

EDDATA II

TASK ORDER 10: Morocco Youth-Focused Labor Market Study Final Report

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TASK ORDER 10: Morocco Youth-Focused Labor Market Study Final Report

September 2010

Prepared for
CTO: Kristen Potter and Dominique Zemrag
Office of Education
United States Agency for International Development (USAID/Morocco)

Prepared by
RTI International
3040 Cornwallis Road
Post Office Box 12194
Research Triangle Park, NC 27709-2194

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Acronyms

ADB	African Development Bank
ALEF	Advancing Learning and Employability for a Better Future
ANAPEC	National Agency for Promoting Employment and Skills (<i>l'Agence Nationale de Promotion de l'Emploi et des Compétences</i>)
CATS	Credit Accumulation and Transfer System
CBMT	Competency-based Modular Training
CBO	Community-based Organization
CIOPE	Information and Orientation Center for Employment (<i>Centre d'Information et d'Orientation pour l'Emploi</i>)
CFA	Training and Apprenticeship Center
CJNA	National Council for Youth and the Future
CNEF	National Education and Training Charter
CRI	Regional Investment Center (<i>Centre Regional d'Investissement</i>)
CV	Curriculum Vitae
EEA	Education and Employment Alliance
EEP	Education Emergency Program
EN	Entraide National
FAM	<i>Forum des Alternative Maroc</i>
FG	Focus Group
GDP	Gross Domestic Product
GOM	Government of Morocco
ILO	International Labor Organization
INDH	National Initiative for Human Development
IPEC	International Programme for the Elimination of Child Labor
LMIS	Labor Market Information System

MDG	Millennium Development Goals
MENA	Middle East and North Africa
MOA	Ministry of Handicrafts
NGO	Nongovernmental Organization
NPNJ	New National Policy for Youth
OFPPT	Vocational Training and Labor Promotion Office <i>(Office de la Formation Professionnelle et de la Promotion du Travail)</i>
RPL	Recognition of Prior Learning
SSY	State Secretariat for Youth
UNDP	United Nations Development Programme
UNFPA	United Nations Family Planning Agency
UNICEF	United Nations Children’s Education Fund
USAID	United States Agency for International Development
VT	Vocational Training
VTC	Vocational Training Center
WHO	World Health Organization

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Glossary

Competency-based training—Training that gives more emphasis to a trainee’s ability to master specific practical tasks or competences than to the level or type of certification—or to the length of training—they have received.

Demand-driven—When training is demand-driven, it is determined by whether there is a labor market demand for particular skills.

Non-formal vocational training—Structured, organized vocational skills development training programs outside the Ministry of Education and Vocational Training skills development system (e.g., Entraide Nationale).

Formal vocational training—Skills development system and organized training used for the development of craftsmen in training centers under the mandate of the Ministry of Employment and Vocational Training. Training is provided to youth who have completed their formal education and certificates and/or whose diplomas are not recognized by the formal school system. The training can be variable in length—from modular courses, to short duration courses, to courses that last 1 to 2 years.

Qualifications framework—An instrument for the development, classification, and recognition of skills, knowledge, and competencies along a continuum of agreed-upon levels. It is a way of structuring existing and new qualifications, which are defined by learning outcomes, i.e., clear statements of what the learner must know or be able to do, whether learned in a classroom, on-the-job, or less formally.

Skills development—The acquisition of practical competencies, know-how, and attitudes necessary to perform a trade or occupation in the labor market. Skills can be acquired either through formal public or private schools; institutions or centers; non-formal, traditional apprenticeships or non-formal, semi-structured training.

Executive Summary

Introduction

U.S. Agency for International Development (USAID)/Morocco tasked RTI International with conducting a Youth-Focused Labor Market study in June 2010 to identify potential formal-sector employment opportunities for marginalized, out-of-school youth across five geographical regions of Morocco. The purpose of the study is to help identify strategic roles that will enable USAID to build the capacity of Morocco's workforce development initiatives for marginalized youth. An evaluation team of four members conducted 27 focus group meetings and 50 individual interviews with representatives from four different stakeholder groups¹ to determine current and potential capacity to transition marginalized youth into entry-level, formal-sector employment as well as specific assistance opportunities for USAID. The study was conducted across five different geographical regions—Casablanca, Fez, Tetouan, Salé, and Doukala—during a six-week period of time in June and July 2010.

Analysis of Key Youth Issues

Future Demands

The economic sectors that offer the greatest opportunity for unskilled and semi-skilled entry-level workers across the five regions of the study are the handicraft sector, service sector, and agro-industrial processing. Other sectors that also have potential for unskilled and semi-skilled workers, but have a greater need for skilled workers, are commerce, construction, textiles, and tourism. The economic sectors were identified via systematic interaction with a number of local *Centres Regionaux d'Investissement* (CRIs, Regional Investment Centers) and Chambers of Commerce, and were validated by *l'Agence Nationale de Promotion de l'Emploi et des Compétences* (ANAPEC, the National Agency for Promoting Employment and Skills). The type of worker that was needed per sector was identified by private-sector enterprises. Certain sectors, such as tourism and handicrafts, have been supported by vocational training service providers, such as the *Office de la Formation Professionnelle et la Promotion du Travail* (OFPPT, Vocational Training and Job Promotion Office) and the *Ministère d'Artisanat* (Ministry of Handicrafts). However, other sectors, such as the construction or service sector, do not have strong links with the vocational training service delivery system for entry-level workers.

At the same time, the specific skill sets that unskilled and semi-skilled entry-level employees must possess were identified by the vocational training service providers and

¹ Unemployed and employed youth, youth associations, representatives from the vocational training service delivery system, and representatives from the private sector.

private-sector enterprises. The skill sets included technical competence in the specific trade relevant to the sectors noted above; work experience; and personal attributes, such as a sound work ethic, responsibility, honesty, motivation, physical strength, and communication skills. It is important to note that some of these are general or “soft” skills. The skill sets across most of the entry-level positions for unskilled and semi-skilled workers were similar, irrespective of the economic sector. This suggests that efficiencies in training could be high.

Key Players’ Capacity

Several key providers for training and capacity building were assessed: (a) youth associations; (b) non-formal vocational training service providers, such as *Entraide Nationale* or *Maison des Jeunes*; and (c) public and private formal vocational training service providers, such as OFPPT. Some of the weaknesses brought to light in the assessment can be corrected; some are structural and difficult to correct. However, if the system was well-integrated across non-formal and formal service providers and was to have a common qualifications framework (which is not currently the case), one sector’s weaknesses could be offset by another’s strength, and youth would receive better service. The relative strengths and weaknesses of the key players’ capacities are as follows.

The greatest asset that youth associations possess with respect to marginalized, out-of-school youth is the degree of trust that exists between the associations and the target population. Youth understand very well that the mission of the youth associations is to assist them in their efforts to become contributing members of society. While the youth associations have the trust of marginalized, out-of-school youth, they do not have the financial or technical capacity to provide all of services that are needed by youth to become oriented toward, prepared for, and transitioned into formal-sector employment.

The non-formal vocational training service delivery system does not have the technical capacity or the institutional linkages with the private sector to prepare marginalized youth for entry-level employment.

The formal-sector (both public and private) vocational training system has more capacity to train marginalized youth for formal-sector employment. However, marginalized, out-of-school youth cannot gain access to the formal vocational training system because they do not meet the minimum entry requirements (i.e., education qualifications such as grade 9 certification).

As will be seen, presently these organizations cannot play to their own relative strengths because there is no clear system within which they belong and complement one another. In addition, there is no governmental strategy and/or initiative to concertedly improve on their weaknesses.

Labor Market Signals

Out-of-school youth learn about entry-level unskilled or semi-skilled employment opportunities through an informal network of personal contacts, word-of-mouth, and/or

door-to-door visits to employers. There is no national organization or institution that provides employment-related services to unskilled and semi-skilled workers regarding entry-level employment opportunities. The organizations with which marginalized youth have close contact—youth associations—do not have established linkages with or access to private-sector enterprises. Linkages and communication mechanisms between entry-level job seekers, youth associations, non-formal vocational training service providers, and private-sector enterprises are informal and, for all practical purposes, non-existent.

Conclusions

1. Entry-level employment opportunities do exist in all of the economic sectors across the five-regions of Morocco; however, the majority of entry-level positions are for skilled labor. Lack of properly functioning labor market signals (including inefficient recruitment processes, mismatch in available employee skill sets and available positions, and mismatch in employee expectations regarding pay and benefits, all hamper the clearing of the unskilled job market).
2. Many marginalized youth have had negative experiences with private-sector enterprises and they feel as if they are underpaid and do not receive the benefits that labor laws entitle them to. At the same time, youth are pessimistic about their chances of finding a job because of a lack of opportunities and their own lack of qualifications. They also expressed frustration with perceived favoritism where even qualified youth are denied employment because the positions are given to those who have connections (and not necessarily qualifications). For these reasons, youth frequently seek self-employment opportunities, such as street vending. Despite the seemingly insurmountable difficulties that the youth face, participating youth remain hopeful that in the future their situation will change for the better. The sense of specific pessimism with respect to current opportunities, but general hopefulness with regard to the broader future, is something that could be capitalized on, if the service providers' weaknesses could be remedied, and if there were a better-integrated system.
3. Despite the need in the private sector for unskilled laborers, there are limited linkages and communication between the private sector and youth associations and non-formal vocational training service providers.
4. Private-sector formal employment opportunities should not be the only employment option considered for marginalized youth. Informal sector employment as well as self-employment options should be supported.
5. Youth associations and non-formal vocational training programs lack capacity and/or resources necessary to provide marginalized youth with the full support services needed for formal-sector employment, but they do have the capacity to provide some important services, including orientation and other support services (e.g., “accompaniment” or supervised, on-the-job training).

6. Despite limited communication and/or collaboration between the different youth-serving stakeholders, important synergies and commonalities exist between them and should be exploited. Both non-formal and formal vocational training and employment-related service providers strive to help youth successfully integrate into their communities and become contributing members of society. The knowledge that the formal and non-formal sectors have about these different client groups could contribute to the development of a common vocational technical system.
7. Non-formal vocational skills development programs have shown success in giving marginalized populations, including out-of-school youth, a better opportunity to obtain informal-sector employment; however, it is unknown whether non-formal programs can provide marginalized populations with transferable skills that are needed to respond to changes in the labor market and work environment.
8. Private-sector employers found that even graduates of OFPPT were not well prepared, and that additional on-the-job training was needed. In fact, in some cases, even basic skills, such as literacy and numeracy, as well as soft skills such as solid work ethic and an ability to work in teams, were found wanting.

Recommendations

In many respects, the current training system in Morocco is like a market without weights and measures, where some merchants sell by volume and some by weight, where the units of volume and weight are not standardized, and where there are no quality standards. The result is that it is exceedingly difficult for individuals to interact with each other (providers to users, providers to providers, etc.), and there is low portability or even knowledge about who has what real skills (including those acquired informally). The only vocational training and employment-related services that out-of-school Moroccan youth are able to gain access to are those that are provided by non-formal governmental and nongovernmental service providers, because they do not have the educational certifications nor the basic skills associated with such certification needed to gain entrance into formal vocational training programs.

To ensure that out-of-school youth can progress upwardly through a vocational training service delivery system, both the non-formal and formal vocational training systems must develop and embrace a common structure that will facilitate progression for trainees through successive trainings in either a horizontal or vertical manner. Successful progression for a trainee can be achieved through a Credit Accumulation and Transfer System (CATS), which allows a trainee to achieve mobility and lifelong learning through transferability of credits; Recognition of Prior Learning and Record of Achievement mechanisms; and establishment of a Vocational Qualifications Framework for certification purposes. Without a better-integrated certification and qualification system, including more modular (and public domain) approaches to training and certification, it will be difficult to make progress in the long run; in the current set-up, *both* competition and collaboration are stymied.

Specific recommendations to increase access to employment for marginalized youth follow, and are summarized in a table provided in *Appendix 9*.

1. Promote the development of an Integrated Vocational Training and Employment-Related Service Delivery Framework that is linked to the private sector across both non-formal and formal service providers.

Over the years, many youth have left school before completing grade 9 of general education and, because of this, are not able to enroll in formal skills development programs such as OFPPT. Until an integrated vocational training and employment-related service delivery system is established, near term interventions could be initiated that would assist marginalized youth to gain access to the formal vocational training system. Here are several measures that should be promoted as a means by which to reform the current system.

The grade 9 prerequisite should be removed from OFPPT courses and replaced by course-specific entry requirements and challenge tests that are more closely aligned to the training being delivered.

- a. The formal vocational qualifications framework (currently being developed by the Europeans) should incorporate qualifications and pathways that allow those with limited education to undertake formal programs that lead to nationally recognized qualifications.
- b. Courses that specifically cater to the needs of the lowly educated should be added. Basic literacy and numeracy training could be provided by youth associations as well as non-formal and formal education centers.
- c. Institutional instructors and managers should receive professional development on how to assess skills and develop and deliver courses for trainees with low levels of education.
- d. Pre-vocational course pathways to address any basic skills gaps should be established so those with little prior education can enter into formal training, such as apprenticeships.

The more long-term goal of adopting an Integrated Vocational Training and Employment Service Delivery Framework would require the development of the following components:

- Competency-based modular training programs
- CATS
- Recognition of Prior Learning
- Trainee Record of Achievement
- Vocational qualifications network
- Accreditation of non-formal and formal schools and programs

2. Assist youth associations to develop employment-related services.

Out-of-school youth can be served by an array of employment-related services to help them obtain gainful employment. The type of employment-related services that youth associations can provide for out-of-school youth should include (1) career guidance and orientation; (2) basic education (literacy and numeracy); (3) employability/life skills training; (4) job matching; and (5) support services, such as job placement, job search, and follow-up. Youth associations can serve an intermediary role between out-of-school youth, non-formal vocational skills development programs, and the private sector. The function of this role is to (1) gather information on local labor market needs; (2) inform youth of employment opportunities; (3) link them to non-formal vocational skills development service providers; and/or (4) link them to formal-sector or self-employment opportunities. At the same time, youth associations can assist private-sector enterprises in recruiting youth for entry-level positions.

However, before youth associations are able provide any of these services, their capacity across all of these services must be further developed. In addition, the service outlined cannot be developed in isolation by the youth associations. To develop effective and efficient employment-related services, linkages must be developed so that both the service provider and the private sector jointly determine the nature of the services.

3. Assist non-formal training institutions to develop industry-specific skills development programs.

To effectively prepare marginalized, out-of-school youth for formal-sector employment, non-formal vocational skills development programs need to align their training efforts and develop skills development programs that address the demands of the economic sectors that provide the greatest opportunities for entry-level employment. To provide demand-driven vocational skills development training, the non-formal skills development programs need to identify the skill sets needed for entry-level employment opportunities by conducting training needs assessments for targeted employment positions in the different economic sectors. Based on the information collected from the training needs assessments, training curricula should be developed by the skills development service providers and validated by private-sector enterprises. Training courses should be designed to provide practical, hands-on experience for the trainees that will provide them with the knowledge, skills, and attitudes demanded by private-sector enterprises for entry-level employment. At the same time, the pedagogical and technical skills of the non-formal institution teaching staff should be further developed to ensure that they are able to deliver the new course curricula.

4. Strengthen linkages among the private sector, youth associations, and non-formal vocational skills development service providers, and encourage employers to develop youth employment services.

Private-sector employers from economic sectors that need entry-level workers are potential opportunities for youth associations and non-formal vocational skills development programs that strive to integrate out-of-school youth into gainful employment. If a pipeline for entry-level workers can be established so that private-sector enterprises know that youth are being trained for formal-sector, entry-level employment

opportunities, and youth associations as well as non-formal vocational training programs know that private-sector enterprises will hire competently trained youth, then there is greater likelihood that these stakeholders will develop a mutually beneficial partnership.

Also, by establishing stronger linkages and enhanced communication through such mechanisms as public-private-sector dialogue, the representatives of the private sector will have greater opportunities to communicate with other key stakeholders. Such communication could be useful for (1) identifying opportunities for workplace training as part of a vocational training program; (2) providing opportunities for visits and projects in a variety of workplaces; (3) encouraging private-sector enterprises to undertake in-house vocational training; (4) partnering with vocational training institutions and/or associations to prepare and deliver employability skills training as a core module of vocational training programs; and (5) identifying job opportunities for vocational training graduates.

5. *Consider self-employment as an option for some marginalized youth.*

A comprehensive career counseling and orientation program should introduce out-of-school youth to various employment options, and self-employment is a viable employment option for potential job seekers. Each individual should make an informed decision after considering the economic profile of the region as well as his/her aptitude and interests. Youth associations and non-formal training service providers should provide courses and counseling regarding how to establish one's own business.

6. *Conduct future research studies related to marginalized youth and employment.*

Additional research is needed to deepen understanding of the barriers to youth participation in the Moroccan economy. The knowledge gleaned from this research could guide future interventions designed to mitigate the barriers to youth participation. Recommended areas for further exploration include the following:

- a. *Trainee Tracer Study*
- b. *Evaluating Apprenticeship Programs*
- c. *Evaluating the Self-Employment Environment*

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I. Introduction

1.1 Purpose and Scope of the Study

The United States Agency for International Development (USAID)/Morocco tasked RTI with conducting a Youth-Focused Labor Market study across five regions of Morocco in June 2010. This study responds to a growing interest in international youth programming within USAID. In Morocco, the study is overseen by the Education Department and viewed as an integral aspect of the Agency's Youth Strategy for 2009–2014.

The purpose of the assessment was to identify strategic roles that will enable USAID to build the capacity of Morocco's workforce development initiatives and enhance the transition of marginalized youth into entry-level, formal-sector employment. The assessment focused on the identification of workforce-related needs and priorities for sectors with the greatest potential for entry-level employment growth, with the goal of contributing to the USAID Mission's workforce initiatives in Morocco. Specifically, the focus was directed toward the following four elements.

1. **Future Demands:** Identification of sectors with the potential to increase entry-level employment opportunities for marginalized male and female youth and the identification of skill sets required for unskilled and semi-skilled employment.
2. **Key Players' Capacity:** Identification of stakeholders' (a) priorities for unskilled and semi-skilled employment opportunities and (b) willingness and institutional capacity to address job creation and skill development opportunities and challenges for entry-level, formal-sector employment.
3. **Current Programs:** Identification of relevant skill development activities currently provided by nongovernmental organizations (NGOs) and the public and private sectors.
4. **Evaluation of Labor Market Signals:** Evaluation of the effectiveness of labor market communication mechanisms vis-à-vis demand and supply signals for entry-level positions across those sectors with the greatest potential.

1.2 Methodology

To address the focus of the evaluation, the Evaluation Team took the following steps.

1. Reviewed authoritative reports on the status of youth, government, and donor programming strategies and other relevant documents.

2. Met with (i) USAID officials and staff from other international development organizations; (ii) staff from previous and current USAID projects; (iii) government representatives from key ministries, departments, agencies, and programs; (iv) representatives from the private sector and private vocational training service providers; and (v) representatives from youth associations.
3. Conducted structured focus groups and interviews with the key stakeholders: private-sector companies, vocational training service providers, youth associations, and marginalized youth. (The detailed Scope of Work is attached in *Appendix 1*.)

The study was implemented by two Evaluation Teams (each team had two members) that were responsible for conducting the study across five regions² that had been selected by USAID/Morocco. Prior to the field visits, the Evaluation Teams conducted preliminary meetings with USAID to clarify assessment goals, resources, plans, and assessment locations. Focus group and interview questionnaires were developed to reflect the project's assessment goals.

Each visit to a region was initiated by a visit to the *Centre Regional d'Investissement* (CRI, Regional Investment Center) and the local Chamber of Commerce. The CRIs are active in each region and work to attract investment. They provided information on local economic activities as well as private-sector and government investment trends. The Chambers of Commerce represent the local business community perspective and provided relevant information. In addition, both the CRIs and the Chambers of Commerce helped identify key players for consideration as participants in the focus groups and interviews. At the same time, the Evaluation Teams liaised with an umbrella youth association in each region to mobilize local youth associations and marginalized youth to participate in the scheduled focus groups and interviews. Focus group discussions, as well as individual and group interviews with key stakeholders from the five regions, were conducted during a seven-week period from June 29 to August 6, 2010.

The following are the principles that guided the implementation of the study:

Work with and through bilingual (Arabic-French) Evaluation Team members. This allowed the field work activities to be carried out in either Arabic or French, depending on the participant/interviewee language preference.

Work in partnership with USAID. The Evaluation Teams were in frequent communication with the USAID Mission in Morocco. The Evaluation Team participated in the initial, mid, and final briefings of the study. In addition, a USAID staff member frequently accompanied the Evaluation Team to the meetings that took place in Rabat and Casablanca.

² The five regions in which the study was conducted were Casablanca, Doukala, Salé, Tetouan, and Fez (urban and rural).

Listen to Moroccan youth. To better understand the situation of Moroccan marginalized youth vis-à-vis access to formal-sector employment, frequent interaction with the target population was facilitated through the organization of focus groups and interviews. Local youth associations helped the Evaluation Team choose 112 focus group participants according to specific criteria, to ensure that each group was representative of the population in each selected area, ranged in age from 18 to 25 years, included both genders, included different education attainment levels, and represented both employed and unemployed youth. *Appendix 3* provides a breakdown of focus group participants by gender, employment status, and region.

