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A Blueprint

A Self-Sustaining Model for Educating Every Child in the
Developing World

Frank Shooster No Forgotten Kids

Overview

- 01** The Failure of the Aid-Transfer Model
- 02** Teacher Reach and Multigrade Flexibility
- 03** Rural Logistics: The Hub-and-Spoke Topology
- 04** The School as an Economic Development Center
- 05** Scale, Retention, and Quality Inputs
- 06** Ownership, Borrowing, and the Collective Endowment
- 07** The “Last Mile” and Cash Allocation
- 08** Conclusion

THE PROBLEM

The crisis is not underfunding — it is architecture

Decades of effort and tens of billions of dollars have left the numbers essentially unchanged.

270M

children of school age are not in
school at all

~800M

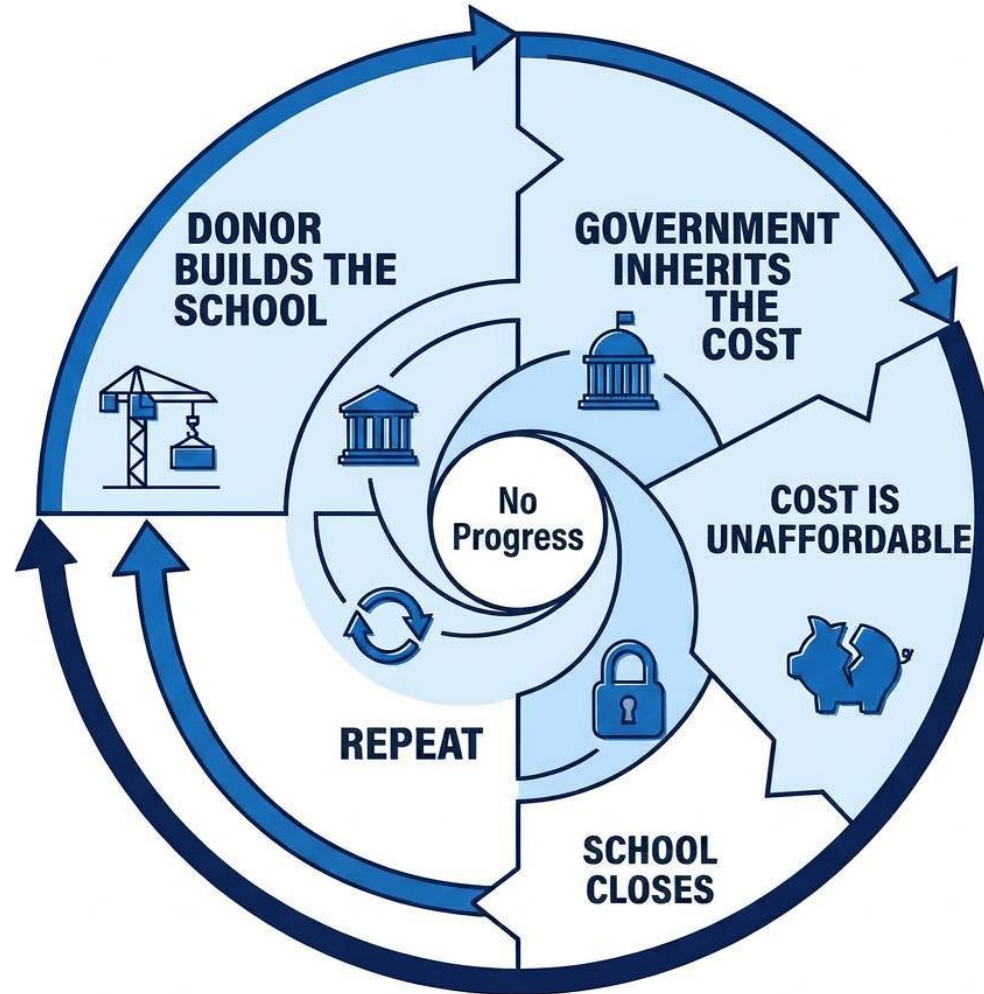
more attend school but cannot
read a basic sentence

