



**FOCUS ON
CONTINUING TRAINING
PRACTICES IN THE
MAGHREB REGION**



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MAGHREB REGION**

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INTRODUCTION

OBJECTIVES

This report was drawn up in preparation for the regional symposium on continuing training systems in the Maghreb region. The aim is to provide a framework for discussion for the experts from the three countries represented and to identify potential areas for cooperation.

This report summarises the three national reports concerning Algeria, Morocco and Tunisia. Under joint headings, descriptions and comments are given for the three continuing training systems. The text is illustrated by case studies from each country. The reports for each country have the same structure and framework in order to permit cross-comparisons.

Readers are asked to refer to these reports to obtain more thorough information on the continuing training system in each country.

CONCEPTUAL FRAMEWORK

The analysis of the training systems set down below, based on information gathered during interviews held in the context of the study missions in June and July 2002, and on the examination of the available documents concerning the systems, focuses on the following points:

- the vision and definition of the position, role and missions of continuing training as a specific activity in the context of vocational training and in terms of the employment market;
- information on the employment market in general and on the demand for training and analysis of skills requirements in particular;
- classification of jobs and identification of professional sectors;

- development of training provision and the outcome of training (corresponding certificates, diplomas and qualifications);
- implementation of programmes, quality control and impact evaluation processes;
- study of places where decisions are taken at local, national and intermediary levels.

The analysis of the above points was based on the following criteria:

- a general framework of national institutions adapted to the employment market which endeavours to regulate the relationship between supply and demand at local, national and intermediary or even global levels;
- a corresponding legislative and regulatory framework which is transparent for users (companies and individuals);
- measures and regulatory procedures concerning resources and financing which are also transparent for users;
- efficient management and administration at the various levels of the system;
- communication/awareness-raising with respect to the users of continuing training on the reform processes in progress and on the evolutionary nature of markets and structures.

These are the main criteria on which the analysis of the information gathered during the interviews is based; they are presented in the national reports and in the comparative document. The periods spent in each country were brief, but the contacts interviewed and the material provided were a considerable source of information.

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Our conclusions are thus based on the information given to us during the June and July 2002 missions. The result is illustrative rather than definitive, and was devised as a support for the discussions and as a step toward a more detailed analysis.

The question of continuing training sub-systems in the three countries concerns the following aspects:

- clarification and **strategic implementation** of the measures and programmes that appear to be already in place;
- the ability of the continuing training sub-systems, as defined in the three countries (see national reports), to reconcile their short- and medium-term objectives, keeping in mind the future free trade area, with longer-term economic and social development objectives.

Generally speaking, the main problem for the three systems is not, therefore, the technical capacity for analysing the market, developing training programmes or managing the instruments in place and training trainers, but the ability to see how

vocational training systems (and in particular continuing training) are evolving in order to cope with changing market forces and to identify and marshal the driving forces which are behind the process of change.

Analyses of the vocational training sector have the aim of developing the quality, pertinence and efficiency of vocational training systems. They result in policy proposals and processes of reform with a view to improving practices on the ground.

The aim therefore is to highlight (empirically and theoretically) an evaluation of the life forces and catalysts of change in these countries and to strike the right balance between top-down (policies) and bottom-up (market) approaches.

In this report, the objective was also to identify the common (or different) strengths and weaknesses of each country, on the basis of which, regional cooperation could be developed. Thus each section of the report is preceded by a brief introductory comment as a prelude to a series of potential themes for workshops.

1. OBSERVATIONS AND ANALYSES

1.1 KEY ACTORS: VISION AND MISSION

conceptual framework shown below (Parkes, 1991), positions the three Maghreb countries (individually and collectively) in a broader transnational context.

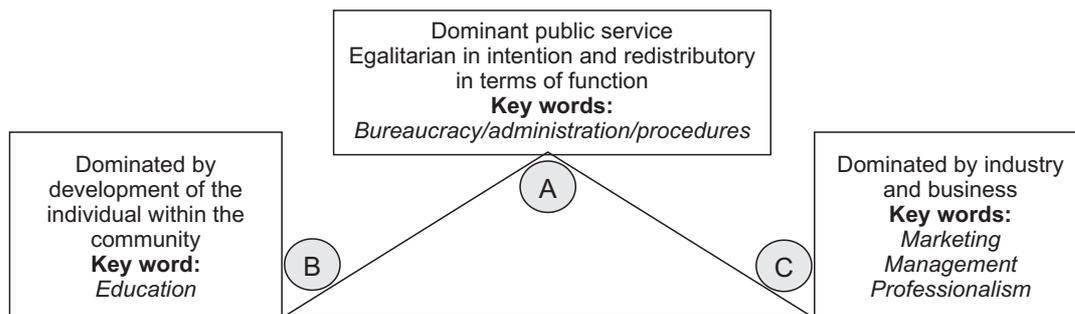
1.1.1 OBSERVATION

Culture and change

In the process of reform, culture, traditions and existing structures determine to a large extent the internal strategies for change. The latter are modified by external factors (for instance, good practice in use in other countries and the philosophy of donors).

Although the liveliest debate on positions within the triangle (see the diagram below) may concern B and C (for English-speaking countries), countries with centralised systems (such as France) may be situated nearer A. It is a more difficult and complex matter to place the American system (rather decentralised) and the German system because they are federations and the A, B and C mix is distributed more uniformly than appears at first sight.

In order to proceed with an evaluation, we had to decide on a reference system. The



What is interesting about the development of the three Maghreb countries is the fact that 'the traditional French-speaking influence (A) underpins a more English-speaking model (C)'. The resulting problem is that it is apparent, as can be seen from the analysis below, that (B) is the element which is missing most in the outcome of the three reforms.

Transition stages

Elizabeth McLeish (McLeish, 1998), distinguishes three types of reform¹:

1. reform emerging from a transformation initiated by government authorities;
2. reform emerging from an initiative by other economic and social operators;
3. reform relating to a transition in which the various national actors can reach a compromise.

E. McLeish continues by saying that political measures are complex to translate into facts. The conclusion of the structural/legislative level of the transition process does not necessarily mean that the educational transition has been achieved at a micro level. Transition at micro level almost always takes a very long time. It is easy to change a label, but very difficult to make fundamental changes.

The three countries are endeavouring to master the process at macro level in order to embark on the development of professional capacities at local level. The main problem they are facing is responding to the problems of small and medium-sized enterprises (SME/SMIs).

A high level of bureaucracy can facilitate structural reforms, while non-bureaucratic structures are needed to innovate in the field of programmes and the learning process. It might be said that different levels of organisation are necessary both for 'micro' and for 'macro' reforms.

Cezar Birzea (Birzea, 1997) points out that:

'Comparative analyses of educational systems in the countries of Eastern Europe

generally refer to four types of educational reforms:

1. **corrective reforms** which have immediate remedial objectives;
2. **modernisation reforms** aimed at bringing up to date bodies, etc. that are lagging behind compared with European institutions and structures;
3. **structural reforms** covering structures, the legal framework and the management of education systems;
4. **systemic reforms** which are deeper and of a global nature because they involve a real change of paradigm in terms of educational policies.'

The Maghreb countries are situated between points 2 and 3, but the reform of continuing training appears to be too compartmentalised to arrive at the situation described in point 4, in other words a broader and more holistic approach encompassing the reform of education, which leads to long-term economic growth.

This includes the concept of 'social capital', which comprises social and economic components and underlines the fact that the construction of richer societies depends on economic and social progress. The concept emerges from an understanding of the fact that the philosophy of the emerging global economy attaches more rather than less value to people (OECD, 2001).