Listen to Key Stakeholders. The Evaluation Team conducted focus groups and individualized interviews with representatives from the different stakeholder groups, such as government officials, representatives from the private sector, vocational training and employment-related service delivery providers, community leaders, and representatives from youth associations across the five regions. Support from these key stakeholders is considered critical to the future success of any youth initiative that supports the transition of marginalized youth into entry-level, formal-sector employment.

Representatives of the different stakeholder groups were identified in the following manner. First, non-formal and formal service providers that provide vocational training services to youth between the ages of 18 to 25 were invited to participate in the focus groups and/or interviews. Second, local private-sector enterprises were identified randomly from a list of enterprises provided by CRIs and the Chambers of Commerce for those sectors that have the greatest potential for entry-level unskilled and semi-skilled workers. Third, the youth associations were identified by lists of such associations that worked with marginalized youth in the local communities. These lists of associations were obtained from an umbrella association to which all youth associations belong.

Based on the desk research and qualitative information collected, RTI identified the labor market trends and formal-sector workforce access opportunities/barriers for marginalized, out-of-school youth. Given the findings from the study, RTI identified several strategic options and programmatic interventions that USAID might consider in its workforce development initiatives to support an enabling environment for marginalized, out-of-school youth and to enhance the transition of this target population into entry-level, formal-sector employment opportunities.

1.3 Constraints

During the latter weeks of July 2010, the Evaluation Teams found it increasingly difficult to mobilize certain key stakeholders because many were on annual leave and unable to participate in certain activities, such as focus groups and/or interviews.

II. Context and Background

2.1 Context

2.1.1 Country Background

Morocco is a country located in the northwestern corner of the African continent. The system of government is a constitutional monarchy that regained its independence from France in 1956. The population of Morocco is approximately 31.2 million, with a gross domestic product (GDP) per capita of \$4,108 (United Nations Development Programme [UNDP] Human Development Report, 2009). Morocco is a middle-income country, where 15% of the population is living below the poverty line (CIA World Fact Book, 2010), the life expectancy rate is 71.0 years, and approximately 70% of the population has access to health services (World Health Organization [WHO] Country Profile, 2004).

To further understand the Moroccan context, it is important to note that the country is experiencing a demographic transition with moderate rates of fertility (2.27) and mortality (4.74), rapid urbanization, and a modestly growing economy that posted a GDP growth rate of 2.6% in 2009 (European Training Foundation, 2003). Based on estimates from 2007, the 2010 UNDP Human Development Report ranks Morocco 130 out of 182 in its Human Development Index ranking, putting it ahead of Egypt and Yemen, but below Algeria and Tunisia in the Arab World (UNDP Human Development Report, 2010).

The Constitution of Morocco provides for compulsory, free, and universal education for children between the ages of 6 and 15. As a result, the gross enrollment rate for primary education was 107% in 2007, though the net enrollment rate was only 89% because of inappropriate timing of entry and/or repetition. In lower secondary, the gross enrollment rate was 74%; by upper secondary it descends to 38%, showing the system's low capacity to provide access to all youth (World Bank, 2010).

Even though education is available to almost all children at the primary level, 44.4% of the general population in Morocco is illiterate, and among the female population, the illiteracy rate is 63% (UNDP, 2010). Floris (2007) suggests that 32.6% of rural youth are illiterate. This figure is significant in the Moroccan context because 45% of the population lives in rural areas. With respect to length of school attendance, the World Bank (2010) states that nationally, the median length of school attendance is 10 years, and boys remain in school longer than girls (CIA Fact Book, 2010). Difficult economic conditions for many families contribute to the fact that 1 million children between the ages of 9 and 14 are out of school, and more than 300,000 students drop out every year (Agarwal-Harding, 2008).

2.1.2 Economic Situation and Challenges

The major sectors of the Moroccan economy are agriculture, industry, and services (CIA World Fact Book, 2010). Morocco, like other countries in the Middle East and North

Africa (MENA) region, has been increasingly faced with political, social, and economic challenges. Modest economic growth coupled with the increase in population has contributed negatively to the challenges of unemployment and poverty, particularly at the urban level. According to the European Training Foundation (2003), the urban population is growing at a higher rate (5%) than the national economy, which had a real GDP growth rate of 2.7% in 2007, 5.6% in 2008, and an estimated 4.9% in 2009 (CIA World Fact Book, 2010). As a means by which to address this concern, King Mohammad VI introduced the National Initiative for Human Development (INDH) in 2005 in an effort to address poverty and exclusion issues, including how these issues relate to youth. This initiative focused on a rural electrification program, review of the tourism and agricultural sectors, and the provision of decent housing for urban slum dwellers

Despite the improvement in recent years in the Moroccan national economy and the positive impact that this improvement has had on the overall unemployment rate, which dropped from 16% in 1994 to 11% in 2005 (Boudarat and Ajbilou, 2007), the imbalance between population and economic growth has produced an urban unemployment rate of 21.7% for the general population and above 30% for youth. Boudarat and Ajbilou (2007) suggest that the Moroccan labor market has been deteriorating since the 1980s (the national unemployment rate rose from 8.8% in 1971 to 16% in 1994), and that such deterioration has led to a transition from formal-sector wage employment to informal-sector employment opportunities. This transition has produced an increasingly more difficult and less accessible job market for all youth.

Concerns of unemployment, poverty, illiteracy, and access to relevant education are impacting negatively, both on the labor market and on Moroccan youth. A poorly functioning labor market limits access to economic opportunity for the general population and presents significant challenges for out-of-school, marginalized youth. Floris (2007) suggests that as many as 400,000 unskilled youth are confronted with the challenge of integrating into the labor market on an annual basis.

Therefore, the fact that the Moroccan economy, even if it grows at a reasonable pace, is still not growing fast enough to generate employment opportunities for the growing population, suggests strong labor market and skill imbalances and labor market inefficiencies. It seems unwise or unlikely that sheer economic growth could be ramped up enough to absorb all available labor *in spite* of the skills and labor market imbalances. Thus, there is an even more urgent need for the labor market to function effectively to facilitate the transition of youth into gainful employment.

2.1.3 Social Situation

Population growth and urbanization. The current growth rate of the Moroccan population is 1.1% (CIA World Fact Book, 2010). Presently, 55% of the population lives in urban areas and 45% in rural areas (CIA World Fact Book, 2010). Current forecasts indicate that Morocco's urbanization level will increase to 63% in 2015 and 70% by 2020 (UNDP Human Development Report, 2010). Estimates suggest that 50% of the national

population (approximately 31.2 million) is under the age of 25; the median age in Morocco is 25 years.

Rural poverty. Although Morocco is a middle-income country, it continues to face high levels of poverty and inequality. The national poverty level has increased from 13.1% in 1990–1991 to 19.0% in 1998–1999, an increase from 3.4 to 5.3 million people (World Bank Country Assistance Strategy Note, 2008). Poverty is predominantly a rural phenomenon, as 45% of the population lives in rural areas. Estimates suggest that 27.2% of the rural population lives under the national poverty line, compared to 12% in urban areas. It is estimated that approximately 64% of the poor population is illiterate.

2.2 Youth Issues

The youth population (15 to 25 years of age) in Morocco has been increasing slowly but steadily according to the International Labor Organization (ILO) (2005). ILO statistics suggest an increase of 19.6% in 1981, 20.7% in 1994, and 21.3% in 2002. These figures reflect a youth population of 3.9 million in 1982, 5.4 million in 1994, and approximately 6.4 million in 2004. At the same time, 30 to 50% of the youth population, across both urban and rural settings, is not gainfully occupied in either academic pursuits or work-related activities. This is due in part to the large percentage of the Moroccan population that is under 25 years of age, as well as a less than optimal economic growth situation and an education and training sector that may not be responding adequately to the needs of the labor market.

Evidence of this is the fact that youth unemployment in Morocco is not a phenomenon experienced only by those who have dropped out of school. In fact, according to Floris (2007), youth unemployment rates are also high among the most educated groups in the country. For example, there is a 30% unemployment rate among those who have completed the baccalaureate and a 45% unemployment rate for those who have a university diploma, whereas the unemployment rate for those who do not have a diploma is only 8%.

Many of Morocco's university graduates cannot find jobs. In fact, 30% of university graduates go on to study in professional training institutes (EDC, 2007). These statistics suggest that youth unemployment is not just a phenomenon experienced by urban youth who have dropped out of the educational system and lack educational credentials. The sentiments across all youth groups, irrespective of educational credentials, vis-à-vis their prospects toward gainful employment, are characterized by feelings of frustration, anxiety, and disappointment (EDC, 2007).

Despite the fact that youth unemployment in Morocco is a challenging issue, many children and youth leave school early every year for different reasons. UNICEF (2007) figures suggest that 22.5% of all children aged 9–15 are out of school in Morocco and estimates that 50% of children and youth drop out between primary and middle school. Lastly, of the 1 million children who have dropped out of school, estimates suggest that

600,000 to 800,000 are currently working, despite national legislation that prohibits the employment of minors under 15 years of age (ILO, 2004).

UNICEF (2003) found that the primary reason that children leave school early is to find a job and produce income. Unfortunately, these employment opportunities require working long hours for little pay and sometimes under hazardous conditions. UNICEF learned that the major underlying reasons for dropping out of school are poverty; unattractive and useless educational content; emotional and physical violence by teachers and peers; parents' analphabetism and ignorance; and bad educational results due to poor attendance, lack of interest, and lack of support.

2.2.1 Youth Unemployment

Internationally, according to the ILO, youth unemployment rates are much higher than overall unemployment rates across all regions of the world. The ILO (2005) estimates that the youth-to-adult employment ratio is 3:5. In fact, according to the ILO (2010), 81 million out of 630 million 15- to 24-year-olds were unemployed at the end of 2009, which was 7.8 million more than at the end of 2007.

Within the Moroccan context, Ezzedine (2009) suggests that the proportion of youth within the economically active population who are unemployed has reached an average of 35.7% (33.2% in urban areas and 50.3% in rural areas) across both the formal and informal sectors. However, as jobs in formal-sector employment become more difficult to obtain, a greater number of youth opt for employment opportunities in the informal sector.

2.2.2 Educational Attainment

One of the biggest challenges confronting the educational system in Morocco has been its inability to prepare youth for the challenge of participating in Morocco's economic development and integration into the global economy. For the Moroccan Government to address this issue, efforts must be made to reverse some of the trends that currently exist within the education system. One of the largest trends is the educational system attrition rate. First, the median length of school attendance is only 10 years (World Bank, 2010; CIA World Fact Book, 2010). Second, estimates suggest that only 13% of all of those students who enter primary school actually pass the baccalaureate exams, and only 12% who enter primary school continue on to higher education (Agarwal-Harding, 2007). Of this 12%, only 1–2% actually completes a university degree. Third, school attendance drops to 74.5% by the age of 12 to 14 years and to 48% by the final years of high school.

Another study that addresses the issue of dropouts is an African Development Bank (2009) assessment of the education system in Morocco, which reveals a 17% repetition rate among students at the secondary level, noting that, "Of every 100 pupils enrolled in the first cycle of secondary education, only 13 obtain the 'baccalaureate,' and only 3 do not repeat any class" (Bayemi, 2009). At the higher education level, the assessment reports that enrollment increased by only 3% from 2000 to 2007, as opposed to a 40%

increase seen at the secondary level over the same time period (Bayemi, 2009). A third study conducted by the European Training Foundation (2003) found that within the formal educational system, currently only 53% of the first cycle students continue on to the secondary level, and national estimates suggest that 240,000 primary cycle students abandon their studies every year.

Even though the national government has designated 30% of the national budget for education and training (Floris, 2007), another important challenge the government has been faced with is an increased percentage of the youth population that has not been able to integrate itself into the national economy through employment. Evidence of this is the 400,000 youth who drop out of school every year (Agarwal-Harding, 2008) and a youth unemployment rate greater than 30% in urban areas and greater than 50% in rural areas (Ezzedine, 2009). Any effort by the government to encourage youth not to leave the educational system at an early age must address the relationship between education and gainful employment. As mentioned earlier, even individuals with the baccalaureate and a university diploma are having a difficult time finding employment opportunities in the formal sector (Floris, 2007).

Given the high percentage of students who do not complete high school or continue on to higher education, vocational training is one possible option to prepare youth for the labor market. Presently, two parallel vocational training service delivery systems exist in Morocco. First is the formal vocational training system, under the auspices of the *Ministère de l'Emploi et de la Formation Professionnelle* (Ministry of Employment and Vocational Training), that requires specific educational qualifications, i.e., six or nine years of basic education for entrance. Second is the non-formal vocational training service delivery programs that exist across several ministries and target individuals with lower educational qualifications who are not able to gain access to the formal vocational training provided by the *Ministère de l'Emploi et de la Formation Professionnelle*. Non-formal vocational training programs exist in the *Ministère de la Jeunesse et du Sport* (Ministry of Youth and Sports) and the *Ministère du Développement Social, de la Famille et de la Solidarité* (Ministry of Social Development, Family, and Solidarity). The formal and non-formal vocational training delivery systems are independent of each other and do not belong to one integrated system. As a result, an individual cannot begin his/her training in the non-formal vocational training system and subsequently transfer to the formal one.

At the moment, for the most part, out-of-school youth can gain access only to non-formal vocational training services that are not accredited by the *Ministère de l'Éducation* (Ministry of Education) or the *Ministère de l'Emploi et de la Formation Professionnelle*. Graduates of non-accredited, non-formal vocational training institutions have a more difficult time gaining access to private-sector employment opportunities because the non-formal service delivery system has limited linkages with the private sector.

III. National Youth Strategy and Programming

3.1 National Youth Strategy

Even though youth policies and programs may not have historically been a priority of the Government of Morocco's agenda (EDC, 2007), recently an increased amount of time and resources have been dedicated to this issue. Over the years, youth issues have been addressed through numerous isolated initiatives related to employment, social development, and the Millennium Development Goals (MDGs). At the moment, the Government of Morocco is in the process of finalizing a National Youth Strategy to establish a common framework for youth-related issues.

The Government of Morocco views youth as a crosscutting issue and one that must be addressed cross-sectorally. Consistent with this vision, responsibility for the national youth portfolio falls under the purview of the Prime Minister. The youth portfolio includes a coordinated initiative across the following government ministries: the *Ministère de la Jeunesse et du Sport*; *Ministère du Développement Social, de la Famille et de la Solidarité*; *Ministère de l'Éducation*; and *Ministère de l'Intérieur*. In support of efforts related to youth, the Prime Minister has facilitated the development of a New National Youth Policy (NPNJ). The NPNJ will be implemented through a National Youth Strategy that is in the process of being finalized. The *Ministère de la Jeunesse et du Sport* is coordinating the development of the National Youth Strategy. Subsequent to the finalization of the National Youth Strategy is the development of a national action plan that will guide efforts to prevent the exclusion and insecurity of youth in Morocco.

Prior to the recent development of the NPNJ and the drafting of a National Youth Strategy, youth-related issues were addressed through national policies on employment, social development, and rural development. For example, in 1990, the National Council for Youth and Future (CNJA) focused on youth- and employment-related issues. The goal of the CNJA was to facilitate the insertion of youth into the labor market. A complementary body, the *Centre d'Information et d'Orientation pour l'Emploi* (CIOPE, Information and Orientation Center for Employment), was created several years later in 1993 to facilitate the job search process for qualified and diploma-bearing job seekers through the provision of information and orientation services to youth who had graduated from educational facilities. Subsequent facilities, such as *l'Agence Nationale de Promotion de l'Emploi et des Compétences* (ANAPEC, 2003, the National Agency for Promoting Employment and Skills), were created as employment service centers that link qualified job seekers with formal-sector employment opportunities.

More recently, the Government of Morocco has committed itself to addressing issues of poverty, as outlined by the MDGs, through the development of a National Social Development Strategy. This strategy addresses youth indirectly, because it focuses on fighting unemployment by creating job opportunities; extending basic services such as housing, electrification, education, and health care to marginalized populations; and

reforming the social protection network. Another initiative has been the re-definition of the National Rural Development Strategy (1999), so that education and employment creation activities receive greater emphasis, in addition to agricultural production. As a result of the re-definition of this strategy, rural youth, including those who have left school, are able to gain access to education and training services provided by the *Ministère de l'Emploi et de la Formation Professionnelle*. Lastly, the National Rural Development Strategy complements another initiative entitled *Promotion Nationale* (PN), which was started 40 years ago to reduce underemployment and unemployment in rural areas as well as reduce migration and improve living standards for those who live in marginalized communities.

Complementary to the National Social Development Strategy, in 2004 UNDP encouraged the Government of Morocco to develop a national strategy that focused on “Youth for Development” as an attempt to facilitate the achievement of another of the MDGs. As part of this process, a *Forum des Alternatives Maroc* (FAM) project was initiated to reinforce a strategic dialogue between the key youth stakeholders from civil society and the Government. This consultative process has facilitated the communication between youth and the Government vis-à-vis the development of the NPNJ and the National Youth Strategy. Even though the National Youth Strategy has not been finalized to date, the *Ministère de la Jeunesse et du Sport* has supported this national effort to ensure that an integrated National Youth Strategy, entitled “*Chababna*” or “Our Youth,” is finalized.

Development of this strategy has been participatory in nature and supported by a multi-sectoral committee represented by different departments, youth associations, and private-sector stakeholders. It has also been technically supported by three specialized agencies of the United Nations (UN)—UNICEF, UNDP, and UN Population Fund (UNFPA). Once the *Chababna* document is completed, the *Ministère de la Jeunesse et du Sport* will assume responsibility for the development of yearly Action Plans and will ensure their timely implementation. *Chababna* should be completed by the end of calendar year 2010. In the future, youth projects, developed by youth associations, that are consistent with the mandate of the National Youth Strategy will be eligible for funding from the *Ministère de la Jeunesse et du Sport*.

3.2 Youth Programming

3.2.1 Governmental Initiatives

Since the middle of the current decade, the Government of Morocco has initiated a wide range of programs to address the alarming rise in unemployment, especially among working-aged youth and urban populations. Most of these programs are being articulated through much broader education and vocational training and employment policy reforms. The rapid launch of so many programs targeting youth specifically has been described in part as an emergency response to the May 2003 terrorist attacks carried out by disgruntled, unemployed youth in Casablanca—an event that exposed youth

unemployment as a serious threat, not only to Morocco's economic stability but to national security as well (Boudarbat and Ajbilou, 2007).

Education and Vocational Training. The Moroccan education and training system is composed of two sub-systems: formal education and non-formal education. The formal, school-based system is divided into four levels: preschool, primary, secondary (college, qualifying, technical, and professional), and higher education (Bayemi, 2009). The formal educational system is divided into two cycles. The first, or foundation cycle, is nine years in length. The first six years of this foundation cycle are in the primary level, and the next three years are in the preparatory level. The second cycle is the secondary cycle, which lasts an additional three years. Presently, only the first six years of primary education are mandatory. The secondary cycle is only open to students who have successfully completed nine years of basic education. Students are streamed into one of two tracks: either the general track leading to the baccalaureate or the vocational track leading to the award of professional qualifications (Clark, 2006).

Students who have completed at least grade six and passed an entrance examination can enter a two-year program leading to the award of the **Certificat de Formation Professionnelle**. This level of training is classified as *specialization*. Students who have completed the basic education cycle (nine years) and passed an entrance exam may enter a two-year program leading to a **Diplôme** (or Certificate) **de Qualification Professionnelle** in an area of specialization. Admission to technician programs requires an entrance examination. Students who drop out of secondary studies after completing at least the first year of studies may be eligible for entry into a technician program.

Vocational training is offered at a variety of institution types, including institutions of applied technology, vocational qualification centers, and vocational training centers. Approximately 40 percent of vocational training schools are privately run (Clark, 2006). Vocational training includes technical training, workshops, and apprenticeships in addition to general education classes. Progression between levels of **specialization, qualification, technician, and specialized technician** is possible.

The non-formal education system is a promising avenue for out-of-school youth that potentially provides them with an opportunity to complete their education within the educational system. However, non-formal education is seriously underfunded. Funding would have to improve for it to become a robust, quality program that adequately serves the education and training needs of out-of-school youth.

The most recent wave of sweeping education and training reforms are part of the Government of Morocco's Education Emergency Program (EEP) for 2009–2012, which aims at stepping up reforms to achieve new and unmet goals originally laid out in the 10-year National Education and Training Charter (CNEF) in 1999 (Radji and Waite, 2010). With a \$4.1 billion (USD) budget, the EEP has four major objectives: (1) achieve universal basic education; (2) promote initiative and excellence in post-basic education;

- (3) improve system performance (teaching, management, and stewardship); and
- (4) improve mobilization and utilization of resources (Radji and Waite, 2010).

While the EEP reform program is intended to be comprehensive across education and training, provisions for re-vamping the training segment of the education system under EEP remain vague. Nevertheless, the Government of Morocco has recognized the need to strengthen links between vocational training and the labor market. Dating back to 1963, the Government of Morocco transferred responsibility for vocational training from the *Ministère de l'Éducation* to the newly established OFPPT, located in the *Ministère de l'Emploi et de la Formation Professionnelle*. The vocational training system was originally set up to train students exiting the general education system at the secondary level, and thus was organized similarly into four tiers, which were referred to as specialization, qualification, and technical, accompanied by a second level of technical (Bouoiyour, 2008). One major negative consequence of this reorganization was the perceived association between vocational training and non-productive sectors of society, such as school dropouts or those who failed in general education (Bouoiyour, 2008).

