Chapter 1 : In Pakistan, faith has become a dangerous political tool | Asia Times

Education as a Political Tool in Asia (Routledge Contemporary Asia) [Marie Lall, Edward Vickers] on www.nxgvision.com *FREE* shipping on qualifying offers. This book offers a fresh and comparative approach in questioning what education is being used for and what the effects of the politicisation of education are on Asian societies in the era of.

Laksh Venkataraman The Journal of Asian Studies introduction before the bulk of the book is approached. The remaining fourteen chapters of the book are organized by geographic region and reflect a general historical progression. Within each of these chapters, the historical, stylistic, religious, and material details are given. He uses description and analysis of individual works to explain larger ideas with general success. Perhaps too great an emphasis is placed on sculpture and architecture, to the det- riment of painting and other artistic traditions, although the focus on these media is likely to have been intended to maintain consistency and relative simplicity in order to keep the book from being even longer than it already is. The book is clearly a labor of love, and its presentation of Buddhist art from across Asia without any favoring any one area is much appreciated. To say that this book is a great contribution to existing literature on Buddhist art would be an overstatement, awarding it credit that it neither deserves nor aims for. Instead, it makes an excellent addition to any library for its images, exploration of relationships between geographic and temporal areas, and general analysis. This useful volume edited by Marie Lall and Edward Vickers analyzes education as a tool for the political socialization of the population in nine Asian countries. With this orientation, the book raises perfectly the Asian dilemma of whether to blindly follow the established policy ideals of the international community or to stick to indigenous models of education in the name of nationalism. For this reason, it is interesting to learn through the essays in this well-written volume that the countries in the region are extremely diverse in adopting inter- national policy paradigms. Book Reviewsâ€"Asia In his introductory essay, Vickers puts the overall orientation of the volume in these terms: The education policies and theories of nine Asian countries are analyzed in this volume, with a macro policy perspective on education. The book adopts a broad view of the education system as a political tool in Asia. In this way, the discussion aspires to identify commonalities as well as differences across the countries in the region. The national undercurrents in the formation of curricular frameworks and pedagogic ideals are brilliantly analyzed. The chapters highlight the different approaches to education by the countries in the region. For instance, education in China and Vietnam is intended mainly for the political indoctrination of state-centric patriotism. In contrast, policy ideals in Singapore and Hong Kong are mostly pro-Western, aiming to make their national economies competitive in the world. The contrast between the uncritical state-centric patriotism and pro-Western neoliberalism is therefore the central policy dilemma in the region. Overall, the authors consistently maintain the common analytical thread of treating education as a political tool in the region in all the chapters. The essays display an impressive and enlightening degree of analytical rigor. In spite of the analytical merits of the volume, there are some shortcomings. For instance, although the bibliography provided in the volume is quite useful, there are a few avoidable errors in the text, including occasional incomplete refer- ences e. Furthermore, the chapter on India misses some essential readings in its analyses. The scholarly works of Sarada Balagopalan and Veronique Benei on the role of education in India are not dis- cussed. Sage Publications, , in its analysis. Although the chapter is detailed and focused, it would have been even more useful if it had included discussion of these important contributions. These short- comings, however, do not obscure the importance of the volume. Given the fact that it vividly captures the process of education as state-sponsored socialization, it will attract a wide readership.

Chapter 2 : Educational equity - Wikipedia

Education has been used as a political tool throughout the ages and across the whole world to define national identity and underlie the political rationale of regimes.

