Comparative Education (EDU 604)

Lesson No. 1

Defining Education; Sociological approaches; Comparative Education, Its scope and purpose.
Education is very difficult to pin to a particular definition as it may be perceived from different angles. However, we can define is as a process through which an individual becomes integrated into his society, becomes a promoter of his societal culture, contributor to the development of his society and becomes an adult who will be able to stand on his own. There are three major sociological perspectives on education: *Functionalism, Conflict theory, & Symbolic interactionalism.*
Making comparisons is a human nature, probably due to desire of knowing the relationship existing between, or among the things being compared. The study of Comparative Education (CE) allows the person involved to have a better understanding of the system of education within, and outside his own country. CE is a study of two or more education systems; a study of how philosophy, objectives, policy and practice of education in other countries influence the general development of education in a particular country. It explores how the development of education in the past, across the ages and continents, has influenced the development of education in particular countries. CE's scope is extended to the purpose of education systems of the countries being studies, an investigation into the similarities as well as differences existing in the educational practices of the countries under investigation. Its purpose is to assist the learners to understand their education systems better; and to perfect national systems with modifications and change with the circumstances and local conditions would demand.

Lesson No. 2

Primary education planning; Quality of education; Equity.
Comparative education offers several lessons related to education planning at different levels:

Primary education
Countries which invest more in primary education develop at a faster pace but takes a long time to spread primary education and even more to increase literacy level in the country. The aims of primary education are not met if the curriculum is ruralized i.e related to agriculture in village settings.

School Quality: School does not contribute to learning unless education is of good quality. However, there are differences in how quality is defined. Quality needs to be measured both in terms of inputs –resources and outputs learning achievements.

Secondary education
With increasing primary education, the pressure on secondary education has increased. The students should be allowed to move ahead with secondary education. However, vocationalizing secondary education is not always helpful.

University education
There is no way to contain the demand for university education. Although universities aim to forecast and teach the skills that would be needed in future, such estimations are not very successful

Educational Financing:

The public budget will never be able to bear the full cost of free public education. Hence different ways to fund public education need to sought. Private education assists the government in achieving its educational target and it needs to be encouraged.

Equity:
Equality in education is an important goal but while provision of free primary education helps the poor, provision of free higher education most of the time benefit the wealthy. Public funds in education should be directed towards the needy population.

Lesson 3

Foundations of comparative and international education; Stages; Historical context; Rationale.
Comparative and International education are two different disciplines but they are often taken as one because of their interlinks. While comparative education has its roots in travelers' tales yet its formal beginnings can be traced from 1817, following Marc-Antoine Julien's proposal, when an attempt was made for the first time to record educational statistics that later with the development of international organizations like UNESCO opened the avenues for cross country comparisons. The origins of International educational can be traced back to César Auguste Basset, another Frenchman, who in 1808 called for scholars to observe education outside France with the intention of making recommendations for the reform of the French education system. In both cases the aim was to bring home other systems of education, which was in most cases likely to fail because lesser attention was paid to sociocultural factors surrounding these schools.
Comparative education has gone through 5 stages of historical development: i) travelers sharing tales of education in other places, ii) educational borrowing, iii) interest in documenting and understanding education in international perspective, iv) forces and factors shaping different national systems, v) interest in understanding the relationship between education and society. However, these stages are not discrete cut off points. There is evidence of their overlapping as well as their co-existence in current literature. After World War II, the field of comparative began to merit attention with the establishment of international bodies and an interest in rebuilding educational infrastructure. This time witnesses a number of research journals dedicated to comparative education and establishment of societies for work in this discipline. In 1956, the Comparative Education Society was formed in the USA, which was later renamed as Comparative and International Education Society (CIES) was the first of its kind.
The establishment of numerous journals and societies in the discipline of CE led to debates, around methodology and focus. The initial historical, descriptive and explanatory methodology was criticized for not being much use to policy makers. There was focus on scientific rigour and on exploring the connections between education and society, and to identify 'laws' governing this relationship. International bodies like UNESCO and World Bank were now becoming more interested in the outcomes of education rather the internal working of schools. An attempt was made to refine the scientific approach by bringing in 'problem' approach to comparative education, though it also had its criticisms. Later, Anderson (1961) highlighted the importance of in-depth studies in relation to any aspect of education across countries to develop theories of school–society relationships that could be tested in different contexts. Political science perspective, argued that a country's education was best understood if the underlying political philosophy of the context was taken into account. The Structural-functionalism, from which emerged modernization theory also had their play in the field of CE. The assumption about education systems being part of social, economic and political structures, and their contribution to economic growth led towards its recognition as a means of socializing younger generation into their norms and values, preparing them for the labour force and for their position in society. The critical approach of Marx highlighted educational

inequities and it was also realized that despite investments in developing countries in the field of education, the gap between rich and poor countries was increasing. Now the attention came to be focused on the educational issues of low income countries. It is time to re-think the field of comparative and international education and our areas of priority and the use of methodology to rejuvenate it because: a) we are now almost 100 years since the beginning of the field, b) the influence of intensified globalization and changing geopolitical relations, and migrations call for new approaches to understand the ongoing educational phenomena. It calls for questioning the utility of the old constructs, c) education now is posited within a politically charged debates and there is a need now for educational research to be more cumulative and authoritative – to be more directly relevant, useful and accessible to both policy-makers and practitioners– and to be more cost effective as budgets tighten and accountability is ever more emphasized.

Comparative Education and Policy makers.
Traditionally policy makers have indulged in borrowing and copying of educational models, though they are bound to fail if they are copied without being adapted to the specific context of home country. When policy makers look for models to copy they are influenced by three biases: a) language, policy makers turn to countries where there is no language barrier; b) political linkages, educational models are chosen from countries with which the home country has strong political ties, c) hierarchy, policy makers from less developed countries try to emulate the model of more developed countries. These are evident from several examples.

Lesson 4

Geomorphic shifts in CE; Intrusive role of state; Demands on Performance; pressure for funding; Technology.

The domain of higher education has undergone major changes which have been identified by Becher and Trowler (2001) as 'geomorphic shifts' in the academic landscape. The elements and causes of these shifts were a) the increasingly intrusive role of state, b) demands for performance and c) an increasing need for academics to generate income for the universities in terms of obtaining grants and d) technology However, these shifts have been at different levels in different countries but these have affected the field of comparative education also. It was noticed that most of the work published in comparative journals was funded projects. Funding by developed countries set the agendas for educational research as they determine both the context and content of the research by limiting their funding to it. The changing geopolitical situations also lead to geomorphic shifts in comparative education, for example the breaking up of USSR. These changes have been more less global yet the field of CE also retains its certain characteristics.

