Expanding and Improving Technical and Vocational Education and Training in the Kingdom of Saudi Arabia –

An Approach to PPP in TVET Sector

Saleh Alamr,
CEO, Colleges of Excellence

A Presentation for:
The 5th Arab-German Education and Vocational Training Forum, 2013

كليات التميز
colleges of excellence

Contents

1 Education in Saudi Arabia

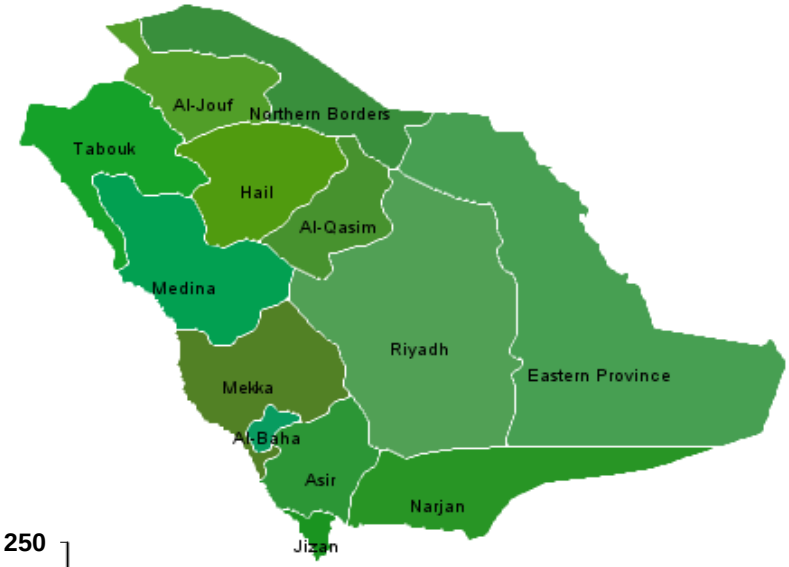
2 Wave 1 colleges tenders

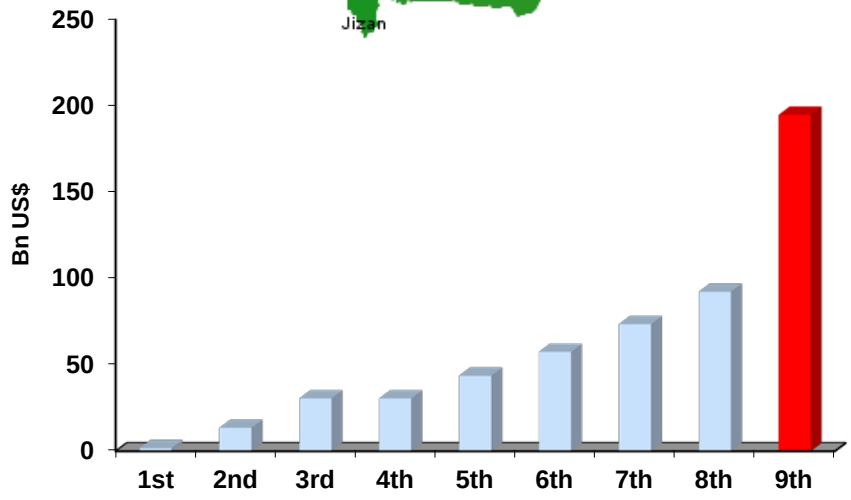
3 Wave 2 tender – Update and next steps

4 Summary

Saudi Arabia

- **Land Area:** **2,000,000 sq km**
- **Total Population:** **28 Million**
  More than 8 Million foreign workers
- **Population Growth:** **2.21%**





The TVTC PPP project aims at improving capacity, quality, and perception on TVET in the kingdom of Saudi Arabia

	From…	
Capacity	▪ 110,000 students enrolled in TVET today	▪ 300,000 students by 2020
Quality	▪ No clear link to international quality standards ▪ Lack of third party quality assurance	▪ Highest international quality standards delivered by international providers ▪ Newly set up independent regulator to conduct quality assurance across colleges
Perception	المؤسسة العامة للتدريب التقني والمهني Technical and Vocational Training Corporation	SaudiSkillsStandards Colleges of Excellence A real future. Right here. Right now

The organizational elements crucial to the success of these new PPP colleges have been launched

☐ Covered in depth

1 Saudi Skills Standards: a best-in-class regulator

- **Tests** students
- **Inspects** colleges
- Defines new national **skills standards** for technical training

2 A "PPP unit" (COE) to manage international providers

- **Manages** tenders and contracts
- Provides operational and educational **support**
- Managing **assets**

3 Improved labour market intelligence to inform strategy

- Student capacity model to predict the **need** for future programmes
- Cost-benefit model to determine the **value** of programs

