

Privatization of School Education and Academic Performance in Nepal



Outline of the Presentation

- Privatization in Education
- Historical Background of Private Schools in Nepal
- Forms of Privatization in Education
- SLC Results Data Based on a Research
- Comparison and
- Conclusion



Privatization in Education

- Privatization is a terminology of economists, but without the political realization, will and commitment, the term would have no existence.
- It was conservative government, which came in power in 1979, reduced public spending and encouraged private enterprises in all spheres in the UK (Walford, 1990:67, 1989:2).
- Milton Friedman is one of the main proponents of neo-liberal perspective who initiated the idea of public voucher.

Privatization in Education

- Similarly, people of the USA experienced the similar change in schooling system during the Regan administration.
- “Following a 1983 Regan administration report, *A Nation at Risk*, changed the focus of federal education policyto one of reaching a higher level of performance”(Orfield, 2000:402).



Privatization in Education

- The operation of public schools became costly on the one hand, and the initiative for its reforms realized ineffective elsewhere on the other.
- Bauman (1996:168) claims that many of the efforts promoting excellence in the 1980s were founded on criticism of noncompetitive, monopolistic public schools.



Privatization in Education

- Chubb and Moe played vital role to promote school privatization in USA, have built on Friedman's proposal, argue that schools should be cut free from public sector bureaucracies and allowed to sink or swim in deregulated educational marketplace (Hargreaves, 1998: 326f).



Privatization in Education

- In educational marketplace, schools are the suppliers of the services and students/parents are the consumers or the buyers of the school services.



Historical Background of private schools in Nepal

- **Education before 1951**

Traditionally, education in Nepal has been based mainly on religion. The purpose of education was to teach religious philosophy to high caste people.

The Hindu system of education was offered through the Gurukuls or the Ashrams, and the Buddhist education through the monastery or Gumbas of the congregation of highly learned 'Gurus'

Historical Background of private schools in Nepal

- Modern educational history of Nepal began with the establishment of Durbar High School (the first public school in Nepal) in 1853(1910 BS) during the Rana regime (1846-1950).



Historical Background of private schools in Nepal

- As education was beyond the reach of the large majority of people in those days, it can be said to have been virtually prohibited to ordinary people in the actual sense of the term.



Historical Background of private schools in Nepal

- Education gradually became accessible to an increasing percentage of the high caste Nepalese population.
- Until 1951 there were only a few schools- 321 primary schools, and 11 high schools in the country. The enrollment ratio was 0.9%. The schools were given very small amount of grant from the state and were managed by local community.

Historical Background of private schools in Nepal

After 1951

With the dawn of democracy in 1951, Nepal entered into a new era of democracy. This led to the rapid expansion of education with wider implication for social change.



Historical Background of private schools in Nepal

Public schools were coming up in many parts of the country and in the mean time, private schools were also introduced in this period. The first modern private school established in Nepal was Tribhuvan Adarsha School in Pharping about 17 km south of Kathmandu, on 23rd of September 1951. The school was started with 60 residential students; the fee charged per student was Rs. 70 per month.



Historical Background of private schools in Nepal

After 1971

This was after 1971 that the most prominent move to establish a national education system was made by introducing a National Education System Plan (NESP) under the fourth five-year development plan (1970-1975).



Historical Background of private schools in Nepal

The NESP introduced a new national system of public education. All the different types of schools were brought under the national system. Private schools were also covered under the government grant scheme after NESP.



Historical Background of private schools in Nepal

After 1980

The financial and social pressure compelled the government to modify its education policy in 1980 and the schools were permitted either to continue the government grant or to revert to private status without grant. All the previously private schools were again converted into private schools and grants to such schools were withdrawn.



Historical Background of private schools in Nepal

On the other hand, the private schools continued to flourish and attracted the general public especially in the urban areas through demonstrating better results in the national school leaving exams.



Historical Background of private schools in Nepal

- During the Seventh Plan period (1986-91) also, community schools did not receive any financial aid from the government. As a result, some of the schools collapsed and the remaining were also in operation in pitiable conditions. These reasons combined with good reputation and no stringent regulations on the part of government made rapid growth of private schools during the decade of eighties.

