

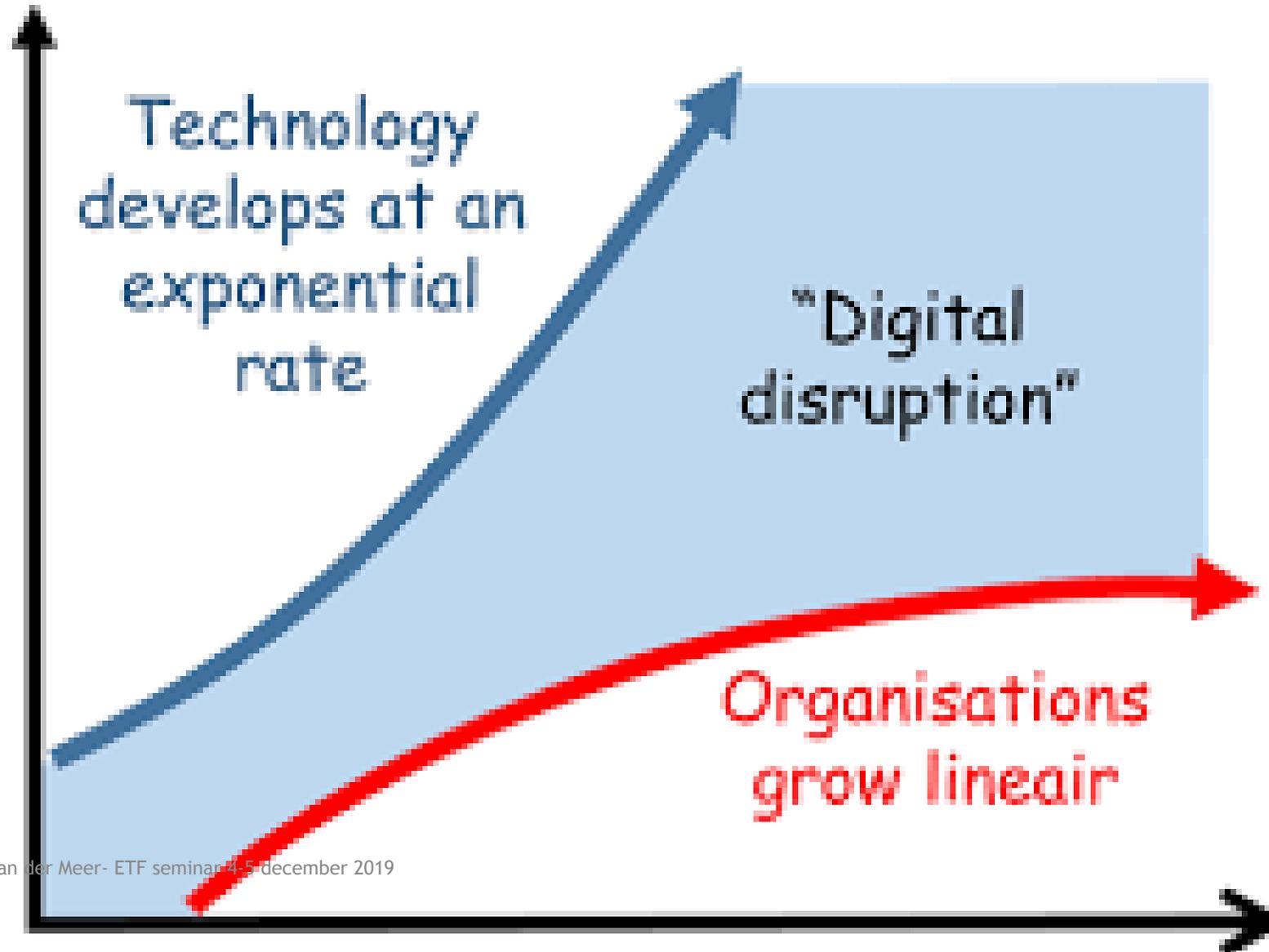
Preliminary assessment of Public-Private Partnerships in European countries

