



[USAID]

ENGAGING NON-STATE SCHOOLS

GOOD PRACTICE BRIEF

September 2020

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PREPARED BY

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KEY TAKEAWAYS

The 2018 Education Policy emphasizes the need to leverage resources and expertise to improve learning outcomes and increase access to quality, equitable and inclusive education. Currently, there is a \$250 billion gap in education financing¹ for low and middle income countries. The delivery of quality, equitable and inclusive education can also be curtailed by crises and conflicts that divert government resources and result in tremendous learning loss. Responding to the lack of resources amidst times of crisis warrants the need to leverage multiple approaches to providing education. Non-state schools present an opportunity to fill in the gaps where governments are already overburdened while providing increased choices for students and parents.

USAID has a long history of engaging with non-state actors across its Missions. In the past, USAID's engagement with non-state institutions² have occurred with providers such as community-based education centers, faith-based schools and other alternative models. The USAID 2018 Education Policy recognizes the role of non-state institutions in contributing to “the resolution of educational challenges and to improve learning and educational outcomes in alignment with national education sector plans.” The policy further supports the need to strengthen local ownership and sustainability in education provided by both state and non-state actors. The USAID Office of Education has developed the following guidelines to inform agency stakeholders on how to engage with non-state schools.

Guiding Principles on Engaging Non-State Schools

1. Governments are the guarantors of education, but they are not the only provider or financier of education. USAID's support for non-state schools is targeted towards providers who are committed to accountability to governments, parents, and students.
2. Governments play an important role in ensuring non-state schools are regulated.
3. The majority of USAID's financial resources and technical assistance remains committed to public education. When resources are directed towards non-state educators, USAID's focus is on schools serving marginalized and vulnerable populations and seeking to catalyze innovation and scalable solutions in alignment with government priorities.
4. Consistent with USAID's 2018 Education Policy and support to public schools, USAID's support to non-state schools is focused on access, equity, quality, inclusion, sustainability, and relevance of education.
5. USAID's support to non-state schools is focused on contexts where demand already exists and USAID can support existing local systems.
6. As both a provider of education and an offeror of ancillary services, the for-profit, private sector is only one stakeholder in the education system, alongside governments, civil society, parents, and students. Viewing education systems holistically and engaging all stakeholders can help achieve sustainability.

¹ Djeneba Doumbia et al, “Closing the SDG Financing Gap—Trends and Data”, *International Finance Corporation*, (October 2019): 2.

² Defined on page 3 of this document.

I. INTRODUCTION

USAID's Commitment to Education

The 2018 USAID Education Policy highlights that children and youth, particularly the most marginalized and vulnerable, should have access to quality education that is safe, relevant and promotes social well-being. USAID's work focuses on strengthening education systems in partner countries with regards to their specific contexts and needs. While the vast majority of USAID's work is directed towards public education systems, there is also the need to exhaust a variety of interventions, policy changes and investments to improve learning outcomes and increase access to education. One key issue highlighted in the Policy includes “engaging with non-state actors and the promotion of finance and delivery innovations to expand access to quality education.” USAID has a long history of working with non-state schools and actors around the world including faith-based, nonprofit, community and private schools. In the past, USAID activities with non-state schools have included:

- Credit guarantees in Ghana and Pakistan facilitating financing for non-state schools
- Community-based education and accelerated learning centers in Afghanistan and Bangladesh
- Support to faith-based schools in Haiti and alternative schools in Guatemala
- Public-private partnerships in Egypt and edufinance activities in Sub-Saharan Africa

USAID recognizes that affordable non-state schools can play an important role in providing education, particularly in conflict and crisis contexts. Engaging with non-state schools could potentially address the financing gap that limits the delivery of quality education, particularly in low and middle income countries. Additionally, non-state schools already account for a significant proportion of enrollment in partner countries, signaling a demand for increased access to education. The USAID Office of Education³ has developed specific guiding principles to inform stakeholders on the agency's position on non-state schools and how to engage within the sector.

Purpose, Use and Structure of this Brief

The 2018 Education Policy encourages systems strengthening and local ownership through engagement with both state and non-state education providers. The Office of Education has developed six guiding principles based on best practices on how to engage with non-state institutions. These principles align with the agency's framework for engagement in education financing which highlights why both public and private financing are essential to education systems. This document serves as an add-on to the [‘How-To Note on Education Finance’](#) to support actors in operationalizing the framework.

This brief presents an overview of non-state schools (primarily in basic education) and describes why there is a need for engagement. The document outlines the six guiding principles and proposes specific recommendations for USAID stakeholders on how to integrate non-state institutions into programming. The brief also highlights previous USAID activities related to non-state schools and presents lessons learned from the field. The annexes include applicable tools that can be used to inform decision-making on non-state schools at the country level, the program and activity levels, and for monitoring and evaluation.

³ Soon to be the Center for Education under the Bureau for Democracy, Development and Innovation (DDI).

2. BACKGROUND

Overview of Non-State Schools

A non-state school is defined as “an educational institution controlled and managed by a non-governmental organization (e.g. religious group, association or enterprise) or that has a governing body primarily consisting of members not selected by a public agency⁴.” Though non-state schools are often categorized by their opposite (i.e. public/state schools), the term encompasses a variety of governance, management and financing structures and relationships. Non-state schools can include faith-based schools, community-based schools and private schools. While some institutions often use the terms “non-state” and “private” interchangeably, this paper will only use “private” as a sub-component of the non-state sector (e.g. for-profit schools). The table below provides a few examples of non-state versus state providers in education.

