



## Mediterranean Region

“Overview” series

# Vocational education and training in Morocco and its relevance to the labour market



European Training Foundation





## European Training Foundation

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# **Vocational education and training in Morocco and its relevance to the labour market**

Original version in French, April 2002



## Table of contents

<b>1. Executive summary</b>	<b>1</b>
1.1 Political, economic and social situation	1
1.2 The policy for developing human resources in Morocco	1
1.3 Linking vocational training with the education system	2
1.4 Organisation and purpose of vocational training	3
1.5 Linking vocational training with jobs and the labour market	6
<b>2. Introduction</b>	<b>8</b>
2.1 Aims	8
2.2 Methods	8
2.3 Acknowledgements	8
<b>3. Economic and social situation</b>	<b>9</b>
3.1 Present situation and prospects	9
3.2 National policy for developing human resources	10
<b>4. Vocational training</b>	<b>12</b>
4.1 The education and training system	12
4.2 The vocational training sector	12
4.2.1 <i>The sector's medium-term aims</i>	13
4.2.2 <i>The training provision</i>	13
4.2.3 <i>Training engineering and organisation</i>	16
4.2.4 <i>The training of trainers</i>	19
4.2.5 <i>The organisation of training establishments</i>	20
4.3 Continuing education	20
4.4 Procedure for certifying training courses and establishments	21
4.5 Financing vocational training	22
4.6 Running the vocational training system	22
4.6.1 <i>Strategic planning</i>	23
4.6.2 <i>Decision-making methods and tools</i>	23
4.6.3 <i>The information system</i>	24
4.6.4 <i>Financial management</i>	24
4.6.5 <i>Institutional mechanisms of consultation and control</i>	24

4.7	The strategy of implementing the reform of the vocational training system . . . .	25
4.7.1	<i>Skills needs</i> . . . . .	26
4.7.2	<i>Donor contribution to upgrading the vocational training system</i> . . . . .	26
<b>5.</b>	<b>Relationships with jobs and the labour market</b>	<b>29</b>
5.1	Structuring the employment system . . . . .	29
5.1.1	<i>Employment by education and qualification levels</i> . . . . .	29
5.2	The labour market . . . . .	30
5.2.1	<i>Job creation and initial entry into working life</i> . . . . .	30
5.2.2	<i>Unemployment</i> . . . . .	30
5.2.3	<i>Structural disparities</i> . . . . .	31
5.2.4	<i>The employment code</i> . . . . .	32
5.2.5	<i>Working relationships</i> . . . . .	32
5.3	Employment initiatives . . . . .	33
5.3.1	<i>Growth and employment</i> . . . . .	33
5.3.2	<i>Initiatives adopted in the recent past: assessment of employment measures</i> . .	33
5.3.3	<i>Measures currently in force</i> . . . . .	34
5.3.4	<i>Information about jobs and the labour market</i> . . . . .	36
5.3.5	<i>Local and regional management of jobs</i> . . . . .	37
<b>6.</b>	<b>Summary of reports and recommendations</b>	<b>38</b>
6.1	On the education-training link. . . . .	38
6.2	On vocational training. . . . .	39
6.3	On the labour market. . . . .	41
<b>Annexes</b>		<b>43</b>
	Annex 1: Acronyms and abbreviations . . . . .	43
	Annex 2: Bibliography . . . . .	48
	Annex 3: Labour market statistics . . . . .	51
	Annex 4: Vocational training statistics . . . . .	55

## 1 - Executive summary

### 1.1 *Political, economic and social situation*

By virtue of its population, its social and economic development potential, the active part it plays in the Barcelona Process<sup>1</sup> and the volume of its economic trade with the European Union's partner countries, Morocco holds an important position in the Mediterranean region.

Politically, the country has been involved in a process of liberalisation of political life, the starting point for which was the amendment of the 1996 Constitution, which provides for direct elections to the Lower Chamber and the Government's greater accountability to Parliament.

Following the 1997 elections, the former opposition leader became Prime Minister and a centre-left coalition Government was established, thus ending several decades of political domination by the so-called 'loyalist' parties. Since Mohammed VI's accession to the throne in 1999, a range of measures, aimed at progressively democratising and consolidating the lawful State, has strengthened the process.

Economically, despite its low rates of growth over these last few years, Morocco has initiated a range of reforms aimed at significantly increasing economic growth and permanently improving macroeconomic performance. These measures are also targeted, in the medium-term, at the upgrading of the manufacturing base and the institutions.

A five-year social and economic development plan (2000-04) was adopted in July 2000 and has begun to be implemented. It is based on the following central themes:

- **reduction in unemployment and poverty by promoting economic growth and jobs;**

- **better integration of Morocco into production and world trade;**
- **consolidation of agricultural bases where profitability is too dependent on the vagaries of the weather.**

Regionally, Morocco is working towards becoming more linked to the European Union and greater cooperation within the Euro-Mediterranean region in order to increase foreign trade and investment.

### 1.2 *The policy for developing human resources in Morocco*

The policy for developing human resources is a major objective of Government action in Morocco. It is regarded as one of the main tools for modernising Moroccan society and will mean that short, medium and long-term challenges can be taken up. It is based on the reform of the education and training system, established as a national priority, and its objectives are defined by the National Education and Training Charter, published in December 1999.

The anticipated reform is based on the following central themes:

- the general implementation of quality basic education (primary and junior), **in particular, the education of every six year-old child;**
- improvement of the system's internal and external performance so that the maximum number of pupils is able to complete primary and junior levels in the medium-term and greater numbers can have access to a junior and university education;
- the establishment of informal education for young people between the ages of 8 and 16 not in full-time education or

1 The EU/Morocco Association Agreement entered into force in March 2001.



out-of-school so that they are able to re-enter an education-training cycle.

- **combating and eventually eradicating illiteracy, which currently affects 51% of the population.**

On **vocational training**, the plan is to:

- **raise the number of qualified people entering the labour market each year by 30%** by developing apprenticeship training schemes and sandwich courses;
- **meeting companies' skills needs and backing them up in the context of the globalisation of trade and the opening up of the national market**, by further developing continuing education and operating according to a market system.

This policy of developing human resources was started in 2000, and its objectives have only been partially achieved.

### **1.3 Linking vocational training to the education system**

**Vocational training in Morocco is upstream of a relatively unsupervised, changing labour market. Most of the population of working age has access, in particular first-time job-seekers with no preparation for starting working life. It is downstream of an education system that is being completely restructured and which has capacities that are insufficiently developed to accommodate the educational needs of the population and which generates significant dropout from schools at different stages.**

The basic education system consists of a basic education split into two cycles: the six-year primary and three-year junior, and a four-year secondary education. Only primary education is compulsory at present.

Analysis of the movement across the various cycles shows that the **system has a low internal performance level**. Over a quarter

of the population in the first year of school does not complete the basic education cycle, and 53% of the last year of the junior cycle do not go on to secondary education. **The number of pupils who leave basic education each year is estimated at approximately 240 000, 110 000 of whom leave early, that is, before their ninth year. It should also be added here that the population not in full-time education is estimated at between 2.5 and 3 million people.**

**The current vocational training system is not able to accept all the people who have broken off their education, still less the illiterate of any age. It offers approximately one teaching place to every five training applicants<sup>2</sup>.** This means that the number of young people looking for vocational training continues to increase year after year.

**Very few opportunities for training are offered to those many job-seekers who arrive on the labour market totally helpless. They need to increase their employability and prepare themselves to enter working life.** Every year, these unemployed, powerless people will swell the ranks of those turning towards the informal sector<sup>3</sup>, in the search of a job, even a casual, unskilled job, or will increase the flow of young people attracted by illegal emigration to the developed countries, in particular those of the European Union.

**In the present circumstances, vocational training cannot face up to this huge problem by itself.** Admittedly, the education system is making laudable efforts to educate six year-old children<sup>4</sup>, but the results of this policy will only become obvious in the long-term and provided that the internal performance levels, that is, the movements within each cycle and the transfer from one cycle to the next, are improved considerably.

**At present, the problem that the authorities responsible for education, vocational training and employment have to face is that of picking up, at least in part, these**

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2 Cf. OFPPT Memorandum 'Les grands chantiers de l'OFPPT 2001/02'.

3 The informal sector has an important position in the country's economic activity but still receives very little investment from vocational training.

4 The net percentages of children in full-time education rose from 80% in 1999/2000 to over 90% at the start of the 2001/02 academic year in the first year of primary school.



**disadvantaged people with measures that aim to:**

- reduce the percentage of young people leaving school early, in particular at basic level;
- develop the reception capacities of the secondary education cycle in order to improve the system’s performance and reduce school dropouts;
- **provide a better transition from school to work by increasing the training provision, by giving companies greater incentives to provide training and to prepare young people to enter social and occupational life.**

**1.4 Organisation and purpose of vocational training**

Vocational training in Morocco has a dual mission: (i) to meet companies’ needs for skills in order to improve their performance and their competitiveness; (ii) to meet people’s needs in order to encourage them to enter working life. The mission is organised by the Vocational Training Department (DFP) of the Ministry of Employment, Vocational Training, Social Development and Solidarity (MEFPDSS).

Vocational training is characterised by the presence of a relatively well-organised public sector, where several operators are involved, the most important of which is the OFPPT, and of a no less significant private sector that takes almost as many trainees as the public sector. Several alternative training methods (sandwich courses, apprenticeships, evening classes and distance learning) are being developed, but the residential type of training is by far the most important (75% of student enrolments).

**The national vocational training system** takes 159 000<sup>5</sup> trainees (start of the 2000/01 academic year) and has 2 044 training establishments<sup>6</sup>. There were 71 023 qualified people in the same period. As the table

below shows, these indicators are increasing each year, but their growth is still relatively poor with regard to the training needs of people seeking to enter social and occupational life.

**Growth in reception capacities, enrolments of trainees and qualified people**

Year	Establishments	Enrolments	Qualified people
2000/01	2 004	159 000	71 023
1999/00	1 910	146 200	65 068
1998/99	1 822	130 149	63 960

It should be noted that (i) growth in terms of infrastructure is higher in the private sector than in the public sector, but many establishments are closing down each year<sup>7</sup>, and that (ii) training other than residential is again still relatively undeveloped (apprenticeships 6%, sandwich courses 9%).

Aware of the low quantity of training provision, the Moroccan Government has set itself two important training objectives to be achieved by 2004/05: (a) to increase enrolments of trainees to 242 000, i.e. an increase of over 52% compared with 2001, all training methods taken together; (b) to develop alternating and apprenticeship training methods, which will have to take 24 000 (alternating) trainees and 60 000 (apprenticeship) trainees respectively. However, even if these forecasts come to full fruition, the training provision will not be able to cover the entire individual demand for training<sup>8</sup>.

Organisationally, training is governed by regulations. It is given in 380 courses divided into four levels: specialist staff (98 specialist training fields); technician (1 310); qualification (118) and specialisation (33). Each year, new courses are introduced or restructured. The establishments meet requirements defined by the authority responsible for vocational training (CQP, ITA and ISTA), and the training provided depends on the type of establishment.

5 56 500 of which were for the private sector and the rest for the public sector.

6 1 555 of which come from the private sector and the rest from the public sector.

7 In 2001/02, 202 private establishments were set up, but 121 establishments were closed down.

8 One training application in five is currently being fulfilled.

The quality is decidedly lower in private training establishments.

The performance of the public vocational training establishment is generally estimated at 83%, with higher rates for the two upper levels (Technician and Specialist Staff). Integration percentages are also satisfactory. The survey carried out on these shows that they are on average around 54%.

**The Vocational Training Department has for some years been initiating a process of upgrading the system** through various projects financed from the general State budget or by donors, and has been adapting the current laws and regulations that affect both the public sector establishments as well as the private training ones.

**The aim of this process is gradually to restructure the sector so that it is able, in time, to produce skills of the necessary quantity and quality for the social and economic development of the country and to prepare Morocco to enter the free-trade area planned for 2010<sup>9</sup>.**

The current reform behind this process is based on three major themes:

- **building up and deepening partnerships** with the main trade associations in order to be able to continuously adapt the training courses provided to meet companies' needs and requests, in a context characterised by the globalisation of trade and rapid changes in technology and the production process;
- **the development and diversification of a quality initial training provision**, in particular the introduction and extension of the apprenticeship and alternating training system, the training and further training of trainers and the conversion and/or creation of new training forums;

- **the development of continuing education, mainly in the SME/SMIs** by reforming the special training contracts.

With regard to improving the quality of the training services provided for companies, which is one of the reform's major objectives, **the public sector has set up a preliminary nucleus of training establishments in centres of excellence<sup>10</sup>**, based on previously defined criteria that have the advantage of being educationally autonomous and are evaluated on the basis of performance indicators. This category of establishments, the number of which should go on growing, now contributes, not inconsiderably, to plans being implemented for 'on-the-job training<sup>11</sup>' in companies. It is being asked to help the entire public vocational training system gradually aspire upwards.

**However, the success of the reform process depends to a large extent on identifying and expressing companies' needs for skills.** This is a practice controlled solely by the large enterprises. It is also the result of the sector's institutional ability to introduce the changes expected at every level, in particular in engineering, in such a way that the system is able to convert the needs listed in training programmes and services to meet the real needs of companies.

It is expected that this restructuring will broadly modify the way the system runs at present and be expressed by a redefinition of the role and missions of the institutions provided for this purpose at every level.

To reach the desired outcome, the present reform should also be completed by a general framework set up for the upgrading programme and for the operational plans defining the connections between the different projects implemented in this context, and the consistency of the latter in relation to the general upgrading strategy.

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9 The EU/Morocco Association Agreement entered into force in March 2001.

10 Cf. OFPPT Memorandum 'Les grands chantiers de l'OFPPT 2001/02'.

11 Same meaning as 'continuing education'.

**The private sector is currently somewhat precarious and is developing training courses with low levels of investment, in particular in the service sectors. The number of establishments approved each year remains high, but there are significant closures and they represent over 50% of new openings.** Not one study has been carried out on the private initial training market in Morocco and the prevailing situation there seems, on the face of it, to be inappropriate to the provision and low solvent demand. This training is almost always organised *intra muros*, that is, with no links to the workplace, and based mainly at technician level.

Under the reform, the aim of a law published in 2000 is to upgrade this sector and promote a new generation of establishments through a system of qualifying the training and accreditation courses of these schools. Very few establishments, through lack of resources for the most part, have embarked on this course despite the deadlines they have been set for compliance (end of 2004).

This sector already benefits from technical and financial support as part of the MEDA 1 project funded by the European Union. However, this support is obviously inadequate as regards the need for organisation, consolidation, modernisation and upgrading of the private sector.

As regards **training engineering**, the Vocational Training Department (DFP) has kept the skills-based approach as a central strategy of the reform of vocational training. The introduction of the skills-based approach is still in its embryonic stages and covers the establishment of training programmes in only a few courses. This choice introduces a quality approach that can be seen within the system and which, in the long-term, will change the face of the organisation, the running of vocational training and the nature of the relationships it has with the manufacturing sector. It will also have to be consolidated before it is implemented through the greater involvement of companies and their more active participation in the process.

As regards the **training of trainers**, the Vocational Training Department is

developing a policy based on the development of the personal real-life working experiences of the teaching staff. The development of training is built on the basis of the assessment of the trainer's skills in relation to the programmes and requirements of quality training, as defined by the skills-based approach.

**The training of trainers by other public operators and the private sector involved in vocational training is still in its embryonic stages, even absent in some cases, because of their very low capacity for engineering training.**

**Continuing vocational training**, also referred to as 'on-the-job training' in that it mainly affects only workers from companies liable for business rates, has been developing but to a relatively limited extent since the establishment of the GIACs (providing technical and financial assistance to companies to help them express their skills needs) and Special Training Contracts (CSFs), which are tools for implementing companies' training programmes. The CSFs are financed by the vocational training tax (TFP) and are run by the social partners, in particular the trade organisations of the industrial sector.

**This system produced a continuing education market that underwent a considerable boom in the first few years after the above tools (GIAC and CSFs) were set up.** However, despite heavy demand from companies, this development quickly reached its limits, and the market growth it generated is today largely dependent on the mechanisms of allocating resources and the method of financing CSFs.

In fact, the product of the vocational training tax for which companies are liable has not been used for the sole purpose of vocational training. Approximately 80% of it is allocated to the financing of initial vocational training, particularly that developed by the Office for Vocational Training and Job Promotion (OFPPT), the operational budget of which is largely fed by this tax. The rest (approximately 20%) is used to finance the vocational training initiatives of companies eligible for the CSFs, with procedures for approving training programmes regarded as excessively long and a repayment method

(no shorter) considered incompatible with the rules for managing companies well, in particular medium-sized enterprises.

The current system is of particular benefit to large companies that have significant financial resources and are sufficiently well-organised to be able to continually adapt their human resource capacities to the changes in new technology and to the economic situation.

Companies often regard the decision to allocate less than 20% of the vocational training tax (TFP) to on-the-job training as arbitrary and based on the primary concern of financing initial public training at the expense of companies' training needs and the further vocational education of workers by skilling.

**Under any circumstances, it has the paradoxical effect of limiting the development of continuing education** and, therefore, of limiting the improvement in companies' human resource skills, in a context in which enhancing competitiveness is increasingly becoming a major requirement for survival (for companies).

The **system is run** with some tools for assisting the decision-making process, including development studies and integration surveys, the updating of the vocational training programme and sectoral studies being carried out. These studies have become a strong factor in the links established between vocational training and the manufacturing sector.

In addition to these tools, the Vocational Training Department relies on the consultation bodies located at different levels: national (National Vocational Training Council), regional (Regional Committees) and the training establishment (Further Training Councils). The role played by these authorities is generally a consultative one and it would be an advantage if they were strengthened so that it could be more deliberative in nature.