Even though the Minister of Education has recognized that the education and vocational training system is facing many challenges, the African Development Bank (2009), which conducted an assessment of the educational and training system, determined that the enrollment in vocational training programs surpassed 261,000 in 2007/2008. The African Development Bank attributes this increase in enrollment to “increasing demand for this type of training by young people and employers, and [the increase in enrollment] is driven by good job prospects” (Bayemi, 2009).

L'Office de la Formation Professionnelle et de la Promotion du Travail (OFPPT). In 1985, the reforms that occurred in vocational training sought to widen the training venues and opportunities, develop a new training curriculum, improve the quality of vocational training, and establish closer links between vocational training service providers and the labor market (Bouoiyour, 2008). OFPPT coordinates with a wide array of key stakeholders, ranging from institutes of applied training to centers of professional qualifications to vocational training centers. At present, the government agency responsible for the overall design, management, and oversight of state-sponsored vocational training is the State Secretariat of Vocational Education. However, actual programs are run by its application arm, the OFPPT—which is also responsible for job promotion (Bouoiyour, 2008). While the OFPPT is by law the official operator of all vocational training and employment promotion programs, the reality of the situation is much more complex—with programs being delivered through a variety of government programs and special initiatives, each having its own objectives and reporting lines.

Despite many societal prejudices and misperceptions, the vocational training system is reaching an increased number of youth beneficiaries. The OFPPT's success in training is reflected in the 400,000 youth who were trained from 2002 to 2008, and an additional 194,000 youth who were trained between 2008 and 2009. Projections suggest that another 650,000 youth will be trained between 2010 and 2013, and over 1 million by 2015

(Sweet, 2009). Figures included in a European Union-funded multi-country assessment of work-based learning programs in 2009 reported an 80% success rate in helping graduates with no prior work experience find jobs (Sweet, 2009). This assessment also found that youth with very low-level skills seemed to appreciate the apprenticeship mode of training most.

The social drawback to the on-the-job training or apprenticeship approach, which requires at minimum a certificate of basic literacy, has been the perception that apprenticeship or on-the-job training programs were created only for school dropouts (Sweet, 2009). Within the Moroccan context, apprenticeships rank lowest in educational status (followed by internships), and institution-based training ranks highest. Regarding institution-based training, the study acknowledged its reach, but pointed out various weaknesses, such as its frequent production of graduates with the wrong set of skills to meet labor market needs and insufficient engagement between the training center and the private sector during the training process (Sweet, 2009).

Despite the impressive numbers of youth beneficiaries mentioned above, access for many youth to locally available and attractive vocational training and job placement services remains limited. In addition to OFPPT, the *Ministère de l'Emploi et de la Formation Professionnelle* runs vocational training and apprenticeship programs in partnership with the *Ministère de l'Education* as part of the *Centre de Formation Professionnelle et d'Apprentissage* (CFA) model. A list of government entities currently involved in the design, management, or implementation of education and training or employment programs is provided in **Table 1**. (**Appendix 7** provides a profile of the governmental vocational training and employment-related service providers, and **Appendix 8** describes the coverage of the governmental vocational training and employment-related service delivery system by program, region, and sector).

Table 1. Government Entities Related to Education, Training, and Employment of Youth

State Secretariat of Vocational Education	Ministry of Employment and Vocational Training
State Secretariat of Youth	Ministry of Religious Affairs
Office of Vocational Training and Labor Promotion (OFPPT)	Ministry of Tourism, Handicrafts, and Social Economy
National Agency for Promoting Employment and Skills (ANAPEC)	Ministry of Education
National Initiative for Human Development (INDH)	Ministry of Youth and Sports
Centre de Formation Professionnelle et d'Apprentissage (CFA)	Ministry of Social Services (youth and community centers)
Entraide Nationale (EN)	Locally Elected Commune Councils
Office of Security Cooperation	Superior Council on Education

Entraide Nationale. *Entraide Nationale*, incorporated in 1959, is a semi-autonomous state agency under the *Ministère du Développement Social, de la Famille et de la Solidarité*. Its mandate is to fight poverty by providing a variety of training and social services to the poor, primarily women, through non-formal education and training approaches, with a particular emphasis on women. The non-formal education program run by *Entraide Nationale*, which provides short-term vocational training courses, is a parallel alternative to the non-formal education program of the *Ministère de l'Éducation*. By 2006, *Entraide Nationale* had reportedly established a network of 702 education and training facilities, including 55 apprenticeship-training centers, across the country. *Entraide Nationale*'s main non-formal-sector programs assist the following target groups: children, young women, school drop-outs, at-risk children, women, and persons with disabilities. Youth who have dropped out of school gain access to non-formal vocational skills development and employability training offered by *Entraide Nationale*.

One example of *Entraide Nationale*'s successful incorporation of hard-to-reach youth was highlighted in a Cross-Sectoral Youth (CSY) Assessment, conducted by the Education Development Center on behalf of USAID in 2007. To mitigate challenges it faced in attracting poor or "marginalized" youth to centrally located training facilities in Salé, *Entraide Nationale* teamed with a community association, which effectively brought training to youth in their own neighborhoods. On the other hand, the CSY Assessment suggests that minimum education requirements for many of *Entraide Nationale*'s programs, which require at least a 6th or 9th grade education, are still too advanced to enable Morocco's large population of youth with minimal to no education to benefit (EDC, 2007).

La Maison du Citoyen or *Dar Al Mouwaten*. Another *Entraide Nationale* program that provides services to marginalized youth is the *Maison du Citoyen*. This program provides social assistance and training to persons who come from marginalized communities to support their efforts to transition into society. The mission of the *Maison du Citoyen* is to provide information and orientation toward the relevant social and administrative structures that can support the integration into society of marginalized populations. In addition to providing orientation on available services to differing target populations, the *Maison du Citoyen* strives to support job-seekers and out-of-school youth with training that will facilitate their integration into the world of work. With the support of INDH, 80 *Maisons du Citoyen* had been established in marginalized neighborhoods and rural communities nationwide. In 2009-2010, the *Entraide Nationale* managed 55 *Dar Mouaten* (*Maison Citoyenne*) with 16,419 beneficiaries. The range of services they provide is consistent with their role of social mediator. The services provided are adult education courses, non-formal education for youth, educational support, and civic education services.

Centre de Formation Professionnelle et d'Apprentissage (CFA). The CFA model provides an important avenue to promote apprenticeship programs for out-of-school youth aged 15 to 24 years. The CFA model is run through a partnership between the

Ministère de l'Emploi et de la Formation Professionnelle and the *Ministère de l'Éducation*, which seems to have the commitment as well as resources needed to accommodate out-of-school youth. The CFA model is a particularly useful one to examine, as it targets out-of-school youth and aims to place 70% in jobs after a year of training. Few other programs target out-of-school youth and provide the accompaniment/supervisory support.

Numerous institutions and organizations implement the CFA model across a wide range of skill development domains. Those that implement the CFA model include the Department of Agriculture, the Department of Maritime Fishing, the Department of Tourism, EN, OFPPT, NGOS, and private vocational skills development centers. The CFA model is employed to train persons in the following skills development areas: agriculture, construction and public works, mechanics and electrical industries, and hotel and tourism, to name but a few.

Implementation of the CFA model is regulated by a formal contract that is established between the apprentice (under supervision of the vocational skills development service provider) and the business owner. This contract specifies the rights and responsibilities of the different partners. For example, the vocational skills development service provider must provide accompaniment or supervisory services to the apprentice while the employer provides on-the-job training. The CFA model is implemented by both non-formal and formal vocational skills development institutions and is viewed as a very important approach to providing practical, hands-on training to those individuals who are interested in gainful employment.

Ministère de la Jeunesse et du Sport. The principal mission of the *Ministère de la Jeunesse et du Sport* is the development and implementation of Government policy regarding youth and sport, protection of infants, and women's affairs. Two primary responsibilities of the Ministry are to (1) develop socio-educational programs that ensure the organization, protection, and support of youth, infants, and women; and (2) improve and replicate infant and youth associative actions that guarantee their security as well as integration into mainstream society. The *Direction de la Jeunesse, des Enfants et des Affaires des Femmes* exists within the *Ministère de la Jeunesse et du Sport*. The Direction is responsible for youth-related services, such as youth establishments (e.g., *Maison des Jeunes* [Dar Chebab] and rural activities), youth associations, and youth cultural tourism.

La Maison des Jeunes is a public establishment that offers youth the possibility of participating in a wide range of socio-cultural activities such as theater, music, sports, arts and crafts, dance, and cinema. It also provides youth with the opportunity to become involved in apprenticeship schemes that complement educational and/or vocational activities. The network of *Maisons des Jeunes* includes more than 467 establishments distributed across Morocco. The number of youth who participate in *Maison des Jeunes* activities on a yearly basis exceeds six million.

The *Maison des Jeunes*, or *Dar Chebabs*, potentially constitutes an important approach to providing education and vocational training services to out-of-school youth. However, the *Dar Chebab* model does not typically target youth over the age of 15 and currently has limited coverage relative to need, due to a lack of available resources. The *Maison des Jeunes* or *Dar Chebabs*' programs are not based on a needs analysis of youth, nor do they demonstrate a balanced distribution of services. As spaces typically target children under 15 years of age, their programs focus primarily on sport and leisure activities for children who are currently going to school.

In 2007, USAID conducted a cross-sectoral assessment of the *Dar Chebab* approach toward marginalized youth. One major finding of the assessment was that the *Dar Chebab* approach focused on a younger target group than that of out-of-school youth; its activities were focused more on music and arts-related activities and not on employability and vocational skills training; and its venues were generally inaccessible to marginalized, out-of-school youth because they were located in town centers far removed from many marginalized communities (EDC, 2007).

L'Agence Nationale de Promotion de l'Emploi et des Compétences (ANAPEC).

ANAPEC was created in 2003 as a mechanism that would address the issue of unemployment in Morocco. The agency has 24 offices nationwide, with 15 offices located in regional capitals. ANAPEC focuses on creating partnerships between local communities, professional bodies, chambers of commerce, and NGOs in an effort to help job seekers find access to formal-sector wage employment. ANAPEC offices provide job seekers with documentation on employment vacancies and facilitate communication between employers and qualified job seekers. ANAPEC has a database on employment opportunities as well as a database on job seekers. In calendar year 2003, more than 17,000 people received ANAPEC services (Ezzedine, 2009). Job placements include both common law contracts and placement contracts. At the moment, the profile of the individual who uses ANAPEC services has a diploma and is, on average, 27 years old.

3.2.2 Bi-lateral and Multi-lateral Initiatives

USAID. Due to youth-related issues of unemployment, poverty, illiteracy, access to relevant education, and political participation, USAID initiated efforts focused on marginalized Moroccan youth in 2003 with a Workforce Development Assessment. The Morocco Workforce Assessment (2003) assisted USAID in the development of its first Workforce Development Strategy (2004–2008) inclusive of youth-related issues for Morocco. This strategy focused on workforce development efforts that sought to contribute to a transformation of the rural sector by increasing the competitiveness of the rural economy in Morocco. The strategy was based on the premise that by improving the capacity of the agricultural sector and creating more employment opportunities for rural Moroccan youth, the Moroccan population would feel less threatened by the recently signed Free Trade Agreement (FTA) between the Governments of the U.S. and Morocco. As part of the strategy, improvement in the capacity of education and training facilities in

the rural areas, which suffered from low literacy rates and primary school enrollments, was sought. At the same time, enhanced interaction between key stakeholders, such as local producers, enterprises and professional associations, and education and training institutions, was encouraged so that education and training institutions could better respond to the needs of the Moroccan agricultural and industrial sectors.

During this same period of time, the Education Department of USAID articulated a Youth Education Strategy that addressed in-school and out-of-school youth and employment issues. This strategy was two-pronged and included (1) a basic education program element that focused on ensuring the relevance of education for primary and middle school students, and (2) help for out-of-school youth to gain access to opportunities that would support their full and productive participation in society by incorporating employability and life skills training into the formal educational system and increasing school-to-work linkages. This strategy was applied through the implementation of the ALEF (Advancing Learning and Employability for a Better Future) and the EEA (Education and Employment Alliance) projects.

The ALEF (2004) project focused on helping make education more relevant to youth by making schools more open and accessible. Two key players in this process were teachers and school principals, who were viewed as critical to any successful change. To bring about such a change, the ALEF project focused on improving teacher training and educational administration in middle schools, with the objective of improving the quality of education as well as the quality of school life. The goal of the ALEF project was to increase the employability of Moroccan youth by reinforcing the quality and relevance of primary and secondary education as well as vocational training.

The objectives of ALEF were to (1) increase the number of female and male youth who acquired transferrable and adaptable skills during their formal education; (2) increase the number of female and male youth who completed their vocational training with the aptitudes and skills necessary to permit them to find gainful employment and successfully integrate themselves into the labor market; and (3) support the integration of civil society and the private sector in the conceptualization, implementation, and evaluation of educational programs. In the area of vocational training, the ALEF project focused on improving the employability and placement of vocational training graduates in one economic sector—agriculture.³

The EEA project in Morocco was launched in 2005 as a means to create public-private partnerships that would expand and improve education and employment opportunities for underprivileged youth. One of the most significant contributions of the project has been the demonstration of the potential benefits of creating partnerships between local businesses and associations with government ministries, international foundations, and multinational corporations as a means to expand job training, placement, and

³ Initially the project had considered working with two economic sectors—tourism and agriculture. However, ultimately only one sector was the focus of the project.

entrepreneurship development initiatives. Such partnerships led to the provision of technical and life skills training programs and the subsequent placement of graduates into internships or jobs.

The EEA project in Morocco implemented a holistic approach that combined technical and vocational education, entrepreneurship and life skills training, internships and apprenticeships, and job placement services, as well as other support services based upon the needs of the trainee. This holistic approach applied in Morocco gave youth with little or no education or employment history an opportunity to become deeply engaged in, and apply new skills to, a practical, professional work environment. The Morocco Education Employment Alliance (MEEA) provided 2,238 underprivileged youth with life skills, technical and vocational or entrepreneurship training, as well as internships and job placement support. Several of the EEA projects in Morocco demonstrated innovation and achieved modest success in involving private- and public-sector participation for employability training (including life/soft skills), apprenticeship development, and job placement services for youth through alliances involving private and public sectors, as well as civil society and the community. One of the most important lessons learned from this project has been that the development of sustainable alliances is a challenging task and requires significant capacity building of partners and a strong sense of commitment to the principle.

As a result of the lessons learned from the EEA and ALEF projects as well as from the different cross-sectoral assessments (*Dar Chebab*), USAID has developed a second Youth Strategy for the period of 2009–2013. This strategy is grounded in the principle that life skills training is a critical component of any future effort that focuses on education and employment for in-school as well as out-of-school youth. “The objective of USAID’s Youth Strategy for 2009–2013 in Morocco is to mitigate the causes of dissatisfaction among marginalized youth. This objective is based on the premise that youth can create internal instability, especially in the presence of aggravating factors such as high levels of unemployment and a lack of participation in political life. By offering prospects to vulnerable youth, as well as economic, political, and educational opportunities to both educated and uneducated youth, the American Government hopes to open up roads to success for the Moroccan youth and to attenuate the causes of their dissatisfaction.”⁴

UNICEF. UNICEF’s program in Morocco is consistent with its international mandate, which supports the implementation of measures that contribute to the reduction of infant and maternal mortality; Education for All; prevention and/or reduction in the number of school dropouts; protection of vulnerable children; and the promotion of children’s rights. Across all of these domains, UNICEF plays an important role in the analysis and development of public policy.

⁴ USAID. "Aide étrangère des Etats-Unis - Ensemble de l'approche du Gouvernement Américain pour 2009 à 2013" as translated from the original French by this report’s authors.

UNICEF in Morocco is keen on introducing measures that will prevent students from leaving school early. In fact, UNICEF has studied the strategic intervention implemented by the USAID-funded ALEF project and is interested in promoting the introduction of employability/life skills training into the formal education system in Morocco.⁵ Presently, the *Ministère de l'Éducation* does not provide this training as part of the formal educational curriculum because life skills training is not included in the Government's National Education Plan. However, with the support of UNICEF, which has developed a document related to employability/life skills training, the *Ministère de l'Éducation* is interested in collaborating in an initiative to integrate employability/life skills training into the formal education system in Morocco in the future.

Korean International Cooperation Agency (KOICA). KOICA is an international agency that is supporting efforts related to the use of new technology in education. It is supporting an educational initiative entitled TICE (*Technologies de l'Information et de la Communication dans l'Enseignement*) with the *Ministère de l'Éducation*. The objective of the TICE initiative is to support teaching and learning through the use of new technologies. This initiative is working towards developing the capacity of educational and training institutions to integrate information and communication technology into the educational system in Morocco.

Canadian International Development Agency (CIDA). CIDA is working in the areas of basic education, vocational training, and citizen participation in Morocco. In the area of basic education, CIDA has been supporting the *Ministère de l'Éducation* to help ensure that youth do not drop out of school and to eliminate illiteracy for those between the ages of 9 to 15 years. In the area of vocational training, CIDA has been supporting the development of a competency-based vocational training system that will allow youth to progress through the vocational training system based on the competencies that they acquire and not based on a time-determined program.

United Nations Development Programme (UNDP). In support of UNDP's effort to combat poverty in Morocco (one of its three priority areas), youth is of considerable interest to UNDP because it is a cross-cutting issue. UNDP, along with UNICEF and UNFPA, has provided support to the Government of Morocco in the development of integrated social policies. With respect to youth, UNDP, UNFPA, and UNICEF have supported the efforts of the *Ministère de la Jeunesse et du Sport* in the development of a National Youth Strategy that will address issues related to marginalized youth and their efforts to gain access to necessary services that facilitate their integration into mainstream society.

International Labor Organization (ILO). The International Programme for the Elimination of Child Labor (IPEC) in Morocco strives to eliminate child labor activities by developing the capacity of the Government to combat child labor efforts. IPEC works with employers' and workers' organizations as well as with civil society institutions, such

⁵ Interview conducted with UNICEF Education staff in June 2010, Rabat, Morocco.

as NGOs, universities, and the media, to prevent children from leaving school, putting those who have left school for employment activities back into school, and changing national laws and legislation.

As part of the IPEC initiative, local associations are supported in their efforts to help remove children from the labor market and focus on providing them basic education (literacy and numeracy) and vocational training. In an effort to provide education and skills development training, IPEC has collaborated with agricultural schools, EN, and mobile OFPPT units that provide services in some communities. The IPEC initiative has been most successful in removing children from work situations and integrating them into education and/or training programs when it has collaborated with the agricultural schools.

IV. Findings

4.1 Key Informants and Stakeholders

For six weeks in June and July 2010, two teams held 27 focus groups with employed and unemployed youth, private and public vocational training and employment-related service providers, youth associations, and representatives from private-sector enterprises. In addition, 50 individual interviews were held with public and private vocational training service providers, representatives from private enterprises in the key sectors of the local economies, and youth associations. Five regions participated in the study—Fez, urban and rural; Casablanca; Tetouan; Salé; and Doukala. Thirteen focus groups with youth were held across the five regions—five focus groups were held in Fez urban and rural. In total, 112 youth (from both urban and rural communities) participated in the thirteen focus groups—100% were between the ages of 18 and 25; 55% were male and 45% were female; and 62% were unemployed and 38% were employed part- or full-time, on either a permanent or a temporary basis. (*Appendix 2* provides the protocols and questionnaires used for the focus groups and interviews, and *Appendix 3* provides a table of the youth participant profile by region.)

4.1.1 Future Demands

The economic sectors with the greatest potential for employment opportunities in general and entry-level employment opportunities in particular were identified with the assistance of the local CRI, the local Chamber of Commerce, and ANAPEC in each region. The data bases of these three stakeholder groups were consulted. Subsequently, the private-sector enterprises identified the type of worker that was needed for entry-level positions as well as the specific skill sets that potential employees should possess in order to gain access to formal sector employment opportunities. *Table 2* provides a summary of the economic sectors that have the greatest potential by region as well as the type of entry-level worker that was needed by sector.

