

The status of the privatization of education in Asian countries (Case study: Saudi Arabia and Malaysia)

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Abstract This study is qualitative and is done with the aim of the evaluation of the privatization of education in Asian countries based on the latest list of the valid international institutions. Studying texts, library references, research on valid websites and review of literature showed that Saudi Arabia and Malaysia have paid attention to the increase of the role of the private section in education in their development plan. The results of the research also showed that accurate supervision and the control of the government on the private section and the importance of the people cooperation in the privatization of the education cause the formation of a new managing center in the educational system of Saudi Arabia and the standardization of education in Malaysia.

Keywords: education, privatization, Saudi Arabia, Malaysia

Introduction

In the last two decades, a movement is created in most of the parts of the world that tries to challenge this ideology that the government is the best system that can provide efficient educational services for all the people.

This namely marketing corrective movement (Jafari, 2009) is called the privatization of the educational system (Belfield, 2002) and state-private cooperation (Böhlmark, 2008). Many governments have resorted to state-private cooperation and postponing the whole or a part of the responsibility of education to private section in order to fill the gaps in providing the primary and secondary students with qualitative educational opportunities to make them ready to face the twenty first century challenges. Veis states that “privatization is a process for the transfer or assignment of the ownership of the property of private section to public one” (Fathi et al, 2009).

Accordingly, privatization of education

causes the higher efficiency in using resources and more attention to interests and individuals’ choices by creating a competitive market in the field of learning and teaching in addition to the reduction of pressure on the government budget and is able to increase the quality of education by asking more responsibility from the service providers and increasing the public sensitivity towards education. Despite that, privatization can realize the desired efficiency and quality in case that it has the appropriate and adequate management and supervision and prevents the reduction of the quality of education and the occurrence of inequalities and various crises (Larocque, 2011).

The rate of the competent teachers

All teachers in Saudi Arabia have all the required qualifications. These competencies are the evidence of the many developments in the growth of education in the country. The modern criteria are necessarily more developed than 20 years ago. Most of the

teachers have BA and few of them have Associate degree. Saudi Arabia has followed a long-term plan for the reeducation of teachers. Besides educational plans, the educational supervision in the Education Ministry and the General Presidency for Girls' Education has had many endeavors in the performance evaluation of teachers and its development. It worth mentioning that there is volunteer teacher neither in public schools nor in private schools in Saudi Arabia. All teachers are employed and this section of the government commitment is for the complete financial support of the national education and private education section. There is no law for the license of in Saudi Arabia despite the other countries. However, there are the changing required qualifications and conditions along with the teachers' needs and the availability of competent teachers. Saudi Arabia is after the employment of teachers who are willing to participate in the formal examination of the education. It is expected that these tests are made ready in the next two years. These tests will form a basis for the qualification determination regularities in the future. It shows the evolutionary trend of primary school teachers' numbers from 1990 to 1999. The data indicate 57% of growth in the total number of teachers in the same time. The growth of female teachers has also been at a high speed and has reached 75% in contrast to 46% of male teachers. Generally, the number of male and female students has increased as 112/207 in 1990 to 179/194 in 1998 with 57% increase in the tendency to employ competent teachers in order to response to the growing number of primary school students (Borg & Alshumaimeri, 2012).

Saudi Arabia

Government has provided services for children before the preparation in kindergarten (nursery, kindergarten and primary preparation). Report on this subject

will be given in the following. Many governmental agencies are involved in this care of preschool, including the Ministry of Health, Ministry of Labor and Social Affairs, Ministry of Information and the General Presidency for Girls' Education in addition to the special efforts by the non-governmental sector, especially charitable associations and non-government schools that have strengthened their performance in this area and especially in the case of special needs of children (Jradi, 2013).

