Lesson No.29

RELEVANCE AND PARTICIPATION

Topic 136

Relevance and Participation

Relevance is the raison d'etre of population education. Its goal is to improve learners' and nations' abilities to deal effectively with population issues.

This is a most practical concern. The challenge facing population educators is to ensure that, in translating this goal into action, the program retains its focus on the needs of the learners, their families, communities and societies.

Furthermore, there is an increasing recognition that learners need to participate more in the various planning and implementation stages of population education programs but, in most cases their participation is still more spoken of than practiced. In the absence of mass participation in pre-program activities, who can stand in for the learners?

How does the educator avoid imposing his perception of need on them? Can efforts to increase learners' participation at the local level be generalized when programs are being designed for provinces/states and regions within countries or when a national program is being planned.

Topic 137

Program Planning/ Implementation

Formal education systems in the developing world and in most industrialized nations are financed and directed largely from the national center. Deciding how these systems can be responsive to the needs of learners in different parts of the country, in different racial and ethnic groups, in different social and economic classes is another problem for population educators.

The academic organization of schools has not always been sufficiently in tune with these differences, and this has contributed to the recent disillusionment over schooling in many parts of the world.

Nationally-directed out-of-school programs are also likely to face the same problem unless special efforts are made to localize their activities. Decentralization, in both school and out-of-school programs, of teacher training, of program planning, of curriculum and material development is usually difficult to achieve because of the large-scale programs and the usual shortages of resources.

Topic 138

Future Oriented learning

In school programs, many of the population related decisions likely to be considered are those that will be made in the future: where to live, when and if to marry, when and if to have children and so on. Even out-of-school programs for adults educate for future decisions, although this future may not be distant as it is for many school children.

In addition, the repercussions of these decisions may be spread over a number of years. This presents special problems for population educators, because the situation may change between the end of the educational process and the time for decision.

This raises the problem of how best to train for an unknown future, how to reinforce the learning process so that the content will be better retained, how to emphasize the process of finding solutions rather than the solutions themselves.

Viewing population education in a lifelong context emphasizes the importance of further development for both school and out-of-school programs and the need to link these efforts through all available educational settings and channels. But the linking together of the various parts of the total educational and learning system of a society --- school and out-of-school ---- is quite a complex enterprise, still in the first steps of its development.

Topic 139

Persuasion and prescription 1

No education system, anywhere in world is free from some degree of persuasion and prescription, despite the theoretical commitment to truth telling. Training for citizenship and developing the sense of being part of a nation usually involves elements of conditioning. Furthermore, no educational process can be totally value free, because any selection of facts involves conscious and unconscious value choices.

Population education faces these general problems and is also potentially confronted with a more direct conflict between theory and practice: the degree to which the educational system can or should directly support the population policies of the nation.If the government has determined that the small family shall be the norm, or that migration must take place in order to relieve dense population, or that country's population should increase, what is the proper and possible role of the educational system?

Topic 140

Persuasion and prescription 2

Should the system adopt these prescriptions as educational goals? Or should it assume a value- fair stance in which various points of view are examined (even though some may have more weight than others) and the decision left to the learners?

Obviously, such a statement of issues is overly simplistic but it helps to focus on one of the key issues facing the population educator in planning and implementing his program.

And even if it is decided that a prescriptive approach is necessary (either because of the severity of a population situation because government policy would not permit otherwise), the efficacy of prescription is, in certain circumstances, questionable.

Lesson No.30

POPULATION STUDIES

Topic 141

Population Studies

Population education is not an attempt to develop a new discipline. Although demography and folk demography form the core of knowledge needed for population education, they do not cover the whole range of issues involved.

Facts, theories and concepts from a broad spectrum of academic disciplines and professional fields are needed to help individuals and societies fully understand population interactions and thus the effect of population factors on the quality of their individual and collective lives. The sum of this knowledge is referred to as population studies.

These studies raise a number of issues. Since the potential sources of information are vast, and since culture and ideology, among other things, will play a large role in determining what is most relevant to the needs of any particular group, there Is no agreement on what should or should not be included.

Various factors and assumptions act as filters in determining the priority given to areas of knowledge and the framework used to organize the knowledge selected for inclusion.

Unfortunately, much of what is known deals with larger population units, making it difficult to extrapolate findings that can be applied to smaller units, like the community, the family and the individual. This encourages the generalized belief that population education deals primarily with national or global concerns, whereas in reality, the problem is caused by the inadequacy of available data.

