation and design of training programmes, depending on the type of project; financial contribution; monthly financial contribution to craft businesses and NGOs (an average of around MAD 3 000 per apprentice per year)
Structural limits	In 2015, 189 600 companies in the formal sector – employing 3.1 million people – were affiliated with the National Social Security Fund (Caisse nationale de la sécurité sociale, CNSS). Among them, 83% employ fewer than 10 people. This means that around 48 050* businesses employing 10 or more people will have a provisional requirement for 344 000 trainees and apprentices in 2021. This equates to around seven apprentices per business. Taking into account the regulatory constraints of hosting (one trainee or apprentice per 10 employees), the maximum capacity for host businesses in the private sector would be around 410 000* apprentices if all SMEs and large businesses signed up massively, without exception, to work-based training initiatives.	
Risk-related obstacles	The majority of large businesses are still cautious about the mass hosting of apprentices or interns for work-based training, as they perceive it to be a major social risk.	
Financial limits	Incentives, which are essentially based on tax exemptions and are not generally financial payments as such, are ineffective for SMEs. The GIZ study on the financing and cost of apprenticeship training (GTZ, 2007) indicates an actual annual cost to the business of around MAD 20 000 per apprentice. As of 2021, therefore, the estimated annual cost of work-based training would total around MAD 6.8 billion: MAD 2.3 billion for apprenticeship training and MAD 4.5 billion for work-based vocational training. By 2021, according to SNFP 2021, the state would contribute up to MAD 3.3 billion and businesses would contribute around MAD 5 billion to the financing of all components of the national vocational training system, not only training in the workplace.	

(*) Extrapolated job market data for 2021 based on data from the National Social Security Fund's 2015 Annual Report. This shows that the average annual growth rate of the salaried workforce during the period 2011–15 = 4.8% and the average annual growth rate of affiliated businesses during the same period = 6.9%.

2.3.2 Mobility between regions or countries

Mobility between the regions

Inter-regional mobility at national level is a reality motivated by the appeal that wealthier regions hold for populations in less prosperous regions, whether or not they are qualified. The 200 km axis, which extends from the Atlantic coastline between Kénitra and El Jadida, and the northern region, around

the city of Tangier, the Marrakesh and Agadir areas, therefore have a remarkable appeal, resulting in sustained inter-regional mobility.

One example is the automotive sector in the Tangier region, where certain jobs have an employment rate of +70% as a result of people coming from other regions (Bellot, 2015).

South-South mobility

South-South mobility is essentially expressed as a movement from Sub-Saharan countries to Morocco. This is either forced mobility due to the migration of populations towards Morocco, or voluntary mobility encouraged by the country's African policy in terms of cultural and university exchanges. We count around 30 000 Sub-Saharan students enrolled in the various vocational training institutions or universities in Morocco. The Moroccan government awards around 6 000 grants each year to students coming mainly from Francophone African countries.

North-South mobility

North-South mobility between countries essentially takes the form of student exchange programmes between Moroccan and European (mainly French) students as part of partnerships established between private Moroccan higher education institutions and their European counterparts.

Indeed, for around a decade we have been witnessing the emergence of a significant number of private higher education institutions offering a dual diploma: Moroccan and European (essentially French). The system guarantees students a European diploma while they attend a Moroccan higher education institution that offers a Moroccan curriculum. However, students must spend one or two years in the European institution in order to obtain the dual diploma. According to estimates, several thousand students are involved in this process.

The CIFRE/France-Morocco programme is an interesting mobility initiative that exists within the framework of a bilateral institutional partnership between the French state and the Moroccan state. Designed as an international extension of the CIFRE programme, which benefits more than 800 businesses in France each year, it offers companies the possibility of recruiting outstanding Moroccan students at a low cost over a three-year period; they work in research and development in the two countries and produce a thesis. The CIFRE/France-Morocco programme is co-financed by the two governments. The programme is described in detail in Annex 2.

3. RECOMMENDATIONS

Work-based vocational training and apprenticeship training are key to harmonisation between training and employment. The connection between the three main stakeholders must be reviewed and rethought in both cases:

- the host business,
- the apprentice or intern,
- the vocational training institution or vocational training centre.