55+

countries where the crisis is
structural

THE PROBLEM

The aid cycle that keeps repeating



Four failure modes

1 The cost is too high

3 The school is a cost center

2 No community ownership

4 The last child is unreachable

Seventy-eight interventions, integrated



01

Cost & Revenue



02

**Learning
Outcomes**

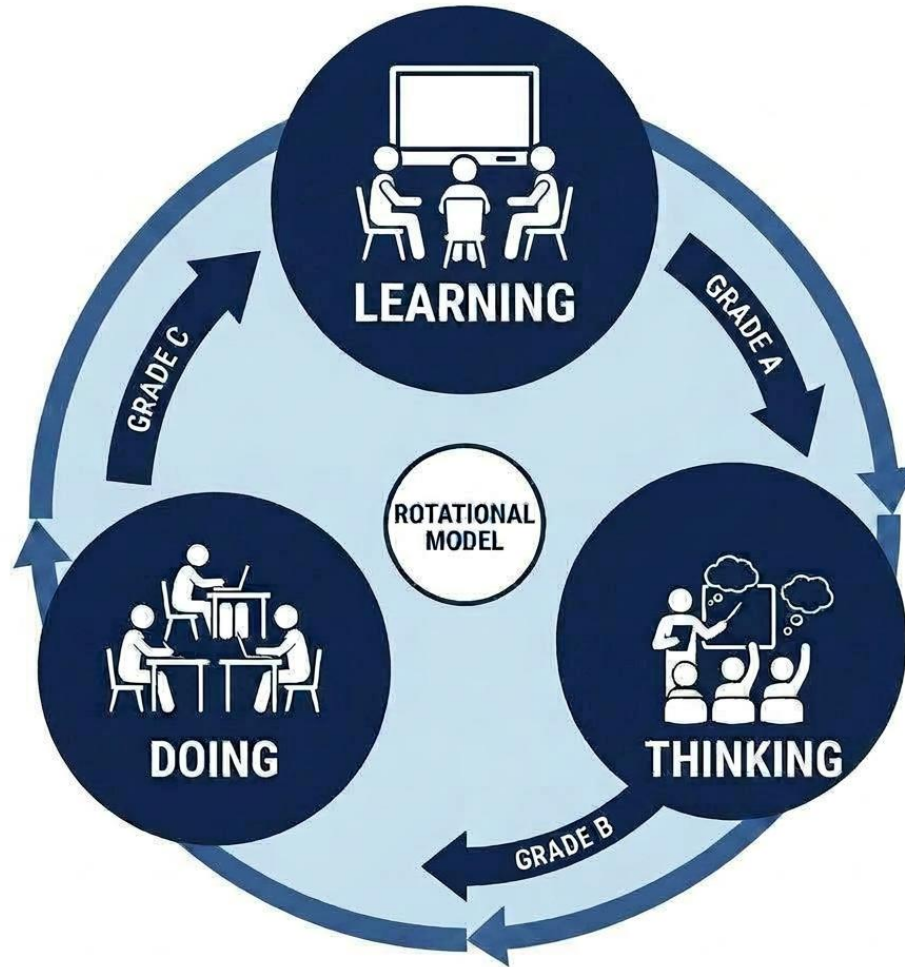


03

**Special
Populations**

This model is unique in its integration of all interventions in one framework.

One teacher, six times the reach



56-minute “Learning, Thinking, Doing” cycle

Multigrade classrooms

Two shifts for each teacher

Scaling the country's best teaching

The Best Teachers Contest

- A national, open competition.
- Their teaching is broadcast to every cluster.
- The feed is recorded and content is also reusable.
- The winners gain national reputation & reach children nationwide.

Why Quality Does Not Suffer

- The broadcast layer carries what scales without loss.
- The project layer carries applied work that needs supervision.
- What remains for the teacher is the part only they can do.

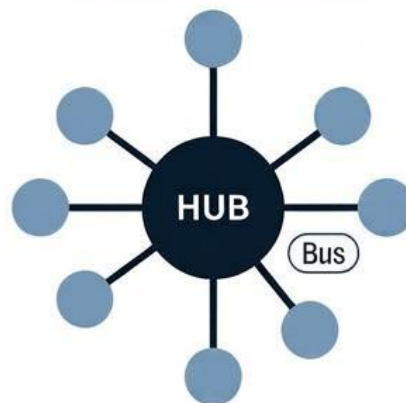
Bring the school to the child

A central hub feeds satellite spokes, so distance stops being the barrier to attendance. Radio fills in the gaps.

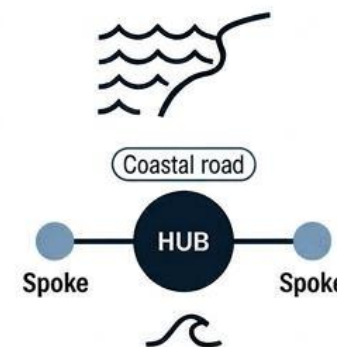
CLUSTER TOPOLOGY — ONE MODEL, SIX TERRAINS

