

Evaluation and Improvement of education and schooling systems:  
Emphasizing the fifth article of needs analysis (in social, cultural,  
psychological and economical needs analysis)

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**Introduction**

Different evaluation approaches have yet been used to provide sufficient feedback to assess how well the integrated training system is functioning and what impact it has made on service delivery. Informal feedback is provided through built-in evaluation mechanisms. Formal assessments, including special surveys, are conducted to determine the impact of training methodologies, change in national and institutional capacity to produce competent providers and ultimately the ability of providers to offer high quality reproductive educational services.

As literature indicates, there are different curricula types among which the learner-oriented type differs a little from the unitary approaches to syllabus design. Indeed, in unitary approaches learners were fed an undifferentiated diet regardless of their ends and needs. But as the learner-centered approach as its name indicates, in this sort of curriculum focus is on the learner. That is, the content of the courses should reflect the purposes for which the learners have come to class. Besides, as learning and learning processes are two sides of the same pedagogical coin, therefore some elements seem to be more worthy of being taken into account than others. Among them are learner needs, learner roles and contributions and learner choices.

Learner needs include such cases as defining needs and their types particularly the objective and subjective needs; defining the techniques and procedures to be used for identifying needs;

integrating needs analysis into instructional process; and finally, critiquing needs analysis. Learner roles and contributions include role diversity and learner contributions.

As Brindley (1984) elaborates on the objective and subjective needs as follows: The objective needs are those that can be diagnosed by teachers on the basis of analysis of personal data about learners along with information about their competence as well as their performance in a particular domain of science; whereas, the subjective needs (which are often wants, desires, expectations, or other psychological manifestations of a lack) cannot be diagnosed easily, or, in many cases, even stated by learners themselves (Brindley, 1984:31).

In effect, one of the factors that make teaching a source of endless fascination is the fact that no two classes are ever the same. Despite the fact that the course objectives, materials, teacher, room, and time of day are the same; the classes themselves are quite different. The difference indeed has to do with the different interpersonal dynamics that have developed within each group, and the different role expectations that the participants have of themselves and others in the group. Besides, the complex interpersonal chemistry between teacher and student and between student and student sees to that. Moreover, regarding learners' contributions, it is necessary to know that students' attitudes, prior learning experiences, and expectations for the future have to be monitored during the course through learner journals, surveys, and conversations. Because this helps where there is a cultural overlay to what goes on in the classroom, what is considered as legitimate activity. Indeed, eliciting the learners' expectations about the nature of learning tasks is an important aspect of the dynamics of the classroom. The best technique for such an elicitation is using questionnaires. While learner choices

include learning to make informed and calculated choices and classroom techniques.

That is, both learner-centered and traditional curriculum share the same elements such as planning including needs analysis, goal and objective setting, implementation including methodology and material development, and evaluation (Hunkins, 1980). However, the trivial but key distinction made between the above-stated curricula is that the former is more a collaborative effort between teachers and learners because students or to call them learners are tightly engaged in the decision making process with regard to the curriculum content and the way it is managed instructionally; while the latter is more a negotiated type of curriculum which may not be oriented and handled in a similar manner as one that is prescribed by the instructor or instructional institutions. That is, it lays the stress and burden for different perspectives of curriculum development on the instructor (Nunan, 1988).

If the evolution of educational and training systems goes on the same trend of procession in terms of learning opportunities relying on mere early life experiences, they may not be able to cope with achieving the challenges required for the present era. The era which is characterized by its special changes, needs for professional learning. But this expansion of education should be possible and available for every body to go on to his last breath. This is because it might help everybody to meet the present challenges found in the various spheres of life they encounter in their daily life and those which they are likely to face in future. The present challenges might vary from the demand for new products and services, wide-ranging changes in technology, information and communications, radical and far-reaching transformations in social relationships expectations, and values. The future challenges might emerge in different domains of life in the forms including economical

representations, competitive cases, labor market, need for acquisition of modern expertise and capacities at work. This professional learning should be developed as a habit which itself is followed by development of a new culture.

