**TRANSCRIPT**

**Title:** How Can Non-State Actors Drive Equity in Low- And Middle-Income Countries?

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The Covid-19 pandemic as we all know devastated the education sector disrupting learning for more than 1.6 billion students around the world at its peak prior to the pandemic there was an eye-popping 148 billion annually fine annual financing gap in low and lower-middle-income countries to achieve to achieve sustainable development goal 4 which aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all from now until 2030.

UNESCO now estimates that additional costs due to coving 19 related school closures risk increasing the financial gap by up to one-third or an additional $30 to 45 billion annually I mean that really means that this financing gap is approaching 200 billion dollars annually we also now have new evidence on the devastating impact of the pandemic on global learning loss UNICEF now estimates that 2 trillion hours of in-person learning have been lost due to school closures with long-term implications for learners in addition progress on increasing equality in the education system is being lost it is estimated that 11 million girls may never return to schooling this is an enormous challenge and it's really a moment in time when we need all hands on deck.

This is why I’m so proud of USAID’s work to help lead these conversations forward through the education finance network this work which will be critical this work will be critical for two primary reasons first prior to the pandemic non-state schools already accounted for a significant proportion of enrollment in partner countries and will be a vital resource as countries recover second enrollment growth in this sector is concentrated in low and lower-middle-income countries and is often driven by a variety of challenges including demographic trends governments constrain fiscal space and conflict in crisis situations not engaging with non-state education would mean missing out on a tremendous opportunity and would result in not reaching large numbers of school-aged populations and partner countries our partner countries need the flexibility to engage with a diverse set of partners to meet the unique needs of each country as always USAID work and partners will be held to the same level of accountability transparency and quality furthermore it is essential that policymakers governments donors and funders have a better understanding of non-state education its strengths and weaknesses and quality of education.

That is why USAID is committed to strengthening the evidence base around non-state education. I really can't emphasize this point enough: when I first arrived in Washington to work with the center of education three years ago, we were just in the process of trying to kind of champion and get funding for a CATALYZE Edu-finance initiative. There was a lot of misinformation and misunderstanding and also not a lot of evidence for us to use, so this work I think is just so critical to help us better understand how to leverage these resources this community of practice will play a key leadership role in bringing a wide variety of stakeholders together building the evidence base and looking to the future USAID intends for this network to be truly responsive to the sector, for this reason, the education finance network was designed through an iterative and consultative process.

We are grateful for the input and feedback of the many stakeholders who shared their perspectives and experience during this process on today's agenda we have one of the most important topics up for discussion how can non-state actors drive equity in the education sector in low- and middle-income countries next slide please the education finance network has made addressing equity and quality of education one of its primary objectives our vision is a global education sector where disadvantaged learners have equal access to quality and relevant education and where state and non-state education actors work together relying on open dialogue collaboration and evidence of what works this topic is one that is of great importance to the Biden Harris administration as well as USAID’s administrator Samantha Power in November in a speech at Georgetown University.

Administrator Power outlined three key areas that USA will prioritize in our work first we have to broaden our coalition to allow people from more diverse backgrounds and partners of all kinds to participate in our mission we must make aid more accessible second, we must shift our thinking to be more focused on the voices and needs of the most marginalized we must make aid more equitable and third in confronting some of the biggest challenges of our time coven 19 climate change growing authoritarianism we must listen to what our partners in the countries where we work are asking for we must make aid more responsive.

I can't think of a better way to embody this vision than through the work here today this community will bring together stakeholders committed to directing non-state resources toward creative inclusive equitable high quality education in low and middle-income countries in both public and non-state schools across the student life cycle collectively we aim to transform the narrative around non-state education to focus on public-private collaboration for impact and USAID’s work to leverage non-state resources to create inclusive quality education system USAID follows key guiding principles including a commitment to regulation and accountability adaptation to local context and catalyzing innovation on behalf of all schools whether they are public or non-state these guiding principles are outlined in the good practice brief on engaging non-state schools in closing.

I would really like to thank you all for joining us today and for bringing your leadership and expertise to this workshop I also want to thank the education finance network team for all their work organizing this webinar and facilitating this discussion I also really need to thank Suzane Lee and Caitlin Hurley for their leadership and persistence to bring this topic to the forefront of programming here at USAID. Thank you again, and I’ll pass it to Kusi to share more about what the Education Finance Network has planned for the next year. Thank you,

Wonderful, thank you so much LeAnna. What a great introduction, I just want to restate that a little bit more about what the Education Finance Network hopes to achieve our vision for the education finance network is really to create a global education sector where disadvantaged learners have equal access to quality education and where state and non-state education actors work together relying on open dialogue collaboration and evidence of what works as LeAnna already mentioned.

The focus of our network spans the life cycle of the student including early childhood education primary through secondary and technical vocational and educational training it is our belief that the promotion of dialogue between state and non-state education stakeholders involved at each step of this cycle can have the key role to play in addressing the challenges that LeAnna just mentioned.

When we discuss the role of non-state actors in leveraging private resources to support education systems it is important to explain what it entails we are talking about a broad range of stakeholders including many of you on the phone today including ancillary service providers private investors non-state schools as well as ecosystem builders next slide please it is through the mobilization of these important non-state resources that we will be able to achieve the sustainable development goals number four quality education for all it is also by conveying these stakeholders convening these stakeholders that will be able to achieve some of their network's goals including driving equity inclusion and improved access to learning outcomes for disadvantaged learners increasing the efficiency and effectiveness of non-state education mobilizing more private resources towards improving education outcomes generating evidence and learnings around how and where non-state actors can be most successful and last but not least shifting the narrative away from public versus private to a focus on collaboration.

A key component of the success of Education Finance Network is our collaborative model, a member-driven approach that really listens to the members to build programming that satisfies what you're looking for during the six months design phase of our network we gathered inputs from a number of consultations including workshops that brought together many of you including 24 participants from 13 organizations focus groups that included 28 participants across 22 organizations and another 25 additional stakeholder interviews those inputs served as a key ingredient in terms of the design of what the serve the Education Finance Network would focus on as well as the programming we wanted to understand where the network could add the most value the five service lines we offered were developed based on a strong member demand in the design stages of this network.

We'll be assembling regional and global member meetings to promote network and visibility as our first offering that's what we're doing today is our first programming event we'll be disseminating knowledge products and professional development training to answer the need of evidence around what works we'll be shortly releasing an evidence gap map that was already developed. We'll be engaging with governments and important issues such as regulation and we'll be convening working groups on technical topics with a forward-looking perspective on bringing practical solutions into practice next slide you're on the right slide many network activities will develop knowledge around non-state education regulation and models for private support to public education systems these activities will focus initially on learning for members namely through the knowledge products dissemination, working groups, and member meetings, as well as professional development allowing for emerging content to then be leveraged for the engagement with low- and middle-income country governments mainly through policy forms and relationship building.