Private education in Saudi Arabia:

Private education is an education that is based on the endeavors by the individuals and private institutions under the supervision of the government. Private school is an institution that teaches every kind of public and private education before the higher education. The non-government education in Saudi Arabia asks the schools printed in the published list in 1975 to organize their controlling plan over the school tasks and does the administrative funding tasks and technical and educational activities within the limitation of this controlling plan. In an overview to the private section, we will observe that there is a rapid development in the number of students and schools. This support of the government is confirmed by the support of the non-governmental endeavors in the advancement of the education (Koch, 2014). In recent years, the government has employed new policies about the private section in order to make them have more efficient participation in the financial supply of the educational programs and projects. Educational institutions and schools are built and many missions and studies are financially supplied by the endeavors and the private section. Due to this, Education Ministry has created a new management for the education economy with the aim of heightening the social role in the support of

education and finding other valid resources (Koch, 2014).

This is also done in order to achieve a deeper participation in the following cases:

A: higher encouragement and support of the non-governmental education by the benefit from a mechanism that prevents the commercial education and the ruling of benefit and loss of logic. Therefore, educational institution can develop the bases of education and present a developed education in response to individual needs and coordinated society with the objectives and standards of comprehensive development. Private sector (non-governmental education) believes in the investment of the national criteria (quoted in Cultural Revolution Council, 2011).

B: private section has accepted more extra-curricular activities. This is a role that has individual and voluntary aspect. The supervisors of activities are in the educational institutions. An accurate plan is accepted in order to develop these activities during the academic year and vacation based on the previously mentioned principles by the experts in the student sector. Private section can study the administration and the function of play grounds next to schools and change them to centers for youth activities in order to be cheap for them to use (Koch, 2014).

C: the project of school acceptance will be implemented; a board or an individual will pay the school expenses and take the responsibility of the expenses related to the development projects and the counseling services (Al Lily, 2013).

D: the experimental sample should be implemented and the private sector provides the financial resources of the researches and studies. This model is a guarantee for the attachment of educational research to real educational subjects (Al Lily, 2013).

E: the administration of schools should be

given to expert companies and based on a model that allows the government to be the profit owner in order to spend it for the costs (Koch, 2014).

Non-governmental sector cooperation:

In the fifth and sixth development programs, the government has provided educational services for citizens and at the same time encourages the private sector to increase the participation in education in general technical-vocational education of any kind or higher education. The private sector participated in this program by opening private schools (1100) for boys and girls, which represents 6 to 7 percent of all students enrolled. The government helped these schools with the equipment. The aid was estimated about 432 million Saudi Rials during the Fifth Plan. The government also built 400 schools with the direct contributions from the private sector. The government rented these schools annually for ten years on and they will be later owned by the government (Quoted in Cultural Revolution Council, 2011). In the implementation of these policies, the sixth development plan presented the following conditions to increase private sector cooperation:

- The financial assistance to the private sector for building schools and other educational institutions should be continued and the value of construction and installation projects in the educational sector for the sixth development plan is expected to cross the border with 23 million Saudi Rials.
- The opening of other private schools in order to have the registration of 10% of the number of students across the country.
- The opening of a greater number of private kindergartens
- Opening of Technical Schools and non-profit universities
- Partnership in the implementation of common public and private training system

- Extended transportation services to schools
- Providing maintenance services for the people in the government who are responsible for educational services as well as maintenance and care of technical means (Quoted in Cultural Revolution Council, 2011).

Non-governmental education payments

The private sector has a clear and normal role in the education process. This is a role that is consistent with the profile of education and this is the difference that this task has with other activities that are done only for the net profit. This is a possible thank of the supervisory role of the state institutions that are responsible for training (Quoted in Cultural Revolution Council, 2011).

Malaysia:

Department of Education in Malaysia is organized in four separate levels of central, provincial, regional and scholastic. In central level, Education Ministry tries to make policy, educational programs, plans and educational projects in accordance to national objectives and projects. At this level, strategies and plans are designed and conducted in the implementation and management of educational programs. The responsibility of educational decision making in the international level is on the shoulders of educational committees and centrally on the Educational Planning Committee. The mentioned committee is the most senior decision-making institution that does the policy-making, coordination and composition of the general strategies of education. This committee does its responsibilities in association with the minister of Education and the Educational Planning and Research Department (Husseini and Saleh, 2013).