Table 1. Non-state versus state providers in education.

Type of Financing				
Type of Provider			State	Non-State
	State		e.g. traditional schools	e.g. adopt-a-school
	Non-State	Non-profit	e.g. faith-based schools community schools charter schools	e.g. philanthropic schools NGO schools
		For-profit	e.g. charter schools	e.g. low-fee private schools

Source: Center for Universal Education at Brookings

It is estimated that 20-30% of children globally are being educated outside of state schools⁵. UNESCO indicated that non-state schools are providing education to nearly 42% of pre-primary schools, 18% of primary schools and 26% of secondary schools worldwide⁶. The number and size of non-state schools have grown rapidly over the last few decades, not only across school levels (including primary, secondary and tertiary levels) but also across varying contexts (e.g. urban and peri-urban environments in Latin America, Asia and Africa). In Sub-Saharan Africa alone, private education providers make up nearly 20% of the market share in the K-12 sector⁷. The non-state sector has grown rapidly despite facing operational and financial challenges. Many non-state institutions face difficulties with establishing sustainable partnerships due to the lack of streamlined mechanisms for registration. Many locally-owned non-state schools have little access to affordable finance or philanthropic funding from international networks; instead, they rely primarily on tuition payments from individual households.

⁴ Liesbet Steer et al, “Non-state actors in education in developing countries,” *Center for Universal Education at Brookings*, (October 2015): 7.

⁵ Alice Doorly, “Why non-state education requires support in the current pandemic,” *Global Education Monitoring Report UNESCO*, (May 2020).

⁶ UNESCO, “Concept note for the 2021 Global education monitoring report on non-state actors,” *Global Education Monitoring Report UNESCO*, (2019): 2.

⁷ Caerus Capital, “The Business of Education in Africa”, (January 2017): 35.

Why There is a Need

Supply and Demand

The demand for non-state schools has vastly increased across low and middle income countries. In Latin America, enrollment grew rapidly from 12% to 19% over the span of a couple of decades⁸. In Asia, enrollment increased across all levels of education rather than just at the primary or tertiary level. In Africa, approximately 41 million children are being educated in non-state schools, with West African countries seeing the largest growth in enrollment⁹. Key factors such as rapid urbanization, growing populations and constrained fiscal space within governments capacity play an important role in the demand for non-state solutions. The demand is also indicated by patterns of education spending at the individual and household levels. A recent report indicated that households, particularly in lower income countries, contribute nearly 1.5% of GDP towards education¹⁰ and make up the largest spending group within the non-state sector¹¹. Parents' education spending decisions tend to navigate towards non-state options due to perceived low quality and weak accountability in public schools¹².

While demand for non-state schools continues to grow, the lack of access to *any* form of education for many children warrants the need for increased solutions to providing education. It is estimated that over 121 million children globally are out of school with one of the primary reasons being that there are not enough schools or enough places in schools to accommodate them¹³. Teachers are constantly overburdened while managing limited resources and overcrowded classrooms. In many of these contexts, government systems are often underresourced and unequipped to meet the educational needs of their local population. It is estimated that there is a \$250 billion gap for education financing in low and middle income countries¹⁴. This challenge can only be addressed through holistic approaches that target actors from both the public and private sectors. One of the common arguments against financing non-state schools is the belief that spending will only benefit privileged and wealthy households. Evidence shows, however, that public spending in low income countries today tends to benefit the rich, with 10% of public education resources allocated to the poor while 38% of the share goes to the richest¹⁵. This highlights that there is an existing equity issue that needs to be addressed through a holistic approach across the education sector. The approach should include various providers, including non-state institutions, to increase the supply in education provision, address the gap in education financing and provide increased choices for students and parents.

⁸ Liesbet Steer et al, "Non-state actors in education in developing countries," *Center for Universal Education at Brookings*, (October 2015): 6.

⁹ Liesbet Steer et al, "Non-state actors in education in developing countries," *Center for Universal Education at Brookings*, (October 2015): 5.

¹⁰ Education Commission, "The Learning Generation: Investing in Education for a Changing World", *The International Commission on Financing Global Education Opportunity*, (May 2018): 90.

¹¹ Liesbet Steer et al, "Non-state actors in education in developing countries," *Center for Universal Education at Brookings*, (October 2015): 14.

¹² Peter Colenso, "Engaging the non-state sector in education: landscape, link to broader education systems and recommendations for engagement", *discussion paper for Wilton Park Conference* (2017).

¹³ Arjun Upadhyay et al, "Affordable Non-State Schools in Contexts of Conflict and Crisis", *Results for Development*, (2018).

¹⁴ Djeneba Doumbia et al, "Closing the SDG Financing Gap—Trends and Data", *International Finance Corporation*, (October 2019): 2.

¹⁵ UNICEF, "Addressing the learning crisis", (January 2020): 7.

Contexts with Education in Crisis and Conflict

The 2018 Education Policy highlights education for children in crisis and conflict environments as a priority area for USAID. Non-state schools can play a significant role in responding to educational needs amidst conflicts and crises. In times of emergencies, government systems often face tradeoffs in which they have to redirect their already limited resources towards emergency response rather than standard priority setting. Non-state schools are well-positioned to fill in the gaps in education as government capacity dwindles in the face of crisis. In the past, non-state institutions such as NGOs, community and religious schools have stepped in to provide basic or remedial education to children and youth during times of war or natural disasters when they otherwise would have had difficulties accessing classrooms¹⁶.