1.1.2 ANALYSIS

Key actors: the government

For **Morocco**, which is aiming to establish a free trade area with the European Union, the vision and mission of the government/Ministry of Employment, Vocational Training, Social Development and Solidarity [ministère de l'Emploi, de la Formation professionnelle, du Développement social et de la Solidarité (MEFPDSS)] concerning continuing training are clear and relate to a medium-term horizon. The development of continuing training is one instrument for modernising the economy and increasing the competitive capability of companies, to

¹ We can classify the Maghreb countries under the first and third types of reform. The following analysis provides arguments for this view.

1. OBSERVATIONS AND ANALYSES

enable them to cope with liberalisation and globalisation, particularly the future free trade area (2010). The main objective is to meet the skills needs of companies.

For **Tunisia**, which is also moving towards a free trade area with the European Union, the vision and mission of the government/former Ministry of Vocational Training and Employment [ministère de la Formation professionnelle et de l'Emploi (MFPE)] concerning continuing training are clear, namely to increase the competitive capability of companies to enable them to cope with liberalisation and globalisation. The essential question is 'how to react to future competition from large multinationals with impressive advertising budgets who are accustomed to modern commercial methods'. To this end, the main mission of continuing training is to 'introduce appropriate programmes to support companies in consolidating human capital and updating qualifications'.

For **Algeria** and for the Ministry of Vocational Training and Education [ministère de la Formation et de l'Enseignement professionnel (MFEP)], the same objectives apply, but the reform is more recent. The final legislation is still being drafted. The central institutions dealing with specific aspects of training do not have a clear definition of their roles, for two reasons: first, pressure due to the fact that they are undergoing radical change, and second, their final status must be defined in a cultural context in which legislation and regulations play an important role.

Key actors: the executive machinery

In the case of **Morocco**, the Ministry responsible for vocational training looks after the strategic management of the system. The structure of the new continuing training system (dating from 1996) is largely based on approaches suggested by the World Bank in the various countries of the region, namely considerable involvement of trade federations, exclusive focusing on the immediate needs of companies and introduction of financing mechanisms for training schemes offered to companies.

Not surprisingly, after only six years of operation the concern is to maintain and develop the mechanisms rather than to study long-term human development needs with a view to longer-term economic development.

The main elements to be addressed in the system are planning capabilities, the ability to analyse qualification needs, the involvement of social partners, financial mechanisms (professional tax), decentralisation and the development of the professional sector. The Ministry wishes to organise an evaluation of the global impact of the programmes, namely better productivity as a result of planning and training.

The Office for Vocational Training and the Promotion of Labour [Office de la formation professionnelle et de la promotion du travail (OFPPT)] is the executive body in the Ministry. It is not, in principle, a political body. In practice, the dialogue concerning training policy takes place between the decision-makers and administrators in this body.

In **Tunisia**, the role of the former Ministry of Vocational Training and Employment and the importance of the National Centre for Continuing Training and the Professional Promotion [Centre national de formation continue et de promotion professionnelle (CNFCPP)] as a body organising continuing training changed in the 1990s. The 1993 guidance law provides a global philosophy, on the basis of which the rules (and perhaps the law itself) is intended to evolve. In line with events, the current adaptation (the start of the tenth five-year plan) is an example of this evolution in which the emphasis is on more effective operation of the machinery rather than on a complete change. The CNFCPP, under the aegis of the Ministry of Employment, sits with another structure responsible for managing employment programmes. The stated missions of continuing training emphasise the needs of companies, and include the management of programmes and of financing mechanisms (it manages the mechanism for allocating the training tax and other government programmes on vocational

training such as the national continuing training programme). Support mechanisms (such as advice for companies) complement this mission, as do the related structures.

In **Algeria**, the National Fund for the Development of Apprenticeship and Continuing Training [Fonds national de développement de l'apprentissage et de la formation continue (FNAC)] and the National Institute for the Development and Promotion of Continuing Training [l'Institut national de développement et de promotion de la formation continue (INDEFOC)] have a less clear view of the role and mission of their structures. With regard to institutions such as the National Agency for Youth Employment Support [l'Agence nationale de soutien à l'emploi des jeunes (ANSEJ)] and the National Unemployment Insurance Fund [Caisse nationale d'assurance chômage (CNAC)], which have very specific programmes in addition to their main mission (youth employment and measures to combat unemployment), there is a more confident assertion of values by higher bodies, accompanied by strong philosophies and management styles and the granting of relevant funds. In the case of the FNAC, the collection and allocation mechanisms for training taxes (apprenticeship and continuing training) are not yet operational. Thus there is not yet full confidence in its role.

Key actors: the employers' organisations

Generally speaking, the federations/associations of undertakings appear to represent a broader vision (than the government) of the context necessary for the longer-term development of human resources with a view to ensuring a prosperous economy.

In **Morocco**, the three key organisations in the production system/training system partnership are: the Moroccan Association of Textile and Clothing Industries [Association marocaine des industries du textile et de l'habillement (AMITH)], the Federation of Mechanical Engineering, Metallurgy, Electrical and Electronic Industries [Fédération des industries mécaniques, métallurgiques, électriques et

électroniques (FIMME)] and the General Confederation of Moroccan Enterprises [Confédération générale des entreprises du Maroc (CGEM)]. The representatives of these organisations sit on the main national committees for vocational training. The first two also have a professional sector policy in line with that of the government. The Moroccan Association of Textile and Clothing Industries considers that one of its tasks is to exert sectoral pressure on the Government to define a professional sector policy comprising more appropriate training programmes and leading to qualifications and diplomas that are related to labour market requirements. The Federation of Mechanical Engineering, Metallurgy, Electrical and Electronic Industries also recognises the need for general planning and considers that the vocational training centres [centres de formation professionnelle (CFP)] must better meet the needs of the sector.

Both associations ask for training programmes (public or private) that take better account of specialised technical needs, and not simply general themes. They are also concerned about the recruitment of personnel (who need continuing training) who are often illiterate or have received low-quality basic training (when they have any training at all). These associations also highlight the need for training that is better targeted to SMEs.

According to officials from both federations, there is a greater need for decentralisation than for deconcentration. The needs of the street, the district and the town must be targeted, particularly through the ability of vocational training centres to be more flexible and attentive locally. This last point is taken up by the General Confederation of Enterprises in Morocco (as is the need for better targeting of SMEs). This organisation would like to see a policy of proximity that involves the local population, SMEs and the informal associative sector.

In **Tunisia**, the Tunisian Union of Industry, Commerce and Crafts [Union tunisienne de l'industrie, du commerce et de l'artisanat (UTICA)], the employers' main organisation, has representatives in key committees that lay down policy and procedures on vocational training at

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national level. The Union represents all professional sectors (large companies and SMEs) and operates at national and regional levels. It has close links with other countries, for instance the European Union (UNIMED network) and forms part of the national tripartite structures, taking part in negotiations on pay levels. The UTICA's vision is close to that of government policy in terms of giving support to companies. Its comments on the current situation, while not very critical, concern the coherence of implementation: the public sector is regarded as being at an advantage compared with the private sector. The UTICA considers that it is necessary to simplify the funding procedures and make them more transparent, and that its role at the current juncture is more of a consultative role than a decision-making role.

The Association of Training and Human Resources Management Officials in Companies [L'Association des responsables de formation et de gestion humaine dans les entreprises (ARFORGHE)] comprises, as indicated by its name, human resources managers and training department officials from larger companies as well as SMEs. As an association, its role includes representation, lobbying and raising awareness. It appreciates the fact that there is now a national political will to organise continuing training in companies, but it is also concerned about the way in which policy is implemented. There is a fundamental problem of illiteracy and lack of participation in basic vocational training at secondary level, which does not facilitate the successful organisation of continuing training. Centralisation is still strong and there is an urgent need for more efficient decentralisation (rather than deconcentration). The Association's President has a motto: **'to do more, better, in a different way'**.

