Can School Type Help to Identify the Supply and Demand for Education?

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School types and outcomes

Provided by

☐ State
☐ Private school
☐ NGOs
☐ faith based organisations
☐ Community
How does choice work?

- a private school is the chosen alternative to the collapsing state school (Kingdon 1996, 2002; Kremer and Muralidharan 2005).
- market competition between the private providers and the state provider improves the quality of education (Tooley 1997, 2003).
What can we learn from school choice?

- choice from the government school to the private sector implies poor (and failing) state education

- the choice menu of schools gives a list of providers (not always equal alternatives)
Taking from Hirschman

- the notion of **exit** relates to the decision to leave a provider on account of dissatisfaction-economic response

- The term **voice** is used to denote political activity undertaken by an individual while remaining within an organisation to ensure the continued provision of a good-political response
Why stay in?

- The notion of **loyalty** used is that of personal affinity of an individual with the organisation. In a situation where an individual has the choice of using between exit and voice, the greater the sense of **loyalty** the more likely that voice would be preferred to exit.
<table>
<thead>
<tr>
<th>Exit</th>
<th>Yes</th>
<th>New models (Case 2)</th>
<th>Yes</th>
<th>Voice</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>Community (Case 3)</td>
<td>No</td>
<td>Market based provision (Case 1)</td>
<td></td>
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<td></td>
<td></td>
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<td>No</td>
<td>Excluded groups (Case 4)</td>
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</tbody>
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Why the school?

School based studies

☐ as a provider of educational services

☐ as state authorised unit that maintains educational records.
School in community approach

- a socially constituted site where the everyday reality of teaching, resistance and subordination is experienced

- the actions of voice, exit and loyalty that are identified in the interviews that constitute the reality of education.
Public Private Partnerships and the Educational Outcomes for the poor (P³EOP)

- The household survey provided income levels of households, educational decisions of parents and the types of schools that operate.
- Interviews and focus groups with parents and pupils will be conducted in the community.
- Interviews will be conducted with teachers and managers in the school.
Sample

- 10 schools in each district, equal number of rural and urban, (preferably within the community used in the other qualitative studies)
- A minimum of 2 from each category of government, private, faith/community (if other categories exist such as informal these can be added on)
Field research

- Interviews with educational officials - district education officer
- Interviews and focus groups with parents and youth will be conducted in the community.
- Interviews will be conducted with teachers and managers in the school.
Data Analysis

- The interview and focus group data to trace and identify mechanisms of **voice, exit** and **loyalty** through coding
  - key actions (petitions, protests, meetings)
  - social contexts (ethnicity, class and gender)
  - key financial (fees, fund raising, charges, bursaries)
  - non-financial (free-meals, inoculations) outcomes.
Educational outcomes for the poor

- to construct proxies of exit, voice and loyalty emerging out of the actions/responses emerging from the interviews
- school in community approach to gives more nuanced instruments for identifying political and economic outcomes
- to understand choice in an environment with growing number and diversity of educational providers