Be that as it may, the control mechanism suffers from a lack of appraisal tools, such as impact studies, which would be able to verify the relevance of the strategic choices made (for example, the development of

certain training methods, the skills-based approach, etc.), the efficiency of the programmes implemented and the effects of the anticipated results.

On **strategic planning**, the Vocational Training Department has effective tools such as the implementation of prospective studies analysing the labour, job and training market, as part of a process that brings together the trade federations and associations and concludes agreements with the trade federations and associations in order to target the training courses being developed in certain sectors more effectively. This methodology of approach meant that the process of restructuring establishments with courses of study could be perceived as part of the upgrading of the vocational training system. This work should be continued.

### *1.5 Linking vocational training with jobs and the labour market*

**On the whole, the working population has a low level of training: 10% have a secondary school certificate or higher and 70% have no qualification.** A large proportion of qualified secondary school-leavers and above have very low employability because they have been trained on courses that do not always meet companies' needs. Higher education is still very largely directed towards the training of executives for public administration. The majority of graduates are still looking for a job in the civil service and find working in the private sector difficult to accept.

The percentages of those who have found jobs at the end of vocational training are generally satisfactory. They are lower at specialist staff and technician levels (57% and 48% respectively) than at qualification and specialisation levels (66% et 74%), thus confirming that **Moroccan companies find it easier to recruit the least-skilled workers.**

The national level of unemployment was estimated at 12.7% in the first quarter of 2001.

The unemployed population has three essential characteristics: *the number of young people* (83% are under 35, 41% are aged



between 15 and 24), *the number of first-time job-seekers* (around 50%, depending on the months of the year), *the number of the long-term unemployed* (around 70%). The overwhelming majority of the unemployed (84%) live in urban areas.

The labour market is encountering major difficulties due to the fact that the **plan to reform the employment code has still not been fully realised, even though it has been underway for years**. The absence of an employment code adapted to the present environmental conditions of the Moroccan economy and in particular to entry into the European Union's free-trade area is regarded as an essential factor negatively influencing job creation. It is thought, in fact, that national and foreign investors are reticent in a legislative and regulatory context that is so lacking in transparency.

In the absence of strong, economic growth, which is able to generate jobs and reduce unemployment, two categories of measures were adopted in the 1990s, some with the aim of helping young people to enter salaried employment and others encouraging the establishment of businesses or self-employment.

These are mainly formulae for training people to enter companies that have been accepted and are primarily intended for qualified audiences of the *Baccalauréat* level and above. Their impact is still limited in so far as they only affect approximately 20 000 young people a year. The same applies to aid for setting up companies supported by the 'Youth Job Promotion Fund' (2 250 jobs created). The 2002 finance law supports these measures and is widening their base to some extent, despite their low impact on jobs.

**There are still very few measures aimed at the less qualified. Outside the major public works programmes managed by the Ministry of the Interior and the microlending programmes (funds managed by the Ministry of Finance), the young people most lacking in training are not eligible for job-promotion measures. They tend to turn towards emigration or the informal sector, but their low level of training may also exclude them from this market<sup>12</sup>.**

The role of intermediation on the labour market has been in force since September 2001 through the National Skills and Job Promotion Agency (ANAPEC). This new agency is taking over from the Centres for Information and Advice for Job Promotion (CIOPE) and from the employment agencies that are disappearing. This agency is currently working to increase its ability to get involved on the ordinary 'situations vacant' market (jobs given no aid, that is, based on joint agreements) and in order to do this, to develop its company penetration. To this end, it is organising canvassing activities among employers. The job-creation decree relating to it defines the scope of ANAPEC's involvement in *skilled jobs*, which appears to be a restrictive approach to the labour market.

**The labour market largely remains a 'black box' and the total ignorance of qualification and job structures of companies in the private sector is a considerable inconvenience for running vocational training** because there is no overall and sectoral analysis of the structures and their development by occupation. The establishment of a monitoring centre is welcomed by the MEFPDSS, and in particular the Employment Department, but it is ANAPEC that was given the task of setting up an employment monitoring centre.

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12 The informal sector has an important position in the country's economic activity, but still receives very little investment from vocational training.

## 2 - Introduction

This report is part of a series of reports drawn up by the European Training Foundation since 1999 on the vocational training and education systems in eight countries of the southern Mediterranean region. The countries studied are Algeria, Jordan, Lebanon, Morocco, Malta, the Republic of Cyprus, Syria and Turkey.

### 2.1 Aims

These reports were prepared at the request of the European Commission, and their aim is to give a general outline of the national vocational training and education systems as well as information about the main challenges facing them, from the perspective of an economic and social development strategy.

More particularly, the intention of this report is to describe and analyse:

- the main characteristics of Morocco's national vocational training system;
- the role of vocational training in the country's socio-economic development and, in particular, its links with the changes in the labour market and the improvements in companies' human resource skills;
- the process of upgrading the vocational training system, in which Morocco has been involved for several years now as part of the projects financed by the European Union and other donors;
- the employment system.

### 2.2 Methods

A team of three experts from the ETF drew up this report.

Work began with an analysis of the existing reports and studies carried out for the European Commission or on behalf of

international organisations and/or donors. This analysis specified the structure and organisation of the Moroccan vocational training system and looked at the challenges it must face as part of its development and upgrading process.

The report has been produced with the collaboration of the Moroccan authorities responsible for vocational training and employment, Moroccan representatives at the European Training Foundation's Advisory Forum and officials from the European Commission's Delegation in Morocco, thanks to whom many relevant discussions were organised with the key parties involved in vocational training during the experts' mission to Morocco at the end of 2001.

The preliminary conclusions to this report were submitted and discussed at the end of the mission with the Vocational Training Department of the Ministry responsible for vocational training in Morocco and with European Commission representatives.

### 2.3 Acknowledgements

The European Training Foundation wishes to thank everyone who has contributed in any way to this report. In particular, it would like to thank:

- the EuropeAid Cooperation Office (European Commission, Brussels), and the EC Delegation in Rabat;
- the numerous representatives encountered at different levels, in particular officials from the Vocational Training Department at the Ministry of Employment, Vocational Training and Social Development; organisations placed under the supervision of this Ministry, in particular the Office for Vocational Training and Job Promotion (OFPPT); the various training departments and the trade associations of the industrial sectors.

## 3 - Economic and social situation

### 3.1 Present situation and prospects

Morocco has signed an Association Agreement with the European Union, which entered into force in March 2000 and is being implemented satisfactorily and in a sustained manner.

The Barcelona Process, of which Morocco is a part, makes provision for the creation of a Euro-Mediterranean free-trade area in the next twelve years, which is of particular significance for Morocco's trade, in so far as the European Union is Morocco's top trading partner (66% of its exports and 60% of its imports in 2000). Both parties have already made practical arrangements for turning this aim into a reality in different areas, in particular as regards industrial and agricultural products and the right to set up a business and services.

As part of this process, Morocco plays a dynamic role in driving subregional integration initiatives (Agadir Declaration on the creation of a free-trade area bringing together certain Mediterranean Arab States) and in reiterating its firm desire to link itself even more with Europe.

In economic terms, growth has been rather weak over the last decade and lower than anticipated. It increased by 2.3% a year as against 3.3% during the previous decade. This has contributed to worsening unemployment and poverty. Per capita income has fallen, and the unemployment level in urban areas has increased further. Thus, 20% of the population now live below the poverty line, which is also helping to fuel migration towards Europe.

In macroeconomic terms, the major indicators have remained satisfactory. Inflation is under control (2.4%), and the budget deficit is contained (2.3% of GDP). Foreign debt (US\$18 billion) has also fallen and represents just 51% of GDP. Currency reserves have reached the equivalent of US\$6 billion, enabling Morocco to cover over six months of imports. This is due to the

upturn in tourist activities recorded at the end of the 1990s and to Moroccan emigrant workers sending different currencies home.

Morocco is very willing to establish an economic and social development strategy. The aim of this is to increase economic growth significantly and permanently, improve macroeconomic performance, upgrade the manufacturing base and the institutions, and reduce poverty and disparities.

This strategy is based on three mainstays:

- the implementation of the '2000-04 Economic and Social Development Plan', adopted in July 2000, which identifies the main economic challenges Morocco has to face. In addition to promoting economic growth and jobs in order to reduce unemployment and poverty, Morocco is also improving and integrating into world trade and production, in particular by diversifying its sources of economic growth, developing new sectors, re-establishing business competitiveness and consolidating agricultural bases;
- greater linking of the country to the European Union;
- greater cooperation within the rest of the region in order to increase the benefits of trade and investment.

As regards the promotion of permanent economic growth, taking into account the vagaries of the weather and cycles of drought recorded during the last decade, Morocco is trying to diversify the sources of this growth outside the agricultural sector and to attract more foreign investment by making the most of the low cost of its workforce.

The aim of the 2000-04 five-year plan currently being implemented is to create favourable conditions for good governance and to boost economic growth. While maintaining the macroeconomic balances, it



provides for average growth<sup>13</sup> of 5%, appreciable growth in the level of investment (25.6%) and a reduction in the level of unemployment to 12.5% in 2004. This should be expressed by an improvement in household consumption of approximately 4% a year and a rise in the standard of living of 2.4% per capita.

The strategy envisaged by the national development plan is based on an overall upgrading of the economy, with the increasing involvement of sectoral trade associations, together with a sectoral policy promoting local products and economic integration, the impact of which should reduce foreign debt and increase job creation. It also defines the initiatives to be taken so that the companies of some 'priority clusters' already identified can strengthen their position on domestic and foreign markets. These priority clusters concern textiles/clothing, tourism, sea products, electronics and information technology. The same trend concerns small trade and craft activities, which are also a source of jobs.

### 3.2 National policy for developing human resources

The development of human resources is a major theme of the country's economic and social development policy. It is regarded as a strategic tool for modernising society so that short and long-term challenges can be taken up. It is based to begin with on a reform of the education and training system, the aims of which are defined by the National Education and Training Charter published in December 1999.

This reform is based on the following themes:

- combating illiteracy with the establishment of a national agency to combat illiteracy;
- implementing a national strategy in culture, education and scientific research so that the country can enter the progress, information and knowledge society.

In terms of the National Education and Training Charter, the education and training sector has been set up as a prime national priority according to 'territorial integrity' (Article 20). Because of this, it benefits from maximum aid and attention at every level from the State.

The intention of the Charter is a thorough reform of the education and training system and for quality basic education (primary and junior) to become standard, which now has absolute priority throughout the Kingdom. Education will become compulsory for children aged between 6 and 15 and will gradually make headway with the establishment of teaching conditions and structures.

In theory, when the schools went back in September 2002, every six-year-old Moroccan child was guaranteed a place in the first year of primary school. And subsequently, the percentage of pupils registered in the first year of primary education who should succeed is<sup>14</sup>:

- 90% at the end of primary school by 2005;
- 80% at the end of junior school by 2008;
- 60% at the end of secondary education by 2011;
- 40% obtaining the *Baccalauréat* by 2011.

The Charter advocates the establishment of quality education, links between school and citizens, and integration with its economic and social environment. Among its other aims, a special effort will be made to encourage the full-time education of girls in rural areas.

Efforts will also be made during the present decade to boost the proportion of professionally-qualified people arriving each year on the labour market, from 20% at present to 50% by 2010. This result will be obtained by extending the alternating and apprenticeship training methods.

In the context of these trends, the scientific, technical and vocational courses of study will have to take at least two thirds of

13 More significant in the industrial sector (4.8%) and in the service sector (5.5%) as against 3.4% in agriculture.

14 Cf. Article 28 of the National Education and Training Charter.

enrolments in secondary and higher education in the next five years.

The intention of the National Charter is also to develop a policy for **combating illiteracy**, which affects 51% of the population.

Reduction and eradication of illiteracy in time are a determining factor in upgrading the economic fabric. The general level of illiteracy should be lower than 20% by 2010, disappearing completely by 2015. In this context, priority will be given to illiterate male and female workers working in the manufacturing sector, for whom keeping their job depends on improving their skills. These people concern 50% of the Moroccan workforce.

In addition to adults who do not have a stable job, this policy will also affect young people under the age of 20 who have not had the opportunity to go to school or who left at an early age.

**Informal education** is also planned for the category of young people aged between 8 and 16 not at school as part of a national programme aimed at teaching them to read and write before the end of the present decade. This operation should enable the people concerned to enter or re-enter education/training courses, thanks to links facilitating access to these courses.

In addition, the National Charter believes that **continuing education** is an essential factor in meeting companies' needs for skills and in supporting them in the context of the globalisation of economies and the opening up of borders. By adapting and developing qualifications according to the technological changes and new organisation and production methods, continuing education helps to make sure that companies are

competitive, keep jobs and maintain access to new occupations.

Continuing education, the mechanisms of which are firmly established in Morocco, must be built up and expressed by an increase in investment in the training of human resources. It should, in time, affect all people looking for jobs or threatened with losing them. In order to do this, the National Charter recommends the establishment of a contractual continuing education system adapted to the specific characteristics of every professional field, taking into account the diversity of the professional fields. A system of recognition of professional achievements should put the finishing touches to the existing mechanisms.

The continuing education system should be based on the market system, to support companies' needs for skills in a dynamic way. The education establishments will also need to be heavily involved – training in partnership with companies and administrations, and encourage continuing education and advisory units to be set up within the trade associations.

There will have to be a law in this area to crown the reform process. Stable resources from State subsidies and part of the vocational training tax will be allocated to encourage continuing education activities. They will be controlled by a tripartite committee (State, employers, employees) and will help to revitalise the continuing education initiatives of companies. The set aim is to have 20% of workers, employees and officials take advantage of continuing education initiatives every year, paying particular attention to the specific needs of SMI/SMEs.

## 4 - Vocational training

### 4.1 *The education and training system*

The education system consists of:

- A basic education with two cycles, primary and junior, of which only the first six-year course is compulsory. It takes approximately 3 840 000 pupils<sup>15</sup>. The second, three-year course has 1 040 000 pupils. The net percentages of children in full-time education have been rising considerably over the last few years. They rose from 80% in 1999/2000 to 84.6% in 2000/01. This percentage is now estimated at over 90% for the current year. Junior enrolments have risen by over 2% per year in the last two years while the population has been increasing at a lower rate.
- A three-year secondary education, where capacities are limited but have been recording an increase over the last two years. Pupil enrolments have risen from 451 500 to 483 700 between 1999/2000 and 2000/01. It consists of two major courses of study: general education and technical and vocational education.
- Higher education and training take 253 000 students in the universities and 8 000 in the higher institutes and colleges.

Analysis of the flows of basic and secondary education shows that the internal productivity of the education system is low: 75% of the school population in the first year of primary education complete the six-year education cycle and only 47% of enrolments in the second year of junior education are admitted to secondary school.

The system generates significant dropouts from schools. It is estimated that approximately 240 000 pupils<sup>16</sup> leave the school system every year, over 110 000 of

whom are between the sixth, seventh and eighth year, and 130 000 at the end of the ninth year. In 2000/01, 158 000 pupils in the ninth year were not able to go on to secondary education. Percentages of pupils repeating years are also significant. They were estimated at 18.3% in 2000/01 in secondary education.

The average length of schooling in Morocco is approximately eight years for boys and 5.7 years for girls, according to a 1997 UNDP. According to different sources, there are estimated to be between 2.5 and 3 million people who have not been to school at all.

The number of young people who have broken off their education, and people who have no access to education, is increasing year after year. If the available training capacities are taken into account (72 000 new registered students each year, all training methods taken together), the majority of young people arriving on the labour market have not had any training. The people concerned try to get into the informal sector, often taking up casual jobs, or they are attracted by illegal emigration to the developed countries, particularly those of the European Union.

### 4.2 *The vocational training sector*

Vocational training in Morocco is downstream of an education system which is being completely restructured, the capacities of which are insufficiently developed as regards the population's needs for full-time education<sup>17</sup>. This is also generating significant losses at various levels of basic and secondary education. It is upstream of a relatively unsupervised labour market in a context in which the country wants to change over from an administered economy to a market economy, and to which the

15 Statistics of the National Education Department, for 2000.

16 *Éducation Formation Med 2001*, MEDA Teams Brussels.

17 The percentage of children in full-time education was 84.6% in 2000/01; it is increasing in the current year and is likely to exceed 90% according to the National Ministry of Education.

majority of the population of working age has access, in particular first-time job-seekers, unskilled and unprepared to enter working life.

In terms of the regulations, vocational training has a dual purpose: (i) to meet the needs of companies in order to improve their performance and competitiveness, and (ii) to meet the needs of people in order to encourage them to enter working life and further vocational education.

It is organised by the Vocational Training Department of the Ministry of Employment, Vocational Training and Social Development, which is responsible for drawing up Government policy in this area, implementing it and evaluating the strategies for promoting the sector and for coordinating the various public and private operators.

#### 4.2.1 The sector's medium-term aims

The aims of vocational training up to 2004/05 in terms of quantity and quality are mainly defined by the National Charter (Article 30) and generally help to turn into reality the principles of the education and training system's appropriateness to its economic environment. Their aim respectively is to<sup>18</sup>:

- increase the reception capacities of the training system, which should reach 242 000 places, all training methods taken together (159 000 at present);
- extend sandwich courses and increase enrolments to 24 000 (13 500 at present);
- develop the apprenticeship training system, which will have to take on 60 000 apprentices (9 700 at present);
- upgrade and develop private vocational training, enrolment in which should rise to 80 000 trainees (56 500 at present);

- put approximately 120 000 newly-qualified or skilled people on the labour market each year (as against 71 000 at present);
- consolidate on-the-job training mechanisms so that 20% of wage earners registered with the National Social Security Office are able to benefit (as against 10% at present) in order to upgrade all the human resources of companies every five years;
- introduce the skills-based approach adopted by Morocco and put it into general use for producing and updating training programmes;
- upgrade the sector's human resources and gradually build up a body of trainers who have an enterprise culture and real-life business experience.