Topic 142

Methodological issues

The emphasis on relevance, decision-making and future orientation raises questions concerning the methods to be used in population education activities: are certain methods particularly suited to population education? Intuitively, it might be suggested that methods which emphasize learner

participation and practice of various skills would achieve the results desired by the population educator.

For example, it seems that effective decision making can best be learned through a process which actually involves the making of decisions. However, little evidence exists to support or refute this contention. There are also problems of reinforcement and transfer of learning from one context to another.

Methodological issues also concern effectiveness of different ways of adding population education to the school curriculum ----- whether it should be integrated with other materials or given separate courses ---- and the way it is related to out-of-school programs.

Topic 143

Population Education/Other "Educations"

A number of other educational activities share some of the content associated with population education. The greatest confusion that arises concerns population education's relation to sex education, family life education, environmental education and development education.

Differences in goals and objectives give population education a separate identity at the present stage of its development. However, future developments may bring interests closer together and blur present dividing lines.

Topic 144

Population Education and the Media

Concerns about population issues has stimulated activities among people working in the field of information and communication, just as it has stimulated educators. These activities are potentially mutually supporting. Educators certainly need to know what the communicators are doing since informal learning through various media has an impact on the learning that takes place in school and out-of-school settings.

However, these activities have differences: first, the educator is concerned essentially with a continuous process of interaction between learners and teachers. Although communication media can be of considerable use to the educator, the media specialist has so far been primarily involved in a process of transmitting information.

Second, much of work in communication has tended to be heavily prescriptive, urging support for particular decisions rather than exploring the consequences of these decisions.

In particular, most although not all information and motivation activities have been aimed at supporting family-planning activities and at decreasing family size ---- aims which, as has been stressed, are not necessarily those of population education.

Lesson No.31

RESEARCH FOR PROGRAM DEVELOPMENT

Topic 145

Research for Program Development

Although it is recognized that program development cannot always wait for research results, it is equally clear that a broader research agenda needs to be initiated now so that future programs can be planned more rationally and systematically.

Systematic research – investigations that might survey, for example the relevant literature concerning the nature of the learner and his learning context

Basic research – studies that might indicate, for example how learners acquire population related concepts in a variety of settings.

Program research – investigation that might establish, for example the comparative efficiency of different strategies in reaching particular audiences

The continued absence of research findings in these areas appears to be one of the major barriers to the further progress in the conceptual and methodological development of population education

Topic 146

Conclusion

Few of the conceptual and methodological issues confronting population education are likely to be solved in the immediate future. One objective is to identify issues and clarify difficulties so that population educators and educators working in related fields can focus attention on their solution.A second purpose is to identify areas where development is needed to indicate those that can be dealt with by alternative strategies or by research.

In surveying the present status of population education, it is recognized that much remains to be accomplished if present population education theory is to match population education practice

Topic 147

Innovation and Renovation

An important goal often suggested for population education concerns the contribution it might make to educational renovation and innovation by introducing new content and methodologies.

So far, the introduction of population education in school and out-of-school programs has, in the main, simply meant adding and integrating new content. In a very limited sense, these additions may be thought of as innovatory insofar as any extra content implies at least some re-organization of a learning system.

But population education programs have generally used the methods and approaches of the educational systems of which they were a part.

Today, many educators argue that goals of population education require teaching/learning methods which will be innovatory and renovator in most education systems, in traditional or formal settings and where the teaching/learning process tends to be teacher rather than learning oriented, the focus of population education upon learner evaluation, decision making and response will represent a significant shift in emphasis.

Here, the methods implied by these goals can rightly be viewed as proposals of change.

In systems already using less formal and learner-centered approaches population education is bound to reinforce the trends towards innovation and renovations.

In case of educational or learning systems, which are not being significantly changed, it is unlikely of course that introducing a population education program would in itself greatly modify the system.

However, in the educational settings undergoing change in organization and content, population education can contribute to these changes ---- particularly where innovation and renovation is directed toward interdisciplinary organization or integration of content, increased relevance, increased learner participation and the acquisitions of skills which will still be useful later in life.

Topic 148

Population Education: Integration

Some scholars consider that population education programs and particularly school programs -- are an integral part of other "educations", such as developmental education or environmental education.