Lesson 5

Conceptualizing education – Three Approaches; Different roles of education; Human Capital theory; Rights-based approach; Education as Capability.
Three different approaches can be taken to understand the role of education in society as each approach views education differently and has different conceptions of its role in society. These are: a) human capital approach, b) human rights approach and c) human capability approach. The roles of education in society can be limited to instrumental and intrinsic i.e education as a tool to achieve some goal or education for its own sake. The instrumental goals of education can be viewed as personal and collective and also as economic and non-economic. Hence education has multiple roles in the society. Human capital approach though not without its advantages, only views the

economically instrumental goals of education as important. It focuses on education of individuals on the basis of cost benefit analysis so that investments in education can lead to economic gains of national prosperity. It is not interested in the education of those who may not be able to contribute to the national income, for example females in contexts where they are not allowed to work. The human rights approach, believes in the intrinsic and instrumental role of education and also in the basic right of all to education. The contribution of rights approach to education is evident in the discourse of international agencies and in the development of millennium Development goals, whereby countries were held accountable for focusing on education in their countries. However, the problem with rights based approach is that at times it may just be rhetorical. After the governments have stated the right to education they may not move beyond it, while people may shift the responsibility to the government seeing rights as legal rights rather than recognizing their own moral right to take charge of the education of their children.

Lesson 6

Education as Capability; Limitations of Capability Approach; Three models compared
According to Robeyns (2006) the ultimate goal of development is expanding people's capabilities, including the capabilities of education. Rights are an instrument reaching that goal. Having access to education and being knowledgeable allows a person to prosper. It enables people to help others as well as themselves, and contribute to democratic freedom and the overall good of society as a whole. Education as capabilities demands for equity, not just equality.
Capability approach has its limitations. It has a loose framework therefore is difficult to apply. It needs more experimentation in actual context. It is economistic, fragmentized and exclusively instrumentalistic. This approach is less known and less appealing as compared to Human Capital approach. While *Human Capital approach* narrows the instrumental roles of education, and *Rights based approach* focuses on intrinsic role of education, the *Capability approach* emphasizes both. Rights and capabilities are in principle multi-dimensional and comprehensive models, and can therefore account for the intrinsic and non-economic roles that education plays.

Quantitative and Qualitative Approaches in CE; Commitment to nomothetic reasoning.
Qualitative and *Quantitative approaches* are different approaches for gathering and reporting information. *Quantitative approach* relies on numerical data and gives statistical analysis. It intends to describe relationship between variables and predict consequences. It includes descriptive studies, correlational research, causal comparative research and experimental studies. Whereas *Qualitative approach* relies on meaning, context, concept, description and settings. It intends to describe and interpret a phenomenon observed in its natural setting.
Primary preoccupation of *quantitative approach* is *Establishing Causality*. There are 3 criteria of establishing causality: *temporal precedent; covariation of cause and effect;* and *no plausible alternative explanations.* It is committed to nomothetic reasoning, and attempts to establish general laws and generalizations.

Lesson 7

Theory testing; Structured approach.
Quantitative studies are closely related to theory testing and enhancing. It investigates cause-effect relationships and provide clear and unambiguous results. These use structured modes to maintain the focus on particular concept/s.

Defining Qualitative Approach & purpose; Capturing process; Commitment to ideographic approach.

Qualitative studies deal with in-depth understanding of human behavior and challenge objectivity. These studies provide *emic* and empathetic understanding. Qualitative studies promote openness and focuses on findings based on real-world setting. They refuse generalization and provide a holistic understanding on an individual. These studies are inductive and exploratory, and do not intend to testify or validate a theory.

Lesson 8

Flexibility in Approach & Researcher's Role. Literacy.
Qualitative methods are very flexible and provide maximum interaction between the subject and the researcher. Researcher are seen as an *instrument* and are supposed to eliminate/reduce the risk of personal bias and own assumptions.

Literacy. A prominent concern of CE researcher. Quantitative studies seek accurate method to measure literacy and often define it from the outset. However qualitative studies look for insight into what literacy means to literate themselves. Both approaches differently address questions regarding acquisition and consequences of literacy.

Lesson 9

Literacy in Pakistan. Comparing Places.
PSLM Survey 2011-12 conducted in Pakistan revealed literacy rate difference between urban and rural areas. This survey indicated difference among provinces, and also gender difference in literacy acquisition.

Comparing Places. Comparative studies are locational in nature; geographical entities offer variety of foci for comparative inquiry in education. *Bray and Thomas* have given three dimensional approach to categorizing various foci:
i. Geographical/locational
ii. Non-locational demographic
iii. Aspect of education and of society

Lesson 10

Levels of Geographic Entities as Unit of Analysis
Geographical dimension comprises 7 levels, from the highest level of continents to the lowest level of individuals.
Level 1: world regions/continents. At this level, nature of educational provisions in different regions; shared characteristics that differentiate them and their unifying characteristics are investigated. Here researcher faces the challenges if convincing readers that these characteristics are truly shared by region members; and these are educationally important.
Level 2: Country. It is a dominant unit of analysis, synonymous to *Nation* and *State.* Greater regional variations are an important issue at this level. International comparison may involve both qualitative and quantitative studies. Although obtaining systematically comparable & equivalent is a challenge.

Lesson 11

Levels of Geographic Entities

Level 3: Research across states/provinces. High level of decentralization in many countries, and regional disparities makes this level significant.
Level 4: District as a unit on analysis. Districts are administrative units under province/state, which includes both urban and rural areas. It becomes useful in areas where significant intra-provincial variation is evident.
Level 5: Research across schools. It focuses specific communities comprising schools to investigate institutional culture. These studies focus entities within same country, province or district. Cross-national studies may be taken within same state.
Level 6: Research across classrooms. This level is not prominent in traditional CE literature due to belated discovery of importance of actual classroom practice and belated development of pedagogy.

Lesson 12

Individuals as Unit of Analysis; Comparison Across Levels. Comparing Systems

Level 7: Individuals as unit of analysis. The lowest level, most likely to emphasize psychology. It includes both the personalized reports and the impersonal large-scale surveys.
Comparison Across Levels. Multilevel comparative analysis provides more complete and balanced understanding. Its dominant form is principally confined to individual. Classroom and school level. While identifying parameters of comparability, researcher must be sensitive to the axis of variation.
Comparing Education Systems. Education systems are the institutions that operate together within a common legal and administrative framework. Co-existence of multiple education systems within countries creates room for intra-national as well as cross-national comparisons. Presenting generalities as if there is a unified education system is misleading.

Lesson13

Education Systems in China; UK: Wales, Scotland, Ireland; Pakistan
In *Macao (China)*, 4 parallel systems were found: Portuguese, Anglo-Saxon (imported from Hong Kong), Chinese traditional and People's Republic of China. Number of schooling years and medium of instructions varied in these systems. Only 2 categories, public and private, were found. Mostly teachers got training from other places.
In *UK* there had never been a unified single education system due to diverse historical roots and contemporary shapes. *Wales* has separate body of public examination implying underpinned differences in curriculum emphases. 'Welsh' was compulsory language in all state-funded schools. *Scotland* had a completely different education system, developed before union with UK. Their schooling years, examination system, inspection system, regulation on maximum class size and nature of governance were different from those of England. *Ireland's* national elementary education system was developed in 1830's, later on the main part of Ireland was separated from UK in 1920. North Ireland, that remained part of UK is closer to systems of England and Wales, with significant differences. Systems in these 4 territories show interdependency and common features in broad institutional structures, however similar functions performing differently and similar institutions and structures performing different function due to cultural differences and divergence in priorities and structures.