Actions therefore need to be undertaken at several levels.

1. The strategic vision of work-based learning

- Establish a clear vision in consultation with the relevant organisations, chambers of commerce and training providers regarding the development of work-based training methods, whether work-based vocational training or apprenticeship training. This vision must seek to establish a better connection and harmonisation between the two types of training and residential training.
- In particular, rework the two main types of work-based learning with a two-fold objective:
 - to harmonise governance, planning and production procedures, monitoring, evaluation, and financing and, consequently, to significantly improve training in the workplace;
 - to cover all qualification levels, including post-graduate levels, to improve the employability of university graduates, the category of young people who are most affected by unemployment.
- The vision should also provide for research into the conditions that are likely to enhance harmonisation between the social function of apprenticeships, which aims to ensure that young people gain a qualification, and its economic function, which aims to provide a qualified workforce that meets businesses' needs.

2. Promotion, communication and information

- Adopt a more active policy to:
 - inform young people and their parents;
 - raise awareness among host businesses;
 - promote these types of training among businesses.
- Establish a communications campaign that is adapted to a population at risk of marginalisation and exclusion from the education system and victims of early unemployment, as well as small businesses and microenterprises.
- Place greater value on the traditional training method: learn a trade.
- Implement mechanisms to select and guide young people.
- Implement a permanent instrument for gathering, analysing and providing relevant information on the training offering and the demand from the job market at national, sectoral and regional level.
- Improve access conditions for young people from poor or rural areas by implementing internships; provide bursaries to reduce student drop-out rates due to transport and accommodation problems.

3. Partnership and coordination

- Implement a preliminary advisory and guidance system that is present and effective on the ground (a guidance portal is certainly useful but not enough) for the benefit of apprentices and their parents. This would limit the massive drop-out rates from the national education system (in particular, the drop-out peak recorded during the last year of the academic cycle) and encourage a switch towards vocational training in the workplace.
- Consolidate and develop sector-based partnerships (e.g. textiles, clothing, tourism, craft trades) and partnerships with the major business sectors (e.g. Sharifian Phosphates Office [Office chérifien des phosphates, OCP], banking sector, telecoms operators), which are not sufficiently (or not at all) engaged in work-based training, due to the fear of a potentially unmanageable social risk.
- Establish consultation bodies between the various training stakeholders and partners, enabling a uniform approach, creating synergies and optimising resources.
- Involve partners other than businesses: engage civil society to support young people in their urban and rural spaces and to have an impact on the level of development of these spaces.
- Establish partnerships and synergies between the authorities and bodies in charge of employment, e.g. Ministry of Employment and Social Relations, National Agency for Employment and Skills.

4. Strengthening the role of businesses

- Review the currently ineffective governance regarding the involvement of businesses across all decision-making levels: strategic, operational, sectoral, regional and/or local (vocational training institutions/apprenticeship training centres).
- Empower the host business to receive apprentices or interns so that they can enable them to fulfil the role assigned to them.
- Strengthen organisational capabilities with regard to hosting interns or apprentices, designing the training programme, performing the work-based training and coordinating with the vocational training institutions or apprenticeship training centres. In particular, support training tutors, apprenticeship mentors and providers.
- Implement incentivisation measures that will benefit tutors or apprenticeship mentors; establish a status that is valued and offers incentives.
- Provide compensation for the additional costs borne by the business and incurred as a result of recruiting an apprentice or intern, alongside the benefits anticipated by current legislation. These benefits (exemption from income tax and social security contributions) are underexploited or not used at all since remuneration is low or even non-existent in the majority of cases.
- Clarify the responsibilities of stakeholders (businesses, apprentices and interns, vocational training institutions and apprenticeship training centres) in order to reassure large businesses regarding the real or perceived social risk that obstructs their involvement in work-based training.
- Finally, the General Confederation of Moroccan Businesses has been called upon to advocate more with the government and to promote work-based training with different business sectors, federated professional associations and large businesses.

5. Management

- Place business at the heart of governance by systematically associating it with the management of apprenticeship training and work-based vocational training systems.
- Put in place mechanisms for monitoring, evaluating and inspecting training in the workplace and clarifying the responsibilities of each actor at local, provincial and national level.
- Grant greater freedom for initiative, decision making and financing to the vocational training institutions and apprenticeship training centres so they have greater proximity to businesses and can adapt to their requirements.