● Hub ● Spoke ○ Node

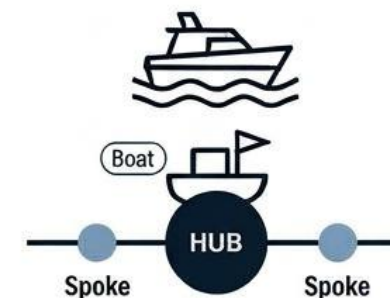
1 **RURAL**
Spokes ring a central hub



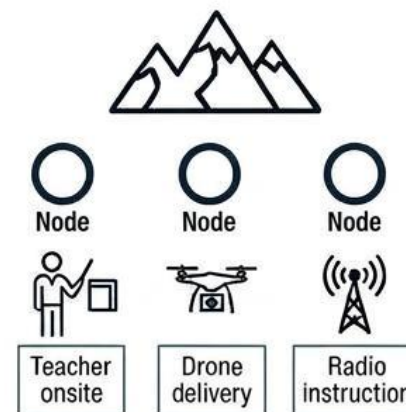
2 **COASTAL**
A single line along the shore



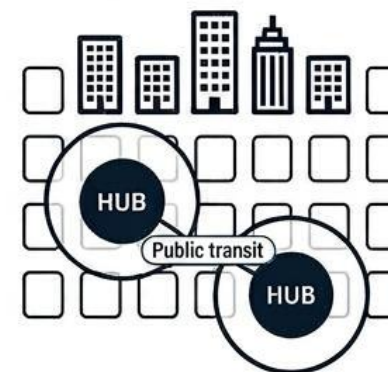
3 **RIVER**
The hub is a boat



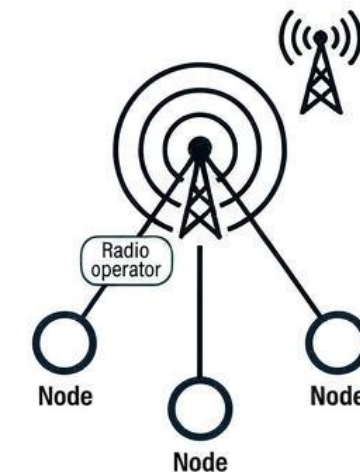
4 **MOUNTAIN**
Standalone nodes, no hub



5 **CITY**
Large schools stand alone



6 **CONFLICT AREA**
Nodes wherever access allows



A school that is an asset, not a liability

The Blueprint replaces the donor model with a community-owned economic engine.

1

**Every child
included**

2

**Communities
own permanently**

3

**The system pays
for itself**

Education stops being a liability that must be funded forever and becomes an investable asset class.

Six apprenticeship lines



Carpentry



Textiles



**Mechanical
Engineering**



Agriculture



Administration



Teaching

STRICT CHILD-LABOR SAFEGUARDS

Cost Saving Interventions

Split Sessions + Trimester Calendar

Double capacity per building → $-\$115/\text{child}$

Multi-Grade Teaching / Rotational Learning

Equivalent outcomes, 40–60% cost → $-\$95/\text{child}$

Hub-and-Spoke Architecture

Shared specialists & facilities → $-\$18/\text{child}$

Community Construction

CEB / bamboo / owner-built → $-\$55/\text{child}$

CSE Labor Contribution

~4.5 hrs/month per family → $-\$23/\text{child}$

Cost Waterfall: \$500 - \$194 per Child

25 cost-saving interventions reduce per-child cost by 61% No quality compromise



\$194 All-in annual cost per child · Includes NFK management fee · Amortizes construction over 20-year facility life · 25 cost-saving interventions operating simultaneously · No intervention compromises quality

Revenue Interventions

Revenue Mix: \$342 per Child per Year

19 revenue interventions across 6 categories School operates as economic engine, not cost center