Before I pass the mic back to the panel and to Caitlin who's going to be moderating the session we'd like to take a moment to hear your thoughts since we have I seen now 129 participants on the line on the screen you will see a QR code on the right-hand side which you can scan with a mobile device or alternatively you can go to www.menti.com that's menti.com and insert the code log in to make sure everyone has managed to have access to the link. If not you can leave a question the chat and our team will help you to be able to get access

I'll just wait one-moment first question on the mentee as you can see on the screen already is what is your cue current view of the non-state education sector pick one option is it mostly positive e.g non-state support is essential to achieving sdg4 is it mixed that non-state models have some potential but bring significant challenges as well or is it mostly negative non-state actors should not be a significant part of the education system.

I see we already have 20 responses and I’ll wait for more to come in I’m already seeing a trend we see the middle category um mixed e.g that you know non-state models have some potential but also bring some challenges and we're also seeing some responses around mostly positive very interesting it seems that we have on the line most people who believe in the role the non-state actors to support education quality and equity but I’ll wait a minute more to see if we get some additional responses. I see a question about the mentee code. The mentee code again is 6547514 and it's also on the top of the screen. Well, now we've evened out so it was originally mixed now it's mostly it's equal between positive and mixed I'll give it just another 30 seconds, and then I think we should move on just for the sake of getting to the panel and now we see mixed moving back ahead so what's really interesting about this response is that we don't no one has indicated that it's a mostly negative actor, in fact, many of you do believe that the non-state sector has you know our non-state actors have a critical role to play that's very encouraging what we'd like to see is most of you, move even further to the left to have you know much even a more positive view of the role than on state actors.

Let's move to the next question for the sake of time the second question is what are appropriate roles for non-state actors in education here you should make sure to check all the options that apply in your opinion so you can select multiple options the options are non-state schools non-profit non-state schools’ for-profit model’s ancillary service provisions such as education technology or teacher training typically in a non-profit model ancillary services that are for-profit as well as private finance for education what are the most appropriate roles for non-state actors to play.

I'm seeing responses in all five categories right now with the most being in ancillary services and non-state non-profit education providers. I’ll wait just a couple more minutes to see what else comes in but this is very interesting to see and I hope it serves as good fodder for the panelists during the discussion so a pretty even distribution is what I'm seeing with the two the most again being the non-state schools non-profit and the ancillary service provision but at both with the largest share or largest number of people who agree but we're also seeing a large number of responses in both private finance for education and and not too far behind ancillary services for-profit and not too far behind that and non-state for-profit great I think with that we should move forward fascinating responses I’m seeing on the screen.

It's great to get a sense of where the room is at and now I’m happy to introduce Caitlin Hurley. Caitlin is the senior education finance advisor and will be moderating today's discussion. Over to you Caitlin.

Thank you Kusi and hello everyone I’m absolutely delighted to help kick off the education finance network and introduce our panel on how non-state actors can drive equity in education in low- and middle-income countries and I’m really excited to introduce our panelists today and want to thank them all right at the outset for their contributions today into the education finance network so without further ado, I will introduce Shem Bodo who is the senior programs officer at ADEA and a member of the education finance network. Shem has over 15 years of experience in policy development support education sector analysis and capacity development of national education management information systems he is also a day's focal point to the African Union to the implementation of the continental education strategy 2016-2025, so welcome Shem and thanks you for joining us!

Today we are also joined by Elizabeth Tanya Masiwa, a social entrepreneur and smart tech executive. She is the executive director of the higher life foundation which is a social impact organization and a member of the network that invests in human capital development to build thriving individuals communities and sustainable livelihoods- welcome Tanya! And finally we're joined by Nirav Khmabati a partner at kaizen best and a leading education-focused investment firm Kaizenvest is a member of the education finance network and also a catalyzed partner and kaizen best focuses on technological pedagogical and learning engagement innovations that drive greater equity and access to education in south and southeast Asia and in sub-Saharan Africa- so welcome to you all, thank you so much for joining us!

If you're able to come on camera we would love to make our presentation as interactive as possible to our members of the audience we encourage your questions throughout the presentation and throughout the panel so please feel free to chat your questions into the Q&A box that you see at the bottom of your screen it's the one with two chat bubbles we have time at the end of this panel to answer some of your questions so we will be coming back to those our team will be gathering them and we will be coming back to your questions we would love to hear from you um so to get started to kick it right up we will ask the same question of all three of our panelists and we'll start with you Nirav.

We have audience members joining us from all over the world and we would love it if you could share a little bit more about the work of Kaizenvest and perhaps share some examples where you've seen non-state engagement and education increase and strengthen equity for learners.

Thank you Caitlin, thanks for having me here and hello everyone very excited about launch of the Education Finance Network, The work that we do clean in terms of the division of non-state engagement we classify that in three markets there's one bucket that's entirely focused on increasing equity and quality and financial sustenance is not that much of a consideration there's another bucket where perhaps the only consideration is financial sustenance or financial returns and then there is a third bucket where equity and quality have to go hand in hand with accountability and financial sustenance and that is the bucket that we at kaizen west focus the most on that is the one that really excites us because that also we believe is the most challenging problem to solve there are a number of examples that come to mind at Kaizenvest we typically look at one education enterprise on an average every working day but there are two areas which are to be proven to be fertile grounds for innovations around equity in a financially self-sustainable manner and these two areas are edtech and edu-finance in the interest of time I’ll just focus on edtech.

I was recently along with my colleague Sandeep who's also on this call at the outskirts of Delhi and we are visiting an enterprise that offers edtech courses to individuals in tier 2 tier 3 tier 4 locations of India at rates as low as 20 dollars and i was offered this opportunity to participate in this one program where the course was on spoken English and the faculty asked the students to type in which location they were logging in for and it was just so amazing the kind of locations that started coming in i had not even heard about these locations right technology today is really succeeding in breaking down many barriers in terms of time in terms of distance in terms of affordability now of course all that is possible in a country like India simply because of the kind of rate at which mobile bandwidth has now become available over the last four five years and we see that and not many other developing countries are as fortunate India has had this benefit of enormously low mobile bandwidth and that has made streaming services very viable which has led to a boom in edtech services and now i think the next set of floodgates will open when we see affordable devices which have a decent battery life screen resolution and screen width and that will sort of bring in a very large number of new users, back to you.