6. Resources

Human

- Strengthen human resources in professional training institutions in terms of staff, ongoing training (e.g. vocational teaching, communication) and greater access across the economic and industrial environment.
- Examine the feasibility of establishing skills centres for training trainers and apprenticeship mentors.

Educational

- Simplify and adapt the methodological framework of the APC (skills-based approach) to the apprenticeship training model and focus on trades that are not very demanding in terms of basic qualifications.
- Prepare basic guides and instruments to support trainers and tutors in the introduction of new training guidelines.

Financial

- Look for new sources of financing, in particular by allocating a portion of the vocational training tax reserved for initial and ongoing training to fund apprenticeship training and work-based vocational training (which would not only benefit the OFPPT's institutions) and establishing an apprenticeship tax.
- Examine the possibility of sharing costs between the state, business and parents.
- Cover the apprentice's or trainee's transport costs and cover accommodation costs for destitute or poor students.
- Establish the compulsory payment of a decent working wage by the business to apprentices and trainees; pay for the training and/or certification of the apprenticeship mentor or tutor using a compensation fund that feeds into a fund designed for this purpose.

7. Evaluation

- Establish adequate mechanisms to regularly evaluate the vocational training system, targeting policies and their implementation as well as the decisions taken and their impact.
- Set up an information system for work-based training (apprenticeship and work-based vocational training), which enables the efficient steering of the model and an analysis of its performances.

ANNEXES

Annex 1. List of people interviewed

The interviews were carried out face-to-face or by telephone.

Surname, first name	Role
Berrada Elazizi, Mohamed	Advisor at the Directorate General of the OFPPT
Elothmani, Abdelmounaïm	Interim Director at the Department of Vocational Training
Cherradi, Taoufik	Chair of the HR and Training Commission, Moroccan National Federation of Construction and Civil Engineering (Fédération nationale du bâtiment et des travaux publics)
Gam, Mériame	Project Manager, Vocational Training Commission of the General Confederation of Moroccan Businesses (Commission formation professionnelle de la Confédération générale des entreprises du Maroc)
Touhami, Noureddine	Director of Cooperation and Partnership, Ministry of Higher Education, Scientific Research and Executive Training
Ferhat, Abderrahman	Managing Director, Graduate School for the Textiles and Clothing Industries (Ecole supérieure des industries du textile et de l'habillement, ESITH)
Alaoui, Mohamed	National Secretary of the Moroccan Worker's Union (Union marocaine des travailleurs)

Annex 2. List CIFRE/France-Morocco

General principle

For several years now, Morocco has been a host country for numerous French or foreign businesses wanting to expand in the country or region. A significant number of businesses and subsidiaries of large groups in the automotive, aeronautics, transport, renewable energy or banking sectors have opted for Morocco. This exceptional partnership, which connects France with Morocco across all sectors, constitutes a hotbed that is conducive to this development.

Furthermore, developing a business in Morocco, as elsewhere, often requires the recruitment of high-level executives with a combination of technical know-how and business acumen, in particular in the field of research and development. Such resources are rare in both Moroccan SMEs that want to branch out into new markets in partnership with a French business and the subsidiaries of large groups that seek to optimise their technological know-how through local recruitment.

The CIFRE/France-Morocco programme, financed by both governments, responds to this issue. Designed as an international extension of the CIFRE programme, which benefits more than 800 businesses in France each year, it facilitates the low-cost recruitment of outstanding Moroccan students over a three-year period; they work in research and development in the two countries and write a thesis.

A Moroccan PhD student, recruited by a business in France, will work on a subject specified by the relevant parties, that is to say the business in France, the business in Morocco and the French and Moroccan laboratories, to produce a thesis that is supervised jointly by the two laboratories. During

their mission, they can participate in the development of a subsidiary in Morocco, or respond to the needs of a Moroccan SME involved in a partnership with the business in France.

