

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

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School types and outcomes

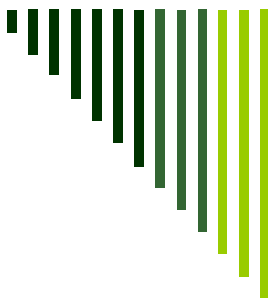
Provided by

- 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)



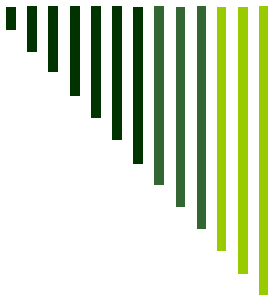
Taking from Hirschman

- 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.



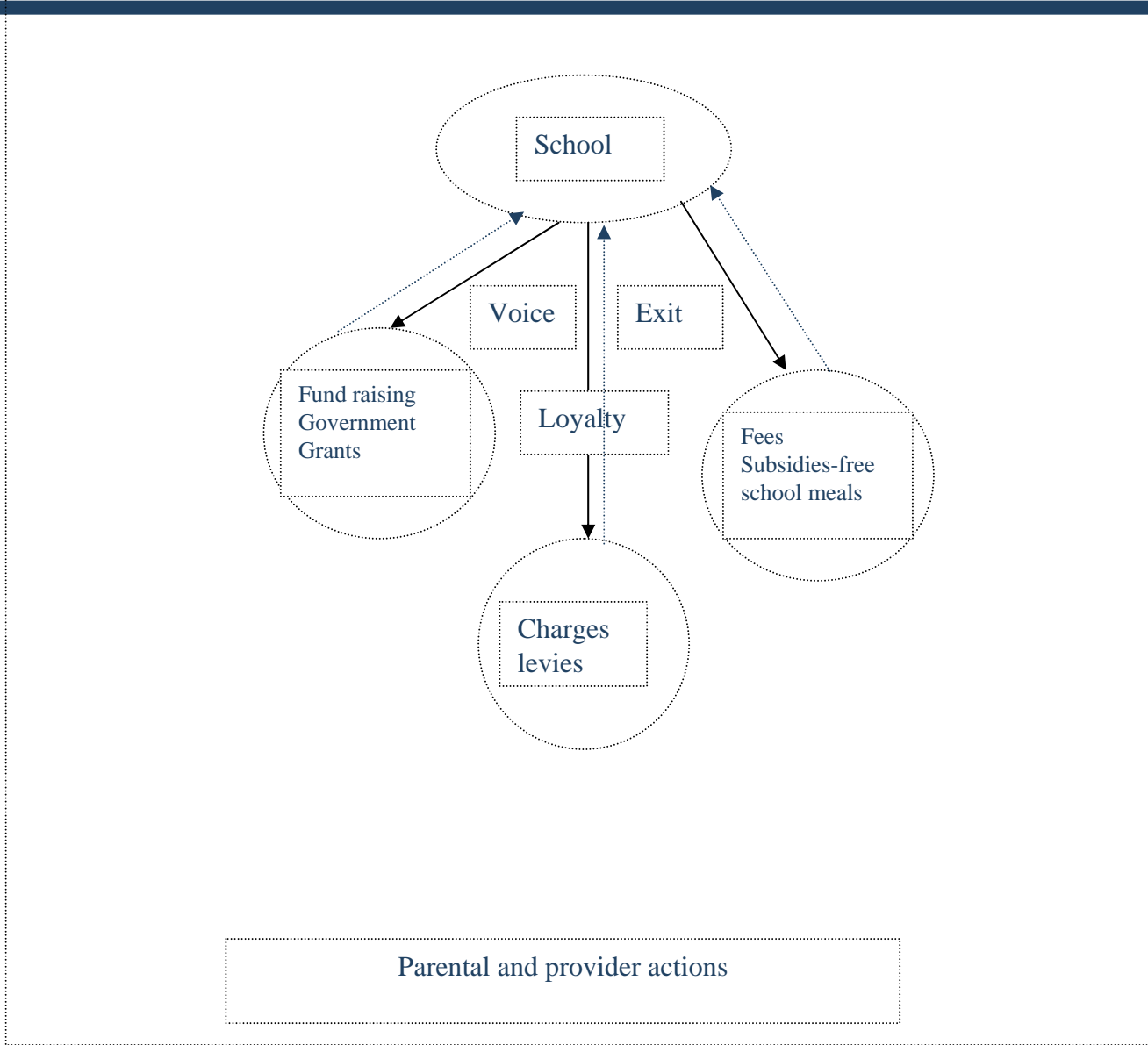
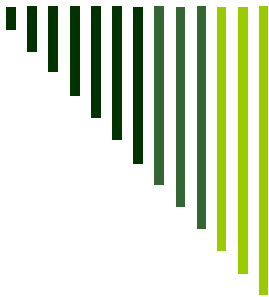
		Voice	
Exit		Yes	No
Yes	new models (Case 2)	market based provision (Case 1)	
No	community (Case 3)		excluded groups (Case 4)



Why the school?