Although the National Charter makes provision for the local and regional networking of education and training establishments as well as a system of links between general education and vocational training at all stages and levels of the education system<sup>19</sup> (primary, junior and secondary education), the two subsystems tend to run according to the relevant sectoral systems.

#### 4.2.2 The training provision

The national vocational training system takes in 159 000 students (102 500 for the public sector and 56 500 for the private sector) and has 2 044 establishments, 489 of which are in the public sector and 1 555 in the private sector<sup>20</sup> which are very mixed in size.

This training provision has changed substantially over the last three years, but available reception capacities still largely fall short of the needs of individual demand for training, in particular that of young people leaving the education system<sup>21</sup>.

18 See also *Réforme du système de FP: nouveaux axes de développement* (Reform of the Vocational Training system: further lines of development), Training Department, October 2000.

19 Article 43 to 45 of the Charter.

20 In 2001/02, 202 private establishments were established but 121 closed down.

21 One in five training applications is currently successful.



### Change in reception capacities, trainee enrolments and qualified people

Year	Establishments	Enrolments	Qualified people
2000/01	2 004	159 000	71 023
1999/00	1 910	146 200	65 068
1998/99	1 822	130 149	63 960

The main training operator is the Office for Vocational Training and Job Promotion (OFPPT). Other ministries (agriculture, tourism, maritime fishing, infrastructure, small trades and crafts, youth and sports, energy and mining, interior, justice, health, national education, etc.) as well as the Chambers of Trade also give training courses and pay for approximately 19% of student enrolments.

Vocational training is structured into four levels of qualification.

- **Specialisation:** accessible to pupils having completed the sixth year of basic education. This training takes two years at most, leading to a specialisation certificate.
- **Qualification:** accessible to pupils having completed the ninth year of basic education. This training takes two years, leading to a skills certificate.
- **Technician:** reserved for pupils having completed the third year of secondary education. The training takes two years, leading to a technician's diploma.
- **Specialist staff:** accessible to holders of the *Baccalauréat*. The training takes two years, leading to a specialist staff diploma.

### The public vocational training operators

Several training departments provide public vocational training. In addition to national education and higher education, there are many public operators involved in this area, some of whom fit in with the current legal and institutional framework and other of whom provide further vocational training courses.

- **The Office for Vocational Training and Job Promotion (OFPPT):** under the supervision of the ministry responsible for vocational training, but with legal status and financial autonomy, the OFPPT is a tripartite management organisation. It has regional representatives across the regional vocational training departments. Its operating budget comes from State subsidies and the product of the vocational training tax (TFP).

The OFPPT has 183 establishments accommodating over 71 000 trainees spread over four training levels: specialist staff: 11%; technicians: 30%; skilled workers: 49.5%; specialist workers: 9.5%. Alternating training accounts for 9 316 trainees, i.e. approximately 17% of enrolments in initial training. Apprenticeship training is at an embryonic stage with the OFPPT and currently only has 550 apprentices (2000/01).

- **The Ministry of Agriculture:** the agricultural vocational training system is made up of 38 vocational training establishments including 19 agricultural qualification centres (CQA) training skilled workers, 11 technical agricultural institutes (ITA) training technicians and eight institutes training technicians specialising in agriculture (ITSA). The training establishments are organised into nine regional networks with a representative committee.

Agricultural vocational training is organised over two years according to the work-based training method. The apprenticeship training scheme for young people in rural areas has just been set up.

In the 2000/01 academic year, there were 2 934 trainees registered on agricultural training, including 243 specialist staff, 676 technicians and 2 015 skilled workers. Some 5 840 apprentices are enrolled as trainees under the apprenticeship training system.

- **The Tourism Department:** has a network of vocational training establishments placed under the supervision of the training and cooperation department within the Tourism Department. Training

is organised on a residential, alternating and apprenticeship basis. In the 2000/01 academic year, there were 2 526 trainees registered for training, including 398 specialist staff, 1 566 technicians and 592 skilled workers. Sandwich courses have a very important place in the training system, and there are 1 051 enrolled students being trained by this method, i.e. 41.6% of enrolments. Pilot experiments for developing apprenticeship training provide for 560 apprentices to be trained during the 2001/02 year.

- **The Maritime Fishing Department:** the maritime vocational training system is made up of eight establishments, including four salt-water fishing qualification centres (CQPM), three salt-water fishing technology institutes (ITPM) and one institute specialising in salt-water fishing technology (ISTPM). There are 747 registered trainees divided into: 164 specialist staff, 357 technicians and 226 skilled workers. The alternating training system takes in 151 trainees, i.e. 20.2% of enrolments, in initial training. There are 1 000 young people being trained under the apprenticeship training system.
- **The Small Trades and Crafts Department:** the network of vocational training establishments under the supervision of the Small Trades and Crafts Department currently consists of 55 establishments and 18 training courses. Since 1997, the small trades and crafts sector has been carrying out a pilot experiment for introducing the apprenticeship training method into the vocational training system. The vocational training department, which comes under the Secretary of State for Small Trades and Crafts, runs and manages the network of establishments. There is close cooperation with the chambers of craft trades, particularly with regard to the apprenticeship training pilot initiatives.

Another category of operators is made up of various ministries with networks of industrial vocational training establishments taking young people who have broken off their schooling. These are, in particular, the Ministries of Youth and Sport, the Infrastructure Department, the Ministry of

the Interior, the Town Planning Department, the Ministry of Justice and the High Commission for Former Resistance Fighters (HCAR).

### Private training

The sector is governed by law No 13 – 2000 regulating private vocational training. The aim of this law is to upgrade the sector and promote a new generation of private vocational training establishments (EFPP). This has made it possible to set up a system organising the establishment and management of private training and the establishment of a system of qualifying courses of study and accrediting the EFPPs.

Private vocational training has been undergoing quite a boom over the last five years. The number of EFPPs authorised to practise by the Vocational Training Department rose from 800 in 1996 to 1 555 in 2001, with a reception capacity of 72 160 places.

However, this explosion in quantity has not been translated into a diversification of the programmes offered. The EFPPs provide residential training courses at the various levels of qualification, concentrated at technician level (approximately 38% of enrolments). The training provision is mainly directed towards the low-cost investment sectors, in particular the tertiary and service sector (36%), hairdressing/beauty (33%) and clothing trade (26%).

Four qualification operations have been carried out since 1998. These have qualified 451 training programmes. Some 194 establishments were involved, providing 28% of the sector's trainee enrolments, out of 381 establishments applying for qualification.

Initial training is the main activity of these establishments. It is all residential and, in the majority of cases, is cut off from the realities of the industrial world because of its low level of organisation by industrial sector and its inability to produce market surveys. However, it should be stated that a limited number of these private schools are managing to develop a continuing education provision aimed at companies as part of the special training contracts.

As part of the programme to support and upgrade the managerial staff of the EFPPs, the Vocational Training Department produced two pilot further training courses of 40 management directors and 90 teacher training officers. A request for technical support for the sector is being considered as part of the MEDA I project, financed by the European Commission. This aid is still inadequate however, and should be sustained by greater financial and technical support in order to stabilise the sector and strengthen the part it will be called upon to play in the future in upgrading human resources at national level.

In conclusion, although dynamic, the private vocational training sector is developing a training provision, the quality of which remains poor in the majority of establishments and does not in any case comply with the requirements of the reform introduced<sup>22</sup> in this area. This situation is the source of the relative precariousness and instability of this sector, which means that it still cannot play a determining part in upgrading human resources in Morocco.

The poor quality of the training provision is mainly due to two factors: (i) the nature of the teaching body, largely made up of supply teachers, (ii) the absence of relationships between the private training establishments and companies in the industrial sector (very few work-experience places and absence of alternating training).

Because of this, the number of establishments ceasing their activities remains high (in 2001/02, 202 private vocational training establishments were set up, but 121 others<sup>23</sup> closed down).

### **Internal and external performance of vocational training**

The internal performance of the vocational training system is generally satisfactory. The average success rate of trainees in the last year of training reached 83% in 2000/01.

The highest success rate as far as the division into levels of qualification is concerned, is recorded at the 'specialist staff' level with

91%, followed by the 'Qualification' and 'Specialisation' levels with 88% each.

The number of those succeeding in entering working life after vocational training is still low. Indeed, the percentage of integration at the end of training is only 54%. This situation can be explained by the tension on the labour market and the inappropriateness of some training courses for the changing needs of the labour market.

### **4.2.3 Training engineering and organisation**

#### **Educational reform**

The Ministry of Vocational Training has been considering the skills-based approach as a central theme of the reform of vocational training. It has been developing a methodological framework for drawing up vocational training programmes based on this approach as well as a glossary of terms used in training engineering. The programmes are being drawn up according to general methods that consist of defining the training aims, strategies and means of achieving them and the methods of evaluating the anticipated results. The programmes are defined by skills, set out with objectives and split into modules. A set of educational planning documents is therefore being developed: the study programme, the teachers' handbook, the guide to the organisation of teaching aids and the evaluation manual.

The process of drawing up skills-based programmes consists of three main phases:

- (i) the study and planning phase, providing the opportunity to draw up or update a programme and to plan the work to be done;
- (ii) the design and production phase, finally producing the teachers' planning documents;
- (iii) the application and evaluation phase, characterised in particular by the programme's introduction in vocational

<sup>22</sup> Cf. Activity report of the private vocational training establishments for the 1998/99 year, Vocational Training Department.

<sup>23</sup> Cf. Summary report, National Vocation Training Council.



training establishments and then by its evaluation.

The MEFPDSS organises awareness and training seminars nationally and regionally, and four sectors have already taken advantage of restructuring to introduce new skills-based programmes.

Despite the encouraging results obtained in this phase, the introduction of the skills-based approach suffers from certain weaknesses and requires a set of conditions needed to make it more widespread. The present weaknesses may be summarised as follows.

- The introduction of the skills-based approach has not brought about a reorganisation of teaching in the centres concerned (a single entry, with a threefold aspect: one trainer, one section, one group of trainees).
- The appropriation level is still low at operational level and in the technical trainer departments.
- The trade associations' and federations' understanding and adaptation of the approach are poor. Indeed, companies have not always understood the benefits that they could draw from these.
- The training programmes drawn up are not regarded as requirements for a work function (a sort of general conditions of contract) for all public and private operators. Thus, the qualification procedure of private sector courses does not regard the skills-based programme relating to a given occupation as a training standard to be applied by all operators.

### Training methods

- (i) **Residential training:** this is the dominant training method in the Moroccan vocational training system. In 2000/01, there were 118 392<sup>24</sup> trainees in residential training, i.e. over 74% of overall enrolments. The restructuring of training courses initiated by the different trainer departments has meant that the quality of residential training has improved through the acquisition of training facilities and the development

of training complexes consistent with the training content and the reality of the Moroccan industrial base. This restructuring, financed by the various donors, is making regular headway and has meant that restructuring rates that have been achieved at the OFFPT vary depending on the sectors from 16.4% in the mechanical engineering sector to 84% in the service sector.

- (ii) **Sandwich courses:** sandwich courses are initial vocational training leading to a qualification, governed by law 36-96, the aims of which are to enable young people to pursue a large part of their training under real production conditions of companies, to gain the right qualifications for the company's needs, to increase the openness of the private vocational training establishments (EFPPs) to the work environment and to make it easier for successful candidates to enter working life.

These courses take between two and three years. At least half of their total duration is in-house and at least one third is within a vocational training establishment.

Arrangements that aim to encourage companies to develop sandwich courses cover: (i) the non-liability for tax of trainees under the national social security scheme, (ii) the exemption of grants given to trainees from the vocational training tax and general income tax (IGR).

The number of trainees on sandwich courses has increased significantly since 1997/98, the date when the law on alternating vocational training (FPA) entered into force. It rose from 3 653 in 1998 to 13 531 in 2000. Various measures, in particular legislative ones, were initiated to develop this training method. Perpetuating and improving its quality, however, depends on:

- fully linking alternating training with the skills-based approach, in particular at the level of the organisation of teaching and evaluation;

24 Cf. 1999/2000 Activity Report mentioned, p. 12.

- introducing the tutorial function and its recognition by companies;
- developing liaison and communication tools between the various parties involved;
- involving the social partners in running and managing alternating vocational training (FPA, including the trade unions currently not very involved in running the FPA).

**(iii) The apprenticeship training system:** apprenticeship training is a method of vocational training based on practical training where at least 80% of its total length is carried out in-house and at least 10% of this is supplemented by general and technological training.

Under the terms of law No 12.00 of 1 June 2000, the aims of the apprenticeship training system are: (i) to acquire know-how through working in an occupation that allows apprentices to gain a qualification that helps them enter working life; (ii) to help improve management of the economic fabric of the SME/SMIs; (iii) to help safeguard jobs in the small trades and crafts; and (iv) to provide young people in rural areas with training adapted to the specific characteristics of this environment. It affects young people aged 15 and over on the date when the apprenticeship agreement is concluded, who have left school and are trying to integrate socially and occupationally.

The Government authority responsible for vocational training sets the number of apprentices who have to be paid for by employers' organisations at the suggestion of the CFAs. A monthly grant set in agreement with the apprentice or his/her legal tutor is paid to apprentices by heads of companies. The list of courses of study involving the apprenticeship training scheme, as well as the content of the additional theory training, are set by regulation. The apprenticeship training system may lead to a diploma or just a qualification. The length of the apprenticeship training system is set according to the

diploma or qualification being prepared for. Nevertheless, this may not exceed three years.

The measures which are aimed at encouraging companies to take on apprentices are: (i) the non-liability for tax of trainees under the national social security scheme; (ii) the exemption of grants given to apprentices from the vocational training tax and general income tax (IGR); and (iii) the State's award of a financial contribution, exempt from any tax, duties or fees, to companies in the small trades and crafts sector that take apprentices in the occupations and skills set by the Vocational Training Department.

The apprenticeship system is still at its experimental stage, despite the existence of an appropriate legal framework which covers the introduction and organisation of the apprenticeship system. It mainly affects young people unable to access the lowest level of qualification (specialisation level) and is in use, particularly in sectors such as small manufacturing trades and services and agriculture. It currently has 9 680 apprentices enrolled, i.e. 6% of the overall enrolled trainees.

This training method contains significant potential and could extend its capacities if its place and role in the vocational training system were clearly defined. For example, the present residential training provision at specialisation level could be reviewed in order to be effectively changed into training by the apprenticeship system, which is closer to the qualification needs of companies, including those of the informal sector.

The main challenges for the development of the apprenticeship training system are:

- the ability to motivate companies, particularly the SME/SMIs, to take apprentices in compliance with the regulations defined by the State;

- the development of training engineering through the apprenticeship system based on the main requirements of the skills-based approach;
  - the training of the various parties involved in the apprenticeship training system (managers, trainers, apprenticeship managers);
  - the involvement of trade associations and chambers in promoting and running the apprenticeship training system;
  - the positioning of the apprenticeship system as a component of the vocational training system in its own right;
  - the definition of the system of financing the apprenticeship training system, and particularly the aspects relating to the financial incentives aimed at apprenticeship managers and those that concern sources of finance.
- (iv) **The mobile units:** the OFFPT produces touring training courses in rural areas. The training, which takes four months on average, is given in 16 subject areas, in particular mechanical engineering, automobile electrical engineering, cutting and sewing, electronics and joinery. Those benefiting from the proposed training courses are employees of companies in rural areas and agricultural cooperatives, and young people who have left school or unemployed graduates. In 2000/01, this training concerned 1 456 beneficiaries were involved in this training in 62 rural districts, but it did not lead to a qualification recognised by the vocational training system, and its quality and impact are virtually unknown.
- (v) **Evening classes:** taking increasingly larger enrolments, 17 393 in 2001 (11%) as against 13 568 in 1999, training in evening classes leads to a qualification, and in principle covers every level of vocational training qualification. It is generally based on candidates' individual interest in further vocational education and is not necessarily, therefore, linked to the skills needs of companies.
- (vi) **Distance learning:** open and distance learning (ODL) is aimed at young people applying for training, and workers looking for training. The ODL system is still in its embryonic stages. It benefited 193 participants during 1999/2000.

#### 4.2.4 The training of trainers

The policy of training trainers outlined under the *New Lines for Developing Vocational Training* targets the upgrading of human resources and the development of the trainers' personal experiences at work. This is in order gradually to form a body that has real-life experience and an enterprise culture. The OFFPT is developing trainer training engineering to this end based on appraisals of trainers' skills, with reference to the initial vocational training programmes. Improvers' courses arising from the results of the skills appraisals have been organised in Morocco and abroad. Training in Morocco takes place, in particular, in nine Skills Development Centres (CDCs) set up in the training establishments under the supervision of the OFFPT. There are 3 027 trainers employed by the OFFPT, 467 of whom have a specialisation level, 1 211 a qualification level, 1 015 technician level and 334 specialist staff level.

According to the OFFPT's statistics, there are 1 329 trainers who passed the skills appraisal at the end of October 2000, that is approximately 40% of the overall number. Moreover, there have been 30 266 training days in which 6 672 people took part. The organised training courses cover technical further training initiatives, teacher training courses and training periods in the workplace.

The training of trainers in other training departments or in the private sector is still in its embryonic stages, or even absent in some cases due to the low level of training engineering.

#### 4.2.5 The organisation of training establishments

The organisation of training establishments is governed by decree No 2.86.325 of 9 January 1987 on the general status of vocational training establishments.

The setting-up, organisation and abolition of training establishments by public operators is governed by the ministerial decree concerned, approved by the Government authorities responsible for vocational training, finance and administrative affairs. The decree adopted to this end for the specialist staff level is also subject to the approval of the department responsible for higher education in addition to that of the above-mentioned Government authorities.