To establish such a culture, both the government and those involved in investing, promoting or providing learning are required to modify their approach to the extent of learning as an ever-evolutionary reality of life. The government should address the urgent need to reduce complexity, eliminate unnecessary bureaucracy and red tape, cut out duplication and simplify progression routes, qualifications and learning pathways. All funders or providers, public authorities, employers, trade unions, voluntary organizations or individuals should be aware of their positions in the new strategy framework and their extents of their contributions to the development of such a culture. The provision of up-to-date, accessible and impartial information and advice will be essential if such a strategy for all is to be successful. This, indeed, will enable many more people to access learning and increasingly take some responsibility for planning the development of their own learning throughout life. If any movement has to target and if targets are to be set and progress towards them is to be properly monitored, reliable comparative data will be needed. Such a strategy might be underpinned by rich and robust information. Current provision needs to be fully mapped and audited so that a clearer view of needs can be secured nationally, regionally, locally and in different sectors of the economy. To achieve this, there should be close co-operation between Government, public authorities, statisticians and university-based researchers. Government should take the lead in establishing these discussions, with a view to agreeing the appropriate levels and series of data that will be necessary to support the implementation of its strategy.

New strategy, principles and priorities have to be reviewed. More attention has to be paid to the ways in which the standard can give particular encouragement to small businesses, to the development of basic and core skills amongst employees and managers and to systematic improvements in people's capacity to make use of new information technology.

The new technologies of communication and information should be effectively harnessed to support lifelong learning wherever it occurs. Government should initiate discussions with broadcasters and the appropriate regulatory authorities to explore the best ways for broadcasting to promote learning, through both mainstream and dedicated learning channels. Resources should be devoted to the development of staff competence in the use and teaching of new technology through appropriate programs of staff development and, where helpful, qualification. Inspection frameworks should be revised to include a review of institutions' progress in supporting this work

That is, the atmosphere should be created by both government officials and educators to lay focus on the needs of learners themselves, systematically making it easier for them to take up and continue lifelong learning rather than upon the requirements of institutions and organizations.

Links between different forms and levels of learning should be understandable, transparent and as flexible as possible. This fact calls for effective leadership from senior managers of funding bodies, providers and those responsible for qualifications and awards: they should collaborate in simplifying and integrating their arrangements. Government should declare this work as a priority, requiring the production of reports on progress from publicly funded bodies, such as the Funding Councils, the Qualifications and

Curriculum Authority, Educational Inspectorates and Audit Commission.

That is, they should deploy resources to support systematic outreach and development work aimed at widening participation, making sure that institutions and individuals who succeed in opening up opportunities are suitably recognized and rewarded.

That is, the first and most urgent task for the governments is to set out a strategic framework for the promotion of such a lifelong learning and to make brave attempts to win widespread support for it? Such a framework ought to be based on a clear vision of what the nature of such a culture is. The new strategy should give increased emphasis to the home, community and workplace as key places of learning. That is, family learning schemes should be enthusiastically supported and extended, with active involvement from local authorities, educational providers, other public authorities and agencies, voluntary organizations and community groups.

This cannot be accomplished unless these governments embark on playing their own role in the shift in attitudes through making changes to existing fiscal, taxation, funding, grant and benefit policies and through the deployment of new initiatives in ways which enhance a sense of shared responsibility. Educational centers have to contribute to the identification of skill shortages and learning needs, brokering new learning pathways and partnerships, commissioning new learning materials and fostering the widespread use of the new media of communications and information. Those people with low skills, low wages seeking to return to the labor market should be particularly reconsidered by those in charge.

This would help individuals to adopt more control over the development of their own learning throughout life and within their

available resources and be ready to invest and get involved in commitment to widening and deepening participation and achievement in such learning. This enlarges substantially the existing constituency of lifelong learners. In the community projects and initiatives which tend to build capacity, strengthen voluntary organization and contribute to social and economic re Furthermore, it should inspire and engage the imagination, commitment and energy of all people in all walks of life, making the case by explaining the changes in work, the community and technology. It should indicate the role of such a culture in the development of new skills, dignity, confidence and opportunities for all people, as well as in securing greater social cohesion in this country. Attracting funding for such new learners should rest upon providers demonstrating - through appropriate performance indicators, inspection and review - that they have a clear understanding of the diverse needs of potential new learners and have devised sound and high-quality arrangements to meet them. All providers should seek to show continuous improvements in widening participation, and some elements of recurrent funding should be tied to this .

This culture is likely to pave the way to lay the foundations for further possible development. That is, such a culture might act as a resource in helping people both to cope with change and in their strivings to shape it to their own devices, as active citizens

The tendency to do investment in both developed and developing countries has been shown, in fact, to be the need to develop the educational facilities for increasing the registrations. The countries of the Cooperation Organization Members (COM) have all witnessed that the economical and cultural developments as well as investment in developing education have all contributed to prosperous economical developments.