In Pakistan tow two main sectors, public and private are operational. National education policies intend to promote literacy rate, capacity building and educational facilities however systems are facing issues like lack of planning, social constraints, gender gap, war on terror, funding and technical education. These issues can be solved through implementation of national education policy, uniform curriculum, collaborative efforts, training, federal government and provinces cooperating with each other, and through effective use of resources.

Lesson 14

Languages in Education & Social Capital
Education contributes towards social capital and shifts focus from access to equity in learning outcomes. Languages in education play pivotal roles in establishing and maintaining of social capital however these can also trigger inequality in multiple dimensions, can restrict relationship and limit participation. Especially English language in our context intensifies deprivation of the marginalized. *Social capital* can be defined as a resource that facilitates access to certain privileges. It may be economic, social or cultural that positions the individuals in hierarchical social space. Social capital is essentially class-based and exclusive. Language plays crucial role in reproduction of social relationship and enables cross-cultural communication but on the other hand it also promotes dichotomy between "Urdu-medium" vs. "English-medium". English is seen as a gate keeping to imagined community whereas Urdu is seen as less appreciated as a mean to bridging capital.

Lesson 15

Bonding Capital. Implications of Language in Education.
Urdu is a medium of bonding with close friends and family that ensures clarity in mutual understanding. Despite of being national identity, it gives feeling of being let down. English seems to intersect with existing bonds and erode them. Its widespread is enough to dismiss local language. Bonding capital is more useful to the English-medium as compared to Urdu-medium. Marginalization of a majority is compelling and worrying factor.

Comparing Systems
It is a prominent unit of analysis that includes a system's comparison with country, sub-national and cross-national systems. It helps understanding differences and examining diversity. Role and impact of regulatory mechanism, power distribution, roles of external examination, language policies and ideologies are major themes of investigation while comparing systems.
Tracking is a process of grouping students according to their academic ability; usually at elementary school. It intends to improve efficiency by tailoring curricula to students' needs. Tracking Comparison of German and American schools revealed that German schools are more flexible in allowing up or downgrade after grade 9/10; selection is based of parents and educational authorities "perceived" ability. Tracking, that was started in USA schools was later on strongly rejected by their supreme court stating it as provision of *unequal access* to educational opportunities. *A nation at risk* and *No Child Left Behind (NCLB)* movements played important role in this regard and ultimately replaced tracking with less rigid system *curriculum Differentiation.*
Issues in tracking system. Lower study groups are disproportionately filled with low socio-economic status and minority students that indicates status-based sorting instead of ability grouping. Low achievers suffer as they remain unchallenged, and are offered *highly* repetitive curriculum and inexperienced or unqualified teachers.

Lesson 16

Comparing Times
Time as a unit of comparison includes bot personal time and historical time. At macro level it addresses the significance of differences in 'development time' while emphasizing different 'presents'. Perceptions of present educational situation and/or future educational prospects as well as past educational achievements are open to compare. CE is a multidimensional process, grounded in local histories; whereas historical approaches provide lenses or frameworks to compare, explain & interpret historical phenomena. Majority of historians adopt a-theoretical position while others use eclectic theoretical stance to the topic under investigation. Some major perspectives are: dependency theory, poststructuralism, postmodernism, post-colonialism, neoliberalism, Marxism/critical theory, and feminism.
Marxism/critical theory emphasizes economic factors and stresses influence of social class on policy and practice. This theory is criticized for the air of inevitability it produces.
Feminism intends to define, establish and achieve equal political. Economic, cultural and social rights for women. It's been criticized for exaggeration of male chauvinism or female exploitation in situations where gender was not the main issue.
Poststructuralist theory encourages subjective 'deconstructions' of policy and/or practice being at odds with historical statement if intention. Its closely relative theory *Postmodernism* provides salutary corrective to rigidly linear and exclusively reasoned-based views. It is a flexible and multidimensional approach that provides impressionistic appreciation of realities.
Post-colonialism theory emphasizes evils of colonialism and challenges dated assumptions aboiut alleged culture and racial superiority. However, it is more interested in political correctness than in actual evidence.

Lesson 17
Neoliberal Approach; Characteristics of historical analysis; Strategies and problems in comparing times. Comparing race, class, gender.
Neoliberalism seeks historical evidence and recommends minimizing government interference in education. It recognizes positive values of the operation of market forces.
Covering laws, colligation and concern for evidence are major characteristics of historical analyses. Nation/state were default units of comparison but queried by recent researchers. Alternatives units may be cultures, values, curricula, policies, ways of learning, types of schools, communities, resources and facilities etc. Analysis can be diachronic, Synchronic or Quasi-synchronic. Some major problems in comparing times are related to: accessibility, nature, variety if sources and reliability of evidence; interpretation; and periodization.
Comparing race, class, gender. The most significant categories underpinning educational inequality and inequity. Their significance is highly dependent on the social context. Race & class have very complex interplay; while gender plays important role in shaping educational expectations. Without conscious consideration to these, policies and programs are unlikely to succeed. There is debate among researchers whether or not should the race be considered as serious category of comparison? Some argue that race is just an illusion, while others argue that it is an impacting factor on individual opportunities.

Lesson 18
Comparing Race in CE.
In USA, SAT was originally designed to perpetuate that immigrants and Black are intellectually inferior for genetic reasons. Impact of genetic vs. environmental factors is still controversial to date. CE compares resource distribution across races and other contextual issues impacting educational

equity. It also compares race across times and places. *Class* is commonly determined through occupation, education, income and wealth. CE conceives it mostly as family background. Class-based comparison considers national, regional or local context. Teacher-student interaction may indicate social reproduction of inequality. Curricula also need to be examined to content suggesting social inequality. Academic achievements of students from different socio-economic background can be examined.

Exploring Gender.
Gender equality in educational access and achievement has improved dramatically although disparity still exists. Research on parity of educational access can analyze enrolment and attendance; parity change over time within society; and comparison of different countries. Gender is socially constructed differently across racial and class divides within a society. *Quantitative research* can examine attainment rate across different schools, cities or countries while *Qualitative research* compares experiences of different groups within a society, and elaborates the extent to which girls can attain 'good quality education'.

Lesson 19

Gender Equality and Parity.
Genders equality demands for equal educational opportunities for girls and boys while gender parity necessitates *achieving equal participation* of girls and boys in all forms of education. Human rights in education provide states with clear obligations to progressively realize the right to education and gender equality in and through education. Gender parity demands for equal representation in number. It reflects formal equality in recognizing advantage positions and constraints of both genders; mechanism of ensuring equality and commitment to non-discrimination.

Gender ideologies are often masked as culture, encrypted in institutions and unlikely to be removed unless clear efforts are made to rethink and rewrite the basic rules. Pervasiveness of social norm can lead women to internalize negative self-perceptions. As a result, gender inequalities are perpetuated rather than challenged. Duncan Wilson (2003) has given three-fold characterization of right in education: Rights to education, Rights within education, and Rights through education. Rights to education refers to access, participation and survival. Rights within education deals with gender-aware educational environment, processes and outcomes. While rights through education ensures meaningful educational outcomes that link educational equality with gender justice; and strengthens gender equality outside the sphere of education. Some important indicators for rights to education are enrollment, survival & dropout rate, attendance, year repetition rate, literacy level, and number of teachers from both genders.

