

**SUPREME MANAGEMENT TRAINING AND
CONSULTANCY PUBLIC –PRIVATE PARTNERSHIP
TRAINING EVENT, LAGOS STATE, 2009**

**Design and Implementation of Public
Private Partnerships (PPPs) in Education
Case Study- Technical And Vocational
Education**



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OUTLINE

- o **Background**
- o **Technical and Vocational Education (TVE) - Definition and Relevance to National Development**
- o **History and Challenges of Technical and Vocational Education in Nigeria**
- o **Definition of PPP**
- o **Why PPPs**
- o **Design of PPPs In TVE**
- o **Case Studies**
- o **Learning Curves and Imperatives**



State of Public Education Worldwide

- Widening Infrastructure Gap v growing population and increased demand
- Inadequate Government Funding
- Equal Provision and Access to Quality and Affordable Education
- Inadequate Facilities
- Falling Standards
- Constraints in maintenance and supervision
- Training constraints



Alternatives

- Private Schools
- Community Schools
- Mission Schools

Question - Are they adequate to meet growing and diverse demands??



Technical and Vocational Education - Definition

“Technical and Vocational Education refers to those aspects of the educational process involving in addition to general education, the study of technologies and related sciences and the acquisition of practical skills, attitudes, understanding and knowledge relating to occupations in various sectors of economic and social life”. – [ILO and UNESCO](#)

“Technical education - a planned program of courses and learning experiences that begins with exploration of career options, supports basic academic and life skills, and enables achievement of high academic standards, leadership, preparation for industry-defined work”.

“Vocational education and training “prepares learners for careers that are based in manual or practical activities, traditionally non-academic and totally related to a specific trade, occupation or vocation”.



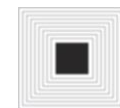
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Relevance to National Development

- Economic Empowerment
- Youth Empowerment
- Poverty Alleviation
- Self Reliant Society
- Continuing Adult Education
- Rural Development
- Economic Growth
- Capacity Building
- Encourages Innovation and Technological Depth

History of TVE in Nigeria

- Colonial Era and Stigma attached to TVE
- Royal Society of Arts (RSA) and City Guilds London (CGLI)
- Establishment of West African Examination Council (WAEC)
- Take over of RSA and CGLI role and FCC Certificate
- Introduction of NBTE Curriculum
- Introduction of NABTEB



CHALLENGES OF TVE IN NIGERIA

- Misconception of TVE Nature and value
- Lack of political will for proper Implementation
- Poor Funding
- Inadequate Facilities
- Poorly qualified Teachers and Poor incentives
- Deficient and outdated curriculum
- Dearth of Relevant Texts
- Exam Oriented Approach to curriculum
- Inability to keep up with technological changes
- Low Student Morale
- Student Skills Irrelevance to the Market Place



WHICH WAY FORWARD ??



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PARTNERSHIPS - PPPS??

What is a PPP?

A contractual Arrangement between a government Agency and a private sector /Non Governmental/Civil Society that allows for greater private sector participation in the delivery of Infrastructure or Services



WHY PPPs IN EDUCATION??

- Infrastructure/Service deficit
- Private Sector/NGOs/CSOs brings resources and expertise that Government lacks
- Enhances acceptance by private sector where they are stakeholders
- Risks are allocated to those best able to handle them
- Future Funds are not tied up in servicing debts
- Increases Government's capacity to invest
- Greater budget transparency
- Infrastructure/Service is delivered when it is needed
- Capacity Building
- Ensures Accountability
- Encourages customer service orientation with respect to public services

Typical PPP Arrangements in Education

Service Required by Government	Definition	Contractual Arrangement
Management, Professional Services	Government buys school management services or auxiliary and professional services	Management Contracts and Professional Services Contracts
Operational Services	Government buys school operation services	Operational Contracts
Education Services	Government buys student places in Private Schools	Contracts for education of specific students
Provision of Facilities	Government buys facility availability	Provision of infrastructure service contracts
Provision of Facilities and Educational Services	Government buys facility availability combined with services	Provision of Infrastructure and Education Service Contracts

DESIGN OF PPP's IN TVE

NOTE THAT THERE IS NO
“ONE SIZE FITS ALL
DESIGN” ITS CONTEXTUAL



DESIGN OF PPP'S IN TVE – PERTINENT ISSUES

- Finding the Right Partner (s)
- Partnership Structure Roles and Responsibilities
- Funding Structure
- Clear articulation of TVE with national/state economic goals
- Enabling Legal and Regulatory Framework

Finding The Right Partner(s)

- Relevant Group/Industry
- Antecedents and Experience
- Capacity/Strengths
- Understanding of Government Economic Objectives and Goals



Finding The Right Partner (s) – Usual Suspects

- Private Sector (Industries, Businesses)
- Parents
- Small and Mid-sized, and Large Businesses
Entrepreneurs
- Non- Governmental Organizations
- Donor Agencies
- Community Service Organizations
- Labour Organizations



Partnership Structure Options

- See Slide 12
- Distinct Partnership Arrangements with Industries, Business, NGOs, CSOs, Donor Agencies playing Different roles with the relevant Ministry coordinating the different arrangement towards a common goal
- Joint Effort with a Central Regulatory Body playing an oversight function
- Joint Effort in the form of a body made up of Stakeholders led by the oversight Ministry



Partnership Structure Options- General Principles

- Objectives and Goals must be properly articulated to all stakeholders.
- Allocate risks and responsibilities to parties best able to handle them
- PPPs do not absolve Government of its responsibilities.
- Quality Control and Standard Setting oversight functions should ultimately be Government responsibility.
- Government must be committed to address inequities where private sector efforts are insufficient.



