

# **Formalizing informal apprenticeships in Morocco – achievements and challenges**

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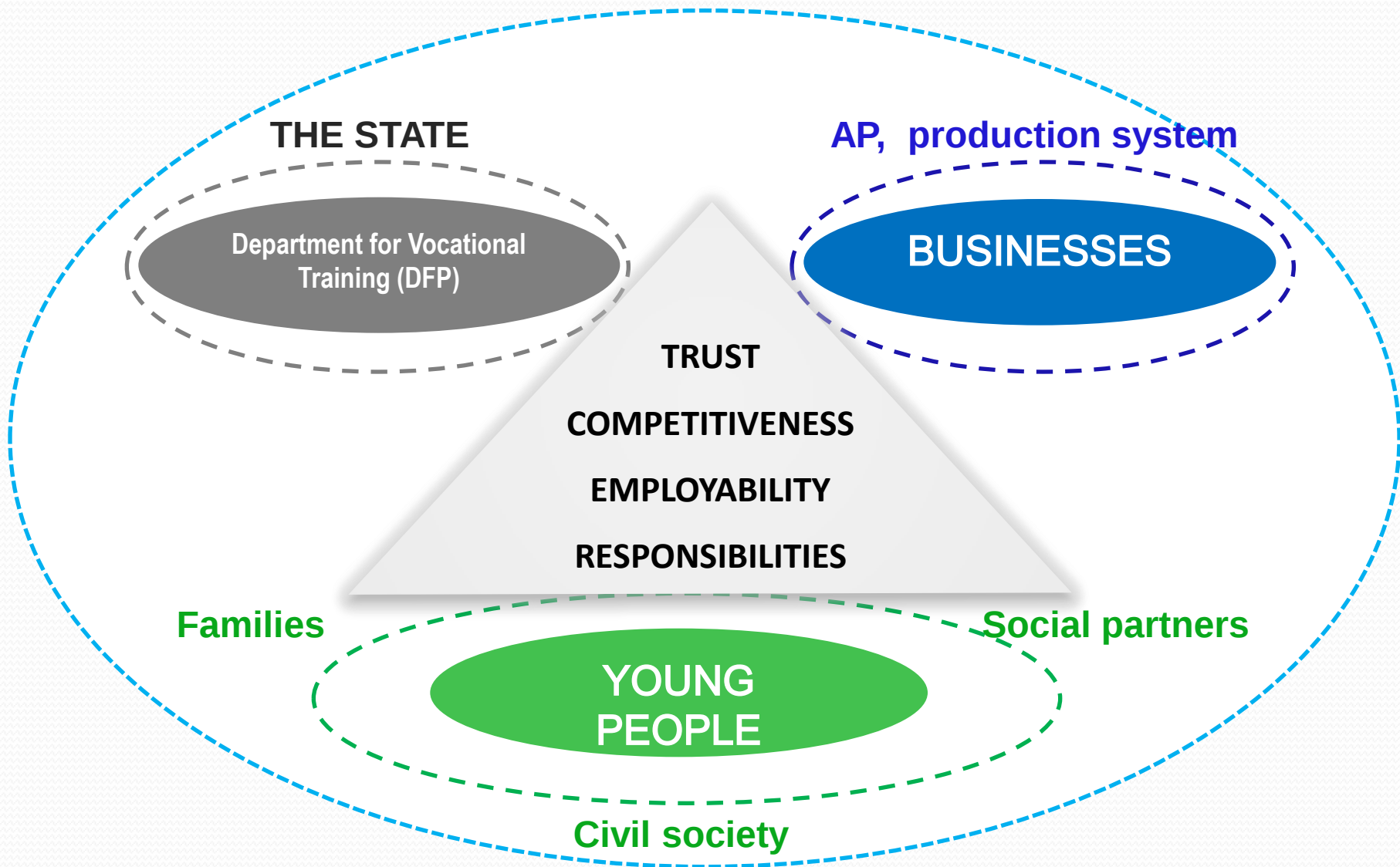
## Session plan