After the restoration of Democracy in 1990

- After the restoration of democracy in 1990, the Government constituted the National Education Commission (NEC) to give a new direction to the educational system in the changing political context of the country.
- This commission submitted its report in 1992 and spelled out some issues and problems in the private school sector and recommended some measures.


After the restoration of Democracy in 1990

- The main problems and issues raised by NEC included: the absence of a sense of accountability among the founders, matters related to teachers' exploitation, establishment of schools without having proper and hygienic physical infrastructures and environment, heavy load of contents and text-books and disobeying the government rules and regulations.

After the restoration of Democracy in 1990

- The CPN UML Government again constituted another High Level National Education Commission, which submitted its report in 1998.
- The suggestions were similar to those recommended by NEC but differed in the types and ownership of private schools. HLNEC suggest that private schools should not be profit-making institutions; they have to serve the society by taking social accountability.
- The report also suggested that except the initial investment made by the founders, the ownership should remain with the institution itself rather

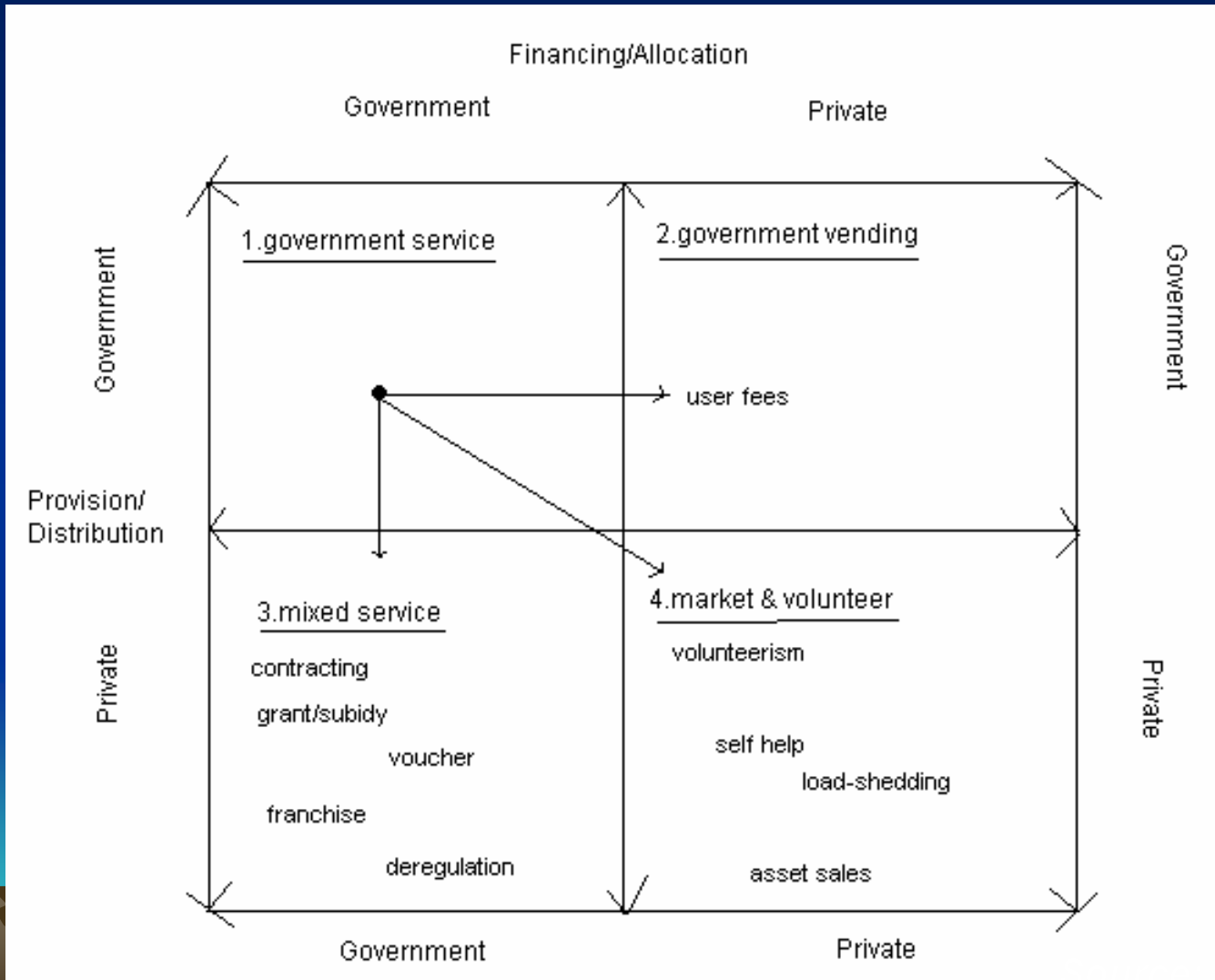
After 2006 (Peace Agreement between Government and Nepal Communist Party (Maoist))