4 Branding and marketing, to distinguish the new system

- Clearly **differentiate** the new colleges
- **Explain** the role of the new regulator
- Inform **decisions** about training and careers

1 Saudi Skills Standards has been established, first staff is onboard and first priority NOSS are online

Role of Saudi Skills Standards

Define and maintain National Occupational Skills Standards (NOSS)

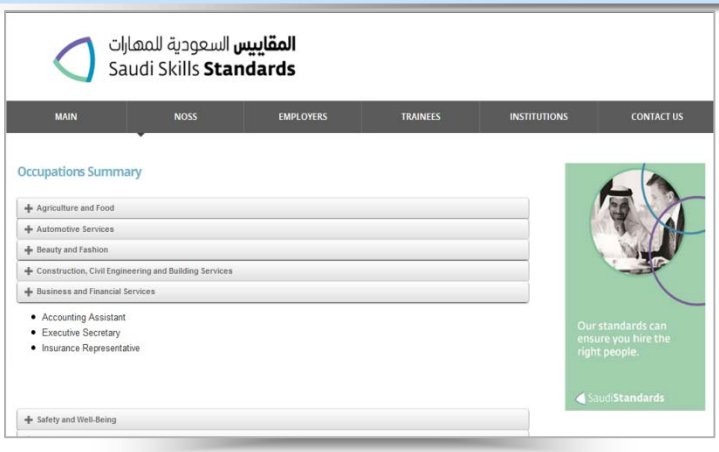
- Analyze labour market needs and **identify priority occupations**
- Collaborate with private sector to **develop standards** for key occupations
- Maintain and **update standards**

Assess and accredit students to ensure they have the right skills

- **Develop and administer** tests for all TVET occupations, both **knowledge based** (in dedicated computer centers) and **practical** (with the involvement of employers)
- **Award stamp of approval (accreditation)** that is respected by employers locally and within the region

Review and accredit institutions

- **Conduct reviews** to measure performance
- **Enforce change** and drive improvements where necessary
- **Collect and provide evidence** to relevant parties to inform accreditation and licensing decisions



SaudiSkillsStandards

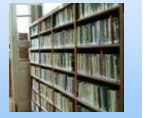
2 Colleges of Excellence started operation and key processes are being developed

Outsourced

Colleges of Excellence
A real future. Right here. Right now

Rationale for setting up COE (PPP unit)

- **Managing relationship to PPP providers requires different skills** than currently existing in TVTC (e.g., managing contracts and payments based on KPIs versus developing curriculum)
- **Payment of providers** based on detailed tracking of performance outcomes can circumvent bureaucratic processes
- **Procurement processes** to tender colleges can be accelerated
- **Performance management of talent** will be more effective in an LLC, with a "customer service" mindset towards providers

PPP strategy, marketing and branding	▪ Determining the **need for PPP** colleges ▪ Further **refinement** of the PPP model ▪ **Communicating** PPP to students, parents employers, parents and others
Tendering and contracting with providers	▪ **Attracting** providers, running the **tender process** and managing provider **performance** against KPIs
Managing assets 	▪ Ensuring **existing colleges** assets are well allocated and utilised ▪ Coordinating **housing** supply for staff
Coordinating with employers	▪ **Helping PPP colleges** forge relations with employers ▪ Encouraging the creation of **new SPs**
Providing admini-strative support to PPP colleges	▪ Managing **payment**, supporting with **visas** and **interaction** with other government agencies ▪ Coordinating student **applications** and trainer recruitment
Providing educa-tional support to PPP colleges	▪ **Fostering linkages** between colleges and offering **educational advice** based on NCEPA inspection results

4 A major marketing and branding campaign has been launched

1.1 Brand Essence

The compelling truth: heart of the brand. The internal articulation of the brand.

Pathways to success

1.2 Brand Story

The Brand Story is a piece of prose that captures the brand's vision, mission, values and essence in an emotive manner.

We bring the world's best colleges and technical institutions to the Kingdom.

For the first time you can find the same training that you'd get in Germany, Japan or the USA.

Along with the chance to connect with our partners, local employers.

There's a real future for you. Right here. Right now.

To train for the best possible future, look for the best possible place.

1.3 Brand Vision and Mission

The Brand Model expresses the vision and mission. It helps employees and external stakeholders to understand what the company is striving for.

Vision:
Connecting learners to world class training, opening the door to a successful future.

Mission:
We foster relationships between top quality training providers, learners and local employers.

1.5 Tone of Voice

The Brand's Tone of Voice needs to support the overall brand positioning and reflect how the brand speaks to its different stakeholders in a consistent manner.

If there is one word that sums up the right tone for Colleges of Excellence it is...
Expertise.