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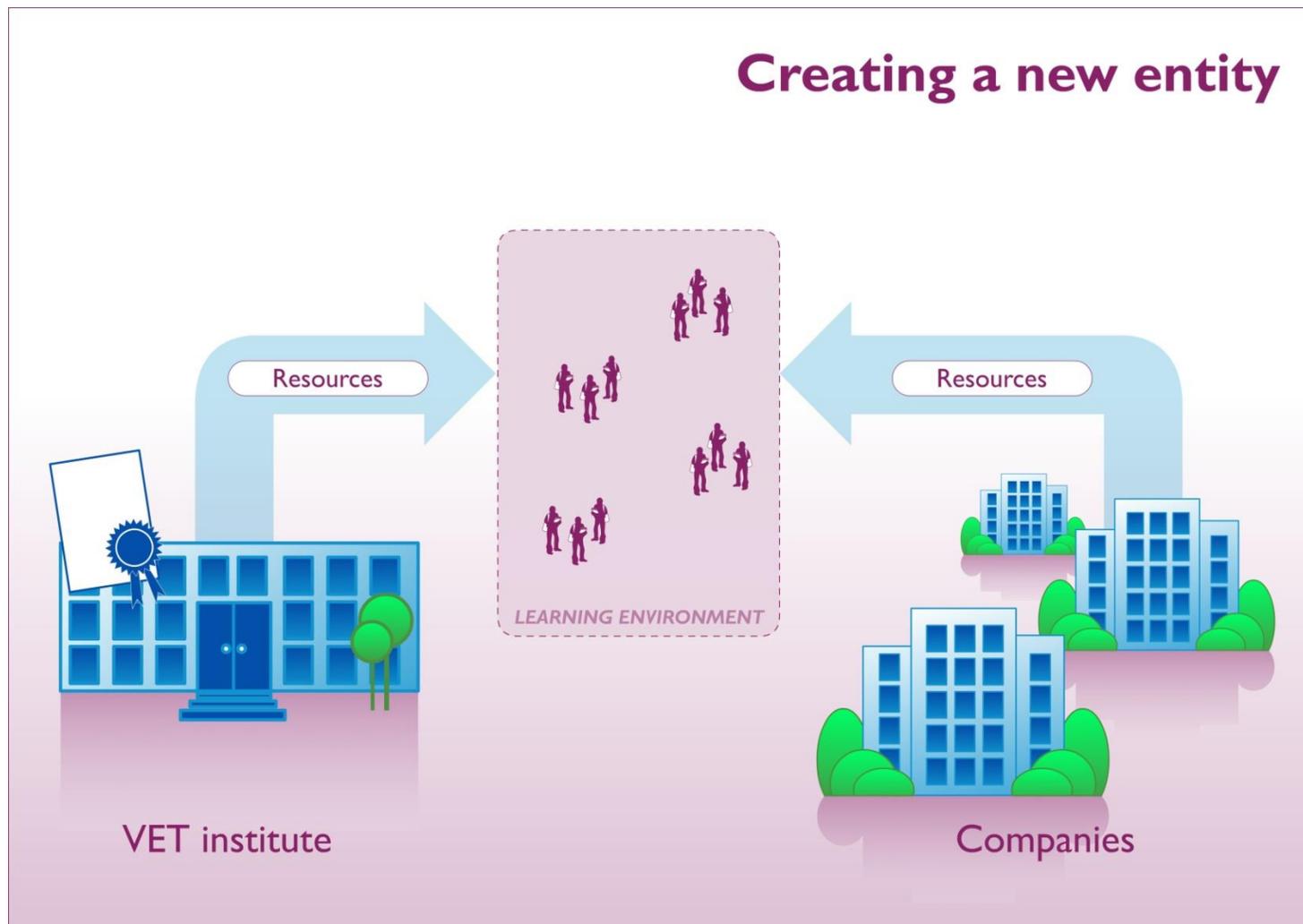
Research question

- ▶ **First: the dimension of policy learning: what mechanism are conditional to build successful PPPs, that can develop over-time and are sustainable?**
- ▶ **Second: to what kind of learning practices do PPPs lead? In which dimensions can we evaluate the exchange between participating learners, teachers and companies?**

Martec's law



Creating a new entity



Source: Smulders, Hoeve, van der Meer, 2013

Question one: core mechanisms

1. Foundation of PPP:

1. Meeting of actors and idea-generation
2. Designing the concept of cooperation
3. Formulating exact goals
4. Financing the project, risk-distribution