- According to the “Interim Constitution of Nepal, 2006”, every citizen will have rights to free education up to secondary level.
 - Similarly, School Sector Reform Program is initiated in support of ADB, where it envisages a regulatory framework for the private schools.
 - Furthermore, it visualizes maximum partnerships of private and public sector in secondary education, ensuring adequate access to disadvantaged populations.
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Forms of privatization in education

- The form of privatization in education follows no single pattern (cf. Murphy, 1996:20).
- It is in a variety of forms, such as in terms of relevance to public education, the extent of privatization, the domain of activity etc. Martin (1995), Murphy (1996) and Murphy et al (1998)) have categorized three broad distinction of privatization.

A Typology of privatization initiatives- by extent and domain

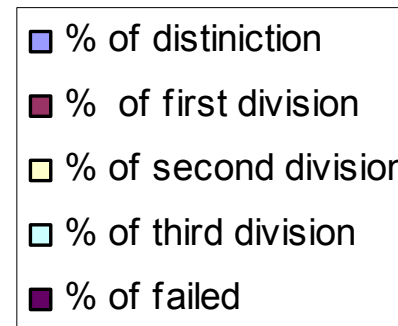
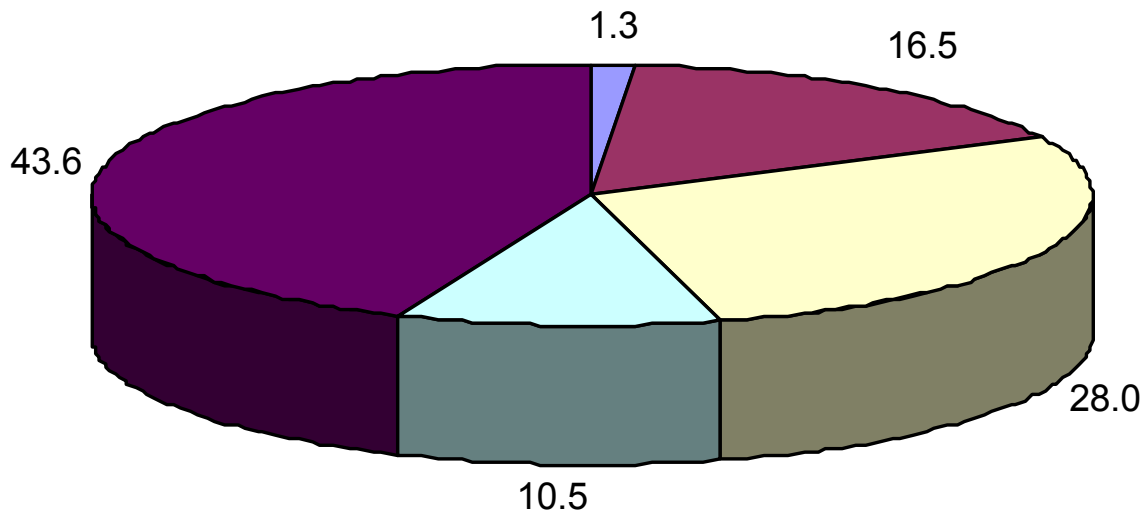