Thanks, Nirav: so many possibilities for advancing equity under edtech and obviously a lot of interest from participants here today and we've heard that throughout our consultations and designing the education finance network too, so a lot of interesting work is happening there. Tanya, we'll move to you now and ask the same question could you share a little bit about the work of the higher life foundation, I know you've done some work in education technology too and could you also share some examples where non-state education and non-state engagement and education has strengthened equity for learners, thank you.

Thank you, Caitlin, and thank you so much for having me today at highlight foundation we focus on allowing young people and communities to create their own sustainable livelihoods and we do this by investing in our three pillars which are education health, and what we call rural transformation and sustainable livelihoods so very much a human-centered approach to addressing the challenges that are faced in communities.

The Higherlife foundation we are private philanthropy we're an operating foundation and it was founded by my parents’ Steve and Titsy Masiwa and when you've achieved success in business the approach that you have towards addressing challenges is sort of with that mindset and so at the highlight foundation we've been very experimental and very much community focused in how we address the challenges that are facing education low-income communities and around this we have done the most as we would say.

We've given scholarships we've published materials for schools we have founded a preschool we have a high school we have and we have done this over the last 25 years but most recently we have made a stronger investment in using technology as a driver to address challenges in education and one of the key focuses here is partnerships our parent company focuses on internet and we have found that when you create sort of a symbiotic relationship between the skills that you find in corporate and between the underground presence that we have in communities through our foundation you get a little bit closer to ensuring that these solutions are actually effective and impactful in communities so I’m by no means claiming that these are the best examples but one thing we have learned is you have to be human-centered because one approach literally doesn't work three kilometers away so human-centered listening to the needs that are on the ground and having a hybrid approach to the various solutions that you implement to ensure a more equitable education for all, thank you.

Thanks, Tanya I’m seeing some affirmation in the chat too on your remarks so it's interesting to hear that resonate with audience members. Shem will turn to you now too if you don't mind telling us a little bit about the work of ADEA and also sharing some additional examples from your own work on how non-state engagement and education can strengthen equity.

Thank you very much Caitlin as a regional organization ADEA has a strong voice on education in Africa. We strongly believe in empowering you know African countries to be able to reform the education systems in a sustainable manner and therefore to support the development agenda not only at the national level in the countries but also at the regional and continental level we believe in Africa having also a strong voice in the global education agenda and therefore we use our convening power to bring policy makers partners and key education actors in high level dialogues around key educational issues and especially looking at issues of course for Africa you're looking at issues of access issues of quality and also issues of equity but at the same time we do promote a community of practice for peer learning and knowledge exchange so in terms of what are some of the best examples that we have seen based on our work which is continent-wide we see for example the school feeding programs that have really been embraced by African countries many African countries indeed to keep children you know in school and mostly from vulnerable groups and it is important to note that the African union has actually a whole cluster you know around school feeding and of course with other partners you know the wild food program UNICEF and others but more importantly in terms of homegrown we do have now homegrown school feeding programs within the countries the other example we can talk about is those countries that where you have non-government schools not only providing education to the high-end students but also reserving certain spaces for learners from vulnerable backgrounds with different fees regimes.

An example is of course getting high school because I spent some time in in Zimbabwe and several other schools in Kenya for example we do have private schools really that are highly located within the informal settlements and they're really targeting you know the learners from those informal settlements to the extent that even some parents from high economic status are now trying to bring their children into some of those schools of course that means limiting spaces for those who are really in need but it just shows you the level of quality that some of those some of those schools really provide and finally i think it's important to talk about the madrasa schools that you really found finding West Africa, North Africa but now they are also quite spread in other parts of the continent they these are really schools that address an important learner constituency or group and the government has an obligation in a way to capture the data from them for planning purposes in fact we did a curriculum we did a study in 2012 for once you know one of our high-level police dialogue forums to look at to what extent these schools are contributing to the achievement of education for all of them and then we really found that they contribute greatly to the achievement of EFA so you can see that we have also a number of these institutions which are not for profit but which have a strong faith-based anchoring you know if you look at even the catholic schools in the country so that really would be some of the experience that I’m happy to share, thank you very much back to you.

Thank you, I think those are great points and it's interesting to hear the resonance with the poll that we just conducted on support for non-profits both ancillary services and schools, so I think what you're mentioning about community schools’ faith-based schools and not-for-profit schools is very interesting and complementary to the work that um is happening all across the sector.

So we'll move to one more question right now kind of building on the previous question and building on the previous question about equity mindful that we're launching this network here today that we're in the early days of our network and our programming kickoff how can we scale and replicate some of the examples that you've shared here today? What are the critical elements to scaling and replicating similarly relatedly it's important to acknowledge that some of the models we've seen from the non-state education sector haven't achieved equity so how can we learn from models that haven't worked as well as strengthening equity and how can the sector learn from that moving forward perhaps? We'll start with the new you Nirav.

Well, you're absolutely right Caitlin. It's quite true that not all non-state force patient has led to improvement in equity as a matter of fact a recent report from the global education monitoring group has pointed out that one of the key risks of increasing the scope of non-state is that it could lead to increasing inequity in the education system but having said that therefore block out non-state completely that demands to throw the baby out with about water.

 India for example where there are about 350 000 non-state schools yes there are schools that charge as high as high as 15 000 per year in fees but 75 of the schools actually charge less than 10 dollars a month one of our portfolio companies in the Philippines and Indonesia which has about 95 000 students at the tertiary level charges less than 500 dollars a year for vocation ready programs in south Africa Africa where we are a partner of the catalyzed program of USAID we are seeing that 95 of the early childhood education provision is in the hands of non-state with average fees ranging from between 15 and 50 dollars, so I suppose the key Caitlin is in striking the right balance between regulating and enabling the non-state sector. I think enablement of the non-state is an aspect that is often neglected and the focus is entirely on regulating the sector which can be counterproductive because non-state when handled well can be a great force for the governments to achieve sdg4 I mean we know the kind of deficit that there is in government budgets to be able to achieve sdg4 and in order for us to create education at quality and scale, non-state cannot be ruled out there are some amazing insights that are coming out of the non-state participation right now.

I’ll give you just one example in the interest of time what we are learning is that when a child is offered two options one option is to learn in a small group with an average teacher and the other option is to learn in a very very large group with a great teacher the child is actually referring to learn with a great teacher you know we give so much importance to interactivity in the classroom but i wonder if that's because most of us were here were the first ventures for whom interactive was very important and you know we forget that there were about 15 rows behind us where the students didn't care that much about interactivity what was important was to have a great teacher thank you again thanks and maybe a follow-up question because i think we're just a minute or two ahead of schedule if that's okay about what you think the most important pieces are on the enabling environment and kind of how to balance break the right balance between regulation and account and enabling well there are many i would think today the regulation is still primarily focused on inputs you know whether you have a playground or not how many teachers or rather how many students or every teacher or the kind of curriculum that is…

I think we might have lost Nirav, I’m not hearing you I don't know if others are perhaps, we could turn off your video and see if that helps your bandwidth can others hear me okay okay yes we can hear you okay thanks maybe we'll pause on or oh are you there in your office no please carry on.