The 2020 global pandemic caused by COVID-19 led to the closing of schools and universities in more than 166 countries worldwide and interrupted learning for nearly 1.5 billion children and young people¹⁷. In many developing countries where education systems were already underfinanced, the crisis has only exacerbated the lack of access to education and undermined the quality of education. The challenge of delivering remote education to vulnerable areas has further worsened education inequality in contexts where marginalized populations lack the proper resources for continued learning¹⁸. Non-state institutions can play a major role in responding to the current crisis by ensuring the continuity of education for children and youth while alleviating some of the burden on public systems.

Evidence on Non-State Schools

The evidence of learning outcomes in non-state schools varies across the types of education providers. Some studies have shown that learning outcomes tend to be better for students in private schools and affordable non-state schools as opposed to public schools. For other providers such as religious and community schools, however, the evidence on learning outcomes was mixed in that some students did better or just as well as those in public schools¹⁹. Research on non-state schools also revealed promising results on factors such as teacher presence, perception in quality and enhanced access for girls' education. In Pakistan, for example, research showed that the increased presence of non-state schools in many communities increased the likelihood of a young girl enrolling in school²⁰.

USAID's 2018 Education Policy emphasizes the use of evidence and data in driving investments and decision-making. Despite the growing number of non-state institutions, research and evidence built from evaluating them is rather limited. Evidence on non-state schools still needs to be collected through methods that apply rigorous quantitative studies, that vary across geographical areas and that control for confounding elements such as household income and parental involvement. Given the various types of schools that can be categorized as non-state, evidence on their effectiveness is often mixed and inconclusive. This warrants a call for better monitoring, evaluation and learning around non-state schools.

¹⁶ Arjun Upadhyay et al, "Affordable Non-State Schools in Contexts of Conflict and Crisis", *Results for Development*, (2018).

¹⁷ Christopher Thomas, "Coronavirus and challenging times for education in developing countries", *Brookings*, April 2020).

¹⁸ Nikita Sharma, "Torn safety nets: How COVID-19 has exposed huge inequalities in global education", *World Economic Forum*, (June 2020).

¹⁹ Arjun Upadhyay et al, "Affordable Non-State Schools in Contexts of Conflict and Crisis", *R4D*, (2018).

²⁰ Derived from Review of E3 White Paper on Working w/ Non-State Schools, USAID Pakistan.

3. GOOD PRACTICE

To support USAID stakeholders in their engagement with non-state schools, the Office of Education has developed six guiding principles for working within the sector. These principles seek to inform USAID's internal team, implementing partners, and the donor community on how the agency views non-state schools. USAID is open to and supportive of non-state institutions, particularly in areas with a demand for non-state solutions such as areas of conflict. The six principles for working with non-state schools are part of a larger framework for education financing which underscores the importance of leveraging both public and private financing to improve learning outcomes and access to education.

Guiding Principles

Below are USAID's six guiding principles for working with non-state schools:

1. Governments are the guarantors of education, but they are not the only provider or financier of education. USAID's support for non-state schools is targeted towards providers who are committed to accountability to governments, parents, and students.
2. Governments play an important role in ensuring non-state schools are regulated.
3. The majority of USAID's financial resources and technical assistance remains committed to public education. When resources are directed towards non-state educators, USAID's focus is on schools serving marginalized and vulnerable populations and seeking to catalyze innovation and scalable solutions in alignment with government priorities.
4. Consistent with USAID's 2018 Education Policy and support to public schools, USAID's support to non-state schools is focused on access, equity, quality, inclusion, sustainability, and relevance of education.
5. USAID's support to non-state schools is focused on contexts where demand already exists and USAID can support existing local systems.
6. As both a provider of education and an offeror of ancillary services, the for-profit, private sector is only one stakeholder in the education system, alongside governments, civil society, parents, and students. Viewing education systems holistically and engaging all stakeholders can help achieve sustainability.

Recommendations

USAID's 2018 Education Policy allows for the opportunity to provide technical or financial support for engagement with non-state schools when Missions, in collaboration with country governments, deem this necessary and appropriate for their contexts. The Office of Education proposes the following recommendations for integrating non-state schools into programming at the internal, donor and country levels. USAID acknowledges that, in some contexts there may be sensitivity around the provision of non-state solutions and thus promotes deep engagement with stakeholders and in activities that lead to quality, equitable and inclusive access to education, that are aligned with host-country government priorities, and are approved by USAID mission staff in support of development objectives. The Office of Education recommends the following steps in adhering to the guiding principles to help achieve larger educational goals.

For USAID:

1. Assess opportunities to work with non-state schools, where there is government will and Missions determine the context warrants engagement with non-state actors.
2. Strengthen partner country institutions that govern, oversee, and hold accountable non-state schools.
3. Focus on locally-owned and operated, socially-motivated schools, whose priorities align with USAID's development objectives.
4. Align USAID's work with non-state schools around the guiding principles of USAID's 2018 Education Policy.
5. Support government-led efforts to engage in the private sector.