Academic Performance

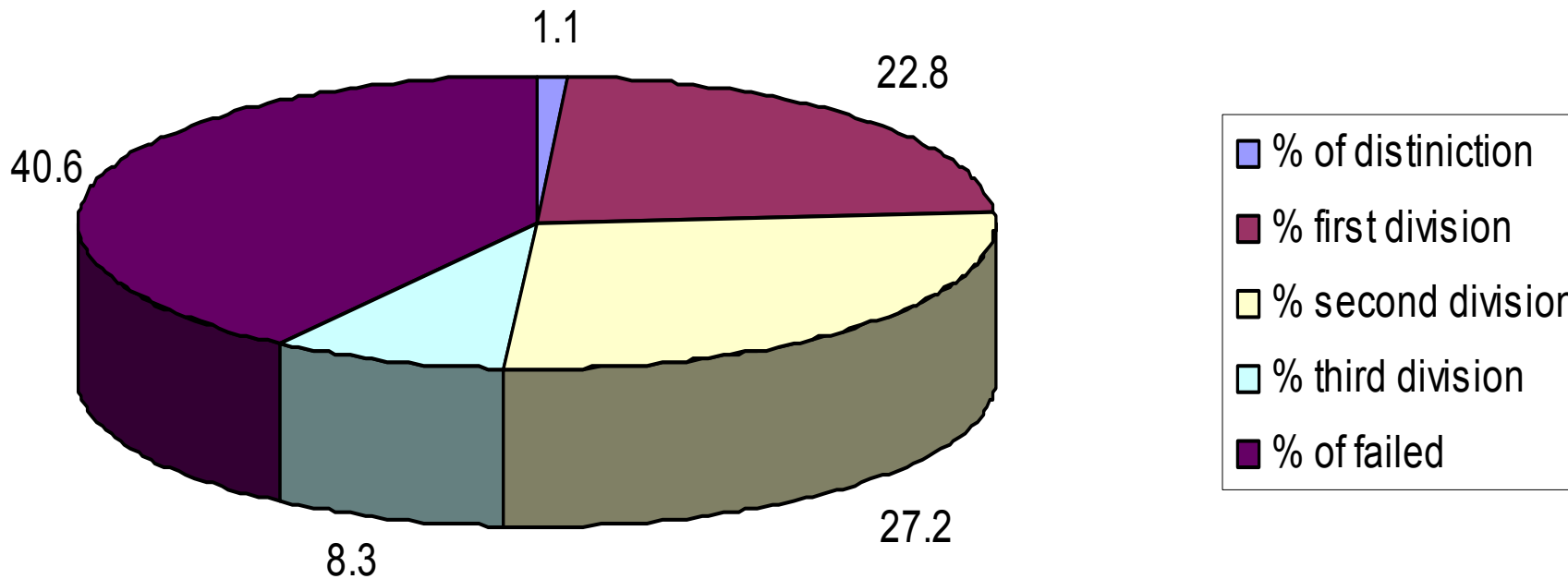
- Academic means educational that is related with the learner in schools;
- Performance is result, behavior and action;
- Academic performance here is concerned with the better results and somewhat with quality.



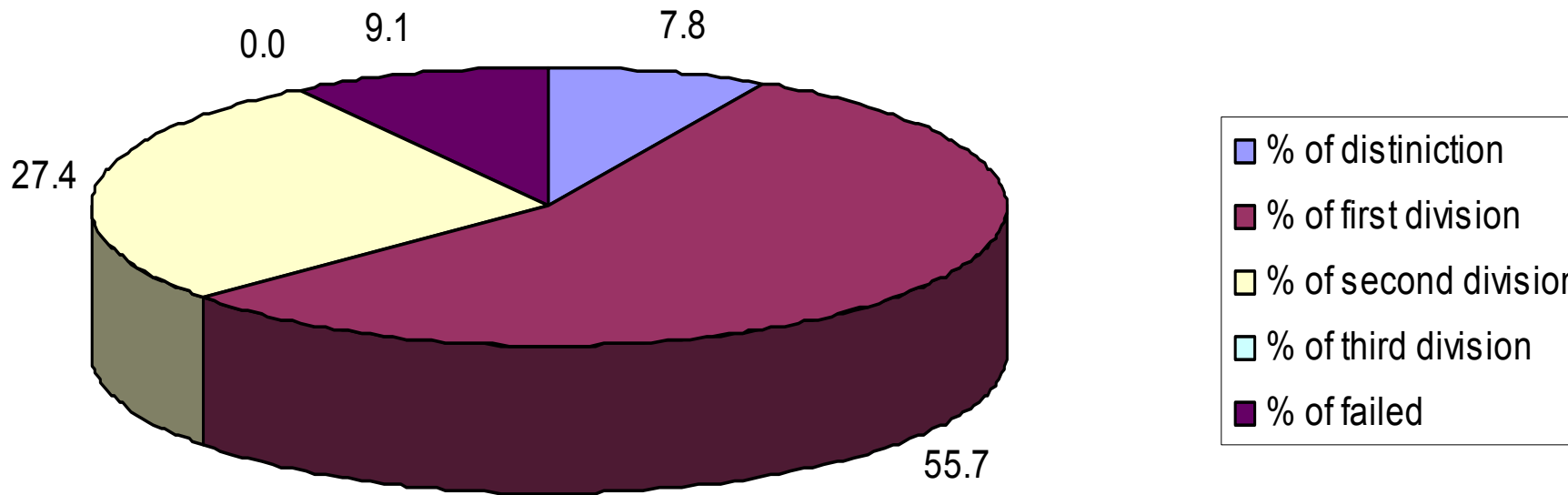
Distribution of SLC students of public schools by division, 2061