The Federation of Private Vocational Institutions [Chambre syndicale des

opérateurs privés], which represents private training providers, underlines a paradox concerning the current functioning of the system, namely that the government's mission is (in theory) geared to companies and privatisation, but it continues to focus on the interests of the public sector. Its establishments are both 'judge and jury', and the centralised ministries are still, generally speaking, an obstacle to strategic implementation because of their inertia and excessive regulation. The technical centres (see report on Tunisia) are presented as a classic example of 'unfair' competition that may cause private training bodies to vanish as the technical centres develop training services to ensure their survival.

In Tunisia representatives from two medium-sized companies (a biscuit manufacturer and a weighing machine manufacturer) were interviewed. In addition to training managers, both firms had management and finance managers who were not convinced of the impact of training. Generally speaking, both companies complied with the procedures unwillingly.

In **Algeria**, for both large and small companies, strategic uncertainty arises from the tension between global pressures and the situation regarding national transition. Large and small companies such as SONATRACH and SNVI have human resources departments that provide sophisticated training schemes and career plan and certification policies. But the fluctuating economy (involving staff recruitment and redundancies) and the legislative context, as well as the uncertainty concerning the national continuing training infrastructure, are resulting in some ambivalence. Smaller companies (BELUX, a group specialising in lighting, with 200 employees) are unsure not about their role, but rather about the means needed to cope with demand in order to provide training in new professions (production of lighting).

Key actors: trade unions

In **Morocco**, the Moroccan Labour Union [Union marocaine du travail (UMT)] shares the same interests as the employers, namely to enable competitive companies to preserve and create jobs. It has also expressed an interest in extending continuing training to meet employee needs in terms of career development and mobility. It considers that the mechanisms in place should target SMEs. In the context of its mission, the Union feels the need to ensure that the system is operating effectively. It considers that decision-making is too centralised. It also holds the view that a number of companies are less interested in updating skills than in controlling funds. In short, the Union is just as concerned about the effective operation of the system as it is about reform.

In **Algeria**, the trade unions [Union générale des travailleurs algériens (UGTA)] and the employers' federation [Confédération générale des opérateurs économiques algériens (CGOEA)] play a role in tripartite bodies, but uncertainty about the nature and scope of their action (consultations rather than negotiations, negotiations rather than cooperation, responsibility for new structures, and action in public enterprises in the process of becoming semi-public/private enterprises) is leading to a shift in values that is difficult to communicate to members.

The trade unions in **Tunisia** were not interviewed.

Key actors: training bodies

In **Morocco**, a training centre was visited, the Higher Institute for Information and Communication [Institut supérieur de l'information et de la communication (ISIC)], which has a new director. It provides courses in the areas of metalwork, electro-engineering, electronics, car repairs and audiovisual activities. Its continuing training clients are large enterprises. The diplomas issued by the centre go up to the level of advanced technician. The ISIC meets the needs of the specialised high-level sector using a customer-oriented approach. It has a

philosophy that aims to meet the needs of companies and an active marketing department that has enabled partnerships to be formed with large enterprises in these sectors. The centre is attempting to obtain greater financial and managerial autonomy in order to respond efficiently to 'à la carte' demands. There is a staff development and marketing strategy, including market research and quality control. Research, studies and skills development form part of the portfolio of activities and services offered by the centre. There is an organisational development strategy. In short, the centre has the capacity to realise the vision of the employers and trade unions.

The problem is meeting the needs of SMEs. In some cases, SMEs have limited needs that are not economic and require a lot of time. The centre must also develop local contacts, but its staff have practically no flexibility. If a centre of excellence finds this difficult, the same will apply to local centres. In short, the system seems to be efficient but is not yet operational in practice.

In **Tunisia**, the Tunisian Agency for Vocational Training [Agence tunisienne de la formation professionnelle (ATFP)] plays a global role in providing basic vocational training together with the various categories of vocational training centres under its responsibility in 16 professional sectors. The centres provide à la carte continuing training. The ones that are lucky enough to be specialised sector institutions are relatively autonomous and can offer advisory services and continuing training at the request of enterprises and public institutions.

The Den Den Sectoral Electronics Training Centre [Centre sectoriel de formation en électronique (CSFEDD)] is an ideal training institute model that is able to respond rapidly to company needs. It has a sector-oriented mission, a leadership position, motivated staff and flexibility to respond to local needs (in other words, the capacity in terms of resources to provide à la carte responses). It trains specialised workers and technicians (levels 3 and 4) and has well-equipped laboratories and

1. OBSERVATIONS AND ANALYSES

workshops to devise innovative solutions. It has the capacity to distribute the revenue that is generated. It has clear targets and performance indicators. It provides modular training courses organised flexibly (residential/alternate work-training, distance/evening courses and tailor-made courses). Its marketing and advertising material is remarkable. It is a classic local example of the national vision and mission. But it finds itself in a context in which under 10% of the relevant age group are following secondary/technical education, in which a skills-based approach is at an experimental stage only and in which only a minority of companies (including SMEs) make use of continuing training. **This is just a pilot success story in a pilot system.**

In **Algeria**, institutions running specific programmes have clearer roles and missions. The National Centre for Distance Vocational Education [Centre national de l'enseignement professionnel à distance (CNEPD)] plays a practical role in the correspondence and alternate work/training courses, and has a potential role in online education.

Specific private institutions, both public and semi-public, that provide a combination of continuing training and studies have different but practical mission statements and, in general, sophisticated marketing material.

The Management College [École supérieure de gestion (ESG)] (private) provides consultancy services, research and continuing training with links between the various services and products.

The National Labour Institute [Institut national du travail (INT)], under the aegis of the Ministry of Labour, but self-financing, carries out research and organises consultations and training, acting as a policy moderator between the various official agencies.

The National Specialist Institute for Vocational Training in Management [Institut national spécialisé de la formation professionnelle en gestion] (public) has a clear role and mission; its success has

more to do with its reputation than with its marketing approach.

The continuing training institutions, and in particular those specialising in management training, have no identity problem in a market situation. At the moment, the continuing training market is huge and the supply is limited; in other words, it is a seller's market. But the list of courses on offer, the regulatory framework and the financing mechanism are far from clear for the customer (companies or individuals).

1.2 INFORMATION

1.2.1 OBSERVATION

In general, information on the market (gathering and analysis) is subject to sophisticated national mechanisms, to the professional and local mechanism (CFP) and to market forces in terms of demand. But the impact of these mechanisms has to date been relatively limited, particularly in terms of impact on SMEs.

1.2.2 ANALYSIS

In **Tunisia**, the MANFORME programme/financial component financed by the World Bank has adopted a sectoral approach to improve the competitiveness of companies, thus permitting priorities to be established for sectors.

There are macro and micro needs in information, namely the need for up-to-date global and national information on the employment market and analysis of skills needs, company by company, with the specific problems of access for SMEs. Furthermore, information goes in both directions, hence the need for the government and the social partners (central or regional/local) to communicate a philosophy and procedures to potential clients, mainly companies. A sectoral approach is accompanied by a deconcentration and decentralisation approach in which increased capacities are needed for data gathering and analysis.

The National Employment and Qualifications Observatory [Observatoire national de l'emploi et des qualifications (ONEQ)] plays an important role in responding to the information needs of companies: 'the quest for permanent fulfilment of the economy's needs in terms of qualifications starts by identifying them on the basis of appropriate observations of the employment market and dynamic monitoring of the company's activity'. There is a corresponding panoply of instruments for gathering, analysing and disseminating data. The ONEQ covers three basic aspects: development of a macro-economic model; conceptualisation of information and evaluation needs; and harmonisation of various types of information/databases and the relevant analysis methodologies.