2. Institutionalisation of cooperation:

1. Managing from initial stage throughout the partnership
2. Monitoring the results, at the start, mid-term, final
3. Evaluation and decision of continuation

3. Evolution of cooperation:

1. Sustaining engagement of common interests
2. Developing into new directions

Regarding question one: three key issues

1. The cooperation dilemma between actors involved: who acts first?

Emergence/ foundational stage

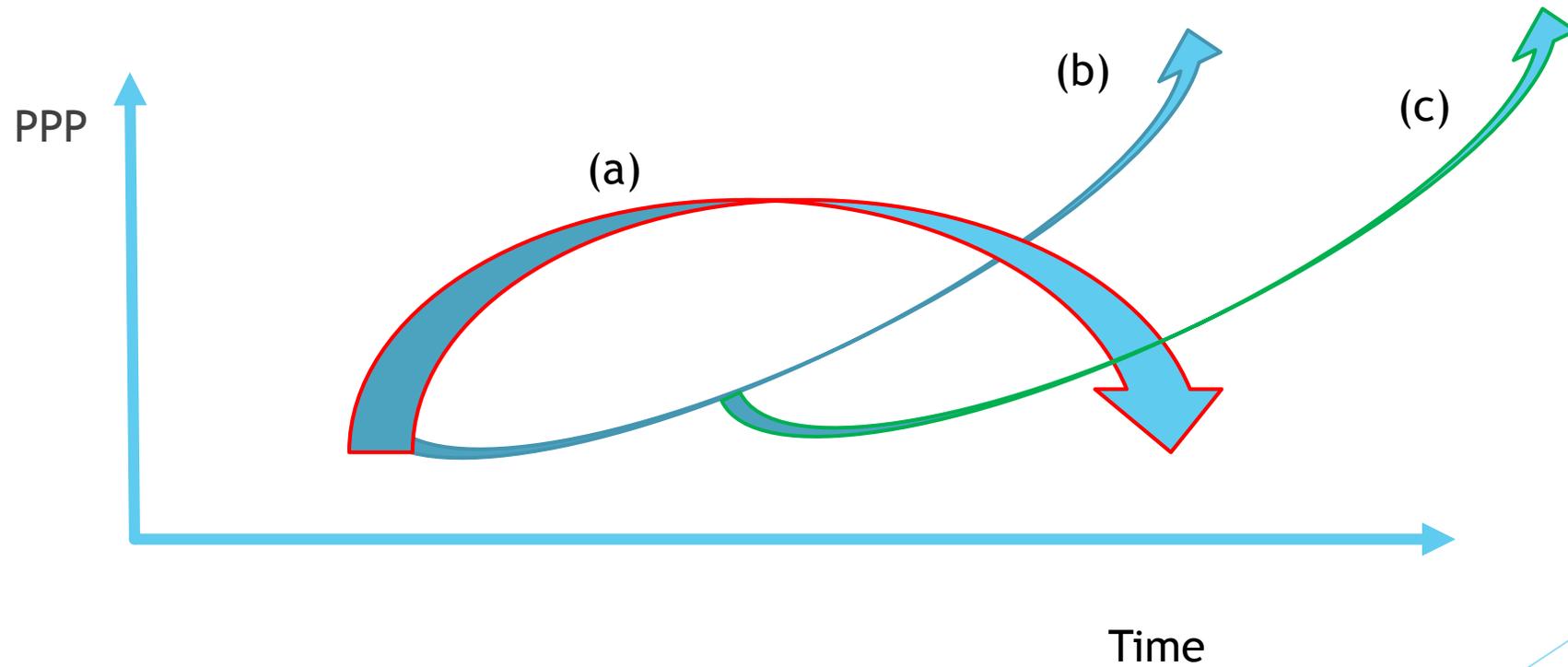
2. The requirements of government legislation and coordination

Institutionalisation stage

3. Nature of experimental governance including assessment of the results.

From foundation to institutionalisation to further evolution stage

Life cycle - Possible development paths



Hypotheses

A. Long-standing practice: introduction of PPP lead to a varying set of practices (a,b,c)

- ▶ Start: established countries exhibit a wide variation in their institutional conditions
- ▶ They deal with weakening of social partnership/ trust relations
- ▶ Foundation: PPPs fit in a proposition of weakening of state resources (austerity)
- ▶ Martec's Law: exponential technological change versus logarithmic organizational change

