

Evaluation of the Professional Insertion Policy in Algeria, The device Help with DAIP Professional Insertion / CID (Graduates Inserting Contract) Exploratory Study Case of Tlemcen-Algeria

Samira BENAYAD

PhD Student

Faculty of Business Economics and Management Tlemcen-Algeria

Abstract

Evaluation of the professional insertion policy in Algeria, The device Help with DAIP Professional Insertion / CID (Graduates Inserting Contract) -Exploratory study case of Tlemcen. The restructuring of employment in Algeria is accompanied by a reinforcement of devices; from which some affect young people with a higher education. The topic of employability and the devices put in place by the Algerian government has already been dealt with by numerous reports and studies. However, the lack of research about the helping device for Professional Insertion (category of professional insertion Contract CID) was observed. Therefore, we decided to conduct a study about it through this work. In this context, our work aims on one hand to have better knowledge about the situation of higher educated graduates; on the labor market and the problems they face, through a questionnaire, which allowed us, on the other hand, to evaluate the device (DAIP).

Key words: higher education graduates, insertion, labor market, unemployment, diploma.

Résumé:

L'évaluation de la politique d'insertion professionnelle en Algérie, Le Dispositif d'Aide à l'Insertion Professionnelle DAIP/CID (Contrat d'Insertion des Diplômés) Étude exploratoire cas de Tlemcen. La restructuration de l'emploi en Algérie s'accompagne d'un renforcement de dispositifs dont certains touchent les jeunes issus de l'enseignement supérieur. Le sujet de l'insertion professionnelle, et ces dispositifs mis en place par le gouvernement algérien, ayant déjà été amplement couvert par nombre de rapports et d'études, mais on a remarqué le manque des études sur le Dispositif d'Aide à l'Insertion Professionnelle (catégorie Contrat d'Insertion Professionnelle CID). C'est à cette raison qu'on a décidé de l'étudier à travers ce travail. Dans ce cadre, notre travail vise d'une part à mieux connaître la situation des diplômés du supérieur, sur le marché du travail et les problèmes qu'ils font faire face, à travers un questionnaire, qui nous permis, d'autre part, d'évaluer le dispositif (DAIP).

Mots clés: diplômés du supérieur, insertion, marché du travail, chômage, diplôme

ملخص: تقييم سياسة الإدماج المهني في الجزائر

جهاز المساعدة على الإدماج المهني (عقود إدماج حاملي الشهادات)
دراسة حالة ولاية تلمسان

تغيير بنية التشغيل في الجزائر تترافق مع التعزيز بأجهزة و التي من بينها مايمس الشباب المتخرجين من التعليم العالي. عولج موضوع الإدماج المهني و الأجهزة المطبقة من طرف الحكومة الجزائرية كثيرا من خلال تقارير و دراسات، لكن لاحظنا نقص الدراسات حول جهاز المساعدة على الإدماج المهني (عقود تشغيل ذوي الشهادات). لهذا السبب قررنا دراسته من خلال هذا العمل. في هذا الإطار هذا العمل يهدف من جهة إلى المعرفة الجيدة لوضعيتهم في سوق العمل و المشاكل التي تواجههم، ومن جهة أخرى تقييم جهاز المساعدة على الإدماج المهني الموضع من طرف الدولة بهدف مساعدة الشباب للاندماج في عالم التشغيل.

الكلمات المفتاحية: المتخرجين من التعليم العالي، الإدماج، سوق العمل، البطالة، الشهادة.

Jel Code: J64, J68.

Introduction:

After graduation, young people find themselves suddenly immersed in the labor world. Their insertion in the active life constitutes, since a number of years, a recurrent social issue that they often live hardly. However, university graduates face many obstacles, the first of them being of course the labor market. It is judged that some specialties are not very useful in the labor market, and the laureates of those same specialties are misjudged for choosing the wrong field that could offer them a spot in the labor market¹ For the majority of these young people (main job seekers); the transfer from the training to the practice of the profession is a difficult step, in which they are involved in diverse new experiences and new situations to which they have to quickly adapt.

This transfer is a crucial period in the career of a young person which does not represent a serious problem. However, complications can occur when this passage causes disappointments, lack of satisfaction, failures in finding a convenient job, misplaced choices, time wasting and lost opportunities² The time of entering the labor world is assimilated with earliness, instability and insecurity³, and young Algerians, without a doubt, suffer of these three phenomena. The insertion of young people is nowadays one of the major subjects of concern in Algeria. It is certain that the public policy of professional insertion carried on today should be permanently adapted to the necessities undergone by the country on both the political and the economical levels. The causes of graduates' unemployment are numerous, and are in part linked to the lack of economic growth and the conducted policies in terms of higher education and research.