For Governments and Ministries of Education:

6. Conduct landscape mapping and stakeholder analysis to identify and understand non-state schools.
7. Incorporate non-state schools into data collection efforts.
8. Lead efforts to engage non-state schools to strengthen the education system holistically.
9. Streamline registration, accreditation, regulations, and taxation for non-state schools to create a regulatory environment that is clear, consistent, and transparent as well as equitable and inclusive.
10. Assess the feasibility of targeted financial subsidies to formalize unregistered, non-state schools.

For Donors:

11. Assess the opportunities and risks for engaging non-state actors at the country level.
12. Invest in research and data collection on non-state schools, particularly around equity (e.g.: disaggregated data collection on cost, gender, people with disabilities, income, indigenous people, language), education outcomes, and governance.
13. Support government champions where political will exists.

4. LESSONS FROM THE FIELD

USAID has a long history of engaging with non-state providers of education across its Missions. The following country highlights demonstrate a few examples of education provision within the non-state sector. These examples not only showcase the various forms of education providers but also the difference in delivery according to the country's context. They highlight the need for better facilitated partnerships between the public and private sectors, the need for blended financing for the provision of education and the need for more rigorous evaluations and data collection on non-state providers.

Public-Private Partnerships in Education: Lessons from Zambia

Key Lesson: Establishing partnerships between non-state schools and governments can lead to wider access and increased effectiveness.

In Zambia, thirty percent of students in grades 1-9 are enrolled in non-state schools, including in community, grant-aided and private schools²¹. An assessment found that in Lusaka alone, nearly 250,000 students are

²¹ Saber Country Report, "Engaging the Private Sector in Education: Zambia", *Saber*, (2106): 6.

enrolled in some form of non-state institution²². As the sector becomes increasingly robust in the country, the government has been actively strengthening their partnerships with the non-state schools through formal recognition and coordination. The Zambian government has been at the forefront of public-private partnerships since the 1990s when it formally established a national policy of partnering with all education providers, including nonprofit, faith-based and private schools.

The government continuously supports the sector by streamlining the registration process, supporting training for non-state teachers and providing access to government resources and infrastructure. An example of this is the public-private partnership established between the Zambian government and the Promoting Equality in African Schools (PEAS) organization. These secondary schools are supported by the government in the form of grants and professional development for their teachers. As a result of the support, they have been able to reach over 1000 students, many of whom come from low-income families and areas previously lacking access to secondary education²³. The cooperation led by the Zambian public sector has resulted in increased enrollment in non-state schools and wider access to secondary education in poor and rural communities.

Continuing Education Amidst Conflict: Nigeria and El Salvador

Key Lesson: The lack of rigorous data can hinder the ability to measure and scale non-state schools' complementary work in crisis contexts.

In Nigeria, informal faith-based schools play a significant role in responding to the educational needs in the Northern side of the country during conflict. These schools are mainly organized by community members and operate outside of the public system²⁴. They are primarily financed by in-kind donations from local parents and teachers who are deeply involved in the quality of the schools. While the Nigerian government recognized the value of these community schools in the contentious Northern zones, there were no established partnerships to facilitate their operational needs. This was mainly due to the lack of evaluative data collected on these schools. Even though some of these non-state schools are registered, little data is available on the overall prevalence of these schools in conflict areas²⁵. This hinders the government's ability to measure their full impact and represents a missed opportunity for continuing education in a conflict setting.

In El Salvador, gang activity has rendered public schools to be perceived as unsafe by many parents and community members. As a result, non-state schools enroll one in every five students in urban areas for basic education²⁶. An assessment on these non-state schools found that these institutions took additional measures to protect their students and were generally more respected by gang members than traditional schools. While parents were drawn to these schools due to the perceived increase in protection, the data on the prevalence of violence within the schools are either outdated or nonexistent²⁷. The lack of reliable data limits the ability to capitalize on these non-state schools as an approach to counter the impact of violence on the provision of education.

²² Derived from the “Zambia Blended Finance for Education Market Assessment” developed by Palladium.

²³ Derived from the “Ndola Field Visit Notes” compiled by Palladium for Catalyze.

²⁴ R4D, “Affordable Non-State Schools in Kaduna State, Nigeria”, *Results for Development*, (May 2018): 4.

²⁵ R4D, “Affordable Non-State Schools in Kaduna State, Nigeria”, *Results for Development*, (May 2018): 6.

²⁶ R4D, “Affordable Non-State Schools in El Salvador”, *Results for Development*, (May 2018): 4.

²⁷ R4D, “Affordable Non-State Schools in El Salvador”, *Results for Development*, (May 2018): 33.

Financing Non-State Education - Lessons from Ghana

Key Lesson: Using blended financing can enable non-state schools to target vulnerable populations.

In Ghana, non-state schools are increasingly serving vulnerable, low-income families throughout the country. A study has estimated that nearly 75% of the schools in greater Accra are private schools that mostly serve low-income populations²⁸. Parents are also choosing private schools with the perception that the quality of education is higher than that of other schools. While demand for non-state options is growing, providers often struggle to sustain their schools due to a lack of access to affordable financing. Many of the non-state schools began as daycare centers that evolved into small and medium enterprise (SME) schools operated by women to serve the educational needs of their communities²⁹. To support these schools in accessing financing opportunities, USAID used its Development Credit Authority (DCA) to facilitate formal credit financing. Through this activity, the private education sector in Ghana was able to develop specific products and target an underserved market with increased access to funding. The SMEs utilized the loans on school construction projects which enabled them to increase the number of classrooms available and to build better school facilities such as labs and libraries³⁰.