In **Algeria**, at the moment, there is no common information base, institutional responsibilities for gathering and analysing data (including information on the employment market) often overlap and the approaches are not compatible. Cooperation between the ministries and the harmonisation of information methodologies do not always take place. At the same time, the political context in recent decades has made the gathering of data almost impossible at local level. Long-term development is needed for any local activity. The actors in every sector are experiencing information and evaluation problems.

The gathering and coordination of data at national level could be based on an observatory structure, which does exist. The Study and Research Centre for Occupations and Qualifications [Centre d'études et de recherche sur les professions et les qualifications (CERPEQ)], under the aegis of the Ministry of Vocational Training and Education, has the task of studying continuing training in companies and devising a classification (nomenclature) of professions, as well as evaluating the development of employment and new professions. It is already cooperating with the main institutions dealing with information on the employment market and analysing skill needs, but their databases are insufficient

and not coordinated. The role of the CERPEQ remains to be clarified, but its staff are young and competent, and the Centre could play a substantial role in research and information when reforms are being implemented.

In **Morocco**, there is a circuit of information between the OFPPT and the regional services, with regional/central processing of quantitative data. The regional inspection process (based on a sample of client companies and contracted trainers) focuses on control (does training comply with adequate procedures?) rather than on quality criteria. There is no central 'observatory' that carries out macro-economic research or evaluations and that harmonises information from different sources.

The approach based on company demand is focused on action rather than on general analysis. But the Interprofessional Advisory Aid Groupings [Groupements interprofessionnels d'aide aux conseils (GIAC)] are developing mechanisms for planning training that are related to strategic planning in companies (analysis based on internal audit of development strategies and consequent skill needs).

The OFPPT also has a sectoral approach that permits the identification of collective training needs. The system is appropriate for responding to the demand for information by companies.

There is no proper evaluation mechanism for continuing training policy. Quantitative information (with corresponding performance indicators) therefore focuses on relatively limited activities. Thus the MEFPDSS would like external experts to carry out a large-scale impact study (what impact would six years of continuing training have on the productivity and competitiveness of companies?). The question is whether the volume of activities conducted justifies such a study.

In **Tunisia**, the sectoral approach to vocational training as a whole (basic and continuing) is based on coordination between the ATFP and the CFP (as above in the case of the Sectoral Electronics

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Training Centre – CSFE). In terms of studies and analysis of skills needs, the centres and the CFP are increasingly depending on demand from the market, companies and, in the case of the centre, the ministries as well.

As mentioned above, the CSFE has increasing autonomy to meet the information needs of companies locally, but the market demands differentiation rather than harmonisation of approaches. The existence of a 'skills catalogue' (MANFORME) will provide the necessary coherence, but these developments are still in the pilot phase.

In **Algeria**, the national and local continuing training bodies are aware of the need to help individual clients (companies, public organisations and people) to analyse skills needs in relation to organisational development.

The organisations interviewed are dependent on local market conditions. Their information and marketing approach fluctuates between: 'we are reliant on our good reputation' (public), 'our clients come through word of mouth and because of our advisory services'; and an aggressive marketing approach (private): 'a large part of our budget goes to the marketing department'. Thus at local level, training bodies feel that they are in a seller's market. They are not yet obliged to compete to attract a limited number of clients. But their products include methods of gathering and analysing data. There are many needs at the moment and few viable providers.

On the demand side, large undertakings have different information needs. They are operating in competitive international markets with national constraints. Their training needs essentially concern technological changes and new professional developments. In terms of information, they need the sophisticated support of a CERPEQ or improved INT or their equivalent, as well as international or self-help advice. SMEs, however, need specialised help, including, in the case of BELUX, aid to develop new professional profiles. But there is also a need to update

regulations (provided by the INT, for instance).

None of the large enterprises we visited had up-to-date information on regulations concerning apprenticeships and continuing training, or on the need for a declaration concerning the training provided.

In **Morocco**, the employers' sectoral associations have mixed databases consisting of networks established with member companies (the associations are not very representative). The CGEM considers that it is necessary to conduct a study on global impact, but a sectoral body such as the FIMME considers that it is sufficient to satisfy the needs of companies. If an employer is satisfied, he or she will come back for more training.

The Moroccan Labour Union (UMT) has a pragmatic vision of information/evaluation. It wishes to see the system operating honestly.

It would be better to gather information on the employment market at local level. The FIMME takes into account the 'street, district and town', and the CGEM considers proximity.

In a number of systems (English-speaking in the main), networking, local information on the employment market and the needs assessment in terms of skills are carried out by vocational training institutions. The ISIC appears to have started developing capacity to undertake these tasks (once again on a sectoral basis).

1.3 CLASSIFICATION OF TRADES AND STANDARDS FOR QUALIFICATIONS

1.3.1 OBSERVATION

At national level, the mechanism exists or has moved beyond the drafting stage, the machinery is in operation and the framework has been established, but with a very short term and with limited market criteria geared to a tiny proportion of potential clients.

There is overlapping and malfunctioning in the three countries in terms of harmonising information sources and the resulting analyses. Concomitant autonomous capability of the training centres to deal with these problems on a decentralised level must still be developed (see above). There is a general risk that the systems will have the disadvantages (though not the advantages) of the French-speaking/English-speaking approaches.

1.3.2 ANALYSIS

In **Morocco**, the MEFPDSS has a political role and the OFPPT an executive role. The latter encourages each company to identify its skills needs. Encouraged by the World Bank, needs are identified with the help of sectoral associations or federations. These associations/federations also have influence, directly and through tripartite structures, on the identification of competence needs in sectors, including the establishment of specialised sector training centres (centres of excellence).

The Interprofessional Advisory Aid Grouping (GIAC) takes into account the training needs of collective sectors for SMEs (a new approach which is being tried out), but it is the associations/federations which must raise the awareness of their members regarding available financing and support measures. The associations/federations are expected to contribute to the identification of new training options in relation to modern technology and to evaluate the quality of the courses offered, including the proposed levels of certification and qualifications.

Supervision of each sector and evaluation by market forces raise a number of problems. Sectors are identified, but there is little general classification of skills needs in sub-sectors. Thus the approach based on skills and evaluation at the place of work or elsewhere is not very well developed.

Associations of sectors complain that the supply of training is too general and that it is difficult to introduce highly technical

specialisations. This is inducing companies in some cases to seek training providers abroad.

There is a scale of qualifications for full-time and part-time (evening) studies, but unemployed adults have problems gaining access to this. Given the illiteracy problems and the rather low levels of participation in basic training, there is little chance of future development.

In **Tunisia**, there is a professional classification, the 'national nomenclature of professions and the dictionary of jobs and professions', which covers 16 professional branches, partly dealt with by the specialised CFPs (sectoral centres). The MANFORME programme is working on a dictionary of skills that will be used as a basis for public and private training provision. There is a national system of qualification levels, so a framework does exist.

The social partners are still seeking their solution. They play a collective role (UTICA, for instance) in the representation of sectoral priorities in tripartite consultations. SMEs have absolute priority but will probably be the last to benefit from the system.

The companies whose representatives we interviewed had little control over quality of training and were not very interested in certification/qualifications as such.

Individuals (a limited number) follow evening and distance courses.

The National Centre for Continuing Training and the Professional Promotion (CNFCPP) and the Tunisian Agency for Vocational Training (ATFP) each manage basic and continuing training, in their respective areas, without any real coordination.

A global approach based on skills is still at an experimental stage and it is difficult to find a qualitative evaluation of training provision apart from customer satisfaction (individual companies).