South Asia comprises seven contiguous countries: The region is geographically knit together and is homogenous in terms of sociocultural, political, historical, economic, and educational factors. The people of this area are heirs to a heritage of common culture and civilization steeped in history. At the beginning of the twenty-first century, however, it is one of the most backward regions of the world, both educationally and economically. Most of the countries in the region rank fairly poorly in terms of the human development index, a crude summary statistic of development compiled by the United Nations Development Program UNDP. All the countries of the region, except Sri Lanka , are classified as low human development countries. This is a historically rich region, with one of the most ancient civilizations of the world. The ancient scriptures associated with the region placed education and knowledge on a high pedestal, regarding it as the most important treasure one could have. Even in the early twenty-first century, many in the region value education very highly. Some of these countries were once very rich, industrially advanced, and materially prosperous. The countries of the region, except for Nepal and Bhutan, experienced various short and long phases of colonial rule and became independent in the middle of the twentieth century. The devastating colonial impact can be noted on the development of education in the region. The long colonial rule uprooted the beautiful tree in the undivided India and transformed an advanced intermediate society of India into an illiterate society, besides converting it into a raw material appendage on the economic front. At the start of the twenty-first century, with the exception of Sri Lanka , South Asia is one of the most backward regions of the world in terms of educational development. The region has been described as "the poorest region," "the most illiterate region," "the least gender-sensitive region," and "the region with the highest human deprivation" Haq and Haq , pp. It has emerged as an "anti-education society in the midst of a pro-education Asian culture" Haq and Haq , p. In sheer numbers, the South Asian subcontinent poses the most serious challenges in education: Education Development after Independence The importance of education is increasingly realized by every nation in the region. The human investment revolution in economic thought initiated by Theodore Schultz in an address to the American Economic Association had its own impact on public policy regarding educational development. The critical role of education in social, economic, and political developmentâ€"as a means of development as well as a measure of developmentâ€"is widely recognized. As a result, there has been an education explosion during the second half the twentieth century in most developing countries. Countries in the South Asian region also experienced an explosion in the number of people attending school. Between and , enrollments in schools in South Asia increased sixfold, from 44 million to million. The total teaching staff increased from 1. Enrollment ratios increased from 20 percent net in to 52 percent gross in Gross enrollment ratios refer to the total enrollments as a proportion of the relevant age group population, while net enrollment ratio refers to enrollment TABLE 1 in the relevant age group as a proportion of the population of the relevant age group. The rate of adult illiteracy declined from 72 percent in to 46 percent in see Table 1. These are no mean achievements, given the poor economic conditions of the newly independent countries of the region and their high rates of population growth. Along with quantitative progress, however, the education system in the several countries of the region is characterized by conspicuous failures on many fronts. While the rate of illiteracy has decreased, the number of adult illiterates increased from million in to million in , and the current adult illiteracy rate is quite high. Adult literacy campaignsâ€"an important strategy adopted by the South Asian countries to improve literacy ratesâ€"have not met with great success. Sixty percent of the adults in Nepal and Bangladesh, and about 55 percent in Pakistan and Bhutan, are illiterate see Table 2. Further, a large majority of the literate population have had little more than primary education, and very few have gone on to higher education institutions. For example, only 7 percent of adults age twenty-five and older in India have graduated from postsecondary institutions; the corresponding TABLE 2 figure is 2. About 50 million children in the primary-school age group were estimated to be out of school in But this is only the gross enrollment

