

Educational Equality

CSO perspective in India and Cambodia

Nitesh Anand

Advisor- National Independent Schools Alliance (NISA), India

Policy Network Change Facilitator, NEP, Cambodia

Advisor- Social Accountability, VSO Global, the UK

King Prajadhipok's Institute, Thailand

January 27, 2021



ភាពជាដៃគូអប់រំនៃអង្គការស្រាវជ្រាវសិទ្ធិ
NGO EDUCATION PARTNERSHIP

OBJECTIVES

Introduction to the Education Landscape of India

Understanding key policy issues and possible solutions

The story of the Budget Schools: a unique model of India

The Decentralized Policy Dialogue System: a Cambodian experience

สถาบันพระปกเกล้า



THE MILK POND MYTH



Why was the pond full of water?

How could it be different? What would you change?

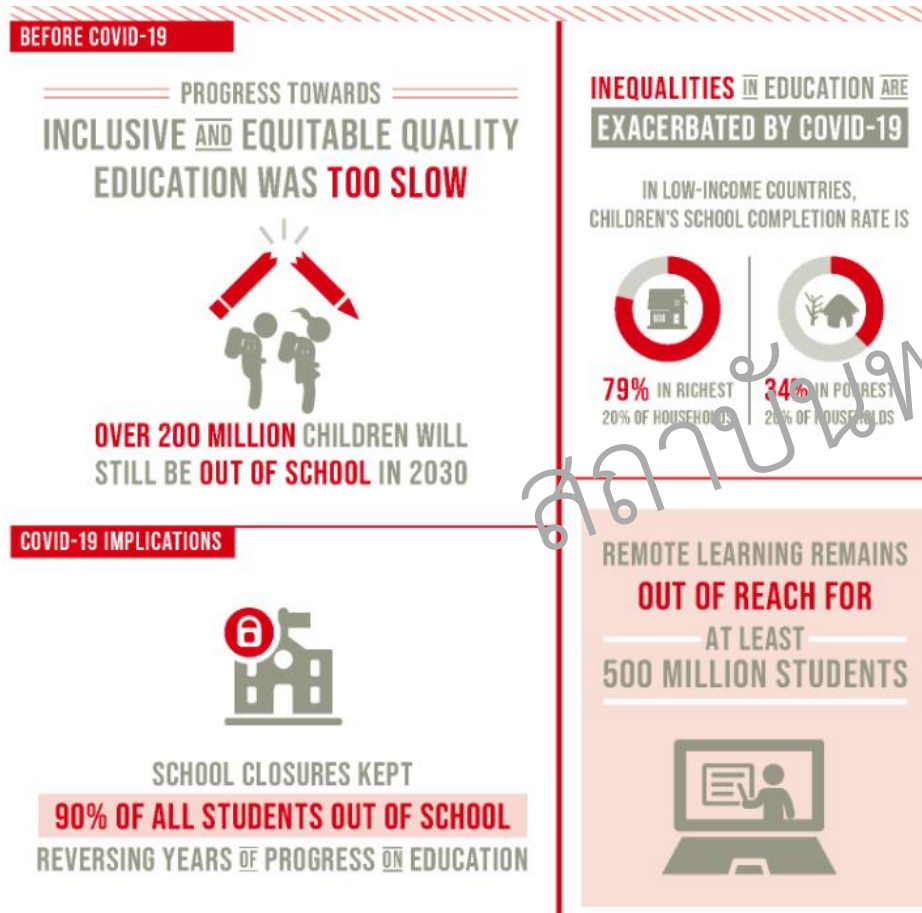
HIGHLIGHTS

The key challenge for policy makers is to develop a policy and regulatory framework that ensures access for all children, protects families from exploitation, and establishes an environment that encourages education innovation. Managing a regulatory framework to achieve this is difficult: the same technical and political barriers that education systems face more generally come into play.'