5. CONCLUSION

USAID recognizes the important role non-state institutions can play in systems strengthening to deliver improved learning outcomes and increased access to education. Many governments, particularly in developing states, are often overburdened and operate with limited capacity in delivering quality education to all. Non-state schools present an opportunity to fill in the gaps and complement the work of public schools in contexts where there is a need for increased solutions. The guiding principles and recommendations presented in this brief can help education stakeholders increase their engagement with non-state schools. In addition to leveraging non-state solutions, the existing mixed evidence on the various providers highlight the need for more rigorous data collection on non-state schools. Widening access to education through increased coordination with the non-state sector can translate into sustainable learning solutions for children in need, particularly in contexts of crisis and conflict.

6. ANNEX

Tools for Implementation

The following tools and resources can help education stakeholders in operationalizing the guiding principles and recommendations for engagement with non-state schools. These tools can be used to assess non-state solutions at the country level, integrate non-state activities within the program cycle and measure the effectiveness of non-state schools across providers at the monitoring and evaluation phase. These resources are not exhaustive – stakeholders are encouraged to continue building their own tools as they collect more data and evidence on non-state institutions.

²⁸ Midterm Review of the Private Sector Basic Education Financing Pilot Project. (February 2010) :43.

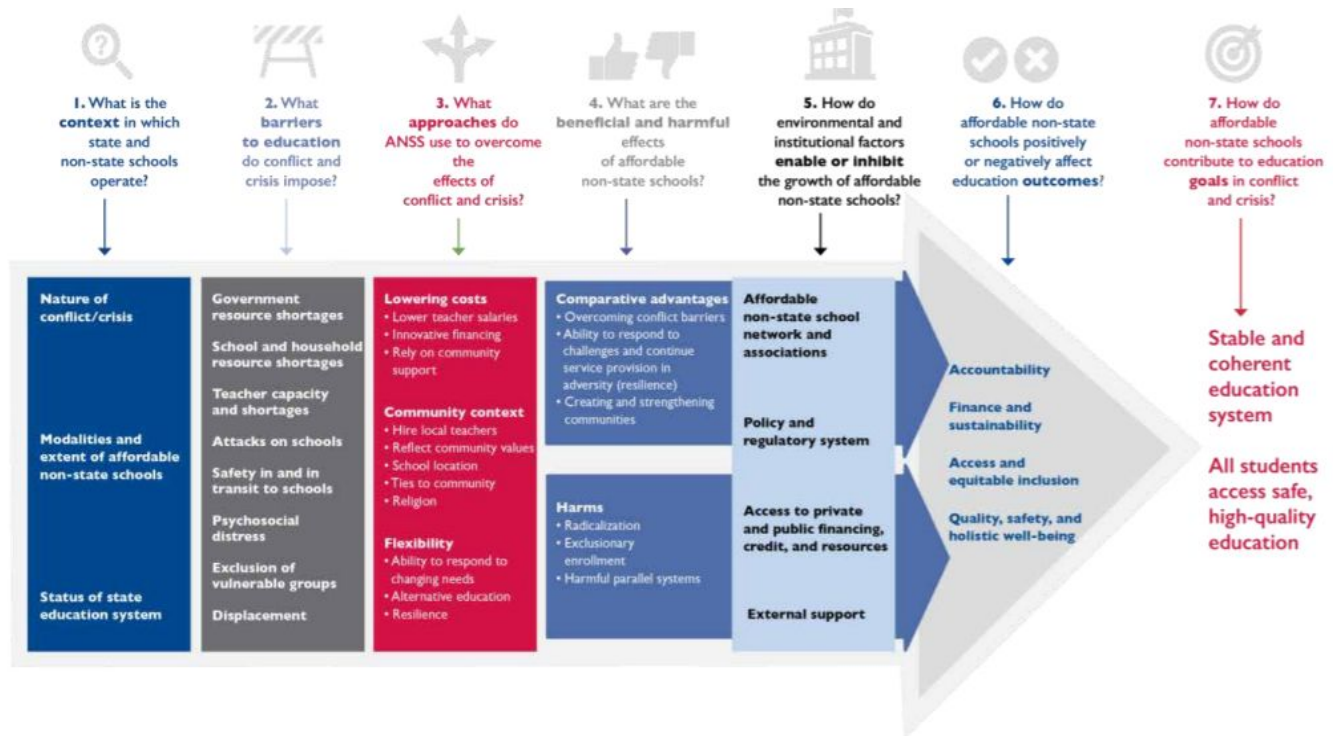
²⁹ Heather Kipnis, “Financing Women-Owned SMEs in Private Education: A Case Study in Ghana”, The QED Group, LLC, (March 2013): 6.

³⁰ Heather Kipnis, “Financing Women-Owned SMEs in Private Education: A Case Study in Ghana”, The QED Group, LLC, (March 2013): 20.

Tools for Assessment at the Country Level

The Conceptual Framework for Non-State Schools in Crisis Context

The [conceptual framework](#) for non-state schools can be incorporated into country level assessments to help determine the need for and the effectiveness of non-state solutions in contexts of conflict and crisis. It includes a seven-step process that should be considered to better understand the country context, the nature of the conflict at hand, and the impact of non-state schools within that context.