I'm sorry I'm in really interior India and the only way I could get a stable internet was by borrowing somebody's room so sorry about all the interruptions.

Do you want to finish your thought?

Well, I was just saying that even things like mobile payment and enabling mobile payments if they were not in place we would have not seen the growth of edtech the way it is getting up but back to you, thanks.

Certainly, a point to follow up on I think you make some really helpful points there and maybe some work for the education finance network going forward in terms of knowledge products and convenings that would be helpful to put more heads together on these topics’ Tanya will switch over to you for the same question about how to scale and replicate successful models and learn from models that haven't been success as successful.

I think when it comes to learning from successful models firstly you know the NGO center particularly I think we need to continue on a trajectory of having a shift in mindset really getting to share stories about what has been working what hasn't and being extremely data-driven in our approach um education one of the complex things is the time horizon it takes so long to be able to measure whether or not you've achieved the outcomes that you desired through your interventions um the second thing is it shows the power of networks like this one having the opportunity to sit around the table, especially with people from other developing countries and regions are sharing lessons we're all at different stages of development when we look at Africa. We are a young continent when you look at when we achieved independence and we've got other developing countries and colleagues who have been acting for much longer time so the ability to have conversations and see the data of what worked and what didn't work in other areas, I think is critical.

Another one that I think is important for us to scale is that we need parallel investment in other sectors when you look at edtech you know through our platform in Zimbabwe we've been able to do incredible things and we're expanding to other markets but one of the things that really slows you down is that we need investment in infrastructure and also when we talk about children good social services, we need more investment in in the protection of children but also looking at those feeding programs etc some of them tend to then be deemed education but if we see equal investment in some of these areas it will actually catalyze our ability to deliver a better quality education in these low-income communities. Then the last one I’ll mention is getting funding to local solutions and to the right people I think that you know different communities have completely different needs and I think as the previous speaker said they have different focuses in curriculum the government wants to achieve different things you know in some of those areas when we look at some of our programming outside of education: the same way that one disease affects one area not the other it's the same thing around education we had one region in Zimbabwe that had a zero percent pass rate at grade seven now we couldn't replicate what was working in the regions that had high pass rates so it's getting the funding to the people that are addressing it almost as a hotspot as we would say.

Thank you, Tanya, excellent points. And I think there's a lot here it's a very rich discussion for the Education Finance Network to take forward so perhaps we'll follow up with you about some of those questions I think you raised some good points on the need for parallel investment on getting funding to local organizations on opportunities for partnership sharing evidence and things like that and hopefully the network can contribute to some of those objectives too because I think those are shared by this community too. So, Shem just finally will go over to you to kind of round out this question if you could talk about how we might scale some of these successful examples and learn from others that haven't worked as well.

Thank you, thank you again I think Tanya alluded to I think the whole issue of context because you we do have in Africa we have different countries with different contexts and so there's in-country context there's also context between the countries and therefore if we need to scale up and replicate, we have to be cognizant or sensitive to some of those contextual issues. I think the other bit is also just involvement for buy-in and ownership of the different actors it is essential that you know we look at to what extent do some of those initiatives really involved the key actors at the early stage for buy-in the third for me and I think which has been highlighted even by the global monitoring report is the issue of monitoring and I think Tanya talked about data-driven you know decisions so we need to really monitor some of these initiatives and evaluate the impact you know to what extent can that then inform the scaling up and replication so contextualizing is key involving you know some of the actors monitoring and evaluating and of course in the process picking up some of the key lessons on what worked in what context and why and how can you then contextualize it in a different scenario but at the same time it is also important to interrogate why some of these models are failing in achieving equity and providing those strong benefits especially to the disadvantaged learners.

 I’ve talked about of course buying in those are questions we need to ask and what about the targets that were you know set for some of these initiatives were they too lofty to be attained and what about the issue of you know a factor in issues of culture uttering in issues of politics because this is a reality they are also the political dynamics and then also the environment of conflicts environment of clan wars for example if you look at Kenya you'll find that one region in the country does not experience the same environment or the same you know serenity as in other environments so these are really contextual issues that scaling up and replication must take into account I think that's really what I would like to add in addition to what other panelists are saying.

Thank you, thanks Shem Some great points there and hopefully the network can contribute there as well just to ask Tanya if you don't mind just ask a follow-up question on one of the last points you just mentioned about getting funding to local organizations just one is curious what your thoughts were on what type of capital and what type of funding local organizations most need and how best you know partners can support them.

I think obviously we know the obvious ones in you know when we're talking about developing countries some of the funding required is the most basic we have teachers that are not you know paid well or people don't want to go into fit professions so we have a shortage of teachers a shortage of schools we know the basic things but when we look at some of these other more creative interventions I’ll turn them that way um funding is usually not given to monitor the progress of some of these so giving a little bit more flexible funding that will allow us to measure or that will allow local organizations to measure progress so that there's a greater focus on outcomes rather than inputs as was mentioned previously I think that that would be really helpful and also upskilling the people that run these organizations and the people that they work with oftentimes you have great solutions on the ground but they'll never meet the requirements of the typical funder because they're not able to bring those monitoring and evaluation indicators etc. So just funding on upskilling will also increase impact on your end beneficiaries

Thanks - it's such a great point about how tough it is to get monitoring correct or kind of get it right to and how costly and kind of time consuming it can be so I think it's an area where the network is keen to invest more of our time and see how we can alleviate some of those challenges and support the sector in that way sharing evidence sharing data is a key part of what the network hopes to do and our way forward here we think so, thank you. I think we'll pivot now just to ask some particular questions to each of you first to Nirav.