They argue that the goals and objectives of population education should reflect these "broader frame works" and might be appropriately and meaningfully integrated into them.

Before passing on to the question of integration, it seems necessary to indicate briefly the goals of both population education and other educational programs which are in some way related to population education.

Lesson No.32

PRIVATIZATION OF EDUCATION

Topic 149

Introduction of Privatization

The term privatization is the transfer of activities, assets and responsibilities from government/public institutions and organizations to private individuals and agencies.

Definition

'Privatization' is also thought of as a 'liberalization' --- where agents are freed from government regulations, or as 'marketization' --- where new markets are created as alternatives to government services or state allocation systems.

The trend towards privatization is strong. It is taking place in many countries and within many sectors of the economy. The education sector, because it is a large expenditure item in government budgets, often faces pressure to privatize.

Topic 150

Three forms of Privatization 1

The three most common privatization forms include:

1. **Private Provision**

Education can be provided by private agencies, such as privately owned and managed schools or universities.

It need not be provided through government-run institutions; instead, private schools could be operated by religious groups, for-profit entrepreneurs, charities, or other interested parties.

Indeed, many families already prefer the private option and choose to forgo the free, public education systems. Internationally, the proportion of students who are educated by private providers varies substantially.

For example:

- In the United States, approximately 11 per cent of school-age children are in private schools, mostly at the elementary level.
- In the Netherlands, the proportion of schools administered by private school boards is almost 70%. Although, these schools in the Netherlands are privately operated, they do receive public funds.
- Denmark has a system of publicly funded private schools that enroll about two-thirds of all students, most of which are religiously affiliated.
- In Belgium, around 50 per cent of all student enrolments are in private schools.
- There is an equally broad mix of public-private provision in higher education in the Philippines, where over 75 per cent of students are enrolled in private universities
- In the United Kingdom and much of continental Europe, the proportion is almost zero.

Topic 151

2. Private Funding

Education can be funded by private individuals rather than through government subsidies. Privatization may therefore mean that parents pay for schooling rather than the government (via tax revenues).

Often, private schools are supported directly through tuition fees paid by students' families, but in many cases, both families and governments contribute funds in a cost-sharing approach.

Public universities in the United States charge tuition fees, but these only cover approximately half of the total costs, the remainder being covered by government subsidies.

In the Republic of Korea, private education spending on schooling and on additional tutoring in subjects not covered in school amounts to approximately the same total as that of government expenditures.

In many developing countries, families must pay additional 'top-up' fees to the local state funded schools (e.g. for textbooks or classroom materials). So, privatization also occurs when a portion of the total funding is paid by families instead of by the government.

Topic 152

3. Private Regulation

Education services can be monitored by those who receive the services directly, i.e. the students and their families.

They will make sure that the education is of satisfactory standard --- either by refusing to enroll at poor quality schools or by demanding better services.

Privatization can include giving parents more choice over what goes on in schools, or what types of school are available, even where all these choices are within the public sector.

Also, governments can regulate education: states often set compulsory schooling laws and monitor schools' performance through inspection systems, audits and accountability frameworks.

In England and Wales, schools are inspected by the Office for Standards in Education (OFSTED), a government agency that monitors educational quality.

In Denmark, all schools --- whether they be privately operated or run by the state --- must meet state accountability requirements with regard to teacher licensing, a core curriculum, and academic standards for the students.

The alternative to these government-run information systems is a private market in information, where parents make their own school-choice decisions based on their personal preferences.

Lesson No.33

PRIVATIZATION POLICIES IN EDUCATION I

Topic 153

Privatization Policies in Education 1

Privatization trends are developing as education policies across each of the three sectors of primary, secondary and tertiary education. The main policies and programs include:

1. **Educational Vouchers**

Vouchers are educational coupons that entitle each student to a prescribed amount of schooling.

A voucher system is very different. Each student is allocated an annual amount of funding that could be used to enroll in any eligible school.

The schools obtain revenues based on the number of students who enroll: if not enough students enroll in a particular school, that school has to cut its costs or close.

Education under a voucher system still involves government funding, but it need not involve government provision of schools.

By giving parents the power of being able to freely use the voucher, private choices are significantly expanded.

Vouchers need not cover all the costs of schooling, but may simply serve as an incremental inducement to enrolment.

In Guatemala, scholarships are targeted at female students, whose enrolment rates are typically low.