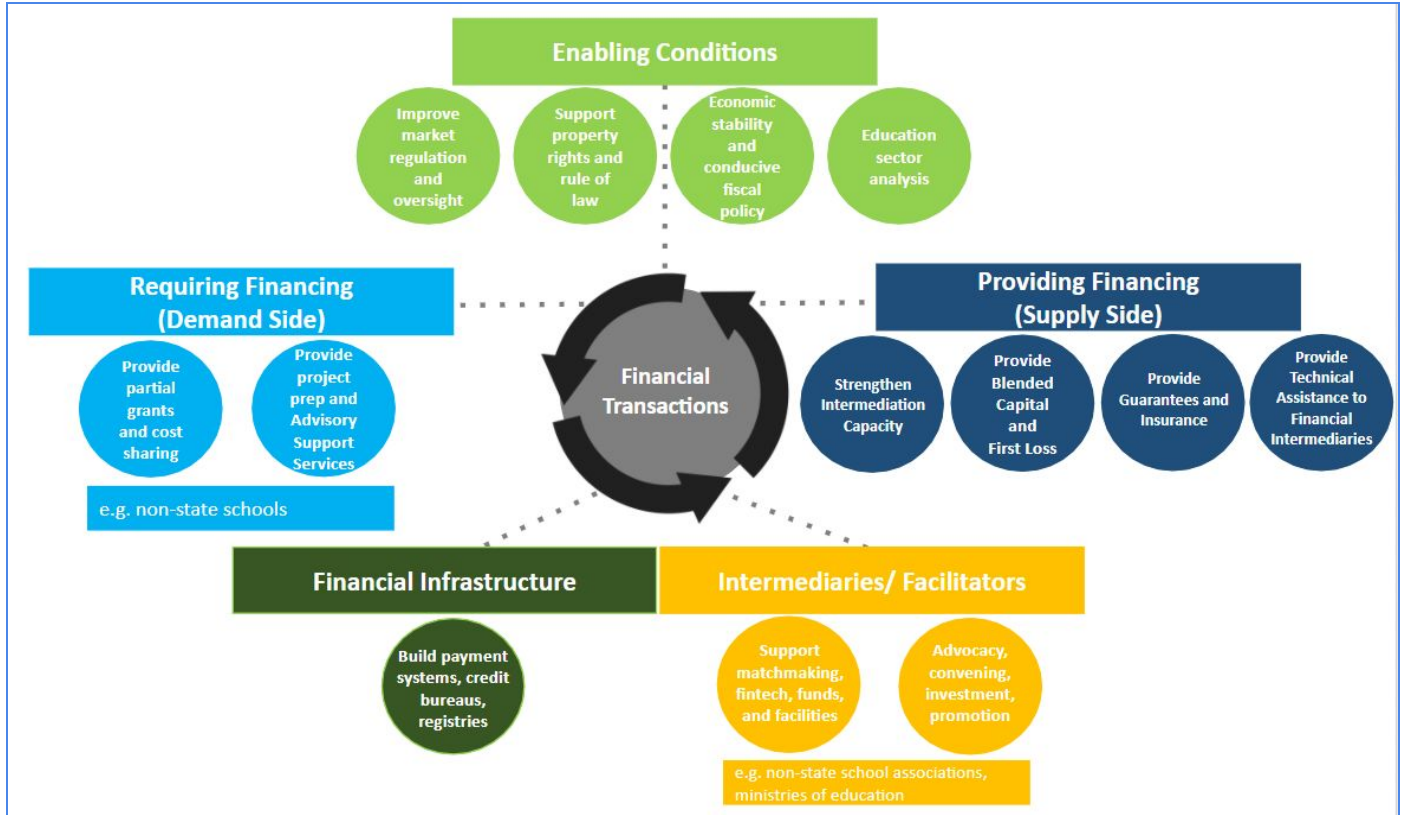
Source: Results for Development (R4D)

The Five-Point Framework for Education Financing Solutions

The [five-point framework](#)³¹ highlights the key elements to consider when leveraging private sector financing in achieving education development goals. The first three elements (enabling conditions, financial infrastructure, and intermediators) represent the broader context in which a country's economy operates. These elements can either facilitate or hinder a transaction that occurs between two parties (i.e. the demand and supply factors). In the context of non-state schools, financing solutions should incorporate the rules, regulations and policies that can be used to facilitate the interactions from the supply side (e.g. donor, government, etc.) with those of the demand side (e.g. non-state providers).

The framework can be used to conduct a country market assessment to determine the key stakeholders in education financing and identify the entry points for implementing a market strategy. A market assessment should aim to determine the country enabling conditions by evaluating the education system's relation to non-state schools, the key challenges to acquiring financing and the key market gaps for providing financing.