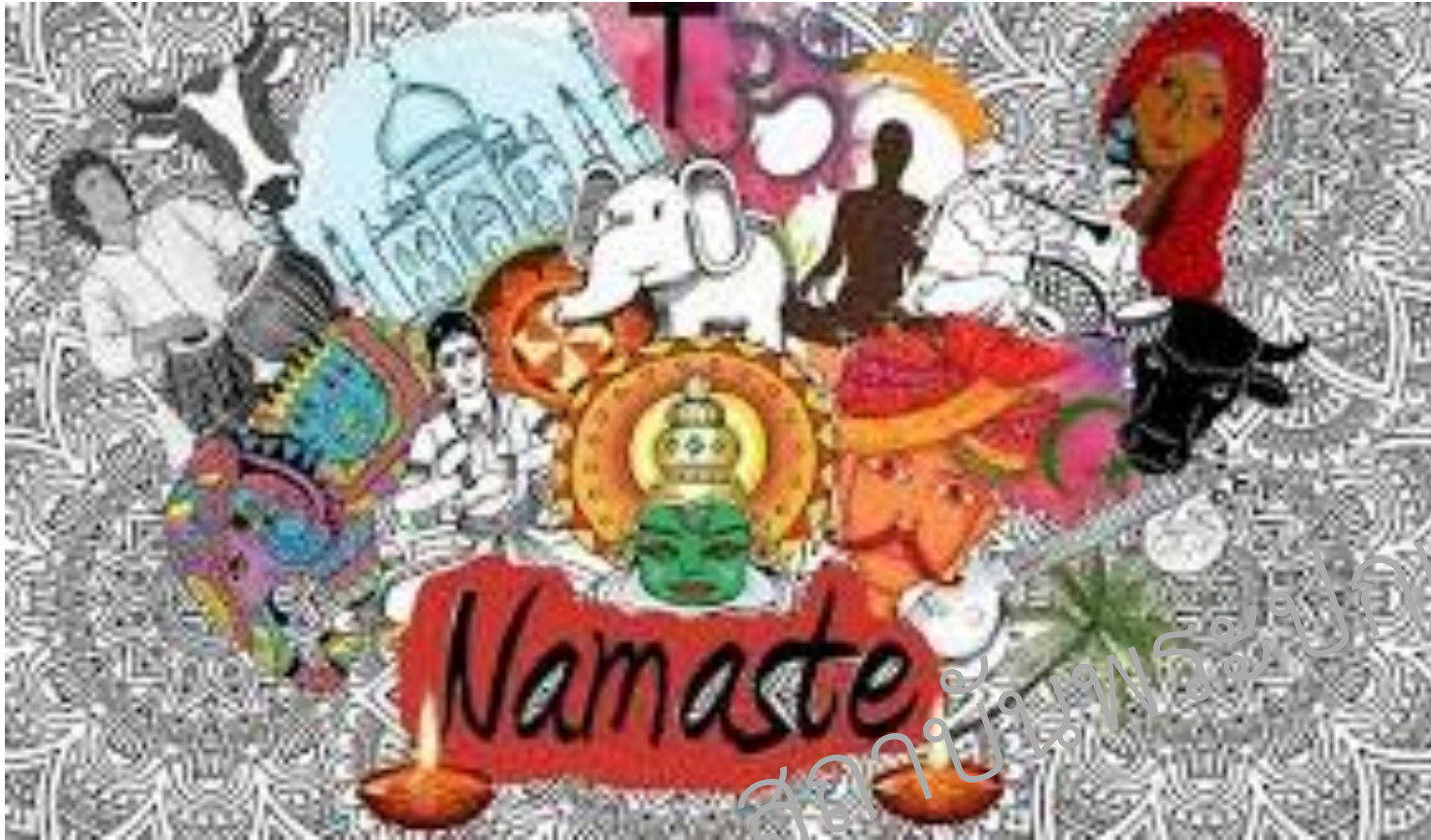
**The World Development Report
(2018)**



SDG-4 EDUCATION



Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all



DEMOGRAPHICS

Area: 7th largest in the world

2.67 trillion GDP (5th in the world)

1.38 billion population (2nd in the world)

0-14 years population: 28.6%

Languages: 23 official languages, more than 120 spoken languages

Diverse religion and ethnic groups

Literacy rate: 72.04% (Overall)

82.14 for males

65.46 for females

Literacy Rate in Urban India: 85%

Literacy rate in Rural India: 69%



TYPES OF SCHOOL EDUCATION

Types of Education systems

- Government
 - Government Schools (Central, State and local government operated)
 - National Institute of Open Schooling (NIOS)
- Private
 - International and elite private schools
 - Charitable schools
 - Budget Schools

HIGHLIGHTS

Out of 100 students, 29 per cent of girls and boys drop out of school before completing the full cycle of elementary education, and often they are the most marginalized children.