Topic 154

2. **Public School Liberalization**

Liberalization would involve reducing the 'red tape' and bureaucracy that public schools face, making them more efficient and more flexible.

With fewer regulations, public schools may be better able to respond to changes in students' needs, and in the prices of key inputs, such as teachers. One way to reduce the number of rules is to create new schools that are clearly exempt from them.

During the 1990s, many states in the United States passed laws permitting charter schools; these are government-funded schools, but they are subject to fewer regulations than regular public schools.

By 2002, there were over 2,700 charter schools in about 37 states, catering to students of various

socio- economic groups and with different educational preferences.

Topic 155

3. **Private Contracting**

Schools provide a range of services under the title 'education'. These include instruction, but they also provide food, sports facilities and welfare counseling.

Many of these ancillary services could be provided by private firms under contract rather than by government agencies. If private contractors are more efficient at delivery, then governments may seek to encourage more contracting of educational services.

Given this large number of services that schools provide that are not directly educational, numerous companies have emerged as contractors to the schools for textbooks, food, transport and cleaning services.

In the United States in the 1990s, a new niche opened up in the form of Educational Management Organizations (EMOs). These companies supply management services to schools (i.e. student assessment, budgeting and administration).

Private contracting may therefore allow a school district to concentrate on education without also having to operate a cafeteria or transport service.

Topic 156

4. **Tuition Credits and Deductions**

One way to encourage private expenditures on education is to make those expenditures exempt from taxes.

A tax credit is where either the total amount or some portion of the permissible expenditure is subtracted from the amount of tax that is owed by the individual.

A tax deduction is where the permissible amount is deducted from the gross taxable assets of the individual.

If families benefit from either type of tax advantage from the purchase of education-related services, they are likely to buy more of them. These services can be provided either by public schools or private companies.

Lesson No.34

PRIVATIZATION POLICIES IN EDUCATION II

Topic 157

1. **Subsidies and Assistance Grants**

One way to foster competition between public and private schools --- in a form similar to that of an educational voucher --- is to give subsidies or assistance grants directly to private schools.

Where these grants reduce the fees that private schools charge, families will be attracted to the private sector. These grants may reduce the financial burden on the public sector.

2. **Home – Schooling**

Some families believe that neither existing public nor private schools can deliver an appropriate or desirable education for their children. These families may opt out of the education system entirely and school their children at home.

This is the ultimate form of education privatization: privately funded, privately provided, and monitored only very lightly by government agencies.

In the United States, home-schooling is a legitimate way of meeting the compulsory schooling laws, and over 800,000 students (1.7 per cent of all school-age children) are estimated to spend at least two years as home-schoolers.

Topic 158

3. **Private Payments**

More common, however, is the partial step towards such home-sourced privatization through payments by families for supplementary schooling. In some countries, it is also referred as

home- tuitions.
Many households directly contribute a large share of their household income to education through private tutoring or exam preparation. These payments are used to augment the schooling provided by the government.

4. **Competition among Schools and Education Agencies**

One way of creating an education market is to encourage schools or agencies at other levels to compete with each other.
Where a school has a captive market or monopoly, it is less likely that it will respond to students' needs. In contrast, where families have a choice of schools, they will select the one that best meets their needs.
Therefore, one privatization reform would involve creating systems wherein schools compete with each other to offer the highest quality education.

Topic 159

Implementing Privatization Programs

Overall, there are many opportunities to privatize the provision, funding and accountability of educational services. Indeed, international reviews of the demand-side and supply-side policies show that many countries have implemented some form of privatization.
For example, grant schemes for students in private schools have been tried in Brazil, Botswana, China, Ghana, India, Mauritius and the United Republic of Tanzania.
Bursaries and targeted scholarships in private schools have been implemented in Bangladesh, Brazil, China, Colombia, Gambia, Guatemala, Indonesia, Mexico, Morocco, Mozambique, Senegal and the United Republic of Tanzania.

Topic 160

Implementing Privatization Programs 2

These countries, which span the continents, have different education systems, as well as different labor markets. The multitude of these programs suggests that education privatization is a practicable possibility.
There are many experiences across different countries at different stages in the process of privatization.
Policy makers must decide which of these reforms is appropriate, and which would have the greatest impact in raising the quality of educational services, allocating resources fairly, and meeting the needs ofsociety.