Three categories of establishment can be distinguished: (i) the Vocational Qualification Centres (CQP); (ii) the Applied Technology Institutes (ITA); and (iii) the Higher Applied Technology Institutes (ISTA).

Each vocational training establishment (EFP) has an advisory further training council. The status of the EFPs varies according to the vocational training operators and sometimes within the same operator (example of the OFFPPT's centres of excellence).

The quality of the training varies considerably between the institutes and the CQPs. Smaller in size, the CQPs cover levels of specialisation training and qualification, and have smaller infrastructure and fewer human and financial resources.

Under the private sector development project financed by a loan from the World Bank, the OFFPPT has set up an EFP operating model called '*Centre of excellence*'. These 11 centres (36 initially planned) benefit from educational autonomy and are evaluated on the basis of a battery of performance indicators established beforehand. The performance indicators covering areas and fields of activity are economic environment, qualifying training, services to companies and the establishment's management and teaching methods.

#### 4.3 Continuing education

Two main development tools of continuing education are currently being implemented: (i) the Special Training Contracts (CSF) for helping companies improve their employees' skills by helping to finance activities drawing up and implementing their training plans. Companies liable for the vocational training tax (TFP) and up to date with their TFP payments are eligible for the CSFs; and (ii) the interprofessional association for assistance with advice (GIAC), the role of which is to provide technical and financial assistance to companies in order to identify and express their skills needs.

The implementation of these two tools has involved the social partners in the management of the CSFs, the continuing education market has become dynamic, and a process of mutualising the TFP has been set up (by lifting the ceiling of financing). A process encouraging the planning of training is also continuing through higher funding of the training initiatives stipulated as part of the training plans (payment of 70% of expenses as against 40% for unplanned training initiatives).

The activity indicators for 1999/2000 relating to initiatives financed under the CSFs show that 2 033 companies, 91% of which are from the private sector, have benefited from continuing education initiatives.

Out of the beneficiary companies, 750 have submitted training plans as against 410 in 1997. The accumulated expenditure of companies is reaching MAD 332 million, while the reimbursement of expenditure incurred amounts to MAD 212 million.

Discussions organised with the various trade associations and federations, as well as with the regional authorities responsible for managing the CSFs, have identified a set of problems affecting the relevance of the current system. These are in particular:

- the slowness of procedures for reimbursing training expenditure incurred by companies and, therefore, the low appeal to SME/SMIs in carrying out the training plans drawn up (see the results of the MEDA project). Current procedures



actually make access to this system difficult for the SME/SMIs;

- development of training is unequal across the sectors, regions and levels of qualification;
- the lack of targeting of current tools: the system benefits large companies in particular and has hardly any effect on the SME/SMIs, which are the bulk of the industrial fabric;
- the lack of communication towards companies: companies, in particular the SME/SMIs, are not sufficiently familiar with special training contracts;
- the slowness with which GIACs are set up for reasons inherent in the operating costs (two out of six are actually operational);
- the quality of the training provision;
- the non-existence of a continuing education evaluation and observation system;
- control of initiatives is non-existent.

For these various reasons, and in particular that relating to the allocation of financial resources to on-the-job training (less than 80% of the vocational training tax product), the continuing education market is not developing according to companies' needs but is still artificially contained within limited proportions, which only allow a few companies, in particular the largest, to upgrade the skills of their human resources.

Furthermore, the scope of continuing education is still limited to the implementation of the training plans of companies eligible for special training contracts. It would certainly be to its advantage if it were enlarged to combat youth unemployment and encourage the transition of leavers at every level of the education system and the illiterate, who have been unable to access initial vocational training, by mobilising companies' training capacities (for example, speeding up development of apprenticeship training capacities) as part of a policy adopted jointly with the social partners.

Finally, continuing education does not benefit, even indirectly, informal sector workers (still more numerous than formal sector workers), the overwhelming majority of whom have casual, unskilled jobs.

#### ***4.4 Procedure for certifying training courses and establishments***

The setting-up, organisation and abolition of training courses provided by public operators are governed by the ministerial decree concerned, approved by the Government authorities responsible for vocational training, finance and administrative affairs. The decree adopted to this end for the specialist staff is also subject to the approval of the department responsible for higher education in addition to that of the above-mentioned Government authorities.

The procedure and conditions for awarding the qualification of private sector training courses are governed by decree No 1184-01 of the MEFPDSS. The application for qualification is made on the basis of a technical and educational file proving that the private vocational training establishment has trained at least one year group of successful candidates in the course of study offered for qualification.

The qualification of courses of study leads to a qualification certificate, and the courses of study thus qualified are published each year in national and regional directories. The qualification of a given course is awarded for a period of three years.

A draft decree defining the procedure and conditions of accreditation, organisation of examinations and stamp of qualifications awarded by private establishments is currently being prepared.

Under the terms of the current procedure, operators outside the OFPPT are required to carry out engineering work, which they are often not in a position to carry out in the absence of specialist structures in this field (particularly the private training sector and certain training departments).

Moreover, the absence of a national frame of reference for jobs and occupations and of the resulting training standards runs the risk of multiplying the frames of reference of the various operators for jobs for which these training courses prepare. Indeed, in the present context, different training frames of reference targeting the same occupation, may be qualified if they are submitted by public or private operators.

The inappropriateness of current procedures to the work of making the vocational training system consistent on bases that are compatible with the spirit of the reform initiated, and particularly of the principles of the skills-based approach, requires the adoption in the medium-term of a new qualification and certification procedure which is able to reduce the dysfunctions and reconcile the initial (residential, alternating, apprenticeship and distance) and continuing education systems.

#### 4.5 *Financing vocational training*

The product of the vocational training tax and State subsidies finance public vocational training. Since the beginning of the 1970s, therefore, companies have had to spend part of their wage bill (1.6%) on training, in accordance with the laws and regulations. This amount is paid to the collecting agency, in this instance the national social security fund (CNSS). Over 80% of the product of the TFP is paid today to the OFFPPT's operating budget.

As regards the other training departments, the budgets financing initial vocational training and, in some instances, continuing education, mainly come from the State budget.

Private vocational training is financed exclusively by households that pay all registration and education costs. The real financial outlay that households are prepared to make for private vocational training in the private vocational training establishments (EFPPs) is difficult to specify in the absence of studies in this area. The minister responsible for training is currently leaning towards the problem of solvency of demand.

The present financial system has several gaps, the largest of which are:

- The TFP initially intended for continuing education is being allocated in the main to initial training.
- The current management system is rigid and, for the reasons mentioned above, does not adequately meet the needs of the market in this area. The new decree currently being prepared makes provision for at least 20% of the total amount of the TFP to be allocated to the CSFs. This will help to improve the present situation without necessarily resolving the problem entirely.

With this in mind, several additional solutions could be considered: (i) either separating the percentage of the TFP intended for continuing education from that allocated to initial training; (ii) or enlarging the scope of involvement of continuing education and creating a joint fund for financing vocational training with various tools for initial training (alternating and apprenticeship, system helping the transition from school to employment) and continuing education. This fund, with tools to help decision-making, will make distributions taking into account priorities and target groups.

- The absence of an economic vocational training account identifying State aid and of economic operators and households, as far as financing vocational training is concerned.
- The incompatibility of the OFFPPT's dual mission in this area: organisation managing and using the fund from the vocational training tax.

#### 4.6 *Running the vocational training system*

The MEFPDSS has an operating system that has started a process of upgrading vocational training based on new lines of development, aimed in particular at expanding the training provision and restructuring it towards economic needs. A range of agreements has been made with

trade associations and federations covering the development and restructuring of training in some sectors of economic activity (textiles, clothing, tourism and mechanical engineering, etc.). At the same time as these agreements were concluded, agreements were implemented with the training departments to support the upgrading of the public training provision in the sectors concerned. The process is completed by periodically producing integration and development studies of vocational training graduates, all sectors taken together, by the Vocational Training Department. The OFPPT, for its part, is carrying out similar surveys for graduates of the establishments placed under its supervision.

The main components of the system of running vocational training are:

#### 4.6.1 Strategic planning

The vocational training department is carrying out long-term studies on the vocational training sectors, covering the analysis of the labour, job and training market. It brings together the social partners, in particular the trade associations and federations concerned, in the process of running and validating these studies. This involvement means that requests to design and implement training projects can be made (setting up and restructuring training establishments and courses). The vocational training planning department, within the same ministry, is responsible for coordinating studies and monitoring their implementation. Moreover, the introduction and updating of the National Vocational Training Charter provides important, consolidated information concerning the processes of the qualification systems.

This sustained effort to enlist strategic approaches would best be completed in particular by:

- mobilising new tools for providing the economic analyses needed to take decisions;
- anchoring these strategic approaches to the system's overall operating level and the various contributors taking them over (central and regional administration, the social partners and training departments);

- the definition of the mandates, as regards strategic planning, of the various parties involved in order to avoid doubling up on jobs;
- the distribution of reports and work carried out by the parties concerned;
- the transformation of the Vocational Training Charter into a dynamic tool for planning vocational training.

#### 4.6.2 Decision-making methods and tools

The vocational training department each year carries out surveys on graduates of vocational training entering working life. The surveys produced concern on average 25% of the year group and cover graduates of the different vocational training operators. The surveys produced provide information about quantity and quality with regard to the level of employment (proportion of working graduates employed on the date of the survey), the percentage of integration (proportion of successful candidates who state on the date of the survey that they have worked at least once) and the characteristics of jobs taken up.

These surveys are completed by development studies, the aim of which is to follow the career of graduates over the three years after they obtain the qualification.

To these studies should be added similar surveys carried out by the OFPPT (integration and development) for graduates of the training centres and institutes under its supervision.

However, it should be stated that these integration and development surveys are not sufficient to help make decisions. The current system must be completed on the one hand by carrying out impact evaluations, which determine whether the programmes and initiatives undertaken have obtained the anticipated effects, side effects, positive and negative effects included, and checking the relevance of them. It would be to its advantage, on the other hand, if it were completed by carrying out economic cost/benefit analyses so that the Vocational Training Department would be better able to



identify and justify the main development and investment strategies for vocational training (choice of new training methods, level of qualifications, etc.). The mechanisms thus set up will have to be used as basic tools in informing decisions about vocational training policy.

#### 4.6.3 The information system

A range of initiatives is currently being started by the Vocational Training Department (DFP), and certain public training operators to set up a management and information system.

The management of the vocational training system continually requires reliable statistics on its main components, a capacity for storing, handling and analysing this data and reporting mechanisms at the various hierarchical levels.

Three main sources of information are currently available: (i) the Vocational Training Charter; (ii) information from the training operators' normal activities, in particular the activities of the OFPPT; and (iii) the periodic or selective surveys and studies carried out by the DFP or by the various training departments.

#### 4.6.4 Financial management

Analysis of the financial management system in the various training departments has revealed certain problems relating to the allocation of resources and the identification of costs per type of service. These dysfunctions and inadequacies would be very restrictive in implementing an operational control system. They concern the absence of a management accounting system in the training establishments, including those referred to as systems 'of excellence'. This is why budgets are not defined on the basis of standards of costs per course of study.

#### 4.6.5 Institutional mechanisms of consultation and control

The development of an effective, permanent partnership between the DFP and the social

partners (particularly the employers) is a central strategy of the reform being undertaken in the vocational training sector. The institutional mechanisms of consultation with the different partners are found at several levels and cover several dimensions of vocational training management.

- **National level:** through the National Vocational Training Council (CNFP), which helps to define general guidelines, coordinate and evaluate the sector's activities. The CNFP is chaired by the minister responsible for vocational training, and groups together the training departments, chambers of trade and trade organisations and the social partners.
- **Provincial level:** through the Provincial Vocational Training Councils (CPFP), which adapt the proposals of the Vocational Training Charter to local realities and make the necessary recommendations for an harmonious development of vocational training in the context specific to each province. The CPFPs are chaired by the Walis and governors, and bring together the local parties concerned.
- **Operational level (training establishment):** through the Further Training Councils (CP), which are introduced in one or several vocational training establishments. The CPs adapt the technical and teaching content of training courses to local needs and monitor the quality of these training courses. The mission of the CPs is also to encourage companies to subscribe to alternating vocational training and organise, monitor and evaluate the activities of this training method in companies.

These consultation authorities have played a more advisory role to date, which would best be reviewed so that they can take on a deliberative function, particularly under the implementation of the regionalisation policy that Morocco has just created.

Moreover, the Association Agreements concluded between the DFP and certain trade associations and federations to restructure or create courses of study or training establishments in the industrial sectors concerned are of an 'ad hoc' nature

and in particular concern the implementation of training projects financed by certain donors (for example, projects financed by the French Development Agency or projects financed as part of MEDA 1). They are increasingly becoming valuable tools for consolidating partnerships with the sectoral trade organisations and for involving the latter in the process of upgrading the training system.

#### 4.7 *The strategy of implementing the reform of the vocational training system*

The vocational training sector in Morocco is undergoing an upgrading process started over ten years ago. This process is becoming a reality through a general approach that aims to restructure the sector progressively so that, in time, it will be able to produce the quantity and quality of the skills necessary for the social and economic development of the country and improve the competitiveness of companies in the context of a market economy. The establishment of a Euro-Mediterranean free-trade area and its effects on Moroccan companies meets this objective.

The reform organised along these lines is based on three major themes that may be summarised as follows:

- building up the role of the trade associations and companies in defining the demand for skills by setting up the GIACs, producing strategic studies for developing human resources, providing companies with experts (training supervisors provided under MEDA 1) for identifying needs and drawing up training plans;
- developing initial training able to meet companies' needs for skills by restructuring training courses, in particular:
  - ✓ drawing up programmes;
  - ✓ training trainers and tutors;
  - ✓ creating training forums (physical development and infrastructure) taking the new programmes into account;

- ✓ developing in-house training, more particularly alternating training;
- developing continuing education mainly in the small and medium-sized enterprises, in particular by reforming the special training contracts.

The success of the reform depends to a large extent on the emergence of a demand for skills by companies and on the ability of the training operators to introduce the necessary changes for translating the needs expressed into appropriate training programmes and services. These changes are likely to have a profound influence on the running, design, management and organisational methods of vocational training. Indicators of change can be seen, in particular through the efforts to build partnerships with the social partners, the adoption of the skills-based approach, the development of sandwich courses and the emergence of a new generation of training establishments adopting a management model aimed at companies.

The programme for upgrading vocational training is run by the MEFPDSS, which is based on the institutional (CNFP) and control authorities specific to the projects registered as part of the reform.

Operational management is provided by project management units (MEDA project) and the operational structures of the different training departments. Each project, generally linked to a donor, has a specific logical framework. The aims and results expected of the main projects described below are part of the three central themes covering the upgrading of the vocational training system.

The upgrading process suffers from certain gaps such as:

- the absence of an overall logical framework to the upgrading programme and a specific overall budget;
- the absence of operational planning illustrating the links between the different projects and tying each project down to the upgrading strategy;
- the weakness of the monitoring and controlling functions, which do not

provide for performance indicators vital to the efficient running of the upgrading programme;

- the more consultative role of the control authorities, which reduces their contribution in the programme's implementation and limits the degree to which they take over the upgrading programme;
- the delays in implementation shown by the main projects (MEDA 1, AFD, World Bank), mainly relating to the complexity and multiplicity of the implementation procedures advocated by the various donors.

#### 4.7.1 Skills needs

Directly and effectively involving Moroccan companies in defining the skills they need to improve their competitiveness on the national and international market is a major challenge for upgrading vocational training. This process was initiated and encouraged by the Vocational Training Department, in particular as part of the projects cofinanced by the World Bank and the European Commission (see below for description of these projects). Several mechanisms and tools have been set up to this end:

- the interfacing mechanisms between the production system and vocational training, mainly the GIACs, through strategic studies linking companies' needs for skills with the strategic development projects of the latter;
- an ability to identify and express the demand for skills in companies, particularly through training supervisors and the Moroccan consultancy firms trained in this field;
- the involvement of professionals in the process of drawing up training programmes, particularly through workshops analysing the work situation.
- the involvement of the manufacturing sector in the process of determining a demand for skills for the vocational training system is still limited; building up and stabilising this process are necessary

actions for guaranteeing the restructuring of vocational training towards companies' needs.

The main gaps identified are:

- the absence of mechanisms to consolidate, handle and analyse the skills needs expressed;
- the low interest paid to the use of information provided by the strategic studies (GIAC) and the reports drawn up by the training supervisors;
- the ability to identify and express skills needs is still poor in so far as few consultancy firms have been trained in this field.

#### 4.7.2 Donor contribution to upgrading the vocational training system

Several donors are involved in upgrading the Moroccan vocational training system and in carrying out the sector's development programme.

The main donors involved in multilateral cooperation are the World Bank and the European Commission. Of note here as regards bilateral cooperation is the involvement of France, Germany, Belgium, Italy, the French-speaking community of Wallonia (Belgium) and the Federal State of Canada, the Quebec.

##### (i) The World Bank

The *3rd project* (on-the-job training) is part of the overall project supporting the private sector in Morocco, and targets the development of contract initial and continuing training with the companies (running training by demand).

This project has enabled the mechanisms appropriate to the development of continuing education in Morocco to be set up. These are the GIACs and the CSFs. Continuing education is seen as a determining factor in business competitiveness and as a means of identifying and expressing companies' needs for skills. The emergence of a continuing education market has enabled the OFPPT to

improve the relevance and ability to react of some of the establishments referred to as 'centres of excellence'.

This project should also help develop a strategy for running the provision of training by demand.

#### **(ii) France**

France is financing a project targeting several aspects of vocational training and employment, among which are assistance with the ANAPEC setting up, improvement in information and decision-making tools for employment and training, and the establishment of the apprenticeship training system.