In **Algeria**, the main elements of the CERPEQ's mission statement are to draw up and keep up-to-date a nomenclature of jobs/trades, and to anticipate and monitor the development of jobs and trades. The CERPEQ works with the other important national institutions such as the National Agency for Employment and Labour [Agence nationale de l'emploi et de la main-d'œuvre (ANEM)], the CNAC, the ANSEJ, the INDEFLOC, the CNEPD and the main statistics agencies.

It is intended that an 'observatory' function be set up, based on a network of national and local institutions. These emerging activities are not as well developed as they are in Morocco or Tunisia.

The classification of professional sectors (still being prepared by the CERPEQ) is a first stage in defining the necessary skills at sectoral level. The identification of professions and skills linked to emerging technologies requires a completely new methodology.

1.4 DEVELOPMENT OF CERTIFICATION-RELATED TRAINING PROVISION

1.4.1 OBSERVATION

There are two categories of clients for vocational training: trainees and companies. At the moment, in the three countries, continuing training is aimed at only one category: companies.

Currently, while continuing and basic training are provided by the same institutions, they are separate activities. A standard capable of underpinning a modular approach based on skills for the two sub-sectors exists, but there are neither detailed specifications nor the ability to evaluate skills, which would permit certification and bridgeheads between the two sub-sectors. Continuing training customers continue to be satisfied with a 'certificate'.

1.4.2 ANALYSIS

In **Algeria**, the various levels of official qualifications (such as CAP, certificate of vocational aptitude [certificat d'aptitude professionnelle, brevet (diploma), BAC (secondary school certificate), advanced technician) provide a hierarchy for the minority of people in the age group holding them.

The national and local institutions described elsewhere provide financial and organisational access for the unemployed and those working.

The philosophy of supply and demand for continuing training is largely based on the needs of companies and hence on short-term skills needs.

The large companies whose representatives were interviewed have a career plan system that is partly based on the acquisition of qualifications and which, in the case of executives, virtually becomes a right. The SONATRACH (national/ partly-privatised oil company) recruits only executive-level graduates who then follow a one-year training course adapted to the job before being employed. Large companies (as in most countries) are not impressed by basic qualifications and use continuing training as a way of updating even key skills.

In **Tunisia** at the moment, the medium-term emphasis on improving the capabilities of companies is putting individuals' qualifications/development in the employment market in the background.

Improvement of individual skills is pursued by those benefiting from special facilities (special leave, grants), evening courses, distance learning and, for others, employment programmes.

Evaluation is based on customer satisfaction (trainees and employers). It is not clear to what extent certificates for participation are sufficient and satisfactory indicators of the results of training.

Trainees and trade unions consider that certificates and qualifications leading to promotion, stable employment, or higher pay are positive.

Companies (mainly SMEs) are more interested in greater productivity than in updating qualifications, which might lead to requests for promotion or the departure of staff.

Modular skills based on credit formulas could be a satisfactory approach for individuals and companies. But there is a long way to go because of the organisational and complex financial considerations.

The short-term emphasis on continuing training contrasts with the need for investment in human capital to ensure longer-term economic development. However, some signs indicate that longer-term needs have been identified. It was decided to develop the 1993 guidance law, by amending the management rules on measures in place, rather than to create a special law for continuing vocational training.

Associations such as ARFORGHE (human resources development managers) and employers' federations such as the UTICA are concerned about the immediate interests of their members. The former, while interested in SMEs, essentially represents large undertakings, and the latter is involved in negotiations (pay, tax exemption, procedural and financial consequences of the vocational training tax).

In **Morocco**, vocational training has experienced considerable though still incomplete development. It is only recently that training has involved alternative options. Some training centres are evolving towards the status of centres of excellence (in the British meaning), but experience is limited and there is a risk that an elitist system will be created.

Available statistics show that three-quarters of the active population have no formal professional qualifications (see national report). There is no

certification mechanism for skills outside the basic vocational training system. Only those taking evening courses can obtain certificates (remedial), while participants in other types of continuing training receive diplomas.

In short, the system is very sophisticated but satisfies only short-term objectives.

1.5 TRAINING DESIGN AND QUALITY CONTROL

1.5.1 OBSERVATION

At the start of the implementation of continuing training programmes in companies, the emphasis was on quantitative measures and respect for procedures. It is difficult to find local or national measures that deal with quality and/or pertinence of content and teaching. Evaluation (which is not systematic) is based on customer satisfaction.

1.5.2 ANALYSIS

In **Tunisia**, in the context of the political priority based on the demand by companies, efficient management of the system is controlled by a mixture of analyses by committees/representatives at national and regional levels (all the partners are involved, including the social partners). The latter want to bring companies up to a competitive level in the future free trade area.

The CNFCPP has an evaluation unit that assesses the results of training in a 'representative' sample of beneficiary companies (although the total number is rather low).

The ONEQ is responsible for evaluating the impact of the continuing training policy (in terms of better productivity/customer satisfaction).

Companies consider the 'quality' of supply from the point of view of internal customer satisfaction. Heads of department establish the targets for training and themselves

1. OBSERVATIONS AND ANALYSES

decide whether they have been achieved. They either renew or do not renew the contracts with the training providers following this evaluation.

The CFPs we visited have clear training objectives, close contacts with customers, efficient marketing and clearly defined performance indicators.

Despite the apparent concern for 'quality', the indicators are quantitative rather than qualitative (courses offered, number of participants, number of client companies, revenue).

In **Algeria**, the public and private continuing training centres appear to understand local markets well. But the private training providers have a more fully developed sense of marketing and of the market. Autonomy and marketing capacity are still in their infancy in the public sector. There has been much investment in central institutions.

The decentralisation of services, and in particular the relative autonomy of public training institutions, is taking place. National training institutes are examples of successful but limited autonomy, and they are striving to get more.

Another major problem is the extent to which training centres under the supervision of a ministry have an advantage over private training bodies in terms of resources and costs.

In most cases, evaluation of continuing training is based on customer satisfaction and is informal; in other words, it is carried out without structured instruments or performance indicators.

In **Morocco**, the schemes financed by the GIAC and the special training contracts [contrats spéciaux de formation (CSF)] can be organised by public and private training providers.

Evaluation is essentially based on customer satisfaction; in other words, customers who come back. There is no systematic approach/methodology, no usual 'customer satisfaction' measures that

form part of a global marketing approach, except perhaps in isolated cases.

Regional services 'inspect' companies and training providers 'on the spot' and also on the basis of applications for financing according to procedural criteria, based on the question: 'is this course being conducted according to approved specifications?'

The training schemes on offer are assessed by regional tripartite committees, but it is not certain whether this is done systematically. The committee members have no specific educational expertise, which raises a broader problem: that of the need for training for the various players in the system to allow them to assume their new duties, in this case the 'assessment of quality'.

In parallel with a sector-based approach, employers' federations/associations have identified a need for proximity and location so that public sector training providers can develop quality-control measures. This would require considerable organisational development on the part of providers, in terms of the organisation of courses, financing and staff policy.

1.6 WHERE DECISIONS ARE TAKEN

1.6.1 OBSERVATION

When discussing the places where decisions are made, account must be taken of the size of the population and the geographic area. Decentralisation/deconcentration is not the same in a relatively small country (Tunisia) as in countries with populations of 30 million and large geographic areas (Algeria and Morocco).

Conventional wisdom (OECD, World Bank) indicates that economic growth cannot be dissociated from investment in social capital. The development of the latter requires the participation, understanding and motivation of the population in order to ensure that the organisational structure works to their advantage. This therefore

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means involvement at every level of decision-making, both vertically and horizontally.