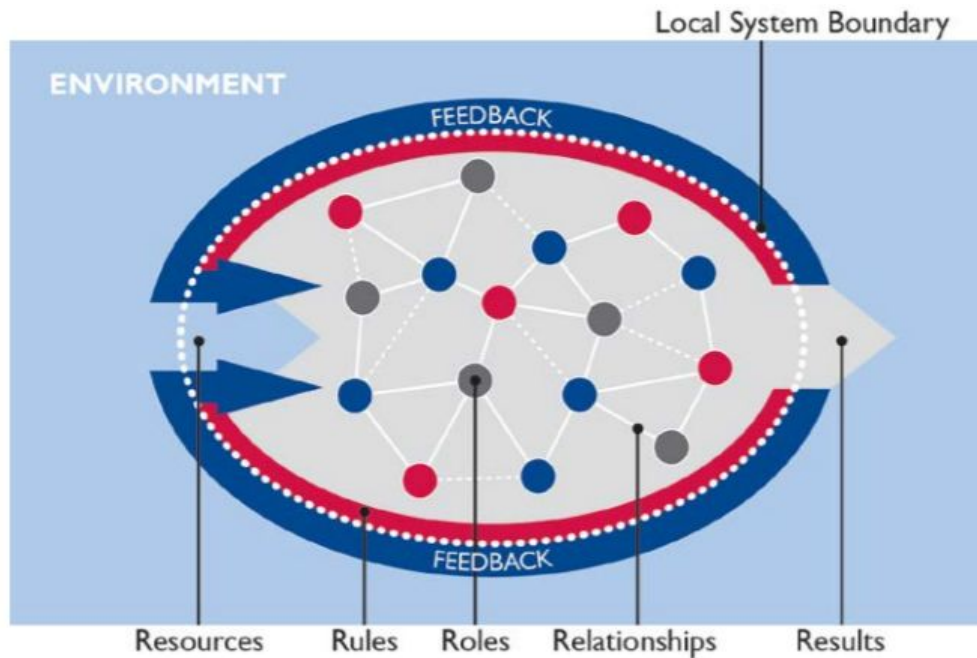
³¹ USAID/Deloitte, "Mobilizing Private Finance for Development: A Comprehensive Introduction", (January 2019): 22.



Source: Based on the original Five Point Framework developed by Deloitte

Implementing at the Program and Activity Level

Using the 5Rs Framework in Program Design:

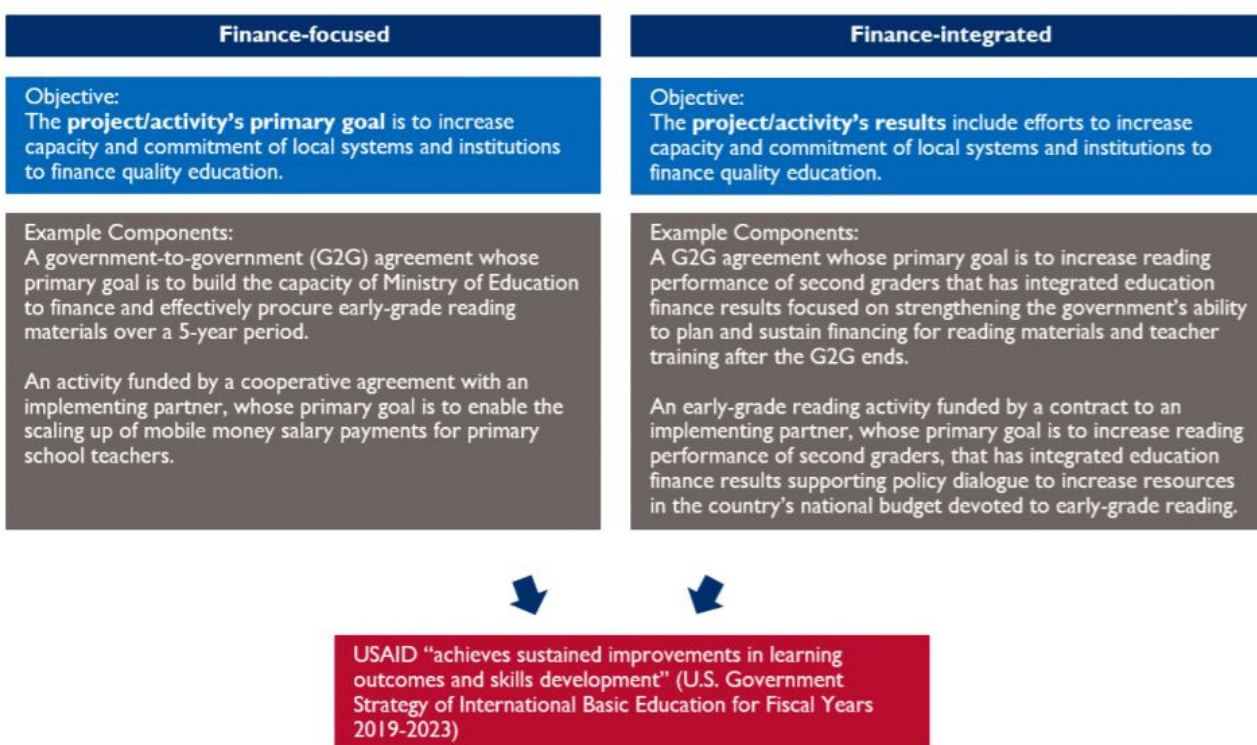


Source: USAID Learning Lab

The [5Rs framework](#)³² can be used to guide program design when determining which interventions should be implemented to leverage on non-state solutions at the country level. This framework emphasizes strengthening local systems through sustainability and local ownership. The 5Rs – Resources, Rules, Roles, Relationships and Results – can help inform program and activity design in identifying what to listen for, where to engage, what to discover, and what interventions might be required in the local context.