#### **(iii) Germany**

Germany is financing several cooperation projects, respectively covering:

- the introduction and expansion of sandwich courses;
- the building up of the OFPPT's capacity for involvement in continuing education in the textiles and clothing industries and in the restructuring of several courses of study;
- the development of the apprenticeship training system in the small manufacturing trades, agricultural and building sectors;
- the improvement of training courses for the benefit of companies and their regulatory framework.

#### **(iv) Belgium**

Belgium is also involved with several cooperation projects covering technical assistance, support for the Training Centre and assistance with setting up companies, the training of trainers, the upgrading of the training system in some sectors and assistance with the development of the apprenticeships training system.

The French-speaking community of Belgium (Wallonia) is involved in training the senior managers and decision-makers of vocational training, training in drawing up frames of

reference, and in the management of the apprenticeship training system and training in textiles at the ESITH in Casablanca.

#### **(v) Italy**

Italy has financed a project for training trainers and heads of vocational training establishments under the OFPPT.

#### **(vi) Canada**

Canada is heavily involved in vocational training in Morocco. The cooperation projects it is financing cover the tourism sector and hotel trade, the textile and clothing industry, salt-water fishing and agriculture.

PRICAM (programme for strengthening institutions with a training mandate) is one of the most important projects covering the introduction, adoption and establishment of the skills-based approach as regards training engineering in the vocational training sector.

#### **(vii) The Government of Quebec**

There is also cooperation in the field of job promotion, social development and vocational training with the Government of Quebec, which mainly covers the definition of a strategy of adaptation to free trade and globalisation, support for ANAPEC and the development of human resources in companies.

#### **(viii) The experience of the European Union**

The European Union is by far Morocco's largest donor in the vocational training field. It is financing four projects in the vocational training and employment fields. The main aim targeted through its involvement is the upgrading of the Moroccan vocational training system, which must, in time, be run by demand from companies.

This upgrading has gone ahead with a sectoral approach to the projects referred to as '*protocols*' defined below. The methods of approach have been considerably improved under the MEDA 1 project, thanks to the introduction of the continuing education dimension, which brings the vocational training system more into line with the production system.



- **SEM 03/204/012** (3rd Protocol) of €38 640 million: building up training structures in the leather and textiles sector.

The aim of this project, which ended on 31 December 1998, was to meet middle and senior management needs in the leather and textiles sector. It covered the construction and fitting out of six sectoral training centres, the training of trainers and the mobilisation of technical assistance for identifying companies' needs and drawing up training programmes.

- **SEM 04/204/023 A** (4th Protocol) of €6 million: support for priority sectors of the vocational training system.

The aim of this project, currently being implemented, is to help improve the vocational training system according to the demand from companies, while supporting the best opportunities for cooperating with the social partners.

Its aim is also to increase the external efficiency of the vocational training system in three priority sectors (mechanical engineering, textiles and tourism), while improving cooperation with the social partners.

- **MAR/B7-4100/IB/97/058** (MEDA 1) of €38 million: support for upgrading technical teaching and vocational training.

It has two main parts: (i) advice and assistance with training for companies; and (ii) the upgrading of the vocational training system through the reform of programmes, acquisition of facilities and training of trainers in several sectors of activity. It has 15 subprojects or requests drawn up in cooperation with the trade federations and/or with the other public training operators, with the aim of improving the quality of the training provision in several sectors.

- **MAR/B7-4100/IB/99/0130** of €3.3 million: support for job creation.

The aim of this project, currently being implemented, is to reduce the level of unemployment and make a link between vocational training and jobs. It is developing a job promotion strategy based on: (i) the creation of new jobs by setting up microenterprises and supporting the SME/SMIs in identifying their needs for skilled labour; and (ii) intermediation on the labour market in order to match supply and demand. It is also based on a reform of the education and training system in order to adapt training to the needs of the labour market.

It should be stated that the projects financed by the EU generally lack visibility despite their financial volume, in so far as they supplement the involvement of other donors and in that their impact is difficult to establish or separate.

## 5 - Relationships with jobs and the labour market

### 5.1 Structuring the employment system

The Moroccan employment system as a whole has several subsystems, each with its own logic and specific labour market. There is not a complete barrier between these subsystems, but on the contrary, a certain openness, hard to illustrate in statistical terms<sup>25</sup>.

- The **agricultural holdings** (4 379 628 working people in jobs, 47% of the working population): the agricultural world where productivity is largely marred by successive droughts, suffers from underemployment and underqualification. There is a large rural exodus (to casual urban jobs) and the incentive to emigrate is a strong one for agricultural workers of the regions in most difficulty.
- The **modern sector** bringing together the public administrations and companies (10% of the working population) and the private organised companies: this sector employs the most educated of the population, but it also works with a flexible section of the workforce, often undeclared, and whose jobs may alternate with the informal sector. Apart from a limited group of large companies, some of which belong to multinational groups, the base is made up mainly of SMI/SMEs (between 20 and 200 employees).
- The **informal sector**, in which small trade and craft companies and people carrying out different casual, undeclared jobs (domestic work, casual commercial work, etc.) may be considered. The informal sector is often forgotten in strategic approaches to employment and in employment policies. With its numerical importance and dynamism, it deserves to be included in the analysis again.

Non-agricultural jobs are almost entirely urban jobs (5 340 000). Some 49% of these jobs are in the service sectors (2 600 000), the manufacturing industries employing only 21% of the total number (1 100 000 jobs), although they constitute the hard core of Moroccan industry.

#### 5.1.1 Employment by education and qualification levels

The **Moroccan population of working age** (aged 15 and over) is very ill-trained (70% had no qualification in 1999). This confirms a major deficit in vocational training capacities and denotes clearly inadequate preparation of the working population for social and occupational integration.

The **working population** (aged 15 and over) by level of education is characterised by a high percentage of people with no training (66%), and the very low proportion of qualified secondary school-leavers and above (11.2%, group divided into three parts of comparable size between qualified secondary school-leavers, technician and middle-management level graduates and higher education graduates). The urban working population is in a better position: 46% with no qualification, 20% of secondary level and above.

For the entire country, the **working population in jobs** has an average training level a little lower than the population of working age (10% have a secondary or higher qualification and 70% have no qualification). In the urban environment, there are proportionally more unskilled people (70%) employed than among the working population (66%), and fewer of the more qualified (18.9% as against 20%), which indicates a selective labour market contrary to this since it gives the unqualified better employability than the qualified.

<sup>25</sup> The Statistics Department of the Ministry of Economic Forecasting and Planning is carrying out a national survey on jobs, which affects a sample of 48 000 households each year (including 16 000 rural households). One of the aims since 1999 has been to provide quarterly industrial indicators on the level and characteristics of the activity, employment and unemployment. Collection of data is spread over the whole year so as to take account of the seasonal fluctuations affecting certain variables.

It is not possible to locate the exact position of vocational training within the structures of the working population and of employment because of the highly aggregated lists used by the Statistics Department and the impossibility of deciding between the levels of qualified people (in particular the specialisation, qualification and technician levels), which comes down to the Moroccan vocational training system and to national education<sup>26</sup>.

## 5.2 The labour market

### 5.2.1 Job creation and initial entry into working life

The net creation of jobs was 149 000 jobs in the urban environment between the first quarter of 2000 and 2001. This distinct creation is lower than the net increase in the working population (new people entering minus people leaving work). Moreover, the annual flow of new people entering work (on the labour market) tends to be on the increase due to many people reaching working age. For the entire country, the national annual flow of new people entering work has been in the region of 400 000 over the last few years and in the region of 250 000 in the urban environment<sup>27</sup>.

The structure by training level of new people entering the market depends on the product of the education and training system. The Moroccan education system has had two main characteristics over the last few years which effects on the labour market are not inconsiderable. It would not educate all young age groups and it is only at the start of the new academic year that the level of entry in primary level has reached 90%. Then, dropouts from schools (people leaving prematurely) in the course of the first four

and last three years of basic education were significant<sup>28</sup>. Dropout rates are heavy in rural environments as well as in urban environments, and provide companies with a very unskilled workforce (informal or formal).

The structure of the working population aged between 15 and 24 entering the labour market is not known either. However, a very rough calculation based on education data provides an estimate that for 2001, the structure of those leaving should be set at 20% of illiterate or semi-illiterate leavers, 32% at primary education level, 24% in the last three junior years, 10% at secondary level and 14% at *Baccalauréat* level and beyond. New generations entering the market therefore benefit from an educational structure clearly superior to that of all the working population in jobs, even urban, considering the progress made by the education system over the last few years.

### 5.2.2 Unemployment

The number of people said to be unemployed is high (on average around 1.4 million over the last few years). It did not stop rising until 1999 when it reached 1 432 000 but has since been declining slightly. It returned to 1 317 000 in the first quarter of 2001. The national level of unemployment was estimated at 12.7% in the first quarter of 2001. Some 84% of the unemployed live in an urban environment.

The unemployed population is characterised by three essential characteristics: **the number of young people** (83% are under 35, 41% are aged between 15 and 24), **the number of first-time job-seekers** (around 50%, depending on the months of the year), **the number of the long-term unemployed** (around 70%).

26 The listing by level of training in use is not the international listing (Unesco's ISCED). The Statistics Department uses two education listings: **according to qualification** in three stages (unskilled/middle level/higher level), which may be broken down into seven stages (unskilled; middle level: basic education diplomas and certificates/vocational qualification diplomas/vocational specialisation certificates; higher level: secondary education diplomas/higher education degrees/technician and middle management qualifications) or **according to the school level** into seven stages (no level/first four years of basic education/last three years of basic/secondary/higher education/other levels/undeclared).

27 Figures not published but provided by the household surveys department of the Statistics Department of the Ministry of Economic Forecasting and Planning, and extracts from the annual employment survey. It would be worth publishing these data officially, once the technical difficulties they raise have been surmounted, because they provide information needed by the labour market.

28 To the extent that the number of working people under the age of 15 was almost 515 000 in 1999.



There are many unemployed secondary and higher level qualified leavers but they are not the majority. They represent approximately one fifth of all the unemployed, that is, approximately 285 000 people. The unemployed with no qualifications or at a middle level (who are currently not being offered any training opportunity), are 450 000 and 580 000 respectively and they form the great bulk of job applicants.

In urban environments, the unemployment level is high: 20.1% in the first quarter of 2001. It is clearly higher for women (26.9%) than for men (18%). But what is most remarkable is that the unemployment level is higher with a qualification (13% for the unskilled; 27.3% at middle level; 24.5% at higher level or again, depending on the level of training: 6.9% for those with no level (illiterate), it rises to 27% for those leaving the last three years of basic (junior education), and to 25.7% for those educated at the higher level.

### 5.2.3 Structural disparities

The major paradox of the present situation in Morocco relates to this unusual hierarchy (compared with the situation in European countries) of levels of unemployment by level of training. Overall, this means that the manufacturing sector integrates the less-qualified relatively better than the more qualified, which leaves one to think that Moroccan companies are holding on to their recruitment habits and that many of them have not started their upgrading process, which should produce a preference for more qualified staff.

While Moroccan business, and more particularly the SME-SMI, is working with a highly-unskilled workforce, and should be recruiting more qualified staff, a large proportion of secondary and higher education graduates only have very low employability because they were trained on courses that do not meet the needs of the production companies of industry and the service sector. Since higher education is still very largely directed towards the training of managers for public administration, the majority of graduates are continuing to look

for a job in the civil service and find it difficult to agree to work in the private sector.

Those leaving initial vocational training have better opportunities for integration, since the average percentages measured are in the region of 54%. However, the disparities between the various courses cannot be ignored<sup>29</sup>. On the other hand, the integration percentages announced are lower at specialist staff and technician levels (57 and 48% respectively) than at the qualification and specialisation levels (66 and 74% respectively), confirming the assessment made above. This assessment shows that Moroccan companies find it easier to recruit the least-qualified workers and they 'want nothing to do with' higher level training courses that they still objectively need, even when vocational training courses are involved that in theory are better adapted to their needs. But this assessment should be refined by analysing the structure of vocational training provision in detail, because it is not impossible that some of those trained are produced by the vocational training system in specialised fields that do not really meet market demands.

On courses of study more sought after by private companies, in particular information technology, which particularly concerns the dynamic sector of the new information and communication technologies, the output of graduates (technicians and engineers) is generally insufficient to cover national needs, which are also subject to competition from foreign companies (North-American and European). Whereas the national market has difficulty in absorbing graduates in many disciplines, the increasing emigration of graduates is affecting the specialist fields most in demand in the country.

Labour market operators (and more particularly employers and employment or training counsellors) point out the great weaknesses of graduates in their ability to communicate and speak foreign languages. Technical skills are not sufficient in many fields. Genuine relational skills should be added to them. This criticism is addressed as much to the training courses of the engineering schools and of technicians in vocational training as to higher education training courses.

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<sup>29</sup> It is not unusual for the CIOPEs to have had to enrol those leaving vocational training.

### 5.2.4 The employment code

The labour market is encountering a major institutional difficulty in Morocco due to the fact that the project to reform the employment code has not always produced results, although it has been underway for many years now.

The legislative framework governing employment to date was designed mainly to protect existing jobs held by employees with a contract for an indeterminate period, specifying the conditions and procedures by which workers may be made redundant. On the other hand, the law authorises companies to recruit workers with contracts of less than a year.

The major problem of current legislation is that of being very protective when faced with redundancy, since the courts award very high redundancy payments to workers made redundant. In actual fact, in the absence of an unemployment benefit scheme, the system of redundancy payments plays the part of an unemployment fund in Morocco.

Mass redundancy is closely controlled by the Ministry of the Interior. In order to shut down a company, a written application must be sent to the Governor, together with a detailed description of the company's financial situation, which demonstrates the impossibility of continuing to operate.

On the issue of flexibility, there is no opposition on the grounds of principle, in particular the company's internal flexibility (working hours, working conditions). For the employment contract, a change should be made, less in the legislation and regulations than in the collective labour agreements. These were adopted between 1957 and 1959. A negotiated flexibility is needed together with social safety nets because there is currently no social safety net, and compensation for job losses is still only at draft level.

The absence of an employment code suited to the conditions of the present environment

of the Moroccan economy and in particular to entry into the Euro-Mediterranean free-trade area is regarded as an essential factor negatively influencing job creation. It is indeed thought that national and foreign investors are reticent in a context where the legislation and regulations are so lacking in transparency.

### 5.2.5 Working relationships

The social climate has been weighed down by the recent, fairly tough conflicts. The CGEM, in cooperation with the ILO, has sponsored a survey covering an entrepreneurial study for preventing conflicts. The aim of this research is to try to work out the recurrent problems of atypical conflicts that do not obey any rule and thus find their source and the means of anticipating them. This study should lead to the creation of a centre monitoring potential sources of conflict (Institute for the Modernisation of Working Relationships), backed by the ILO with Spanish cooperation. The expected results are the development of a culture of social dialogue, a lever for amicably resolving conflicts both at company and at sectoral and national level.

On the trade union side, a significant change has occurred since 1 August 1996 with the tripartite joint declaration, the preliminary text for which the social partners met together. The consultative committee for social dialogue was set up. The trade unions are in favour of introducing a culture of dialogue, which did not exist before, and which still needs to be learnt. This awareness of a major change to be made in the management of working relationships in Morocco must be aligned to the fundamental change that the Moroccan economy as a whole must make in changing over from an administered economy to a genuine market economy. It is this change that is in progress but is precipitated by the urgent deadlines for Euro-Mediterranean integration. Things are progressing well at national and enterprise levels, but the sectoral, local or regional lag behind.

## 5.3 *Employment initiatives*

### 5.3.1 Growth and employment

Macroeconomic policy and its impact on growth and employment does not form part of this report, but its strategic importance should be remembered. The Plan (2000-04) moreover set out its essential aspects for the recent past.

Job creation fundamentally depends on economic growth, and Morocco has for 10 years or so been encountering major difficulties here in reaching an adequate rate of growth to cover the creation of jobs at a level, which would effectively bring down the level of unemployment. At sectoral level, therefore, agriculture has been changing on average between 3.5 and 4%, but very erratically year after year. The energy and industrial sectors have recorded a more sustained annual increase of 5.5 and 3.6%, and the service sector has been growing at 3.7%. A study by the World Bank in 1997 showed that only a 7 to 8% growth rate per year would bring down unemployment. The aim is to increase growth in GDP to 6% from 2002, and to 5.5% on average over the next five years of the Plan. The latter estimates that at a rate above 5%, the Moroccan economy could generate enough jobs to reduce the unemployment level considerably. This could fall from 18.5% in 1998 to 14.5% in 2003.

This poor economic growth is firstly attributed to the negative effects of climatic conditions and the instability of the international environment. But the Plan also mentions low investment and savings (the 20% share of the FBCF in GDP has virtually stagnated since the middle of the 1980s, and the proportion of public investment in the GDP has declined because of its stagnating volume). It also adds to this the strong influence of national debt (the share of servicing the debt represented between 12.8% in 1980 and 25.4% in 1997 of the Treasury's current expenditure), the fragility of the financial balances (for public finances: fragility of receipts that include non-permanent elements such as privatisation operations and the shortcomings of the tax system). The structure of expenditure is characterised by

rigidity and dominated by civil servants handling the national debt. For the balance of payments, there is structural imbalance in trade because of the low level of Moroccan exports, the products and outlets of which are not sufficiently competitive and diversified. There is, for example, too large a proportion of food products at 32% and a concentration of exports to the European Union at 60%, as well as the part played by certain economic factors.

The changes in the international economic environment (GATT agreement, Association Agreement with the European Union) are bringing new constraints (loss of advantages with the European Union, increased competition with national industry, lower tax returns), but they open up new prospects (greater access to markets and international capital, opening up to new technologies).