Lesson 20

Gender Parity Indices and Issues with them
Gender parity indices for rights *to* education are not holistic, they partially illuminate rights taking place within education while no indicator is given for rights *through* education. They are unable to conform substantive definition of equality. These cannot answer *"why"* and *"what factors"* questions in context of change. These may present apparent progress and hide real patterns of discrimination and disadvantage.
Parity indicators to rights *within* education do not tell about process of change, neither do they concentrate upon actual experience of schooling. Focus needs to shift to elements of process. Key

markers include learning content, teaching method & process, subject choice, learning outcomes, gender balance within classroom, teachers' qualification and level of training etc.
Gender inequalities within education are likely to reinforce wider social inequalities, reproduce gender differentiation and legitimize them in social discourse and practice. Therefore, focus on rights *through* education becomes pertinent as we witness inequalities women face in public arena. Indicators for these rights include employment across different levels of education by gender, gender differential in wages, political participation etc. sustainable gender equality entails tackling gender ideologies that constrain positive freedom and put women back into the picture as right-bearers.
In context of contemporary schooling in England, less restricted environment was observed especially for girls. Although girls' performance was remarkably increased, their average hourly pay is still less than that of men. Women still face barriers to promotions; and disproportionate responsibilities. Now main gender issue there, is boys' underachievement.

Lesson 21

Boys' Underachievement and Gendered Identities. Failing Schools. Stories about Girls.
As mentioned earlier, study indicated that boys' underachievement had become main gender issue in England. These findings created a moral panic in interests of hegemonic masculinity that triggered anti-feminist response by government and media. Concern for *white boys* was given mainstream approval while *failing boys* were identified as public burden. Boys' *laddish* attitudes were considered significant contributory factor in Britain's economic decline. There were three masculinist discourses produced in response to the panic about boys:
i. The "poor boy" discourse
ii. The "boys will be boys" discourse
iii. The "failing school" discourse

In the first discourse, boys were seen to be *lost* or *damaged* or *under-fathered*; and the blame is placed on women: women teachers or mothers or feminists or all three. Girls' success was seen as a threat to boys. Second discourse is biologically based, essentialist discourse. This discourse leads to recommendations that, girls may be utilized to *police, teach, control and civilize* the boys instead of being seen as threat. Evidence suggests that girls acted as surrogate mothers, providing for boys a nurturing and caring role. Segregated classes, and male teaching for boys were also tried but no encouraging results were attained. The third (failing school) discourse buys into the technicist and managerialist discourse, primary reference point is competitiveness in global economy; and the primary method is constant testing. This discourse of *winners* and *losers* had no evidence of positive effect on working class and/or certain race.
Based on Diane Reay's (2001) work, four gender discourses for girls' identity were identified in England.
i. Spice girls
ii. Nice girls
iii. Girlies
iv. Tomboys

These identities were available in a fluid way, while some girls maintained one position throughout, others move back and forth between different positions.

Lesson 22

Damaging Masculinities. The way Forward.

The stories about gender identities help us understand the gendered dimensions to inequalities of schooling, and highlight how discourses damage and constrain boys and girls. Though girls still have to achieve much more in regard to gendered identity but at least gender regimes for them are more multiple, complex and contested; which might open up some opportunities. However, masculinities available to boys are few, constricted and damaging both to themselves and to others. Therefore, schools need to focus on masculinity as an issue itself; and on construction and performance of feminity. Setting up a plan for addressing gendered identities issue is not an easy task; rather it will be 'complicated and even messy' enterprise. Gaby Weiner's guidelines would be helpful for developing such practice.

Women and Science Careers.
Women are under-represented in science, technology, engineering and mathematics (STEM) majors and careers in most industrialized countries around the world. It is said that the *leaky pipeline* of STEM leaks students at various stages, and women leak out more than men do. Many explanations for this imbalance has been given, few has been rejected due to lack of evidence whereas the valid causes of this imbalance need a serious consideration. Studies have rejected assumptions of girls' inferior intellectual abilities or lack of preparation etc. Qualitative studies established that girls enjoy science, and are keen in life science as opposed to physical science due to *their desire to care for people or animal,* however they tend to dislike dissection. Among reasons for their negative feeling about science subjects, one important reason is that they noticed bias in textbooks and TV programs where very few scientists are depicted as female.

Lesson 23

Role Models; Curriculum material and design; Pedagogy; Chilly environment; Pressure to fill gender roles; The Masculine worldview of science
Male dominance in the field of science and engineering in most industrialized countries and insufficient role models for female students in field has affected perception about science subjects. Low proportion of women send message that this discipline is probably *unattractive* for the girls. Moreover, practicing female scientists are also unable to provide an example of balancing career and family. Furthermore, sex bias in wordings, examples, illustrations and photographs in science textbooks also contributes in women's lack of interest. Teaching pedagogy and stereotype that *science is a boys' subject* is another main hindrance for girls. It is often noted that boys' work is constantly rated better in *scientific accuracy, organization of ideas and conciseness* while girls' papers are rated higher than boys' on 'neatness'. Despite of high achievements in exit exams, girls still encounter teachers' sexist attitude. Even at university level they feel isolated, intimidated, and loss in self-confidence. Climate for them can be merely cool or even hostile.
Recent scientists have rejected the past notions of inferior mental capability of Blacks and women. Feminist critics of science claim that science is inherently masculine in its structure, epistemology and methodology; it should be done from the women perspective.

Lesson 24

Soluble model; Intersection of race, class and gender in CE.
To make science more inclusive for women, we need to support women already in science; ensure equal access to the teacher and classroom resources; emphasize science's contributions in improving quality of life; use cooperative groups in class, avoid sex-based division; eliminate everything that

promotes gender inequality; increase depth and reduce breadth in introductory courses; and openly acknowledge political nature of scientific inquiry.

Intersection of race, class and gender is very important to understand as it produces tensions, contradictions and discontinuities in everyday lives.

Student attachment and academic achievement: Role of class and ethnicity.

Attachment and engagement are important yet under-studied aspects. Belongingness & social membership has important consequences in adolescents' life. It reduces school dropouts, and control behavior problems and delinquencies. Attachment is an affective component that gives feeling of being embedded in, while attachment is a behavioral component that refers to participation and enthusiasm. Studies revealed that impact of racial-ethnic differences on attachment varies in different schools; however, girls tend to be more engaged in class. Increased proportion of racial-ethnic groups may promote additional challenges; having more teachers of own group can address this issue. Socioeconomic composition of school and academic atmosphere also influence attachment and engagement.

Lesson 25

Study across ethnic groups. Cast and social exclusion in Asia.

Racial-ethnic composition of school predicts attachment, but not engagement. Therefore, these two should be treated as separate constructs.

Caste is intertwined with class, culture, ethnicity, religion and language; and is powerful stratifying dimension. It ensures social exclusion of stigmatized groups; benefits high-castes. In South Asian countries: India, Nepal and Pakistan caste identities play major role in educational access and school performance. Caste correlating with land ownership and occupational specialization leads to multiple disadvantages; and limits access to social services and political empowerment. Education leads to achievement of other capabilities too. If not equitable, it can institutionalize inequality. Comparative study of exclusionary mechanism in different districts of Punjab highlights active exclusionary processes in land-owning areas, whereas less inequality was evident in small land-holding region where people are hard-pressed to find sources of income.