Table 2. Economic Sectors and Type of Entry-Level Worker

Region	Economic Sectors	Type of Entry-level Worker
Fez	<ul style="list-style-type: none"> - Tourism – Restaurants and hotels - Handicrafts – Leather, ceramics, tapestry, and carpets - Textile – Clothing - Construction – Housing and infrastructure - Agro-industry – Grains, vegetables, and fish 	<ul style="list-style-type: none"> - Tourism – Housekeeping, laundry, restaurant workers, gardeners, and security - Handicrafts – Leatherworkers; pottery makers; bronze, iron, and wood workers - Textile – Sewing machine operators, cloth cutters, embroidery, team leaders and warehouse workers - Construction – Equipment operators, masons, plumbers, electricians, painters, carvers, and laborers - Agro-industry – Warehouse workers, packers, distribution workers, and fruit and/or vegetable pickers
Casablanca	<ul style="list-style-type: none"> - Tourism – Restaurants and hotels - Service – Transport/logistics, cleaning, distribution, security - Construction – Housing and infrastructure 	<ul style="list-style-type: none"> - Tourism – Housekeeping, laundry, restaurant workers, gardeners, and security - Security – Guards and supervisors - Transport/Logistics – Drivers, dispatchers, fare collectors -Construction – Equipment operators, masons, plumbers, electricians, painters, carvers, and laborers - Cleaning – Housekeeping, office cleaners - Distribution – Warehouse workers, dispatchers
Tetouan	<ul style="list-style-type: none"> - Commerce – Sales, marketing, and distribution - Tourism – Restaurants and hotels - Construction – Housing and infrastructure - Textile – Clothing - Handicrafts – Pottery 	<ul style="list-style-type: none"> - Commerce – Salespersons, inventory, keepers, warehouse workers - Tourism – Housekeeping, laundry, restaurant workers, gardeners, and security - Construction – Equipment operators, masons, painters, electricians, carvers, plumbers, and laborers - Textile – Sewing machine operators, cloth cutters, embroidery, team leaders and warehouse workers -Handicrafts – Pottery makers
Salé	<ul style="list-style-type: none"> - Handicrafts – Pottery - Textile – Clothing - Construction – Housing and infrastructure - Services – Security, transport 	<ul style="list-style-type: none"> - Handicrafts – Pottery, rug making - Textile- – Sewing machine operators, cloth cutters, embroidery, team leaders, and warehouse workers - Construction – Equipment operators, masons, painters, electricians, carvers, plumbers, and laborers - Security – Guards, dispatchers, supervisors - Services – Drivers, cleaners

Region	Economic Sectors	Type of Entry-level Worker
Doukala	<ul style="list-style-type: none"> - Handicraft – Pottery - Agro-industry – Vegetables - Commercial fishing 	<ul style="list-style-type: none"> - Handicrafts – Pottery -Commercial fishing – Fishermen, cleaners, distributors -Agro-Industry - Commercial agriculture – Agriculturalists, warehouse workers, packers

Across all of the regions, the sectors of the economy that offer the greatest opportunity for unskilled and/or semi-skilled workers were related to the handicraft sector, service sector, and agro-industry. Other sectors that provide employment opportunities for unskilled and semi-skilled workers, but have a greater need for entry-level skilled workers, were commerce, construction, tourism, and the textile industry. With respect to the skill sets, generally speaking, technical competence; work experience; and positive personal attributes, such as a strong work ethic, responsibility, and motivation, were identified as important for entry-level positions across all of the sectors.

4.1.1 Regional Highlights

Below we provide some highlights of the regional findings.

Casablanca

In Casablanca, the local economic sectors that offer the greatest employment opportunities for un-skilled workers are textile (clothing production) and services (transportation, security, and auto-mechanics). Employers in these sectors have confirmed that it is difficult to find un- and semi-skilled workers, and youth in particular. As a textiles representative put it: “The problem that exists is that the employees are currently adults over 45 years of age. As a result, even though they have the know-how and the skills, because of their age they are not able to produce at the rate which is needed or produce the quality of goods that is needed. Therefore, we are in urgent need of younger workers.”

According to other key stakeholders in Casablanca, even though there are other sectors that have a need for unskilled workers, such as construction, restoration, and tourism, youth prefer to work in the textile and service sectors. Young women prefer to work in the textile sector, while young men prefer to work in the service sector. The youth have decided on the service sector as their choice of preferred employment because of negative experiences that they have had in other sectors.

Doukala

The local economic sectors of the Doukala Abda region that provide the greatest opportunities for un- and semi-skilled workers are the handicraft sector in pottery and agro-industry. Most recently with the large infrastructure projects as well as the development of the agricultural and tourism sectors has come an increased demand for

handicraft products. These infrastructure projects have facilitated the movement of the population and have increased the number of national and international tourists who are interested in purchasing handicraft products from the region. The production of local pottery demonstrates cultural richness and also has increased employment opportunities for a large number of youth. According to the private sector, youth associations and vocational training centers will be able to help address the issue of unskilled, unemployed youth who will now be able to work as craftsmen, salesmen, business owners, or transporters of merchandise.

This opportunity also applies to the agro industrial sector, which is in the process of experiencing an important evolution through the introduction of new production techniques. This transformation in this sector requires a large number of unskilled youth. In response to the current changes in the local labor market, the institutional players have put in place a network of modern businesses that will play an important role in promoting continuous communication between the different businesses. At the same time, this network of businesses is in the process of establishing an employment commission at the provincial level in order to facilitate the integration of youth into the local labor market.

Fez

The region of Fez could offer many employment opportunities for un- and semi-skilled workers in the handicraft sector because of the strong tie between handicrafts and tourism. At the same time, across the key stakeholder groups in Fez, there was a strong commitment to implementing targeted interventions that would support marginalized youth in their efforts to find gainful employment. An important recommendation from private-sector handicraft enterprises is that youth should be encouraged to enter craftsman apprenticeships with skilled tradesmen. According to handicraft tradesmen, such apprenticeships would have to be subsidized (because of the length of training) in order to ensure that the necessary skill level is achieved. The goal of such a scheme, which would be implemented jointly by the government and private-sector companies, would be to train youth to establish and maintain their own business in the handicraft sector upon completion of training. A scheme of this nature is consistent with the employment goal of many employed and unemployed youth from both the rural and the urban areas of Fez. Their goal is to establish their own business in a trade for which they have been trained. However, the reason many of them have not been able to establish their own business is that they have not been able to access the appropriate skills development programs. In order to facilitate the recruitment of marginalized, out-of-school youth for apprenticeship training schemes in the handicraft sector, the private enterprises in this sector recommend the development of an awareness campaign and a support mechanism that will facilitate apprenticeships.

Salé

In Salé, the local economic sectors that have the greatest potential to provide employment opportunities for un- and semi-skilled workers are handicrafts, construction, and the service (commerce and transportation) sectors. All of the employers in these sectors have confirmed their need for unskilled workers. As one proprietor put it: “I have problems finding unskilled workers needed to produce traditional rugs.” Training centers and other governmental actors have identified numerous reasons for the increase in demand for unskilled workers. For example, the proximity of Salé to Rabat has led many youth from Salé to go to Rabat in search of employment opportunities. Likewise, the tramway project in Rabat has also created a socio-economic dynamic that will contribute to the creation of many employment opportunities for un- and semi-skilled workers in Salé. At the same time, Salé has the second highest rate of population growth in Morocco and the highest rate of rural migrants in most recent years, both of which have contributed to increased employment opportunities in the construction and service sectors.

According to all of Salé’s key stakeholders, construction and service the service industry will have the need for an increased number of un- and semi-skilled workers to satisfy the housing and service needs of the general population. As a result, youth will be needed in both the construction and service sectors as laborers, masons, construction electricians, carpenters, transportation, security guards, and cleaners.

Tetouan

Even though Tetouan is known for its commercial activities, there are other sectors of the economy, besides commerce, that offer employment opportunities for marginalized youth, such as tourism/service, construction and the textile industry. Confirmation of employment opportunities for entry-level positions was possible in the tourism/service, commerce, and construction industry; however, in the textile industry confirmation could not be obtained despite numerous efforts made by the Director of the Chamber of Commerce in Tetouan to coordinate meetings with private-sector textile enterprises. At the same time, the national vocational training and employment-related service delivery providers, i.e., ANAPEC, OFPPT, have a presence in Tetouan and are providing services to all of the above-mentioned sectors.

Having said this, marginalized, out-of-school youth in Tetouan prepare themselves for un- and semi-skilled employment opportunities primarily through skills development training programs implemented by youth associations such as *Fondation Sedraoui* that have established strong linkages with private-sector enterprises. The *Fondation Sedraoui* model that is being jointly implemented by youth associations and private-sector enterprises is comprehensive in nature and has been very successful. The model includes such services as basic education, career guidance and orientation, job readiness, job search, job placement, and follow-up. The success of this model implemented by the youth associations has drawn the attention of such non-formal skills development institutions as EN. In fact, EN has expressed an interest in collaborating with the youth

associations in order to develop its own capacity to provide skills development and employment-related services to marginalized youth in addition to the target group that is the current focus of its efforts: marginalized women in M'Diq.

The following sections detail the study's findings, aggregated by stakeholder (youth, youth associations, vocational training service providers, and private-sector enterprises).

4.2 Youth

4.2.1 Youth Findings

Prospects for Employment. Across 100% of the focus groups in the five regions, in both urban and rural contexts, both the male and female participants believe that their present situation vis-à-vis the labor market and employment is very difficult. Understandably, the unemployed youth felt that the labor market was more difficult than did the employed youth. Marginalized, out-of-school youth have a very clear understanding that for them it is (and will continue to be) difficult to find employment in the formal, wage employment sector of the economy. For those individuals who have had experience in the labor market, there is a strong feeling that unskilled, out-of-school youth are exploited by formal-sector businesses. According to the youth, such enterprises take advantage of the fact that these individuals have very limited employment opportunities, are not aware of their rights as workers, and do not know how to seek necessary support. Fifty percent of the focus groups for employed out-of-school workers state that the situation is further complicated by the fact that many private-sector companies do not respect the national labor laws, and the government does not protect the rights of unskilled or semi-skilled workers. Remuneration for youth is very poor, and many times, they are exploited to such a degree that they are not paid for the work performed.

Across the five geographical regions as well as across both employed and unemployed groups, there were youth in 90% of the focus groups who stated that one of the principal reasons out-of-school youth cannot find a job in the current economy is because employment opportunities are lacking for everyone, even those with skills. This belief is supported by many youth, who see that even those with diplomas and technical qualifications are not able to find jobs in the current economic environment. Youth are further frustrated by the perception that employment decisions are frequently based on personal connection and not prospective employee qualifications. These perceptions can discourage youth from seeking further education and training as they see the exercise as futile.

On the other hand, in 60% of the focus groups there were youth who stated that a lack of skills and/or competence was the principal reason they were not able to find jobs. Even so, many youth, whether employed or unemployed, particularly those from the rural areas in Fez, who have not completed their formal education, believe that they possess the necessary skills and experience to become gainfully employed. One possible explanation for this seeming contradiction is that marginalized, out-of-school youth have never

received career guidance and orientation services that would help them better understand the relationship between education, skills development, and gainful employment. In fact, more than 90% of the focus groups identified the lack of a support network and/or an employment-related support system that could facilitate their access to the labor market. Doukala youth, for example, mentioned that there was no existing system or mechanism to assist out-of-school youth find a job. Similarly, they mentioned that it is very hard to find a job because most youth do not know how to search for a job, and no institution assists out-of-school youth in job-search efforts. Specific employment services that participating youth mentioned include the following.

1. Career and vocational guidance services
2. Vocational training services
3. Employment-related services:
 - a. centralized job vacancy database
 - b. training on how to contact employers
 - c. training on how to develop a curriculum vitae (CV)
 - d. training on how to participate in a job interview
 - e. training on how to conduct a job search

Career and vocational services could help guide or orient youth toward either employment opportunities or relevant education and training programs.

Skills needed to find an employment opportunity. The youth across the different regions of the country have a very well-grounded understanding of the skills needed to find the jobs they are interested in. The following are skill sets that all of the focus groups stated were required to find formal-sector employment:

1. Technical competence in a specific skill area
2. A recognized diploma from an accredited institution such as OFPPT
3. Work experience in the technical domain
4. Personal profile of good work habits, commitment, motivation, discipline, etc.

When asked where youth could obtain the skills needed to find employment, all of the youth focus groups mentioned the OFPPT and private vocational training institutions. In addition, 85% of the youth focus groups stated that OFPPT set the standard for vocational training and that its graduates were most likely to successfully find employment. Unfortunately, at the same time, the youth understand very well that their out-of-school status and weak educational (education attainment less than grade 9) background prevent them from gaining entrance into OFPPT (see *Appendix 7*).

The focus group participants also mentioned vocational training service providers such as EN, and vocational training courses provided by selected youth associations.

4.2.2 Labor Market Signals

Out-of-school youth learn about entry-level unskilled or semi-skilled employment opportunities through an informal network of personal contacts, word-of-mouth, and/or door-to-door visits to employers. The focus group in Casablanca, for example, mentioned that there is no mechanism for communication regarding potential employment opportunities for persons with their skill level. The existing informal system of communication is definitely not functioning well. The out-of-school youth in such communities as Casablanca, Fez, and Tetouan believe that very few employment opportunities exist, while the private sector has responded that it has a difficult time finding workers. In rural communities, a similar situation exists.

Self-Employment. Youth are quite pessimistic about their current formal sector job prospects and many youth see self employment as a viable alternative. Many work as street vendors, though this is not permitted by the government, so they spend much of their time trying to elude authorities. Those who are able to accumulate some funds are able to start more legitimate businesses as hair dressers and drivers.

Youth Aspirations and Outlook. Surprisingly, despite the challenges faced by youth and their pessimism regarding their current situation, between 80% and 85% of all of the youth who participated in the focus groups are optimistic about their long-term future and believe that they will be able to achieve their aspirations vis-à-vis employment. Though, they also recognize that to be successful in gaining access to vocational training; developing the knowledge and skills required by the private sector for gainful employment or self-employment; and successfully finding a job, they will need structured support. The focus group participants believe that they can be successful if provided with targeted help from the government. They believe that it is the government's responsibility, and that the government has the capacity to provide the necessary support.

The youth believe that if the system remains in its current form, it is unlikely that they will be able to gain access to accredited vocational training programs, obtain the necessary credentials and/or certification, develop their technical and personal capacity, and ultimately find the type of employment opportunity they are looking for. In other words, their success is contingent upon the degree to which the existing system adapts itself and becomes more inclusive by accommodating marginalized, out-of-school youth.

4.3 Youth Associations

4.3.1 Youth Association Findings

The assessment teams interviewed and led focus groups with 55 youth associations in the five regions. They included senior staff from the diverse youth associations that provide a wide range of services to youth between the ages of 18 and 25, including such services as vocational skills training, development of income-generating projects, and micro-enterprise development. (See *Appendix 4* for a profile of the youth associations that participated in the study.)

Current role of youth associations in youth and employment. One hundred percent of the focus groups and interviews with youth associations expressed a common perception that in the current environment, marginalized, out-of-school youth in their respective communities live in a difficult situation. Given the current reality in Morocco, the future is difficult for youth who have completed their educational studies, and even more difficult for those who have not completed their studies. Also, the youth associations believe that the current educational, vocational, and employment-related service delivery system does not provide out-of-school youth with the flexibility and support they need to re-integrate into society.

For this reason, the youth associations have been created so that target groups, such as marginalized, out-of-school youth, are provided with the necessary support services that will help prevent them from becoming engaged in anti-social, unhealthy behavior. However, most youth associations have neither the financial nor the technical capacity to provide marginalized, out-of-school youth the additional services, such as vocational training and employment-related services, needed to successfully transition into formal, private-sector employment.

Support provided by youth associations. Numerous associations work independently providing guidance, counseling, vocational training and/or employment related services. Other youth associations coordinate or partner with such entities as EN, INDH, OFPPT, and ANAPEC, and support services in vocational training and/or employment-related services. Unfortunately, many youth affiliated with youth associations do not possess the required education qualifications needed to gain access to such formal service providers as OFPPT and ANAPEC. As a result, there has been much closer collaboration between youth associations and the non-formal education and/or training service providers (e.g., EN and INDH).

Different youth associations implement numerous initiatives in an effort to integrate marginalized youth into the workforce. However, these initiatives are not collective, but rather implemented in an individualized manner to address the needs of their own target population. Below is a list of activities that the various associations have implemented. A complete listing of services provided by each association that participated in the study can be found in *Appendix 4*.

1. Provide vocational training to marginalized youth
2. Assist youth in gaining access to other vocational training programs
3. Provide vocational guidance, counseling services, and employability-related training to enhance self-esteem and provide information about workers' rights
4. Help create income-generating activities
5. Reach out to the private sector to establish linkages and explore the possibility of placing youth in specific entry-level positions as part of an apprenticeship scheme and the possibility of gainful employment after completion of training

6. Implement sensitization campaigns at the community level to raise awareness of the need to improve vocational training and employment opportunities for marginalized, out-of-school youth
7. Establish social links with key stakeholders (i.e., formal vocational training service providers, private-sector enterprises, and formal employment-related service providers)
8. Provide job search activities to link youth to employment opportunities

Unfortunately, at the moment, youth associations do not all have the financial, technical, or leadership capacity to *effectively* provide all of the services necessary to enhance the preparation and transition of marginalized, out-of-school youth into formal-sector employment. As a consequence, much of the training (and the skills youth develop through them) is not recognized or accredited by the government or formal vocational training organizations.

By the same token, the collaboration and/or communication between the youth associations and the private sector are challenging because the private sector does not envision youth associations as having an important role in preparing workers for formal-sector employment opportunities. At the moment, with the exception of the *Fondation Sedraoui* (which is successfully collaborating across the three key stakeholders in Tetouan) the youth associations, the private and public vocational training service providers, and the private-sector enterprises are not working together as needed. This lack of collaboration combined with the lack of youth association capacity severely limit what youth associations can presently do to successfully integrate youth into the workforce.

To increase the effectiveness of the youth associations, effort should be made to build their capacity to provide better job readiness services, such as basic education (i.e., literacy and numeracy training), vocational guidance and orientation services, and employability/life skills training, as well as employment-related services, such as job search training. The provision of these services would complement and support the vocational skills development training provided by non-formal and/or formal vocational training service providers. Vocational skills development would be best left to the non-formal and/or formal skills development institutions such as EN, CFA, and/or OFPPT.

On a more positive note, youth associations *are* very strong advocates for this vulnerable population. To assume such an advocacy role, youth associations invest considerable time and effort listening to youth and learning about their concerns and needs and are rewarded for this with a strong level of trust from the youth themselves. This trust is one of the youth associations' greatest assets: youth do not feel it toward either the private sector or the vocational training and employment-related service providers whose services they have not been able to access. This trust helps make youth associations the perfect complements to formal vocational training providers and excellent bridges for marginalized youth who want to continue their formal training and enter the private labor

market. As previously mentioned, the *Sedraoui* model in Tetouan provides an excellent example of how successful youth associations can function.

A youth association in Fez stated that it would be possible to establish a “win-win” situation for both the youth associations and private-sector enterprises. The youth associations would benefit because they would be assisting youth in achieving their potential, and the private sector would benefit because of the ease in finding a sector of the labor force to hire (e.g., semi-skilled laborers). If such a situation were established, the overall winner would be marginalized youth.

The youth associations believe that any effort to enhance collaboration and/or coordination between marginalized youth and the private sector requires active participation of the national government through its vocational training and employment-related services mechanisms. In addition, the youth associations see a need to raise awareness across both the associations and the private sector about the issue of out-of-school youth and unemployment. If organizations/associations are interested in trying to improve employment opportunities for marginalized youth, then promoting more and frequent communication between youth associations and the private sector is needed.

4.4 Vocational Training Service Providers

4.4.1 Vocational Training Service Provider Findings

The assessment teams interviewed and led focus groups with 22 vocational training service providers across the five regions. The vocational training service providers represented public service entities such as OFPPT, *Entraide Nationale*, *Ministère d’Artisanat*, and INDH, as well as private vocational training service providers and youth associations that provide vocational training services to marginalized, out-of-school youth. (See *Appendix 5* for a list of the vocational training service providers that contributed to the study.)

Skill-based training. The formal-sector vocational training service provider conducts a training needs assessment and subsequently develops the training curriculum based on the assessment’s findings. These needs assessments are conducted by visiting different industry job sites and conducting a job analysis for a specific position or group of positions. Non-formal training providers rely on more ad-hoc means to determine the content of their training curriculum. Non-formal training providers usually do not have the necessary resources to conduct training needs assessments and they have little, if any, direct communication with the formal sector needed to determine what skills the private sector needs. Usually, the non-formal vocational training service providers identify the skills that they impart based on the technical expertise of available trainers, or they collaborate with other institutions that may have already established a curriculum. This approach is clearly much less systematic and demand-driven than the formal sector’s approach.

75% of the vocational training representative respondents believe that the vocational training service delivery system responds to the needs of the private sector. 65% stated that OFPPT provides the highest standard in vocational training and is best at meeting the needs of the private sector. Likewise, 100% of the other formal-sector vocational training service providers (i.e., private vocational training institutions) expressed the position that their programs also respond well to employers' needs because their training programs are based on training needs assessments that have been conducted with the participation of the private sector.

Conversely, Between 85% and 90% of the private sector did not react positively when asked about how well the vocational training system responded to producing a well-prepared workforce that met its needs and that on-the-job training was needed to adequately prepare new employees. In Salé, a representative from the private sector noted other words, just because an individual has obtained a diploma from a formal-sector vocational training program, it does not necessarily ensure that s/he has acquired the necessary knowledge, skills, and attitudes required by the labor market.

With respect to the training in the construction industry, a local business owner made the following statement: "The vocational training sector and the construction sector have a more or less common vision, but the vocational training sector has yet to attain the desired results. In conclusion, one would hope that in the future the formal vocational training system will do a better job of meeting our needs."

In Doukala, there were criticisms of the formal vocational training system by several private-sector enterprises because they thought that the training was too theoretical and not linked closely enough to labor market demands. Some private sector enterprises stated that even recent graduates from the OFPPT required on-the-job training to accommodate missing skills. Another concern raised by the private sector representatives was that the formal vocational training system generates an overabundance of technicians in one specific trade area, while other trade areas lack skilled staff.

A criticism expressed in Salé regarding the formal system was that the vocational guidance and counseling aspect of vocational training was deficient and, therefore, many youth were being trained in trades for which they had little or no interest. In other words, according to this opinion, the vocational training system did not sufficiently consider the interest of the trainee when selecting a specific vocational training program.