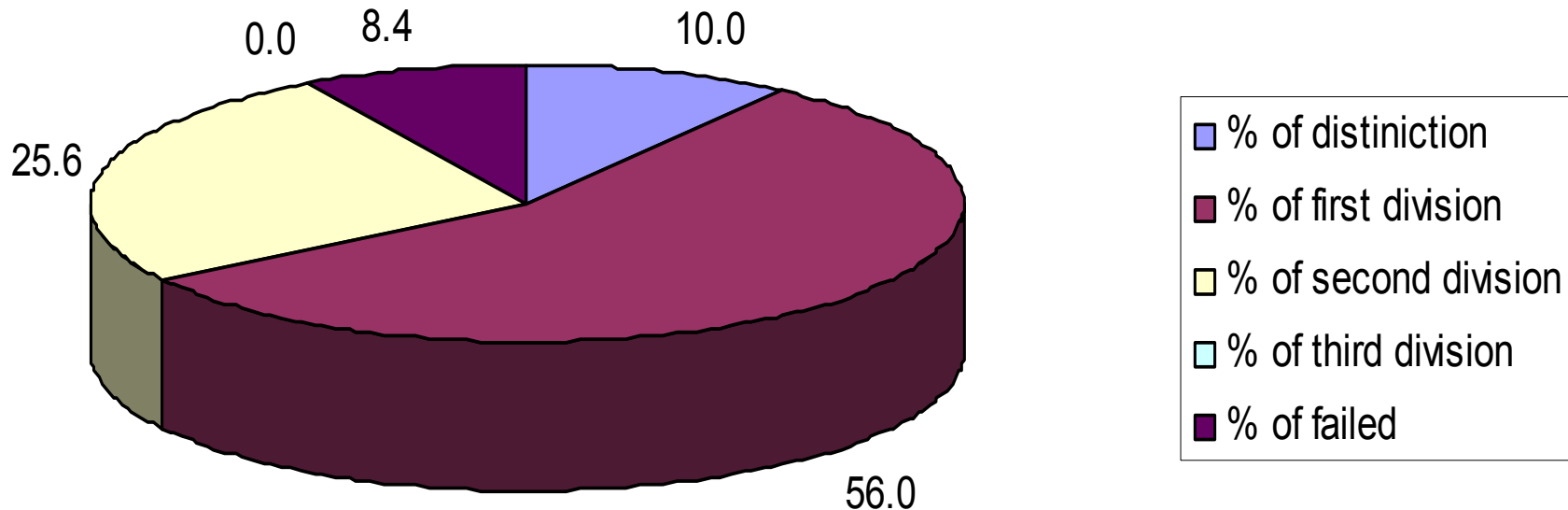
Distribution of SLC students of public schools by division in 2062



