GLOBAL EDUCATION MONITORING REPORT

Non-state actors in education: Striking the right balance

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Conceptualisation

Non-state actors in TVET

An established presence

Non-state actors participate in all aspects of education: provision, governance and regulations, financing, innovation and influence.

Non-state actors include multiple stakeholders: Civil society organizations, teacher unions, public agencies, businesses and their associations, NGOs, media, philanthropic foundations, political parties, academics and think tanks.

The Report analyses the theme by level of education: dedicated thematic Chapter (+ complementary data foci in the monitoring part).

TVET differs from other levels: non-state actors’ presence is evident, necessary and accepted.
Most students in formal TVET attend public institutions but the share increases at higher education levels

TVET provision is limited globally

- 5% benefits from TVET, 1% in low-income countries

At higher education levels, students in vocational programmes tend to enroll in private institutions

- Worldwide, 38.5% of post-secondary non-tertiary students enrolled in private institutions in 2019

- In OECD countries, about 10% of students in secondary but 40% of students in post-secondary vocational programmes were on average enrolled in private institutions in 2018

Informal non-state provision is not always captured: traditional forms of apprenticeships

Share of enrolment by type of educational institution, programme orientation and education level, OECD, 2018

Source: GEM Report team calculations based on OECD 2018
Non-state actors have helped expand initial TVET provision

Independently or in response to favorable frameworks

Cooperation with non-state actors had enabled:

**Strengthen existing** systems: making them more responsive to labour market demands

**Complement or substitute** TVET provision: traditional procurement, autonomous training initiatives and supported by public-private partnerships

- In India and in Tanzania, non-state actors helped provide training in the emerging IT sector and the gas sector, respectively
- Estonia and Czech Republic’s TVET systems attracted more students thanks to collaboration with non-state actors
- In Morocco, provision-oriented PPPs set up tripartite dialogue, and enrollments in vocational institutes more than doubled
Private business dominate continuing skills development

With a prevalence of non-formal and employer-sponsored training

Upskilling and reskilling occurs outside traditional education: non-formal education serves highly specific and relevant training needs

Firm size is correlated with the offer of training, but families also play a role in traditional sectors

Training has the potential to increase firms’ productivity, but it is often underutilized

➢ In Europe, enterprises providing training passed from 51% in 2005 to 64% in 2015

➢ In lower-middle-income countries, almost 1 in 3 firms provide training to their full-time permanent employees

➢ Adults working in firms with more than 250 employees are twice as likely to receive training

Non-state actors may encourage or obstruct equity and inclusion in TVET
Governance

Governing skills development systems with non-state actor participation is challenging
Cooperation is limited to implementation and defining standards

When interactions between the private and the education sectors occur, they tend to focus on skills identification rather than on curriculum development.

Knowledge-oriented PPPs in the form of Sector Skills Councils have been set up to better understand the labour market needs.

Quality systems are highly centralized, and partially implemented. Private providers do not always align with the expected requirements.

➢ In Bangladesh, 3 in 4 non-state education institutions have not recognized the National Technical and Vocational Qualification Framework.

➢ In Uganda, only 1 in 4 private training providers are officially registered.

Quality assurance mechanisms are in place but rarely implemented.
The right mix of state and non-state financing can support skills development
But it remains suboptimal

TVET systems seek to diversify their funding through earmarked training levies or funds on firms

Non-state actors are also directly involved through competitive procurement, but with mixed results

Employers are encouraged to provide training through levy-grant programmes. But enterprises tend to underinvest in training compared with other assets

Governments provide incentives to individuals through individual learning accounts or entitlements

➢ In LATAM, the Jóvenes youth training recruit private trainers through competitive bidding under public oversight

➢ In 2018, business investment in training in the EU member states, the United Kingdom and the United States was almost a fifth of machinery and equipment expenses

➢ The SkillsFuture Credit in Singapore led to an increase in training participation by more than ten percentage points

Source: GEM Report team calculations based on OECD 2018
Recommendations

1. **Design laws, policies and programmes with an equity and inclusion perspective**

2. **Establish quality standards that apply to all state and non-state education institutions**

3. **Establish common monitoring and support processes that apply to all state and non-state education institutions**

4. **Facilitate the spread of innovation through the education system for the common good**

5. **Maintain the transparency and integrity of the public education policy process to block vested interests**
Thank you for your attention

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