The non-formal vocational training programs have less of a relationship with the formal-sector labor market, and as a result, it is more difficult for these programs to assess whether they respond to labor market needs. The majority of the participants in non-formal vocational training programs are oriented toward the non-formal sector and self-employment sector. Trainees establish their own businesses through micro-enterprise development upon completion of a specific vocational training course. Additionally, the employment-related services, such as job readiness, job search, and follow-up services,

are generally less developed in non-formal vocational training programs, and as a result, the availability of statistics on graduates are less valid and reliable.

Collaboration between different vocational training service providers. In principle, formal and non-formal vocational training service providers collaborate. However, many times the nature of the collaboration is informal. For example, in Casablanca, there is collaboration between the *Ministère d'Artisanat* and other associations that work in handicrafts. Likewise, Entraide Nationale works very closely with many women's associations in its efforts to train marginalized populations. However, the existing training system is not integrated, and many different service providers have their own system. As there is no comprehensive vocational qualifications framework, there is no way to currently transfer credits earned in one system to another system. As was the case with training provided by youth associations, formal training providers do not recognize the training provided by the non-formal training providers. In Casablanca, for example, OFPPT does not recognize the *Ministère d'Artisanat* diplomas in vocational training nor the diplomas from *Entraide Nationale*, which is a non-formal service provider. As a result, graduates from these two organizations are not able to enter into the formal system operated by OFPPT. Other problems that both formal and non-formal vocational training service delivery systems face are a lack of well-trained trainers, a lack of funding for supervision of apprenticeship schemes, and a lack of staff to provide follow-up services (i.e., tracer studies and employer contacts) for graduates. If the formal-sector system is confronting problems of this nature, then the issue is even greater in the non-formal-sector system.

4.4.2 Conclusions and Recommendations from Vocational Training Service Providers

If marginalized, out-of-school youth are to transition successfully into gainful employment, then they must be shown that their efforts to enroll in non-formal vocational training programs can lead to further training, better skills development, and an employment opportunity. Currently, non-formal vocational training schemes are “dead-end” schemes, as they do not allow the trainee to progress to a more advanced level of training within the formal vocational training system. One way to address this limitation is to further develop the non-formal skills development programs and to link them to both the formal service delivery system and to the private sector. Any serious attempt to motivate marginalized youth toward vocational training must address the issue of greater collaboration between different stakeholders, Focus group participants across the regions felt that the most important intervention would be systemic in nature and would require all key stakeholders to contribute to the development of a coordinated, collaborative, and integrated vocational training system that allowed an individual to progress upwardly through it from beginning to end.

In addition to a more integrated system, the quality and relevance of training provision among the non-formal as well as the formal sectors *must* improve. Needs assessments information should be driving curriculum and staffing decisions and staff need to be

provided with additional training to ensure that graduates are better prepared for the workforce.

Short-term interventions to motivate marginalized youth to enroll in non-formal vocational training programs might include providing financial incentive schemes that pay for studies; identifying apprenticeship opportunities with placement in a work environment after institution-based training; introducing sensitization campaigns that reach out to marginalized youth to recruit them for vocational training programs; and providing quality career guidance and orientation to this population to better equip them with the knowledge to make informed decisions.

4.5 Private-Sector Enterprises

4.5.1 Private-Sector Enterprise Findings

The assessment teams began each visit to a region by initiating contacts with the CRIs to brief them on the purpose of the study and to request their assistance in identifying those sectors of the local economy that had the greatest potential for entry-level employment opportunities. Based on the CRIs' identification of the economic sectors, the assessment team contacted private enterprises that worked in those sectors to invite them to the focus groups and/or hold interviews with them regarding their needs related to entry-level employment opportunities. (See *Table 3* for a breakdown of the different economic sectors by region and *Appendix 6* for a complete list of the 42 private-sector enterprises that participated in the focus groups and interviews.)

Recruitment of skilled and un-skilled workers. Private sector employers reported that, with respect to skilled workers, the employers look for individuals with technical competence, experience, good work ethic, team spirit, and motivation. With respect to unskilled workers, employers looked for personal attributes such as honesty, punctuality, responsibility, motivation, and a good work ethic, and (depending on the sector) physical strength.

Recruitment methods include job placement services such as ANAPEC, job announcements and newspapers, personal relationships, word of mouth, door-to-door visits and inquiries, and CVs they have received. However, the most frequently used recruitment method is personal relations, as attested to by more than 75% of the private-sector enterprises. This can help to explain the youth's perception that personal contacts appear to be more important than actual qualifications.

The recruitment process for skilled workers, who generally received their training from a formal vocational training service provider, usually involved the services of ANAPEC, a government institution that facilitates the recruitment process for individuals who are graduates of the formal education and training system. However, sometimes this process does not work. For example, according to a senior executive of an agro-industrial company, "When we contact ANAPEC to recruit a skilled worker, 9 times out of 10 they refer us to a person who does not meet the profile that we have developed." As a result,

even the recruitment process for skilled workers does not always meet the expectations of the private sector, primarily because of ineffective communication mechanisms.

In the tourism industry, according to the director of human resources of a local hotel, the recruitment process of skilled workers is less difficult. She stated, “Because there are numerous vocational training service providers in the hotel sector with whom we maintain continuous contact and from whom we receive ‘stagaires’ as part of the vocational training process, we usually do not have a difficult time finding and recruiting skilled workers who remain with us as permanent employees after the training has been completed.”

The dissimilar experiences by sector may suggest that there exists a labor market imbalance or information problem, that training providers are not good at identifying labor market needs, and that the labor market signals work poorly (or that, if the signals work correctly, the training system is unable to respond to those signals). In all likelihood, the labor market signals in certain sectors may be more highly developed than those in other sectors.

In contrast, the recruitment process for unskilled workers, who have had limited participation in the formal education system and most likely limited, if any, participation in the non-formal vocational training system, is much less formal and usually involves such procedures such as personal contacts, word of mouth, or door-to-door visits by job seekers. Private sector employers highlighted some of the problems they have in communicating job opportunities to unskilled workers. An employer in the textile industry, for example, explained that when they post announcements nobody comes so they end up having to go door to door looking for employees. Another employer said that they place ads in the newspapers but the unskilled workers are illiterate so they can't read the ads. The very informality of this process unfortunately creates a problem. Informal information seeking can be very costly and is sometimes based on stereotypes and prejudices, where categories (male, female, ethnic identity, etc.) are used as shortcuts to make up one's mind about potential employees.

Labor market needs and vocational training. As mentioned in the vocational technical training section, the vast majority (85% to 95%) of the private sector employers were not satisfied with the performance of the vocational training system. The way that the private sector has addressed limitations of the vocational training system has been to integrate practical, on-the-job apprenticeship training opportunities for recruits. In these apprenticeships, trainees learn the practical skills needed to perform a specific job. The private sector has learned that the formal vocational training service delivery system is able to provide the trainee with a foundation for a particular job, but the development of all the knowledge, skills, and attitudes required by the private sector employer are acquired only through the apprenticeship and, subsequently, after the individual has been hired as an employee. Unfortunately, many youth who have participated in formal and non-formal apprenticeships have had very negative experiences, as they believe they have

been exploited by the private enterprise. Many felt that they had not been paid for the hours that they had worked.

The only way in which marginalized, out-of-school youth are able to gain access to the private-sector labor market is if a private-sector employer is willing to hire the youth and provide training after s/he has been hired. As mentioned by a member of the Chamber of Commerce in one of the regions, “We, as private sector employers, are only interested in hiring skilled workers. We are not interested in hiring unskilled workers. We need a skilled workforce to compete nationally and internationally. As a result, unskilled, out-of-school youth must look for the means by which to acquire the knowledge and skills that our national workforce needs to compete internationally.”

Sixty-six percent of the private sector companies that participated in the focus groups and interviews provide in-house continuous training to their staff to improve the skills of the employee. By doing so, the company improves its services or products. This training is furnished to both unskilled as well as skilled laborers, as it is in the best interest of the company. In some cases, a permanent staff member of the company provides in-house, continuous training, while in other cases the company may hire an outside consultant to perform the training.

Collaboration. Between 75% and 80% of the private-sector enterprises that work in the different economic sectors such as commerce, tourism, and textiles either have formal partnerships or collaborate with OFPPT, ANAPEC, *Entraide Nationale*, and other professional associations. However, private enterprises in certain sectors, such as construction, do not have such relationships. One hundred percent of the private sector enterprises believe that there is a need to begin to establish closer links and/or collaboration between non-formal vocational training service providers or youth associations and private sector enterprises through the creation of a communication mechanism to enhance vocational training and employment opportunities for out-of-school youth.

One good example of such a partnership is one youth association/foundation in Tetouan that has established close links with a private sector enterprise to connect marginalized, out-of-school youth with formal-sector employment. The *Fondation Sedraoui* in Tetouan places vocational training trainees into open employment with a private sector enterprise. After job placement, the Foundation provides supervision and follow-up services to ensure job maintenance.

The successful partnership that has developed in Tetouan between a youth association and a private sector enterprise is a good case, but an uncommon one; not all regions have experienced the same type of success. Regarding partnerships between private sector enterprises and vocational training and employment-related service providers, a company stated, “Our [collaboration] with ANAPEC and *Entraide Nationale* is not worth mentioning. ANAPEC has never been able to meet our human resource needs because they do not have a database for unskilled laborers ... and with respect to *Entraide*

Nationale, they have not honored their commitments to us, nor have we been able to find a way to successfully communicate with them.”

Seasonal workers. For some private enterprises, such as the construction sector, there are certain times of the year when it is more difficult to find un- and semi-skilled workers who originally come from the rural areas. Individuals from rural communities, who maintain ties/links with their communities, many times return to their communities in order to help with either the planting or the harvesting seasons. During these times of the year, it is sometimes difficult for the construction sector, or for any sector that depends upon seasonal workers, to find a sufficient number of entry-level workers who are willing to remain on-the-job instead of returning to their communities.

The fact that certain economic sectors have trouble finding seasonal or temporary workers during the planting and/or harvesting periods indicates the need to improve communication mechanisms between market demand and supply for entry-level workers in order to ensure that labor shortages do not negatively impact economic development activities. In addition, economic incentives should be introduced through increased salaries for those workers who are willing to remain away from their communities in order to meet the labor market demand for their services. Lastly, even though seasonal or temporary employment may provide an excellent entry point into the labor market for marginalized, out-of-school youth, certain support structures should be created so that these entry-level workers benefit not only in the short-term from higher salaries but also in the long-term from enhanced opportunities for obtaining a permanent position as compensation for hard work and commitment. This arrangement would benefit those individuals who are attempting to transition from short-term temporary employment to longer-term permanent employment opportunities that also provide enhanced benefits.

Labor taxes and benefits. In addition to the lack of skills and inefficient recruitment systems, another issue noted by private sector employers was the issue of employee taxes and benefits. More specifically, employers in smaller companies stated that it is very difficult for them to cover the employee taxes and benefits required by law. On the other hand, private sector employers noted that youth don't want to work in artisan trades because they see that employees aren't paid very much and don't receive benefits. As we noted in the youth section, youth feel that the private sector employers exploit the youth and underpay them. Better communications regarding how wages are determined could help clear this issue. Subsidizing wages of new employees so that the government bears of the cost/risk of bringing on and testing new junior employees may also help to bridge the gap between employee expectations and employer funding.

4.5.2 Recommendations for Out-of-School Youth and Private Sector Employment

One hundred percent of the private-sector employers across the various economic sectors and geographical regions that participated in the focus group discussions expressed a need to hire unskilled or semi-skilled workers in the next twelve months. As a result, the enterprises were asked what they might be able to do to support the integration of marginalized out-of-school youth into the labor market. The responses were very positive and potentially beneficial for both marginalized youth and private-sector enterprises.

Following are key actions identified by the different private-sector enterprises as having the potential to facilitate the integration of marginalized youth into private-sector employment. Many of these key actions are those that should be implemented by other key stakeholders, thus contributing to the argument that an integrated system including youth associations, non-formal and formal vocational training service providers and private-sector enterprises needs to be developed.

1. Inform youth about potential employment opportunities in the private sector.
2. Enhance communication and collaboration between vocational training service providers (that work with this target population) and the private sector.
3. Develop a training model/approach that would allow marginalized youth to gain access to accredited vocational training courses that address the needs of both the private sector as well as the target population.
4. Develop a vocational training and employment-related services model that is adapted to the needs of the target population (supervised training, job placement, job follow-up, and support to private-sector companies).
5. Improve capacity of vocational instructors.
6. Better define and regulate “apprenticeship” and/or “on-the-job” training schemes to stimulate greater interest in participating in such a modality.
7. Establish regular communication and meetings between key stakeholders, e.g., youth associations, public/private vocational training service providers, and employment-related service providers, such as ANAPEC (or a similar organization that would work with out-of-school youth).
8. Raise awareness about formal-sector employment opportunities for marginalized youth among government, youth, youth associations, vocational training service providers, employment-related service providers, family members, and private-sector representatives.

V. Strategic Options for USAID Programming

5.1 Mapping the Key Stakeholders

An important finding from the focus groups that held across the five regions is that marginalized, out-of-school youth are, in general, currently pessimistic about their employment opportunities in both the informal and formal sectors of the economy. The

existing educational, vocational training, and employment-related service delivery system in Morocco is biased toward those individuals who remain in, and progress through, the current system. For youth who, for whatever reason, drop out of the current system, it is very difficult to re-integrate at a later date.

A non-formal service delivery system has evolved to address this difficulty; however the services provided by non-formal vocational skills development service providers such as youth associations or governmental agencies (i.e., EN or *Maison des Jeunes*) are not recognized by the formal vocational training service delivery system (i.e., OFPPT). As a result, it remains difficult, if not impossible, for youth who have received non-formal services to transfer to, or re-integrate into, the formal service delivery system.

Any effort to integrate out-of-school youth into private-sector employment opportunities should involve at a minimum four different key stakeholder groups: (1) marginalized, out-of-school youth, (2) youth associations, (3) non-formal and formal vocational training and employment-related service delivery providers, and (4) private-sector enterprises. Their participation is critical to any such initiative. Since they all have different backgrounds, face different incentives, and have different constraints, moving them into a constructive dialogue that produces agreements will be a challenging but not insurmountable task, requiring both substantive skills in the training area as well as process-management skills in consensus building.

5.2 Geographic Priority Areas

The five geographical areas comprised in this study have revealed similarities vis-à-vis the challenges facing out-of-school youth. Even though the local economies of each of the five regions differ in terms of employment opportunities, certain sectors, i.e., construction, handicrafts, textiles, service, tourism, and agro-industry, across all regions present the best employment opportunities. Any effort to implement the proposed programmatic areas of this study should consider piloting or introducing such proposed actions in a minimum of two of the study's geographical regions. The two regions pilot interventions might be introduced could be Doukala and Fez. The study revealed that the stakeholders in these two regions demonstrated a strong commitment toward (and interest in) integrating marginalized youth. Implementing similar interventions across these two different geographical regions provides an opportunity to compare experiences and learn important lessons.

5.3 Considerations for Developing Programmatic Areas

5.3.1 Introduction

Vocational skills development and access to employment can potentially contribute to the integration and/or re-integration of marginalized, out-of-school youth into mainstream society. By creating even the prospect of productive work for marginalized youth, vocational training and access to employment contribute to a sense of purpose and

direction and to greater social cohesion, which is an important integrative measure. A meaningful contribution to the community and society as a whole promotes the building of social capital and reconciliation, as well as individual self-esteem and a sense of personal worth. This is important for those who may suffer from disorientation, demotivation or a lack of connectedness to social networks, pessimism, and limited perceptions of future possibilities.

Presently, vocational skills development training and employment-related services for youth in Morocco are virtually nonexistent, except for ad-hoc initiatives implemented by youth associations or government institutions offering programs of differing duration and quality with little regard to labor market needs. These programs minimally enhance the probability that the youth will gain access to the formal sector of the economy. This is not to underestimate the commitment, fortitude, and resourcefulness of the associations and/or institutions that offer such initiatives. However, the benefit of a patchwork of ad-hoc, uncoordinated, and supply-driven vocational training and employment-related services is minimal, both for out-of-school youth as well as for the needs of private-sector enterprises. An integrated vocational skills development and employment-related service delivery system, inclusive of non-formal and formal programs, that accommodates the needs of youth as well as those of private-sector enterprises is currently nonexistent.

5.3.2 An Integrated Vocational Training and Employment-Related Service Delivery System

Development of an integrated vocational training and employment-related system⁶ with the capacity to provide a range of services, such as non-formal basic vocational training for out-of-school youth, employment-related support services for youth, and formal vocational training and employment-related services, is one means by which to successfully re-integrate these youth into the mainstream. Such a system should be holistic and complementary in nature and help to articulate vocational training with primary and secondary education systems. In addition, this system should serve to embrace all providers of human resources development, including government and civil society organizations. In such a system, government is in a better position to plan, in unison with other service providers, a comprehensive approach to vocational skills development and employment-related services, of which both education and vocational training are integral parts.

5.3.3 Programmatic Development

Programmatic development refers to the structure, content, and processes of vocational training and certification. The appropriate structure of an integrated vocational training

⁶ An integrated vocational skills development and employment-related service delivery system would provide (a) basic education (literacy and numeracy), employability/life skills training, career guidance, and orientation and similar job readiness training; (b) basic, fundamental vocational skills development that would be appropriate for an un- or semi-skilled worker who is searching for an entry-level position in the short term, and (c) advanced training courses, i.e., technical specialties, for this same individual if s/he decided to return for additional vocational training in the future.

and employment-related service delivery system is one that will facilitate progression through successful modules and phases of training resulting in horizontal and vertical mobility for both out-of-school youth and regular trainees. Appropriate content and processes facilitate enhanced prospects for employability and further training for all trainees irrespective of individual background. Valid, reliable, and informative certification accurately indicates the competencies of a trainee. Certification can also act as a hallmark for training excellence because it represents, at a minimum, uniformity of training programs and achievement standards for the vocational training service provider.

Structure. Training programs should be oriented to the demands of the labor market and prepare trainees for the demands of the workplace. Therefore, vocational skills development training should follow a Competency-Based Modular Training (CBMT) model. Competency-based essentially involves structuring training programs in terms of “competencies” that represent specific learning objectives couched in terms of “outcomes” or statements of what the trainee can actually do. Competencies are clustered together in units. The units are then clustered into modules or broad topic areas. CBMT is not time-based, and trainees progress through a training program by successive demonstration of competence in preceding modules. However, in practice many trainees may require the same or similar amounts of time to successfully complete specific modules.

One advantage of modules is that, to the degree possible, their contents could be in the public domain. Once developed, therefore, many organizations could use them to offer training, and service providers could possibly compete not in curricular development, but in the care, efficiency, and compassion with which they offer standardized, modularized training materials. Of course, this may not always work as some providers may have a vested interest in their modules. However, with public funding, it may be possible to provide modules for the public domain. Moreover, if these modules are done under the overall framework of a qualifications framework, then the modules can “add up” to a qualification.

CBMT facilitates a Credit Accumulation and Transfer System (CATS). This will facilitate a trainee’s mobility and lifelong learning through the transferability or portability of credits. Trainees who have completed a full course of training at a particular level can transfer to another vocational training service provider, or discontinue their training and “return to learn” at a later stage. The units and modules that trainees have already achieved can be credited to them. This is one of the great benefits of CATS and curriculum harmonization and uniformity, which facilitate it. In addition, short courses may provide credits toward a qualification, which can be built upon at a later date to achieve a qualification.

The Recognition of Prior Learning (RPL) should also be introduced as part of an integrated system across both non-formal and formal programs. This will facilitate the awarding of credits for trainees who may have undergone non-formal skills development with no form of certification, or who have acquired skills through periods of work

experience. RPL provides the opportunity for trainees to enter training programs at appropriate levels, without duplicating what they already know and can already do. RPL requires the development of agreed-upon procedures by vocational skills development service providers and other stakeholders, i.e., private-sector enterprises, for the submission of appropriate evidence and the nature of such evidence.

Certification. To harmonize both curriculum and certification, all vocational skills development training programs within the system, both formal and non-formal, should be located within an overarching recognized framework of vocational training qualifications that facilitates horizontal and vertical mobility. A Vocational Qualifications Framework is a crucial organizing device for a range of key issues, including curriculum development, uniformity of training programs, standards of achievement, trainee progression, and portability of qualifications. The Vocational Qualifications Framework should introduce a means by which an individual can enter into the existing framework such as that established by OFPPT.

Record of Achievement. A record of achievement should be introduced as a record of what a trainee has actually achieved. The record of achievement should record a trainee's completion of identified modules of vocational training, and units where complete modules have not been achieved. It should include achievements in core modules and supplementary modules. It should also indicate the nature and extent of on-the-job or apprenticeship training and when and where it occurred.

The record of achievement should be endorsed by the trainee's institution and the body managing the vocational training service delivery system. An accurate record of achievement presupposes the vocational training service providers' maintaining and updating of valid and reliable documentation of trainee performance throughout the period of training. It can be used as a passport into further and higher vocational training programs, as well as entry into the labor market and promotion in the workplace. It must be emphasized that all forms of certification should be based on a transparent process of valid and reliable formative assessments throughout a trainee's vocational training program. These should culminate in an equally rigorous and fair process of summative assessment that contributes to the awarding of the record of achievement.