Lesson 26

Different forms of exclusion. Caste and Education

Spatial exclusion: Extremely poor low-caste people, living on outskirt of village, deprived of even basic needs. These people have no rights of sitting even at the same level with other villagers. Taking schooling decision for their children is like "crossing of cultural boundaries". They are at almost *untouchable* sort of distance.

Second category is comprised of those less stigmatized low-castes who are excluded from the space of private schooling, as these schools were *superior*. Third category of spatially excluded are those poor low-class who cannot afford even free government school because expenses like stationary, uniform etc. are unaffordable for this class.

Temporal exclusion: It includes that poor low-class in which the whole family has to work for their survival. Day time is crucial for them to invest in working thus school timings do not suit them at all. Furthermore, school calendar does not take into account the harvesting season of local context. Therefore, low-class students are either thrown out of school after 2-3 weeks' absence in this season; or if allowed to resume, they lag behind, fail and eventually dropout.

Institutional and structural exclusion: Exclusion of low-caste from private schools leads to their social segregation in public schools where teachers' attitude is highly inappropriate. Though these teachers are better qualified and better paid, but they were of high-class. So both active and passive processes of social exclusion are at work.

Social network exclusion and self-deselection: Social exclusion results in voicelessness of lower-castes in school and makes high-class teachers' accountability impossible. For most socially excluded groups, not sending children to schools was a forced self-deselection from educational opportunities.

Caste and education: Lessons learnt from comparison. Caste was a salient feature of social organization in villages under study. It was interwoven in culture, tied up with occupational stratification, stigmatization and exclusion. Severe caste-based rejection impregnate choice of self-deselection. Teachers need to be more sensitive to social conversion factors, and diverse needs of those involved.

Comparing Cultures.

School life is a reflection of our wider society. Some researcher would deny cultural influence on education, but most would emphasize these factors. They face methodological and philosophical challenges while comparing education across cultures.

Lesson 27

Defining Cultures. Comparing education across cultures; Pitfalls.

General process of intellectual, spiritual and aesthetic development that indicates a particular way of life, people, a period. It refers to all aspects of life including mental, social, linguistic, physical forms and symbolic forms such as written language, art or music etc. in modern societies 'nation' and 'culture' are often conflated. National cultural identities are formed and transformed within and in relation to *representation.* National identities are never unified, coherent, consistent and homogeneous. Furthermore, globalization has also increased diversity and fragmentation as well as homogeneity. Consequently, national cultural identities are being rendered yet more tenuous. New hybrid identities are becoming increasingly visible. Culture influences people as much as they shape it. There are various dimensions of cultural differences. A multidisciplinary approach is said to be most appropriate for comparison across cultures. A multi-vocal ethnography conducted for the purpose of cross-cultural study in USA, Japan & China provided different perspectives on researchers' very ways of seeing; culturally biased selection and focus in the act itself. This study determined that the culture acts as source of continuity and as a break on the impact of globalization, rationalization and economic change.

Lesson 28

Values and Interests in Cross-cultural study.

Ethnography (cultural study) tends to find order, function and symmetry while missing conflict and dysfunction. It highlights ritual, belief and ethos while giving less attention to the issue of social class, politics and power. The emancipatory cognitive interest is the goal of critically oriented social science, of comparison across cultures.

Comparing Values. Challenges in Value-based Research

Concept of values is very broad and elusive, extended from personal to collective level. Its breadth makes it difficult to confine discussion to a single framework. It has to be discussed in context of

individual choices. Value studies are comparative by design; analyzed in different social and political systems. Category A of value-based study includes Size, scale and complexity; Category B are longitudinal analyses of text books; category C focus on convergent and divergent values; and category D is related to comparisons in qualitative studies. Researchers face many challenges in value-based research, including choices of methods and approaches, sample size, struggle between quantitative-qualitative divide, prioritizing practicalities or ideologies etc.

Lesson 29

Comparing Policies. Different perspectives; uses and abuses of policy-based research in CE.
Policy is often supposed to be developed by government and involves both decision-making and non-decision-making. Policy does not exist in isolation. Changes in international policy environment have a direct impact on how social policies are made, implemented and researched. Policy can be understood in various ways including plans/proposals, decisions, documents, actions and practices. Among various classifications od policies, few are known as public and private policy, consensus and conflict perspectives, rational and conflict perspectives etc. The *rational perspective* emphasizes technically best course of action to achieve goal and enables cost-effective decisions. But it largely ignores the power issues and the way in which the state might exercise it. therefor it is criticized for being unrealistic. To avoid drawbacks if rational approach, a more realistic approach, *increment approach* was proposed but that was criticized for being too conservative. The *conflict perspective* sees policy processes as interactive and multi-layered. It highlights role of power in maintaining social order. But it has no room for consensus opinion, neither it follows a rational or logical sequence.
Global policy agendas are steering education research for shaping socioeconomic development. Concept of policy borrowing has become central to CE researchers. Moreover, it brings about various uses and abuses. The uses have their prerequisites, without meeting them uses commonly turn out to be abuses. CE pays close attention to social, cultural, economic and political contexts. An important feature of globalization is that it gives central importance to English as a global language. Therefore, any knowledge that is not part of mainstream English journals is not considered to be real knowledge. On the other hand, Asian countries including China are competing for leadership in global technology oriented knowledge economy. Yet due to dominance of Anglo-American knowledge, East Asian researchers often look to their American and British counterparts for policy ideas.

Lesson 30

Divides in the policy literature. Under-estimating cultural factors.
Scholarly world is highly divided in many ways; education policy studies are no exception. A prominent example is language. Spanish-speaking people heavily rely on Spanish literature, and focus mainly their own societies. Researchers who rely exclusively on English literature pay little attention to vast Spanish research circle. Similar situation exists in other societies. This divide has far-reaching implications; and can set unhealthy limits to research perspectives. Different people view things differently due to different economic and various other factors. This is especially true of policy. It becomes particularly complex issue when policy travels across cultures. Considering the extent to which policy is culture-bound, it is surprising to see how cultural perspective has been neglected in the literature. Comparative studies in education policy have, ironically, tended to fail to deal with real world cultural diversity.

The politics of language policy & inequality in Pakistan.
Language is intimately related to distribution of power hierarchical structures; and may act as strongest yet subtle means of exclusion and marginalization. Pakistan is a multilingual country where language in education is a domain of provincial government. Urdu was declared as national language while English was allowed to retain its colonial status. There is a huge conflict between realization of global importance and value of English and emphasis on home languages as a means to enhance conceptual understanding. There is evident relationship between language and political power. Language-related issues are best measured in the space of *capabilities*. Capability approach focuses human diversity; argues that the role of education is not just *accumulation* of human capital, but also the *expansion* of human capabilities. In contrast, the critical theory claims that education can be a major mechanism reproducing an existing unjust order by selecting and imposing particular form of knowledge. Therefore, it leads to the exclusion rather than inclusion of those already dominated.

