

Categorisation Framework for Partnerships between Government & Non-State Actors

Based on our landscape and literature review, we recognised a need to develop an updated framework that built on existing models and accounted for a wider range of partnerships. By re-categorising different types of partnerships between government and non-state actors through a new lens, our intention is that partners are able to identify new and possibly more sustainable and impactful ways of working to suit a country's education needs.

The framework consolidates and organises evidence on possible partnerships between government and non-state actors in education. It is structured around four key areas of an education partnership (A to D):

- A Component of Education Delivery for which the Government Seeks a Partner**
Identifies areas that can be delivered through non-state actors such as school management, infrastructure, pedagogy, or other school services.
- B Structure of the Partnership**
Describes the nature of the partnership between government and non-state actors and the level of control each partner has.
- C Funding Modality**
Lists the range of funding sources from entirely private funded to entirely government funded.
- D Level of Government System Negotiating**
Specifies the level at which the partnership operates, from national to school level.

How to interpret and use the framework in your work

- 1 Post Self-Assessment Application**
You will find the categorisation framework most useful once you have completed the Self-Assessment Tool (go to Section 5). Upon having greater clarity and understanding of the specific challenge you would like to solve for, and the resources and capacity available to you, based on the Self-Assessment, you can use the framework to identify which kind of partnership is most suitable to you.
- 2 Read the Key Areas Separately**
Each of the four key areas from A to D should be analysed and selected separately. The framework provides you with an understanding of the range of various partnership options, enabling you to choose the most appropriate options for your specific goals or challenges.

Categorisation Framework

A. Components of education that could be delivered using non-state actors

A1. School management	<ul style="list-style-type: none"> School leadership Human resources management School board, PTA and community engagement 	<ul style="list-style-type: none"> School vision and priorities Policy implementation (e.g. child safeguarding) Finance School governance
A2. Infrastructure	<ul style="list-style-type: none"> School construction ICT infrastructure 	<ul style="list-style-type: none"> Transport School maintenance
A3. Pedagogy in schools	<ul style="list-style-type: none"> Teacher training Teacher coaching & peer support School monitoring Core curriculum design Remediation support 	<ul style="list-style-type: none"> Teaching learning material online Teaching learning material offline Ancillary curriculum design Student assessments
A4. Other school services	<ul style="list-style-type: none"> Health and nutrition After school programmes/clubs Community engagement Career counselling Vocational training 	<ul style="list-style-type: none"> Learning assessments School monitoring and inspection EMIS design and operationalisation Teacher training system Teacher pay and allocation
A5. National policy	<ul style="list-style-type: none"> Teacher and leadership capacity building policy School construction planning School maintenance planning School ICT planning 	<ul style="list-style-type: none"> Inclusion and access strategies Policy research Policy development (consultation, and advocacy) Data-driven decision making
A6. Overall system coordination	<ul style="list-style-type: none"> Project, programme or system design Education financing and donor engagement Overall system coordination Project management units (PMU) Programme monitoring, evaluation, and learning 	

B. Form of government engagement with non-state actors

B1. Non-state actor-led delivery in public institutions

Schools or teacher training colleges run without state intervention

B2. Delivery partnerships for day-to-day schools administration

Non-state actors support government-run schools and have shared responsibilities for outcomes. Delivery partnerships can be for design, fundraising, resourcing, and/or management

B3. Delivery partnerships on specific components of education

Non-state actors support the government in the delivery of specific components within public schools

B4. Partner embedded in government

Government and non-state leadership work at the ministerial level to help design and implement state-wide programmes and policies

C. Funding modality

C1. Entirely donor or private funding

C2. Government funding for staffing and infrastructure

C3. Government funding for additional education services

C4. Blended finance (Outcomes paid for by donors, impact investors or governments)

C5. Entirely government funded

D. Level of system negotiating

D1. National

D2. District, regional, provincial or state

D3. School