Lesson No.35

WHY IS PRIVATIZATION HAPPENING?

Topic 161

Why is Privatization Happening? 1

There are many factors driving privatization in education. These factors differ in intensity between countries and across the three sectors of primary, secondary and tertiary education.
It is worth noting that some advocates of privatization are motivated by an ideological commitment to individual rights over government intervention. These advocates believe that a family's right to choose its own education is paramount.
Other advocates may stress efficiency; detractors may argue that any private education system based on ability-to-pay is inequitable.
The conventional view is to see privatization as a way of redressing the balance from government involvement to greater autonomy for families. Both government and family are important, and privatization shifts emphasis on to the latter relative to the former.

Topic 162

Why is Privatization Happening? 2

Following are the dominant pressures for Privatization:

1. Demand – Side Pressures

The first factor that can be cited to explain privatization in education is simple: many parents want it. In many countries, education is viewed as an important way to gain social and economic advancement.

Therefore, the demand for education is high, and if governments cannot afford to provide and fund quality education, then parents seek private suppliers.

This type of demand is 'excess demand', over and above what is provided by the government.

In addition, many parents want for their children an education different from that offered in public schools. This is 'differentiated demand' and it may encourage privatization across all three sectors.

Both excess and differentiated demand have increased in recent decades.

Excess demand has grown because education has become more important for social and economic betterment: to get high-paying jobs, for example, workers must have a high level of skills and credentials that are only available from universities.

Differentiated demand has grown for two reasons.

One is that many public schools offer education that is standardized or uniform. The greater the uniformity in the public schools, the larger the number of parents who will seek differentiated demand.

The other reason is that economies and societies have become much more specialized. Many more trades and occupations have developed, and the education system must cater to these.

Topic 163

Why is Privatization Happening? 3

2. Supply-side Pressures

The second factor that motivates privatization is the decline in the quality of, and in some cases the reductions in funds available to, the public sector.

Many parents may feel that the local public school is inefficient in providing education of the type that is most needed; this dissatisfaction is reported by parents in very basic terms (such as the inability of the school to guarantee their children's safety).

In some cases, enrolments have expanded much faster than funding, resulting in overcrowding, large classes, and double or triple shifts for delivery of instruction. Part of the perceived decline in quality may be a consequence of a fall in per-student funding.

Higher education often has a high cost per unit, governments expect students to bear an increasing financial burden for their higher education.

These pressures have thus prompted a number of privatization-type reforms to include private payments by students, the creation of private institutions, and resource allocation based on performance.

Another explanation for the perceived decline in quality may be that the public-school system has reached a capacity constraint. With rapid population growth, government schools may be overcrowded; therefore, private school providers are needed.

In the Dominican Republic, for instance, private schools are subsidized if they enroll low-income students where the public schools are at excess capacity.

Topic 164

Why is Privatization Happening? 4

3. General Pressures

In addition to these push-and-pull pressures discussed previously, there are general pressures to privatize education systems. One such factor is global economic and social change.

Globalization, linked with market liberalization, has both pressured and encouraged governments to seek more efficient, more flexible, and more expansive education systems. Privatization may be one response to these changes.

Another factor that explains some of the growth in privatization is the encouragement of world aid agencies, such as the World Bank. Within the last decade, for example, the World Bank has given assistance to countries like El Salvador, Indonesia, Mali, and the Dominican Republic.

Lesson No.36

PRIVATIZATION IN PAKISTAN

Topic 165

Privatization in Pakistan I

Private provision of education is not new in Pakistan. At the time of its inception in 1947, the state promised universal primary education as well as sought 'other actors' to participate in realizing it. It justified the need for participation of the extra-state actors in view of lack of resources.

Since then, the private schools have existed in the form of madrassahs, Christian missionary schools as well as schools run by business entrepreneurs and non-governmental organizations.

The growth of private schools received a serious setback due to government's drive for nationalization in 1972. Their role was revived after denationalization in late 1980s but little is known about the dynamics of pre- and post-denationalization differences due to absence of data.

Minimal research was carried out on the role of the private sector in education after denationalization. This deficiency was partly due to lack of a population census in Pakistan between 1981 and 1998.

Until the late 1990s, it was believed that the private schools were largely serving the elite segments of Pakistani population. After denationalization, growth of private schools was no more an urban elite phenomenon.