ratio. The net enrollment ratio in Pakistan, for example, was only 49 percent in Universal primary education is still a distant dream for many countries in the region, except for Sri Lanka and Maldives see Table 3. Similarly, though the number of teachers has increased at all levels, the pace of growth has not kept up with the increase in enrollments. According to the latest statistics available, the number of pupils per teacher in primary schools is as high as fifty-nine in Bangladesh, forty-nine in Pakistan, and forty-eight in India—and the situation has worsened in many countries over the years. The situation is similar in terms of internal efficiency in primary education, as measured by rates of survival of children in school the converse of dropout rates and promotion rates. Dropout and repetition rates are also high. In fact, the completion rates in primary education in South Asia are the lowest in the world. Quality of education, reflected in levels of achievement of children in primary schools, has been found to be unsatisfactory in several countries of the region. The regional, social, and economic inequalities that are a glaring feature of the societies of South Asia are reflected in the education systems, with the poor and socially backward areas suffering a severe degree of exclusion from education. In addition to religious and cultural prejudices, gender prejudices are also strong, keeping girls out of schools. Enrollment ratios in secondary and higher education are also low in South Asia compared to many other regions of the world. Many countries in South Asia e. As Mahbub ul Haq and Khadija Haq have estimated, barely 1. Secondary education has failed to provide any job-relevant skills, and as a result has served only as a transitory phase toward higher education and is not viable terminal level of education in these nations. In addition, gender disparities in secondary education are the largest in the world. It is felt by some that higher education has expanded too fast in South Asian countries. Acute unemployment rates among the educated and high rates of emigration to the West are cited as testifying to this phenomenon. But higher education is, in fact, very much restricted in South Asia. Higher education is practically nonexistent in Maldives and Bhutan, and barely 3 percent of the relevant population is enrolled in higher education in Pakistan—with 4 percent enrollment in Bangladesh, 5 percent in Sri Lanka and Nepal, and 7 percent in India see Table4. This is in sharp contrast to most economically advanced countries, where the enrollment ratio is generally above 20 percent. Additionally, all South Asian countries compare very poorly with countries in East Asia, Latin America , and many other areas of the world with respect to scientific and technical manpower. While the region as a whole is educationally backward, there are one or two important exceptions. In terms of numbers, India has one of the largest education systems in the world—its student population exceeds the total population of some of the countries of the world. This, however, does not place India ahead of others in educational development. While India could build the third largest reservoir of scientific and technical manpower in the world, this was found to inadequate to meet the challenges of growth in the rapidly globalizing and competitive world. Sri Lanka and the tiny Maldives are far ahead of other countries in the region in literacy and basic education. More than 90 percent of the population in these two countries is literate. Basic education is nearly universal and enrollment ratios in secondary education are high, although Maldives does not have any higher education institution. The problems of dropouts and grade repetition are also not so important in Sri Lanka as in other countries. With its emphasis on school education, Sri Lanka could improve the level of human development, as measured by the human development index, but it still continues to be economically backward. However, internal civil war and political unrest have had a serious adverse impact on educational development in Sri Lanka. One of the important factors responsible for the unsatisfactory development of education in the region is the low level of public investment in education. The present levels of public investment in education in South Asia have been found to be of the lowest order, even less than those in sub-Saharan Africa. For instance, Bangladesh invested 2. It is only in the relatively rich country of Maldives that the proportion is reasonably high 6. As a proportion of the total government expenditure, education receives a small portion in countries like Bhutan and Pakistan see Table 5. Particularly during the s, after economic reform policies were introduced, public expenditures on education decreased—not only in relative proportions but also in absolute total and per student amounts—in real prices and sometimes even in nominal prices. In addition, political instability and the compulsion to allocate substantial resources for defense and internal security have also constrained India, Pakistan, Sri Lanka, Nepal, and Bangladesh in raising their levels of spending on education. Though sound finances are not a sufficient condition for

educational development, they are a critically necessary condition for development. For instance, high historical investments made in education helped Sri Lanka march ahead of others in literacy and school education. A low level of economic development is generally believed to be the reason for a low level of public investment, but that is not necessarily true. With political and social will, some relatively poor societies could spend more on education than some relatively rich economies, even in South Asia. Recent Policies and Approaches Most countries of South Asia have recognized the vital role of education and the need to accord high priority to education in development efforts, and they have begun paying serious attention to education—particularly to basic education—as a part of the global program of Education for All EFA. Several strategies have been adopted, some of which are not necessarily sound, and many of which are controversial. Along with strengthening formal schools with increased levels of physical and human infrastructure facilities in India, for example, where a national program of improvement in school infrastructure on a massive scale was launched in , all the countries in the region also place undue emphasis on nonformal education for universalizing basic education. Though started with good intentions, nonformal education is favored by the educational planners in the region primarily due to its low cost. It is also cheap in quality, however, with poor physical infrastructure facilities, inadequately trained teachers, and inadequate teaching and learning material. As a result, it did not take off well. Further, TABLE 4 no links exist between nonformal and formal education, and the graduates of nonformal education often tend to relapse back into educational poverty. Effective compulsory basic education is still nonexistent in many countries of the region. Efforts to promulgate compulsory education laws have only recently been initiated in Sri Lanka, and India. However, even if enacted, such laws will not necessarily provide free education. Families incur huge expenditures in acquiring even basic education for their children, both in terms of payments to school and the cost of other necessary expenditures, such as for books, uniforms, and transportation. The high cost of schooling incurred by families is an important factor constraining the participation of the poor in schooling. Decentralization has been regarded as "the key to improvement in education in South Asia" Haq and Haq , p. Decentralization has become an important issue not only in large countries such as India and Pakistan, but also in relatively small countries like Nepal. Many responsibilities of schooling are being decentralized to the local level. The mechanisms envisaged would not only increase the role of local bodies, but would also ensure an increased level of participation by local communities. As a corollary to all this, however, it is feared that the role of the central government and of provincial governments may get minimized. Private education is another important issue of concern, particularly in postprimary education. Though private education is not a new phenomenon in South Asia, public policies only recently began favoring the rapid growth of private schools. Along with private education, public policies are also being formulated for improved mechanisms of cost recovery in education. This will be accomplished through the introduction or increase of fees in schools, as well as through various efforts of mobilization of nongovernmental resources.