In all three countries, the relationship between decentralisation and deconcentration, in other words between relative independence and the delegation of powers which may still be controlled by the centre, is not clear.

With respect to the participation of associations, federations and the social partners in tripartite meetings, new concepts and new powers are needed as consultation, negotiation and awareness become the norm and the public sector becomes privatised.

Deconcentration/decentralisation place decision-making vertically at regional and local level and laterally at the level of intermediary organisations that are semi-detached from the government, or involve a policy of professional sector priorities. Deconcentration appears to be the rule, but in some countries in this region, regionalisation policies have already been announced.

At the same time, privatisation adds another link to the chain. The evolution of all these conditions to underpin the reinforcement of social capital is essential to ensure the economic growth needed to cope with the dual pressures of globalisation and liberalisation. This results in a complex network of interactive agencies, in connection with which two needs can be identified: managers must cross borders, in other words they must manage across institutional borders, and organisational complexity must be managed while producing rules and procedures that are simple for companies and individuals to understand and follow.

Moreover, in order to be in phase with local market economies, there must be a sustained programme to strengthen local capacities. One example is the local need for databases and mechanisms to collect the taxes for apprenticeships and continuing training.

There are three obstacles to decentralisation: problems involved in

cultural changes, the revolutionary argument of equality (particularly as regards opportunities) and the lack of local infrastructure.

Relative autonomy and greater flexibility for local public training providers are already problems that are bringing about changes in status, financial and academic management, staff management and proactive and reactive relations with local customers.

At least one country has already looked into the question of increased autonomy for its centres, based on the British model. This model comprises the status of the institution (with the possibility of bankruptcy and closure); an executive director and an administration capable of appointing its own staff and negotiating pay; a global budget covering all headings and considerable freedom as regards educational approach and programmes. It must be pointed out that the British government based its system on a general skills certification system (NVQ) and performance indicators (mainly financial).

All of this requires a certain amount of autonomy, flexibility and global budgets, as well, perhaps, as tripartite committees at local level. This poses a problem as regards achieving public and private breakdown of training without giving an advantage to the public sector. But this is possible, since training providers deal with demands from a costly sector (technology) and private providers tend to be general service providers (in areas such as management development).

The fact that the three countries have not managed to achieve their main targets – the SMEs – is a problem still to be resolved. Decentralisation and proximity form part of the solution.

1.6.2 ANALYSIS

In **Morocco**, continuing training is determined at central level. It is piloted by the MEFPDSS and managed by the OFPPT. There is some deconcentration, with administration by regional departments and the involvement of local partners.

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The vocational training tax is collected and allocated on a centralised basis (except in the case of deconcentration of allocations to regional departments).

Decentralisation is lateral and vertical. Laterally, considerable emphasis is on relatively autonomous professional sectors with tripartite representation.

The system in place permits competition between the public and private training providers (as well as between one another) and consequently adds a third dimension to the complex decision-making network (deconcentration, decentralisation and privatisation).

To date, however, the system has not managed to reach the SMEs that are the main target of the 1996 reform. The solution to this problem, which is mooted by the employers' associations/federations, is local decentralisation (street, district and town). Terms such as localisation and proximity are being used. This means that SMEs can be better targeted by local training bodies sensitive to their needs, by creating networks of local actors.

In **Tunisia**, a deconcentration programme (small ministries at local and regional levels) and decentralisation (democratic involvement in decision-making at local level) are combined with the reform of vocational training and employment to meet the needs of continuing training.

Moreover, there is a lateral shift of decision-making by ministries to structures under their supervision, for instance the CNFCPP, ATE, ATP and the National Centre for the Training of Trainers and the Development of Training [Centre National de Formation de Formateurs et d'Ingénierie de Formation (CENAFFIF)]; the establishment of tripartite bodies with a view to the involvement of the social partners; and the encouragement of trade associations and federations.

Development in Tunisia in terms of continuing training since 1993 has concerned deconcentration rather than decentralisation, with administration of

rules and procedures being established at central level.

Sub-systems such as continuing training are evolving within five-year programmes, the current one being the tenth. The vocational training tax is collected by local Ministry of Finance agencies, and the institutional budgets (based on this source and other government sources) are fixed centrally by this Ministry (after negotiation with the structures concerned).

Continuing training is aimed at the companies themselves and the needs expressed by them. They are the main customers. But their answers are not very enthusiastic. The SMEs we interviewed are hostile to the collection of the tax and provide as little information as possible to recover the amounts collected. Organisations such as federations of private operators, associations such as ARFORGHE and social partners such as UTICA find the system too slow, and the inertia of a centralised culture is the predominant characteristic of the ministries.

The time factor is important. Evolving structures need to be piloted and tested, but only a few more years remain before the establishment of the free trade area, and the country has systems and structures operating at different speeds.

The situation regarding training centres illustrates the problem of knowing what needs to be established and what are the urgent changes to be made, and in what period of time. They must meet the needs of their immediate customers, companies and individuals.

In **Algeria**, the decision-making model has emerged from a mixture of French-style centralisation, a complex post-colonial history and a period of internal crisis. In the drive to introduce a market economy, there are obstacles to the success of decentralisation to regional authorities and institutional autonomy (in terms of the training centres) in order to ensure flexible responses in local market situations.

Future legislation and the establishment of new financial and institutional structures mean that the government does not intervene directly, but delegates responsibilities to newly established institutions, adapting those of existing bodies. In relation to continuing training, the MFEP has a pilot role, but executive actions are taken elsewhere.

For the moment, legislation, regulations, organisation and finance for executive action that has been delegated are not clearly defined for new partners, as the thinking and the structures are in the midst of change. As we mentioned in the section on 'missions', institutions such as the FNAC have not yet fully mastered the organisational demands of their new role and bodies such as the INDEFOC must adapt to competition.

1.7 SITUATION REGARDING SUPPORT

The situation regarding support is defined by:

- the presence of a general framework of national institutions;
- a transparent legislative and regulatory framework for users;
- financial resources and measures that are also transparent for users;
- efficient management and administrative capacities at different levels in the system;
- communication and awareness regarding reform and the changing nature of markets and structure aimed at users of continuing training.

In France, the apprenticeship tax represents a tiny part of the financing of vocational schools. In the three Maghreb countries, it accounts for a large percentage of the relatively limited participation rate in secondary and post-secondary education for 15 to 19 year-olds and a small percentage of companies, particularly as regards SMEs.

The advent of the free trade area is approaching, and longer-term economic growth depends on greater participation by

people in secondary and post-secondary education. However small the steps taken, progress in this direction is vital.

For the moment, the basic and continuing training system is highly sophisticated, but is aimed at a very small number of individuals. How can appropriate institutions be developed to ensure longer-term transition rather than short-term mature institutions for a select group of customers?

Behind the transfer of key principles are understanding, conceptualisation and management of very complex structures, but also the problem of communicating several simple key ideas at the political level and to the public that are reflected in simple and transparent legislation. In short, while not sufficient, these factors are necessary to achieve the objectives of the system.

In the three countries, national institutions already exist or are being set up. They are partly detached from the government, but a cooperation framework is about to be established. Similarly, a cooperation system between ministries is needed. This could be partly created by legislation and rules, though the legislation (unlike the rules) must be brief, simple and transparent for users.

In **Algeria**, management and administration capacities exist within central institutions. They also seem to exist in public and private training bodies in the capital. But there is the problem of the critical mass. The ministry, the institutions and the providers cover only a small percentage of the potential market in terms of companies and people. Given that the participation of 15 to 19 year-olds in basic vocational training is only 6%, it can be said that the current configuration of providers and central bodies, whether for basic or continuing training, is simply an experimental activity.