Topic 166

Privatization in Pakistan 2

Over the past few years, data has shown that private provision of education has also become a significant phenomenon in the rural areas of Pakistan. Schools have started spreading in rural areas rapidly and are affordable to middle and even low-income groups.

Some view the rise of private schooling as complementary to the governmental efforts for achieving “Education for All”, others consider it as an inevitable change due to the emergence of marketplaces and shrinking role of the state in the provision of public good.

This is evident from the growing share of private sector in number of educational institutions, national workforce of teachers and enrolment especially since 2000.

Topic 167

Privatization in Pakistan 3

Year 2000 is important in the sense that international community began to exert great pressure on developing countries like Pakistan for achieving Millennium Development Goals (MDGs).

This pressure was one of the most important forces which moved the Pakistani government to accelerate its efforts for achieving universal primary education and as a result it supported the emergence of private sector education in a liberal policy framework.

Lesson No.37

FINANCING PRIVATE EDUCATION IN PAKISTAN

Topic 168

Financing private Education in Pakistan I

The size of private sector engaged in delivery of education services and its rapid growth in terms of number of institutions, teachers and enrolment draw attention to some fundamental

questions pertaining to financing of private education in Pakistan.

- How much does the private sector invest in education annually?
- How much do different types of private schools cost to children from households in low-, middle- and high- income groups?
- How much profit do the private schools earn?
- How does the fee structure correlate with quality of education in private schools?
- To what extent does the cost of private provision of education vary in different regions and in urban and rural areas?

Topic 169

Financing Private Education Pakistan 2

The data available to answer these and similar questions related to financing of private education is insufficient and whatever is available is too much scattered.

The deficiency of data is evident from the fact that the most comprehensive set of financing statistics are available only in the Census of Private Educational Institutions 1999-2000.

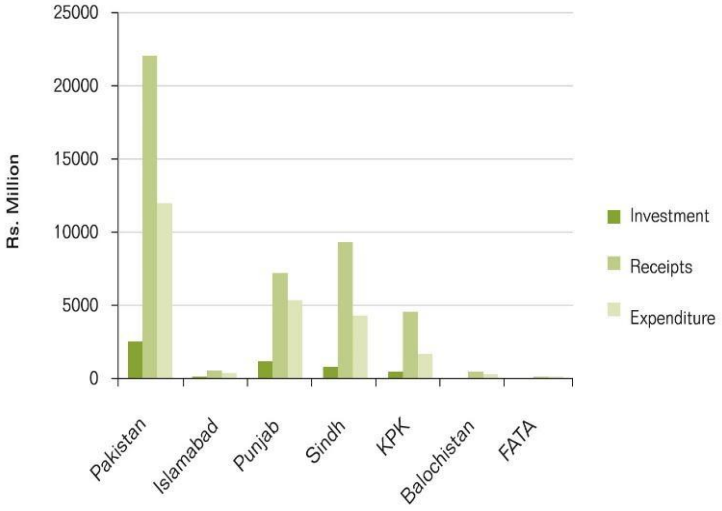
Since then, considerable changes might have occurred in trends and patterns of investment, receipts and expenditure of private educational institutions but it is difficult to analyze those changes because National Education Census 2005 and NEMIS haven't collected this information.

The Census 1999-2000 showed that annual investment by the private sector was Rs. 2.5 billion whereas the recurrent expenditure amounted to about Rs.12 billion in the year preceding the Census.

Topic 170

Financing Private Education Pakistan 3

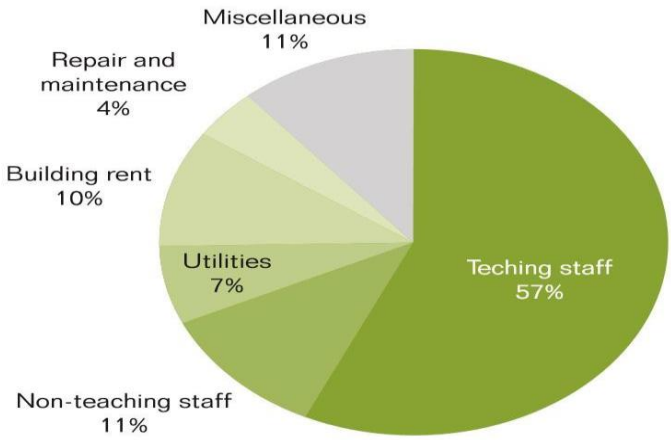
Investment, Receipts and Expenditure of Private Educational Institutions (1999-2000



Source: I-SAPS' calculations from the NEMIS report for 2007-08

According to the Census 1999-2000, the largest chunk of private sector's expenditure went to teaching staff (57%). The other two major types of expenditure were salaries for non-teaching staff (11%) and rent of building (10%).