5.3.4 Institutional Capacity Development

Many vocational skills development service providers, particularly those that provide non-formal services, require institutional strengthening for greater orientation toward a demand-led and market-driven vocational training service delivery system. Such institutional strengthening would help organizations and/or institutions provide services that meet higher standards and would be recognized nationally. Institutional capacity development should address such issues as performance management, accreditation, quality assurance, and human resource development.

The creation of a serious qualifications framework sort of mechanism, as suggested in this section, will put pressure on providers. However, pressure without support can

sometimes paralyze actors and can be frustrating. Thus, donors should be prepared not only to create a system that induces efficiency and pro-poor performance pressure, but to also stand ready, at first, to supply the providers with the skills needed to respond to the intense pressures created by a properly functioning qualifications framework and performance-oriented finance system.

Strategic Development. A review of the purpose of vocational skills development service providers and their place in the community should be linked to the creation of a Strategic Development Plan of the vocational training program and its role in the integrated vocational skills development and employment-related service delivery system. The Strategic Development Plan should be based on the vocational skills development program's strengths and weaknesses, as well as the opportunities and threats it faces. The content of the Strategic Development Plan may vary, but should nonetheless cover a number of specific aspects, including recruitment and retention of trainees, infrastructure development, income generation, institutional management, and performance management of staff.

Accreditation. For vocational skills development service providers to be officially recognized as providing bona fide training, they should require accreditation for specific vocational skills development programs, including accreditation of instructors and accreditation as an institution. Accreditation and subsequent official registration should be a requirement of governmental organizations and NGOs, community-based organizations, and private vocational training service providers, and should be an aspect of the latter's business registration process. Hence, accreditation should involve a three-tier approach, that is: accreditation of instructors, accreditation of training programs, and accreditation of the vocational training center, all of which should be followed by official registration with the Government.

Mechanisms for Achieving Accreditation. Indicators must be developed for specific criteria referred to above. For example, with regard to suitable training premises, size, access, lighting, and ventilation should be taken into account. However, most of the accreditation focus should be on the capacity of the training service provider to actually generate results. Since it is not always clear which "inputs" lead to a provider's ability to provide a good service to the marginalized, it is sometimes unwise to base too much of the accreditation on a list of inputs the provider must have, and the accreditation should focus much more on the provider's track record of success vis-à-vis its participants. There are limits to this, of course, and some focus on inputs is needed. Nevertheless, more and more should be done to base accreditation on actual success with youth. During the accreditation exercise, the activation of policies must be ensured. An Accreditation Task Force composed of a range of stakeholders should be convened to develop a comprehensive checklist of criteria for accreditation of vocational programs and vocational training centers, the nature of evidence required, and means of verification.

5.4 Programmatic Priority Areas

Services that do exist for this target population consist of a patchwork of ad-hoc, uncoordinated, non-formal, and supply-driven offerings that are not integrated into, or complementary to, the formal service delivery system and have little relation to private-sector labor market needs. Several programmatic elements that USAID might consider for implementation follow, and have been summarized in *Appendix 9*. Ultimately, the development of an integrated vocational training and employment-related service delivery system, inclusive of non-formal and formal programs, is an important long-range goal that would potentially benefit marginalized youth. However, until such a system is established, there are several programmatic areas that should be implemented to enhance the employment opportunities for marginalized, out-of-school youth in the short term. These programmatic elements are compatible with, and contribute to, the development of an accessible, integrated vocational training and employment-related service delivery system.

Integrated Vocational Training and Employment-Related Service Delivery

Framework. This framework should be developed and linked to the private sector to promote access to both formal and non-formal service providers.

Youth associations' employment-related services. It is important to trade on the trust youth have in the youth associations and help these associations develop job skills training and other employment services that are relevant to the current labor market.

Linkages among key players. Private enterprise, youth associations, and non-formal and formal skills development service providers should be networked and able to encourage employers to develop programs relevant to current labor market needs.

Self-employment. Some marginalized youth should be encouraged to consider self-employment as a worthwhile option.

Future research. More research with tracer studies should investigate apprenticeship and self-employment to broaden understanding of current obstacles facing the marginalized youth of Morocco.

VI. Conclusions and Recommendations

6.1 Conclusions

1. Entry-level employment opportunities do exist in all of the economic sectors across the five-regions of Morocco; however, the majority of entry-level positions are for skilled labor. Lack of properly functioning labor market signals (including inefficient recruitment processes, mismatch in available employee skill sets and available positions, and mismatch in employee expectations regarding pay and benefits, all hamper the clearing of the unskilled job market).

2. Many marginalized youth have had negative experiences with private-sector enterprises and they feel as if they are underpaid and do not receive the benefits that labor laws entitle them to. At the same time, youth are pessimistic about their chances of finding a job because of a lack of opportunities and their own lack of qualifications. They also expressed frustration with perceived favoritism where even qualified youth are denied employment because the positions are given to those who have connections (and not necessarily qualifications). For these reasons, youth frequently seek self-employment opportunities, such as street vending. Despite the seemingly insurmountable difficulties that the youth face, participating youth remain hopeful that in the future their situation will change for the better. The sense of specific pessimism with respect to current opportunities, but general hopefulness with regard to the broader future, is something that could be capitalized on, if the service providers' weaknesses could be remedied, and if there were a better-integrated system.
3. Despite the need in the private sector for unskilled laborers, there are limited linkages and communication between the private sector and youth associations and non-formal vocational training service providers.
4. Private-sector formal employment opportunities should not be the only employment option considered for marginalized youth (see recommendation for other opportunities). The self-employment handicraft model proposed by private sector handicraft enterprises in Fez could be a viable means by which to increase employment opportunities for marginalized populations.
5. Youth associations and non-formal vocational training programs lack capacity and/or resources necessary to provide marginalized youth with the full support services needed for formal-sector employment, but they do have the capacity to provide some important services, including orientation and other support services (e.g., "accompaniment" or supervised, on-the-job training).
6. Despite limited communication and/or collaboration between the different youth-serving stakeholders, important synergies and commonalities exist between them and should be exploited. Both non-formal and formal vocational training and employment-related service providers strive to help youth successfully integrate into their communities and become contributing members of society. The knowledge that the formal and non-formal sectors have about these different client groups could contribute to the development of a common vocational technical system.
7. Non-formal vocational skills development programs have shown success in giving marginalized populations, including out-of-school youth, a better opportunity to obtain informal-sector employment; however, it is unknown whether non-formal programs can provide marginalized populations with transferable skills that are needed to respond to changes in the labor market and work environment.
8. Private-sector employers found that even graduates of OFPPT were not well prepared, and that additional on-the-job training was needed. In fact, in some cases, even basic

skills, such as literacy and numeracy, as well as soft skills such as solid work ethic and an ability to work in teams, were found wanting.

6.2 Recommendations

In many respects, the current training system in Morocco is like a market without weights and measures, where some merchants sell by volume and some by weight, where the units of volume and weight are not standardized, and where there are no quality standards. The result is that it is exceedingly difficult for individuals to interact with each other (providers to users, providers to providers, etc.), and there is low portability or even knowledge about who has what real skills (including those acquired informally). The only training and employment services that out-of-school Moroccan youth are able to access are non-formal because they do not have the educational certifications nor the basic skills to gain entrance into formal vocational training programs.

To ensure that out-of-school youth can progress upwardly through a vocational training service delivery system, both the non-formal and formal vocational training systems must develop and embrace a common structure that will facilitate progression for trainees through successive trainings in either a horizontal or vertical manner. Successful progression for a trainee can be achieved through a CATS, which allows a trainee to achieve mobility and lifelong learning through transferability of credits; Recognition of Prior Learning and Record of Achievement mechanisms; and establishment of a Vocational Qualifications Framework for certification purposes. Without a better-integrated certification and qualification system, including more modular (and public domain) approaches to training and certification, it will be difficult to make progress in the long run; in the current set-up, *both* competition and collaboration are stymied.

Specific recommendations to increase access to employment for marginalized youth follow.

1. Promote the development of an Integrated Vocational Training and Employment-Related Service Delivery Framework that is linked to the private sector across both non-formal and formal service providers.

The many youth who leave school before completing grade 9 are not able to enroll in formal skills development programs such as OFPPT. Until an integrated vocational training and employment-related service delivery system is established, near-term interventions could be initiated that would help marginalized youth gain access to the formal vocational training system. Here are several measures that should be promoted as a means by which to reform the current system.

The grade 9 prerequisite should be removed from OFPPT courses and replaced by course-specific entry requirements and challenge tests that are more closely aligned to the training being delivered.

- a. The formal vocational qualifications framework (currently being developed by the Europeans) should incorporate qualifications and pathways that allow those with

limited education to undertake formal programs that lead to nationally recognized qualifications.

- b. Courses that specifically cater to the needs of the lowly educated should be added. Basic literacy and numeracy training could be provided by youth associations as well as non-formal and formal education centers.
- c. Institutional instructors and managers should receive professional development on how to assess skills and develop and deliver courses for trainees with low levels of education.
- d. Pre-vocational course pathways to address any basic skills gaps should be established so those with little prior education can enter into formal training, such as apprenticeships.

The more long-term goal of adopting an Integrated Vocational Training and Employment Service Delivery Framework would require the development of the following components:

- Competency-based modular training programs
- CATS
- Recognition of Prior Learning
- Trainee Record of Achievement
- Vocational qualifications network
- Accreditation of non-formal and formal schools and programs

2. Assist youth associations to develop employment-related services.

Active labor market training programs (Freedman, 2004) have successfully demonstrated their capacity to prepare marginalized populations, including out-of-school youth, for formal-sector employment in private enterprises. Active labor market programs provide training in employment-related skills that complement technical training based on the needs that have been identified from the private-sector labor market. Such training ranges from basic and remedial education in literacy and numeracy, to career guidance and counseling, to job-readiness training (such as employability/life skills training), to job search training and other support services. Given the positive nature of the relationship between youth associations and marginalized youth, the capacity of such associations should be developed so that they are able to deliver active labor market programs. The youth associations must develop the capacity to deliver training programs that are flexible and learner-centered because they must work with youth who have differing capabilities, interests, and potential.

Out-of-school youth can be served by an array of employment-related services to help them obtain gainful employment. The type of employment-related services that youth associations can provide for out-of-school youth should include (1) career guidance and orientation; (2) basic education (literacy and numeracy); (3) employability/life skills training; (4) job matching; and (5) support services, such as job placement, job search,

and follow-up. Youth associations can serve an intermediary role between out-of-school youth, non-formal vocational skills development programs, and the private sector. The function of this role is to (1) gather information on local labor market needs; (2) inform youth of employment opportunities; (3) link them to non-formal vocational skills development service providers; and/or (4) link them to formal-sector or self-employment opportunities. At the same time, youth associations can assist private-sector enterprises in recruiting youth for entry-level positions.

However, before youth associations are able provide any of these services, their capacity across all of these services must be further developed. In addition, the service outlined cannot be developed in isolation by the youth associations. To develop effective and efficient employment-related services, linkages should be developed so that both the service provider and the private sector jointly determine the nature of the services.

3. Assist non-formal and formal training institutions in developing industry-specific skills development programs for entry-level positions.

Presently, non-formal vocational skills development programs have limited to no linkages with private-sector enterprises. As a result, out-of-school youth who receive non-formal training are not oriented toward nor trained for entry-level private sector employment opportunities. In order to effectively prepare them for formal sector employment, non-formal and formal vocational skills development programs should provide training that aligns with employment opportunities in their geographical region. Non-formal skills development programs should develop basic training programs that are demand-driven for entry-level employment opportunities, while formal skills development programs develop more advanced programs. As an integrated vocational training and employment-related service delivery system develops, formal sector skills development programs must assume their complementary role in providing industry-specific advanced training for entry-level positions.

To develop demand-driven training, first, the non-formal and formal vocational training institutions must conduct training needs assessment for those employment positions (i.e., equipment operator in the construction sector or security guard in the service sector) that have been identified by the private sector as having the greatest potential for entry-level workers. The training needs assessment should be conducted jointly with the private-sector enterprises. Secondly, training curricula should be developed based on the training needs assessment to ensure that a training course responds to private-sector needs. Thirdly, once the training curricula are completed and validated by the private sector, the capacity of the vocational training instructors must be developed to ensure that the training staff has the necessary technical competences to train youth.

4. Strengthen linkages among the private sector, youth associations, and non-formal vocational skills development service providers and encourage employers to develop youth employment services.

One of the most frequent complaints expressed by private-sector enterprises regarding vocational skills development programs is that such programs do not sufficiently correspond to the employer's needs. The best way to address this concern is to involve the private sector in the development of training programs. At the same time, the best way to ensure a closer match between skills development and job requirements is to actively involve employers in the design, implementation, monitoring, and evaluation of training policies and programs for out-of-school youth.

Private-sector employers from economic sectors that need entry-level workers are potential opportunities for youth associations and non-formal vocational skills development programs. If a pipeline for entry-level workers can be established so that private-sector enterprises know that youth are being trained for formal-sector, entry-level employment opportunities, and youth associations as well as non-formal vocational training programs know that private-sector enterprises will hire competently trained youth, then there is greater likelihood that these stakeholders will develop a mutually beneficial partnership.

Also, by establishing stronger linkages and enhanced communication through such mechanisms as public-private-sector dialogue, the representatives of the private sector will have greater opportunities to communicate with other key stakeholders. Such communication could be useful for (1) identifying opportunities for workplace training as part of a vocational training program; (2) providing opportunities for visits and projects in a variety of workplaces; (3) encouraging private-sector enterprises to undertake in-house vocational training; (4) partnering with vocational training institutions and/or associations to prepare and deliver employability skills training as a core module of vocational training programs; and (5) identifying job opportunities for vocational training graduates.

5. Consider self-employment as an option for some marginalized youth.

A comprehensive career counseling and orientation program should introduce out-of-school youth to various employment options, including self-employment. Each individual should make an informed decision after considering the economic profile of the region as well as his/her aptitude and interests. Youth associations and non-formal training service providers should provide courses and counseling regarding how to establish one's own business. Entrepreneurship training courses in non-formal vocational skills development programs should be introduced. The private sector, youth associations, and non-formal vocational skills development service providers should develop an active labor market program together, then implement this program for those youth who are interested in the self-employment options.

6. Conduct future research studies related to marginalized youth and employment.

Additional research is needed to deepen understanding of the barriers to youth participation in the Moroccan economy. The knowledge gleaned from this research could

guide future interventions designed to mitigate the barriers to youth participation. Recommended areas for further exploration include the following.

Trainee Tracer Study: A tracer study should be conducted of youth (both marginalized and non-marginalized) who have completed either formal or non-formal vocational skills development programs. This study would evaluate the skills of recent graduates, would determine employment success rates associated with different employee skills sets and associated with different types of training institutions. This study would also evaluate the satisfaction of employers with the technical and personal skills of their new employees. Finally this study would collect information regarding the reasons for job abandonment.

Apprenticeships: An assessment should be conducted of the effectiveness, efficiency, and added value of combining an apprenticeship component with a non-formal vocational skills development program. It should identify the challenges of successfully implementing an apprenticeship component to the non-formal approach and determine whether the non-formal vocational skills development service providers have the capacity to implement this modality. This assessment would also evaluate the effectiveness of existing formal sector apprenticeship programs.

Self-Employment Environment: A study should be conducted to examine whether the current policy environment, accessibility to financial services, availability of business development services, characteristics of social structure, and profile of existing educational support system are conducive to the creation of successful self-employment opportunities for marginalized, out-of-school youth.

VII. Appendices

Appendix 1: Assessment of Youth-Focused Labor Market in Morocco

INTRODUCTION

Purpose of the Assessment

The purpose of this assessment is to identify strategic roles that can enable the United States Agency for International Development (USAID) to build the capacity of Morocco's workforce development initiatives to enhance the transition of marginalized youth into entry-level formal-sector employment. To this end, RTI and its local and international partners will conduct a youth focused workforce assessment. This assessment will identify the workforce-related needs and priorities of sectors that have the greatest potential for entry-level employment growth and impact from USAID Mission workforce initiatives in Morocco. The heart of the assessment report will cover the following four elements:

1. **Future Demands:** Sectors that have the potential to increase entry-level employment opportunities for marginalized male and female youth; identification of "skill sets" required for unskilled and semi-skilled employment;
2. **Key Players' capacity:** Stakeholders' priorities for unskilled and semi-skilled employment opportunities and stakeholders' willingness and institutional capacity to address job creation and skill development opportunities and challenges;
3. **Current Programs:** Relevant skill development activities currently provided by NGOs, the public and private sectors; and
4. **Evaluating Labor Market Signals:** Is the labor market effectively communicating demand and supply signals regarding entry-level employees and their required skills? Are these signals being transmitted via market and/or institutional mechanisms? What information is used as the basis for these labor market signals or messages? What long-term changes in this communication (both the mechanism and the message) could enhance the successful transition of marginalized youth into gainful employment?

Approach

Before the assessment team begins its field work, USAID will provide the team with publications related to workforce status and development in Morocco. The team will also conduct an independent search for reports and analyses related to the assessment sections outlined above, and gather additional documents during the site interviews. The team will read and analyze key information sources before arrival in Morocco.

In addition to the material reviews, the RTI team will conduct teleconferences with the USAID/Morocco Mission to clarify assessment goals, resources, plans, and assessment locations. Then, during a period of four-to-five weeks in June and July, 2010, the RTI team will carry out a series of focus group meetings and interviews with key informants from private-sector employers and employer associations (including those companies

who don't normally employ disadvantaged youth), government ministries and departments active in education, workforce, and economic development; training and technical education providers; and local and international NGOs supporting economic workforce development in Morocco. The assessment will begin with an initial on-site briefing with USAID officials immediately after the assessment team's arrival in Morocco, and will include interim "check-in" conversations, and a briefing meeting with USAID at the conclusion of the period.

The literature review and planning meetings with USAID will help further define the research questions for this study. This in turn will be used to develop the focus group and interview questions. In an effort to build from previous work by RTI and others in Morocco and other countries, RTI will, when appropriate, use existing workforce assessment instruments as a basis for the instruments used in this study. Focus group questions will be designed to capture concrete information such as "Think of the last youths you hired. Why did you hire those and not others?" Or "Think of the last youths you promoted to better positions in your company. What skills did they have that others did not?"

USAID has identified the following areas for this assessment:

Urban	Rural
Fes	Fes
Salé	Doukala
Tetouan	
Casablanca (Possibly)	

Two teams, each comprising one senior-level workforce expert and one junior level social scientist, will deploy to different areas. The assessment teams will spend approximately ten business days in each of the selected areas.

Assessment Team 1	Assessment Team 2
Salé – urban	Fes – urban
Casablanca (Possibly) – urban	Fes – rural
Doukala – rural	Tetouan – urban

The RTI team will initiate its interview process by meeting with representatives of the Regional Investment Centers (CRIs). These centers are active in every region and work to attract investment. The CRI representatives should be able to provide a great deal of information regarding the local economic activity and trends from the perspective of

national and foreign private-sector investors as well as national and regional government investors.

In addition to the CRIs, the RTI team will also work to meet with the chambers of commerce in each of the USAID-selected areas. The chambers should be useful in providing information from the local business community perspective.

Both the CRIs and the chambers of commerce should be able to identify key players for participation in focus groups and interviews.

The RTI team will also meet with the Ministry of Employment's Department of Vocational Training, and with the OFPPT representatives, as they have conducted several studies on youth employability.

Furnished with information from these organizations, the assessment teams will conduct a series of one-half day focus group sessions and individual interviews. In each location, separate focus groups will be held with 1) employed and unemployed marginalized female youth, 2) employed and unemployed marginalized male youth, 3) private-sector employers, 4) public sector employers, and 5) public and private sector (including donor projects and NGOs) vocational education providers. Each focus group will include 8–10 participants. Focus group participants will be carefully selected to ensure that we have a group that is representative of the population in each selected area. The participating youth will range from 15–25 years old. They will include both genders, different education attainment levels, and employed as well as unemployed youth. Among the employers, representatives from the primary industries/employers as well as representatives from up-and-coming industries will be asked to participate. Among the education organizations, both private and public sector representatives will be asked to attend. The RTI teams will seek support from USAID and existing USAID projects, prior to arriving in the field, with the identification of focus group participants.

Based on the desk research and qualitative information collected via the focus groups and interviews, RTI will evaluate the labor market trends and workforce access opportunities/barriers that exist for youth. Immediately following the completion of the focus groups, The RTI team will share its initial perceptions from the study with USAID during the out-brief meeting. A draft report outline will be reviewed during the out-brief meeting. Revisions to this outline will be incorporated as needed. The draft assessment report, in English, will include: a summary of reviewed documents, an overview of field-based findings with tools and protocols uses, key findings, conclusions, and recommendations, including labor market trends for youth employment programming and key vocational training needs to allow youth access to identified labor market opportunities for urban, peri-urban, and rural zones, in addition to any other findings. During the latter part of July and beginning of August, the RTI team will develop a draft report for submission to USAID. Following the receipt of comments by USAID, a final report will be submitted. In addition to the report, an executive summary including key findings, conclusions, and recommendations will be prepared in both English and French.

Illustrative Work Plan

The following illustrative work plan briefly outlines the planned assessment. This plan will be finalized during the telephone in-brief teleconference at the beginning of the project.

