Dear Global Education Monitoring Report Team,

Thank you very much for sharing the Concept Note for the forthcoming 2017 GEM Report, and for inviting comments.

I would like to draw your attention to a potential inconsistency regarding technical and vocational education and training (TVET).

For easy reference, I will start by quoting sections from the Concept Note, marking relevant elements in bold:

**Concept Note (7 March 2016)**

...  
**There are different types of accountability relationships in all education systems. They bring together diverse actors through networks of control, oversight, cooperation and reporting. Typically, these include: parliaments and their education committees, elected public officials, education and finance ministries, legislatures, inspectorates, standard-setting entities, audit institutions, bilateral and multilateral agencies, civil society organizations, public and private providers of formal and non-formal education, teachers and educators, school principals, professional organizations, parents and local communities, and the learners themselves.**

...  
- **What are the implications** of accountability systems for different actors, levels, and sectors in education? How do these vary in different countries?

...  
In addition to defining accountability in education, the 2017 GEM Report will highlight seven approaches to accountability in education: financial, regulatory, professional, performance-based, market-oriented, participatory,

...  
The GEM Report 2017 will also analyse the different types of government-led arrangements that involve the private sector in early childhood, basic education, non-formal, and higher education provision. It will provide new evidence on the growth in private schooling that has taken place in many developing countries with little government intervention or financial support, and explore whether private schools serve all levels of society, including the very poor.

**My comments are as follows:**

1. The Concept Note intends to include, among other actors, private providers of formal and non-formal education. It intends to address, as one of the key questions, the implications for different actors, and to highlight a market-oriented and participatory approach.

2. However, when analysing different types of arrangements involving the private sector, the Concept Note reduces the perspective to early childhood, basic education, non-formal, and higher education provision. It is not clear to what extent it covers technical and vocational education and training (TVET). Reference to “non-formal education” might cover some types of TVET, but it excludes formal arrangements. There are many arrangements for provision of TVET that involve the private sector, but nevertheless are monitored by public or public-private bodies, and should therefore be regarded as formal. Reality shows that there is a wealth of bodies such as National Training Boards, frequently composed of public as well as of private stakeholder that can in fact play important roles in ensuring accountability.
3. In fact the introductory note on the website (https://2017educationreportconsultation.wordpress.com/) is more promising when it says:

Accountability involves multiple actors including, for example, legislatures, education and finance ministries, donor agencies, inspectorates, public and private providers of formal and non-formal education, teachers and educators, school principals, professional organizations, parents and local communities, and the learners themselves.

In brief, there seems to be need for clarification whether the GEM 2017 Report will include accountability for TVET, particularly for forms of TVET with significant involvement of private providers and actors.

My recommendation is to include these forms of TVET. However, should the GEM Report Team have good reasons not to include these forms of TVET in the scope of the GEM 2017 Report, these reasons should be indicated clearly.

In order to provide some orientation for the place and role of TVET in the GEM Report, I am attaching relevant quotations from the “Recommendation concerning Technical and Vocational Education and Training” that was adopted by the General Conference of UNESCO on 13 November 2015:

Recommendation concerning Technical and Vocational Education and Training adopted on 13 November 2015 (Excerpts)

III. POLICIES AND GOVERNANCE

... Governance and regulatory framework

15. Member States, assuming the primary responsibility for public policies, should consider defining or strengthening a regulatory framework for TVET to define the roles, rights, obligations and accountabilities of its public and private actors, and to encourage stakeholder participation and partnerships.

16. Member States should facilitate inter-ministerial coordination and strengthen the technical, administrative and institutional capacities for the governance, management and financing of TVET.

17. Member States, according to their governance structures, should consider establishing or strengthening governance models for TVET institutions involving relevant local stakeholders and cooperating, when relevant, with business associations in supporting work-based learning.

Social dialogue, private sector and other stakeholders' involvement

18. Member States should, as appropriate, foster social partners’ participation in TVET according to agreed labour market, education, training and other regulations.

19. Increased private sector participation in TVET should be guided by key principles including alignment with public policies, support for social dialogue, responsibility, accountability and efficiency. When involving the private sector, TVET policies should recognize its diversity, including large, medium-sized, small, micro and household enterprises engaged in all sectors of the economy.

20. To enhance policy development and governance Member States should also, as appropriate, engage with other stakeholders, including non-governmental organizations, and representatives of learners, TVET providers, staff, parents, youth, traditional leaders, indigenous people and others.

... V. MONITORING AND EVALUATION

... 56. Processes for monitoring and evaluating TVET should ensure broad participation of relevant stakeholders, with a view to improving learning processes and strengthening the connections between findings, decision-making, transparency and accountability for results.

... Hopefully my comments will help reconsidering the role and place of TVET in the forthcoming GEM Report.

Thank you for your attention.

Hans Krönner
H.Kronner@intervoc.de – www.intervoc.de