Before going further, we will first attempt to define the frequently utilized concepts in this research by identifying the origin of the professional insertion, and then expose the situation of employment, unemployment, and higher educated graduates in Algeria.

1. The origin of the professional insertion:

The professional insertion of young higher educated graduates is a matter of society, but also of research. Studied for over thirty years in France, it is often described as a complex and multiform process in which restraint seems to be a tough task and which mobilizes an important set of both theoretical and empirical concepts and instruments⁴. The works about this topic has put their main interest in many ways on the transfer of the individual from the educational system to the one of labor, or the transfer from the schooling phase to the job phase.

Despite that, the professional insertion did not hold the attention of the labor market specialists or of the social policies before the 70s, only after the deterioration of the employment situation in France. Even if the theories about the labor market are relatively mute in regards of the professional insertion, it is possible to distinguish certain implicitly explicative elements⁵.

Concerning the theoretical foundations, educational and labor economists took their inspiration from the neoclassic theory to come up with different explicative theories about the youth's labor market especially the professional insertion period. Among the theories which relate the works on the youth labor market and the integration into working life, we can mention the human capital theory (Becker 1964), the filter theory (Arrows & Spence 1973, 1974) the job seeking theory, the reserve salary theory⁶... At the end of the 70s, after the two successive petroleum shocks, a structural economic crisis took place. More and more young graduates experience difficulties to access a job (first) and the phase of insertion, almost instantly during the growth period, tend to lengthen (appearance of the unemployment notion for a long period of time)⁷ This crisis led to question this simple, if not to say simplistic vision, of the professional insertion. This last appeared to be long and complex, deserving since then further theoretical reflection⁸.

<http://www.latribune-online.com/index.php?news=29910,le14/05/2013>

² Claude La Flamme, Une contribution à un cadre théorique sur l'insertion professionnelle des jeunes, 1997, p : 03

³ Les Jeunes, l'insertion, l'emploi, Bernard CHARLOT et Dominique GLASMAN, presses universitaires de France, 1998, , ISBN :2130489397,p :21

⁴ L'insertion professionnelle et les durées d'accès au premier emploi des diplômés de l'enseignement supérieur : une analyse micro économétrique, Chokri Abdennadher, Rafika Azri, p : 01

⁵ Claude La flamme, op.cit. p :204

⁶ Rabah Arrache, Quelques éléments sur l'analyse du processus d'insertion professionnelle, Janvier 2002,p :06

⁷ Djamel FEROUKHI, La problématique de l'adéquation formation-emploi, Edition Imprimerie SARP- Dély Ibrahim, p :21

⁸ Michel VERNIERE, L'insertion professionnelle : analyses et débats, Edition ECONOMICA,1997, p :224

Jean-Yves Barreyre gives the etymological origin of the word «insert» from the Latin in-sere, meaning «introduce in»⁹. For J. Vincens, there are two approaches to define the professional insertion: the first definition is situated on the level of the individual, and the second on the macroeconomic level.

According to the first approach, the professional insertion of a cohort is considered as the insertion of all the individuals who compose it. This approach leads us to a situation where a cohort is never totally inserted¹⁰. It defines the professional insertion of an individual as the state in which he exercises a stable job¹¹. The second approach is of a macroeconomic nature. Instead of considering the individual as a unit, it is about following the cohorts defined by the report at the date of their entrance in the working life. For that reason, there should be a selection of economic variables that could characterize the cohort's insertion. This approach requires a longitudinal observation that would allow the perception of each cohort's insertion¹². The professional insertion is the process by which individuals, who were never among the working population (without experience), access a stable job in the labor system¹³.

II. The labor market in Algeria:

In an economy, the labor market is of great importance, since it is it that permits to provide human capital to the employers. The difficulty about the insertion in the labor market is due to the fact that the conducted policies in this field did not give the expected results, despite the mobilized growing means by the public authorities. The results of these policies' evaluation pushed the public authorities to come up with a new device (governed by the means of the executive decree n° 08-126 of 19/04/2008): the judicial frame of the Algerian labor market became the beneficiary of a new device DAIP (the helping device for the professional insertion). This device is set for the profit of the higher education and professional training graduates, for the young people coming from secondary school cycle of the national education, in addition to the youth without any qualifications or training.