Education as a political tool in Asia. Education has been used as a political tool throughout the ages and across the whole world to define national identity and underlie the political.

Although similar, there can be important distinctions between the two. Equity[edit] Equity recognizes that some are at a larger disadvantage than others and aims at compensating for these peoples misfortunes and disabilities to ensure that everyone can attain the same type of healthy lifestyle. Examples of this are: Social justice leaders in education strive to ensure equitable outcomes for their students. Equality[edit] The American Library Association defines equality as: Everyone is given equal opportunities and accessibility and are then free to do what they please with it. However, this is not to say that everyone is then inherently equal. Some people may choose to seize these open and equal opportunities while others let them pass by. Socio-economic equity in education[edit] Education equality on countries that are members of the OECD. The numbers correspond to the average difference of points in the results of the PISA test of a student from a high socio-economic level and a student from a low socio-economic level in their respective country. A higher number represents a more unequal education system whilst a smaller number indicates a more equal education system Income and class[edit] Income has always played an important role in shaping academic success. Those who come from a family of a higher socioeconomic status SES are privileged with more opportunities than those of lower SES. Parents generally feel more comfortable intervening on behalf of their children to acquire better grades or more qualified teachers Levitsky. This creates an unfair advantage and distinct class barrier. Costs of education[edit] The extraordinarily high cost of the many prestigious high schools and universities in the United States makes an attempt at a "level playing field" for all students not so level. High-achieving low-income students do not have the means to attend selective schools that better prepare a student for later success. Because of this, low-income students do not even attempt to apply to the top-tier schools for which they are more than qualified. In addition, neighborhoods generally segregated by class leave lower-income students in lower-quality schools. Fewer than 30 percent of students in the bottom quarter of incomes even enroll in a four-year school and among that group, fewer than half graduate. Tracking sorts students into different classes or groups based on ability or future plans. Starting at an extremely young age, the sorting of students mimics a hierarchy similar to what may form later in life. Students are both viewed and treated differently depending on which track they take. The quality of teaching and curricula vary between tracks and as a result, those of the lower track are disadvantaged with inferior resources, teachers, etc. In many cases, tracking stunts students who may develop the ability to excel past their original placement. Racial equity in education[edit] From a scientific point of view, the human species is a single species. Nevertheless, the term racial group is enshrined in legislation, and phrases such as race equality and race relations are in widespread official use. This includes providing students with a full opportunity for participation in all educational programs regardless of their race. Below are some examples of countries that have to deal with racial discrimination in education. US Department of Education: The Commission on Equity and Excellence in Education issues a seminal report in Rather, this is a declaration of an urgent national mission: This collective wisdom is a historic blueprint for making the dream of equity, and a world-class education, for each and every American child a reality. From the beginning of this nation, there were many barriers to the schooling and education of girls and racial, national origin, and language groups not from the dominant culture. Approaches and resources for achieving equality and equity in the public schooling of girls and ethnic, racial, and language minority groups are still evolving. Globalization of the economy, increasingly diverse and interconnected populations, and rapid technological change are posing new and demanding challenges to individuals and societies alike. School systems are rethinking the knowledge and skills students need for success, and the educational strategies and systems required for all children to achieve them. Within the Asia-Pacific region, for example, Korea , Shanghai-China, and Japan are examples of Asian education systems that have climbed the ladder to the top in both quality and equity indicators. During the apartheid era, which began when the National Party won control of Parliament in and ended with a negotiated settlement more than