Lesson 31

Emerging Impacts: Linguistic capital and language ideologies. Language-based discrimination. Assessing higher education.
A multiple case design study was carried out in the multilingual context of Pakistan, to explore the issue of languages used and taught in education as a dimension of inequality. It found out that English was the most valued language in both government and private schools, and is perceived as symbol of prestige and *good* education and family. Though Urdu language is appreciated as a mark of national identity but paradoxically seen as a stigma. *Urdu-mediums* were described as ill-mannered & uncivilized. Use of Urdu and regional languages was strictly discouraged in private schools, often punishable by fine. But unofficially Urdu was used in classrooms to facilitate teaching/learning. Strong language-based discrimination was evident in all schools, giving a message that *students' language, culture has no place with school or society.* Moreover, main medium of academic text and instruction in higher education is also English. Government school students face great difficulty in linking old concepts to the new consequently they are constrained by their limited English, and have no choice but to refrain from classroom discussions. It results in these students' *self-elimination* from higher education. In contrast, private school students have vibrant self-actualizing college life and overwhelming sense of advantage over govt. school students. This situation also refrains govt. school students from entering the profession of their choice.

Opportunities to be in career of choice and participation. Wider social participation and access.
Government school students are disadvantaged in job market too. English is equated with *'having a voice',* that endorses Bordieu's assertion:
"Language can act as a subtle but powerful tool of exclusion"
Issues of access and participation emerge more strongly when seen against wider language policy. All official documentation is in English. There is an evident difference in the nature and scope of English and Urdu newspaper and media programs. A huge inequality was revealed in this study. It suggests a more inclusive language policy; and provision of more equitable access to learning English.

Lesson 32

Lessons learnt from comparative study.
Language and language-based practices mediate hierarchies of values in social structure; marginalize already disadvantaged, and constrict their freedom of choice and participation. Recognition and

acceptance of linguistic diversity, both by national language police and education systems can address these issues.

Comparing Curricula.

Many stakeholders undertake this comparison. Like, Govt. compares states' curricula with overseas models, parents compare offerings of schools to make best choice etc. All curriculum research involves some degree of comparison and provides theoretical and methodological tools for this purpose. Different conceptions of curriculum are shaped by, or derived from social ideologies that are underpinned by normative views and beliefs about desired roles of schooling in society, nature of knowledge and learning, and the roles of teachers and learners. These ideologies can be exclusive in principle and practice. In pluralistic societies and institutions, the curriculum is influenced by a combination of ideologies. Consequently, curriculum is often a complex set of tensions and contradictions. There are 3 interlinked dimensions of curricula inquiry: purpose and perspective, curriculum focus, and manifestations. An *evaluative perspective* is sought when seeking evidence to make informed decision. For this, data are used to influence policy decisions about aspects of curriculum. There is often slippage between rhetoric and realities of implementation.

Lesson 33

Critical perspective; Research methods: Evaluative, Interpretive, and Critical studies.

Critical perspective involves interrogating curricula from previously determined framework. This perspective involves risk-taking; it doesn't claim to be objective. The researcher openly embraces an ideological standpoint, weak evidence and theorizing evidently undermines any critical research. An example of *Evaluative study* is an evaluation of models of trilingual education in primary schools in ethnic minority regions of China; in which purpose of evaluation was to identify the factors shaping and sustaining different models of trilingual education, and to evaluate their comparative strengths and weaknesses in fostering trilingualism. Evaluative framework suggests a rational, linear approach to curriculum policy-making and implementation.

Interpretive study's example is a research project that examined how task-based learning was planned, implemented and experienced in two different subjects in the Hong Kong. The interpretive outcome of the study also had an evaluative edge. For *critical study's* example, we can see Hickling-Hudson and Ahlquist's analysis of the discourses of ethnicity in school curricula.

Comparing pedagogical innovations. Research on educational change and reforms: Methods.

Innovation is a constant theme in education that prepares citizens for life in the knowledge society. Changes in education policy are coupled with increasing importance and changing perspectives on ICT. Initially it started as *learning about ICT,* then focus was shifted towards *learning with ICT,* later on priority shifted towards *learning through ICT.* Innovation is a specific subset of change, while reforms are the innovations initiated from the top of organization or from the outside. First-order changes involve minor adjustments while second-order transformational changes involve the underlying mission, culture functioning processes and structure of organization.

Lesson 34

Video Studies; Pedagogy and school systems; Revealing diversity in pedagogy; International comparative research; Challenges and methodological advances.

The video studies of the TIMSS (1995) are among the best-known examples of comparative pedagogical studies, conducted in Germany, Japan and USA. These studies can be described as *video surveys.* The focus area was content and organization of lessons, and teachers' instructional practices during lessons; with the goal of normative description of pedagogical practices at national level.

Alexender's (2000) *Five Cultures Study* challenged the idea that characterizations of pedagogical practices derived from a small sample of classroom observations across different subjects could be taken as typical of a culture. These studies illustrated how studies of pedagogy can move between the different levels of interacting contexts from classroom to the system level.

Another good example of a comparison of pedagogical practices at classroom and school level, is the research by Law et al. (2000) on good practices in using ICT in Hong Kong. It sought to understand diversities in pedagogies that emerge during a period of flux.

Three more studies are very important in context of researches that specifically focused on pedagogical innovations and explored it more deeply. First is: SITES M2 – Characterizing Classroom and School Level Typologies of ICT-enabled Pedagogical innovations. Second is SCALE CCR, that claims that for change to be sustained the entire education ecology, including infrastructure, culture, curriculum and other school and system level factors, need to evolve. Third is ILT- Investigating Conditions for ICT Use to Foster Students' 21st Century Skills from an Ecosystem Perspective. TIMSS constructed 'conceptual maps' to complement qualitative descriptions; SITES M2 provided explicit conceptual model of hierarchical nested structures; IPL provided observations about relationship between innovation characteristics and contextual factors; while SCALE CCR offered alternative designs.

Lesson 35

Comparing ways of learning; Comparing learning strategies; Cross-cultural meta-analysis.
Learning ways in different cultures were investigated for several decades; here we will focus on types of comparisons of justifiable learning, analytical methods appropriate for such comparisons, and particularly on comparison of ways of learning by students in Chinese and Western societies. Selection of learning approaches bring about different learning outcomes. For instance, surface approach leads toward recall of only isolated factual fragments of the passage without understanding the author's message. Achieving approach is adopted in order to achieve highest possible grades through any strategy, including rote memorizing many facts and understanding basic principles that could maximize their chances of academic success. Contrary to that is, deep learning approach. While comparing correlates of learning strategies, first stage requires investigating that the concepts involved were relevant for different cultures, and that instruments used were reliable and valid for use with respondents from these cultures. This requires attention to conceptual equivalence, reliability, within construct validity, and a number of other matters. Conceptual equivalence is closely related to 'etic' and 'emic' approaches to research. The *etic* approach seeks to compare cultures on what are thought to be universal categories, whereas the *emic* approach uses only concepts that emerge from within a particular culture. Qualitative investigation of learning approaches of Chinese learners in Hong Kong and China have partially supported the conceptual validity of the constructs of deep and surface approaches for Chinese students. All such studies have concluded that Chinese students tend to view memorization as relevant to both approaches, whereas Western students are more likely view it as surface learning.

