

GLOBAL EDUCATION MONITORING REPORT

Non-state actors in education: Striking the right balance

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Non-state actors in TVET

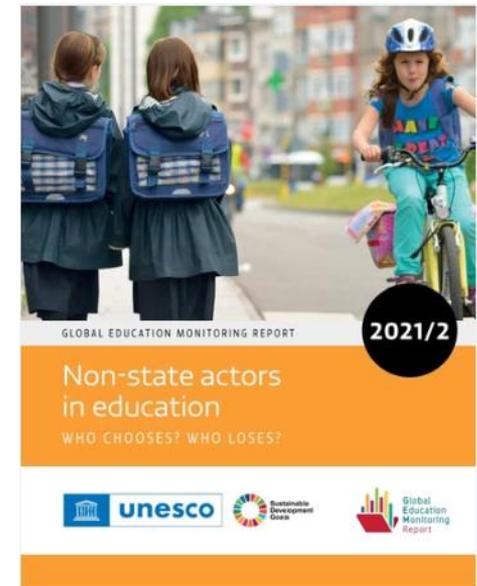
An established presence

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

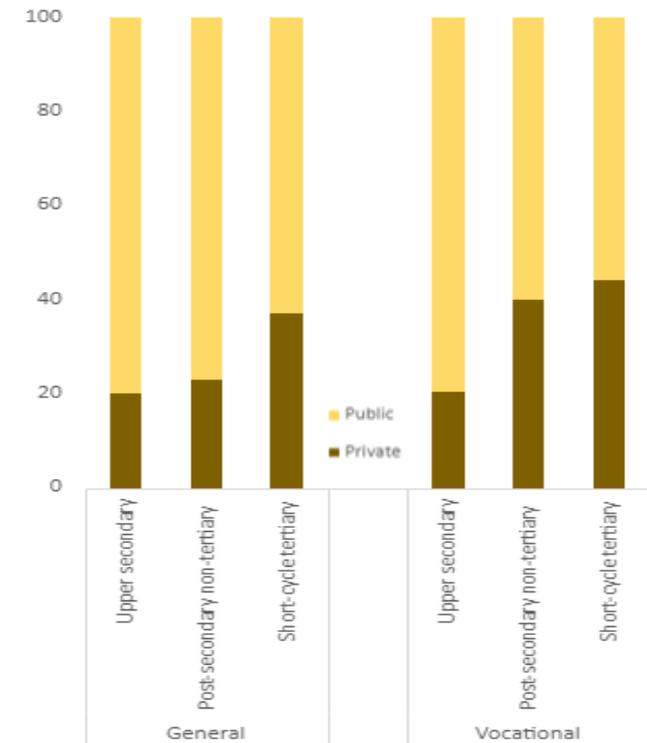
- 5% benefits from TVET, 1% in low-income countries

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**

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

- 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

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

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

Download the 2021/22 GEM Report on non-state actors in education:

➤ https://en.unesco.org/gem-report/non-state_actors

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