Experts are strong, confident and knowledgeable. Their authority does not come from status or rank, it comes from the fact that they really know what they are talking about.
Experts don't shout. They don't have to. They are confident.

Our trainees are confident that they are getting the best possible training from the best possible people. And our partners, the employers, are confident that our graduates will be skilled and well-prepared.

So, we should sound like we are experts.
Strong, clear, confident and knowledgeable.

Contents

1 Education in Saudi Arabia

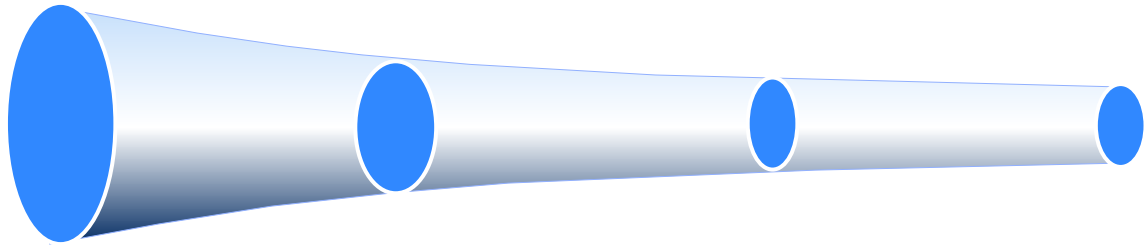
2 **Wave 1 colleges tenders**

3 Wave 2 tender – Update and next steps

4 Summary

The selection of training providers was conducted through a best practice tender process in a record timeline by all international standards

	September 12	October 12	December 12	May 13
Timeline				
Providers	~350	23	14	5



Process

Short list based on simple criteria:
- Scale of provider
- Sectoral fit
- International experience
- Quality input

RfI qualification
- Expression of Interest
- Evidence of quality of programs and outcomes

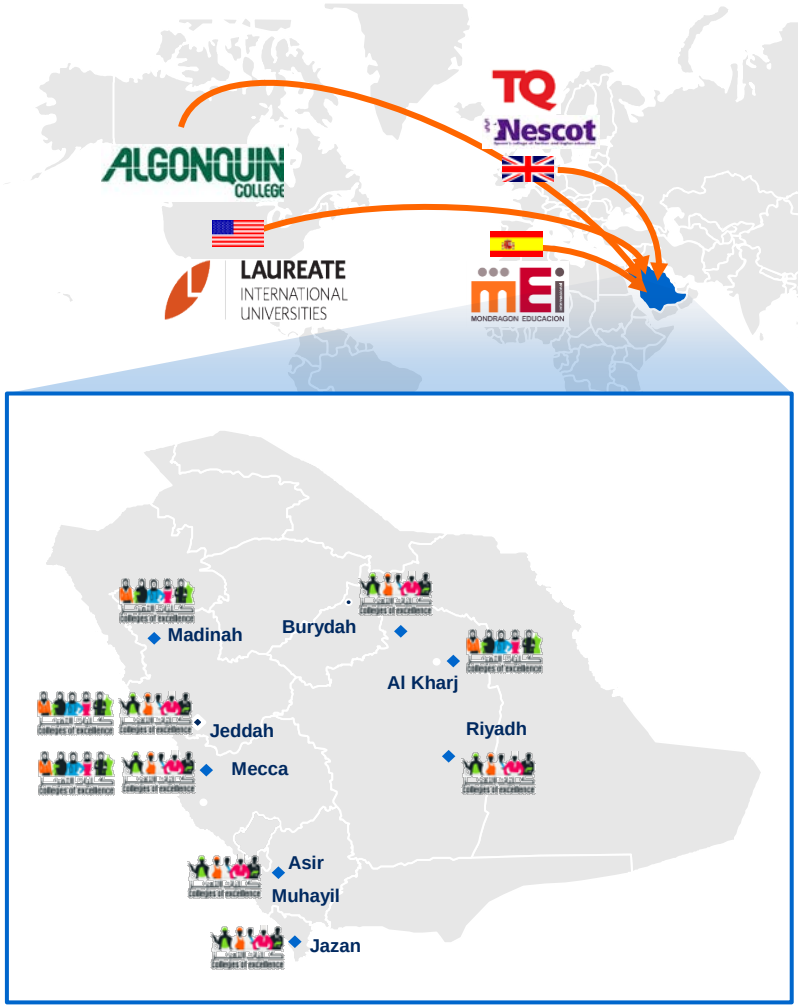
RfP qualification
- Bidders can bid for multiple colleges with best bidder selected for each college