- Contextual elements
- Training – a shared responsibility
- An intra-business apprenticeship training centre (CFA-IE) pilot experience
- Initial outcomes
- Keys to sustainability

# Contextual elements

- Human resources services are generally restricted to administrative management of personnel and do not enable businesses to make full use of their human resources.
- The existence of low-level management with no real allocated or delegated powers and the near-total absence of middle management.
- Participation by businesses in initial training (traineeship or apprenticeship) is rarely based on a recruitment plan or a real human resources development plan.
  - Young people are leaving businesses
- A large fall-off of school students after the end of primary school
  - A high unemployment rate, particularly among young people aged 15 and over
- The gaps between the composition of training and the expectations of businesses and apprentices, such as: distance, subjects not covered by the training provided, content not appropriate.
  - Businesses train the workers they need on site, with a high turnover
  - Personnel are reduced to a production force
  - Young people are forced into precarious, informal work

# Vocational training – a shared responsibility

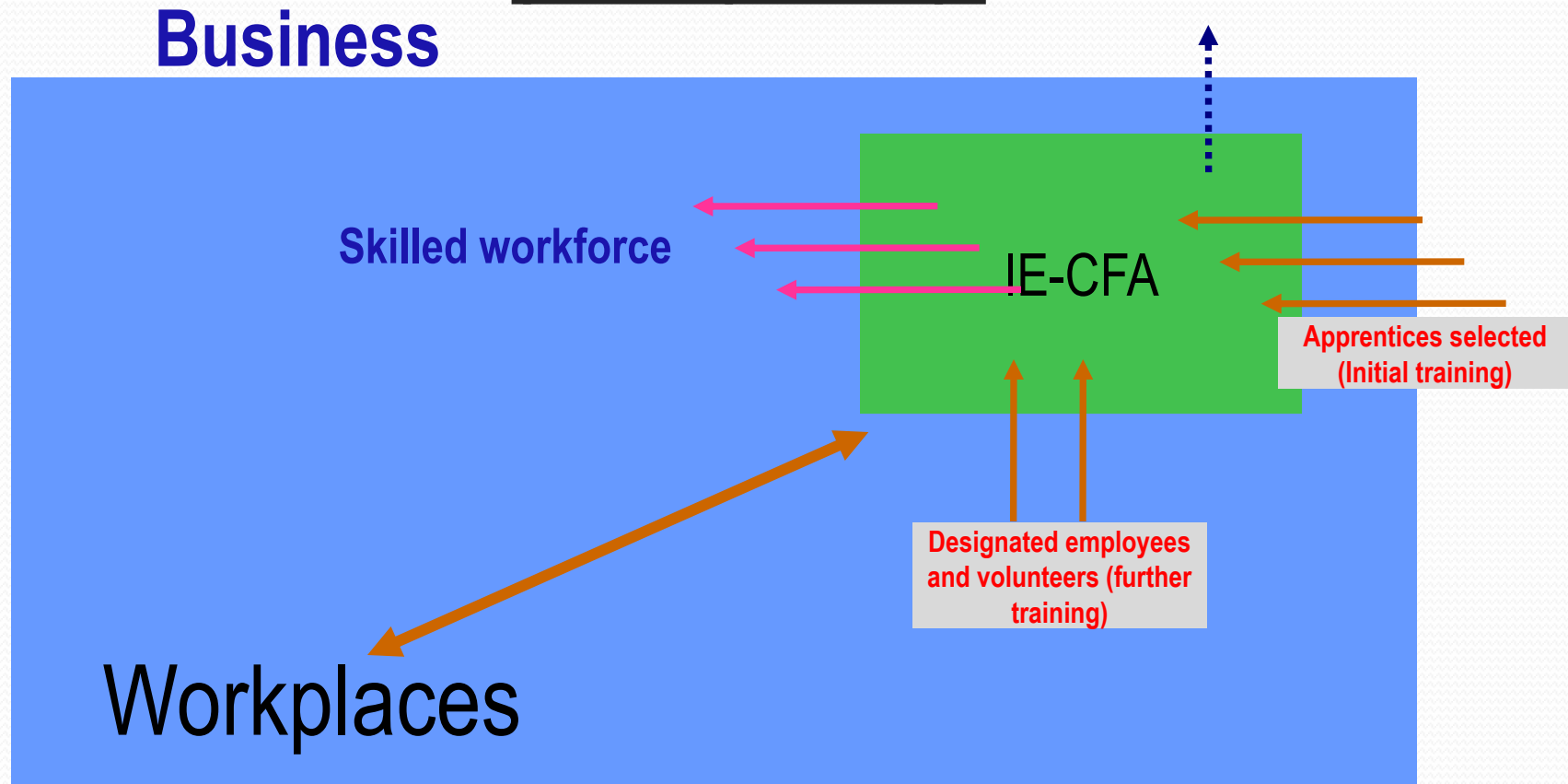