The General Education Department for public schools is active in 14 provinces and guides the projects and educational plans

and activities of the province. The Regional Educational Department and is the complementary section of the Education Department is the conjunctive between the educational administrations and schools. Primary schools are managed by the school principals and secondary schools are managed by the school presidents. Teacher-parents council has the responsibility of managing the school in association with the principals and presidents of primary and secondary schools (Husseini and Saleh, 2013).

Educational costs

What is emphasized and tangible in the sixth and seventh development plan is the effort of the Government in order to increase the access to public education and improving the quality of education. Despite the difficulties and financial constraints, it has been trying to provide the required facilities and equipment for the primary and secondary schools by reducing unnecessary costs and prioritizing to essential programs (Husseini and Saleh, 2013).

The government provides basic educational facilities at all public educational institutions including providing educational space, hiring teachers, supporting services and student welfare programs and other activities such as borrowing books, nutrition and health programs, media training services, providing resources and building dormitories. Educational development in Malaysia and reforms are determined by the government to adapt education to the needs of national development (Husseini and Saleh, 2013).

Private schools

In the private sector, three kinds of private schools are doing activities at the primary and secondary levels as follows:

- Private schools that teach Malaysian and foreign children in accordance with Malaysia's national school curriculum.
- Private religious schools that are governed

by the national school curriculum in Malaysia.

- International schools and special schools for immigrants that are in accordance with educational plans and international language. It should be noted that these schools exclusively register foreign children (Mohammad Noor, 2013).

Department of Private Education

The most important role of private education department that is dependent to Malaysia's Ministry of Education is providing the necessary facilities and background for the establishment of private schools and other private higher education centers in Malaysia. The main mission of the Department of private education is changing Malaysia to become the Center of brilliant Excellence in the region.

1. Ensure of the alignment of policies, planning and orientations of private training with the national training policies
2. Ensure of the compliance of the trainings provided by the private sector, international standards of education and its relevance to the needs of labor force
3. Ensure of the registration of all private education centers and the adherence of the above institutions of the rules and regulations stipulated in the relevant legislation
4. Monitoring and implementation of educational rules and regulations should be in an efficient and effective manner.
5. Ensure of the excellent quality of infrastructures in the field of private education
6. Education should be converted to a dynamic and lively process.
7. Provide appropriate context for improving the quality of education in Malaysia and delivering it to the level of international standards in order to deliver and train competent individuals (intellectually and emotionally) (Quoted in Cultural Revolution Council, 2011).

Educational policies

Among the most important policies of the Department of private education, the following cases can be cited:

-Reviewing and processing applications for the establishment and registration of private training centers

-The implementation and regulation of educational laws adopted in 1996 and directives of the private higher education centers during the same year

-Planning for research and development of activities in the field of private education

-Ensuring of the fact that private sector has a considerable capacity and ability in providing the appropriate background for all the segments of society to have access to higher education (Abdullah, 2013).

Central institutions:

Malaysian Private Education Department is organized into the following four categories:

Planning and Research section

Standard and Registration section

Executive section

Administrative unit section

It should be noted that each of the above four sections does their tasks and play their roles in order to succeed and advance their tasks of Private Education Department (Mohammad Noor, 2013).

