

GOOD PRACTICES, REPLICATION STEPS AND WAY FORWARD

Public-Private Partnerships benefit TVET institutes and industry alike



As the economy of Bangladesh has developed so too has the need for skilled workers to fill jobs in a wide variety of industries. However, the Technical and Vocational Education (TVET) system has faced challenges to offer its students updated courses that reflect the continuously changing needs of the industry. In addition, vocational students lacked the opportunity to gain hands on experience in industry-relevant technology that would help them find employment once they graduate.

In Bangladesh, Public Private Partnerships (PPP) are recognized in the National Skills Development Policy (NSDP) as an effective means to improve the quality of vocational training by promoting linkages between the private sector industries and government funded TVET institutes. Section 8 of the NSDP specifically states that ‘Improved partnerships between industry and both public and private training organizations will improve the quality of skills development in Bangladesh.’

ILO’s Canadian-funded Bangladesh Skills for Employment and Productivity (B-SEP) project has worked with a number of TVET institutes and Industry Skills Councils to forge Public Private Partnerships which benefit TVET students and industry alike. This publication looks at the steps taken so far, how the initiative can be scaled up as well as steps that still need to be taken to ensure sustainability.



What has been done so far?

The ILO B-SEP project introduced five partnerships between public sector training institutes (i.e. TVET institutions) under the Directorate of Technical Education (DTE) and selected private sector enterprises to test and demonstrate different models of PPP and varied ways to unlock private investments for promoting skills market linked skills development.

Gaining practical experience makes a huge contribution to the skills development of TVET students. PPPs create opportunities for the students to gain hands on experience at the enterprises and can also provide a pathway to full-time employment after graduation. TVET institutes also benefit as they can make use of the facilities at enterprises for teaching purposes while the enterprises may also provide raw materials with which students can use to fine tune their skills. This also means that the private industry is sharing resources with the public TVET institutes to generate employable training an output – a win-win situation for both the public trainees and private sector in their TVET engagements.

Industry also benefits from training partnership with the TVET institutes. Besides gaining access to industry-ready to job seekers ready to be employed, industry gets their untrained workforce trained in pedagogy by the trainers of the TVET institutes.

Inspired by the success of the PPP in the Graphic Arts Institute, which was promoted by the B-SEP project, the Ministry of Education has made a policy decision to encourage its institutes under the DTE to promote industry-institute linkages including entering into PPPs.

Five PPP pilots have been initiated by the B-SEP project between TVET institutions and private sector enterprises.

TVET institutions	Private companies
Graphic Art Institute	Shamushtik Printers Limited
Barishal Technical School and College	Indo-Bangla Pharmaceuticals Mahin Furniture
Narayanganj Technical School and College	M/S Janani Engineering Works
Panchagarh Technical School and College	Gem Jute Ltd
Rangpur Technical School and College	Wood Point Furniture

Support from TVET institutes



> Infrastructure: Institute provided a well-equipped/workshop place for conducting the theory and practical classes.



> Teaching staff: At least 2 teachers from institutes involved in conducting this pilot as well as a lab assistant, a operator and an assistant to support Lab classes.



> Training facilities: Some of the Industrial company experts/workers require more theoretical and basic knowledge to improve their skills. Institute provided these to the company staff.



> Necessary machineries & tools.



> Overhead costs and utilities such as electricity (i.e. conventional electrical supply), stationery items (pad, pen, pencil etc.)

Support from industry partners



> Industry expert: The industry expert helps train the students so that they can acquire relevant and up to date skills.



> Attachment facilities for the students: Such technical cooperation helped to provide attachment facilities for the students.



> Industry visit: Each semester different groups of student visited companies to gain practical know how and industry exposure.



> Job opportunities: Partners offered jobs to trained students on a preferential basis during recruitment.



> Raw materials: To carry on these courses partners provided all kind of raw materials required for training classes.

How can this approach be replicated?