This is particularly true of finance and resources. In principle, the FNAC collects the 1% from salaries (the 0.5% for apprenticeships plus the 0.5% for continuing training) to finance the supply of continuing training for eligible companies.

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It also provides a possibility of additional support to companies providing more than 1% financing to training. But as explained above, the instruments for gathering and distributing the tax are not yet in operation and the rules and criteria for financing continuing vocational training still lack visibility.

The shift from experimentation to general introduction initially requires that all the parties in the pilot mechanism should work in relative harmony, and then in a second stage, that there should be a logical extension to the logistics for expanding supply and demand. The three strategies in the project to upgrade the vocational training system in Algeria can help to fulfil these needs.

In **Morocco**, support involves a response to the immediate needs of companies. It follows a World Bank programme and advice, and comprises the necessary measures (as for the three countries), which are nevertheless insufficient to strengthen human capital on the basis of the OECD criteria for long-term economic development. Support is geared to the employment market, but a few ingredients are missing.

- Information on the labour market is partial (comprising individual audits and an analysis of skills needs), but there is no employment market observatory and no real local capacity to provide information on the market to providers. There are no rules for an approach based on skills or quality evaluation with an agency (for piloting) responsible for standards and evaluations.
- The links between basic and continuing training (organisation of courses/ modules, critical mass of certified skilled workers) are tenuous. The system is partial rather than holistic; the emphasis is not on the development of the person or on long-term development.

- The result is that the main target of reforms (SMEs) is not reached. The solution to this problem – more emphasis on local responses (proximity and local networks) – remains to be implemented in operational terms.
- Legal and financial frameworks simply support the maintaining and development of the current scenario, namely short-term solutions for the free trade area envisaged for 2010.
- Communication/awareness-raising involving SMEs is not yet effective despite all the efforts by employers' organisations in the sector. All the actors in the system acknowledge this weak point.
- There has been no global evaluation (or systematic integrated approach) to identify the 'impact' of training on the productivity of companies, hence the wish expressed by the MEFPDSS that an external 'impact' study should be conducted.

In **Tunisia**, the government's legislative strategy is, on the one hand, to make amendments to the 1993 guidance law by introducing regulations based on the situation rather than by creating a new law, and on the other, to consider human resource development from the global point of view of education and training.

At the moment, the financial strategy also consists of making mechanisms more transparent and amending regulations to make procedures more effective, rather than changing the approaches. Institutional changes are geared to deconcentration and decentralisation, even though these changes are being implemented rather hesitantly.

With regard to the system and structures in place, there are still a few technical questions concerning the evaluation of continuing training policies, training quality, the professionalisation of the actors and communication/information.

2. CONCLUSIONS

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The aim of this report was to provide a framework for a comparative discussion and identification of opportunities for future regional cooperation. If we look at the main policy lines of the three systems, six themes emerge as common problems. The problems represent strong and weak points, and in some cases both.

The problem of **decentralisation** (who decides what, where in the system, by which procedures) is crucial in the long term (the understanding and commitment of local actors are vital to the development of human capital) and in the short term (how to reach the very local target of SMEs). How can things be decentralised and what piloting functions should be kept at the centre?

‘Professionalisation’ of the actors – management, administration, teaching, quality – goes hand in hand with the problem of decentralisation and applies to every aspect of reform. For instance, a skills-based approach requires organisational and financial factors specific to this type of training, as well as an appropriate evaluation.

The **evaluation** of the continuing training policy and programmes based on the appropriate methods and tools, either ‘impact studies’ or systematic satisfaction measures, must be developed or adapted for the Maghreb context.

The importance accorded to **quality** is increasing for all the actors in the continuing training system. Quality must cover several dimensions with regard to the functioning of the training market, for instance: (i) in terms of customer/provider relations; (ii) in terms of the course design phase; (iii) in terms of the actual training process; and (iv) during the evaluation phase. **Quality measures** to assess the content and teaching involved in the continuing training programme are necessary, particularly in the place where these programmes are implemented.

Financial measures and **mechanisms** for continuing training are based on similar philosophies (including professional tax, National Continuing Training Programme [Programme national pour la formation continue (PRONAFOC)], CSF), but there are different levels and different approaches

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to collecting and distributing the funds. The base of 1%, 1.6% and 2% of the tax shared between basic and continuing training is a problem, as are the mechanisms by which companies can access financing.

Massification/generalisation is an even bigger problem. The beneficiaries are a small percentage of 15 to 19 year-olds (for basic training) and eligible companies, for instance target SMEs.

There is also the question of **communication**. Directly, there is the problem of communication involving rules and procedures for access to continuing training; less directly there is the need to establish/develop a training culture, particularly in companies. General development of human capital (linked to economic development) requires understanding and the public's adhesion.

ANNEXES

ANNEX 1: FINANCING MECHANISMS AND CONTINUING TRAINING PROGRAMMES IN TUNISIA

Reduction of the vocational training tax

Relief from this tax consists of a partial or total deduction from the vocational training tax [taxe de la formation professionnelle (TFP)] owed of the expenditure incurred by the company to train its staff. The relief is granted on the basis of a pre-defined scale and according to criteria and procedures established by decree.

All the companies liable for the vocational training tax can benefit from this mechanism.

Eligible training schemes cover the following areas in particular:

- identification of training needs and the formulation of annual or multi-annual training plans;
- continuing training aimed at ensuring the further training and conversion of the company staff, in different ways;
- functioning of internal supervisory and training structures.

The national continuing training programme (PRONAFOC)

Pursuant to the presidential measures announced on 1 May 2001 and the provisions in Decree No 2001-1993 of 27 August 2001 establishing a national continuing training programme, the programme covers, fully or partially, the expenditure arising from the following activities:

- identification of training needs;
- formulation of training plans;

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- organisation of training schemes;
- evaluation of training schemes.

The following may benefit from the financial advantages of this programme:

- private undertakings not liable for the vocational training tax;
- private undertakings liable for the vocational training tax that have exhausted their entitlement to relief on the said tax;
- craftsmen and small tradesmen.

Small undertakings employing fewer than 10 people are exempt from all financial participation in the continuing training programme, while other undertakings are liable for only a symbolic contribution which does not exceed 10% of training costs.

Undertakings can benefit from the programme by submitting their application either individually or in the context of agreements involving several companies concluded with the sectoral or regional federations and professional unions, chambers of commerce and industry, agricultural unions and technical centres, plus professional associations and federations.

ANNEX 2: FINANCING MECHANISMS AND CONTINUING TRAINING PROGRAMMES IN ALGERIA

The vocational training tax

With effect from the 2001 tax year, liable companies paid a vocational training tax amounting to 0.5 % of their wage bill.

Undertakings that are liable are those habitually employing 20 or more workers, regardless of legal status and sector of activity².

The income from the tax is allocated to the special account entitled 'Fund to promote continuing vocational training', managed by the FNAC on behalf of the MFP. The total amount of income from the tax in 2001 was MDA 100 (approximately €135 000)³.

Continuing training programmes

The FNAC must manage the resources made available to it and financially support training schemes for all beneficiary undertakings and operators. In particular, this entails financing the following:

- response to the demand for training as a result of the restructuring of undertakings, in terms of further training, retraining, conversion, etc.;
- rehabilitation of company training structures;
- support for companies in drawing up training plans;
- raising awareness of the actors concerned with training;
- development of support for SMEs.

² Pursuant to Decree No 82-298 of 4/9/1982, confirmed by Executive Decree No 98-149 of 31/5/98.

³ Information provided by FNAC executives.