The French business that recruits the PhD student benefits from an annual grant of EUR 7 000 over three years through the Moroccan National Association of Research and Technology (Association nationale de la recherche et de la technologie, ANRT). The company is also eligible for tax and/or research credits from the second year. Furthermore, the PhD student receives an annual bursary of EUR 7 000 over three years. This is issued through the Moroccan National Centre for Scientific and Technical Research (Centre national pour la recherche scientifique et technique, CNRST). After three years, when the thesis has been completed, the student undertakes to return to Morocco for 18 months.

Following the joint declaration signed on 28 May 2015 between the ministries in charge of research, an agreement was then signed on 21 April 2016 between the French Ministry of National Education, Higher Education and Research, the Moroccan Ministry of Higher Education, Scientific Research and Executive Training and the CNRST. This agreement implements the 'CIFRE/France-Morocco PhD Programme'.

Technical description

The funding, provided jointly by France and Morocco, lasts for a maximum of three years. A PhD student admitted to the CIFRE/France-Morocco programme receives:

- a grant equivalent to EUR 7 000 from the CNRST;
- a minimum gross annual salary of EUR 17 600 from their employer in France.

The French-based company that hires the PhD student receives a grant of EUR 7 000 from the ANRT within the framework of the CIFRE/France-Morocco programme.

Eligibility conditions for the candidate

The CIFRE/France-Morocco programme is open to scientific and technical disciplines. It is aimed at Moroccan students who have obtained a master's from a French or Moroccan higher education institution. This enables them to apply for a PhD training course in France or Morocco, where their thesis is jointly supervised by institutions in both countries. Applications from graduate engineers are encouraged.

The candidate is not expected to have completed all of their previous training in Morocco or to have been resident in Morocco at the time of the application to CIFRE/France-Morocco.

The candidate makes a commitment with the CNRST to return to Morocco, for a duration of 18 months, at the end of the CIFRE/France-Morocco programme. If the candidate fails to honour this commitment, the French Ministry of National Education, Higher Education and Research and the CNRST reserve the right to reclaim all or part of the costs incurred.

The candidate must meet the general eligibility conditions in force within the scope of the CIFRE procedure as well as those mentioned above, which are specific to the CIFRE/France-Morocco programme. In particular, the candidate must not be enrolled in a PhD course for more than nine months as of the date of receipt of the CIFRE application.

Eligibility conditions for the partner company

The CIFRE partner company must meet the eligibility conditions in relation to the CIFRE programme and, in particular, must be able to recruit the Moroccan employee/PhD student in accordance with French law. An employment contract for the duration of the CIFRE/France-Morocco programme (three years) is established in accordance with Articles D 1241 – 3 & 6 of the employment code and ANRT recommendations. The partner business must establish a partnership contract with both the French and Moroccan laboratories.

Eligibility conditions for the academic laboratories

Each laboratory (French and Moroccan) must be able to supervise the PhD student in accordance with the PhD training procedures established in the two countries. Each thesis supervisor must be able to manage research and be a member of the laboratory in question (and may not concurrently hold a position in the partner company). The PhD student must be able to enrol in each PhD institution associated with each of the laboratories and attend the courses that they provide.

Application to the CIFRE/France-Morocco programme

Applications can be made to the CIFRE/France-Morocco programme all year round through the online platform <http://cifre.anrt.asso.fr/>

Contact in France (ANRT):

- Pascal GIAT, Head of CIFRE, giat@anrt.asso.fr

Contacts in Morocco (French Embassy):

- Christophe de Beauvais, University and Scientific Cooperation Attaché, christophe.debeauvais@diplomatie.gouv.fr
- Aline Massy, Research Attaché, aline.massy@institutfrancais-maroc.com

Application assessment

The ANRT and the CNRST will make every effort to respond to partners within the three months following the date of receipt of the full application by the ANRT.

Annex 3. Description of the Moroccan education system

First sub-system: pre-schooling, primary education, middle school, secondary qualification-based education, post-secondary education and vocational training

Pre-schooling

The pre-schooling cycle is open to children under the age of six. It is managed by kindergartens and playschools (both modern and Koranic *Patati*). Pre-schooling is one of the weak links in the Moroccan education system. While the National Education and Training Charter requires that all four- and five-year-olds attend pre-school, this objective is far from being achieved. Indeed, despite a willingness to achieve this objective and the deadlines set to establish pre-schooling as widely and as quickly as possible, the sector has suffered a reduction, followed by a stagnation, in the number of children in pre-school education since 2000. The national pre-school rates are only around 59.7% and this figure has not changed since 2005/06.