It aims to facilitate the access for first priority young job seekers to a long term employment, registered at the national employment agencies network ANEM¹⁴. It is governed by the country's financial ease that wants to integrate in a globalizing dynamic to deal with the unemployment issue with an economic approach. The minister of work and social security, Mr. Tayeb Louh, stated again¹⁵ the different measures inscribed in this new device in the frame of the labor's promotion strategy, including the salaries subventions, in addition to the shortening of different fiscal and para fiscal charges in favor of the job creating employers, prioritizing the insertion in both the public and private economic sector. His assigned objective will be to go from an annual long term recruitment percentage of 12% to 33%. He revealed that the international monetary fund's (IMF) predicted "a decrease of the unemployment percentage in Algeria to 9.3% in 2013"¹⁶ The labor market is actually¹⁷ the center of deep transformations under the impulse of multiple tendencies:

- The massive entrance of women in the labor market
- A constantly increasing level of education and qualification.
- An acceleration in the job creating process
- A more considerable offer of goods and services on the market, which increases the needs of the household's revenues.
- A higher permissiveness in the society regarding women's employment.

⁹http://fr.wikipedia.org/wiki/Insertion_sociale_et_professionnelle

¹⁰Rabah Arrache, op.cit,p :10

¹¹http://www.memoireonline.com/04/10/3377/m_Strategies-dinsertion-des-jeunes-de-la-ville-de-Yaounde4.html,le 01-03-2011

¹²Rabah Arrache, op.cit, p : 10

¹³Ibid., p :11

¹⁴www.mtess.gov.dz/.../emploi/.../PROMOTION%20DE%20L'EMPLOI%20DES%20JEUNES.pdf,le 07-06-2011

¹⁵<http://www.bladi-dz.com/articles/1718/1/Algerie--Mise-en-uvre-de-nouveau-dispositif-d'emploi/Page1.html>,le 07-06-2011

¹⁶http://www.reporters.dz/index.php?option=com_content&view=article&id=9983:93--de-taux-de-chomage-en-2013-en-algerie-selon-le-fmi-&catid=1:thema&Itemid=8,le 18/04/2013

¹⁷<http://www.fmrh.org/observatoire-des-rh/etudesetprojets/projet-agora/emploiscompetencesagorarh/23-evolutions-demographiques-en-algerie-et-impact-sur-le-marche-de-lemploi-et-les-politiques-rh>,le 07-06-2011

III. *The situation of higher education graduates in Algeria:*

Higher education is the beneficiary of an 868 billion DA budget, in the program of quinquennial development 2010-2014, destined to the realization of 600.000 pedagogical positions, 400.000 accommodation places and 44 university restaurants. Higher education produces actually between 100 000 and 120 000 university graduates, meaning 10%, each year in Algeria.¹⁸ According to a recent report by the national economic and social council (Cnes), unemployment is of 22% for young people between 16 and 22, in addition to postgraduate students (16.1%)¹⁹ In the following pages, we will attempt to know more about the situation of the situation of higher education graduates in the labor market according to the results of a questionnaire. This questionnaire was published on the internet in Algerian forums, targeting young people with higher education, for a one month period (13/06/2011-13/07/2011) we chose the questionnaire because it provides empirical information, therefore more concrete.

After the collection and the analysis of the information by the SPSS, we summarized the results as follows:

The rate of responses is of 85.71% in a sample of 30 people. We calculated the unemployment rate in this cohort, it represents 6.7% of the answering young people, however we noticed that this proportion constitutes an inactive population, since these young people are unemployed by choice (following further education, desire to work at their account ...) The working population represents 93.3% of the answerers. 30% of the responders have a contract of unspecified period; the rest benefits of the temporary jobs within DAIP and according to the received data by the employment agency of Tlemcen prefecture, 3.89% of the beneficiaries of this device obtained a permanent job after or during the job in the frame of DAIP during the year of 2010.

Therefore, these jobs do not seem to be the right way towards stable employment situations, but represents, traps of instability since a weak rate of temporary jobs leads to a stable one. We noticed that social sciences graduates represent a higher rate compared to the other types of academic trainings with a percentage of 44.62% from the total of inserted people, followed by technology sciences with a percentage of 23.06%. The rate of graduates from the other academic trainings (exact sciences and architecture) is weak, which explains the difficulty that these people experience to access a job, and therefore the inability of the labor agency to guide this category of young people. The reason is simple and clear: the lack of job offers in the economic sector because of the deficiency in work prospectation's by the labor agencies, the absence of business intelligence on labor and professions, and on another hand, the considerable deindustrialization of the national economy.