The PPP approach has proven successful in supporting TVET institutes and private sector companies to enter a mutually beneficial relationship that leads to skilled students finding employment. If there is willingness between institutes and enterprises, a PPP can be initiated relatively easily and at little cost by identifying the scope of partnerships and the benefits for both parties. The steps that the TVET institutes can take to replicate this model include:

Create a partnership agreement



TVET institutes must enter into a partnership agreement with one or more enterprises from relevant industries. The basis of the partnership is to define the roles and responsibilities of the institutes and enterprises. The agreement should clarify areas including sharing of infrastructure, equipment and raw materials needed; teaching staff; training facilities; placement possibilities for students as well as for exposure to industry through visits and attachments.

Leverage PPP of benefit



Benefits from any PPP agreement can include: (i) including female students in relevant technical trades can be helped to gain training that leads to jobs in industry; (ii) the underprivileged, especially women, can be targeted to join training designed especially to suit them so that they can also find employment; (iii) institutes can share resources with private enterprises to carry out industry specific training; (iv) unskilled workers of different industries, be trained by the trainers of the TVET institutes in pedagogy through customised short courses.

Clarify budgetary aspects



A tentative estimate of the respective share of costs of each of the partners (i.e. institutes and enterprise) should be provided as part of the partnership agreement. Raw materials, machine maintenance, utility services, machine depreciation etc. should all be considered.

Make potential industry partners aware of benefits



Efforts should be made to make potential industry partners aware of the benefits they may derive from any partnership. This includes access to TVET institute expertise, equipment as well as students who can support the enterprise learning and applying the relevant skills in the industry.

What needs to be done?

While the PPP approach offers excellent potential to strengthen the skills system and forge links between institutes and enterprises, a number of challenges still need to be addressed if the model is to be scaled up for all TVET institutes. These are as follows:



The Department for Technical Education (DTE) should set up a system and dedicate human and financial resources for upscaling and monitoring the PPPs that they have been promoting. The roles and responsibilities of existing staff should be rearranged or readjusted to support PPP-related work.



The monitoring system should also document the benefits that TVET institutes and industries get and disseminate them to create awareness and promote PPP through high-level events and forums.



Institutes which have established well performing PPPs should be rewarded within permissible government rules. Such rewards could include result-based performance criteria.



Operational guidelines and procedures for PPP implementation should be produced for both institutions and enterprises. The guidelines should include all aspects of PPPs from negotiations to implementation, criteria for identification of industry partners, monitoring and follow up actions, financial provision to recover the depreciation costs of the machinery and equipment, as well as standard and simple templates for agreements.



Further industry support of PPPs is required through the increased engagement of industry associations and industry skills councils. This includes: support for the implementation of PPPs; identifying and assessing the demand for skills; contributing to the revision of curricula and skills upgrading of institute staff; and facilitating job placement for graduates.



Additional experience sharing events should take place amongst the stakeholders. It is recommended to organize workshops etc. to receive feedback from the practitioners, institutes and industry and discuss with relevant stakeholders on a regular basis to improve the design, execution and management of PPPs.



Graphic Arts institute (GAI) students benefit from PPP

Students on printing courses at the Dhaka Graphic Arts institute (GAI) need to carry out a regular series of practical classes to gain experience of the printing cycle. This includes producing printing plates and carrying out print runs to understand the process and ensure quality.

However, GAI does not have sufficient budgetary allocation for the expensive raw materials needed to complete the entire printing cycle. In 2015, the B-SEP project initiated a pilot at the GAI to engage with the private enterprise Shamutshuk Printers Ltd (SPL). The parties subsequently entered into a MOU on PPP. This sees SPL support GAI with raw materials, industrial tours and attachments, industry expertise and job placements.

For its part, GAI provides teaching staff, training facilities, machines, tools and utilities. Now SPL can carry out part of its processes at GAI so that students can gain first-hand experience and skills vital to helping them find work. As a result of the cooperation, nine GAI graduates currently have full time employment at Shamutshuk Printers.

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