Primary education

Primary education is open to girls and boys aged six and over. It is structured into two cycles of two and four years and is recognised by a certificate of primary education (certificat d'études primaires, CEP). Around 4 million children participated in compulsory primary education between 2012 and 2013; 48% of these were girls. The number of students enrolled was a slight increase (2%) on the figure for the 2005–06 period. The schooling rate for the 6–11 age group increased from 89% in the 2005–06 period to 100% in 2012. The most significant progress was made in relation to girls in rural regions: their schooling rate increased from 80% to 98%.

Middle school

Middle school lasts for three years and is open to children who have completed primary school and hold a CEP. The end of middle school is recognised by a Middle School Certificate of Education (brevet de l'enseignement collégial, BEC), which enables students to continue their studies to the level of qualification-based secondary education, depending on their skills and chosen vocation. The number of students enrolled in middle school increased from 1 317 149 (68% of children aged 12 to 14) in 2005–06 to 1 571 227 (85% of children aged 11–14) in 2012–13. The most significant progress was made in relation to girls in rural areas: their schooling rate increased from 37% to 57%. However, despite this increase, the percentage of girls in middle schools remained stable at 45% over the same period, due to a significant increase in schooling rates for boys.

Qualification-based secondary education

Qualification-based secondary education is open to students who have successfully completed the BEC. It involves a three-year cycle and leads to a Baccalaureate certificate. There are three types of Baccalaureate: general (maths, experimental sciences, modern and classical languages); technical (agriculture, trade and industry) and vocational (automotive, aeronautics).

Qualification-based secondary education is divided into two main phases. The first year is dedicated to following a core curriculum, while the next two years enable students to specialise in the general, technical or vocational options. This cycle leads to the Baccalaureate certificate (general, technical or vocational, depending on the option), which then enables students to access higher education.

During the 2012/13 school year, around one million young Moroccans were enrolled in a secondary education institution, up 50% from 2005. The schooling rate for the 15 to 17 age group increased from

46% in the period between 2005 and 2006 and reached 58% in 2012. However, the overall figure conceals very significant disparities between the inhabitants of rural areas and urban areas. A schooling rate of just 27% was recorded for young people in rural areas. This compared to 86% in urban areas. Moreover, access for girls in rural areas was more difficult; here, we observed a schooling rate of just 19%.

Post-secondary education

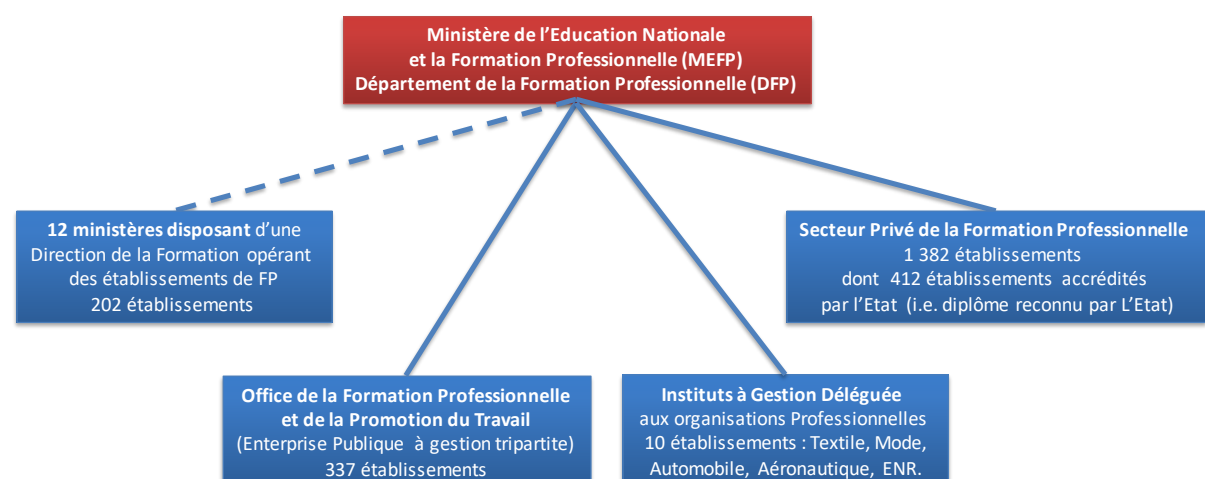
Post-secondary education can be divided into the following:

- *technical and secondary training* leading to the Advanced Vocational Training Certificate (brevet de technicien supérieur, BTS) awarded by secondary education institutions; training lasts for two years (number of students: around 4 000);
- *vocational training* resulting in the Advanced Vocational Training Certificate (technicien supérieur, TS), is provided within private or public establishments (OFPPT) attached to the Department of Vocational Training; training lasts for two years (number of students: around 250 000);
- *technological training* resulting in the University Diploma in Technology (diplôme universitaire de technologie, DUT) provided by the Higher Education Institutes for Technology (écoles supérieures de technologie, EST) attached to universities (number of students: a few thousand);
- *preparatory classes to enter the universities*, which can be taken in several subjects (maths, biology and geology, physics and chemistry, engineering sciences, economics, business and languages) within secondary education institutions (number of students: around 7 000).

Vocational training

Working Moroccans can engage in vocational training through a variety of regulated vocational training channels, e.g. informal training, as traditional learning, on-the-job training, training programmes organised by associations.

The Ministry of National Education and Vocational Training has only been managing vocational training for a short time (since 2013), it was previously the responsibility of the Ministry of Employment and Vocational Training.



Source: SNFP, Ministry of National Education and Vocational Training

Vocational training can be conducted as initial training or ongoing training. In 2015, initial training was dependent on the public vocational training institutions (539 institutions), which are under the supervision of the OFPPT (337 establishments) or a specific ministry (12 ministries, including tourism and agriculture), which have their own institutions (202) or are complemented by a network of private vocational training institutions: 1 382 vocational training institutions, of which 412 provide state-recognised diplomas.

Finally, a new generation of public-private partnership establishments has been created under the direct supervision of the Department of Vocational Training. These are known as Institutes of Delegated Management and are responsible for directly managing vocational organisations representing businesses in the most dynamic sectors. Around one dozen establishments are currently operational in the following sectors: textiles (ESITH), fashion (Casamoda), automotive (Renault and IFMIA), aeronautics (IMA) and renewable energy (IFMERE).

Formal vocational training is determined upstream by the general education system and downstream by the job market. Vocational training is organised into four levels corresponding to the ends of the school cycles and to the qualification levels required by the economic sectors, namely:

- *vocational apprenticeship level*: open to interns without any qualifications. Dual apprenticeship training prepares students for a Vocational Apprenticeship Certificate;
- *vocational specialisation level*: accessible to students who have completed the sixth year of primary education. Training is recognised by a Vocational Specialisation Diploma;
- *qualification level*: accessible to students who have completed the third year of middle school. Training is recognised by a Vocational Specialisation Diploma;
- *technician level*: accessible to students who have completed the third year of secondary education. Graduates receive a Technician Diploma after two consecutive years of training;
- *specialist technician level*: accessible to those with a Baccaalaureate. Two years of training also prepares students for a Specialist Technician Diploma;
- *vocational baccaalaureate level*: introduced recently following the integration of the Department of Vocational Training with the Ministry of National Education, it was created in partnership with the professional sectors. To date, three vocational baccaalaureates have been designed or provided for the following sectors: logistics, automotive and aeronautics.