The Twin-Track Approach for Education Finance

The [twin-track approach for education finance](#)³³ focuses on strengthening local sustainability in education programming. The approach highlights two ways in which education financing can be integrated into the program cycle. The first way involves project and activity design with finance-specific outputs as the main goal (i.e. finance-focused goals). The second approach focuses on designing education finance elements that are integrated within a larger education goals of a project or activity (i.e. finance-integrated goals).



Source: USAID

³² USAID, “The 5Rs Framework in the Program Cycle”, Technical Note (October 2016).

³³ USAID, “Education Finance How-To Note”, USAID Office of Education, (August 2019): 6.

Tools for Monitoring and Evaluation

Monitoring and Evaluation Toolkits

The toolkits for [monitoring](#) and [evaluation](#) for the USAID Learning Lab include an array of resources that can help inform monitoring, evaluation and learning (MEL) plans for programs and activities. In the context of non-state schools, the project or activity MEL plan should measure the impact of non-state solutions throughout and after the cycle to determine whether the needs of the local context are actually being met. In the context of conflict and crisis, it is particularly important to use evidence to adapt to any changes that might arise.

Using Relevant Indicators for Monitoring and Evaluation

The USAID [2019 Education Reporting Guidance](#) emphasizes the importance of using indicators to set targets and measure learning outcomes. In 2019, the requirements for reporting under the Basic Education Program Area Narrative were updated to include a description of USAID innovative financing efforts such as support for non-state schools. The indicator on public and private schools demonstrates one example that can be incorporated into a mission’s reporting plans. The definition encompasses a variety of non-state providers within both the public and private realms. This indicator can be used to measure the scale and outreach of USAID’s work with the non-state sector.

Indicator	ES.1-50: Number of public and private schools receiving USG assistance
Definition	<p>The purpose of this indicator is to facilitate reporting on the balance of public and private schools that receive USG assistance. When reporting on this indicator, it is essential that the public/private disaggregations are reported along with the overall value. If all assistance goes to one category or the other, then report the full number for one disaggregate and zero for the other.</p> <p>A “school” is a single location or setting where organized educational activities take place for the purpose of conveying academic basic education skills or knowledge to learners. In this document, the word “school” is used as a matter of convenience to include both traditional schools as well as non-traditional or non-school environments where organized learning takes place. Schools can be counted as contributing to this indicator if they are settings where one or more of the following organized educational activities take place: formal or non-formal equivalent of pre-primary, primary, or secondary-school. This includes, but is not limited to, learners enrolled in government schools, NGO-run schools, schools run by faith-based organizations, for-profit schools, and accelerated or alternative learning programs, so long as the school or program is designed to provide an education equivalent to accepted objectives of formal learning at the pre-primary, primary, or secondary levels.</p> <p>If multiple school levels and/or formal/non-formal combinations are serviced at a single location and governed by a single entity, these combinations should be counted as a single school. For example, a school that provides both primary and secondary-level classes at a single location and is managed by a single governing</p>

	<p>body should be counted as one school. Likewise, if both formal and non-formal learning take place in a single location and the formal and non-formal components are both managed by a single governing body, the combination should be counted as a single school.</p> <p>If separate governing bodies manage distinct learning activities that take place at a single location, each should be counted as a distinct school. For example, if a building is used to offer formal education governed by a public board during the day, and is used to offer non-formal education governed by a private NGO in the evening, this should be considered two distinct schools operating at the same location. Depending on the nature of the programming, one or both locations may be receiving foreign assistance.</p> <p>If a single administrative unit or business unit operates multiple individual schools with distinct locations, each school should be counted separately. For example, if a private education provider runs three campuses, each campus should be counted separately. Likewise, if an elected school board manages several individual schools, each should be counted separately.</p> <p>For the purposes of this indicator, the UNESCO/OECD definition of public and private educational institutions will be used. This definition may not be the same as local definitions:</p> <p>Private: Institution that is controlled and managed by a non-governmental organization (e.g. a church, a trade union or a business enterprise, foreign or international agency), or its governing board consists mostly of members who have not been selected by a public agency.</p> <p>Public: Institution that is controlled and managed directly by a public education authority or agency of the country where it is located or by a government agency directly or by a governing body (council, committee etc.), most of whose members are either appointed by a public authority of the country where it is located or elected by public franchise.</p> <p>The extent to which an institution receives its funding from public or private sources does not determine the classification status of the institution.</p>
<p>Linkage to Long-Term Outcome or Impact</p>	<p>A lack of financial resources can make it difficult for governments to deliver comprehensive, free public education. Simultaneously, enrollments are growing in the non-state school sector. In some contexts, non-state schools and non-formal education are filling gaps in public provision and have facilitated greater gender parity, as well as created pathways to secondary and higher education. Non-state actors can play a critical role in the education ecosystem and be effective partners in finding system-level reforms and solutions.</p>

Use of Indicator	This indicator will be used to monitor the scale and reach of USAID’s work with non-state schools and report on this work. It will be used, along with other indicators, to describe progress toward the focus area of “engaging with non-state actors” in the 2018 USAID Education Policy and toward Agency-level priorities in several areas of interest including the Journey to Self-Reliance.
Disaggregate(s)	<ul style="list-style-type: none"> Number of public schools Number of private schools Number of public pre-primary schools Number of private pre-primary schools Number of public primary schools Number of private primary schools Number of public secondary schools Number of private secondary schools