Types of PPPs for skills development and supportive conditions

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PPPs IN SKILLS DEVELOPMENT ARE:

Mechanisms where public and private stakeholders act jointly to formulate, design, finance, manage and sustain engagements (projects) of common interest

Extended notion of PPP

VS.

Definition of PPP that prevails in legislation
FORMING AND IMPLEMENTING PUBLIC-PRIVATE PARTNERSHIPS: WHAT CONDITIONS ARE NEEDED?

- Legal framework for public-private cooperation
- Fiscal arrangements for public-private cooperation
- Tradition of social dialogue and social partnership in VET and skills
- Actors capacity to engage in dialogue and partnership
PPPs TYPES – 1) FUNCTIONAL FAMILIES

Knowledge-oriented (strategy, development and governance of VET)
- Skills needs forecasting
- Policy evaluation and review (public-private consultations)
- Quality assurance and qualifications frameworks

VET provision-oriented
- Curriculum development
- Training provision
- School or training centre management
- Guidance and career counselling

Resource-oriented
- Provision of specialised training equipment
- Investment into training infrastructure
PPPs TYPES – 2) SCOPE, OR INTEGRATION IN THE SYSTEM

Permeating the system
The PPP is fully embedded in the skills system, it is a recognised model, it is replicated across regions or nationally.

Elements that are permeating the system
The PPP contains elements that are recognised across the system. Potential for further growth and duplication.

Ad-hoc PPP
The PPP has its own specificity, it closely depends on the initiating partners and local context. It may have an experimental nature.
PPPs TYPES – 3) MEMBERSHIP

- **PPPs open to new members**
  - New members can join an existing partnership
  - This differs from a classical PPP, where membership is set in a contract

- **Semi-open PPPs**
  - New members are eligible based on given criteria, for example belonging to the same sector

- **Closed PPPs**
  - No new members are eligible to join, for example due to the specific content of the provided service
PPP INSTITUTIONALISATION LEVEL

Morocco, Delegated management of VET centres
Australia, Education-business partnerships
France Campuses of professions and qualifications
Germany, Dual education metal sector
Italy, Excelsior skills needs system
the Netherlands, PPP in VET and Higher education
Ukraine, Training-Practical Centres
Ukraine, Internships at enterprises
Norway, Education Office of Oil-related Trades
Israel, Amal Educational Network
Kazakhstan Trust Management
Sweden, Teknikcollege
Jordan Sector Skill Councils
Jordan Centres of Excellence
Kazakhstan Dual education
Kazakhstan, Dormitories and Catering
Serbia, Education to employment “E2E”
Serbia, Cluster FACTS
Serbia, HORES Academy
Belgium, Duo for jobs programme
Jordan Delegated management of workshops
Serbia, Institute of Field and Vegetable Crops
Ukraine, Participation in Education content development

Conceptualisation | Legislation | Formal basis
COUNTRY GROUP DIFFERENCES

CONCEPT, LEGAL FRAMEWORK FORMAL BASIS
- Dedicated arrangements. No legal gaps
- Loose concept. VET law. Memoranda agreements
- New: anticipation, competitiveness
- Social cohesion
- New: quality and attractiveness
- Various initiators

MOTIVATION AND INITIATION
- Mainly public. Various incentives
- Mainly public but private is significant. Few incentives

FUNDING ARRANGEMENTS
- Mainly public

MONITORING MECHANISM
- Well designed and tested, leads to adjustments
- Generally underestimated

ACTOR CAPACITY
- Built over long time, social dialogue practice
- Learning by doing, high variation

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