



BTC

Matching training with employment: orienting and improving the training offer in the intervention zone of the FORAP NORD project



***BUILDING
A FAIR WORLD***

EDUCAID Seminar, Brussels 29.11.2012



BTC

**BELGIAN
DEVELOPMENT AGENCY**

OUTLINE

- 1. General process of professional training and its management***
- 2. Development of professional training within the FORAP NORD project***
- 3. Matching training and employment within the FORAP NORD project***



BTC

***BELGIAN
DEVELOPMENT AGENCY***

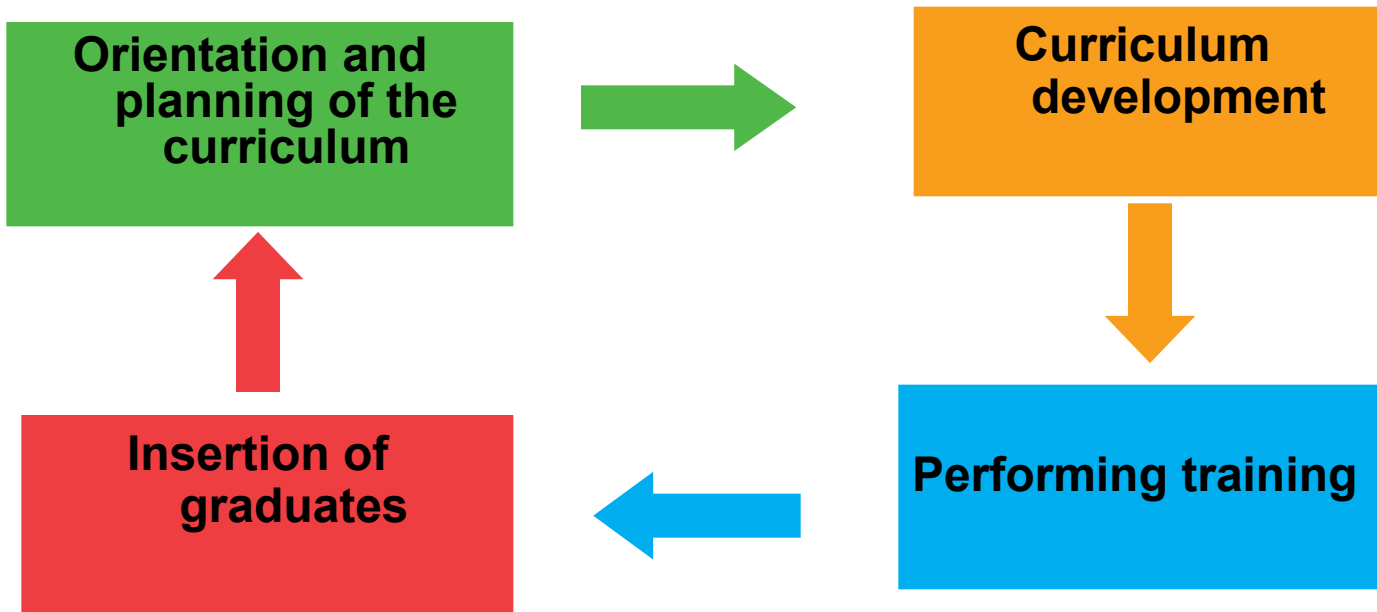
1. General process of training and its management



BTC

**BELGIAN
DEVELOPMENT AGENCY**

I. General process of professional training and its management





BTC

**BELGIAN
DEVELOPMENT AGENCY**

I. General process of training and its management

- ☐ Professional training must be considered in process terms
- ☐ Implementing the training should not only concern the performance of training
- ☐ Any qualitative and quantitative improvement of the professional training offer must be based on improved quality of each of the four phases of the process



BTC

**BELGIAN
DEVELOPMENT AGENCY**

I. General process of training and its management

1.1 The orientation and planning phase of training

- ☐ The phase of orientation and planning the training is upstream of the process
- ☐ It provides structure to the other phases
- ☐ This phase is a condition for the relevance of the training offer developed in the training initiatives
- ☐ At this level the annual and multi-year objectives are defined and set in terms of staff assigned per training entity



BTC

**BELGIAN
DEVELOPMENT AGENCY**

I. General process of training and its management

1.1 The orientation and planning phase of training (cont'd)

- ☐ In a training system often several training operators are involved

- ☐ Improving the relevance of training implies putting in place a training device for each training initiative which includes:
 - The employers of the graduates;
 - The donors (financing the training actions and programmes de formation); and
 - The competent governmental authorities.



