

INTERNATIONAL EXPERIENCES OF PRIVATE SCHOOLS FOR THE POOR

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Abstract. *This article examines what public policy should be regarding affordable private schools, including the policies of development aid agencies seeking to help low- and middle-income countries, as well as relevant public policies for national and local governments. The article concludes with several recommendations. One recommendation is that even though children from low-income families attend private schools, they remain citizens; therefore, they should not be excluded from poverty alleviation strategies. A second recommendation is to expand state statistics functions to routinely include non-public schools in calculations of enrollment rates. Finally, the paper does not recommend a voucher or other publicly funded school choice program because the public sector should remain the primary conduit for public education. However, this raises questions about the limits of the public sector in providing high quality education and whether these limitations should be more openly acknowledged.*

Key words: *private schools, policy of aid agencies, public policy, voucher program.*

At one time or another, private schools played an important role in the educational history of almost every country. All over the world, non-government controlled (or run) schools provided the first formal educational opportunities for children - whether initiated by individuals, the private sector, or religious organizations. However, these were often elite private schools, accessible only to the wealthiest citizens of the country. The highly visible nature of elite private schools has given rise to the misconception that all private schools are for the rich, so the existence of low-fee private schools in developing countries seems paradoxical. However, in the age of modern education, when almost all countries recognize that education is a basic human right that should be accessible to all, "non-public schools for the poor" have become a reality in almost all developing countries.

In Bhutan, Cameroon, Chile, Colombia, Haiti, Aruba, Trinidad and Tobago, and others, governments appear to recognize the need for the non-governmental sector and the role it can play that the state system cannot. Perhaps the most famous is Chile's large-scale voucher program, in which the government provides vouchers per student to attend private schools (privately franchised and independently owned) (Arenas, 2004; Elacqua et al., 2009; Hsieh and Urquiola, 2000; Somers, 2004). In 2009, the Right to Education Act was passed, according to which 25% of first grade places in private schools should be given to children from low-income families.

Taking a hands-on approach, the Bhutanese government conducted a comprehensive school map to assess the shortcomings of the public system, and then communities to establish non-government schools to address the lack of public school provision. worked with (Bray, 2002; Kitaev, 2004). In the Philippines, as well as in Trinidad and Tobago, the

government began buying seats in private schools to meet the excess demand for education (Kitaev, 2004; Patrinos, 2006). In addition to the experience of the eight-year voucher program, the Colombian government recently turned to the idea of contracting with private organizations to manage schools for low-income students.

At the other end of the spectrum are countries like Barbados, Mauritius and Nepal. All of these countries (in addition to several other transition economies) have governments that firmly believe that the education of their nation's children is the sole responsibility of the state. The most extreme of these is Nepal, where the non-governmental education system has faced extreme challenges from Maoist persuasion, often in the form of demonstrations in Kathmandu (Caddell, 2007).

Relative size, support, and influence of low-fee private schools of the sector in developing countries, although it varies by country there are two reasons for the increase. The first reason is that the improper or uneven distribution of public finances is non-public creates a demand for schools that schools can fill. Second reason - people of education low quality and/or ineffectiveness. In other words, private schools in developing countries caused by insufficient provision of public schools to meet the excess demand and/or failing public education system increased to provide alternatives. Although wealthy families are private The last one though used schools as an alternative to the state system the same trend in low-income families over several decades observed.

It has been argued that low-cost private education in developing countries in recent years is partly due to overcrowding of teachers, hidden costs in public schools, high private tuition (in high-fee schools), preferred language of instruction, poor public performance (i.e. academic achievement) and religious preference. Additionally, Tooley (2009) notes that low-cost private schools reduce teacher absenteeism (due to increased accountability to parents and school owners), more engaged teachers (due to more local recruitment), smaller classes and provides more individualization. Although there is evidence in the literature and from our recent six-country fieldwork to support Phillipson and Tooley's claims, low-cost private schools are not without their problems and controversies.

Universal main to education reach for non-state from schools to use against one how much evidence used. First of all, basic education is a human right that should be provided only by states takes This argument shows that non-profit organizations provide education to the poor non-profit charitable organizations that have no significant interest in providing services provides services nationally without relying on government subsidies they can't, even if they are signed by the state makes it a public responsibility. This argument states minorities protection to do equality support and an exception to do reduce states that he has a moral and legal responsibility for (Lewin, 2007, page 42).

Second, if unsubsidized providers in low-income communities if they depend on community income, including tuition, they are mostly community wealth reduces Non-state schools support for of income presence in low-income countries to high-income countries more limited, including the coefficients of age dependence because of differences.

GDP/capita in low-income countries teacher salaries are six times higher than those in high-income countries it can. In addition, the available domestic income of the gross domestic product is only 15 percent, 40 percent in rich countries. That's it shows that the social value of basic education in low-income countries significantly higher, so in high-income countries Evidence of non-public schools is readily available in low-income countries apply possible it's not (Lewin, 2007, Page 43) .

Third, higher efficiency, lower cost, higher in the private sector that claims of quality and high relevance are true only under certain conditions possible These include "informed choice, transparent accountability, appropriate regulation and efficient legislation base" enters and these are rarely cases developing in countries the most poor home farms to the truth applies (Lewin , 2007, page 44). The lack of informed choice is particularly troubling. Private school Opponents of education say it's cheap if not enough private schools at affordable prices are in the interests of poor parents they use (Probe, 1999; Watkins, 2004).

Fourth, non-government to achieve general attendance in basic education to supply depends has been OECD or fast developing country no, said opinion expressed. This is because of the wide range of externalities of basic education there is being they are natural respectively state participation with is provided.

In short , the state must provide a national curriculum, because nations future adult reached of citizens behavior effect it is natural to do. States choose received state medium and higher to education access for can set standards. However, non-public schools are national education program with limited not stay need to because study experiments are necessary for the development of education. Students of private schools while taking national exams at the end of primary and secondary school, their study programs balance institutional decision to be need National One purpose of having a curriculum is that in non-public schools, including reducing the risk of educational extremism in religious schools. Tolerance towards countrymen or political neighbors and teaching values that override national standards of empathy can be an important problem and the United Nations Socially consistent with the organization's standards of civic education with concepts provide to the right.

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