### 5.3.2 Initiatives adopted in the recent past: assessment of employment measures

The fairly sudden appearance of unemployment among young qualified people at the end of the 1980s following the measures taken as part of the structural adjustment programme encouraged Government action. The establishment of the CIOPEs (1992), responsible for taking young people and directing them towards aid measures, then the assignment given to the CNJA (1993) of analysing the situation and proposing solutions, the 1993 law on training integration, then subsequently the Employment Action Plan, have formed a range of responses.

Two categories of measures were adopted in the course of the 1990s. These were measures aimed at helping young people into salaried employment, measures encouraging the establishment of companies or self-employment.

**Measures to help integration** were formulae for integration courses traditionally combining the young person's training and the reduction in the trainee's cost (through exemptions and grants paid to the company). With regard to training, this mainly involved adapting to employment or to the position under the employer's



supervision. These measures were primarily intended for audiences of those qualifying at *Baccalauréat* level and above. The training integration course is the most widespread measure<sup>30</sup>. Although it has not been possible to provide official consolidated, detailed balances for all the 1990s, the number of young people who benefited between 1997 and 2001 can be estimated at approximately 80 000, the average annual number of beneficiaries being approximately 20 000<sup>31</sup>.

The broad outline of this report requires a few comments. These systems have obtained encouraging results, but their impact is still very limited with regard to the issues. We should remember that there were over 280 000 young people qualified at a higher level (secondary and above) unemployed in 2001, and that there are four times as many young people of average level or with no qualification not affected by these programmes. It would be to the above-mentioned assessment's advantage if it were refined so that its real impact could be understood.

It would also be helpful for half of the young people who have not been taken on permanently after their training to find out their real employability. Likewise, the knowledge of the types of companies that benefit (sectors of activity, size, location, qualifications structures) and the analysis of the economic impact of these recruitments of young people for the company would be worth developing. It does not seem that the possible 'effects of opportunity' for companies (substitute appointments assisted by the PAE for ordinary appointments, which would have been made in any case) have been analysed. It would finally be desirable for the nature and quality of the training provided, and its ability to make real improvements in youth employability, to be more readable.

**Measures to assist self-employment and promoters** have attempted to provide young promoters with the opportunity to create their own jobs by setting up a company. The 'Youth Employment Promotion Fund' finances additional initiatives for making it

easier to set up companies, alongside integration initiatives. There were 471 young entrepreneurs having carried out investment projects with the backing of this fund at the end of December 2000, having generated 2 250 jobs.

The Self-employment Support Programme (also financed by the Youth Employment Promotion Fund) consists of financing the projects of young higher education graduates (*Baccalauréat* + 2 at least, aged 35 at most) registered in the CIOPEs. Its aim is the self-integration into working life of young graduates bringing projects with them, the cost of which does not exceed MAD 250 000. Agreements have been signed with two banks (*Caisse nationale du Crédit agricole*, and the *Banque centrale populaire*). Results in terms of volume have been modest: the 2002 finance bill has the figure of 660 applicants and 540 beneficiaries of loans for 2001. For the previous period, from the start of the loans in September 1999 until June 2000, 6 185 young people had applied and 6 158 were chosen to complete their projects, 838 projects were submitted to the banks for funding and 337 were approved. Some 72 companies were set up (142 jobs generated).

Three comments should be made in this brief introduction of all the employment measures taken, in particular at the end of the 1990s: (i) there is a modest number of beneficiaries, very much lower than needs; (ii) the impact of these measures, both on youth employment and on companies, is not sufficiently well-known, beyond simply counting the beneficiaries; and (iii) these measures are almost exclusively aimed at the qualified, whereas the great ranks of the unemployed have no qualification or only have a low level of training.

### 5.3.3 Measures currently in force

There are five tools introduced by the 2002 finance bill for promoting employment. The first two are renewals of measures already in force in the recent past. The next three introduce innovations.

30 Law No 1.93.16 of 23 March 1993, modified by law 13/98 setting the measures encouraging companies organising vocational integration training courses.

31 58 500 trained between November 1997 and December 2000, figures that appear in the memorandum introducing draft finance bill No 44-01 for the 2002 financial year.

- **Youth Employment Promotion Fund:** programme supporting self-employment, building of business premises.
- **Fund supporting certain promoters:** the aim is to encourage private initiative, in particular that of young qualified people or those with a vocational qualification.
- **Apprenticeship training system:** the aim is to facilitate professional integration into the small, skilled trades by involving craftsmen in actual training.
- **The training budget:** provides a grant of MAD 2 000 to 7 000 for training in a training centre (official list of approved centres) in order to fill a gap between the skills of an applicant recruited on a job offer and those required by the position they will occupy. It is set up according to a draft agreement signed between the employer, ANAPEC and the applicant recruited.
- **Integration training:** the current system (since July 2001) proposes to diversify the measures, but the main target, while not exclusive, remains young people with a qualification (*Baccalauréat* and higher).

*Training course agreements:* four types governed by law 16-93 establishing integration training, modified and completed by law 13-98, and defined by the joint decision of the employment and finance ministers of 11 May 2001. No specific target group has been targeted in particular (such as unemployed women, the long-term unemployed, etc.) and the various measures can only be distinguished by the aims and conditions of eligibility defined as follows:

- ✓ the *integration contract* (6/12/18 months): for gaining experience (those holding the *Baccalauréat* or equivalent);
- ✓ the *access to jobs contract* (6/12/18 months): for integrating people in difficulty (the disabled with a *Baccalauréat* or equivalent, aged under

35, *Baccalauréat* + 2, the young unemployed who have been unemployed for over three years);

- ✓ the *employment development contract* (6/12/18 months): creation of skilled jobs in SMEs in areas in difficulty (companies with fewer than 50 employees) (young people under 35, *Baccalauréat* + 2, who have been looking for a job for one year);
- ✓ the *employment contract regarded as socially useful* (6/12/18 months): for meeting social needs (young people under 35, *Baccalauréat* + 2), who have been looking for a job for one year).

Aid for setting up self-employment has been maintained, and ANAPEC has been asked to monitor applicants (with no qualification or age conditions).

There are still few measures for the less qualified. Apart from the National Promotion (major public works programmes managed by the Ministry of the Interior) and microlending programmes (fund managed by the Ministry of Finance) the populations of young people most lacking in training are not eligible for employment measures. They may be tempted to turn to emigration, particularly in the areas most in difficulty, but their poor training may well also exclude them from this market.

### The intermediation function

The employment agencies were set up in 1921. Dealing more with low or unskilled job applications, they have been very busy managing applications for emigration.

Since the beginning of the 1990s, with the appearance of graduate unemployment, a new structure has been set up to take and direct this new population of young people in difficulty on the market. The CIOPEs have therefore been working, while remaining separate from the employment agencies, to ensure that job applicants are spread over the various measures provided.



In 2001, ANAPEC took over from the CIOPEs, which were disappearing, as well as, in January 2002, the employment agencies<sup>32</sup>.

ANAPEC, in contrast to the CIOPEs, has been designed as a genuine intermediation tool on the labour market. Its aim is to strengthen its ability to get involved in ordinary job offers<sup>33</sup> (jobs not given aid, that is, on joint contracts) and to develop its company penetration in order to do this by organising genuine canvassing work among employers, whom it regards as its 'clients'. By turning to job offers as a priority, it wishes not to limit itself any longer to the social function of distributing training courses and formulae for helping to integrate or set up companies, which is still within its main remit. It intends to develop canvassing work among companies. It also intends to develop a genuine advisory function for companies on managing jobs and skills. ANAPEC is also responsible for international recruitment, which has recently been developing in Spain and the Gulf countries, and also deals with the specific needs of foreign investors<sup>34</sup>.

But the job creation decree defines ANAPEC's scope of involvement in skilled jobs, which appears to be a restrictive approach to the labour market. Nevertheless the Agency does not intend to reject 'any application from a company looking for backing to make an appointment successful even for low-skilled or unskilled jobs'. It is still true that this restriction leaves the question of the great ranks of job applicants unresolved, who have no qualification or training that provides any employability whatsoever. It is likely that unskilled applicants will not come spontaneously to ANAPEC's local agencies, the network of which is taking over from the CIOPEs, reserved for the qualified. But in the longer term, it could be difficult to continue not to take poorly or badly trained job applicants (low qualification level or general junior or secondary education).

It should be added that there are private employment agencies in intermediation (in the area of administrative jobs, this may be a secondary activity of consultancy and accountancy firms) and temporary employment agencies, with which ANAPEC intends to develop a policy of cooperation rather than competition.

#### 5.3.4 Information about jobs and the labour market

There is at present no genuine system of information about the labour market. The Statistics Department provides good composition data on the working population, jobs and unemployment through the annual survey on jobs carried out each quarter since 1997. But the absence of a genuine public employment service since ANAPEC was set up has meant that it has not been possible to produce regular, reliable information about the supply of and demand for jobs.

The labour market is still therefore largely a 'black box', in as much as Morocco does not have a listing of professions and occupations adapted to the knowledge of job and qualification structures and to the needs of companies in the private sector. The Statistics Department publishes some data according to the ILO's standard international classification of occupations for the major occupational categories, but it cannot do so where the professions and occupations are broken up. The lack of knowledge about the qualification and job structures of private sector companies is also a considerable disadvantage for running vocational training, because there is no general and sectoral analysis of occupational structures and the way they change.

The MEFPDSS, and in particular the Employment Department, wants a monitoring centre to be set up. But the Employment Department has very few staff members and very few resources.

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32 The abolition of employment agencies is an official decision that could not be enforced in certain cases, where the local authorities think that the function they fulfil for the people most in difficulty has to be maintained.

33 The CIOPEs only got together to deal with direct appointments in a minute proportion (611 appointments in 2000).

34 In particular, ANAPEC has made agreements with foreign investors to recruit job applicants in the northern provinces.

Its 'Employment Studies and Surveys Division' has had a few studies carried out<sup>35</sup>, and is trying to build a jobs database (using files started by the Ministry of Trade and Industry, the CNSS, surveys by the Statistics Department, development surveys of the OFPPT), but it is encountering numerous technical and institutional obstacles.

It is ANAPEC that has been given the task of setting up an employment monitoring centre, but this project is not a priority at present.

### **5.3.5 Local and regional management of jobs**

The local and regional approach to employment issues is a confirmed priority. The Plan proclaims the need to build up the decentralisation and deconcentration process just as it is concerned with rural development, particularly by seeking to promote non-agricultural jobs.

But on the ground things still seem not to have made much progress. To meet this

priority, the Statistics Department has been developing the use of the territorial dimension in the submission of statistics on population, jobs and unemployment. It is a very useful basis for the public authorities and those involved in development, but not enough under any circumstances to define territorial strategies. ANAPEC, once it has actually become operational, will monitor the activity of the labour market and will be able to help local companies and set up microunits.

The Social Development Agency (ADS), recently set up, will provide a useful tool for action in rural areas in difficulty. Its initiatives are aimed at helping to carry out small, basic, sociocollective infrastructure projects (community development), assist and support the microenterprise and build up the initiatives of the NGOs already working in these fields. But 2001 was mainly spent in getting the programme on the road, setting up the Agency's infrastructure and looking for additional resources.

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35 On several subjects: the minimum wage, job gains and losses by sector, the price-wage loop, but none have yet been published. There is also a draft social balance sheet for the large enterprises.

## 6 - Summary of reports and recommendations

### 6.1 *On the education-training link*

Since the National Education and Training Charter was published, a genuine policy for developing human resources has been defined by the country's political authorities, and is gradually being introduced.

Education and training problems and their relationships with the labour market are dealt with here in full. In actual fact, however, vocational training and school education are relatively unconnected, faced as they are with the problems of an inadequate training provision and/or education with regard to the needs of the people to be educated or trained, with the low quality of the teaching given and the urgent need to restructure their respective systems. The two subsystems continue to operate according to the appropriate sectoral systems and it would be to their advantage if the structure were improved.

The main assessments in this field may be summarised as follows.

- The basic teaching is relatively undeveloped and, for a long time, percentages of children in full-time education have been very low (lower than 80%). The implementation of the National Charter's new guidelines has meant that these percentages have improved over the last two years (90% in the first year of primary education at the start of the 2001/02 academic year).
- Performance rates are low and basic education generates significant losses from schools at every level and stage of the primary and secondary years of education.
- Secondary education at present only takes 47% of pupils from the last year of basic education. This percentage is very low.
- Over 51% of the population are illiterate.

Vocational training, the official assignments of which are to produce the skills needed to develop the manufacturing sector on the one hand, and to prepare people of working age to enter working life on the other hand, is not managing to reconcile these two needs in a balanced way. It is faced with a twofold problem.

- How to provide a training opportunity for people not taught by the education system and for young people, whether or not they have been prematurely excluded for different reasons from the same system? A positive answer, of course, requires significant resources and particularly the definition of a clearly-asserted policy on this subject. This is not on the agenda, and the current capacities of the national vocational training system, public and private, means that only a small proportion of the potential demand for training, i.e. 72 000 new trainees a year, can be paid for. This is the equivalent of a satisfaction rating of expressed demand of around 20%.
- How to produce the quantity and quality of skills that meet the needs of companies, whose competitiveness must also be improved, in particular with a view to setting up the Euro-Mediterranean free-trade area? This is also another challenge not easily met and, at the same time, a strategic choice not really compatible with the previous one when the financial resources allocated are limited.

Without totally ignoring individual demand for training, in particular from young people looking for social and occupational integration, priority has been given for the time being to meeting the skills needs of companies, and supporting them in upgrading their human resources. A process of restructuring vocational training was started along these lines 10 years or so ago and continues to be implemented with the help of several donors, including the European Commission and the World Bank.

This choice, which gives preference to economic demand and directs the entire system to meeting companies' needs, therefore produces a certain number of consequences.

- For reasons of insufficient reception capacity, individuals' demand for training is only very partially considered. This could have the effect macroeconomically of skills developing more slowly, a relative stagnation in the organisation of work and low work productivity that can be seen in particular in small and microenterprises.
- The vast majority of young people arriving or already on the labour market are not prepared to enter working life. These people generally tend to move towards the informal market to find a job that is often insecure and unskilled, at the same time increasing this sector's working population, or else they are attracted by emigration, in particular illegal emigration.

In order to reduce the negative effects of this choice, targeted initiatives could be taken. The aim of these would be:

- To promote the employability of people of working age who have not been able – or are not able – to have access to initial training through measures that aim to identify their training needs, in particular the people affected by long-term unemployment, which are expressed by the organisation of short-term training adapted to their needs. They have multiple aims:
  - ✓ either to set up activities on their own account or microenterprises;
  - ✓ or to acquire a qualification or work experience providing the opportunity for a new departure into the job search or an improvement in their personal work situation, etc.
- To make the transition between the school system and the world of work easier, particularly in a context where paid work is limited, for people who have left school early or who have not had the advantage

of a basic education (illiterates). A rapid development of the apprenticeship training system and the introduction of training-qualification formulae for acquiring work experience by giving companies greater incentives to expand their training capacities, as part of a policy adopted with the social partners, could deal with this situation.

## 6.2 *On vocational training*

Several positive assessments can be made concerning the organisation and operation of vocational training in Morocco.

Firstly, vocational training is coordinated by a single ministerial department responsible for drawing up, carrying out and evaluating Government policy in this area. This avoids the fragmentation of this sector, in which several ministerial departments are involved.

There is also a large private training sector harmoniously cohabiting with the public sector, which takes an almost equivalent number of trainees.

Residential training is predominant in both sectors. The public sector has for some years been introducing alternative training methods (sandwich courses, apprenticeship training schemes, evening classes, distance learning), the majority of which are at an experimental stage or are gradually expanding, but their development remains limited for the time being. The private sector of vocational training takes virtually no training initiatives at all in cooperation with the work environment. Its involvement in continuing education for the benefit of companies is still very marginal.

The training courses provided by the various operators lead to a diploma or qualification, depending on the case. The quality of the training differs within the public sector, depending on the operators, types of establishment and qualification levels targeted. It tends to improve with the gradual restructuring of courses of study and the introduction of the skills-based approach started in some sectors by the OFPPT.



In the private sector, even though a limited number of schools provide quality training, the training provision generally needs to be improved. This sector is developing substantially but also feels insecure due mainly to a poor level of organisation of the profession, an insignificant engineering capacity, a very low number of permanent teachers, a concentration of the provision around the service sectors and a growing shortage of solvent demand in the most widespread courses of study. This sector certainly needs support in getting organised and in upgrading under the law here, which provides for a system of qualifying courses of study and accrediting establishments.

The Vocational Training Department has started a process of upgrading the vocational training system, in connection with other public operators, by various projects benefiting from the technical and financial support of several donors. This process is relatively well-advanced. The approach is more sectoral than systematic, and tries to be pragmatic in motivating the partners, particularly the industrial sectors' trade organisations.

The political guidelines and legal base needed to reform the system are clearly defined. The main mechanisms envisaged for making political choices a reality are in place. The preliminary results obtained, although partial, are encouraging, in particular at the level of training engineering, training the trainers, the system of information and assistance with decision-making currently being set up, running the system, etc. This is therefore a process to be consolidated and speeded up.

However, improvements still have to be made to reduce certain shortcomings and continue the upgrading under satisfactory conditions, to make sure it is permanent and continually adapts to the development of the Moroccan socioeconomic context, and to define priorities in this field more clearly in the future.

The most important problem that the system faces and which requires clarification is that of financing vocational training, itself interwoven in the financing and development of continuing education.

## **Running the system**

The Vocational Training Department currently has a system of control that has in particular started a process of upgrading vocational training on the basis of new lines of development. The particular aim of these is to restructure the training provision towards companies' needs.