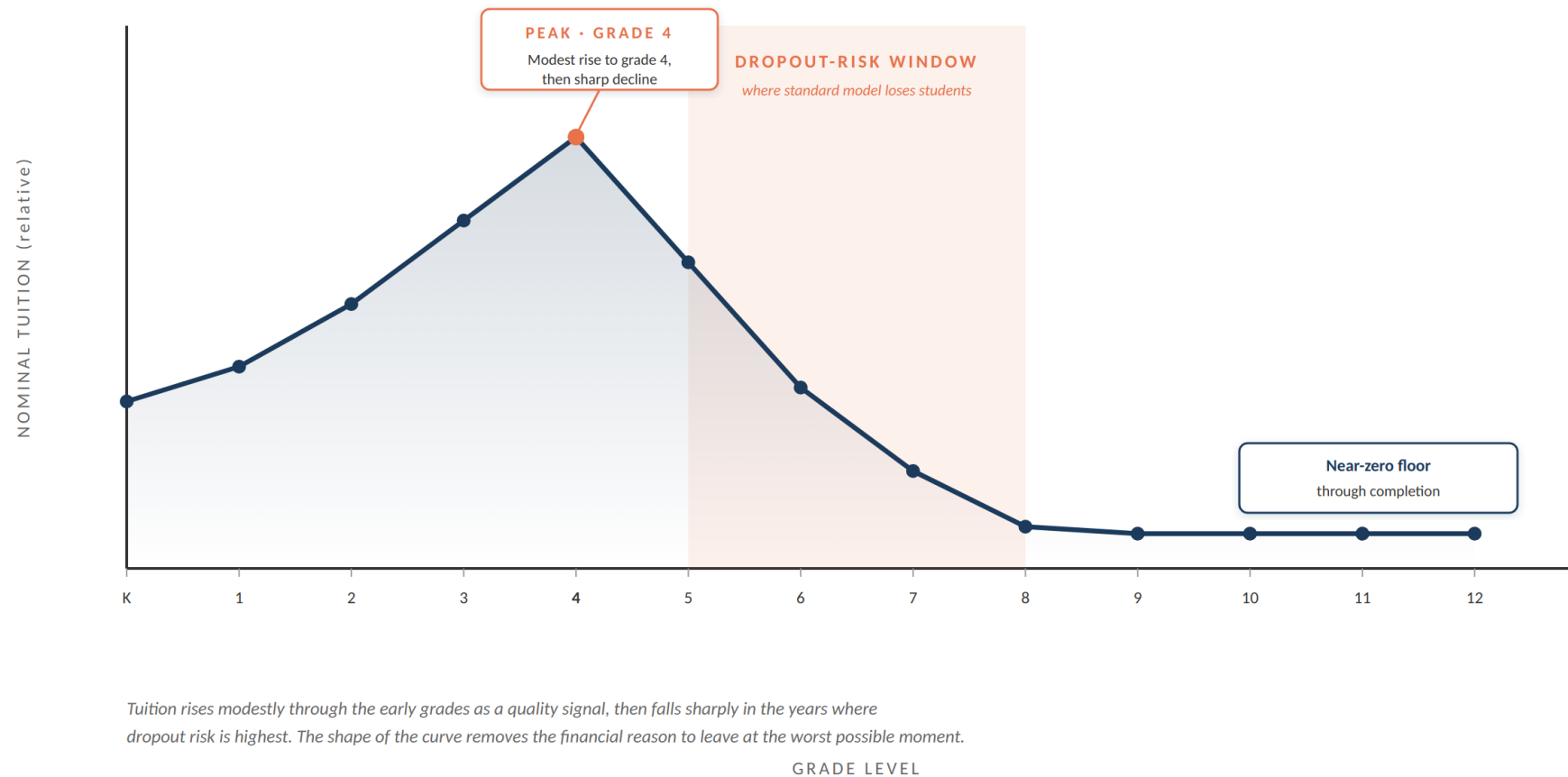
Revenue by Category



Revenue-Cost Surplus $\$342 - \$194 = \$148$ / Child - Funds expansion and improvements **+ \$148**

Keeping children enrolled

DIAGRAM 4
The Scale-Retention Tuition Curve



Ownership that cannot be taken back

Each cluster is held in a Community Land Trust — a legal entity, registered under the host country's law, with title to the land and buildings.

01

Elected trustees

02

Charter limits

03

**The durable
answer**

Three layers of capital, three jobs

1 Launch grant

One-time philanthropic investment

2 Collective Endowment

Self-replenishing through internal tax allocations and surplus

3 Non-recourse private capital

Repaid from project-specific revenue

Non-recourse means external capital funds expansion without ever putting community ownership at risk.

The marginal child is the highest-return child

7× more to reach a last-mile child — yet they yield the largest social dividend (Heckman, 2006).

Inverted cost logic

Smaller, more flexible

Cross-subsidized

No child is excluded.

Radio instruction — no government subsidy

Funded by institutional sponsorship

- Brief acknowledgments at the start and close
- No product advertisement or commercials
- No government subsidy

The kit is simple

- A radio receiver
- A solar charger
- A cluster-printed workbook
- A community member to supervise
- A teacher visit once a week

Académie Lead Haiti, near Milot

Already operating

- Solar array, agricultural enterprise, feeding program
- A 30-station computer lab on cluster WiFi
- Community vehicle used as an ambulance
- Locally appointed governance structure

The next 18–24 months

- Build the full integrated cluster
- A published go / no-go decision at the end of the window

TWO CONVERSATIONS

The justice argument matters — and should continue.

We are not waiting for aid. We are building sovereignty — one cluster at a time, owned by the communities that operate it, on terms the communities themselves set.

Evidence Base

Key Citations

- [1] UNESCO (2024). Global Education Monitoring Report. Paris: UNESCO Publishing.
- [2] World Bank (2022). Learning Poverty: Historical Data and Projections. Washington, DC: World Bank Group.
- [3] Heckman, J. J. (2006). Skill formation and the economics of investing in disadvantaged children. *Science*, 312(5782), 1900–1902.
- [4] Hanushek, E. A., & Woessmann, L. (2015). *The Knowledge Capital of Nations: Education and the Economics of Growth*. MIT Press.
- [5] Global Education Evidence Advisory Panel (2023). *Cost-Effective Approaches to Improve Global Learning*. World Bank / FCDO.

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