# Vocational training: for a more competitive business and the socio-economic integration of young people

- A determined strategic choice: 1996: Act on Training through Work Placements; 2000: Act on Apprenticeship
- Updating of the composition of initial and continuing vocational training: the MEDA2, FPMT (GIZ) and APC projects
- Implementation of a number of national plans with a strong vocational training component:
  - Moroccan National Pact for Industrial Development in World Trades: vehicle and aircraft manufacture, electronics, leather and textiles, food production and offshoring
  - Sectoral development plans: Maroc Vert (“Green Morocco”), Azur (“Azure”), the e-Maroc (“e-Morocco”) Strategy, Solaire marocain (“Moroccan solar energy”)

# DFP and GIZ: A successful experience of Vocational Training in the Workplace (FPMT)

## The Intra-Business Apprenticeship Training Centre (IE-CFA) concept



...towards a learning business

## CFA-IE: roles of the partners

### Professional associations

- marketing
- monitoring
- validation of certificates
- sharing of experiences

### Business

- Premises and equipment
- Manager of CFA-IE
- Master craftspersons
  - Operations
  - Certificate

### ESITH, GIZ

- support services
- training programmes
- teaching tools
- training for trainers

### DFP

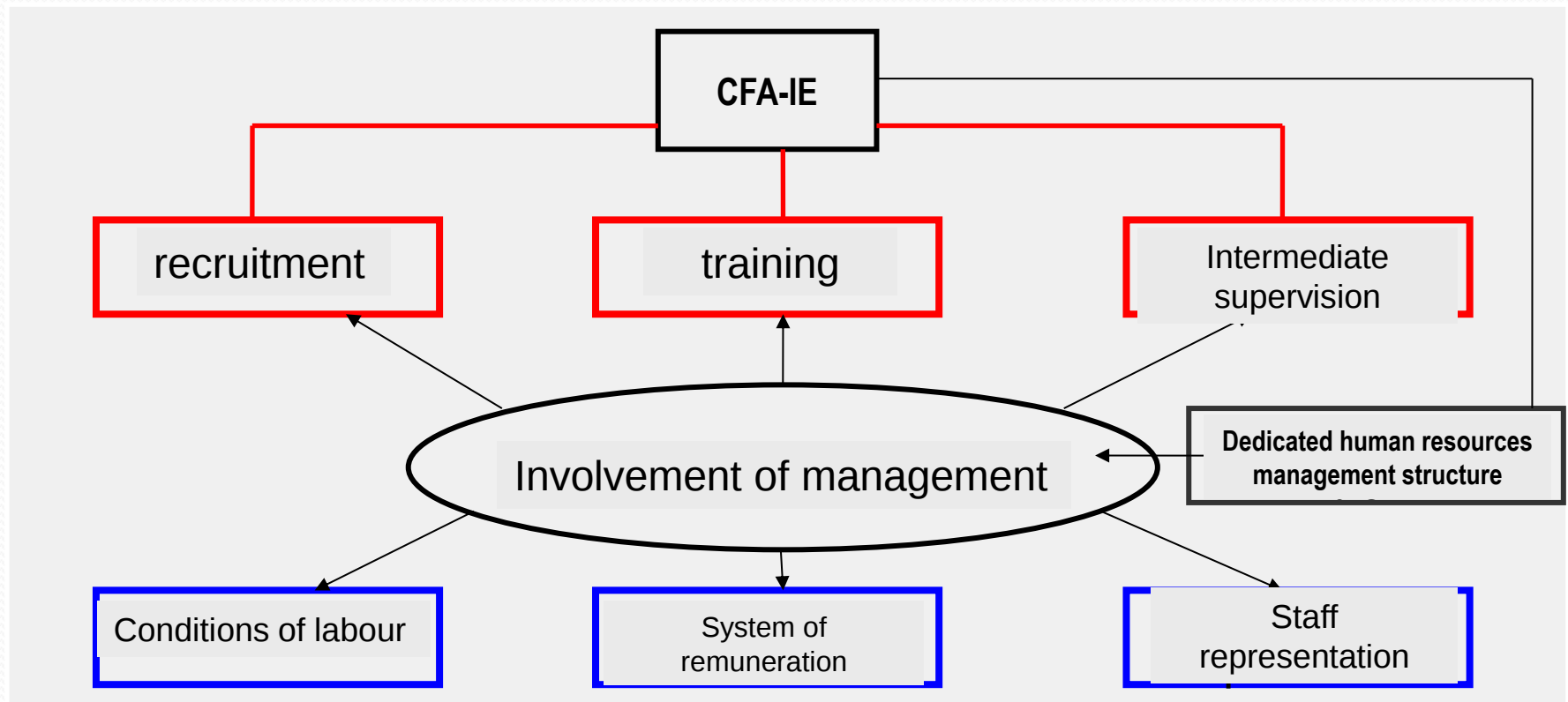
- financial subsidies
  - ✓ vacation fees
  - ✓ insurance for apprentices
  - ✓ other expenses
- monitoring