BTC

**BELGIAN
DEVELOPMENT AGENCY**

I. General process of training and its management

1.2 The curriculum development phase

- ☐ The curriculum development phase of the training is situated between the planning and the performance phases
- ☐ This is when the performance of the training is prepared



BTC

**BELGIAN
DEVELOPMENT AGENCY**

I. General process of training and its management

1.2 The curriculum development phase (cont'd)

- ☐ The design and development of training programmes and pedagogical implementation tools of these programmes
- ☐ Defining the means needed to achieve the annual and multi-year objectives
- ☐ Defining the needs to upgrade the training establishments and initiatives to achieve their training objectives



BTC

**BELGIAN
DEVELOPMENT AGENCY**

I. General process of training and its management

1.2 The curriculum development phase (cont'd)

- ☐ In Morocco, the design and development of training programmes is conducted currently following a Competence-based approach (CBA)
- ☐ CBA mainly relies on the identification, by businesses themselves, of tasks and behaviours required for several job functions

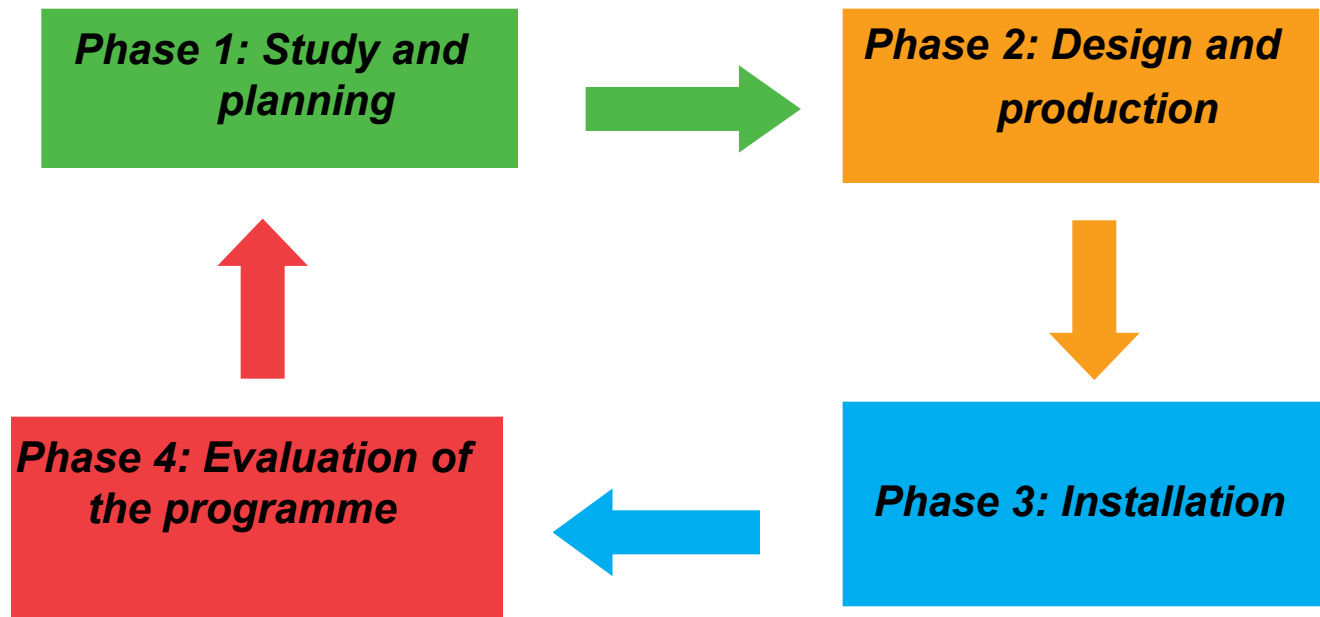


BTC

**BELGIAN
DEVELOPMENT AGENCY**

I. General process of training and its management

1.2 The curriculum development phase (cont'd)





BTC

**BELGIAN
DEVELOPMENT AGENCY**

I. General process of training and its management

1.3 The training performance phase

- ☐ ***The training performance phase is situated between the curriculum development and insertion phases***
- ☐ ***In this phase competencies are acquired through the implementation of training programmes following the recommendations defined during the curriculum development phase***