Negotiation
- Further revision of prices prior contract signature

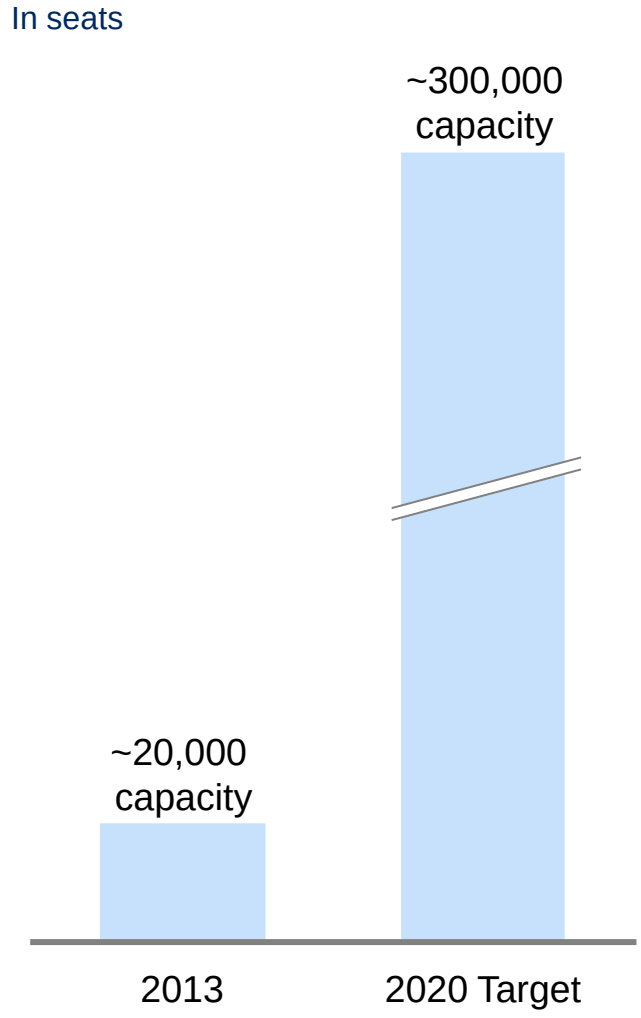
Colleges opened on September 8th, 2013!

Executing the “PPP approach” – success at Colleges of Excellence as best practice

5 top international training providers are currently operating 10 Colleges of Excellence (CoE) in the Kingdom