four decades later, the provision of education was racially unequal by design. Resources were lavished on schools serving white students while schools serving the black majority were systematically deprived of qualified teachers, physical resources and teaching aids such as textbook and stationery. The rationale for such inequity was a matter of public record. By embedding race equality in teaching and learning, institutions can ensure that they acknowledge the experiences and values of all students, including minority ethnic and international students. Universities Scotland first published the Race Equality Toolkit: Gender discrimination in education has been very evident and underlying problem in many countries, especially in developing countries where cultural and societal stigma continue to hinder growth and prosperity for women. Some of the reasonings that girls provided include harassment, restorations to freedom, and an inherent lack of opportunities, compared to boys. It promotes individual freedom and empowerment and yields important development benefits. And yet girls in many underdeveloped countries are denied secondary education. Figure on the right shows the discrepancies in secondary education in the world. Countries such as Sudan , Somalia , Thailand and Afghanistan face the highest of inequity when it comes to gender bias. A New York Times article [16] highlights how education systems, especially public school systems, tend to segregate. Boys and girls are often taught with different approaches, which programs children to think they are different and deserve different treatment. However, studies show that boys and girls learn differently, and therefore should be taught differently. Boys learn better when they keep moving, while girls learn better sitting in one place with silence. Therefore—in this reasoning—segregating the genders promotes gender equity in education, as both boys and girls have optimized learning. This category primarily relates to the bias displayed for education external to the school environment. This includes restraints due to poverty and child labour, socio-economic constraints, lack of parental involvement and community participation. Harmful practices like child marriage and predetermined gender roles are cultural hindrances. Lack of investment in quality education, inappropriate attitudes and behaviors, lack of female teachers as role models and lack of gender-friendly school environment are all factors that promote gender inequity in education. Equity in education increases the work force of the nation, therefore increasing national income , economic productivity , and [gross domestic product]. It reduces fertility and infant mortality , improves child health, increases life expectancy and increases standards of living. Above all, female education can increase output levels and allow countries to attain sustainable development. Equity in education of women also reduces the possibilities of trafficking and exploitation of women. While progress is being made in sub-Saharan Africa in primary education, gender inequality is in fact widening among older children. The ratio of girls enrolled in primary school rose from 85 to 93 per boys between and , whereas it fell from 83 to 82 and from 67 to 63 at the secondary and tertiary levels. The Center for the Study of Race and Equity in Education unites University of Pennsylvania scholars who do research on race, racism, racial climates, and important topics pertaining to equity in education. Center staff and affiliates collaborate on funded research projects, environmental assessment activities, and the production of research reports. Principally, the Center aims to publish cutting-edge implications for education policy and practice, with an explicit focus on improving equity in schools, colleges and universities, and social contexts that influence educational outcomes. What follows is a work in progress, started by members of a class entitled "Equity in K–12 Public Education" held the Fall of and "Equity and Social Justice in Education: The site has timelines, reviews of articles on selected issues, and additional resources. Asia Society is the leading educational organization dedicated to promoting mutual understanding and strengthening partnerships among peoples, leaders and institutions of Asia and the United States in a global context. Across the fields of arts, business, culture, education, and policy, the Society provides insight, generates ideas, and promotes collaboration to address present challenges and create a shared future. The highest performing education systems are those that combine quality with equity. Equity in education means that personal or social circumstances such as gender, ethnic origin or family background, are not obstacles to achieving educational potential definition of fairness and that all individuals reach at least a basic minimum level of skills definition of inclusion. In these education systems, the vast majority of students have the opportunity to attain high-level skills, regardless of their own personal and socio-economic circumstances. Education Northwest works to transform teaching and learning by providing resources that help schools, districts, and communities across the