INITIAL AND QUALIFYING VOCATIONAL TRAINING, 2015

Trainees: 380,422 beneficiaries	Initial training leading to a qualification: 350,565	Residential training	71%	
		Dual training	20%	
		Apprenticeship training	9%	
		Gender (female)	42%	
		Public sector	77.7%	
		Private sector	22.3%	
		Training level	Specialised technician	30%
			Technician	31%
			Qualification	21%
			Specialisation	15%
Apprenticeship certificate	3%			
Skills training		29,857		
Vocational training institutions: 1,944	Public sector: 527	OFPPT: 327	62%	
		Ministerial departments: 200	38%	
	Private sector: 1,417 of which 425 accredited institutions			
Training routes	342 covering the different sectors and regions			
Attendance rate	2.3 applicants per training place			
Trainers: 18,975	Public sector: 7,955	Permanent: 6,780	36%	
		Freelance: 1,195	6%	
	Private sector: 11,020	Permanent: 4,850	26%	
		Freelance: 6,170	32%	
	Gender (female)		32%	
Initial vocational training graduates: 150,529	Recruitment rate	9 months after graduation: 2011 promotion	54%	
		3 years after graduation: 2006 promotion	76%	

Source: SNFP, Ministry of National Education and Vocational Training

In order to respond to a constitutional right that makes training accessible to all Moroccan citizens (Article 31 of the 2011 constitution), new beneficiary categories are targeted by SNFP 2021. These beneficiary categories are listed in the table below, which also shows the numbers involved up to 2021.

	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	Total 2015–22
Initial vocational training (graduates)	211,655	271,036	286,102	310,374	325,781	351,265	382,135	419,694	2,346,477
Dropouts	–	25,000	40,000	75,000	90,000	100,000	100,000	100,000	530,000
Skills training and soft skills	65,000	100,956	112,137	125,648	142,192	162,720	188,531	221,397	1,053,580
Continuous training at the employer's initiative	258,000	303,441	356,651	419,192	492,700	579,097	680,645	800,000	3,631,726
Continuous training at the employee's initiative	–	6,000	12,927	27,850	60,000	129,266	278,495	600,000	1,114,538
Employees threatened with a loss of employment	–	3,000	13,167	24,343	36,604	50,031	64,708	80,728	272,581
NGOs	3,150	4,240	5,350	6,710	8,410	10,520	13,120	16,340	64,690
Population groups with special needs	10,316	15,813	18,619	22,266	27,062	33,433	41,972	53,500	212,664
Total	548,121	729,486	844,953	1,011,383	1,182,839	1,416,332	1,749,606	2,291,659	9,226,256

Informal vocational training

Despite efforts made by the formal training system, the main route to qualification still remains the informal route. This sector remains unknown, there is no data available and no studies have been conducted on its importance or characteristics. However, three categories of informal vocational training can be distinguished.

- *Informal vocational training organised by public institutions with a social agenda* such as National Mutual Assistance and youth and sports associations. Together, these providers have a network of 1 149 centres (education centres, National Mutual Assistance training centres and women's youth and sports associations, which welcome around 90 000 young people each year who have left education, mainly girls and young women).
- *Informal vocational training organised by NGOs and associations* to help young people from poor backgrounds to get into the workforce. However, the mechanisms of the CFA-IE have been successfully implemented over the last few years by partnering up with NGOs and industrial companies operating mainly in poor areas.
- *Traditional apprenticeship training or on-the-job training*, whereby the apprenticeship relationship is subject to a direct agreement between the apprentice or their guardian and the business owner. This route continues to feed into the basic needs of microenterprises and small businesses.

Second sub-system: higher education

Higher education is provided by three major types of establishments:

- public universities and schools and private universities, depending on the Ministry of Higher Education;
- schools (or institutes) with a technical focus, under the supervision of a ministry;
- private higher education institutions.

In open-access establishments, around 90% of students have passed through the degree/master's/PhD system established in European countries. The degree cycle lasts for six semesters, the master's cycle takes four semesters and the PhD lasts a minimum of three years.

Each cycle includes vocational and general training programmes. The university establishments have regulated access to training in a number of disciplines, including health (medicine, pharmacy, dentistry); engineering; business and management and even technology (Higher Education Institutes for Technology). These training programmes last for two years for the University Diploma in Technology, four years for engineering schools, five years for business and management schools and six or seven years for training in the healthcare sector.

Since 2000, higher education in Morocco, like the rest of the education system, has been committed to radically reforming teaching and governance in the system. One of the organisational objectives of this reform is to provide more autonomy to universities in relation to administration, finance and teaching. The other aspect of the reform concerns the route to the degree/master's/PhD system in force in Europe. A training structure is being put in place based on the three training levels: degree (Baccalaureate + three years), master's (Baccalaureate + five years) and PhD (Baccalaureate + eight years).