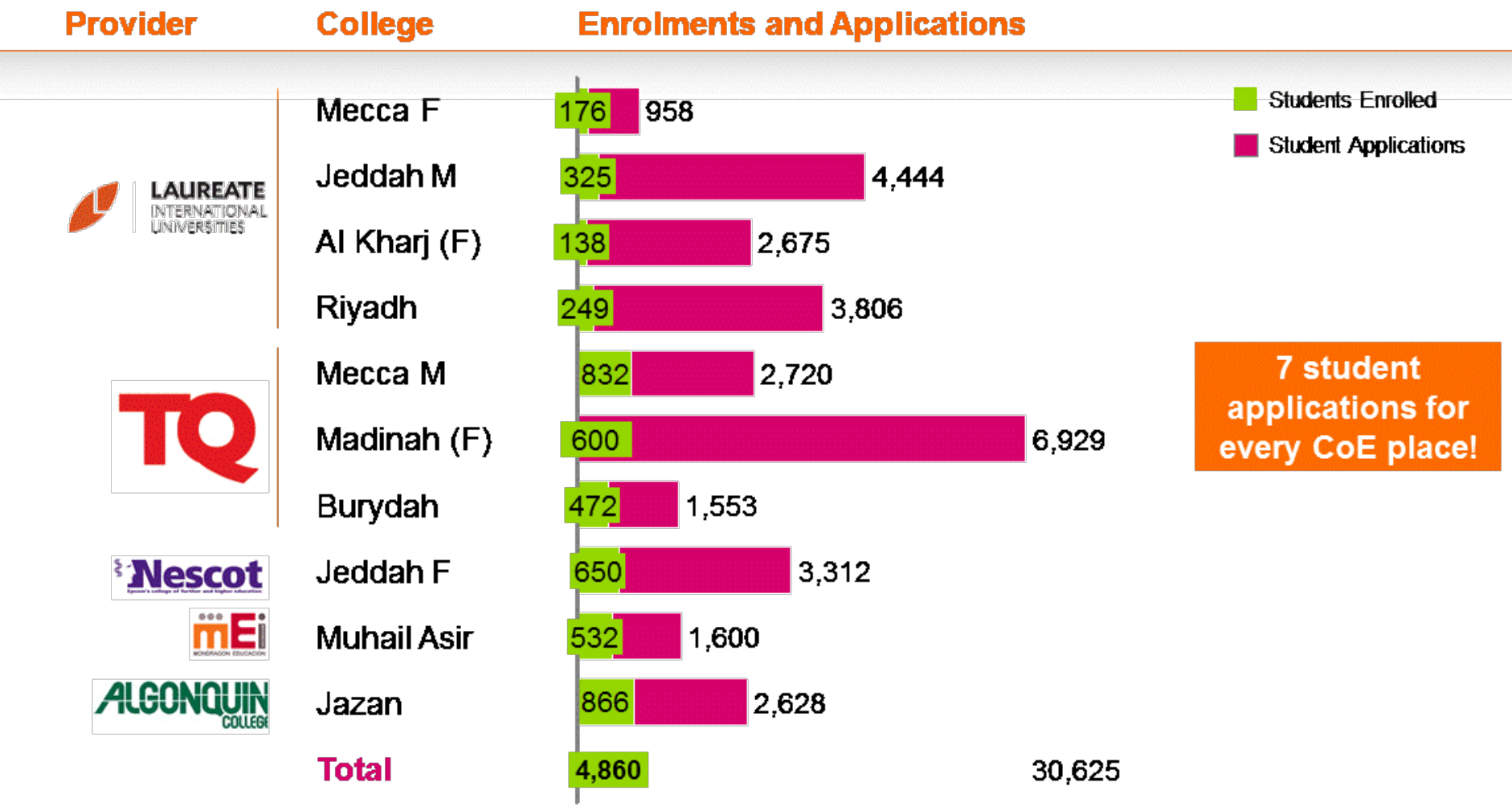


Capacity will be ramped-up very quickly



Source: CoE

All colleges are highly over-subscribed



Contents

1 Education in Saudi Arabia

2 Wave 1 colleges tenders

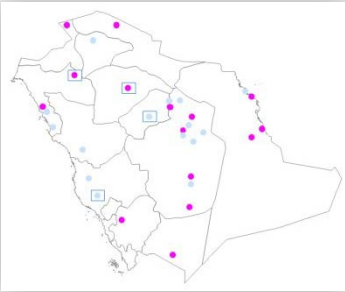
3 **Wave 2 tender – Update and next steps**

4 Summary

4 decisions have been taken to develop the clusters which will be tendered in Wave 2

1 Identify available colleges

Available colleges identified, earmarked ones for TVTC deselected:



26 available colleges identified

2 Assess attractiveness of colleges

Expected enrolment rate as criteria:

- **Highly attractive (Expected enrollment > 1000 p.a.)**
- **Attractive (Expected enrollment 500-1000)**
- **Less attractive (Expected enrollment < 500 p.a.)**

26 colleges prioritized in 3 categories

3 Define objectives on how to cluster colleges

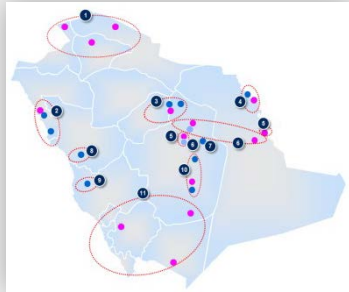
3 possible objectives defined:

- **Maximize return on investment**
- **Maximize quality**
- **Maximize coverage at reasonable costs**

