Non-state actors in education: Who chooses? Who loses?

2021/2
There are multiple types of non-state schools

- Non-state schools differ by **management**, **financing**, **values**, **profit intent** and **fees charged**

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**Diagram:**
- **Religion**
  - State-funded: not, partly, fully
  - State-managed: not, partly, fully
  - State-owned: not, partly, fully

- **Profit**
  - State-funded: not, partly, fully
  - State-managed: not, partly, fully
  - State-owned: not, partly, fully

- **Pedagogy**
  - State-funded: not, partly, fully
  - State-managed: not, partly, fully
  - State-owned: not, partly, fully

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**Fees:**
- **Low-fee**
- **High-fee**
NGOs as education providers

- **NGO and community schools** are present in 74 out of 196 countries

- **Small scale**, often catering to the most marginalized

Often established to **strengthen** the state system or **fill gaps** due to crises or **conflict situations**

- In some cases, successful **interventions** have been **absorbed into** the mainstream system

- **...Sustainability** concerns remain

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Civil society as advocates for stronger regulation and oversight of non-state involvement

- A coalition of NGO’s was responsible for adoption in February 2019 of the Abidjan Principles

- Years of pressure from civil society resulted in the IFC freezing investment in for-profit schools in 2019

- Teacher unions have also actively opposed commercialization in public education

Only 27% of countries have made profit-making in education illegal
Although civil society views on non-state actors are not uniform.
Five recommendations

1. Fulfil commitment to make **1 year of pre-primary and 12 years of primary and secondary education free**

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

3. Apply **common monitoring and support processes** to state and non-state institutions

4. Help **innovation** spread through the education system

5. Maintain **transparency** and **integrity** of public education policy process
School closures as a result of COVID-19

By October 2021, schools (partially) closed for 55% of days

School closures were:
- **Longest** in Bangladesh, Kuwait, the Philippines, and Venezuela
- **Shortest** in Oceania followed by sub-Saharan Africa

Schools **open for less than 5%** of days in many Latin American countries, but also in Bahrain, India and Iran

At least 463 million schoolchildren could not access remote learning, especially in low- and lower-middle-income countries.
Almost all countries turned to remote learning

Almost all countries deployed mix of remote modalities but:
- Only 17% in Nigeria and 10% in Ethiopia used mobile learning apps and barely any in Burkina Faso, Malawi, Mali and Uganda
- In Pakistan, 60% had TV; only one third watched TV lessons
- In China, education TV reached 300 million in rural areas
- In Latin America, large gaps between the poorest and richest in internet access (45 vs 98%) and computers (29% vs 94%)
The pandemic challenged data collection

SDG 4 statistics still reflect the pre-pandemic situation

- Two thirds of countries delayed/postponed school census data collection by a year

- At least 25 household surveys delayed (and hard to interpret)

- Learning assessments are also delayed. e.g., 2021 PISA postponed by a year

Instead:
- Phone surveys
- Subjective surveys
- Online platform data rarely accessible
Learning losses are the main concern

Estimates vary between contexts, school levels, and subjects

- In 7 high-income countries, COVID-19 learning losses were equivalent to 30% of a school year for mathematics and 35% for reading if schools were closed for eight weeks.

- Primary school pass rates in the United States fell by 4 points in reading and 10 points in mathematics, when moved to fully virtual.

- In Italy, 9% of secondary students fell below min proficiency in reading and mathematics, especially good performing children of less educated parents.
Learning losses are the main concern

Estimates vary between contexts, school levels, and subjects

- In 7 low and middle-income countries, learning losses are larger
- 53% of students in rural Kenya lost 1.1 years of learning, affecting
- Secondary students in urban Brazil, learned only 27.5% of what they would have learned in school had there been no pandemic

In South Asia, learning achievement levels have fallen in early grades

Students by grade and selected skills in reading and mathematics

In rural Karnataka, India, those able to read a grade 2 text in grade 4 fell from 33% of students in 2018 to 18% in 2020
All education levels have been affected

- **ECCE**: Main challenges: lack of teacher training, adapted learning materials, monitoring and assessment and assessment and challenging home environments

- Remote learning is unsuited for **TVET**: Up to 80% of TVET programmes focus on practical and soft skills, which should be acquired in person

- **Higher education** was effected: enrolment declined; students finances were affected, scholarships declined; vaccine inequalities will negatively influence mobility from low-income countries

- Also **adult literacy programs** have been hit by COVID-19
Teachers were hit by the COVID-19 pandemic

- About two in three countries reported that teachers were a priority in their vaccination plans
- About 1 in 3 countries in 2020 and 4 in 10 in 2021 recruited additional teachers for schools’ reopening
- Among 20,000 teachers in 165 countries, 39% stated that physical, mental, and emotional well-being had suffered
Target remediation at disadvantaged students

- Students are coming back: in Ghana, dropout did not change, low at 2%, but repetition tripled from 3.5% to 10.5%
- We don’t know how learning bounces back
- Two thirds of countries implemented remedial measures in primary and secondary education
  - but we know little about coverage and effectiveness
Global citizenship education under pressure

- Over 20% of low- and over 40% of middle-income countries planned to reduce the content of instruction in response to COVID-19.  
- COVID-19 has revealed education systems’ failures to pursue the ideals of solidarity and multilateralism.  
- Growing inequality within and between countries raises moral concerns: vaccine nationalism, xenophobic policies, spread of discriminatory beliefs.
Thank you for listening

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