In order to make sure that upgrading strategies are carried out more effectively and that they are changed in cooperation with the main institutional, economic and social partners, it is recommended that:

- the existing mechanisms be supplemented with tools of economic analysis and impact in order to check the level that the set aims reach;
- the role of the social partners be built up along the lines of making the sectoral trade organisations more responsible, and among the regional consultation authorities, in particular in the context of implementing Morocco's new regionalisation policy;
- an information system be designed and introduced, which is capable of producing key data and information on the vocational training system and on its economic environment, in particular jobs, so that the various parties involved can have relevant information through a system of performance indicators organised according to responsibilities and scope of action.

## **The financing of vocational training**

The present system of funding has enabled initial training capacities to be developed by allocating over 80% of the product of the TFP to the OFPPT's operating budget. The State also finances the vocational training of other training departments.

Considering the medium and long-term objectives that the sector has set itself, in terms of increasing the reception capacities of the training system, two main factors will weigh on the system of financing vocational training: (i) the increase in the recurrent operating expenditure of the training structures; and (ii) the development of continuing education through the CSFs.



On the recurrent operating expenditure of the new training structures, it will probably be necessary to find other sources of financing the public provision of initial training if continuing education is to be developed and the maximum number of companies supported as they upgrade their human resources, in particular with the prospect of setting up the free-trade area by 2010.

As regards the system of managing continuing education, companies and trade organisations want the current process of setting the annual training budget by administrative decision to be fundamentally reviewed, in so far as it does not meet their expectations and their needs and also in that it artificially limits the development of the training market currently being used.

The new decree being prepared, which stipulates that at least 20% of the total TFP is allocated to the CSFs, will help to improve the present situation but will not in the end resolve the problem, particularly with a view to implementing a programme to upgrade companies.

In addition, considering the enormous training needs of individuals arriving or already on the labour market, and the inability of the current system to meet them, it is recommended that the scope of continuing education be widened to combat youth unemployment and to prepare the young unemployed to enter working life.

To this end, vocational training could help finance the above-mentioned initiatives targeted respectively (i) at the greater employability of people of working age who are not able to access training, including workers in the informal sector; and (ii) at improving the transition between the school system and the world of work, through greater development of the apprenticeship training system and training-qualification formulae so that a vocational qualification or work experience can be acquired.

It is understood that the introduction of these measures can only be anticipated if cooperation between companies and the social partners deepens and becomes part of a policy for combating youth unemployment that involves the vocational training and employment sector.

## **Educational reform**

The Vocational Training Department has been considering the skills-based approach as a central strategy for the educational reform of the system. It has been developed on an experimental basis for a few years now, and the results obtained at this stage are conclusive.

In order that the process may be continued and gradually generalised, it is recommended, in the coming stages, that:

- companies be more involved, and the trade federations in particular;
- the concept of skills-based management at company level be introduced and gradually adopted;
- the present framework of regulations be adapted to the requirements of the skills-based approach (system of evaluation and certification, rules for qualifying courses and accrediting private establishments, system of validating achievements and recognising skills);
- training establishments be restructured to introduce skills-based programmes, with an overhaul of the teaching organisation;
- the parties involved in vocational training be prepared for the skills-based approach (directors, directors of studies, trainers, teaching inspectors).

## **6.3 On the labour market**

### **Towards a genuine employment policy**

All the partners forcefully report the absence of a genuine active policy on employment. The social partners and the departments of the Ministry of Employment and Vocational Training are aware that a juxtaposition of measures cannot constitute a policy in this area.

Even if it seems necessary, a strategy based exclusively on a sectoral approach cannot replace overall thinking on the approach to jobs and the adoption of a genuine active and systematic policy, which takes into account the various aspects concerned and

the many interactions that need to be coordinated if effective responses are to be made to urgent problems. The major disadvantage of the measures taken is their lack of legibility. In addition, they are concentrated too directly on qualified people and leave the less well-trained to adapt as best they can to jobs in the informal sector, which is itself still poorly perceived and is not integrated as such into the approach to employment.

There is no choice but to note that despite employment programmes and the systems introduced, unemployment has not fallen noticeably and the disparities on the labour market continue. The establishment of a public employment department is an important step towards having an instrument capable of intervening effectively on the market and in particular with companies, but it is independent of the adoption of measures genuinely suited to an overall approach.

### **The upgrading of companies**

The situation of Moroccan companies and of the labour market is making the transformation and improvement of the performance of the education system a matter of urgency. This is the central domain of the National Education and Training Charter. But it also creates a strong appeal and a huge area of involvement and development for vocational training in all its aspects, initial and continuing, public and private, provided that those being trained are able to acquire through it the quantity and quality of skills that meet the present and future needs of companies.

A strategic programme of upgrading companies seems to be lacking today. Nevertheless, the Plan is very clearly aware that 'the programme for upgrading the Moroccan economy will have to become part of a strategy that aims to improve the environment of Moroccan business and to build up its competitiveness'. It is the situation of companies that has to be the starting point for taking up the challenges the country faces, both because of its domestic situation and because of the constraints induced by the process of Euro-Mediterranean integration.

A genuine programme of upgrading companies could provide the basis for

thinking generally about their human resource needs and the forms of the links with training for effectively combating market distortions. The five-year plan does indeed point out that the initiatives taken so that companies are able to strengthen their position on domestic and foreign markets in particular require companies' management, supervision and equipment methods to be restructured, and the system of standardising and improving quality to be reinforced. This can only have major consequences on the development of skills involving the use of continuing and alternating training and association with the private training sector. It needs to be run on a tripartite basis (State, employers, trade unions), which alone is capable of mobilising every power and skill.

A systemic, active employment policy should be based on a problem that would put the company at the centre of concerns, if there were agreement about the fact that only successful, competitive companies on the various markets (local, regional, national or international) where they operate and can operate, create permanent jobs.

Vocational training, in all its aspects and aimed at every category of the population, remains the preferred tool of employment policy in a country where there is still a significant education deficit that cannot be quickly filled.

Establishing an active employment policy also requires an ability to handle statistics and produce information that meets the needs of companies and job-seekers or promoters, which is lacking today.

It should be pointed out here that there is very little information about the informal sector in Morocco, which is still a major source of jobs, casual and unskilled for the most part, and towards which people arriving on the labour market unprepared for working life, in particular the illiterate, the young having broken off their education and the long-term unemployed, naturally tend to migrate. It would be to this sector's advantage if it were invested with initial and continuing vocational training, with the prospect of establishing the free-trade area, in order to improve the skills of the people concerned.

## Annexes

### *Annex 1: Acronyms and abbreviations*

<b>ADS</b>	Agence de développement social (Social Development Agency)
<b>AFD</b>	Agence française de développement (French Development Agency)
<b>AMITH</b>	Association marocaine des industries du textile et de l'habillement (Moroccan Association of Textiles and Clothing Industries)
<b>ANAPEC</b>	Agence nationale de promotion de l'emploi et des compétences (National Skills and Job Promotion Agency)
<b>ANRT</b>	Agence nationale de la réglementation des télécommunications (National Agency for Regulating Telecommunications)
<b>APEBI</b>	Association professionnelle des entreprises de bureautique et d'informatique (Trade Association of Office Automation and Computing Companies)
<b>CCE</b>	Commission des Communautés européennes (Commission of the European Communities)
<b>CDC</b>	Centre de compétences (Skills centre)
<b>CEP</b>	Certificat d'études primaires (Primary education certificate)
<b>CFA</b>	Centre de formation de l'apprentissage (Apprenticeship training centre)
<b>CFF</b>	Centre de formation de formateurs (Trainer training centre)
<b>CGEM</b>	Confédération générale des entreprises marocaines (General Confederation of Moroccan Enterprises)
<b>CIOPE</b>	Centre d'information et d'orientation pour la promotion de l'emploi (OFPPT) (Job Promotion Information and Guidance Centre)
<b>CNFP</b>	Commission nationale de formation professionnelle (National Vocational Training Council)
<b>CNJA</b>	Caisse nationale du crédit agricole (National branch of the Crédit agricole bank)
<b>CNSS</b>	Caisse nationale de sécurité sociale (National Social Security Fund)

<b>COD/FC</b>	Comité d'orientation de la demande en formation continue (Advisory Committee on the Demand for Continuing Education)
<b>CP</b>	Conseil de perfectionnement (Further Training Council)
<b>CPFP</b>	Commission provinciale de formation professionnelle (Provincial Vocational Training Council)
<b>CPS</b>	Cahier des prescriptions spéciales (Special instructions)
<b>CQA</b>	Centre de qualification agricole (Agricultural qualification centre)
<b>CQP</b>	Centre de qualification professionnelle (Vocational qualification centre)
<b>CQPM</b>	Centre de qualification des pêches maritimes (Maritime Fishing Qualification Centre)
<b>CSF</b>	Contrats spéciaux de formation (Special training contracts)
<b>CTS</b>	Comité technique de suivi (Technical Monitoring Committee)
<b>DCE</b>	Délégation de la Commission européenne (European Commission Delegation)
<b>DD</b>	Direction du développement (à l'OFPPPT) (Development Department, in the OFPPPT)
<b>DFC</b>	Direction financière et comptable (à l'OFPPPT) (Finance and Accounts Department, in the OFPPPT)
<b>DFP</b>	Département de la formation professionnelle (Vocational Training Department)
<b>DLCA</b>	Direction de la lutte contre l'analphabétisme (au MDSSEFP) (Department for Combating Illiteracy, in the MDSSEFP)
<b>DMG</b>	Direction des moyens généraux (à l'OFPPPT) (General Resources Department, in the OFPPPT)
<b>DRH</b>	Direction des ressources humaines (Human Resources Department)
<b>DRIF</b>	Direction de la recherche et ingénierie de formation (à l'OFPPPT) (Training Engineering and Research Department, in the OFPPPT)
<b>EFP</b>	Établissement de formation professionnelle (Vocational training establishment)
<b>EFPP</b>	Établissement de formation professionnelle privée (Private vocational training establishment)



<b>ESITE</b>	École supérieure des industries textiles (Épinal, France) (Higher Education Training School for the Textiles Industries)
<b>ESITH</b>	École supérieure des industries du textile et de l'habillement (Casablanca, Maroc) (Higher Education Training School for the Textiles and Clothing Industries)
<b>EU</b>	European Union
<b>FBCF</b>	Formation brute de capital fixe (Gross investment)
<b>FC</b>	Formation continue (Continuing training)
<b>FCA</b>	Fédération des Chambres d'agriculture (Federation of the Chambers of Agriculture)
<b>FENELEC</b>	Fédération des entreprises nationales d'électricité (Federation of National Electricity Companies)
<b>FI</b>	Formation initiale (Initial training)
<b>FIMME</b>	Fédération des industries métallurgiques, mécaniques, électriques et électroniques (1952) (Federation of Metallurgy, Mechanical, Electrical and Electronic Engineering Industries)
<b>FNIH</b>	Fédération nationale de l'industrie hôtelière (National Federation of the Hotel Trade)
<b>FNM</b>	Fédération nationale des minotiers (National Millers' Federation)
<b>FOAD</b>	Formation ouverte à distance (Open and distance learning)
<b>FP</b>	Formation professionnelle (Vocational training)
<b>FPA</b>	Formation professionnelle alternée (Alternating vocational training)
<b>FR</b>	Fonds de roulement (GIAC) (Operating capital)
<b>GIAC</b>	Groupement interprofessionnel d'aide au conseil (Interprofessional Association for Assistance with Advice)
<b>GTZ</b>	Deutsche Gesellschaft für Technische Zusammenarbeit (German Association for Technical Cooperation)
<b>HCAR</b>	Haut Commissariat aux anciens résistants (High Commission for Former Resistance Fighters)
<b>IGR</b>	Impôt général sur le revenu (General income tax)

<b>ILO</b>	International Labour Organization
<b>IMME</b>	Industries métallurgiques, mécaniques, électriques et électroniques (Metallurgy, mechanical, electrical and electronic engineering industries)
<b>ISTA</b>	Institut supérieur de technologie appliquée (Higher Applied Technology Institute)
<b>ISTA/IE</b>	Institut supérieur de technologie appliquée inter-entreprises (OFPPT) (Higher Inter-Enterprise Applied Technology Institute)
<b>ISTPM</b>	Institut spécialisé de technologie des pêches maritimes (Specialist Institute for Maritime Fishing Technology)
<b>ISTTHA</b>	Institut spécialisé des techniques touristiques et hôtelières appliquées (Marrakech, dénommé ensuite ISTA et maintenant ISIHR) (Specialist Institute for Applied Tourism and Hotel Trade Technology)
<b>ITA</b>	Institut de technologie appliquée (Institute of Applied Technology)
<b>ITH</b>	Institut technique de l'habillement (Casablanca) (Technical Clothing Institute)
<b>ITPM</b>	Institut de technologie des pêches maritimes (Institute of Maritime Fishing Technology)
<b>LIRHE</b>	Laboratoire interdisciplinaire de recherche sur les ressources humaines et l'emploi (Interdisciplinary Research Laboratory on Human Resources and Employment)
<b>MAD</b>	Moroccan dirham
<b>MCI</b>	Ministère du Commerce et de l'Industrie (Ministry of Trade and Industry)
<b>MDSSEFP</b>	Ministère du Développement social, de la Solidarité, de l'Emploi et de la Formation professionnelle (anciennement) (Ministry of Social Development, Solidarity Employment and Vocational Training, formerly)
<b>MEFPDSS</b>	Ministère de l'Emploi, de la Formation professionnelle, du Développement social et de la Solidarité (actuellement) (Ministry of Employment, Vocational Training, Social Development and Solidarity, currently)
<b>OFPPT</b>	Office de la formation professionnelle et de la promotion du travail (Office for Vocational Training and Job Promotion)
<b>OREF</b>	Observatoire régional emploi-formation (Regional Employment Training Monitoring Centre)
<b>PAE</b>	Programme d'appui à l'auto-emploi (Self-employment Support Programme)
<b>PRICAM</b>	Programme de renforcement institutionnel canadien au Maroc (Canadian Programme for Institutional Reinforcement in Morocco)

<b>RH</b>	Ressources humaines (Human resources)
<b>SEPTI</b>	Secrétariat d'État chargé de la poste, des technologies, des télécommunications et de l'information (Secretary of State responsible for the post office, technology, telecommunications and information)
<b>SME/SMI</b>	Small and medium-sized enterprise/industry
<b>TFP</b>	Taxe de la formation professionnelle (Vocational training tax)
<b>TS</b>	Technicien supérieur (Advanced technician)
<b>TSMF</b>	Technicien spécialisé en fabrication mécanique (Specialist mechanical engineering staff)
<b>UGEFA</b>	Unité de gestion de l'élargissement de la formation professionnelle alternée (Management unit for expanding alternating vocational training)
<b>UGP</b>	Unité de gestion du projet (Project management unit)
<b>UNDP</b>	United Nations Development Programme

## Annex 2: Bibliography

The bibliographical references listed below represent a selection of the documents which the experts have consulted.

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*Annex 3: Labour market statistics***GDP by major industrial sector**

<b>GDP by major industrial sector</b>	<b>1998</b>	<b>1999</b>	<b>2000</b>	<b>99-98 %</b>	<b>00-99 %</b>
<b>Primary sector</b>	21 901	18 250	15 300	-16.7	-16.2
<b>Manufacturing</b>	39 357	40 447	41 473	2.8	2.5
Mining	3 951	3 904	3 813	-1.2	-2.3
Energy	6 544	6 782	6 716	3.6	-1.0
Manufacturing industries	23 276	23 903	24 736	2.7	3.5
Building and civil engineering works	5 585	5 857	6 201	4.9	5.9
<b>Service sector</b>	50 004	52 053	54 822	4.1	5.3
Commerce +DTI	26 554	27 787	29 342	4.6	5.6
Transport and communications	8 655	9 357	10 229	8.1	9.3
Other services	14 794	14 908	15 250	0.8	2.3
<b>Administration</b>	22 465	23 026	23 349	2.5	1.4
<b>GDP constant prices (million dirham)</b>	133 727	133 776	134 944	0.0	0.9
<b>GDP by major industrial sector</b>	<b>1998</b>	<b>1999</b>	<b>2000</b>	<b>99-98 %</b>	<b>00-99 %</b>
<b>Primary sector</b>	59 211	52 691	47 909	-11.0	-9.1
<b>Manufacturing</b>	108 668	111 282	113 981	2.4	2.4
Mining	7 335	7 463	7 229	1.7	-3.1
Energy	27 461	27 908	26 436	1.6	-5.3
Manufacturing industries	58 400	59 563	62 236	2.0	4.5
Building and civil engineering works	15 471	16 347	18 079	5.7	10.6
<b>Service sector</b>	128 891	132 477	141 765	2.8	7.0
Commerce +DTI	66 104	66 622	70 844	0.8	6.3
Transport and communications	19 795	21 678	24 686	9.5	13.9
Other services	42 991	44 176	46 234	2.8	4.7
<b>Administration</b>	47 234	49 424	50 659	4.6	2.5
<b>GDP current prices (million dirham)</b>	344 004	345 874	354 314	0.5	2.4

(Source: Statistics Department, Morocco, 1999)

**Levels of activity according to age and gender**

<b>Levels of activity</b>	<b>M + F</b>	<b>Male</b>	<b>Female</b>
15 to 19 years	40.2	54.2	25.8
20 to 24 years	57.6	82.1	33.7
25 to 29 years	64.7	92.7	37.8
30 to 34 years	64.8	96.1	35.9
35 to 39 years	63.9	96.3	33.5

Levels of activity	M + F	Male	Female
40 to 44 years	64.5	95.7	33.2
45 to 49 years	62.3	94.0	32.2
50 to 54 years	57.5	90.0	30.4
55 to 59 years	53.4	83.5	26.8
60 years and over	28.5	43.7	13.0
<b>Total</b>	<b>54.4</b>	<b>79.3</b>	<b>30.0</b>

(Source: Statistics Department, Morocco, 1999)

