

ES. I-50

Indicator	ES. I-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 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> <ul style="list-style-type: none"> • 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.

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	<ul style="list-style-type: none"> • 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>The extent to which an institution receives its funding from public or private sources does not determine the classification status of the institution.</p>
Primary SPS Linkage	ES.I
Linkage to Long-Term Outcome or Impact	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.
Indicator Type	Output
Reporting Type	Number
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 USAID Education Policy and toward Agency-level priorities in several areas of interest.
Reporting Frequency	Annual
Data Source(s)	<ul style="list-style-type: none"> • Official Government Records • Official Reports from Implementing Partner(s)
Bureau Owner(s)	<p>Agency: USAID Bureau and Office: DDI/EDU POC: Benjamin Sylla; Senior Education Advisor; Center for Education bsylla@usaid.gov Technical POC: Elena Walls; Senior Monitoring, Evaluation, and Learning Advisor; Center for Education ewalls@usaid.gov</p>
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