The Government of India's Right to Education Act has been instrumental in the reduction of the number of Out of School Children (OOSC) aged 6 to 14 years, from 13.46 million in 2006 to six million in 2014 (Source: RI-IMRB Surveys, 2009 and 2014).



HIGHLIGHTS

Education is a concurrent subject in India (between the federal, state and local government's authorities)

Education is considered as non-profit activity; and only non-profit entities can run the schools

When the Program for International Student Assessment (PISA) evaluated India in 2009, it ranked our students at 73rd out of 74 countries (just above Kyrgyzstan) (OECD 2010).



HIGHLIGHTS

Teacher absenteeism in government schools of India was recorded at 25% (Kremer et al. 2005), and the cost to the taxpayer was estimated at \$1.5 billion annually (Muralidharan et al. 2017).

Research estimates that a 5% increase in the absenteeism rate of teachers who stayed with the same class for two years reduced student gains by 4-8% during the year (Das et al. 2007).



KEY ISSUES

In 2005, 40% of grade 8 children could not divide a three digit number by a one digit number; In 2018, 56% cannot.

for grade 5, 19 out of 31 states/union territories show a decline in language and math outcomes in government schools (ASER Centre 2016)

The relationship between how long children are in school with what they actually learn is so flat that achieving universal schooling of 12 years would not even result in universal learning equivalent to grade 2 education (Filmer 2010)

ASER (ASER Centre 2017), based on a sample of schools in all rural districts, shows that 75% of grade 5 children from rural India cannot do simple division problems.



KEY ISSUES

Desai et al. 2008 found that positive interactions between teacher and child are minimal.

In less than a third of all classrooms did the student ask questions and less than 20% of teachers smiled or joked with the students. Negative perception of their own learning and the experience of school results in drop outs or poor performance (Bhattacharjya, Wadhwa, and Banerji 2011).

From 2010 to 2014 the per-student expenditure increased by 10% CAGR (Accountability Initiative 2013; Kapur, Bordoloi, and Aiyar 2017). Yet, enrolment in government schools decreased by 11.1 million, and in private schools, rose by 16 million.



BROAD REFORM FRAMEWORK

Encouraging Innovation by
providers

Holding Schools Accountable

Empowering all parents,
students and communities

Promoting diversity of supply

Value for money



KEY POLICY SOLUTIONS

- DBT (Direct Benefit Transfers) in Education
- Separation of Powers and Separation of functions
- Learning Outcome based recognition

สถาบันพระปกเกล้า



DBT IN EDUCATION

- Boost Enrolment & Attendance
- Promote Equality of Opportunity and Access to School of Choice
- Improve Learning Outcomes
- Value for Money in Public Spending

สถาบันวิจัยประชากรและสังคม



LEARNING
OUTCOMES-BASED
RECOGNITION

“without standards, there can be no measurement, and without measurement, there is no evaluation of success or failure.”

สถาบันพระปกเกล้า

SEPARATION OF POWER/ FUNCTIONS

- It will increase compliance with policy, laws and rules by increasing a school inspector's focus on enforcement.
- It will facilitate school choice for low-income parents.
- It will hold all schools accountable for their learning outcomes.
- Classify department functions as steering or rowing
- Create independent agencies to manage service delivery, conduct assessments, and adjudicate disputes
- Create a publicly-owned service delivery body
- Establish a dispute resolution tribunal
- independent assessment bodies



SEPARATION OF POWER/ FUNCTIONS

“without standards, there can be no measurement, and without measurement, there is no evaluation of success or failure.” Pritchett (2013)

Modify school recognition system based on learning outcome assessment and school evaluation

Learning outcome assessment for school accountability (Define learning goals for grades and system, Designing a game-proof assessment tool, The test should reflect what we want to achieve)

Mandate self-evaluation of teaching practices and classroom climate, validated from a third party (School should evaluate inputs and processes; validated by third party)

Counter information asymmetry by dissemination to stakeholders (Government should make information on all schools publicly available)

BUDGET SCHOOLS

The type of private schools which cater to the lowest in the economic strata and provide better quality education than the government schools.

The government's per pupil expenditure for students studying in Government schools is estimated to be USD 80 per child per month.