School based studies

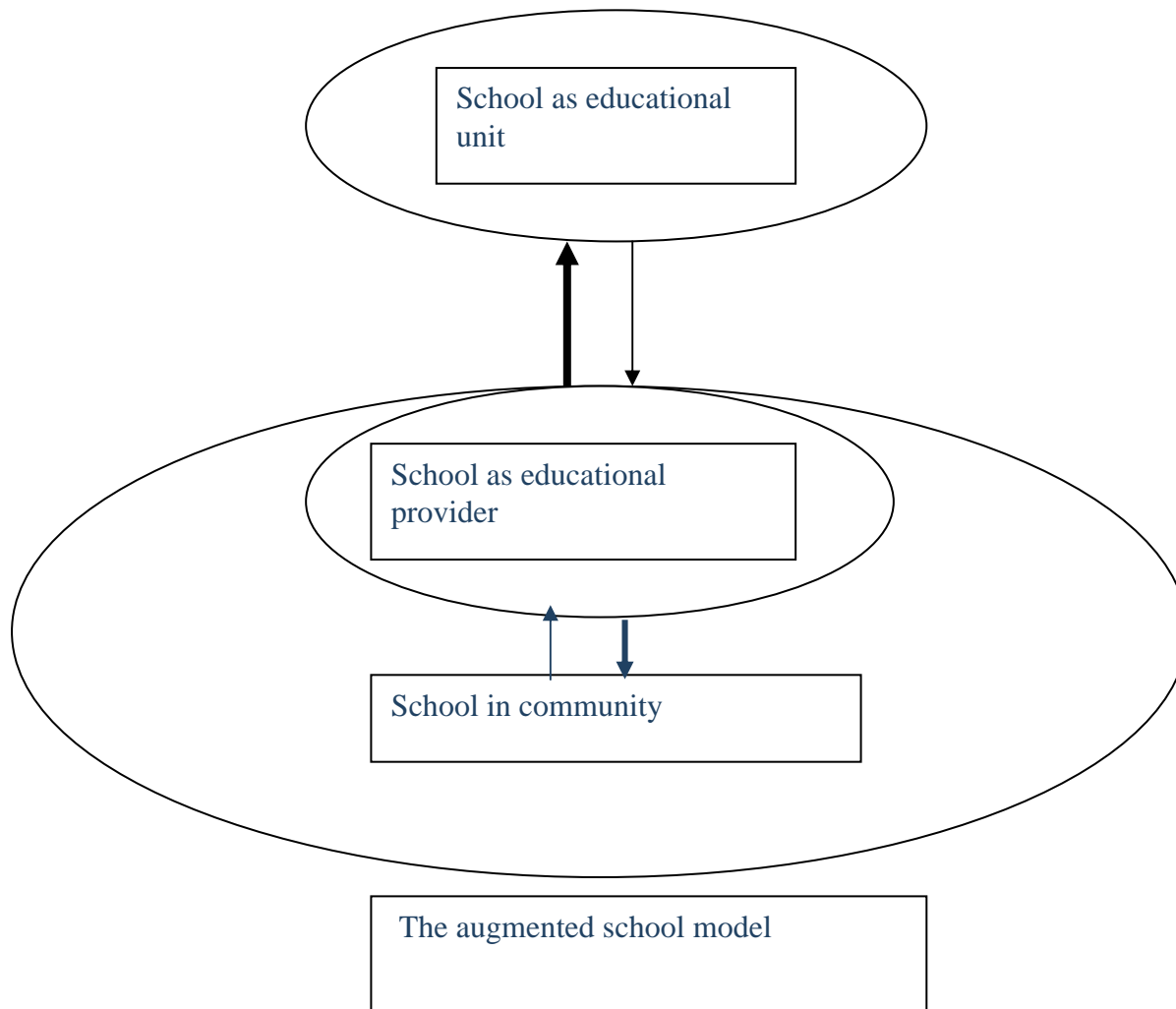
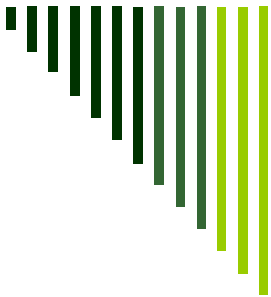
- as a provider of educational services
- as state authorised unit that maintains educational records.

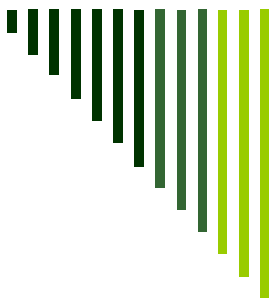




School in community approach

- 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 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