The Chi-squared test allows us to calculate the degree of independence between two variables. In the case of our research, we attempted to calculate the independence degree of the gender from the possibility of finding a job. We obtained the following results: the level of significance is higher than 0.005, meaning the young people's insertion in the world of work does not depend on gender, which means the absence of discrimination in the attempts to insert and articulate oneself in the labor market. Plus, women became stakeholders in the world of work; they are often confronted to challenges when they strive to secure a position and to be actualized in the professional sphere. They now represent a force to be recognized among the labor population²⁰. Therefore, the insertion policy in Algeria aims to target all kinds of young people without any exceptions. 80% of the labor population is in the administrative sector. This situation leads to create jobs of often criticized and unstable quality. It is the consequence of the sensitive modification of the employment structure in favor of the services and the administration. 13% of the inserted are in the private sector, this last is characterized by its informality²¹. Illegal work, undeclared wage earners, breach of labor rights, the private sector's laborer, including the local private sector is faced with informality and total absence of social protection. 40% of young people have a job that has no adequacy with the type of academic training they had. Perhaps the objective of the young higher education graduates is not to be inserted in a profession that has a link and an adequacy with their training, but rather to get "a good job" and cease the first opportunity they are offered, especially in a country where unemployment rates are so high.

¹⁸<http://fr.allafrica.com/stories/201002220940.html>, le 07-06-2011

¹⁹<http://www.liberte-algerie.com/actualite/chomage-eleve-chez-les-jeunes-universitaires-en-algerie-selon-un-rapport-de-l-organisation-mondiale-du-travail-199463>, le 10/04/2013

²⁰ La spécificité des femmes en matière d'insertion socioprofessionnelle, Association canadienne d'éducation de langue française ACELF, printemps 2005, p :134

²¹ Problématique de l'emploi et de la protection sociale en Algérie : comment gérer la complexité de la situation ? Samir TOUMI, p :02

It is since 1962 that Algeria has known a succession of adjustment attempts of the higher education market with the needs of the labor market, but without any success. Many investigations aim to study the adequacy between the education and the professional insertion. The preparation for the insertion of the higher education graduates take in consideration three points, according to Pr Nabil BOUZID of Larbi-Ben-M'hidi university of Oum El-Bouaghi²²: The first is to identify the different socioeconomic evolutions which made that the higher education establishments, in Algeria and all over the world, must give more attention to the employability and the professional insertion of graduates. The second one is to expose the situation of higher education in Algeria to new big tendencies relative to the emergence of an economy of knowledge. Lastly, the third is to propose a set of strategies that are necessary to take into account by the higher education establishments in Algeria to upgrade the employability and the professional insertion of university graduates. After analyzing these results, we can understand and evaluate the insertion policy in Algeria.

IV. The evaluation of the professional insertion policy DAIP:

The Algerian government hopes through the new policy of insertion to facilitate the entrance of the higher education graduates in the active life and reduce the duration and rates of unemployment, denoting that the insertion policies are inscribed in a dual affiliation. On one hand, they come from social action (confronted to fighting poverty). On the other hand, the insertion policies are issued from the employment policies (treatment of unemployment), which makes this mission heavier and harder, but the reality of things is very different. The absence of clarity in the analysis of social problems such as unemployment is a serious issue that threatens the Algerian policies of employment, the denial of unemployment's reality and the hint of failure of employment and integration policies is in no case the solution to this problem. This policy led to the appearance of a social fracture in the Algerian labor market, between the relatively well protected workers due to their employment status (permanent job) and other categories with more tenuous and discontinuous professional trajectories (temporary job).

The national committee for the defense of the unemployed rights assessed that the public policy of employment is nothing but a disaster that keeps young people in a chronic instability and harms the workers' dignity²³. The insertion of these young people needs a proactive policy that requires a consequent guidance towards the sustainable employment and not only the orientation of the graduate job seekers towards precarious jobs in the administrative sector which is becoming, on the opposite of economic companies, the big absorber of young graduates. Even if these companies (essentially small company in the tertiary sector and BTPH) contribute (rarely) in the university graduates' insertion, they are structures of family management²⁴ stripped of any adequacy to the standards of modern management, and therefore unable to understand the necessity of recruiting young graduates. If a temporary contract is the opportunity for someone to get back on track and later find a better position, it is all fine, but if it the start of a confinement in instability, it is certainly a failure²⁵. From that moment, the insertion does not appear as a period where we take short cuts to try and set foot on the promised land (the contract of unspecified duration, CDI)²⁶, but a period of suffering from an insufficient salary and inexistent social protection.