 Some of Kaizeinvest work has included I think you mentioned it earlier the rewards and recognition program can you tell us more about how results-based financing mechanisms can support equity in education sure so yeah this is one area which has really garnered a lot of attention not just in the education sector but other development sectors as well around the world and we've had some fascinating experiences of our own at kai's invest let's look at first of all in terms of just financing education who are the key stakeholders, on one hand, we have the governments and the philanthropists who are funding education and that today constitutes about 80 percent of the total funding of education twenty percent is private families funding and unfortunately you know most of the twenty percent concentrated in the developing world. But anyway from the perspective of the government and the philanthropists the focus is on creating access creating quality and creating equity access has mostly been the preserve of the governments because it's very expensive but both governments and philanthropic organizations are focused on equity and on outcomes or quality and results based financing allows them to be risked their investment because their investment gets linked to actually achievement of the output or the outcome rather than on the investment or the input that goes into achievement of the outcome so essentially they are then bringing in market mechanisms they are bringing in efficiencies and they are de-risking themselves so that their resources can be better focused on the most vulnerable segments where market mechanisms begin to break up the other segment is families and private spend on education and today one of the things that is holding back families from making investment in education particularly those that have to make life choices invest in education or invest in starting a small enterprise on the site right for them the key risk is whether investment in education would have the right kind of so to speak IRR or return would it help them to uplift themselves and their families and their results based financing mechanism such as for example the income share agreement the kind of which we've seen with Chancen International in Rwanda all the kind of educate yourselves now pay later kind of schemes that the digital skilling companies in south Asia are launching and as part of these schemes what happens is families are only shelling out fees once the employment begins and therefore there is a guaranteed return for families on the investment that they make and once that starts happening then many more families across various social startups start believing in education and start participating in education whereby improving equity in terms of income but also wealth distribution in the long term.

Thanks Nirav. Tanya we'll turn to you from your experience particularly in edtech what is preventing effective regulation of non-state education? I think you’ve touched a little bit on this topic in some of your earlier comments but how can regulation be done more effectively and how can we ensure accountability in the education sector?

So in in some of the markets we work on we are actually quite highly regulated and then in others, there is less regulation so given an example in our edtech platform you know we ensured that we have the endorsement of government before we went ahead and implemented it in schools and we actually had to submit our lessons and our lesson plans for them to evaluate there was a cost to it but they wanted to make sure that the education the content that was in there and the quality of education that was being delivered was up to their expectations and they were in other markets that are not as regulated but I think we have there has to be a balance where there is less regulation, we find that there is greater innovation. I’ll give a slight example when I found it at December preschool the government sent a representative to measure the size of the walls and the floor and sort of gave me a maximum number of students that could fit in the classroom in an area that had access challenges around access now so the regulation sometimes is there but the enforcement is what is lacking governments don't have enough funding and personnel to make it happen in terms of accountability I think that has to start in private networks creating better accountability amongst each other and then that can then go off to the regulator but I’m always mindful and this might be the business hat very mindful of regulating too early especially when you're still being experimental on what works in the sector.

Thanks, Tanya- such important points and such a topic of interest that I know will be coming back to in the days and weeks ahead through the network I know this is a topic shared by a topic of interest shared by many people we heard that throughout our consultations. And so finally turning to Shem in what ways is non-state education complementing public education systems, sometimes even filling some gaps in provision and how can we move towards more effective public and private collaboration.

Thank you again Caitlin from our point of view as idea we see non-state actors as being that important breach you know that is addressing the critical gaps in access quality and equity in education and especially in hard rich areas in the vulnerable communities and here we're also looking at even refugees and the internally displaced persons it is clear that governments cannot meet the demand or the thirst for education for all children and for all young people we do need non-state actors if progress towards achieving the targets that are set by for example the continental framework such as you know agenda 2063 if I’m talking about Africa if you're looking at the continental education strategy for Africa and of course going global to the SDGs for those targets to be realistically achieved we require all hands on deck and their finance detectors are quite important as that breach.

Now in terms of whether they are a competition we see them more as you know complementing government efforts than competing with governments but the key and I think Tanya alluded to this the key is to somehow work towards adhering to the set policy and regulatory frameworks that are set by governments of course governments also need to enforce you know some of the regulations and the policies themselves they said for themselves and not to look away in certain instances because of certain personal you know gains that they want to make but to be fair and to be just in enforcing the laws so how can we make the collaboration better between public and private entities i think governments should for example extend some cushioning support to some of the private players in times of crisis we saw for example based on the reason that we did under our king's observatory what we call the case observatory on coffee 19 responses in educational systems in about 40 African countries we saw that there are those private schools that actually closed and never reopened when they when the pandemic struck and so there's need for that cushioning you know of some of the non-state actors so this is I think to me one way where you know the government and the non-state actors can work together to support each other depending on the need.

Thank you, thanks Shem this is, such an important point and one that we did see really across the education sector throughout the pandemic is the effect on non-state schools all types of non-state schools really and how much the education sector has been changed as a result of the pandemic how much the sector went through how much students went through in their parents and communities too so with that in mind that that actually is kind of that's a great segue into our last question before we take some questions from the audience.

The Covid pandemic has really changed the education sector um quite significantly and affected non-state schools in some really dire ways in some circumstances so looking forward what do you see as the way forward and what role do non-state schools specifically have in achieving SDG for and meeting the commitments of the 2030 agenda.

Nirav, we'll start with you.

Sure. Earlier Tanya mentioned about the past deficit that the world is facing today in terms of being able to bring resources to there so whether we like it or not we cannot wish away non-state education at each learning stage of a child nonsense absolutely critical and in order to be able to get more resources into the sector we'll have to have a flexible mindset in terms of for-profit, non-profit at the same time the non-state sector also perhaps needs to empathize with the constraints of the governments I mean we know recent examples where you know one case of the investment not meeting the desired results and the DFI was forced to relook at its strategy entirely for investing in education so there is a lot of pressure on the governments too to make sure that non-state does not lead to increasing inequity because any such one case and it's going to entirely backfire on all their efforts to bring in more non-state participation so it's also incumbent upon the non-state sector to work proactively with the government and help the governments in weeding out the so-called rotten athletes so that the engagement between the state and the non-state can be that much more productive but if that happens if the two entities are able to find a way to work together in a manner like Shem mentioned is complementary supplementary then there is no reason to believe that we can leave from global achievement around sdg4-

Thanks, Nirav, same question to you Tanya: what do you see as the landscape now, and what's the way forward to achieving stg4, particularly as it relates to non-state schools?

I think you made a great point about how school lockdowns really changed our perspective for the first time we had to implement solutions that didn't involve brick and mortar but most importantly it really amplified just how unequal education is around the world um through you know we get to see things at a higher level but also you know at a micro level when we with our high school and our preschool it was obvious to us that parents should be engaged in their children's learning during lockdown but if you have an itch an uneducated parent or parent who can't read how are you going to be able to achieve the same level of intervention even if the tools that are available to a wealthiest student are available to a poorer student and so I think you make a great point that greater financing is going into ancillary services.

I think we're going to see a lot more of that I think we're going to see a lot more investment in the use of technology and a lot more investment into the in the use of seeing tools and investing in people in communities that are not necessarily in a formal school system being engaged in the learning environment so and I do hope that that is where we get to because the major problem is scale non-state schools are a great intervention but you can only put so many seats in there I think that we have seen now a new trend that is going to help us achieve greater equality in a shorter amount of time.