Distribution of Expenditure of Private Educational Institutions



Source: I-SAPS' calculations from the NEMIS report for 2007-08

Lesson No.38

DIVERSITY AND QUALITY IN PRIVATE EDUCATION PAKISTAN

Topic 171

Diversity Private Education Pakistan 1

Diversity of private education in Pakistan is a characteristic feature and has tremendous implications for policy research but this aspect remains largely under explored in the literature.

As a result, private sector as the provider of education has generally been treated as a homogenous category, though to a lesser degree than the public education sector.

Ordinarily, differentiation is made between low- and high-fee schools, Urdu- and English-medium schools with different syllabi and between boys, girls and mixed schools. However, in reality the private educational institutions can be classified along a much broader range of categories.

Topic 172

Where has this diversity come from?

The answer to this question draws attention to the variance in demand for education emanating from the ethnically diverse and ideologically divided society of Pakistan.

Some segments of population are interested to get their children educated in schools with English as the medium of instruction while the others prefer those schools which focus on Islamic education or both.

In rural areas, parents favor single-sex schools for older girls due to which growth of girls' private schools has been much higher than that of the mixed school.

Such differential demands for a certain kind of education within a particular school environment have given rise to a vibrant private educational marketplace in Pakistan.

Topic 173

What are the implications of diversity in the provision of education?

It is important to understand that unlike the government schools, different types of private schools entail different implications in terms of their impact on policy and socio-economic milieu.

From one point of view, diversity in the private educational marketplace is a response to variance in the demand which already exists in the society.

However, some believe that from the vantage point of harmony and equality in the society, the very fact that private educational institutions are configured to a diverse range of social, economic, ideological and religious lines is a matter of concern.

This apprehension is best explained by the fact that a textbook used in a private school preaches to the students that listening to music, watching television and even playing carom board or flying kites are sinful acts.

On the other hand, there are many private schools which teach music to children in regular classes and promote liberal arts.

Therefore, the two types of schools are producing two groups of students with entirely opposite worldviews. This case illustrates the potential implications of different types of schools for social harmony, peace and national integration.

Topic 174

Quality of Teaching and Learning 1

Quality of teaching and learning is a main factor in the rapid growth of private educational institutions in Pakistan. The popular perception is that quality is much better in private schools than the government schools. The extent to which this perception is true is a matter of debate.

Generally, quality is hardly questioned as far as high-cost private school chains which cater to the elite are concerned. The issue of quality is raised more frequently for low-cost private schools which are prevalent in both rural and urban areas.

Andrabi, Das and Ijaz (2002) argued that parents infer quality variation between schools through the range of fees which varies in predictable ways to measured school inputs.

While correlation of fees with measured inputs taken as the crude indicator of quality can be helpful for the households to choose a good private school, it is not necessarily useful in many instances.

Parental choices are affected by many other crucial factors as well such as personal references, marketing and publicity campaigns and scores of school students in annual examinations.

Topic 175

Quality of Teaching and Learning 2

In some instances, even good measured inputs become misleading and examples abound of complaints about quality for schools with good building and low student-teacher ratios.

Assessments of learning and student achievements shape an idea of overall level of quality in privateschools but they present different pictures.

For examples, the World Bank commissioned an assessment under LEAPS project based on test scores of grades 3 students from both public and private schools in rural Punjab. Researchers claimed that private school students are outperforming their public counterparts.Another evidence comes from comparative performance of private schools based on the testing of grade 5 and grade 8 students by the Punjab Examination Commission (PEC) in Punjab and National Educational Assessment System (NEAS) nationally.Unlike LEAPS, the data from PEC and NEAS shows only marginal differences between performance of pupils from public and private schools.Indeed, the threshold for performance of private schools remains very low with the performance of already failing public schools as the reference point for comparison.

Lesson No.39

EVALUATING PRIVATIZATION PROGRAMS

Topic 176

Evaluate Privatization Programs 1

A comprehensive framework for evaluation presented here has four criteria, allowing for many aspects of the privatization policy to be understood and assessed.