ANNEX 3: FINANCING MECHANISMS AND CONTINUING TRAINING PROGRAMMES IN MOROCCO

The vocational training tax

This is paid by liable undertakings to the National Social Security Fund [Caisse nationale de sécurité sociale (CNASS)]. It amounts to 1.6% of the wage bill. It is then paid out (minus the management costs) to the OFPPT, which administers it (some public enterprises pay it directly to the OFPPT). The total amount of the vocational training tax varies from 640 million dirham to 800 million dirham (approximately €64 million to €80 million).

Continuing training programmes

In Morocco there are two complementary incentives based on technical and financial assistance with the identification and expression of the needs of companies as regards skills and the organisation of the resulting training schemes:

- Interprofessional Advisory Aid Groupings [Groupements interprofessionnels d'aide aux conseils (GIACs)];
- special training contracts (CSFs).

The GIACs

These are associations consisting of trade organisations and federations of companies in the context of the 1958 Dahir governing associations. The establishment of the GIACs is intended to:

- promote training of employees among their members;
- encourage demand by companies for training for employees and identify the skills needs of these companies;
- provide technical assistance to member companies when preparing their financing applications;
- finance up to 70% of strategic diagnosis studies on the basis of a contract between the undertaking and the GIAC.

Advisory activities eligible for aid from the GIACs are based on three types of actions:

- information and awareness-raising actions regarding training for employees aimed at organisations, chambers of commerce and undertakings, in particular small and medium-sized enterprises;
- research and advice in defining a development strategy for undertakings and professional branches, and in defining the resulting training needs of employees;
- developing training for employees, comprising a diagnosis of training needs and the drafting of the resulting training plans.

The GIACs are financed, on the one hand, by State subsidies granted under contracts concluded between the Ministry responsible for vocational training and the GIAC in question, and on the other hand, by contributions from beneficiary undertakings. There are currently five GIACs in Morocco: GIAC Metallurgy, Mechanical Engineering, Electrical and Electronic Industries [Industries métallurgiques, mécaniques, électriques et électroniques (IMME)], GIAC textiles and leather, GIAC technologies, GIAC tourism and GIAC seafishing.

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The CSFs

The CSFs consist of the conclusion of contracts with undertakings for the refunding of expenditure incurred in organising training programmes for employees (cf. *Manual of procedures concerning special training contracts*, Department of Vocational Training [Département de la formation professionnelle (DFP)], January 2002).

The CSFs objectives

To encourage undertakings to incorporate training into their development plans by giving them financial assistance with the drafting and implementation of training plans.

Eligible undertakings include those liable for the vocational training tax who have complied with their social security obligations regarding the CNSS with respect to this tax.

Eligible training activities and reimbursement rates:

- developing training activities that have been financed: course development activities involve the drafting of training plans. The reimbursement rate is 70% or 80% when they follow a GIAC study. Up to 90% of sectoral development activities (study of sectoral needs or needs of an economic branch) are refunded;
- planned training activities: planned activities are activities envisaged in the context of training plans submitted by undertakings. This type of activity is financed to the tune of 70%;
- unplanned training activities: these are activities proposed for financing by undertakings which did not feature initially in a training plan. The rate of financing for them is 40%;
- functional literacy scheme: 80% of the expenditure incurred by the undertaking is refunded up to a limit of 2 000 dirham (approximately €190) per person trained, with the possibility, at the request of the companies, that the contractual amount be paid directly to the training providers;
- sectoral course development studies and sectoral training programmes: newly established, this type of activity aims to identify training needs at sectoral or branch level with a view to devising a training programme for undertakings in the sector or branch. Up to 80% of the cost of sectoral programmes is refunded.

Management of CSFs

CSFs are managed on a tripartite basis (government, employers, employees) and, with deconcentrated management, by a central tripartite committee at national level and ten regional committees which are also tripartite, covering the entire country. A proportion equal to 20% of the revenue from the vocational training tax (approximately €15 million) is to be allocated from 2002 to organising training schemes for employees. This proportion will be increased gradually to reach 30% of the income from this tax (approximately €30 million) by the year 2007. The increase in this proportion is established by joint decree of the government authority responsible for finance, at the request of the management committee.

ANNEX 4: REFERENCE TEXTS

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LIST OF ACRONYMS

AMITH	Moroccan Association of Textile and Clothing Industries (Association marocaine des industries du textile et de l'habillement)
ANEM	National Agency for Employment and Labour (Algeria) (Agence nationale de l'emploi et de la main-d' œuvre)
ANSEJ	National Agency for Youth Employment Support (Algeria) (Agence nationale de soutien à l'emploi des jeunes)
ARFORGHE	Association of Training and Human Resources Management Officials in Companies (Tunisia) (Association de responsables de formation et de gestion humaine dans les entreprises)
ATE	Tunisian Agency for Employment (Agence tunisienne de l'emploi)
ATFP	Tunisian Agency for Vocational Education and Training (Agence tunisienne de la formation professionnelle)
CAP	Certificate of vocational aptitude (Certificat d'aptitude professionnelle)
CENAFFIF	National Centre for the Training of Trainers and the Development of Training (Tunisia) (Centre national de formation des formateurs et d'ingénierie de la formation)
CERPEQ	Study and Research Centre for Occupations and Qualifications (Algeria) (Centre d'études et de recherche sur les professions et les qualifications)
CFP	Vocational training centre (Centre de formation professionnelle)
CGEM	General Confederation of Moroccan Enterprises (Confédération générale des entreprises marocaines)
CNAC	National Unemployment Insurance Fund (Algeria) (Caisse nationale d'assurance chômage)
CNEPD	National Centre for Distance Vocational Education (Algeria) (Centre national de l'enseignement professionnel à distance)
CNFCPP	National Centre for Continuing Training and the Professional Promotion (Tunisia) (Centre national de formation continue et de promotion professionnelle)
CSF	Special training contracts (Morocco) (Contrats spéciaux de formation)
CSFE	Sectoral Electronics Training Centre (Tunisia) (Centre sectoriel de formation en électronique)

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FIMME	Federation of Mechanical Engineering, Metallurgy, Electrical and Electronic Industries (Morocco) (Fédération des industries mécaniques, métallurgiques, électriques et électroniques)
FNAC	National Fund for the Development of Apprenticeship and Continuing Training (Algeria) (Fonds national de développement de l'apprentissage et de la formation continue)
GIAC	Interprofessional Advisory Aid Grouping (Morocco) (Groupement interprofessionnel d'aide au conseil)
INDEFOC	National Institute for the Development and Promotion of Continuing Training (Algeria) (Institut national de développement et de promotion de la formation continue)
INT	National Labour Institute (Algeria) (Institut national du travail)
ISIC	Higher Institute for Information and Communication (Morocco) (Institut supérieur de l'information et de la communication)
MANFORME	Programme for the upgrading of vocational education and training and employment (Tunisia) (Programme de mise à niveau de la formation professionnelle et de l'emploi)
MEFPDSS	Ministry of Employment, Vocational Education and Training, Social Development and Solidarity (Morocco) (Ministère de l'Emploi, de la Formation professionnelle, du Développement social et de la Solidarité)
MFEP	Ministry of Vocational Training and Education (Algeria) (Ministère de la Formation et de l'Enseignement professionnel)
OFPPT	Office for Vocational Training and the Promotion of Work (Morocco) (Office de la formation professionnelle et de la promotion du travail)
ONEQ	National Employment and Qualifications Observatory (Tunisia) (Observatoire national de l'emploi et des qualifications)
PRONAFOC	National Continuing Training Programme (Tunisia) (Programme national de formation continue)
TFP	Vocational training tax (Taxe de la formation professionnelle)
UMT	Moroccan Labour Union (Union marocaine du travail)
UTICA	Tunisian Union of Industry, Commerce and Crafts (Union tunisienne de l'industrie, du commerce et de l'artisanat)