During the 1970s and 1980s, despite all the previously-mentioned developments, many governments have become aware of the fact that the increase in the registrations has taken place but at the price of lowering the educational standards. At the same time, the present budget limitations have forced many governments (in both developed and developing countries) to review and reconsider their priorities where the budget should be oriented and specialized. It has got clear so far that the continuation of the uncontrolled quantitative increase in the figure of registrations cannot function as an effective device to fulfill the favorite educational objectives- in the case of increasing financial obstacles. Hence, researchers and policy makers have ignored the quantitative developments, but they have tended and paid more attention to the educational qualitative improvements and their effects on learning consequences.

The concept of educational quality in this texture has been meant to refer to such subjects as teaching, teachers' textbooks, standards of school construction, equipping schools, health and nourishment conditions and students' general aptitude regarding their pre-school learning, nature, efficiency educational substructures. On the other hand, both qualitative and quantitative investment designs in educational sector are in competition. Furthermore, from the general political points of view, it is inferred that both quantitative and qualitative investments interact. To put it in other words, there exist exchange and transaction between the two. Recognition of such transactions among these factors is an important parameter. Thus, one cannot arrange and evaluate general strategies to bring up a balance or an adjustment between these two highways to achieve the national objectives of the educational developments.

### **Parameters effective in the quality of educational efficiency**

In effect, there are certain scientific ways to assess the parameters which are more effective in the quality of educational efficiency. Among these technologies to consider in a scientific survey are: Needs assessments, International resource materials, National policy, Preservice education, Inservice training, Service and educational training sites, Service delivery points, and Evaluation. However, to name a few of those significant parameters are the followings: teachers, educational level, number of students in a classroom, materials, instructional language - as the key to conveying science or knowledge to learners, and curricular corrections. Besides, it should be stated that teachers' quality is absolutely different in the fully-developed and developing countries. For instance, teachers in developing countries at the elementary schools are expected to be qualified not only at their own levels but also at a higher level. That is, they are anticipated to be skilful both in elementary and guidance schools' required skills. Therefore, there are always fewer qualified instructors than what is needed. Worse than this is the time when the unqualified teachers in the developing countries without any training apply for the employment. So, such teachers are employed even though they are lacking the required qualifications. In such cases where there might be also budget limitations in the Education Ministry, such unqualified instructors are preferred because they receive much less amount than the qualified ones. On the other hand, the context is completely different in the fully developed lands where teachers are highly qualified. In all the countries that are the members of the Organization of the Economical Cooperation (OEC), teachers' educational qualities have considerably developed. This question partly reflects the public extension of registrations in higher education in the 1960s. In addition to what was stated, there were two-to-three-year courses in teachers training institutes for those teachers holding diploma to gain their associate degrees brought

about new ways to continue their education at bachelor degrees and the other higher levels. However, there is no evidence for such teachers to show any improvement in their efficiency though they have developed their academic degrees.

### **The number of students in a classroom**

The number of students in a classroom has been for long one of the controversial discussions throughout the world. This issue is, in fact, a political one. In proportion to the high current education expenses paid to teachers, there seems the least change to be observable. This is while the proportion of teachers to students is unfair too. This is while some experts maintain that this proportion has nothing to do with the educational consequences. But no one can deny that differences are there, and, there still exists a deep learning gap among learners. This difference may lead to distinctions in achieving high levels of competence and qualifications, through school and post-compulsory education. In effect, on one side of the gap there are a minority who have already attained qualifications and who carry on with an active involvement in learning throughout their lives, both in work and beyond. Whereas, on the other side there are the majority, including those who have little to show by way of formal qualification and achievement or who have not been involved in systematic learning since leaving compulsory education, and declare that they have no wish or plans to do so. Such a gap is incompatible with a culture of lifelong learning for all.

### **Materials**

Materials include what students use such as textbooks, chalkboards, chalk, instructional aids, pen, paper etc. from all these, textbooks and their contents might play the most important role. In fact, the nature of educational process has undergone a great change. Textbooks have mostly been replaced by Instructional CDs

read through computer CD-ROMs. All these changes are likely to have a great impact on the quality of education all over the world if they are used properly.

### **Instructional Language**

Whereas in majority of the world, people use their own national language as their instructional language, some maintain that a target language may be more effective than their national language. This is because teaching in L1 may damage students' performance. In these cases, the elementary subjects are taught in L2. It is, in effect, believed that the skill of good speaking and good writing can be learned much better if L1 is strongly confirmed and internalized and well-established. Secondly, conversation in L2 causes L2 to be acquired much sooner than the subject itself.

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