Thanks, Tanya- I couldn't agree more and that's so well said and I think one of our hopes is that by bringing together so many different stakeholders from so many different parts of the education sector philanthropists practitioners educators schools and students investors um and NGOs and others will be able to kind of address some of those things and have a meeting of the minds and have kind of a joint effort going forward on some of the issues that you just mentioned just to close out before we take a couple questions from the audience over to you for the same question what do you see as the landscape for the education sector globally in the wake of the pandemic and what is the role of non-state schools in meeting sdg4

I think the pandemic has shown us that one part of society or one part of a system cannot do it alone I mean governments try to put their best foot forward by providing some solutions for continuity of learning at least based on our engagement with them and based on the research that we have done but we still found that that was not enough exclusion was really seen throughout the time of the pandemic and so now as we build a better education system we need to think beyond the walls the physical walls of the classroom and I think learning just as Tanya and and you have mentioned learning is going to go beyond the school the physical school confined we see digitalization for example taking a central role in the rebuilding process and therefore this is a resource-hungry process and government alone cannot do it I mean leave alone put in the infrastructure so again and I keep saying that it is important to look at the entire ecosystem with its various policies and frameworks around equity in education so we need both state actors and the non-state actors and when we talk about equity we know there are so many other dimensions of equity in education you know from autonomy that has been mentioned to accountability looking at disadvantaged learners all the way to tracking and great repetition to embrace the entire ecosystem on equity we need all hands on deck.

As I said before so as we reimagine rebuilding the education system now all the actors need to come together you know work together so that we can go far as the African saying says thank you very much yeah shim this is a great point and if you don't mind I’ll just ask one follow-up question because I’m realizing we haven't touched on this yet today which is how to understand equity and the different dimensions of equity and you touched on that a little bit in your response just then but I was wondering if you could talk more about that and think talk about a little bit um the different ways of understanding equity and how we might see equity in education well i mean i as i said you know when you look at the literature that is available you have probably over 10 dimensions of equity you know you have the school autonomy you have accountability support for disadvantaged learners and low achievers looking at some of the learning opportunities and of course focusing on the early childhood care and education we see that particularly as important because it involves the parents and the communities and therefore we see that in many African countries there's a strong decentralization push for early childhood development and in some countries such as Kenya it's now devolved completely to the you know to the counties and therefore closer to the community so those are some of the things that we need to see of course public funding has already been mentioned and also just being alive to the fact that we have a diversity of schools depending on the context depending on the pocket depending on the focus therefore that also then determines what kind of school choice a parent may make and therefore also the admission process now needs to be taken into account so we need to look at all these you know as a wholesome and not just one dimension because sometimes maybe we are focusing on just one or two or three dimensions but leaving these other dimensions so if you really truly work towards realizing the blueprints at the global and continental level then we need to look at the holistic aspect of equity.

Thank you, Thank you um, and thank you for sharing that I think it's really important and in fact may be some work that the Education Finance Network team Kusi, Ines, and everybody could take forward through knowledge products and other convenings because I think that this is a really interesting topic to continue thinking and working on and will benefit really greatly from the folks who are convened here actually I think there's a lot of contributors to this question on the line today.

Thank you, Shem, so I see that we have one question in our Q&A that I’ll just read out and Nirav I think this is directed towards you um but let me read it out for the audience so Nirav mentioned it is important to strike the right balance between regulating and enabling the non-state school sector I completely agree with this. Could you share any examples of where you have seen this working well in which governments and the non-state school sector have worked together effectively rather than just imposing top-down regulations?

Thanks for the question, Natalie. Actually I must confess that I have seen far lesser number of examples of the two working together than I would have liked but as I say adversity brings together individuals actually particularly what I saw in India was quite catalytic in bringing the state and the non-state together in several states we had examples of non-state players coming together helping the government create an accelerated curriculum considering that most of the children had to stay at home and therefore didn't have access to the regular teaching facilities nonstick players came together and created this curriculum created content around the accelerated curriculum and even advised the government on how to use the government broadcasting mechanisms such as television and radio to relay these programs to children in an effective manner the state that comes to my mind which is at the forefront of this is the entity that led the entire effort is the Michael and Susan Dell foundation so very impressive work done by them with very impressive results but clearly there is a long way for the world to go in any plane state in north state-

If I can also just pick up that question because I think I had mentioned that we worked with them not just on our edtech side but also in the work that we do in our foundation I think the key thing is we learned that we had to change our perspective on how we see the government and regulation in order to get things done on the ground we work very well with the ministry of education and the first thing was to ask them what are your priorities in education what do you want to achieve by 2030 and then as a foundation it was how can we become a part of that how can we align our goals to what government wants to achieve and one thing that we found is that governments because they're still constrained when you have a better relationship with them they give you a seat at the table so in two of the countries that we operate we actually you know go are invited to parliamentary meetings sometimes and we're engaged in some of the decisions that are made and we've also done that on the for-profit side through our edtech we did road shows where we went to each individual province and we did this in Zimbabwe in Lesotho and when the process of doing it in Burundi where we presented the platform to them and asked them for their feedback ask them for their thoughts and ensure that they also felt that they were a critical stakeholder in the way that we made decisions and did things.

So I think that that those are some of the things that we've seen and sometimes when there is a regulation that may affect us they do give us a heads up where the challenge is is that there are other ministries that we have to work with such as social services to also get things done and we've found that they sometimes can be a little bit more difficult their regulation all can be quite preventive sometimes and so it's now working on how you navigate that and how you try or attempt to also have an open conversation from one regulator to another regulator that's where it becomes a little bit more complex but particularly in Zimbabwe, Burundi we even hosted them for them to see how we did programs in other countries that's how open they are because they also want to achieve some of the same things that we want to achieve.

Thanks, Tanya- I’m just noting that kind of one of the recurring themes throughout the comments is about the importance of building long-term relationships between the private sector and private foundations and government and the importance of really you know building trust into those relationships and not making them kind of really overly focused on particular transactions I was wondering if you agree with that assessment and it's out you mentioned a few things that seem key to building trust the road shows the sharing of information the kind of long-term collaboration of the lining around government priorities if there's anything else you would add there any advice you would give to other organizations who are seeking to build those long-term relationships I completely agree with you. I think it's more difficult than we know in some markets we're in we found that our partnerships with somebody else are the ones that open the door to another to managing another stakeholder so in some cases we'll work with the world vision and then we'll be world vision that has a good relationship or a UNICEF or on the corporate side we have a relationship you sometimes the influence or the way that you manage the stakeholder isn't directly depending on the markets that you are functioning in some regulators are more open than others and so we found that where regulation is a little bit more difficult sometimes you have to explore other pathways to get to to that and then at the same time also we also have to understand that some regulation is there for a reason so it's how are we how do we become flexible adaptive and innovative enough to respond to regulation how often are we able to reorganize ourselves as a team as a foundation as a business to address some of the regulatory changes and challenges and I think that that's one thing that our leadership has had to focus on we've had regulation thrown at us sometimes you fight back but other times you find ways in which you can be adaptive to make sure that you have the beneficiary in mind at the end and not the interests of your own goals and your own organization.