## Some statistics

| Sector<br><b>Authorized CFA-IE</b> | No. of<br>apprentices<br>registered | No. of apprentices<br>in training | <b>Of whom women</b> | No. of graduates | <b>Of whom women</b> | % left before end<br>of training |
|------------------------------------|-------------------------------------|-----------------------------------|----------------------|------------------|----------------------|----------------------------------|
| Clothing<br><b>60</b>              | 8529                                | 758                               | <b>612</b>           | 3978             | <b>3480</b>          | <b>44,47</b>                     |
| Textiles<br><b>9</b>               | 199                                 | 61                                | <b>39</b>            | 31               | <b>25</b>            | <b>53,77</b>                     |
| Leather<br><b>3</b>                | 359                                 | 37                                | <b>18</b>            | 123              | <b>64</b>            | <b>55,43</b>                     |
| Vehicle<br>manufacture<br><b>4</b> | 3 273                               | 300                               | <b>85</b>            | 1 586            | <b>508</b>           | <b>42,38</b>                     |
| Hospitality<br><b>10</b>           | 1 179                               | 129                               | <b>61</b>            | 777              | <b>310</b>           | <b>23,16</b>                     |
| <b>TOTAL<br/>86</b>                | <b>13 539</b>                       | <b>1 285</b>                      | <b>815</b>           | <b>6 495</b>     | <b>4 387</b>         | <b>42,54</b>                     |

## Training of human resources and progressive outcomes on human resources management in the business

| CFA-IE Managers | Trainers      | Master craftspersons |
|-----------------|---------------|----------------------|
| 54 (14 women)   | 94 (43 women) | 520 (196 women)      |



# State/business partnership for an efficient and balanced training system for all, with apprentice involvement: an investment in a qualified worker, shared by State and business

- Strategy: will and vision
- Internal trainers, Master craftsmen, CFA-IE managers
- Monitoring of the process until the apprentice gains certification

**6,000 DH** invested in initial training for each apprentice each year

Business

**APPRENTICE**

Technical assistance  
funded by the State

Funding and coaching from the  
State and the business

- Support to set up apprenticeship training centres
- Training programmes
- Teaching tools
- Human resources training for the business

**2,000 DH per apprentice per year**

- Financial subsidy
- Operational support, monitoring tools
- Officially recognized certification