Conclusion:

It is clear that the state's intervention should be focused on the two particularly independent phenomena: the educational system and the labor market. Djamel FEROUKHI said: "In the employment and training field, the state is the primary entrepreneur"²⁷,

²²<http://dzaimews.com/article/2e-colloque-international-a-guelma-employabilite-et-insertion-professionnelle-de,le:14-09-2011>

²³[http://www.djazairss.com/fr/elwatan/319979,le 15/03/2013](http://www.djazairss.com/fr/elwatan/319979,le%2015/03/2013)

²⁴ LAOURARI Hacene, colloque : problématique de l'insertion professionnelle des jeunes issus de l'enseignement supérieur en Algérie : état de lieux et piste de réflexion, 02 et 03 juin 2010, p :16

²⁵ L'introuvable sécurité de l'emploi, Bernard GAZIER et Peter AUER, édition Flammarion Paris 2006, ISBN 978-2-0812-1318-0, p :35,

²⁶Ibid., p : 20

²⁷ L'entreprise, l'Université et le Marché du Travail en Algérie : tentative d'analyse, Nadji KHAOUA, revue d'Albahith, n°06, Université Badji-Mokhtar, Annaba, 2008, p :16

The higher education's reform appears to be consequently primordial, it is one of the three elements "work, higher education, employment", as a means of knowledge production, seen under the angle of an "economic good", it covers characteristics that represent its singularity, in comparison to all the other goods²⁸.

The experts in the field of employment and professional insertion have convened on this point; according to the economic expert Abdelmajid BOUZIDI²⁹, that the educational and training system in Algeria has a part of responsibility in the issue of unemployment. According to him, the high rate of schooling in the country gave neither a positive outcome nor success, since education represents today a spending that must produce richness and a well-being supplement³⁰.

For example, in France, the rise of insertion policies in the 70s comes from the awareness about an increased complexity in the relationship between the initial training and the job. The information and the previously exposed data show that the number of created jobs and the number of people beneficiary of insertion on the labor market are in sync, but an interest should be given to the duration of the proposed jobs' contracts (unspecified duration) in the sectors of activity (administrative sector), at the level of the paid salary to the beneficiaries, at the level of social protection etc... This last aims to protect the different social classes against the risks that could affect them, including unemployment, which constitutes one of the most important topics in the world of labor and requires a particular attention as a means contributing to the decrease of unemployment rates.

If Algeria did not find the way to tame this phenomenon, it should get inspired from other overseas successful experiences. A small country that has in fact succeeded in a decade, to sustainably reduce of a half its rate of unemployment despite the severity of its labor market's flexibility. The problematic of employment and social protection in Algeria, is still a major concern in the country, even though it does not yet stand in terms of felicity as in other economies³¹. Therefore, we have the experiences and we have the compass, it is high time to make a move with the help of real political will, and set up new hope. Would you like to know how? You will find the answer in my next publication.

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²⁸Op.cit,p :14

²⁹<http://www.algerie-news.com/algerie-info/selon-des-experts-la-politique-de-lemploi-en-algerie-a-cree-des-postes-de-travail-fictifs-et-a-augmente-le-taux-de-chomage/le> 14-09-2011

³⁰ Marc GURGAND, Economie de l'éducation, Édition la découverte, Paris 2005, :08

³¹ibid :04

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Annexes :

Do you have a job?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	28	93,3	93,3	93,3
	No	2	6,7	6,7	100,0
	Total	30	100,0	100,0	
Type d'emploi occupé					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Cdd	2	6,7	7,1	7,1
	Cdi	9	30,0	32,1	39,3
	daip	15	50,0	53,6	92,9
	others	2	6,7	7,1	100,0
	Total	28	93,3	100,0	
Missing	System	2	6,7		
Total		30	100,0		
Statue of the employé					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	public administrative	24	80,0	85,7	85,7
	private	4	13,3	14,3	100,0
	Total	28	93,3	100,0	
Missing	System	2	6,7		
Total		30	100,0		
Chi-Square Tests					
	Value	df	Asymp. Sig. (2-sided)	Exact Sig. (2-sided)	Exact Sig. (1-sided)
Pearson Chi-Square	1,639 ^a	1	,201		
Continuity Correction ^b	,293	1	,588		
Like lihood Ratio	2,381	1	,123		
Fisher's Exact Test				,492	,313
Linear-by-Linear Association	1,584	1	,208		
N of Valid Cases	30				
a. 2 cells (50, 0%) have expected count less than 5. The minimum expected count is ,87.					
b. Computed only for a 2x2 table					