B. Recent practice: institutional conditions taking shape, so development of own practices

- ▶ Not all PPP-dimensions should be transferred from one policy context to another
- ▶ A combination of ingredients can be used to prepare a good proposition.
- ▶ Donors may contribute but steering of outcomes is local
- ▶ International companies will determine outcomes from self-interest

Pre-conditions for reinforcing PPP-outcomes

- ▶ Lack of trust/ having ownership/ taking responsibility
- ▶ Critical access to financial resources and aid programmes
- ▶ Legal gaps and uncertainties
- ▶ Varying motivation, consciousness, scepticism
- ▶ Role and participation business, risk distribution
- ▶ Sustainability of new projects
- ▶ Weak tradition of monitoring/ evaluation, so lack of insight in costs/ benefits
- ▶ Uncertainty about quality of participating organizations.

Typology

- ▶ **Knowledge-oriented PPPs:** aiming at better understanding of VET systems, labour markets, and demand for skills, competences and qualifications. **Italy**
- ▶ **Resource-oriented PPPs.** PPPs oriented primarily at improving the level of financing of VET, infrastructure, or human resources. **Netherlands**
- ▶ **VET provision-oriented PPPs.** These include not only apprenticeships and other types of VET provision, but also guidance and career services. **Norway.**

Core mechanism regarding question two

- ▶ What is the impact of PPP on the contents of VET/ HPE?
- ▶ Do the PPP result in a more elevated number of qualitatively better trained students?
- ▶ Do teachers / staff benefit from the investment?
- ▶ How are the results spread through the country?
- ▶ Is this a good investment, or could the money have been spent better?

Italy/ Excelsior: trends and forecasting

- ▶ National and provincial structure of VET: *Istituti tecnici superiori*, ITS and *Istruzione e formazione tecnica superiore*,
- ▶ Cooperation with local Chamber of Commerce, where business is organised
- ▶ Trend-analyse: state of affairs, forecasting
- ▶ Challenge:
 - ▶ public sector is not involved
 - ▶ data, in stead of images, are being shared.

Netherlands: 160 PPP's

- ▶ 1986 PHE, 1996 VET
- ▶ 2010: Topsector- approach
- ▶ Now 160 centres in VET and HPE, Regional Investment Fund

- ▶ Evaluation :
 - ▶ Parties get known each other ('two speed')
 - ▶ New learning environments
 - ▶ New forms of dual learning
 - ▶ Selection and recruitment of youngsters

- ▶ **Continuity is uncertain, learning outcomes remain implicit**

Norway: Education Office of Oil-Related Trades (OOF)

- ▶ More than 25 jaar
- ▶ 100% density
- ▶ Perfect regional matching
- ▶ Students receive broad theoretical basis, two years of apprenticeships, 18+
- ▶ Platforms invest and pay the matching
- ▶ Those learners that underperform, are guided to alternative positions

Research question

- ▶ First, the **dimension of policy learning** referring to the question how to build a successful PPP, that can develop over-time and is sustainable. We may conclude that PPPs emerge in stages, initiated by educational leadership in various actor constellations, with varying time horizons to address the following three key issues which have been addressed in this report: the cooperation dilemmas between actors involved, the requirements and conditions of government legislation and coordination, and the nature of experimental governance and mutual learning including an assessment of its results. Not all these dimensions can be transferred from one policy context to another, but the various ingredients can be used to prepare a good proposition.
- ▶ The second dimension is that of **granting effective public value** for the exchange between student/ learners, teachers and companies themselves. This second learning dimension remains more implicit in the analysis and requires a research methodology which digs deeper in terms of the learning outcomes and curriculum for the actors involved. Though ultimately, the success of any joint effort is determined by the shared results and the sustainability of learning outcomes that can be achieved.

New issues

- ▶ Are we getting closer to the innovation frontier?
- ▶ Dynamic processes in various stages
- ▶ Role of staff/ teachers?
- ▶ What pedagogical/ didactical approach?
- ▶ The ‘what if’ question?

Final:

A learning, self-generating education system presumes an experimental spirit and systematic reflection.

Also: ‘Craftpersons and conscious trust’