1. **Freedom to Choose**

This criterion refers to the rights of families to choose schools for their children that are premised on their values, educational philosophies, religious teachings and political outlooks.

Advocates argue in favor of increasing opportunities for parents to choose their children's education for two reasons.
First, and clearly a priority, parents have a fundamental right to decide what is in the best interest of their children.
Parents are likely to have greater incentives to sustain and improve their children's welfare than would a government agent. Parents have a better idea of the educational needs of their children and of which learning styles they prefer.
Although some parents may be derelict in their obligations to their children, this is likely to be the exception rather than the norm. Where there are varied preferences among students, freedom of choice becomes especially important.

Topic 177

Evaluate Privatization Programs 2

A second motivation for greater freedom of choice is to make the education system more accountable. Where the responsibility is on parents to choose the type of education they desire for their children, they will be more concerned with the education offered.
Parents will hold schools accountable by their choice of school. If a school offers poor quality education, parents will not choose it, enrolments will decline, and some organizational change (e.g. closure or restructuring) will be necessary.

Topic 178

Evaluate Privatization Programs 3

Concerns:

Two possible concerns arise as a result of greater freedom of choice for parents. The most important is the possibility that some choices are socially, culturally, or politically unacceptable. For example, a family may choose to educate its children in a manner intolerant to others in society, or it may choose an education that is segregated from other groups (e.g. by race, religion or income).
The other concern is that, even for those who value freedom of choice, the costs of deciding which school to go to --- or to change to --- may be high.

Topic 179

Evaluate Privatization Programs 4

2. Productive Efficiency

This criterion refers to the maximization of educational results for any given resource constraint. It is important that any activity be conducted efficiently, because the resources used for it could be used for other activities.
Education privatization may be an important way to enhance efficiency: economists have given many reasons as to why private agents use resources in a more efficient manner than government agencies.
The strong argument for privatization rests mainly on productive efficiency. We note here that this argument refers to *internal* efficiency, i.e. how efficiently a chosen output is performed.

Topic 180

Evaluate Privatization Programs 5

Strictly speaking, it does not refer to *external* efficiency, i.e. whether or not the most valuable outputs are produced
Educational planners, of course, must direct both types of efficiency. This stimulus to internal efficiency is expected to come from three sources:

Lesson No.40

EVALUATION OF PRIVATIZATION PROGRAMS 2

Topic 181

Evaluate Privatization Programs 6

Although the evidence in favor of privatization in education seems consistent with that of other sectors, the beneficial effects of privatization are perhaps more modest in education.

1. **Equity**

This criterion refers to a universally accepted goal of schooling: the quest for fairness in access to educational opportunities, resources and outcomes by gender, social class, race, language origins and geographical location of students.

Equity can be assessed in terms of inputs --- do all students receive an appropriate amount of funding and resources from the state, commensurate with their needs? Do students with special needs get appropriate schooling?

Topic 182

Evaluate Privatization Programs 7

Equity can also be assessed in terms of outcomes --- do all students finish their schooling with sufficient skills and a fair opportunity to progress in life?

Those who challenge privatization argue that it will produce greater social inequities (although, to repeat what was said previously, this depends on how the reform is implemented).

2. **Social Cohesion**

Schools should promote the social good; this is the main reason why they are publicly funded. What constitutes the 'social good' will vary from one society to another.

Topic 183

Evaluate Privatization Programs 8

In a democracy, this social good is reflected in the provision of a common educational experience that will give students the start that they need to become full participants in the social, political and economic institutions of our society.

In general, the democratic purpose of schooling is usually interpreted as necessitating common elements of schooling with regard to curriculum, values, goals, language and political orientation

There are two routes by which an education system can generate social goods.

One is by designing the system itself: social goods are created when collective action is undertaken, i.e. when all students are offered the same system of education.

Topic 184

Evaluate Privatization Programs 9

This is the idea of 'common schooling': social goods are created through communal activities.

The **second** way to produce social goods is through the instruction that students receive in school. If students are taught socialization skills and the importance of civic virtues, this may be an effective way to generate social cohesion.

Some schools may include courses such as civics, political science or religious education as part of the curriculum; other schools may encourage charitable acts on the parts of the students, or offer instruction on environmental issues.