Training missions

Among the most important missions of the Department of Private Education under the authority delegated in accordance with the educational legislation in 1996, the following cases can be cited:

1. Determining the policies and orientations of private education:

The bill of non-profit institutions of higher education passed in 1996 has provided facilities in order to establish non-profit universities, training colleges and foreign universities in Malaysia. In fact, this bill has provided the framework and context of the expansion of non-profit higher education institutions in this country. All the decisions

made in Malaysian government indicate that the establishment and setting up non-profit universities and scientific centers are the symbol of the rational development of the country. In other words, access to non-profit training centers and non-profit institutions of higher education is another way to choose the academic route which can be chosen by parents and students. Prior to the adoption of such a bill, no law was passed in support of these centers. Until the establishment of private universities provided the interests of the domestic educational institutions in Malaysia. Currently, more than 12 non-profit universities and four foreign universities are active in Malaysia. Development of non-profit institutions of higher education and improving the quality of education is a major contribution to the formation of Malaysia's development process. From this, the Department of Private Education seeks to develop programs and strategies necessary for the confrontation of private sector education with global developments (Young and McCall, 2014).

2. Maintenance and stabilization of the quality of non-profit higher education:

Based on the 1996 bill of higher education institutions, particularly for non-profit educational centers of the country, each of the institution of higher education in conflict with the rules and regulations of non-profit education organization will be faced with legal action. The most important duties of the non-profit Higher in order to maintain the quality level of education and the rights of the nation, the following cases can be mentioned:

1. The regular and comprehensive supervision on the quality level of non-profit education

2. The general and comprehensive supervision on the Manual of non-profit education including marketing and advertisement at educational levels.

3. The determination and explanation of the general structure of the educational fees

4. The determination of the educational backgrounds and infrastructures

5. The registration of volunteers in seminary, local and native non-profit higher education institutions

6. The design and implementation of new studying programs

7. The appointment of the executives

8. The appointment of the boarding members (Young and McCall, 2014).

3. The establishment in non-profit higher education institutions:

Non-profit higher education institutions studies and evaluates it with high accuracy and Scrutiny with filling out a form in order to establish in the non-profit higher education institutions to ensure that the form is designed according to standard principles. The main objective of doing such program is the providence of educational quality level and the required abilities in order to supervise the non-profit higher education institutions. Before the approval of the above-mentioned form, non-profit education organization of Malaysia tries to study the area of the studied building and its appropriateness or inappropriateness for education (Jacob et al., 2015).

4. Monitoring and Compliance of Training laws:

Among the stipulated regulations in the private higher education institutions bill enacted in 1996, the minimum standard level for training periods can be noted.

The main goal of providing a minimum level of educational standards is the protection of the rights of various groups, bankers, and especially students. The above bill tries to provide quality training programs for foreign students in Malaysia with emphasizing the importance of providing quality higher education with the rights of the country's development (Yang and McCall, 2014).

5. Providing educational counseling services:

Among the achievements of this law is covering all aspects of private educational institutions. In this regard, non-profit education organization is attempting to design questions, for example in relation to the establishment of non-profit institutions of higher education and its related issues (Jacob et al., 2015).

6. Development of information and scientific centers:

Moreover, the non-profit education organization tries to maintain its websites in order to expand communication and better information distribution to non-profit institutions of higher education (Young and McCall, 2015).

7. Expansion of international education:

Since 1998, Malaysia has been actively expanding its international education efforts. Thus, this has introduced Malaysia as a center of higher education in the world. Due to this, non-profit education organization of Malaysia has designed a variety of programs and voluntary policy development including the organization of academic affairs for the expansion of international education in Malaysia (a country whose institutions of non-profit higher education organizations are encouraged to participate in such programs). In this regard, common efforts have been done among the non-profit educational organizations and educational institutions in order to expand study opportunities in countries such as Indonesia, Brunei of Dar Al-Salaam, Thailand, China, South Africa, Kenya, United Arab Emirates, Oman, Saudi Arabia, Lebanon, Republic of Slovakia and Canada. The methodology is that this country explains its educational system in an especial country or it tries to be present in international conferences of educational system (quoted in Cultural Revolution Council, 2011).