Caitlin if I may add please two lessons one the linked trust is a time-consuming process and therefore one will have to be Very patient the other is it may not be entirely efficient if a body is seen as a representative of the non-state I think we need to position ourselves as the representative of the child or the student and non-state is a mechanism to support that but non-state is not in in itself the end that we are all collectively pursuing is how to import quality education for every child and making that very clear to the government on day one is very important so so sort of segmenting ourselves to say we only involve ourselves in non-state initiatives perhaps could be counterproductive the idea is to be part of both state and non-state and come up with the most effective way no matter where it that way is found to achieve SDG4.

Caitlin, can I add? I couldn't agree more with both Nirav and Tanya look in such kind of engagements are hardly they are hardly rules that are written in in in books because context again as I said is so critical so you may find that there are certain constituencies that are much easier to deal with and there are certain others that are not easy to deal with our experience has shown that in most cases you you got to have that fast move for example with governments in a manner that doesn't put government in the defensive and I think that is really borrowing from the example of Tanya and Nirav so the government needs to see that you mean well when you're coming up with interventions you know and proposals another thing we have found is that when you get into you know meetings such as the what we call the local education groups which is really a mixture of you know the different constituencies you can find that they'll give you a good year because they're looking at things in a more broader manner than in terms of you know self-interest the other constituency that I think sometimes get ignored are the parliamentarians we have found in our experience that when you engage parliamentarians not when the issue has been brought to the flow of parliament but at the level where the sub-committees for example the sub-committee on education is engaging then you find that the issue is most likely to be supported when it comes to the flow of parliament so these are some of really the unique ways that you can really engage with government to have that that unified goal so i just wanted to add that thank you very much.

Thanks, Shem, thank you for adding that I think that's such an important point and something I haven't thought too much about myself so I think that's a really interesting avenue of further um further thought work and it would be great to learn from a day's expertise and experience doing that kind of thing so thank you just one last question before we kind of move to our um our final poll and that's about I mean one of the ways that I think the private sector really brings some of the creativity and the innovation that Tanya was mentioning in is around making our education systems very relevant and enabling pathways to employment for students and learners and for um students to be able to build their futures as they see fit so what role do you think I guess it's a question for all the panelists just to get your ideas on and I know. Nirav maybe we'll start with you because I think Kaizenvest does quite a bit of work on the future of work and the importance of relevant education but how do you see this coming into the equation is it one of the kinds of key competencies of the private sector one of the value adds and what does it look like going forward?

I absolutely think so. I do believe that it is the role of the non-state to continuously push the agenda and challenge the status quo. Yes, it is very true that we are still to even get to foundational a very large number of virtual but you know there is a fairly large number that has already reached there, and what next for them I mean we're not going to keep them static right so the growing importance for the example of social-emotional learning and how do we include that in the mix and not remain entirely focused on only the academic aspects so so totally agree with you that it is an important job of the non-state sector to push the agenda and not only push the agenda but also to then come up with innovative solutions for the government to be able to reach the targets that the new agenda would have created.

Thanks, Nirav. Tanya or Shem, any ideas or thoughts you want to add?

Like I said highlight foundation is 25 this year and the legacy program was giving scholarships but we quickly got to the point where we realized that we weren't doing the children any justice by not preparing them for life after having been through school under our scholarship program and it can be quite disheartening when you sponsor a child to go to school and afterwards they don't do anything and so we really had to shift our focus and the way that we invested when one of our most recent projects is really training students to create their own jobs what we've done is we're training students in agriculture we give them inputs we take them through leadership and an added academic training and then we invest in them and monitor them in in creating their output this last season there was a BBC report that said that and it was it was published by the world food program that eight million zimbabweans were going to go into starvation as a result of covet and droughts that is when we launched this program investing in young people investing in women at the end of the season the government also did the same climate smart agriculture program and we got inspiration from them that statistic became almost a lie right because of that intervention and our foundation contributed to four percent of the output through that program so we are seeing it's you know we have programs to train in tech but you know where you have power cuts and things like that it becomes you know your level of impact is very limited we found that yes it's good to have those interventions we have them but being practical and encouraging young people to uptake some of these professions that they had now deemed ancient and making them a lot more appealing and being practical about them creating their own livelihoods after school is extremely critical so we saw four percent last season we wanted we're doubling it in the next season and young people a lot more resilient than we know so we've taken a practical approach really starting with our beneficiaries and we've managed to scale it outwards.

Tanya has given one great dimension of how private sector you know can come in for us we also believe that for the private sector to get the kind of graduates or skills that they need they need to influence the provision of those skills you know from the demand side and therefore one way that we see private sector value is when they get involved in the development or the reforms of the curriculum the education sector curriculum because that that then streamlines the kind of skills that are to be imparted onto the learners and then at the same time we think that private sector can get more involved in the area of research especially when you look at higher education and especially so that it can shape the research to be addressing the needs of the communities you know the needs of the society so it is not abstract research but research that is really action oriented so we find that and we know that you know investing in r&d is not cheap and that's why we know many universities are struggling so private sector can really come in to do that because this issue of mismatch between skills supplied and skills demanded has become such a perennial issue especially in Africa and we know that very soon Africa is the youngest already but you could have perhaps you know the most young skillful people you know in the world and so we need to really prepare for that global you know bus that is going to come how can we prepare our youth not only to address Africa’s needs but also to address the needs of the global market because they're going to come to Africa as a market for skills so we need to really need to get the private sector involved in the curriculum then of course programs that as Tanya said their own programs you know on the job programs so that they also take them through you know the learning on the job and not only on the learners but also getting the teachers that the trainers to have some kind of programs in the private sector so that they can also have that practical experience so that they move away from theory and actually also impact you know practice because at the end of the day technical and vocational skills development has become one of the major areas for Africa and the African union has identified it as a priority area so what can private sector do what can they contribute to this thank you thank you.

