NEW APPROACHES TO THE STUDY OF PRIVATE TUTORING

THE CASE OF CAMBODIA

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This Life Cambodia
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PRESENTATION OUTLINE

I. History of Cambodian education
II. Conceptual issues: Building walls around the shadow
III. Future research on equity and participation
1. A BRIEF HISTORY
1960-70s: Public School lasts 13 years

1975 – 1979: Education stops; underground education.

1979 – 1985: Vietnamese (and by proxy, USSR) control Cambodia; education for 10 years; monasteries and private school not supported.

1986-1990: Education reforms; private tutoring emerges; education for 11 years; exit Communism.
1990: Development era in Cambodia begins; Education For All; Reports emerge of private tutoring for Math (remedial) and French (employment); Government school runs for 7 hours 6 days/week.

1991-1993: modern tutoring system in Cambodia emerges as one shift schooling introduced to meet enrollment increases


Today: Entrance fees eliminated at national level; Lower secondary school entrance exam eliminated; private tutoring still exists
HISTORICAL FOCUS: 1991-93

Collapse of socialism; Rise of neo-liberalism

- UNAMIC and UNTAC (UN controls member state)
- Violations of cease-fire agreements postpone aid.
- Education For All: Focus on increasing enrollments
- 45% of Cambodians under the age of 15: Too many students, not enough buildings
- Number of schools and teachers needed to double by 2000 to provide 3 hours of schooling/child
- Single shift schooling emerges as construction does not keep pace.
- State employees: average $35-40/month in 1992; by 1993, the average dropped to $8/month.
- Riel depreciated by 70% in March 1993
11. CONCEPTUAL ISSUES
SHADOW EDUCATION MIMICS PUBLIC EDUCATION

“The shadow appears to have expanded and become denser”
(Bray, 2010)

“In other words, shadow education is transformed by a ‘global culture of education,’ even in the nations where the practice has long existed, and therefore is found worldwide with similar intent and increasingly common forms (Baker and LeTendre 2005).” (Mori & Baker, 2010)

“a case representative of a specific form of private tutoring as “teacher corruption”” (Dawson, 2010)
What happens when private tutoring is more important than formal education?
WALLS HAVE BEEN BUILT AROUND THE SHADOW

Space

Governance

Equity-participation problematic
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Equity-participation problematic
Structural Issues in Education

- Curriculum
- Teacher Salary
- Education Finance
STRUCTURAL ISSUE: CURRICULUM

- National Curriculum longer than school day

- Government Curriculum: 7-10th grade min. time = 26 hours and 10 minutes/week

- Reality: school last 4 hours/day for 6 days/week = 24 hours/week

- Child Friendly Schools: Student Centered Learning

- Government Class size of ~45 students
STRUCTURAL ISSUE: TEACHER SALARY

Today: Primary salaries ~$44/month; 12th grade math teachers may earn $100/month

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<tbody>
<tr>
<td>Primary School Private Tutoring (Overall)</td>
<td>$48/month</td>
<td>$60/Class</td>
</tr>
<tr>
<td>Secondary School Private Tutoring (Small Urban)</td>
<td>$52/month</td>
<td>$180/month</td>
</tr>
<tr>
<td>Secondary School Private Tutoring (Small Rural)</td>
<td>$16/month</td>
<td>$33/month</td>
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</tbody>
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Teachers (of certain subjects) can **double or even triple** salary through private tutoring.
STRUCTURAL ISSUE: EDUCATION

FINANCE

Education spending as percent of GDP: 2%
Regional average = 4.4%

Education Recurrent Expenditures as percentage of total government RB: under 20 percent. In 1993 it was 25 percent.

Expenditures on education sector wages decreased from 78% in 1997 to 60% in 2005.

GOVERNMENT SCHOOL AS FACADE

- Teachers earn more money
- Students receive the full curriculum
- Smaller classes allow for possibility of child-centered teaching methods
- Lack of attention; organic education growth?
- Scores and attendance determined in private tutoring
Cambodian private tutoring is a second structure of education, perhaps more important than formal education. Students cannot pass formal school without attending private tutoring.
III. RESEARCH ON THE EQUITY-PARTICIPATION PROBLEMATIC
RESEARCH QUESTIONS

What is the scope and nature of private tutoring in Cambodia?
How is the quality of formal education affected by private tutoring?
What implications does private tutoring have for long-term social and economic equity?
Methods

Scope and Nature
- Analysis of policies and laws
- Community focus groups
- Community verbal survey

Quality Differences
- Observations
- Focus groups and interviews

Equity Impacts
- Focus groups and interviews
- Student tracking
<table>
<thead>
<tr>
<th>School</th>
<th>Number of Students</th>
</tr>
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<tbody>
<tr>
<td>Rural Primary 1</td>
<td>84</td>
</tr>
<tr>
<td>Rural Primary 2</td>
<td>105</td>
</tr>
<tr>
<td>Urban Primary 1</td>
<td>133</td>
</tr>
<tr>
<td>Urban Primary 2</td>
<td>67</td>
</tr>
<tr>
<td>Rural LSS 1</td>
<td>120</td>
</tr>
<tr>
<td>Urban LSS 1</td>
<td>453</td>
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</tbody>
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PARTICIPATORY METHODS: IMPLICATIONS FOR POLICY & RESEARCH

- Policy making begins at the local level
  - Our research will be given to the School Support Committees in each participating school so they can make local policy decisions.

- Theorizing from below
  - The voice of our research comes from the people who participate in the formal and private system of education in Cambodia.
  - Our job is to interpret and synthesize these voices reversing the direction of theorizing and policy making.