



Credit: UNHCR/Lilly Carlisle

unesco

Global Education
Monitoring Report

2023

#RighttheRules: Non-state tertiary education - multiple actors for a shared vision

IIOE Global Webinar on equity and inclusion in higher education

Camila Lima De Moraes, Senior Project Officer, Global Education
Monitoring Report

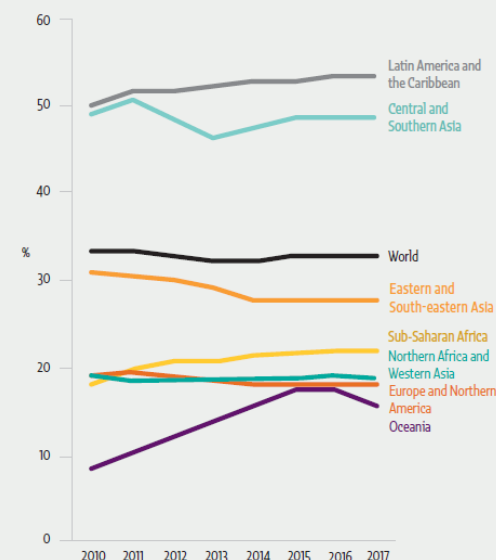
Growth in non-state provision

- More than **one** in **three** tertiary students attend non-state institutions
- The private share in tertiary education is **higher than that in primary** in 99 of 131 countries and higher than in secondary in 96
- Highest shares in **Central and Southern Asia** and **Latin America and the Caribbean**
- Fulfil a demand for **‘different’** (religious or culture-orientated), **‘better’** (elite institutions) and **‘more’** (demand absorbing) tertiary education

FIGURE 1:

Regional trends in the share of private enrolment in tertiary education mask divergent national trends
Percentage of enrolment in tertiary education in private institutions

a. By region, 2010–17



Source: Buckner (2021), based on data from UIS and PROPHE.

Implications for system quality

- **Academic staff** of non-state institutions are **less likely to be full time**
- **Profit** orientation may lead to **prioritization of returns** over **academic improvement**
- For-profit institutions often engage in **deceptive business practices** or **provide-low quality services**

In Senegal, only 20% of staff are full time

Studies from the US show student outcomes deteriorate as the incentive for profit maximization increases

In 2017, Pakistan's Higher Education Commission identified 153 illegal institutions operating in the country



Non-state provision can help and hinder equity

- Target those who can afford to pay for tertiary education

In Uruguay, over 75% of students enrolled in non-state institutions come from the richest quintile
- Some non-state providers **target groups at risk of exclusion**

In Saudi Arabia, they have expanded access for women by offering female-only courses
- **Flexible and targeted options** can provide tailored solutions for marginalized learners

In Brazil, 68% of students at non-state universities take evening classes – which allow them to work during the day – compared with 36% at public institutions



Regulatory frameworks often vary

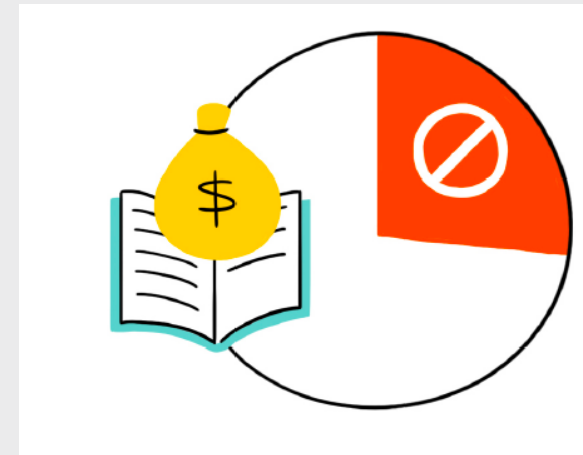
- In some countries, for-profit institutions are subject to **stricter guidelines** or **outlawed entirely** (**Argentina** or **Chile**)
- **Quality assurance mechanisms** aim to ensure **minimum standards** (these often differ to those for public institutions)
- **Resources** to accredit and monitor non-state institutions are **often lacking**. Some countries outsource accreditation to NSA
- Equity promoting regulations are less common

In the DRC and Mexico, some institutions operate while accreditation is pending or with varying degrees of temporary accreditation



Financing modalities have quality and equity implications

- **Households** have taken on a **larger share of tertiary education funding**. In **Colombia** and **Mexico**, non-state institutions rely exclusively on households
- Governments offer targeted fee-subsidies in over **70 countries**, as in **Brazil** and **Chile**
- Loans and **scholarships** can help cover costs, however their **ability to increase equitable access to education is mixed**



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





unesco

Global Education
Monitoring Report

Download the GEM Report policy paper
“Non-state tertiary education: multiple actors for a shared vision”



Right*the*Rules

Download

[Bit.ly/nsa-higher-ed](https://bit.ly/nsa-higher-ed)