Reliability demands that the responses must be assessed within a culture it is to be used. *Within-construct validity* is established by comparing results of internal factor analysis to the scales for different cultures both with each other and with the theoretical model expected. *Cross-cultural meta-analysis* employs quantitative synthesis methods in the meta-analytic tradition to test the cross-cultural relevance of variables. Meta-analysis aims for obtaining overall estimate of strength of a relationship, and to find out if relationship varies according to characteristics of the sample. In this study, it examines correlation with academic grades, and self-concept and locus of control.

The paradox of Asian learners.
There is a so-called 'paradox of the Asian learners' that claims that: 1) Asian students use rote learning more than western students. 2) Rote learning leads to poor learning outcomes. 3) therefore, Asian students have poorer learning outcomes than the western students. However, international comparisons of education performance revealed that reverse is true. For instance, TIMSS findings about Japanese students, Wong's findings about Chinese students, Wallace and Chou's report about Taiwanese students etc. these studies found out memorization, understanding, application, questioning, modifying, summarizing, problem solving individually as well as in group, all strategies being operative in these Asian countries. Thus, culturally sensitive understanding between memorization and understanding can resolve the paradox. Distinction between *rote learning* and *repetitive learning* must be kept in mind.
In Chinese tradition, teacher-student relation is akin to that of parents-children. Lecturer is an authority figure. Typical teaching method utilizes considerable interaction in mutually accepted social context. In contrast, secondary school teachers in Australia see their roles restricted to classroom only. While those in Hong Kong see their roles extended to students' domestic problems and
behavior outside school. Chinese teachers are supposed to have good character, to be concerned with students' moral development, be warm and friendly beyond classroom; whereas British students are supposed to arouse students' interests, explain clearly, use effective instruction methods and organize range of activities for them.

Lesson 36

Comparing educational achievements; Procedures; Whom to compare; Comparing levels and equity of performance; Equity in achievements across schools.
Comparison of achievements is important for measuring achievement rate, analyzing own input, processes and their cost. It helps in assessing similarities, differences and variation among schools; and measuring differences between subgroups of students. In short, it tells *what can we learn from other systems?* comparison within countries focuses magnitude of difference in achievement within and among classes or students, gender or other groups. This comparison is not as simple as it seems. It requires a *well-defined framework* that describes subject areas and produces test blueprints. Then tests are produced; finally scores for each student are produced. Comparative studies usually specify age level or grade level of combination of both. Both criteria have own complications. After population identification, it may or may not need to be sampled. Another problem is defining a class. It is easy in schools where teaching of all subjects is done intact class, but some countries prefer grouping in different ways of instruction in different subjects.
Most teachers are eager to know the feedback of students' performance. researchers' feedback increases schools' willingness to cooperate in future studies. School principals may be interested in knowing their school's performance in comparison with other similar schools. Moreover, authorities are also often interested in knowing their school's *'international standing'*, and whether regions with different characteristics differ in achievement? It is important to inform 1) what percentage of pupil reach different skill levels as it helps curriculum development specialists in further improvement. 2) what percentage of pupil reach specified benchmark levels? AT national level, it is important to infirm how well is a country doing compared with similar countries? It is also important to know how equitable achievement is? When equity is considered important, countries want to know variation between schools.

Lesson 37

Comparing quality of education in low income countries from a social justice framework; Human capital perspective to quality; rights-based approach to quality.
Quality, from social justice perspective, has 3 dimensions: *inclusion, relevance, and democracy.* Social justice approach emphasizes the role of education in promoting basic freedom. It provides a fuller rationale for a policy focus on education quality, but cannot provide a blueprint for policy and practice.
Human capital perspective sees educational quality for economic growth, and GDP as the most significant indicator of development. Since the role of education is seen in relation to economic growth, there is a shift in political commitment from cost-sharing to free primary education. It was realized that countries having highest levels of inequality also have slowest growth rate. Gender, urban/rural location, and regions were seen the sources of inequality. But the problem is that Human capital theory doesn't itself provide framework for understanding education quality, rather adopts school effectiveness approaches, which lacks flexibility to re-imagine different forms that school can take. Moreover, it has tendency of over-reliance on standardized assessments as a measure of quality.
Rights-based approach takes interest in human beings for their own sake and sees development as multifaceted. Human rights are considered as fundamental and integral to the development process. It secures rights to, rights in, and rights through education. These include enactment of negative rights as well as positive rights. Its framework suggests child-friendly schools, and promotes principle of inclusion. But this approach conceptualizes schools as apart from local contexts. It

tends to be rhetorical. It does not provide basis for analyzing social and economic forces that influence learners. It has no concern with historical and contemporary political forces. It is mostly concerned with legal rights only, ignoring moral aspects of rights.

Nancy Fraser and global justice.

Fraser defines justice as *parity of participation.* According to her, justice requires social arrangements that permits all to participate as peer in social life. She emphasizes the principles of equal moral worth and equal participation. Economic structures that deny access to resources, hierarchies of cultural value and exclusion from decision making discourses are *institutionalized obstacles* in her view. Fraser draws attention to three dimensions of social justice, namely, *redistribution, recognition,* and *participation.*

Lesson 38

Redistribution, Recognition, Participation and education quality.

Redistribution relates to access to resources, both human and material, and access to quality education.

Recognition means first identifying and then acknowledging the claims of historically marginalized groups. These include women, disabled, vulnerable children, rural dwellers, refugees, minorities and indigenous groups etc. Understanding of their diverse needs is critical for enabling education planner to target resources and intervention effectively.

Participatory justice includes the rights of individuals and groups to have their voice heard in debates about social justice and injustice and to actively participate in *decision-making.* Fraser considers it as prerequisite for realizing issues of redistribution and recognition. Fraser identifies two forms of misrepresentations in relation to participatory justice. 1) Political misrepresentation that includes voice, accountability, governance and decision making. It points towards the nature of political rules and processes within nation states that deny some citizens the chance to participate fully in decision-making. 2) Globalization effect on low income countries, where global agendas oust local needs. Therefore, learners in low income countries have to bear double disadvantage: poor governance, and top down agendas.

Capability approach and education quality.

This approach considers education as an important capability that leads to develop valued capabilities and functioning.

"The difference between a capability and functioning is like one between an opportunity to achieve and the actual achievement, between potential an outcome"
Walker (2006)

According to Sen, understanding of capabilities is the idea of agency freedom, thus capabilities imply more than simply skills in a narrow sense. She identifies education not only having an instrumental value in terms of supporting livelihoods, generating income and reducing human insecurity, but also having a great deal of intrinsic worth as a capability in its own right. Key role of good quality education is supporting the development of autonomy and ability to make choices in later life. Quality of education should be evaluated not in terms of resources but in terms of equality of opportunities and enabling freedom of choice.

Framework of social justice; three dimensions of quality.

Social justice approach provides a new way of thinking about educational quality. It highlights an alternative rationale for education rooted in individual freedoms; and redefines quality education as

the one that develops valuable capabilities/ opportunities. There three dimensions of quality indicated by social justice framework, inclusion, relevance and democratic.
Inclusion refers to equal access to education and its outcomes. It conflates with recognition and redistribution, and focuses marginalized groups.