Month	June				July				Aug				Sept			
week	3	4	1	2	3	4	1	2	3	4	1	2	3	4		
In-brief Planning Meeting w ith USAID (Teleconference)																
Finalization of Workplan																
Literature Review and Report																
Adaptation/Development of Focus Group and Interview Instruments																
Establishing Contacts w ith CRIs and Chambers of Commerce																
Mid-brief meeting																
Meeting w ith CRI and Chambers of Commerce																
Identifying focus group participants																
Interview s and focus group assessments in Fes (urban) and Sale																
Interview s and focus group assessments in CasaBlanca and Fes (rural)																
Interview s and focus group assessments in Tetuoan and Doukkala																
Data compilation and analysis																
Draft assessment report																
Out-brief -draft assessment findings																
Finalization of report																

The following revised deliverables *Table A-1* reflects the illustrative work plan presented above.

Table A-1. Revised Deliverables

Deliverables	Description	Delivery date
In-brief	An In-brief will be scheduled with Mission staff. The team will submit and discuss its proposed work plan via a conference call to USAID's education (ED) team and adjust accordingly.	TBD with the COTR Monday, June 16
Mid-brief	A mid-brief will be scheduled with the Mission front office and the ED sector (and other interested technical sectors).	Week of July 19th, 2010 after 5:00 p.m. (TBC)
Draft Assessment Report	<p>A draft assessment report, in English, will include: a summary of reviewed documents, an overview of field-based findings with tools and protocols uses, key findings, conclusions, and recommendations, including labor market trends for youth employment programming and key vocational training needs to allow youth access to identified labor market opportunities for urban, peri-urban, and rural zones, in addition to any other findings.</p> <p>The Mission will have 10 working days to provide comments on the draft report.</p>	August 30 th
Out-brief	An out-brief session will include an oral presentation of the draft report findings, a question-and-answer period for the entire mission, and possibly representatives from the embassy.	Week of August 30 th
Final Report	<p>The final Youth Focused Labor Market Assessment Report, in English, will be provided to the Mission within 10 days of receiving Mission feedback.</p> <p>An executive summary which will include key findings, conclusions, and recommendations will be required in both English and French.</p>	September 30, 2010

Appendix 2: Focus Group Discussion Guides

Focus Group Discussion Guide for Vocational Training Centers

- Project Presentation (4 minutes)
- Privacy/consent (1 minute)
- Questions (2 hours)

A. Characteristics of interviewees

1. Types of training provided:
2. Number of students / beneficiaries per year?
3. Describe the student profile and the conditions for admission into the training program. What is the percentage of students by gender (male / female)? What is the average age of students?
4. Describe the areas of training you provide(which professions/jobs?)
5. What is the duration of each type of training you provide and how did you determine the types of training to provide?
6. What kind of certificate or diploma does your center give for each type of training provided?
7. What fees do students pay for professional training courses? Do all courses have a fee?
8. How many female trainees do you have and what type of training are these trainees registered for?
9. What efforts are being made to increase enrollment of females in your training courses?

B. Training provision related to the Employability of youth in private sector companies

1. What skills related to employability does your center offer?
2. How did you identify these skills?
3. What sectors of the local economy offer more opportunity for the integration of young skilled and unskilled workers into the labor market?
4. In your opinion, what employee skills do employers from different sectors seek when looking for young skilled and unskilled workers?
 - a. What skills profile do they look for in young unskilled workers?
 - b. How have you validated this observation?
 - c. What skills are needed in the private sector that your training center does not offer training programs for?
5. In your opinion, what vocational training do young people need?

How did you identify these needs?

 - a. Is the private sector involved in the identification of these needs?
6. In your opinion, is the vocational training system responding adequately to the demands of employers in the labor market?
 - Explain.
 - If yes, in what area and why?
 - What SPECIFIC skills?

In your opinion, what training center offers unskilled youth the best opportunities to find employment upon completion of their training?

Type name to center / organization?

Why?

b. Which youth associations do you work with?

Name of association?

c. What type of collaboration?

7. What kind of difficulties do you face in achieving your mission as a training center? What have you done to resolve these problems?
8. What do you recommend to motivate unskilled youth to enroll in your training programs?
9. What skills do young people lack when they enter the training programs, but which are essential for their future success?

C. Communications and linkages between different actors to promote youth employability

1. Does your center organize continuing education for the benefit of company personnel?

- For whom?
- What arrangements?

What training program has your center developed to benefit these companies?

2. Do you have partnerships with the private sector, the ICC, the Chamber of Commerce, or any other government agency?

What kind of relationships exist?

What role do you play in this relationship?

3. Are there mechanisms for regular communication between your training center, the private sector, and youth?

- Explain.

4. In your opinion, how could this communication be improved?

What actions could be taken?

Does your training center link with associations that mentor unskilled or poorly educated youth?

- Explain.
 - What associations?
 - Why?
5. What kind of public or private partnerships should be established to facilitate inclusion of youth in the labor market?
- Why?
6. Are you rewarded or penalized for the percentage of students who find jobs after training? What incentives exist to ensure that the trainees will be employed?
7. Do you think there is a common vision shared by all actors regarding the promotion of employability of young people?
- Explain.
8. What are the guiding principles of this vision?
9. If there is no common vision regarding the promotion of employability of young people, what can be done to motivate actors to build consensus around this goal?

Thank you!

Focus Group Discussion Guide for Private Sector Employer

- Project Presentation (4 Minutes)
- Privacy (1 minute)
- Questions (90 minutes)

A. Characteristics of the interviewed company

1. Industry of company:
2. Company size: (*small* [-10], *medium* [10–50], *large* [50+])
3. Number of employees in company:

B. The employment situation at the enterprise level

1. What is the total number of jobs that your company offers each year?
 - % Qualified:
 - % Unskilled persons
2. As an employer, is it easy to find the skilled and unskilled labor you want to recruit?
 - Explain.
3. What profile of skilled and unskilled labor are you looking for?
 - Why?
4. What types of positions does your company most often fill with to skilled and unskilled workers?
5. In your opinion, what skills are most important for young skilled and unskilled workers in your company?

6. What procedures does your company normally use to recruit young skilled and unskilled workers? (*announcements, office recruitment, ANAPEC records, , personal relationships*)
7. What employee skills do you believe your company need in the future?
 - Why?

C. The relationship between supply and demand in the employment market

1. In your opinion, does the vocational training system respond adequately to the demands of employers?
 - Explain.
 - If yes, in what area and why?
2. Does your company provide training for its personnel?
3. Does your company use the services of a training institution to improve the capacity of its staff?
 - Which institution do you use for staff training?
 - Why?
4. What are the benefits of staff training at your company? (*improving the quality of services, reducing costs, increasing production*)
5. In your opinion, among existing vocational training institutions, which can best meet the capacity-building needs of your staff?
 - Explain.
6. What type of training activities should be implemented at vocational training institutions in the future to better meet your needs?

D. Communication between players, and youth employability

1. Do you have a partnership with professional training institutions (*OFPPT, ANAPEC*)?
 - What kinds of relationships exist with these organizations?

2. Does your company link with professional associations to mentor young unskilled or poorly educated workers?
 - Explain.
 - What associations?
 - Why?
3. In your opinion, what steps are needed to improve communication between the private sector and various government agencies responsible for integrating young people into the labor market (*OFFPPT, ANAPEC Ministries*)?
4. Are you ready to collaborate with professional training institutions or youth NGOs working to facilitate unskilled youth to better meet your needs for unskilled labor?

E. Corporate citizenship and employability of young workers

1. In your opinion, what sectors of the local economy offer the most job opportunities for young skilled and unskilled workers?
2. In your opinion, which profiles of young and unskilled workers are employers looking for?
3. In your opinion, what measures should be taken to facilitate job creation for youth?
 - Why?
4. In your opinion, what concrete actions can your company undertake to support the integration of young people into the labor market?
5. Is your company ready to welcome young and unskilled qualified workers for internships?
 - Can you identify the rules or procedures for bringing interns into the company?
6. What steps do you recommend to ensure greater integration of young skilled and unskilled workers into the labor market?

Thank you

Focus Group Discussion Guide for Youth

- Project Presentation (4 Minutes)
- Privacy (1 minute)
- Questions (4 hours)

A. Young people's skills and aspirations

1. What do you think of your current situation relative to the labor market?
2. What are your future goals regarding the job market?
3. What skills will it take to achieve your goals?
4. Where do you get the skills necessary to achieve your goals?

What kind of institution or facility can provide this training?
5. Do you think you can achieve your goals?

Explain.
6. What are job and vocational training opportunities in your town?

B. Relationship between youth, the private sector, and the employment market

1. In your opinion, what job opportunities are available for young skilled and unskilled workers in your location?
2. What major difficulties do young people confront in the labor market?
3. People say that youth cannot get jobs because they lack skills. What do you think?
 - Why?

4. Do you think the problem with your employment is related to your lack of skills or to a lack of job opportunities?
 - How did you arrive at this conclusion?
 - and what is your source for this information?
5. If you think your issue of employability is due to a lack of employment opportunities, has this made you conclude that there is no need to try to develop your professional skills?
6. What kind of job are you looking for?
 - Why?
7. Are you ready to accept any job?
 - Why?
8. In your opinion, what factors are blocking youth from the labor market?
 - a) There is a lack of Vocational training;
 - b) The existing training does not match the skills needed, or
 - c) You cannot pay for training.
9. What obstacles prevent you from obtaining the skills to secure a job?
10. What skills do you think that young people should have in order to obtain a job?
11. What sectors of the local economy offer more employment opportunities for youth?
12. In your opinion, what are employers looking for when hiring unskilled youth?

Explain.

C. Relationship between youth, Vocational Training Providers, and youth associations

1. Has your current position helped you become more aware of the benefits of additional training?
 - Explain
2. Which schools or youth organizations deliver vocational training for youth in your town?

- Do you know these institutions or associations?
 - Can you name them?
 - What services does each offer?
 - What services do you use?
 - Which services do you think are most beneficial?
3. In your opinion, which training institutions in your town offer young people the best opportunities to find a job?
- Name and type of institution
 - Why?
4. Among existing vocational training programs, which ones do you think are most important: those delivered by public institutions or private associations?
- Why?
5. Is it easy for you to access training programs offered by public institutions or private associations?
- If not, what are the obstacles?
6. After participating in a vocational training program, do you think it would be possible for you to get a job? What are the most important skills?
7. In your opinion, what sectors offer the most employment opportunities?
- And what skills related to employability do you feel you have?
 - Why?
8. If employers are seeking employees with specific skills, do you know where you can acquire these skills?
9. Currently, what do you think is the best way to obtain a job (diploma, skills, relationships, chance)?
- Explain your answers.

D. Communication between young people and key players

1. Do you consider yourself adequately prepared to find a job?
2. What do you do to look for a job?

What information do you have about the labor market?

3. What do you lack to be adequately prepare for a job search?
 - How and why?
4. What are the sources of your information on the labor market? (Newspapers, ANAPEC, etc.)

Which institutions do you go to for help with your job search?

5. What type of support do you need to find a job?

E. Main recommendations

1. What is your vision for the future? Are you optimistic or pessimistic?
2. Do you have any questions to ask us?

Thank you

Focus Group Guide for Youth Associations

- Project Presentation (4 minutes)
- Privacy (1 minute)
- Questions (2 hours)

A. Characteristics of the association:

1. Types of services provided to young people by the association :
2. what type of services does your association provide?
3. Number of young people who benefit from your services each year?
4. Describe the profile of the young people you serve and the conditions for accessing your services?
5. What types of vocational training do you offer young people?
6. Describe the profile of the young people you provide vocational training to. List the admittance criteria for youth interested in entering you training program?
7. Number of young people who benefit from your vocational training services each year?
8. What type of vocational training do you offer (in which job sectors?)
9. What is the duration of each type of training provided? Who provides this training?
10. How do young people view the work done by youth associations?
 - Do you think both men and women share this perception?

B. The employment situation at local level and the perceptions of young people

1. In your opinion, what is the labor market like for youth in this community?
2. What major difficulties do young people confront in the labor market?
3. What are the aspirations of young people in your community regarding the job market?
4. Are they optimistic about local employment opportunities?
5. In your opinion, what factors block young people from accessing employment?
6. What skills related to employability do you think that a youth should have to fit into the job market?
7. What sectors of the local economy offer more opportunity for young people in the unskilled labor market?
8. In your opinion, what skill sets are employers in different sectors looking for?
 - What skills / profile are they looking for in their youth?
 - How do you know this?
 - In your opinion, which actor is primarily responsible for the integration of youth into the job market in your community?
 - Explain.
9. What does your association do to help youth develop the skills needed to obtain a job?

C. Training institutions and integration of young people

1. In your opinion, what vocational training do young people need?
 - How did you identify these needs?

- Is the private sector involved in identifying these needs?
2. In your opinion, is the vocational training system responding adequately to the demands of employers in the labor market?
 - Explain.
 - If yes, in what area and why?
 - What training institutions are there in your town?
 3. In your opinion, are young people aware of these vocational schools?
 4. In your opinion, what training institutions in your town offer young people the best employment opportunities?

Type of institution

Why?

Among the existing vocational training institutions in your community, which do you work with to train skilled and unskilled youth?

Type of establishment

What type of collaboration?

5. What kind of difficulties do you face in helping to integrate young people into the labor market?

What have you done to solve such problems?

D. Communication and links between different actors to promote youth employability

1. Do you have a partnership with the private sector, the ANNAPEC, OFPPT, IRC, and/or the Chamber of Commerce?
 - What kind of relationship(s) exist?
 - What is the role you play in this/these relationship(s)?

2. Are there mechanisms for regular communication between your association and the private sector, training institutions, and youth?
 - Explain.
3. In your opinion, how could these mechanisms be improved?
 - What actions should be taken?
4. What types of public or private partnership should be established to facilitate inclusion of youth in the labor market?
 - Why?
5. Is your association able to provide all services necessary to support the integration of young unskilled workers into the labor market?
6. If not, what technical assistance would be needed to help you integrate youth into the market?
 - In which areas?
 - Who can provide this assistance?
 - What funding sources do you have to help with your work to integrate youth into the labor force?

Thank you

Appendix 3: Youth Focus Group Member Informants

City/Region Date	18-25 Female Employed	18-25 Female Unemployed	18-25 Male Employed	18-25 Male Unemployed
Fez – Urban	6	9	5	4
Fez – Rural	2	8	2	10
Casablanca – Urban	4	4	4	6
Tetouan – Urban				8
Salé – Urban	4	4	6	6
Doukala – Rural	4	5	6	5

Appendix 4: List of Youth Associations

Youth association	Mission	Program/activities	Funding source
1. Casablanca			
Near East Foundation	Strengthen youth capacity	Training in leadership, employability, and civil and political participation	USAID, ANAPEC,... l'OFPPPT
Association Tachaour pour les travaux sociaux, le développement et l'environnement	Youth training and socio-cultural activities	Implementation of a pilot project for handicrafts and youth involved in uncertain business	l'OFPPPT. community councils, INDH
Association Marocaine d'Education des Jeunes (AMEJ)	Supervise youth education and socialization	Building social linkages, summer camps, vocational training, education	membership fees, ministère jeunesse et sport,
Association Ben Msiq Sbata pour le football	Youth sports training (soccer)	Awareness raising meetings with elected officials and municipalities	ministère jeunesse et sport, community council
Association d'accompagnement pour l'éducation et la formation	Fight against school attrition for children and youth	Mediation between youth and their employers	Entraide Nationale. Education Nationale.
Association Elbaraka pour l'environnement et la communication	Youth communication training	Organize sporting, cultural, and social events and summer camps	GTZ , Fondation Mohamed V pour le développement.
Association des jeunes de Nahdat Zanata	Training for youth (girls)—sewing, embroidery, catering	Vocational training for youth, including sewing, animal husbandry, and other activities for women	community council, l'INDH
Association Douha II	Cultural, educational, and sports activities; technical training for youth (carpentry and the aluminum industry)	Organize "open door" sessions to listen to youth and understand their needs in regard to employment; vocational training	l'Entraide National, la GTZ, INDH
2. Sale			
Foundation Hassan Snoussi	Protection for women in difficult situations	Vocational training for women, literacy, other activities	Fond Propre de l'entreprise Snoussi.
Association Femmes Eau et Environnement	Environmental protection and strengthening of women's capacities	Awareness raising, training women (handicrafts, embroidery)	Délégation de l'artisanat

Youth association	Mission	Program/activities	Funding source
Top Maroc Association	Socio-cultural activities	Support for literacy in schools	Education National, Entraide
Association Amal Salé	Local development and training for youth	Support for literacy in schools, vocational, computer, and language training	INDH, des bayeurs étrangers, <i>Entraide Nationale</i> , Ambassade USA.
Association Iklaâ pour le développement et la solidarité	Support for children and youth in difficult situations	Material support for children and their families (clothing and school supplies)	INDH, <i>Entraide Nationale</i> , benefactors
Association centre info pour les personnes handicapées (CLIO)	Capacity strengthening for handicapped youth	Vocational training in computers and languages	INDH, Ministère de développement et de la famille
Association des Bras Unis	Promotion of sports among youth	Supervision of sports organizations and sporting events	Jeunesse et sport
Association Shoule d'initiative et de développement	Local development	Development of organic farming	Ministère de l'agriculture, INDH.
3. Fes			
Al Maghreb Al Aksa pour le développement	Awareness raising, training	Human rights Microprojects	Membership fees
Chorouk	Training	Training in theater, cinema, computers, and literacy	Ministère de l'éducation, Ministère de la jeunesse et des sports
Noujoum cinéma et théâtre (stars de cinéma et de théâtre)	Training	Organization of festivals	Community council
Espace solidarité et développement	Training and education	Awareness raising campaigns	Ministère de la jeunesse et des sports
Al Ouafae pour l'éducation, culture et développement	Awareness raising	Human rights Sewing	Community council
Rihanat	Training	Helping women sell their products	INDH / membership fees
El Fath	Awareness raising	Awareness raising and environmental campaigns	Local authorities/membership fees

Youth association	Mission	Program/activities	Funding source
Al Baia Sakania	Training	Aid for street children	Community council
L'île verte	Awareness raising	Literacy	INDH et le conseil communal
4. TETOUAN			
La nouvelle génération pour le développement	Assistance to residents	Youth job searches	Community council, INDH.
Al Mhanach Al Kabir	Vocational training	Organization of sporting activities, youth integration	Foreign aid
ATIL	Vocational training	Training in plumbing and ironwork.	Foreign aid
Fondation Sedraoui	Vocational training	Training in carpentry and ironwork	Local authorities
Association quartier Jamaa Mazouak.	Vocational training	Training in carpentry	Foreign aid
ANJAL	Vocational training	Training in photography and industrial sewing	Foreign aid
Protecto Solidario	Preschool education	Creating preschool centers	Ministère de l'éducation nationale
5. Doukala Abda			
Association des femmes chefs d'entreprise	Promotion of enterprises among women	Training and awareness raising for women	French NGOs
Association Almanar (AMEC)	Socio-cultural activities and support to schools.	Literacy, school support, activities	La jeunesse et sport
Association jeunesse et coopération	Supervise and support youth	Socio-cultural activities, summer camps	Délégation de jeunesse et sport - l'artisanat.
Association Douar ben Bouchaib pour le développement rural	Youth training	Training in agriculture and animal husbandry	l'INDH ; l'entraide nationale,
Club de maisons de jeunes de Sebt Gzoula	Socio-cultural activities	Theater and extracurricular activities	la jeunesse et sport,

Youth association	Mission	Program/activities	Funding source
Association des protecteurs de l'environnement	Youth training (marine fisheries)	Youth vocational training	Foreign organizations, Délégation de la pêche maritime
Association ne touche pas à ma dignité	Capacity building for women	Training for young women in sewing and embroidery	L'artisanat, Entraide Nationale
Association régionale de développement durable à Safi	Local development	Implementing income-generating activities	INDH, Agriculture
La Fédération des associations de Safi	Local development and building linkages between local associations	Organization of workshops, socio-cultural activities, and summer camps	INDH

Appendix 5: List of Vocational Training Service Providers

Name of Vocational Training and/or Employment-related Service Provider	Type of Vocational Training and/or Employment-related Service Provided
OFPPT	Delivery of vocational training for all sectors of the national economy: wood-working, mechanics, construction, textile....
ANAPEC	Formal Sector Job Placement
Fondation Sedraoui	Plumbing and Iron Works
Centre de Formation Artisanat Mohammad VI	Handicraft trades in several specializations (leather, iron works, bronze, traditional clothing....)
Délégation Régional de la Formation Professionnelle	Wood-working, mechanics, construction, textile....
Délégation Regionale de l'Artisanat	Vocational training in handicrafts, more particularly in the areas of: pottery, tapestry, carpet making, leather, iron works.....
Entraide Nationale	Vocational training in the following areas: - computer science; - hairdressing; - hotel and restaurant industry; - ceramics; - sewing and embroidery; - languages (French and English); - educational support; -literacy.
Association Annamaa li Tanmiya al Bacharia	Vocational training in human development: life skills, computer science, microproject...
EMOBIC Coiffure et Esthetique	Hair Style, manicure and pedicure
Ecole Al Khwarizmi d'Informatique et de Gestion	Computer Science and Management
Institute Noaman d'Informatique	Computer Science
Hautes Etudes Commerciales, Techniques et Informatiques	Commerce, Business Management and Computer Science