Funding Structure Options

- Direct Funding
- Tax Levies
- Donor Agencies aided grants and loans
- Government Subsidies

Enabling Legal and Regulatory Framework – Features

- Flexibility
- Best Value Approach
- Allows a mix of public and private input
- Investment Friendly
- Avoids Retrogressive Approach



Existing Legislative Framework on TVE in Nigeria

- National Board For Technical Education established by the NBTE Act
- National Business and Technical Examinations Board Act
- Industrial Training Fund Act
- Education Tax Act



Existing Regulatory Framework

Federal	State	Local
<ul style="list-style-type: none"> ▪ Policy – for all levels of education including Adult and Special Education ▪ Curriculum ▪ Allocation of resources ▪ Maintenance of Standards (Inspection & Monitoring) (FIS), Examinations, ▪ Management of Unity Schools ▪ Adult Education Policy, Co-ordination and Monitoring ▪ Special Education Policy 	<ul style="list-style-type: none"> ▪ Implementation of Basic Education for Primary and Junior secondary school ▪ Policy and Implementation for Senior Secondary Schools and Technical Colleges ▪ Inspectorate for Secondary Schools and Technical Colleges ▪ Establishment of Universities, Polytechnics and Colleges of Education ▪ Implementation of Adult and Special Education Policies 	<ul style="list-style-type: none"> ▪ Management of primary schools ▪ Implementation of Adult and Special Education



Other Issues Relevant to Design of TVE

- Suitability for the Labor Market
- Acquiring Skills for Entrepreneurship
- Rural Areas
- Accountability
- Perception Change



Case Study – Chile – 1970s-1990

- Reforms implemented by two successive governments
- First Government (Military Government) effected the following reforms:
- Decentralization of management of primary secondary and vocational schools and removed barriers to new providers
- Legal Mandates and political coercion
- Deregulation of formal education and non formal education
- Creation of Sence under the Ministry of Labour to facilitate arrangements between organisations demanding specialised training and training providers
- Reduction of government roles to normative functions
- Teachers were stripped of their special civil service status and made subject to private labour laws in terms of wages and labour action.
- Teachers were sidelined and replaced with municipal governments which were weak, compliant to government and technocrats
- There was an intention to increase the relevance of work related education and training through closer involvement of enterprises
- Common curriculum for all students with specialization in their third year



Case Study – Chile - 1970s-1990s

- Technical Education Centres and Professional Institutes were created but Government reserved the right to take them back
- Corporate schools and Community schools
- Restricted avenues for community schools
- Curricula was deregulated so that schools were free to decide contents of their curricula and teaching methods within a general framework established by the ministry
- Administration of schools was totally left to the school operators and corporate schools established an advisory committee comprised of a group of local enterprises
- Structure created had potential for creating an effective efficient overall structure



Case Study – Chile - 1970s-1990s - Downsides

- Government discretion to take back schools
- No supporting capacity building for Autonomy
- Sidelining of Teachers
- Disparity between Community and Corporate schools
- Quality Issues



1990s onwards

- Democratically elected government
- Government incentives, support and information took precedence
- Issues of access, quality and subsidiarity were taken more seriously
- Training, Teacher capacity, quality management were considered
- The reforms made laid the foundation for the German-Chilean Cooperation



1990s onwards – German Chilean Project

- Started in 1992 and was completed in 2002
- Problems associated with this period included outdated subjects and teaching methods, little practical training, shortage of teaching staff
- Objective of the project was refocused to strengthen EMTP “secondary schools for the poor” and introduce enterprise based learning
- Financed through Chilean and German sources
- Commenced with pilot projects in three schools
- Micro and Macro Level Approach
- In the schools a modified model of dual education was developed and implemented
- Relevant stakeholders: Entrepreneurs, employees, trainees and teaching staff were involved and showed ownership because they saw potential
- Initial Funding was from the German Chilean cooperation subsequent funding was from school boards
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ENGRAVING SESSION

WHAT LESSONS HAVE YOU LEARNT FROM THE CHILE CASE STUDY ?

HOW WOULD YOU IMPLEMENT THE LESSONS IN CONTEXT TO YOUR ESTABLISHMENTS?



Learning Curves

- **Participatory Learning Structures are Essential**
- **Stakeholder Input and Involvement Essential at all stages**
- **Reforms in standards, curricular development, training, exam oversight must reflect private sector interests to increase student opportunities**
- **Need to attract the right attitude of private sector partners**
- **Feedback and Communication is KEY**
- **Government Commitment and Intervention help promote equality where there is disparity**



Learning Curves

- **Standardization, Accreditation, Certification, Articulation, Quality Assurance should be left to Government oversight.**



Imperatives

- **Articulate the General Framework with Stakeholder Input**
- **Get the Structure Right**
- **Create enabling environment for Partners**
- **Government to maintain oversight function**
- **With Political Will ANYTHING IS POSSIBLE**





QUESTIONS?

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- THANKYOU
 - FOR
 - PARTICIPATING