Lesson 39

Inclusion; Relevance; Democratic dimensions.
Resources: Quality inputs as a key issue from a social justice perspective. Materials provided need to be appropriate to the curriculum, environment, learners' cognitive level, their language proficiency(ies) and multiple socio-cultural identities. Research EdQual in Africa highlighted critical inputs of targeted resources, and nuanced understanding of contextual needs of children necessities. It found out that educational information systems in low income countries is deficient and not reliable due to political issues.
Teacher education: Learning materials do not work in isolation to enhance learning outcomes, they depend on teachers' pedagogic practices, professional values and language proficiency. EdQual research shows that teacher autonomy and action research for creating opportunities for the disadvantaged are very helpful. Teacher recruitment, training, deployment, management and motivation are all key quality issues that are particularly problematic when education systems expand rapidly. Human capital framework addresses these issues through incentives and accountability mechanism; while human rights framework emphasizes on supporting teacher professionalism and development as well.
Governance: Human capital approach suggests that initiatives have to address three areas to raise quality: choice and competitiveness; school authority and decentralization; and accountability. EdQual research also agrees with efficiency and accountability concerns and highlights the issues of equity too. EFA (2009) indicated another important finding, that increased privatization, in the form of low-fee private schooling which has proliferated as demand of schooling has increased, also leads to improved outcomes
Learning outcomes: there is growing interest in inclusion of low income countries in international assessments such as PISA and TIMSS. However, performance in tests are not sufficient measure of quality as they tell little about processes and intrinsic benefits of education. In fact, an over-reliance on test results as indicators of quality can be detrimental to quality.
Relevance dimension: Relevance is concerned with the extent to which learning outcomes are meaningful for all learners, valued by their communities and consistent with national development priorities in a changing global context. Human capital approach mainly focuses essential life skills, health, conflict-peace education, critical thinking and interpersonal skills in this context; whereas rights approach stresses upon curriculum values, promoting positive face such as tolerance, challenging injustice, and negative face such as weapons for repression. Social justice perspective suggests that realizing recognition justice in education depends on *who* determines curricula, pedagogy and language policies and *how*.
Democratic dimension: Fraser introduces the concept of *mis-framing*, that can be applied to double exclusion faced by learners, parents and communities in debate about quality of education. She suggests *'politics of framing'* through two inter-related forms she calls *'affirmative politics of framing'* and *'transformative approach'*. *Reframing* is a transformative approach dismantling obstacles. It debates and demands for quality education and transformative regionalism.

Lesson 40

Low cost private schools for poor; Non-government schools: History of support; Cross country analysis

Low-cost private schools catering to low-income family are rapidly increasing in majority of developing countries. It raises the question that why would low-income family choose a fee-paying school instead of a free government school? This study has focused Jamaica, Kenya, Tanzania, Ghana, Indonesia and Pakistan to assess the reason for this increased demand. Many countries consider non-government sector necessary and appreciate their role. Among such countries, some have introduced voucher programs for students to attend private schools for which government reimburses the tuition cost. Bhutan carried out extensive school mapping and set up non-government schools to account for under-supply of public school spaces. Philippines's govt. purchases seats in private schools for low-income students. Columbian govt. has contracts with private school organizations to run schools for low-income students. Reasons for the rise of private sector are inadequate or uneven distribution of finance; low quality or inefficient public education; hidden costs in government schools; a preferable language of instruction; religious preference; and increased accountability in private schools that leads to less teacher absenteeism and individualized attention. There are numerous debates and controversies regarding this sector. It is said that basic education is a human right that only state can deliver. For-profit institutions have no essential interest in delivering education services to the poor. Furthermore; states have the moral and legal responsibility to protect minorities, promote equity and diminish exclusion. Another objection is that non-subsidized providers are drawing down community wealth. Another claim is about the efficiency, which is only possible under certain conditions. Without sufficient information, low-cost private schools will simply be taking advantage of poor parents. One more claim is that non-government schools can undermine the public education system. Finally, some claims that such schools will never be able to accommodate the poorest households.

Cross-country analysis pointed towards increasing demand for low-cost private schools and public sector's inability to meet the demand. Increasing number of such schools are serving is areas where public schools were few and far between. People prefer these low-cost schools because public schools lack adequate infrastructure; government funding and accessibility.

Low-quality public schooling; Accommodation of low income children; Regulatory environment

Public schools in Jamaica were found with insufficient space, ineffective education, no individual attention to students, increased rate of crime and violence. Similar situations were found in other countries understudy too. Parents' differentiated demand for greater emphasis on religion is another major reason of choosing low-cost private schools. Although study reported evident enrollment of low-income families in these schools, this is also true that these private schools are unable to reach the poorest families. They reserve right to select and expel students.

Alternative models that government offers to accommodate low-income children includes: scholarships, subsidies, vouchers, seat purchasing in private schools. Governments make rules and regulations pertaining to establishment, operations, and results of non-government schools. Furthermore, schools have to follow national or govt. approved curriculum. Inconsistent incomes and taxation structures often put these schools' financial sustainability at threat.

Lesson 41

Quality of input; Successful initiatives and models; Lessons learnt from cross-country analysis; Recommendations; Major arguments.

Poor quality of public schools is one of the reason for expansion of private schools. Thus private schools are supposed to deliver the higher-quality services; which is not evident in many cases. In Jamaica and Ghana, study revealed less qualified teachers and low national examination scores as compared to public counterpart. Tanzania showed positive achievement of private schools, with no evidence about low-cost sector of interest. Low-fee schools in Indonesia provide greater access but not the quality. Mixed quality output were found in Kenya. Private schools in Pakistan were seen with lower teacher absenteeism and smaller class size. These schools attained higher test scores in mathematics, English and Urdu, but still there are concerns about quality. Each of 6 countries provides some evidence of initiatives or models. Kenya offers re-purposing of funds. In order to maximize access to private schooling for those who are most in need, some Kenyan schools adopted the practice of enrolling one or two students at no charge for every three or four fee-paying students enrolled. Another initiative is *school-in-a-box,* a franchise approach by bridge International Academies in Kenya. Pakistan is offering scholarship programs in Baluchistan to promote girl's education. Similar scholarships are offered in other countries too. All 6 countries have unnecessarily numerous and restrictive policies regarding private schools. For instance, there are unable to set fees based on market forces which perils financial sustainability. Regulations governing teacher certification works counter to the need of flexibility and efficiency in non-govt. sector. Taxation and land ownership policies need to be revisited.

Recommendations: non-govt. schools need to be treated as integral part, and should be registered without charges. There is a need for exemption from certain regulations and taxes too. Incentives should be enhanced so that non-govt. schools can better manage themselves.

Response to major arguments:

1- *A right that only state can deliver:* the state will remain the main source though not the sole schooling provider or source of education finance.

2- *Dependency of non-subsidized providers on revenue:* revenues are fungible; tax resources draw from communities as do the private school fees.

3- *Efficiency can be true under certain conditions:* It definitely requires good sources of information and effective regulatory framework. Many private schools were seen as more efficient than govt. schools.

4- *Non-govt. schools contributing to universal basic schooling:* Many countries achieved universal education with a mixture of govt. and non-govt. schooling.

5- *Reliance on private schools can undermine public system.* There are instances for this, but opposite can also be true, numerous instances are available.

6- *Low-cost schools' can never accommodate the poorest households*. Yes, true to some extent. But there is evidence from many countries that private schools are reaching the poorest children.