Name of Vocational Training and/or Employment-related Service Provider	Type of Vocational Training and/or Employment-related Service Provided
Délégation de la Jeunesse et du Sport	Training and support of youth in the creation of their own small businesses, in addition to vocational training in computer science and new technologies, seamstressing, embroidery, plastic arts, socio-cultural activities.
Maison des Jeunes	Vocational training in: Computer science, foreign languages, educational support training, socio-cultural activities.
L'Institut de l'Agriculture	Agricultural Science
AGEF	Computer science, literacy, gardening, security.
Centre de formation professionnelle de l'association Nahdat Al hay	Seamstressing, embroidery, literacy, computer science.
Centre de Formation Audio-Visuel/INDH	Training in the areas of film, video arts, photography.
Maison de Citoyen de l'Entraide National	Seamstressing, embroidery, computer science, languages...
ATIL	Plumbing and Iron Works
ANJAL	Photography and Hair Dressing
Association Quartier Jamaa Mazouak	Carpentry

Appendix 6: List of Private-Sector Businesses

Size of Business: Small—less than 10 employees; **Medium**—between 10 and 50 employees; **Large**—more than 50 employees

Region of Morocco	Name of Private Sector Business	Size of Business	Economic Sector
1. Salé	- Entreprise Fer Forgé	- Medium	- Handicraft
	- Entreprise entrepreneur-construction	- Large	- Construction
	- Entreprise de Fabrication des tapis traditionnels	- Large	- Handicraft
	- La poterie d'Oualja Salé	- Medium	- Handicraft
	- Coopérative Al Wafaa des arts de bâtiment	- Large	- Handicraft
	- Compagnie du bois de Salé	- Large	- Construction
	- Coopérative Al Mouhad des pierres taillés	- Small	- Handicraft
	- Coopérative Colleurs de salé	- Large	- Textiles
2. Casablanca	- Entreprise de sécurité et de nettoyage EGEN	- Large	- Service
	- Jak Voyages	- Medium	- Tourism
	- Globe Formation	- Medium	- Service (Vocational Training)
	- CFA Nartex	- Large	- Textile
	- Hôtel Idou Anfa	- Large	- Tourism
	- KITEA, société immobilier commerciale	- Large	- Commerce
	- NEGA	- Medium	- Construction
	- Barcelo	- Small	- Tourism

Region of Morocco	Name of Private Sector Business	Size of Business	Economic Sector
3. Doukala	- Les grands moulins de Salé	- Large	- Agro-industry
	- MCGG Cabinet Conseil	- Medium	- Service
	- SOGENCO	- Medium	- Construction
	- Cabinet le comptable	- Small	- Service
	- Société Safi Artisanat	- Large	- Handicraft
	- Omnium Maghrébin des consultants	- Medium	- Service
	- Entreprise DAOU de poterie	- Small	- Handicraft
	- Entreprise Swalmi de poterie	- Medium	- Handicraft
	- MEDAVE	- Medium	- Agro-industry
	- Caprel	- Large	- Agro-industry
	- Les ciments du Maroc	- Large	- Construction
	- Les industries chimiques de Safi	- Large	- Mining
	- Glonet	- Medium	- Services
4. Fes	CREA GRAPHE	- Medium	- Handicraft
	Hotel les Merinides	- Large	- Tourism
	Hotel Sofitel Palais Jamii	- Large	- Tourism
	Hotel royal mirage	- Large	- Tourism
	Amal links	- Large	- Handicraft
	Industrie Céréale du Nord	- Medium	- Agro-Industry
	ENTREPRISE RIAD	- Large	- Construction
	Societe Boussira et Belhadj	- Small	- Construction
	Entreprise Batiment Abdelhai Bekkali S A R L	- Large	- Construction
5. Tetouan	Hotel CHAMS	- Large	- Tourism
	BOBINAGE DU NORD	- Small	- Manufacturing

Region of Morocco	Name of Private Sector Business	Size of Business	Economic Sector
	Chambre de commerce et d'industrie	- Large	<ul style="list-style-type: none"> - Textile - Textile - Agro-Industry - Construction

Name	Mission	Type of training	Types of certification/ diploma	Conditions for Access
				candidates of 6th year of primary education (formerly 6th grade of basic education) of the 1 st and 2 nd year of preparatory education (formerly 7 th and 8 th year of basic education).
2. Entraide Nationale (EN)[National mutual assistance]	To deliver all manners of assistance and support and advocate the promotion of family and social development.	<ul style="list-style-type: none"> - Training of out of school youth; - Adult literacy; - Education and assistance to handicapped persons and children. . 	Qualification certification	Open access: no special conditions apply
3. Social complex for human development/ EN	The mission of the Center is to deliver vocational training. It has training centers for apprenticeship training (CFAs) with a training period of one to two years.	<ul style="list-style-type: none"> - computer science, - hairdressing; - hotel and restaurant - ceramics; - seamstressing and embroidery - languages (French and English) - educational support; -literacy. 	Qualification certification	Open access: no special conditions apply
4. Secretariat of State for Handicrafts	Planning and organization of vocational training and promotion of apprenticeship training in the areas of handicraft and trades in collaboration with the professional sector and with links to the corresponding ministries	<p>Vocational training in the handicraft sector has two modes of initial training: home training and apprenticeship training.</p> <p>Concurrently, the department provides further training for independent craftsmen.</p>	Qualification certification	Open access: no special conditions apply

Name	Mission	Type of training	Types of certification/ diploma	Conditions for Access
5. Training Center for Handicrafts	To provide vocational training in the handicraft sector.	Vocational training in the different handicraft sectors.	Qualification certification	Open access: no special conditions apply
6. Maison de citoyen [Center for Citizens]/ EN	To provide information and guidance to youth to orient them towards the appropriate entities or social and administrative structures.	It offers youth with no employment qualification a qualifying training to help them integrate into the work place (seamstressing, embroidery, computer science, languages)	Qualification certification	Open access: no special conditions apply
7. Department of Youth and Sports	To develop socio-educational programs with the potential to provide the organization guidance and protection of youth, children and women;	The Department has created the “fund for the integration of youth”. Within this framework, the “FIJ” club was created in the Maisons de jeunes (Youth Centers). The goal of the club is to train the youth and support them in the creation of their own small enterprises. Training sessions are organized in the areas of computer science and new technologies, seamstressing, embroidery, plastic arts....	Qualification certification	Open access: no special conditions apply
8. Maison des Jeunes [Youth Centers]	To implement socio-cultural and sports oriented activities for the youth and children 7 years and older.	Delivery of vocational training in the areas of: computer science, foreign languages, educational support classes	Qualification certification	Accessible to all youth. - Must fill out a commitment form (agree to follow the internal rules of the youth center); - Must fill out an information form; - Must have parents' consent with 2 prepaid envelopes for minors and two photos; - Medical certificate to participate in sports activities.

Name	Mission	Type of training	Types of certification/ diploma	Conditions for Access
9. Centre de Formation par Apprentissage (CFA)[Center for apprenticeship training]	CFA: any institution and agency which organizes general and technical further training within the framework of agreements with the administration (enterprise, association, chamber, professional organization) by any vocational training institution under Government control or accredited by it and by any public agency providing qualifying training.	<ul style="list-style-type: none"> - Agriculture - Industrially-oriented handicraft - Construction and public works - Engineering, metal, electrical and electronic industries . - Processing industry - People care - Tourism: Hotel and restaurant 	Three types: 1. Professional qualification diploma. 2. Professional specialization diploma. 3. Qualifying training certificate.	Must be at least 15 years old with the following requirements: 1- Have a 3 rd year secondary level (middle school) for the trades requiring a professional qualification diploma; 2- Have a 6th grade (primary education) level or a non formal education certificate issued by the Ministry of Education for the trades requiring a professional specialization diploma; 3- Have a literacy certificate or minimum skills in reading and writing for the qualifying trainings.

Appendix 8: Governmental Vocational Training and Employment Service Coverage by Program, Region, and Sector

Name	Program	Regions	Technical/ educational sectors addressed	Funding source	Number of beneficiaries per annum
State Secretariat of Vocational Education	The policy agenda is part of the reform effort of the educational system launched with the Charter for Education and Training and strengthened by the Emergency Program.	All regions	The new educational organization includes preschool, primary school, middle school, secondary school and college. This restructuring will be based on the core curriculums, gradual specialization and bridges at all levels	Public funds	-
State Secretariat of Youth	-growth, promotion and integration of youth, children and women; -assistance and support of youth associations, as well as the coordination and supervision of their activities; -protection of children and youth; -follow up and supervision of children, youth and women institutions under the control of the Department of youth and sports: -Supervision, under the applicable laws, of children and youth institutions pertaining to the semi-public and private sectors;	All regions	The Department has created the “fund for the integration of youth”. Within this framework, the “FIJ” club was created in the Maisons de jeunes (Youth Centers). The goal of the club is to train the youth and support them in the creation of their own small enterprises. Training sessions are organized in the areas of computer science and new technologies, seamstressing, embroidery, plastic arts....	Public funds	-
Office of Vocational Training and Labor Promotion (OFPPT)	Different modes of training: • Home training; • Alternative training; • Apprenticeship training; • Accelerated training; • Qualifying training	All regions	The OFPPT is the first vocational training provider in Morocco. Its mandate covers all main sectors of the national economy.	Public funds	The OFPPT has developed its training system in response to the Government order to have 650,000 learners by 2012/2013

Name	Program	Regions	Technical/ educational sectors addressed	Funding source	Number of beneficiaries per annum
National Agency for Promoting Employment and Skills (ANAPEC)	<p>- To organize the intermediation between labor supply and demand for the graduates in the public service or public sector and the private sector;</p> <p>-To promote the employment of youth in private enterprises</p>	All regions	<p>- Vocational training of unemployed graduates,</p> <p>- Orientation and guidance of young promoters.</p>	Public funds	
National Initiative for Human Development (INDH)	<p>1- Exclusion control program at the urban local level</p> <p>2- Poverty control program at the rural local level</p> <p>Eligible projects deal with: * better access to basic social services and basic infrastructures, *socio-cultural activities, * economic opportunities (AGR, employment..), * strengthening of the stakeholders' skills</p> <p>3. Cross sectional program at the provincial level</p> <p>Projects deal with: * better access to basic social services and basic infrastructures, *socio-cultural activities, * economic opportunities (AGR, employment..), * strengthening of the stakeholders' skills</p> <p>4. Insecurity control program at the regional level</p> <p>Projects deal with:* institutional backing and support of existing programs and structures, * updating the existing systems, * programs oriented toward reinsertion,* creation of structures meeting the standards and * strengthening of the stakeholders' skills.</p>	<p>Populations of all regions who live in:</p> <ul style="list-style-type: none"> - poverty - exclusion - insecurity 	<p>- Special social concern and social shortfalls</p> <p>- All sectors.</p>	Government budget, local communities, the Hassan II Fund, International Cooperation, the World Bank and the European Union.	

Name	Program	Regions	Technical/ educational sectors addressed	Funding source	Number of beneficiaries per annum
Training and Apprenticeship Center(CFA)	The objective of apprenticeship is to acquire the know-how by engaging in a professional activity which allows the apprentice trainee to gain a qualification promoting their insertion in the work place.	All regions of the Kingdom	Vocational training in the following sectors: <ul style="list-style-type: none"> - Agriculture - Industrially-oriented handicraft - Construction and public works - Engineering, metal, electrical and electronic industries - Processing industry - People care - Tourism/hotel and restaurant 	Government budget, local communities, public institutions, and national and international gifting.	2015 projections: 60,000 persons.
Entraide Nationale (EN) [National mutual assistance]	The aim of Entraide Nationale is to be efficiently instrumental in the implementation of the INDH and to target support, education and training	All regions	Three programs: <ul style="list-style-type: none"> - control poverty and social exclusion, - meet the specific needs of disadvantaged populations, - promote solidarity, participation and partnership. 	Public funds	Each year, 92,000 children and students from disadvantaged families In 2006, 2,094 community centers and social institutions, including 904 education and training centers (73,316 recipients), 744 charity institutions (55,000 recipients), 332 child care centers (13,491 recipients), 90 vocational training centers (6,707 recipients), 14 Dar Al Mouaten centers (7,195 recipients), 9 centers for handicapped children (1,591 recipients), plus one support center.

Name	Program	Regions	Technical/ educational sectors addressed	Funding source	Number of beneficiaries per annum
Office of Security Cooperation	Is the security assistance element of the Embassy's Country Team and is responsible for managing the Moroccan military's requests, sales, and deliveries of U.S. defense equipment, training, and services.		<ul style="list-style-type: none"> -Military-related market information -Initial links with the Moroccan military. -Links with other US agencies and business organizations that can provide in-depth information on doing business in Morocco. 		
Ministry of Employment and Vocational Training	To deliver training to employees and to support Moroccan businesses in maintaining employment	All regions	<ul style="list-style-type: none"> - Vocation training in all business segments such as textile, automotive material, leather, fishing, electronic industries...etc. - Apprenticeship training for youth. 	Public funds	400 youth per year
Ministry of Religious Affairs	<ul style="list-style-type: none"> - To actively better understand the true concepts of the Islamic religion and to insure the dissemination of its precepts of tolerance and its true values; - To carry out the mission which is the duty of the Habous, to insure its persistence, to work for the development of the Habous assets, to improve their income and to insure that they are used for religious deeds according to the purpose for which they are established and particularly to serve religion and Muslims; - To preserve the Islamic values and insure the protection of faith, to preserve the unity of the Maliki rite and insure that the practice of the Muslim worship in all the mosques of our kingdom take place in an environment imbued with peace, serenity, tolerance and fraternity; - To work toward the revival of the Islamic heritage and culture and to further its dissemination. - To participate in the building, the renovation, the extension, the 	All regions	<ul style="list-style-type: none"> - Teaching literacy to 500 thousand individuals in the period 2005-2010, under the national program of illiteracy control in mosques; - Bring up to standards and train 45,000 imams in different urban and rural communities. - Mourchidates training program: they are responsible for the guidance and sensitization of women and children within the mosques, schools, jails and charities. 	Public funds	- 45,000 imams

Name	Program	Regions	Technical/ educational sectors addressed	Funding source	Number of beneficiaries per annum
	<p>furnishing and the management of mosques and to process the building permit applications related to them;</p> <ul style="list-style-type: none"> - To develop the government policy in the area of traditional education and to insure its supervision and organization; - To strengthen the cooperation and institute exchange and coordination relationships with the national and international entities and departments in order to achieve the objectives assigned to the Ministry; - To develop a policy of initial and continuous training for the religious officers to improve their level and perfect their education. 				
<p>Ministry of Tourism, Handicrafts, and Social Economy - Secretariat of State in charge of handicrafts</p>	<ul style="list-style-type: none"> - To develop programs of development for the sectors of handicrafts and trades and to follow up on their implementation; - To conduct all studies related to handicrafts and trades and to promote production areas and their sectors of activity; - To promote and organize activities related to the handicrafts sector and trades in joint action with the professionals and operators involved; - To develop and implement policies for the commercial promotion of handicraft products and to facilitate the adaptation of handicraft and trade businesses to the demands of the markets, technologies and international competition; - To develop and implement policies 	All regions	<p>Vocational training in the sector of handicrafts includes two modes of initial training: home training and apprenticeship training.</p> <p>Concurrently, the department provides further training for independent craftsmen to improve their know-how et strengthen the skills in human resources of enterprises in order to improve their productivity and competitiveness.</p>	Public funds	

Name	Program	Regions	Technical/ educational sectors addressed	Funding source	Number of beneficiaries per annum
	<p>and programs for the promotion of the sector and the quality control of its products by implementing a standardization system and by taking action for the generalization of its adoption ;</p> <ul style="list-style-type: none"> - To develop and implement policies and programs for the preservation of the handicraft heritage, the protection of the art crafts and the promotion of innovation and creativity ; - To plan and organize vocational training and to promote apprenticeship training in the sector of handicrafts and trades in joint action with the professional environment and in coordination with the ministries involved; - To insure the follow up of the activities of the chambers of craft and their federation and to support them in their mission; - To implement policies in the area of international cooperation which could contribute to the development of the sector; - To insure the custody of the public institutions which are under the jurisdiction of the government department of handicrafts according to the laws for the creation of these institutions 				
Ministry of Education	The Ministry of Education develops and implements the Government policy in the area of preschool education, basic and secondary schooling, and preparation for BTS certification and preparatory classes	All regions	<ul style="list-style-type: none"> - To put into effect compulsory schooling until the age of 15; - To foster the initiative of excellence in high school and in college; - To confront the cross sectional 	Public funds and international cooperation	-

Name	Program	Regions	Technical/ educational sectors addressed	Funding source	Number of beneficiaries per annum
	for colleges and insures State control over private education. It is also responsible for the development of Government policy with regard to education for all for the benefit of unschooled or out of school children.		issues of the system; - To develop the capacity to succeed.		
Ministry of Youth and Sports	To implement the Government policy in the area of youth and sports, the protection of children and the promotion of women.	All regions	The Department has created a mechanism called the "fund for the integration of youth". Within this framework, the "FIJ" club was created in the Maisons de jeunes (Youth Centers). The goal of the club is to train the youth and support them in the creation of their own small enterprises. Training sessions are organized in the areas of computer science and new technologies. Vocational training is also organized in the area of seamstressing, embroidery, plastic arts... for the benefit of women.	Public funds	-
Ministry of Social Services (youth and community centers)	3 programs: - To combat poverty and social exclusion, - To meet the specific needs of disadvantaged populations, - To promote solidarity, participation and partnership.	All regions of Morocco.	-Training within the INQAD Program of social players under the NGOs working in the protection of young servant girls - Training of 10,000 social workers by 2012 in the area of social and human with respect to qualified human resources.	Public funds	-
Locally Elected Commune Councils	- Local development and management of community affairs.	All regions of Morocco	- Building and furnishing of public teaching institutions. - Funding of vocational training projects of local experienced players.	The region's own funds.	-
Superior Council on Education	To support the reform process of the education/training system with an agency that allows its continuous follow up and assessment	All regions	To offer consultation and assessment services as a discussion and dialogue provider to help achieve a national pact around the issue of education/training.	Public funds	-

Appendix 9: Programmatic Areas to Increase Access to Employment

The following table summarizes the author’s recommendations laid out in Section V of this report, Strategic Options for USAID Programming.

Objectives	Activities
<p>1. Promote the development of an Integrated Vocational Training and Employment-related System inclusive of youth associations, non-formal and formal vocational training service providers.</p>	<p>Short-term:</p> <p>a. The Grade 9 prerequisite is removed from OFPPT courses and replaced by course-specific entry requirements and challenge tests that are more closely aligned to the training being delivered.</p> <p>b. The formal vocational qualifications framework incorporates qualifications and pathways that allow those with limited education to undertake formal programs that lead to nationally recognized qualifications.</p> <p>c. Courses are specifically designed to cater to the needs of lowly educated to gain meaningful employment.</p> <p>d. Institutional instructors, trainers, and managers receive professional development on how to deliver and assess skills development courses for trainees with low levels of education.</p> <p>e. Pre-vocational course pathways are established for the lowly educated to enter into formal courses, such as apprenticeships, to address any basic skills gaps.</p> <p>Long-term:</p> <p>a. Development of the following components:</p> <ul style="list-style-type: none"> • Competency-based modular training programs. • Credit accumulation and transfer system • Recognition of Prior Learning • Vocational qualifications network • Accreditation • Trainee Record of Achievement
<p>2. Assist youth associations to develop employment-</p>	<p>a. Develop capacity of youth associations to provide the</p>

Objectives	Activities
related services.	<p>following support services to marginalized youth:</p> <ul style="list-style-type: none"> • Basic and remedial education (literary and numeracy) • Employability and life skills training • Career guidance and orientation • Job readiness training • Job search training • Other related support services. <p>b. Integrate into collaborative efforts with other key stakeholders such as non-formal and formal vocational training institutions and private sector enterprises.</p>
3. Assist non-formal and formal training institutions to develop industry-specific skills development programs for entry-level positions.	<p>a. Validate economic sectors and entry-level employment opportunities per sector.</p> <p>b. Conduct training needs assessment for targeted entry-level employment opportunities.</p> <p>c. Develop training curricula based upon identified skill sets.</p> <p>d. Validate the identified skill sets with private-sector enterprises.</p> <p>e. Train instructors on skill sets.</p> <p>f. Initiate vocational skills development training.</p>
4. Strengthen linkages among the private sector, youth associations, and non-formal and formal vocational skills development service providers, and encourage employers to develop youth employment services.	<p>a. Develop a tripartite mechanism for youth associations, non-formal and formal vocational skills development programs, and private sector enterprises in targeted economic sectors.</p> <p>b. Design and implement an active labor market program that has been jointly developed between the private sector, youth association, and non-formal vocational skills development service provider.</p>
5. Consider self-employment as an option for some marginalized youth.	<p>a. Introduce self-employment into career guidance and orientation programs in addition to private-sector formal-sector employment.</p> <p>b. Develop capacity of youth associations to provide such career guidance and orientation programs towards self-employment.</p> <p>c. Introduce entrepreneurship training courses in non-formal vocational skills development programs for those youth who are interested in the self-employment options.</p>
6. Conduct future research studies related to marginalized youth and employment.	<p>a. Evaluating Effectiveness of Formal vs. Non-formal Training Providers in Preparing Marginalized Youth</p>

Objectives	Activities
	<ul style="list-style-type: none"> for Employment b. Evaluating Possible Public, Private, Formal, and Non-formal Sector Linkages c. Evaluating Training Centers' Capacities d. Trainee Tracer Study e. Evaluating Apprenticeship Programs f. Evaluating the Self-Employment Environment

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