Non-profit education

History: Private education in Malaysia has begun since 1950. The training was

considered as a gateway for students who had not the ability to enter universities and high schools to have the license and degree. During the early 1970s, major and essential changes occurred in the roles and functions of non-profit educational system. In early 1980, major changes in the roles and responsibilities of higher education schools in Malaysia were applied as the founders of higher education, especially in training courses in collaboration with foreign universities at BA degree level and other degree level prerequisites that would allow the license, documents and specialized degrees. During 1996, the mentioned bills were authorized in order to fund private universities. Later in 1997, the first private University in Malaysia (the former Telecom University and the current State University of Media) was established. In 1998, Monash University of Australia established a branch in partnership with the Malaysian government. Currently, private education in Malaysia has achieved significant local and international reputation, so that over 652 non-profit colleges, 10 private universities and four foreign university branches are active across the country with guaranteed quality. On the other hand, students have a right of choosing any of the educational systems of Britain, United States, Australia, New Zealand or Canada in the country. Currently, there are about 15 thousand foreign students studying in Malaysian non-profit universities the majority of whom are from developing countries (quoted in Cultural Revolution Council, 2011).

Educational structure

Nonprofit education and learning is in fact an education presented by to students non-profit educational institutions. In fact, the government does not help these institutions and the total budget of the above listed organizations is financed by the private sector. Entry into these institutions is free for all ethnic races in Malaysia and

overseas students. In Malaysia, the nonprofit educational institutions are considered as a complement and supplement to the efforts of the Malaysian government to achieve progress in the field of education. All nonprofit educational institutions in Malaysia are approved by the Ministry of Education in Malaysia in order to ensure the quality of education and the rights of students in the private sector (Jacob et al., 2014).

In this respect, the country is been proposed as a regional center for higher education in Southeast Asia and other Asian countries (Jacob et al., 2014). The educational programs of non-profit educational institutions in Malaysia are designed based on the high level of quality and international standards. Establishment, management, performance and quality level of these programs that are approved by the Malaysian Minister of Education are implemented pursuant to laws passed in 1996:

Education bill passed in 1996

The bill passed in 1996, especially for non-profit institutions of higher education

The bill passed in 1996, Specially for the National Education Certification

The bill passed in 1996, especially for universities and colleges (Amendment) (quoted in Cultural Revolution Council, 2011).

Private schools

In fact, these educational institutions are known among people with the name of private school. The presented levels of education in these schools are started from preschool stage and include primary and secondary education levels as well. These non-profit private schools which are accredited by the Malaysian Ministry of Education as follows:

A: non-profit kindergartens which are operated in accordance with training programs and the Department of Education

and preschools instructions

B: non-profit primary and secondary schools which are active based on designed education programs and tests similar to public schools

C: religious primary and secondary schools

D: preschool institutions / elementary schools / International secondary and special schools for immigrants

The curriculum of the above schools are in accordance with international training courses such as Britain and the United States of America or particular social educational programs such as Taiwanese, Arabs, Indonesian and so on.

E: special schools which meet the needs of the physically and mentally disabled children.

F: Subsidiary educational institutions which are centers such as fee collecting centers, language teaching centers, computer teaching, trading skills teaching and comparative schools. In such schools, there are compressed classes held in order to increase educational skills of students and the development of their executive programs in public schools and are allocated to language teaching and trading skills teaching centers.

Methodology

The present study was a qualitative research the statistical population of which included of Middle East countries. They were among the best world rankings in terms of education in 2016 and were among the top 30 countries in the list of countries in terms of educational criteria among which Malaysia and Saudi Arabia were randomly selected. The content study of the documents and credited websites and search in the related articles and references was done in the educational systems of these two countries in order to study the private education condition.

3. Conclusion and recommendation:

Private education and the privatization of

education is been paid attention to in Saudi Arabia and Egypt by the authorities and politicians. The supervisory role of government in private education is very obvious.

It is recommended to pass a law of the people participation for the education by the politicians in Middle East countries and the framework of the interference of private sector in the educational trend to be defined.

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