Maximize coverage at reasonable cost selected

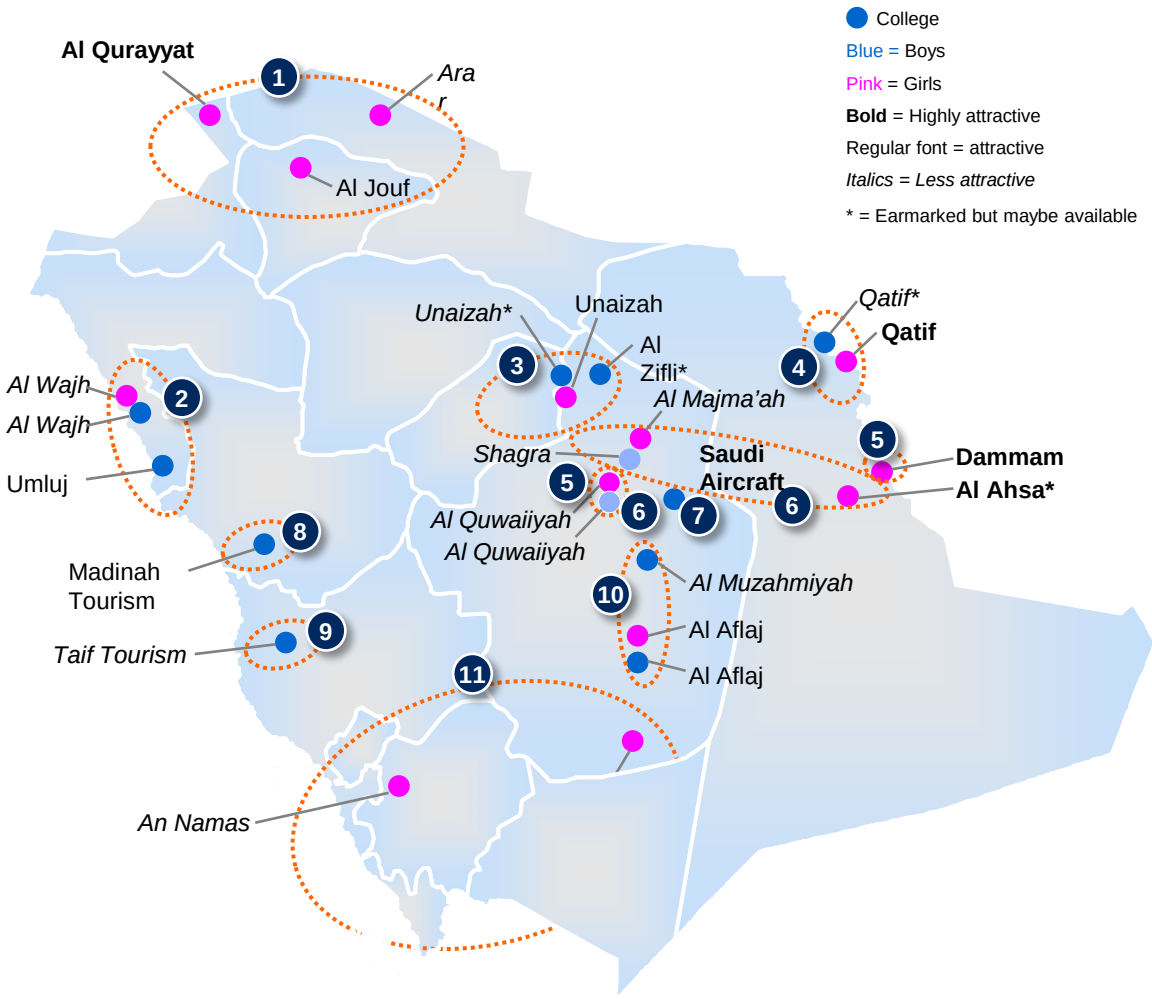
4 Bundle colleges

Less attractive colleges with more attractive colleges bundled



11 clusters defined

To maximize coverage at a reasonable cost 11 geographical college clusters have been identified for Wave 2