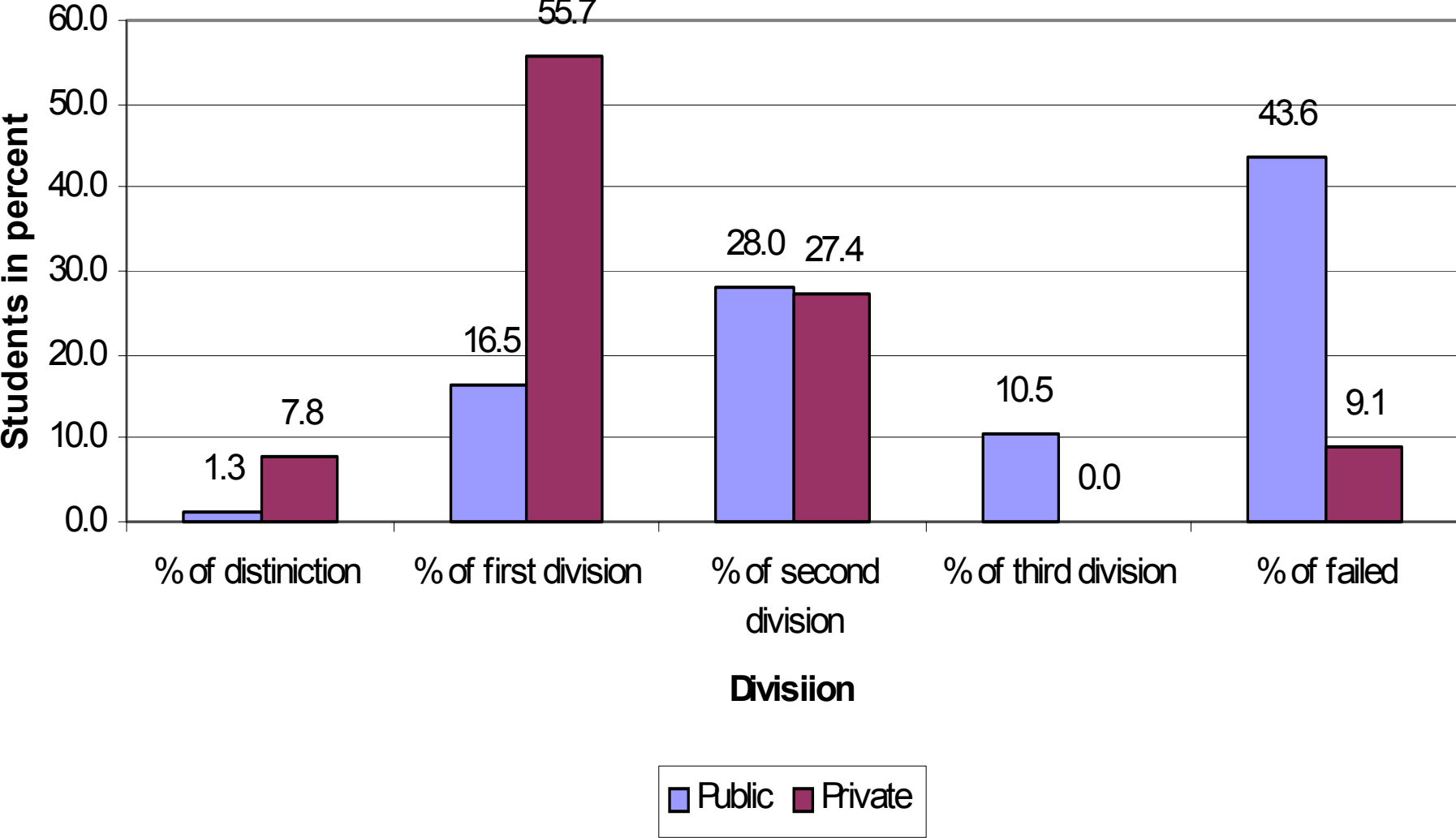
Distribution of private school students by division in 2061