country find comprehensive, research-based solutions to the challenges they face. The Intercultural Development Research Association IDRA is an independent, non-profit organization that is dedicated to assuring educational opportunity for every child. The South Central Collaborative for Equity helps schools become more racially equitable, ensure equal opportunity for academic achievement, provide fair discipline, decrease conflict, and engage parents and community members. The mission of Portland Public Schools is that by the end of elementary, middle, and high school, every student by name will meet or exceed academic standards and be fully prepared to make productive life decisions. We believe that every student has the potential to achieve, and it is the responsibility of our school district to give each student the opportunity and support to meet his or her highest potential. The Centre undertakes and informs policy design, implementation, and institutional practice to improve higher education participation and success for marginalised and disadvantaged people in Australia. Race, social class, and gender as issues related to schooling have received major attention from educators and social scientists over the last two decades. Race equality in education - a survey report by England[edit] The local authorities in England gave a survey report Race equality in education in November This report illustrates good practice on race equality in education in a sample of schools and local education authorities LEAs surveyed between the summer of and the spring of The survey focused on schools and LEAs that were involved effectively in race equality in education. Four areas were examined by inspectors: Race equality and education â€" by UK educational system[edit] The Association of Teachers and Lecturers ATL ATL promotes and protects the interests of its members â€" teachers, lecturers, support staff and other education professionals introduced a practical resource for the school workforce Race equality and education in the UK educational system. Lee described the rationale for a special theme issue, "Reconceptualizing Race and Ethnicity in Educational Research. This paper evaluates progress towards this goal using three distinct concepts: The authors find that the country has succeeded in establishing racial equity defined as equal treatment, primarily through race-blind policies for allocating state funds for schools. Progress measured by the other two criteria, however, has been constrained by the legacy of apartheid, including poor facilities and lack of human capacity in schools serving black students, and by policies such as school fees. A review of a sample of education literature from four academic journals, spanning ten years, sought to determine how much these status groups were integrated. The study found little integration. The study then provided a research example on cooperative learning to illustrate how attention to only one status group oversimplifies the analysis of student behavior in school. From findings of studies integrating race and class, and race and gender, the study argues that attending only to race, in this example, oversimplifies behavior analysis and may help perpetuate gender and class biases. To determine to what extent race, social class, and gender are integrated in the education literature, the study examined a sample of literature published over a ten-year period and 30 articles focused primarily on race, or on school issues related directly to race, such as desegregation. Asia Society organized the Global Cities Education Network, a network of urban school systems in North America and Asia to focus on challenges and opportunities for improvement common to them, and to virtually all city education systems. Supporting Disadvantaged Students and Schools a , which maps out policy levers that can help build high quality and equitable education systems, with a particular focus on North American and Asia-Pacific countries. Those without the skills to participate socially and economically in society generate higher costs of healthcare , income support , child welfare and social security. While the feminist movement has made great strides for women, other groups have not been as fortunate. Generally, social mobility has not increased, while economic inequality has.

Chapter 4 : Education as a Political Tool in Asia. | Laksh Venkataraman - www.nxgvision.com

TY - BOOK. T1 - Education as a political tool in Asia. AU - Lall,Marie. AU - Vickers,Edward. PY - /12/3. Y1 - /12/3. N2 - This book offers a fresh and comparative approach in questioning what education is being used for and what the effects of the politicisation of education are on Asian societies in the era of globalisation.

Chapter 5 : Formats and Editions of Education as a political tool in Asia [www.nxgvision.com]

Based on the political dynamics of the countries concerned, Education as a Pol- itical Tool in Asia argues that both nationalism and internationalism, with their own "ideological correctness," are driving the education sector in the region.

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