**3,000 DH per apprentice per year**

# **Initial effects on businesses and the quality of training**

- ✓ **keeping alive and developing the trades used in a business and making its workers more employable**
- ✓ **ensuring that training meets the needs of businesses**
- ✓ **the business is responsible for recognizing the apprentices' skills and issuing their certificate**
- ✓ **leading business directors progressively developing an up-to-date concept of Human Resources Management**
- ✓ **making training an integral part of the development of the business**
- ✓ **improved image for the business in the eyes of employees, clients and customers**

## **...and on young people**

- ✓ **discovering business and trades**
- ✓ **skills recognized by the business: a certificate, a trade**
- ✓ **recruitment by the business: recognition, loyalty and stability**
- ✓ **pride, motivation and involvement**
- ✓ **more skills, more versatility**
- ✓ **the desire to progress and succeed in one's vocation**
- ✓ **social and economic inclusion: earning a progressive wage from the start of training**

# Positive effects on the vocational training system

- ✓ Implementation of a genuine public-private partnership
- ✓ Administrative and legal conditions adapted for businesses (procedures simplified)
- ✓ The training role of businesses appreciated and acknowledged by the State
- ✓ Strategy for expansion into new sectors: food production, vehicle manufacture, jewellery making
- ✓ Capitalizing on the process and making it sustainable through:
  - ✓ Professional associations: AMITH, FNIH, AMICA
  - ✓ ESITH and Regional DFP Delegations...
- ✓ Workplace-based training is extended into new sectors: food production, jewellery making: agroalimentaire, bijouterie,
- ✓ New operators are responsible for training: NGOs

# **increase the overall level in the population**

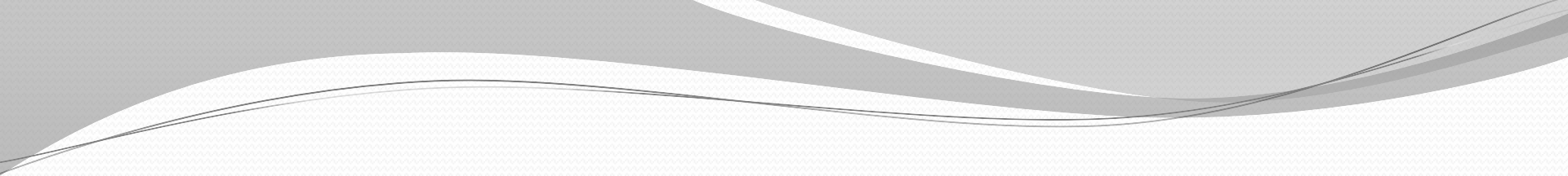
- **During 2011-2012, the number of people undergoing apprenticeships through CFA-IEs (4,743) made up 14 per cent of the total number of apprentices in all sectors (34,302).**
- **The majority of businesses creating CFA-IEs are small and medium-sized enterprises of 100+ employees.**
- **The businesses running CFA-IEs are no longer carrying out informal apprenticeships.**

# Keys to sustainability

- **Afford FPMT a strategic position in the make-up of the national vocational training system:**
  - **Raise the profile of FPMT and provide encouragement for businesses and training organizations to use the model so as to disseminate it more widely**
  - **Implement a code of conduct for businesses**
  - **Ensure sustainability for CFA-IE: rules and standards**
  - **Evaluation and improvements to meet the needs of participants**
  - **Institutional communication**

## Keys to sustainability: a holistic approach to lifelong training

- **Education and training are a national priority:**
  - National Charter and Upper Council for Education
  - A 2020 Strategy for Vocational Training
- ➡ Providing an institutional foundation for training as a responsibility of business
- ➡ Putting public-private partnership into practice and extending it into education and higher education
- ➡ Raising the profile of trades among young people (beginning in primary school)
- ➡ Bringing on-stream the National Certification Framework
- **A responsibility for society – an opportunity to be taken**
  - National Charter for the Environment and Sustainable Development
  - Economic, Social and Environmental Council
- ➡ Training for employees and recognition for their skills should be promoted as part of social indicators
- **Social connections between training and employment: social security, medical cover etc.**



**Thank you.**