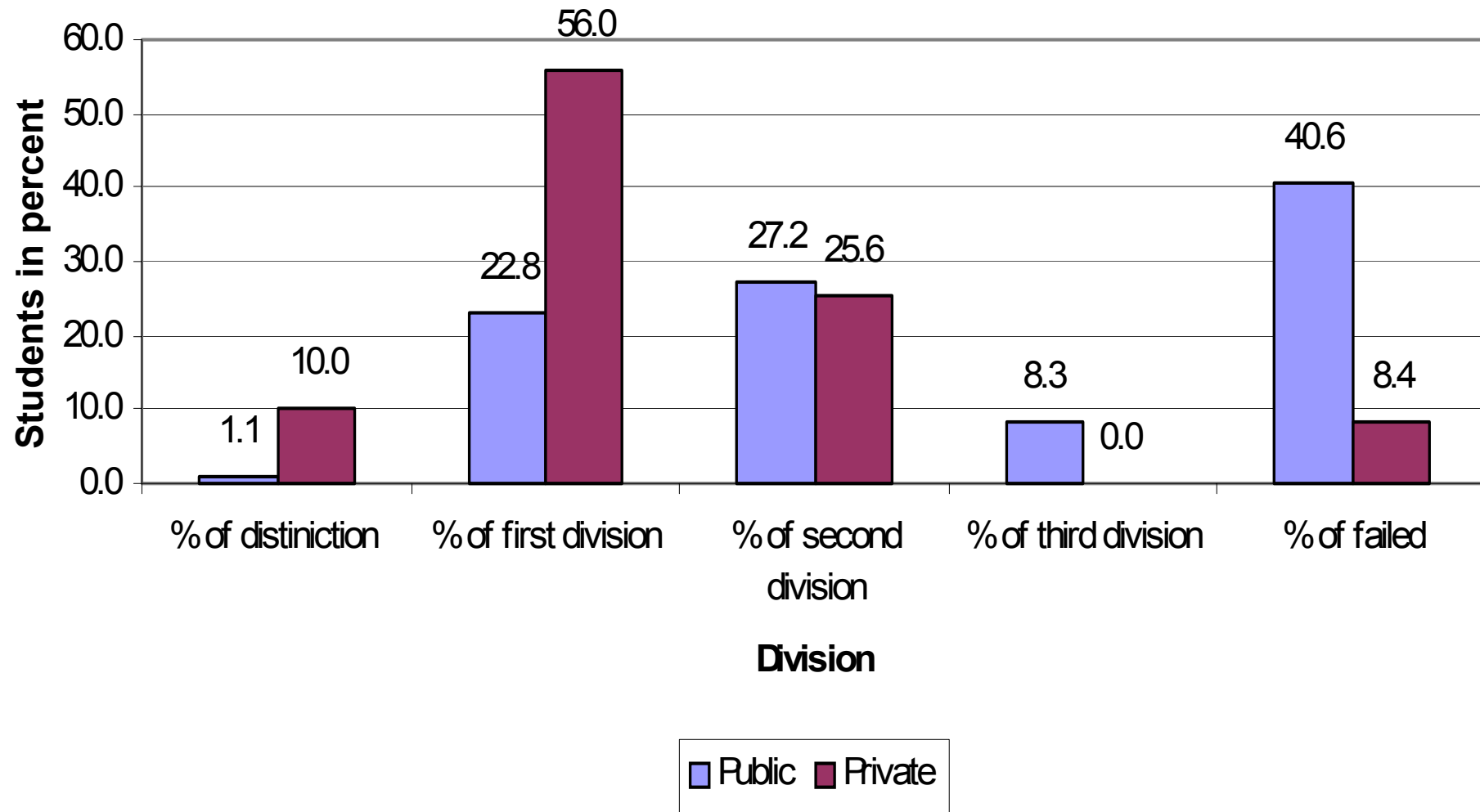
Distribution of private school students by division in 2062