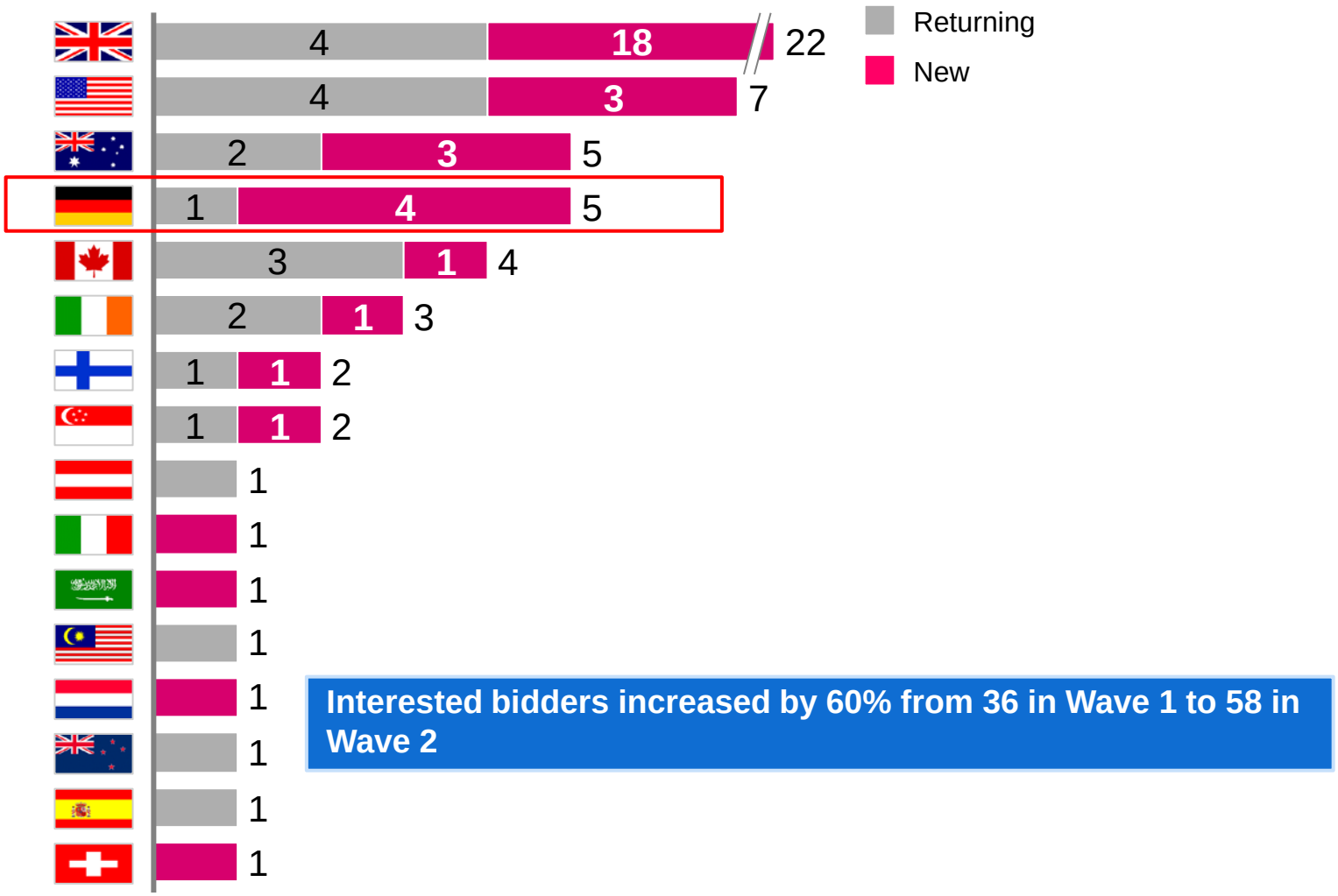


College clusters

1. Al Qurayyat Technical College for Girls
   Arar Technical College for Girls
   Al Jouf Technical College for Girls
2. Al Wajh Technical College
   Al Wajh Technical College for Girls
   Umluj Technical College
3. Unaizah Technical College
   Unaizah Technical College for Girls
   Al Zilfi Technical College
4. Qatif Technical College
   Qatif Technical College for Girls
5. Dammam Technical College for Girls
   Al Quwaiiyah Technical College
   Al Quwaiiyah Technical College for Girls
6. Al Ahsa Technical College for Girls
   Shaqra Technical College
   Al Majma'ah Technical College for Girls
7. Saudi Institute for Aircraft Maintenance (Riyadh)
8. Madinah College of Tourism and Hospitality
9. Taif College of Tourism and Hospitality
10. Al Muzahmiyah Technical College
    Al Aflaj Technical College
    Al Aflaj Technical College for Girls
11. Wadi Al Dawaser Technical College for Girls
    An Namas Technical College for Girls
    Najran Technical College for Girls

- **Less attractive colleges were bundled with more attractive ones**
- **Clusters by geography were created to allow for cost synergies**

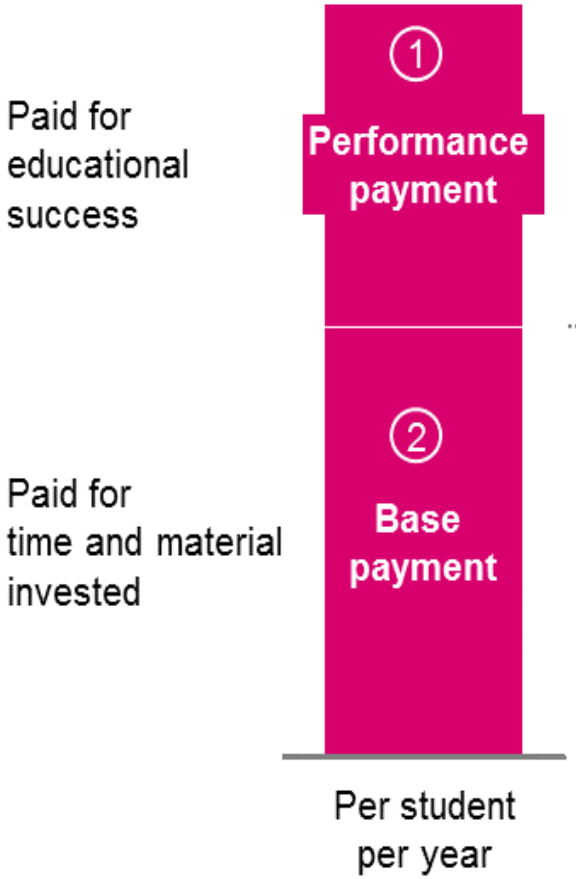
59 providers from 124 colleges have already expressed interest in Wave 2