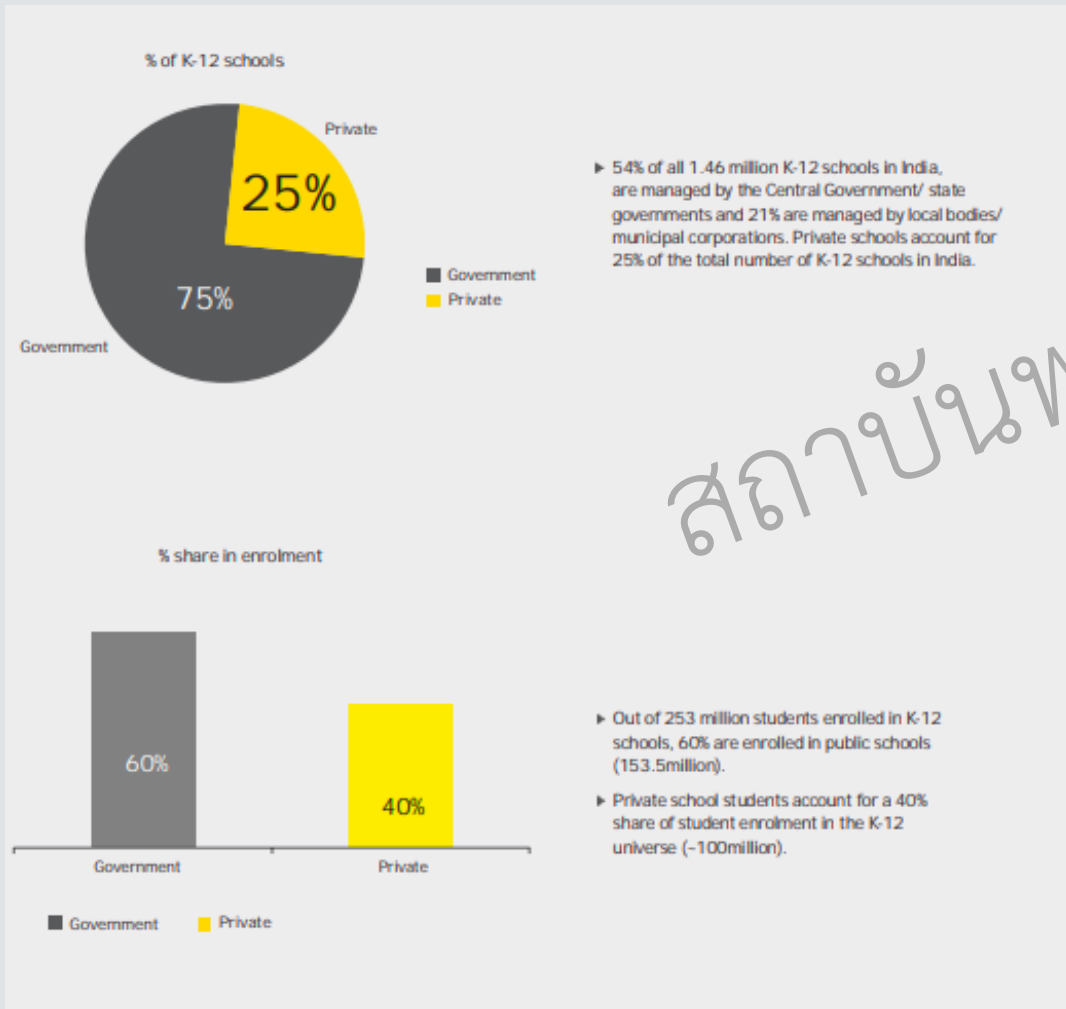
The budget private schools charge fees in the range of 1.5 USD to 35USD per child per month.

The learning outcome at the Budget schools is better than the Government schools.

75% of parents who choose private schools do it for better environment of learning (55%) or due to dissatisfaction with the quality of education at government schools (20%)