Morocco currently has 15 public universities. The number of private universities is rapidly increasing (five were accredited in 2013). Public universities welcome more than 360 000 students within their 90 establishments. Several other higher education institutions exist alongside the 15 universities. These include:

- a total of 34 institutions that train executives in a variety of fields including agriculture, construction and civil engineering, paramedical, architecture, telecommunications; these are known as higher institutes of trade and business administration (instituts supérieurs de commerce et d'administration des entreprises, ISCAE). All of these institutions welcome around 35 000 students, around half of whom are in Casablanca;
- around 100 private higher education institutions that mainly train students for trades in the service sector (around 30 000 students);
- preparatory classes for the higher education institutions (around 40, of which around half are private institutions).

Annex 4. Summary of the work-based vocational training and apprenticeship training map

SUMMARY OF THE WORK-BASED VOCATIONAL TRAINING MAP, 2015/16

Regional management	Provisional number of trainees			Current number of trainees		
	1st year	2nd year	Total	1st year	2nd year	Total
Greater Casablanca	13 604	9 689	23 293	15 558	9 963	25 521
North West I	8 518	4 779	13 297	12 880	5 806	18 686
Tensift Atlantique	8 135	5 751	13 886	8 002	5 944	13 946
Chaouia Tadla	2 288	1 329	3 617	2 670	1 394	4 064
Central North	2 363	1 792	4 155	2 392	1 866	4 258
North West II	4 387	3 160	7 547	4 554	3 507	8 061
East	1 895	1 165	3 060	1 696	1 232	2 928
Souss-Massa-Draa	3 707	2 276	5 983	3 510	2 501	6 011
Central South	1 901	1 633	3 534	2 216	1 834	4 050
Southern Provinces	159	0	159	336	90	426
Overall	46 957	31 574	78 531	53 814	34 137	87 951

SUMMARY OF THE APPRENTICESHIP TRAINING MAP, 2015/16

Region	Number	Of which female participants
Rabat-Sale-Kenitra	6 025	3 374
Tanger-Tetouan-Al Hoceima	5 761	2 718
Marrakesh-Safi	4 909	2 495
Fes-Meknes	4 442	2 187
Casablanca-Settat	2 661	843
East	1 574	621
Beni Mellal-Khenifra	1 428	358
Souss-Massa	1 381	341
Draa-Tafilalt	811	258
Laayoune-Sakia El Hamra	472	328
Guelmim-Oued Noun	360	210
Dakhla-Oued Ed-Dahab	255	180
Overall	30 079	13 913

ACRONYMS

ANRT	Association nationale de la recherche et de la technologie (National Association of Research and Technology)
AREF	Académie régionale d'éducation et de formation (regional education and training academy)
BEC	Brevet de l'enseignement collégial (Middle School Certificate of Education)
CEP	Certificat d'études primaires (Certificate of Primary Education)
CFA	Centre de formation par l'apprentissage (apprenticeship training centre)
CFA-IE	Centre de formation par l'apprentissage intra-entreprise (intra-enterprise apprenticeship training centre)
CNRST	Centre national pour la recherche scientifique et technique (National Centre for Scientific and Technical Research)
EU	European Union
EUR	Euro (currency)
FPEJ	Fonds de promotion de l'emploi des jeunes (Young People's Employment Fund)
ESITH	Ecole supérieure des industries du textile et de l'habillement (Graduate School of the Textiles and Clothing Industries)
GDP	Gross domestic product
IFMIA	Institut de formation aux métiers de l'industrie automobile (Institute of Training for Automotive Industry Trades)
IMA	Institut marocain de l'aéronautique (Moroccan Institute of Aeronautics)
MAD	Moroccan dirham (currency – at the time of writing, MAD 1 = ~EUR 0.1)
NGOs	Non-governmental organisations
OFPPT	Office de la formation professionnelle et de la promotion du travail (Office of Vocational Training and Employment)
SME	Small and medium-sized enterprise
SNFP 2021	Stratégie nationale de la formation professionnelle à l'horizon 2021 (National Vocational Training Strategy to 2021)

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