Interested bidders increased by 60% from 36 in Wave 1 to 58 in Wave 2

Providers will be paid using a base component and a performance component

Per enrolled student CoE pays …



Payments are composed of …

- 1a Institutional review payment
- 1b Assessment payment
- 1c Employability payment

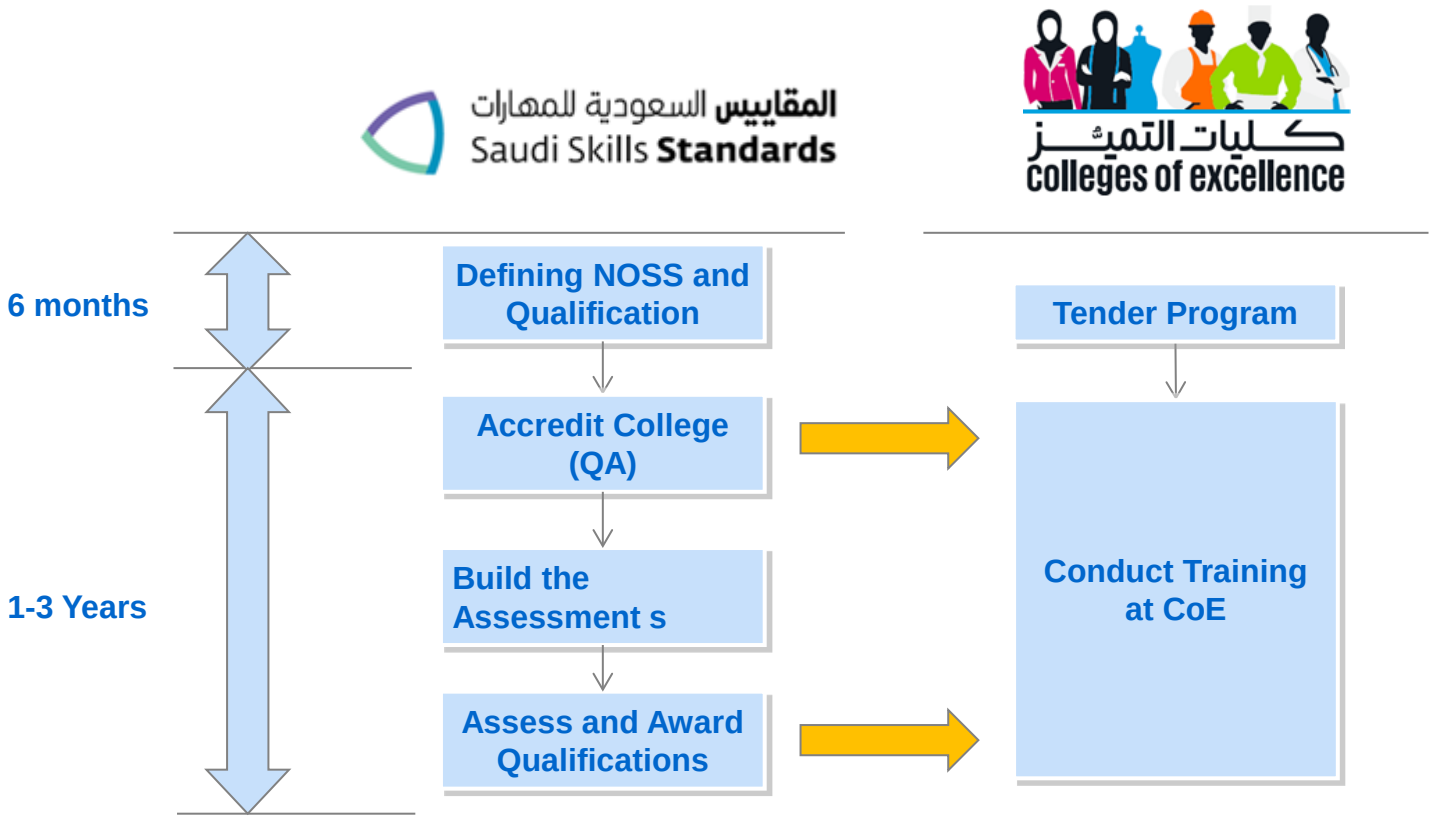
- Providers state price for 1,000 annual guided learning hours (GLH)
- "OTJ"
  - 200 "OTJ" training hours per year in Year 2 and Year 3 minimum
  - 1 OTJ-hour to be priced with 20% of 1 GLH
- Adjustments
  - Attendance: Courses are paid only, if less than 20% absence per trimester
  - Repeating student: Courses paid with 50%

Contents

1 Education in Saudi Arabia

2 Wave 1 colleges tenders

3 Wave 2 tender – Update and next steps

4 **Summary**

How Flexible is the System..