Shem thank, you all so much for your thoughts on that question I think it's such an important one and one that we hope to explore more I’m mindful of the time and I think I’m running a bit like one minute over actually but I am going to ask you all one last final question so just mindful that there are about 100 people on the line here today stakeholders from across the world across the education sector what is your call to action what is your ask of this network going forward I’ll ask you to keep it very brief maybe 20 or 30 seconds or so just to be mindful of the time but any parting words and any part parting calls to action?

We need to contribute across all three if we really are serious about achieving the targets that we set for ourselves I would say be human-centered and people-focused how can we give people and communities a greater voice um and then just ensure that we put the funding where you know Africa is going to be the largest population in the future transfer statistics show making sure that funding goes to the issues that are going to affect the world in the next two decades.

I would say that maybe it is a high time we stopped preaching to the converted because those who are passionate about education already know the role and value of education it is high time we stepped out of that and engage other sectors who also see the role of education from the same lens that we see the role of education thank you all so much you have been such fantastic panelists and I have enjoyed so much listening and learning from you all and I really just can't, thank you enough for sharing your expertise and your experience with all of us um we really appreciate the support and insights and passion that you all have shared with the Education Finance Network to the team we're at large but also on this panel today thank you so much for taking your time and sharing your expertise and your insights with us I think we've all benefited from it I know that I have um so I think that just before we do a final close out of our panel discussion today.

We're going to do two more polls just to better understand the preferences of our participants here today so if you can open mendy.com again and put in the code that you see on the screen which is 6547 or you can scan the QR code on the right from your mobile device that should open up a couple of additional polls and I think the final question we would love to hear from our audience about is what are the main challenges to non-state education being mainstreamed and you can check as many as you think apply so feel free to to show to check as many boxes as you um you think are challenging that might include engagement with local government ministries of education ensuring non-state education is affordable accessible.

Looks like we have a few responses coming in on affordability accessibility that seems like it's the leading topic right now that might be a challenge um i see also it's pretty evenly dispersed at the moment among all of the different options here and i guess that's partly because we can check all that apply but I do see affordability accessibility as the leading topic right now give folks a couple more minutes just to add any final votes here see some of the priorities we've talked about today emerging a little bit too particularly around government engagement funding for high quality services navigating regulation but certainly affordability accessibility to low-income students that I think so far is the highest um so thanks so much maybe we'll move to our final question um and that's about our programming looking forward so this is your chance to influence our programming coming up in the next year or so and the topic here is the question here is what topic would you like to discuss in our next EFN meeting.

So we'll take your um we'll take your votes here too I think you can also check as many you can rank the options in terms of what your preference is thank you to everybody who's chiming in on these questions right now and yeah like jenny says in the chat if you have other suggestions for topic for topics of meetings feel free to put those in the chat actually shifting around a little bit how interesting um kind of a competition between the impact of covid19 and results based financing and education as the two kind of leading topics of interest um and then tied for a third we have public private structures and early childhood development so yeah we welcome additional thoughts on this and like liana said at the top of our discussion we do want to make this community and this network really responsive to the needs of the members so um so yeah please continue to stay in touch with us vote continue to vote in this poll but also, don't hesitate to reach out if you have further thoughts or want to talk about this question with the team at all. Thank you.

I just want to close out here and pass the floor to Amanda Fernandez who will give some closing remarks but just before I do that I want to give one final thank you to Shem, Nirav, and Tanya for their contributions both to the Education Finance Network into the panel today we really appreciate all your support and your remarks and we can't thank you enough so with that I will give this over to Amanda.

Hi everybody, can you hear me, okay? Everybody I'm Amanda Fernandez I’m the chief of party executive director of catalyze and I want to thank each and every one of you for your participation today in this kickoff event um I’d really like to acknowledge the work of the entire EFN team and putting this great event together I’ve learned a ton through participation and as well as the continued through support and guidance that we have gotten from USAID along this education finance journey over the last couple of years.

I also am here in as a sad replacement for our fearless leader in education finance on behalf of catalyzed Dr Michael Tetelman who leads this work very well and unfortunately couldn't be here today but I’ll do my best to fill in for him just to tell you a little bit about CATALYZE as a program in general in its simplest form mobilizes various forms of private capital for development and our vision is to foster economic growth in underserved sectors and frontier markets by leveraging capital in a number of sustainable ways and part of that is building strategic partnerships between private sector actors and governments catalyze in overall has a target goal of mobilizing 1.2 billion dollars in blended finance across many different sectors and areas such as education women's entrepreneurship and economic empowerment agriculture health child care social protection workforce development and to date we've been working in every continent in 27 countries with about 190 different partners from the public private sectors nonprofit et cetera and we've created development programming with 17 different USAID missions so we've been busy helping contribute to this ambitious vision the catalyzed edgy finance activity mobilizes blended finance through strategic use of USAID funds to increase private sector investment and to crowd in private capital for non-state schools and education enterprises and aid partner countries we launched edu finance in October 2019 and we will be working on this very important issue to gather the necessary data and evidence through September 2027 as the lead implementing partner for catalyze edu finance um palladium is going to be doing a few things we'll be linking USAID stakeholders in the blended finance and impact investment space and we're going to be adding tools and best practices developed and refined in innovative financing projects globally so that's the first slide um the network is really this network is really a key component in CATALYZE Edu Finance's strategy to develop partnerships that increase access to low cost quality education it's is really important cornerstone of our programming in this in this activity under catalyze and the vision for this community really encompasses a global education sector where disadvantaged learners have equitable and equal access to quality education where actors can improve the education enabling environment and where private capital flows more easily into the education broader ecosystem as such active participation in global and regional events are going to play a very crucial role in achieving the network's goals through increased public-private dialogue and of course mobilization of non-state resources.

So during this first year our community will be hosting a series of virtual meetings for its members and we will be disseminating multiple knowledge products like case studies thought leadership pieces and hopefully, an interactive evidence gap map to bring light to the role of non-state education in low and middle-income countries based on current literature so as you consider the value of joining the network and we definitely encourage everybody on this call to do so keep in mind this simple rule in the finance world which is where I come from and I spent a lot of my time in success breeds success right so when financial intermediaries and businesses witness their competitors making money by entering new sectors they quickly adapt they follow the money.

Likewise, I think we've heard in the education world when schools on one side of the world or in one department or geography see how others are achieving material gains and quality they also can very quickly adapt so sharing those lessons learned as well as financial and educational successes through networking and communication mechanisms like this network becomes so essential to all of us in achieving results in this very new space so I really do see this network as the place to be on the front lines of what's working in this really innovative space so please don't hesitate to be in touch with the Education Finance network team to learn more please become a member.

Thank you so much for your time and participating today. I enjoyed the conversation. I learned a ton and I will continue to do so in future meetings, so we hope to see you for the first global meeting on May 19th.

Thank you very much for your time.