BTC

**BELGIAN
DEVELOPMENT AGENCY**

I General process of training and its management

1.3 The training performance phase (cont'd)

- ❑ Implementing training programmes in accordance with above-defined recommendations requires the training institutions to:**
 - ✓ Raise standards of trainers and managers**
 - ✓ Upgrade infrastructure, technical and pedagogical tools, communication...**
 - ✓ Make available means for functioning**



BTC

**BELGIAN
DEVELOPMENT AGENCY**

I. General process of training and its management

1.4 Insertion of graduates phase

- ☐ **The last phase of the training process is the insertion of the graduates**
- ☐ **When planning the training process future insertion of apprentices must be considered**



BTC

***BELGIAN
DEVELOPMENT AGENCY***

2. Development of professional training within the FORAP NORD project



BTC

**BELGIAN
DEVELOPMENT AGENCY**

2. Development of professional training within the FORAP NORD project

2.1 Objectives of the FORAP NORD project

General objective

"Contribute to the fight against poverty and socio-economic development in the 4 northern provinces of Morocco by fostering human resources"

Specific objective

"Job market opportunities and the insertion of early school leavers in the 4 northern provinces of Morocco have improved through the development of apprenticeship learning in this region"



BTC

**BELGIAN
DEVELOPMENT AGENCY**

2. Development of professional training within the FORAP NORD project

2.2 Location of the *FORAP NORD* project MOR 0703511





BTC

**BELGIAN
DEVELOPMENT AGENCY**

2. Development of professional training within the FORAP NORD project

2.3 Expected results of the FORAP NORD project

- ☐ **Result 1:** Orientation and follow-up of the apprentices are strengthened to guarantee high-quality training and a better matching of training and the employment market
- ☐ **Result 2:** Standards of staff (managers, trainers, coaches and counsellors and apprentice coaches) supporting the MFA are raised
- ☐ **Result 3:** CBA systems are elaborated and set up at MFA
- ☐ **Result 4:** The Apprentice Training Centres (ATCs) have better equipment



BTC

**BELGIAN
DEVELOPMENT AGENCY**

2. Development of professional training within the FORAP NORD project

2.4 Result 1

- ☐ Result 1 contributes to situating the apprentice training in function of the needs and opportunities of the employment market through:
 - ✓ Installation and operationalisation of a Training and Employment Matching Unit ('CAFE')
 - ✓ Installation and coaching of a Consultative Space for the various actors of the sectors concerned
 - ✓ Support to the implementation of a communication and awareness-raising strategy to the attention of all actors and operators of MFA of the partner ATCs of the FORAP NORD project



BTC

**BELGIAN
DEVELOPMENT AGENCY**

2. Development of professional training within the FORAP NORD project

2.5 Result 2

- ❑ Result 2 contributes to improving the quality of learning of the partner ATCs of the FORAP NORD project by strengthening:
 - ✓ Technical, pedagogical and management competencies of trainers and managers; and
 - ✓ Pedagogical competencies of the apprentice coaches involved in the training.



BTC

**BELGIAN
DEVELOPMENT AGENCY**

2. Development of professional training within the FORAP NORD project

2.6 Result 3

- ❑ Result 3 contributes to improving the quality of learning by:
 - ✓ Training and coaching managers, trainers and apprentice coaches of the partner ATCs of the FORAP NORD project in elaborating and setting up training programmes following CBA for core professions in the activities sector targeted by the FORAP NORD project



BTC

**BELGIAN
DEVELOPMENT AGENCY**

2. Development of professional training within the FORAP NORD project

2.7 Result 4

- ❑ Result 4 contributes to improving the quality of learning by:
 - ✓ Raising the standards of technical, pedagogical and logistics equipment of the project's partner ATCs



BTC

**BELGIAN
DEVELOPMENT AGENCY**

2. Development of professional training within the FORAP NORD project

2.8 Contributions of the FORAP NORD project

From the above it becomes clear that:

- ❑ Result 1 contributes to improving the quality of the orientation and planning of training and of apprentices (***first phase of the process***) and of the insertion of the graduates (***fourth phase***)
- ❑ Result 2, result 3 and result 4 contribute to improving the quality of the curriculum development (***the second phase***) and to the performance of the training (***the third phase***)



BTC

***BELGIAN
DEVELOPMENT AGENCY***

3. Matching training and employment within the FORAP NORD project



BTC

**BELGIAN
DEVELOPMENT AGENCY**

3. Matching training and employment within the FORAP NORD project

3.1 *A few quantitative indicators about professional training in Morocco* (source DFP) :

- ❑ *306,00 interns in 2010/2011, compared to 223,000 interns in 2006/2007, or 37% growth with:*
 - ✓ 42% girls
 - ✓ 14% being trained following an **alternating mode**
 - ✓ 11% being trained following an **apprenticeship mode**
 - ✓ 25% in private professional training institutions

- ❑ 751,000 graduates will be launched on the job market during the 2008-2012 period, against about only 475,000 during the 2003-2007 period



BTC

**BELGIAN
DEVELOPMENT AGENCY**

3. Matching training and employment within the FORAP NORD project

3.2 Improved initial professional training system

- ❑ Development of training modes in a professional setting:
 - ✓ Alternating training mode in 1996
 - ✓ Apprentice training mode in 2000
 - ✓ Remodelled CBA curriculum in 2003



BTC

**BELGIAN
DEVELOPMENT AGENCY**

3. Matching training and employment within the FORAP NORD project

3.2 Improved initial professional training system (cont'd)

- ❑ Delegation of the management of the training to businesses and professional federations
 - ✓ Management of the training institutions by professionals
 - ✓ Development of the Apprentice Training Centres Inside Enterprises (ATCs-IE)



BTC

**BELGIAN
DEVELOPMENT AGENCY**

3. Matching training and employment within the FORAP NORD project

3.3 2011 - 2012 situation of apprentice training in the project zone

Sector	Number of apprentices <i>being trained</i>	Including girls	% of girls
Craft industries	592	269	45%
Tourism	251	103	44%
Agriculture	448	45	10%
Marine fisheries	65	-	0%
Pre-school	169	155	92%
Total	1525	572	38%

Source: FORAP NORD project (BLS)



BTC

**BELGIAN
DEVELOPMENT AGENCY**

3. Matching training and employment within the FORAP NORD project

3.3 2011 - 2012 situation of apprentice training in the project zone (cont'd)

Sector	Number of graduates	Including girls	% of girls
Craft industries	296	104	35%
Tourism	177	78	47%
Agriculture	520	1	0%
Marine fisheries	47	-	0%
Pre-school	153	112	73%
Total	1193	295	25%

Source: FORAP NORD project (BLS)



BTC

**BELGIAN
DEVELOPMENT AGENCY**

3. Matching training and employment within the FORAP NORD project

3.4 Objectives of the Training and Employment Matching Unit

- ❑ The Training and Employment Matching Unit set up within the FORAP NORD project aims to maximize, within the four provinces covered by the project, job market insertion opportunities of the graduates of the training by contributing to improved quality of the whole training process



BTC

**BELGIAN
DEVELOPMENT AGENCY**

3. Matching training and employment within the FORAP NORD project

3.5 Tasks of the Training and Employment Matching Unit

- ❑ The Training and Employment Matching Unit is to:
 - ✓ Conduct sector studies of competencies needed in the project zone
 - ✓ Conduct studies to insert and professionally guide the graduates of relevant professional training institutions of this zone
 - ✓ Foster consultation through the platform of professionals
 - ✓ Contribute to raising the standards of professional training institutions



BTC

**BELGIAN
DEVELOPMENT AGENCY**

3. Matching training and employment within the FORAP NORD project

3.6 Organisation of the Training and Employment Matching Unit

- ❑ The Unit Matching Training with Employment consists of:**
 - ✓ A steering unit within the Professional Training Service in Tétouan, and**
 - ✓ Six operational sector-level units concerned by the FORAP NORD project**



BTC

***BELGIAN
DEVELOPMENT AGENCY***



***Thank you for
your attention***