### Working population according to fields of economic activity: general and urban environment

	General	Urban	General	Urban
Agriculture, forestry and fisheries	4 563 603	265 659	42.3	5.0
Extractive industry	61 434	43 321	0.6	0.8
Manufacturing industry	1 387 547	1 126 585	12.9	21.1
Repairs	198 884	170 176	1.8	3.2
Electricity, gas, water	41 758	36 907	0.4	0.7
Building and public works	674 605	447 131	6.3	8.4
Wholesale and retail trade	1 100 301	872 784	10.2	16.4
Hotel and catering	169 438	145 901	1.6	2.7
Transport, warehousing and communications	315 470	245 158	2.9	4.6
Banking, insurance, property dealing and services provided to companies	119 861	113 140	1.1	2.1
Personal and domestic services	405 900	348 877	3.8	6.5
Community services	464 818	411 604	4.3	7.7
General administration	518 745	464 534	4.8	8.7
Poorly designated activities	19 918	14 496	0.2	0.3
Unemployed looking for their first job	750 756	629 945	7.0	11.8
<b>Total</b>	<b>10 793 038</b>	<b>5 336 218</b>	<b>100.0</b>	<b>100.0</b>

(Source: Statistics Department, Morocco, 1999)

### Employment sectors of the working population in jobs: general and urban environment

Employment sectors	General	Urban	General	Urban
Public administration and local authorities	825 231	748 085	8.8	17.9
Public or semi-public companies	139 598	120 793	1.5	2.9
Private, non-agricultural companies	3 874 476	2 993 767	41.4	71.7



Employment sectors	General	Urban	General	Urban
Agricultural holdings	4 379 628	187 575	46.8	4.5
Other sectors	138 605	122 370	1.5	2.9
Undeclared	2 783	1 866	0.0	0.0
<b>Total</b>	<b>9 360 321</b>	<b>4 174 456</b>	<b>100.0</b>	<b>100.0</b>

(Source: Statistics Department, Morocco, 1999)

### Industrial employment by major sector

Industrial employment by major sector	1994	1995	1996	1997	1998
Food processing industry	100 632	101 190	100 709	101 668	104 667
Textiles and leather industry	188 269	187 761	191 451	200 210	210 430
Chemical and paracheical industry	100 508	106 931	113 865	115 532	118 887
Engineering and metallurgy industry	44 810	46 068	44 299	43 893	44 581
Electrical and electronics industry	11 002	11 625	12 913	13 404	15 268
<b>Total workforce</b>	<b>445 221</b>	<b>453 575</b>	<b>463 237</b>	<b>474 707</b>	<b>493 833</b>
Permanent staff	365 608	367 289	370 388	382 828	403 523

(Source: Statistics Department, Morocco, 1999)

### Working population and the unemployed

	Working	Working in jobs	Nonworking	Unemployed	Level of activity	Level of unemployment
Aged under 15	514 694	514 694	8 821 197	-	5.5	0.0
15 to 24 years	2 881 852	2 291 449	3 121 154	590 403	48.0	20.5
25 to 34 years	2 939 186	2 326 467	1 600 935	612 719	64.7	20.8
35 to 44 years	2 223 348	2 058 114	1 241 565	165 234	64.2	7.4
45 to 59 years	1 636 342	1 577 572	1 162 897	58 770	58.5	3.6
60 years and over	597 616	592 025	1 496 715	5 591	28.5	0.9
<b>Total</b>	<b>10 793 038</b>	<b>9 360 321</b>	<b>17 444 463</b>	<b>1 432 717</b>	<b>38.2</b>	<b>13.3</b>

(Source: Statistics Department, Morocco, 1999)

### Population aged 15 and over according to gender and the highest qualification obtained: the entire workforce

Qualifications obtained	M + F	Male	Female
Basic education diplomas and certificates	3 866 905	2 319 476	1 547 429
Secondary education certificates	436 195	249 934	186 261
Higher degrees issued by the faculties (except the faculty of medicine)	391 067	240 328	150 739

Qualifications obtained	M + F	Male	Female
Higher degrees issued by the higher education schools and institutes (including the faculty of medicine)	109 607	79 359	30 248
Technician and middle management diplomas	412 830	269 181	143 649
Vocational qualification diplomas	340 410	207 061	133 349
Vocational specialisation certificates	64 980	42 221	22 759
Unskilled	13 264 479	5 876 312	7 388 167
Undeclared	15 137	9 909	5 228
<b>Total</b>	<b>18 901 610</b>	<b>9 293 781</b>	<b>9 607 829</b>

(Source: Statistics Department, Morocco, 1999)

### Population aged 15 and over according to gender and the highest qualification obtained: general in percentages

Qualifications obtained	M + F	Male	Female
Unskilled	70.2	63.2	76.9
Basic education diplomas and certificates	20.5	25.0	16.1
Vocational specialisation certificates	0.3	0.5	0.2
Vocational qualification diplomas	1.8	2.2	1.4
Secondary education diplomas	2.3	2.7	1.9
Technician and middle management diplomas	2.2	2.9	1.5
Higher degrees issued by the faculties (except the faculty of medicine)	2.1	2.6	1.6
Higher degrees issued by the higher education schools and institutes (including the faculty of medicine)	0.6	0.9	0.3
Undeclared	0.1	0.1	0.1
<b>Total</b>	<b>100.0</b>	<b>100.0</b>	<b>100.0</b>

(Source: Statistics Department, Morocco, 1999)

### Qualifications of the working population in jobs (urban), 2001

	Workforce	%
Unskilled	2 202 637	50.3
Middle level	1 344 353	30.7
Higher level	827 631	18.9
Undeclared	4 379	0.1
<b>Total</b>	<b>4 379 000</b>	<b>100.0</b>

(Source: Statistics Department, Morocco, 2001)

*Annex 4: Vocational training statistics***Numbers of trainees by level of qualification and by operator**

Training operator	Level	1999/2000		2000/01		Variation (%)	
		1st Yr	Total	1st Yr	Total	1st Yr	Number
OFPPT	S	4 295	4 780	4 884	5 162	+13.7	+8.0
	Q	14 230	26 050	14 983	26 609	+5.3	+2.1
	T	8 162	15 604	8 681	16 010	+6.4	+2.6
	AT	2 725	5 095	3 281	5 811	+20.4	+14.1
	<b>Total</b>	<b>29 412</b>	<b>51 529</b>	<b>31 829</b>	<b>53 592</b>	<b>+8.0</b>	<b>+4.0</b>
Agriculture	Q	1 001	1 590	1 179	2 076	+17.8	+30.6
	T	350	787	363	708	+3.7	-10.0
	ST	136	261	167	302	+22.8	+15.7
	<b>Total</b>	<b>1 487</b>	<b>2 638</b>	<b>1 709</b>	<b>3 086</b>	<b>+14.9</b>	<b>+17.0</b>
	Q	310	606	325	592	+4.8	-2.3
	T	816	1 594	815	1 566	-0.1	-1.8
	<b>Total</b>	<b>1 303</b>	<b>2 518</b>	<b>1 351</b>	<b>2 526</b>	<b>+3.7</b>	<b>+0.3</b>
Maritime fishing	Q	78	117	179	226	+129.5	+93.2
	T	142	295	160	357	+12.7	+21.0
	AT	56	139	80	164	+42.9	+18.0
	<b>Total</b>	<b>276</b>	<b>551</b>	<b>419</b>	<b>747</b>	<b>+51.8</b>	<b>+35.6</b>
Youth and sports	S	930	1 447	751	1 350	-19.2	-6.7
	Q	3 750	6 354	3 259	6 160	-13.1	-3.1
	T	246	392	293	500	+19.1	+27.6
	<b>Total</b>	<b>4 926</b>	<b>8 193</b>	<b>4 303</b>	<b>8 010</b>	<b>-12.6</b>	<b>-2.2</b>
Small trades and crafts	S	1 482	2 416	1 388	2 264	-6.3	-6.3
	Q	497	792	390	715	-21.5	-9.7
	T	-	-	40	40	-	-
	<b>Total</b>	<b>1 979</b>	<b>3 208</b>	<b>1 818</b>	<b>3 019</b>	<b>-8.1</b>	<b>-5.9</b>
Interior	Q	790	790	970	970	+22.8	+22.8
	T	754	1 379	133	853	-82.4	-38.1
	<b>Total</b>	<b>1 544</b>	<b>2 169</b>	<b>1 103</b>	<b>1 823</b>	<b>-28.6</b>	<b>-16.0</b>
HCAR	Q	134	497	210	332	+56.7	-33.2
	T	200	373	103	272	-48.5	-27.1
	<b>Total</b>	<b>334</b>	<b>870</b>	<b>313</b>	<b>604</b>	<b>-6.3</b>	<b>-30.6</b>

Training operator	Level	1999/2000		2000/01		Variation (%)	
		1st Yr	Total	1st Yr	Total	1st Yr	Number
Energy and mining	T	42	80	39	78	-7.1	-2.5
	ST	41	71	59	96	+43.9	+35.2
	<b>Total</b>	<b>83</b>	<b>151</b>	<b>98</b>	<b>174</b>	<b>+18.1</b>	<b>+15.2</b>
Health	T	-	-	78	78	-	-
Town planning	T	180	316	163	317	-9.4	+0.3
Infrastructure	AT	74	156	67	138	-9.5	-11.5
	S	-	-	695	828	-	-
	Q	-	-	-	12	-	-
	<b>Total</b>	<b>-</b>	<b>-</b>	<b>695</b>	<b>840</b>	<b>-</b>	<b>-</b>
National education	Q	136	221	120	225	-11.8	+1.8
ESITH	AT	151	300	155	283	+2.6	-5.7
Chambers of Trade	Q	78	78	-	-	-	-
	AT	20	20	-	16	-	-20.0
	<b>Total</b>	<b>98</b>	<b>98</b>	<b>-</b>	<b>16</b>	<b>-</b>	<b>-83.7</b>
Public Total	S	6 707	8 643	7 718	9 604	+15.0	+11.0
	Q	21 004	37 095	21 615	37 917	+3.3	+2.4
	T	10 892	20 820	10 868	20 779	-0.2	-0.2
	AT	3 380	6 360	4 020	7 178	+16.3	+11.5
	<b>Total</b>	<b>41 983</b>	<b>72 918</b>	<b>44 221</b>	<b>75 478</b>	<b>+5.3</b>	<b>+3.5</b>
Private	S	12 917	15 632	12 882	15 581	-0.3	-0.3
	Q	11 482	15 951	10 333	14 902	-10.0	-6.6
	T	12 333	21 551	13 166	22 521	+6.8	+4.5
	ST	1 481	2 644	2 052	3 441	+38.6	+30.1
	<b>Total</b>	<b>38 213</b>	<b>55 778</b>	<b>38 433</b>	<b>56 445</b>	<b>+0.6</b>	<b>+1.2</b>
Overall Total	S	19 624	24 275	20 600	25 185	+5.0	+3.7
	Q	32 486	53 046	31 948	52 819	-1.4	-0.3
	T	23 225	42 371	24 034	43 300	+3.5	+2.2
	AT	4 861	9 004	6 072	10 619	+22.9	+16.9
	<b>Total</b>	<b>80 196</b>	<b>128 696</b>	<b>82 654</b>	<b>131 923</b>	<b>+3.1</b>	<b>+2.5</b>

(Source: National Vocational Committee, 35th session, Summary Report, 2000-01)



**Numbers of trainees in the apprenticeship training system, 2000/01**

Organisation	Sector	Numbers of Beneficiaries
Small trades and crafts department	Small manufacturing trades	1 080
Chambers of Small Trades and Crafts	Small manufacturing trades	1 490
Department of Agriculture	Agriculture	5 480
National Mutual Aid	Small trades and craft Services	950
	Building	180
OFPPT	Small trades and craft Services	300
	Textiles and Clothing	250
<b>Total</b>		<b>9 730</b>

(Source: National Vocational Committee, 35th session, Summary Report, 2000-01)

**Numbers of trainees in evening classes organised by the OFPPT**

Level	1st Year	2nd Year	3rd Year	Total
Qualification	1 934	992	759	3 685
Technician	4 514	2 787	2 385	9 686
Specialist Staff	2 196	1 063	763	4 022
<b>Total</b>	<b>8 644</b>	<b>4 842</b>	<b>3 907</b>	<b>17 393</b>

(Source: National Vocational Committee, 35th session, Summary Report, 2000-01)

**Numbers of trainees by type of training**

Training operator	Number of trainees	
Public sector	OFPPT	53 592
	Other public operators	21 886
	Total public sector	75 478
Private sector	56 445	
Total initial residential training and alternating training	131 923	
Apprenticeship training system	9 730	
Evening classes	17 393	
<b>Overall Total</b>	<b>159 046</b>	

(Source: National Vocational Committee, 35th session, Summary Report, 2000-01)

### Change in numbers of trainees in alternating vocational training

TD/Year	1997/98	1998/99	1999/2000	2000/01
OFPPT	1 151	3 351	5 893	9 316
Agriculture	2 078	2 412	2 542	3 013
Tourism	424	435	1 117	1 051
Maritime fishing	-	-	-	151
<b>Total</b>	<b>3 653</b>	<b>6 198</b>	<b>9 607</b>	<b>13 531</b>

(Source: National Vocational Committee, 35th session, Summary Report, 2000-01)

### Development in continuing education under the system of special training contracts (CSF)

	Private companies	Public establishments	Total
Files submitted	2 308	7	2 315
Files approved	2 150	6	2 156
Benefiting companies	2 017	6	2 023
Benefiting employees	155 524	16 120	171 644
Financial contribution made (million dirham)	206.75	5.12	211.87

(Source: National Vocational Committee 35th session, Summary Report, 2000-01)

### External performance of vocational training

Level of training	Integration levels				Employment levels			
	1995	1996	1997	1998	1995	1996	1997	1998
Specialisation	71.6	70.9	58.2	60.5	56.9	59.7	38.7	36.7
Qualification	62.4	64.8	54.5	57.3	46.5	47.8	36.1	35.8
Technician	55.4	55.6	42.7	46.1	43.5	41.1	31.3	31.7
Specialist Staff	-	53	52.4	54.4	-	41.1	43.2	41.5
<b>National</b>	<b>62.0</b>	<b>62.9</b>	<b>51.3</b>	<b>54.0</b>	<b>47.8</b>	<b>48.3</b>	<b>35.4</b>	<b>34.9</b>

(Source: National Vocational Committee 35th session, Summary Report, 2000-01)

Training sector	Integration levels				Employment levels			
	1995	1996	1997	1998	1995	1996	1997	1998
Maritime fishing	-	-	71.9	88.2	-	n.s	48.2	70.6
Small trades and craft services	73.5	74.7	65.3	66.6	58.5	57.9	41.9	35.7
Building and public works	68.5	66.4	59.5	56.6	54.6	50.0	39.1	35.9
IMME	63.4	64.0	58.7	60.7	48.0	45.2	40.8	37.5
Hotel trade and tourism	-	82.7	57.3	61.4	-	66.9	40.7	41.1
Agriculture, forestry	56.5	63.8	52.6	56.8	44.7	49.4	37.4	36.4
Textiles, clothing, leather	76.1	72.4	51.4	69.3	56.8	59.2	41.8	51.0
Small manufacturing trades	57.3	66.2	50.0	51.3	43.4	53.5	34.1	35.3
Commerce	79.6	64.7	47.3	63.3	76.8	58.4	36.6	43.3
Administration, management	49.5	49.7	34.2	35.9	37.8	37.8	24.3	24.2
Health	44.3	-	-	45.5	29.4	-	-	45.5
<b>National</b>	<b>62.0</b>	<b>62.9</b>	<b>51.3</b>	<b>54.0</b>	<b>47.8</b>	<b>48.3</b>	<b>35.4</b>	<b>34.9</b>

(Source: National Vocational Committee 35th session, Summary Report, 2000-01)

### Medium-term integration (3 years after obtaining the qualification)

		Specialisation	Qualification	Technician	Specialist Staff	Total
1993 Year Group	Employment Level	51	56	64	-	58
	Integration Level	69	74	80	-	75
1996 Year Group	Employment Level	50	51	55	71	53
	Integration Level	70	69	69	83	70

(Source: National Vocational Committee 35th session, Summary Report, 2000-01)

Training Department	Integration levels		Employment levels	
	1993	1996	1993	1996
Internal	95.0	91.6	90.1	88.4
Tourism	87.9	79.3	67.2	56.0
Maritime fishing	91.8	71.5	76.1	69.2
Health	99.4	-	98.7	-
Small trades	72.8	70.0	52.5	48.1
National Mutual Aid	73.1	-	49.9	-
Agriculture	77.1	65.0	63.9	51.3
OFPPT	78.4	71.8	58.6	56.0
Chambers of Trade	63.6	-	46.5	-
HCAR	50.6	48.3	32.2	32.9
Youth and sport	58.0	64.3	42.4	46.7
Private sector	71.8	68.6	55.2	49.5
<b>National</b>	<b>75.2</b>	<b>70.1</b>	<b>57.6</b>	<b>52.9</b>

(Source: National Vocational Committee 35th session, Summary Report, 2000-01)

### Training courses 2000/01

Level of Training	Number of courses offered by the vocational training system			
	Public	Private	Chambers of Trade	Total*
Specialist Staff	73	28	1	98
Technician	101	41	2	131
Qualification	106	20	-	118
Specialisation	30	6	-	33
<b>Total</b>	<b>310</b>	<b>95</b>	<b>3</b>	<b>380</b>

\* courses provided by several training operators have been added up  
(Source: National Vocational Committee 35th session Summary Report, 2000-01)

### Numbers and levels of qualification of OFPPT trainers

Specialisation	467
Technician	1 015
Specialist staff	334
Qualification	1 211
<b>Total</b>	<b>3 027</b>

(Source: OFPPT, 2001)