BUDGET SCHOOLS



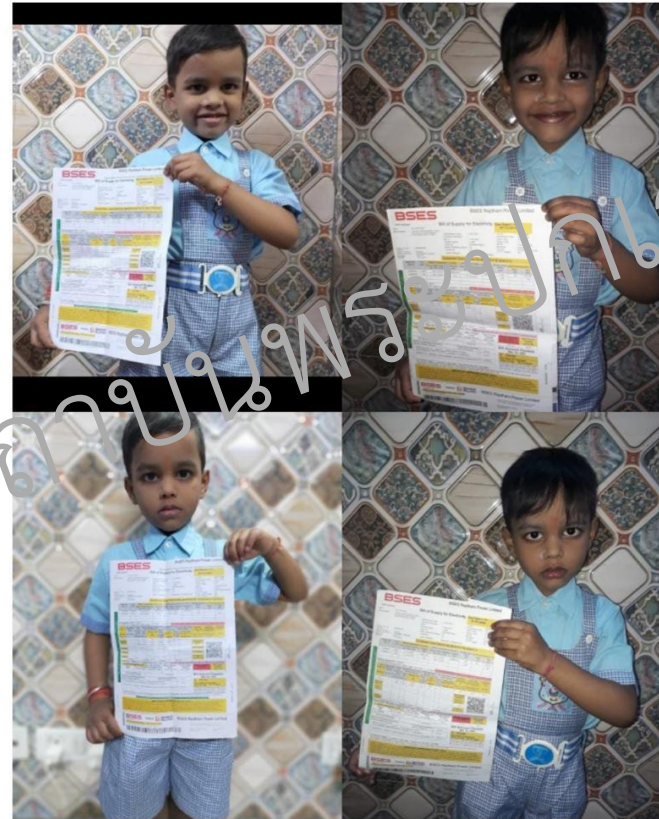
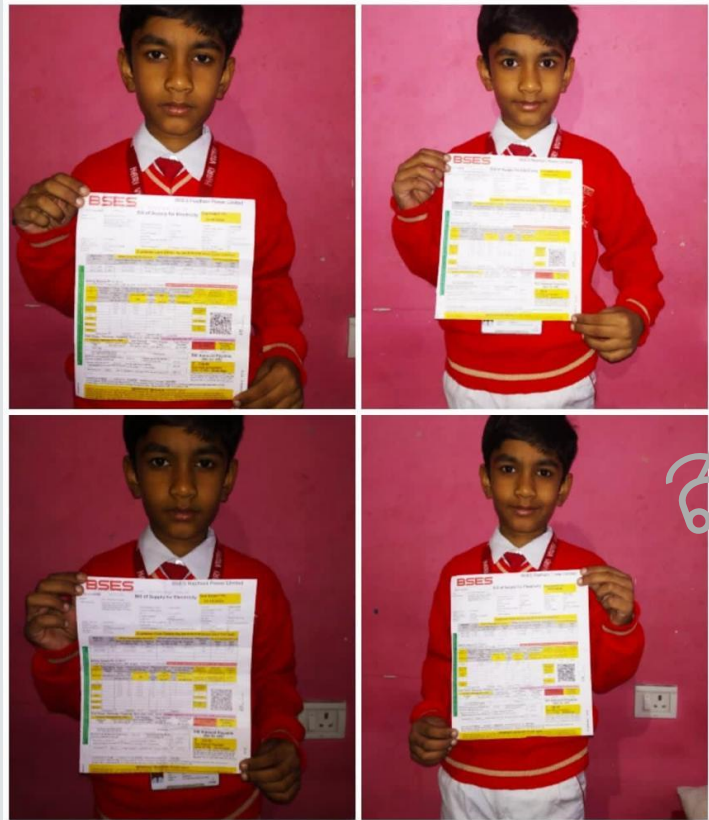
Current state	2022 state
Enrolment	
Total current enrolment 253 million students GER overall: 69.3% (Elementary: 100% Secondary: 62.7% Senior Secondary: 35.9%)	Total projected enrolment 373 million students GER overall: 95% (projected) (Elementary: 100% Secondary: 100% Senior Secondary: 80%)*
Number of schools	
Number of government schools 1.1million Enrolment in government schools 153 million Number of private schools ~339,000 Enrolment in private schools ~100 million	Total number of private schools required to meet the requirements**: 130,000

Planning commission report 2012 -17

Private schools account for 25% of the total number of K-12 schools in India. Out of 253 million students enrolled in K-12 schools, 60% are enrolled in public schools (153.5million).

<http://ficci.in/spdocument/20385/ey-ficci-report-education.pdf>

BUDGET SCHOOLS INTERVENTIONS





PEOPLE

PROCESS

CONTENT

STRATEGY

DECENTRALIZED POLICY DIALOGUE

Participatory Model of involving
CSOs in policy formulation and
discourse



สถาบันพระปกเกล้า