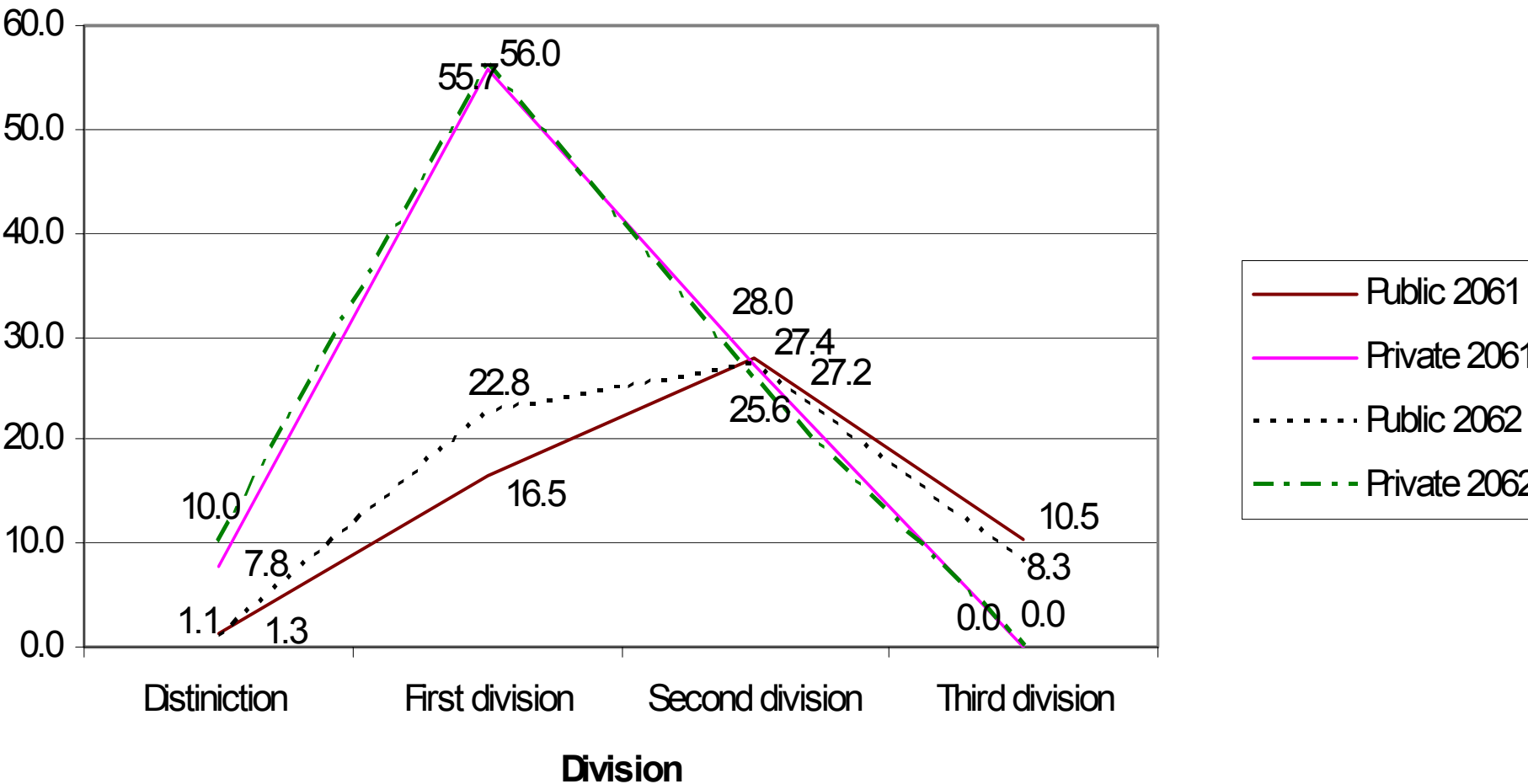
Comparison of SLC students in 2061



Comparison of SLC students of public and private schools in 2062



Comparison of SLC Students of Public and Private Schools in 2061 and 2062



Management's perception of the schools


School in terms of quality	No. of public schools	% of public schools	No. of private schools	% of private schools
Best in town	-	-	5	33.33
Competitive	15	100	10	66.67
Moderate	-	-	-	-

Assessing Students' performance

Frequency of assessments	No of public schools	% of public schools	Private schools	% of private schools
Once a year	-	-	-	-
Twice a year	4	26.67	-	-
Four times a year	11	73.33	5	33.33
Six times a year	-	-	-	33.33
Monthly	-	-	5	-
Regularly	-	-	5	33.33


Teacher Training

Frequency of training	No. of public schools	% if public schools	Private schools	% of private schools
Once a year	-	-	10	66.67
Twice a year	7	46.67	-	-
Regularly	8	53.33	5	33.33
No need of training	-	-	-	-



Progress report sharing

Progress report sharing	No. of public schools	% if public schools	Private schools	% of private schools
Yes	15	100	15	100
No	-	-	-	-



Conclusion

- Privatization of education of this time is a seed planted elsewhere by the event of globalization.
- Nepal entered a new era; with the restoration of democracy in 1990; privatization became a popular agenda for economic development and prosperity. Privatization of school education also became a matter of concern of the policy makers, parents and the investors.



Conclusion

- The private schools' SLC results revealed that their students could secure much higher marks than the students from public schools.
- Besides, private schools have more confidence on their educational quality and their action is also directed more towards quality.



Conclusion

- There are more than 6500 private schools and around 30,000 public schools among which 3731 have been handed over to the communities.
- New initiatives should be directed towards achieving common goals at large.

