

NEW APPROACHES TO THE
STUDY OF PRIVATE TUTORING
THE CASE OF CAMBODIA

William C. Brehm
Sen Se
Billy Gorter
This Life Cambodia

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THIS LIFE
CAMBODIA



A SUSTAINABLE COMMUNITY DEVELOPMENT INITIATIVE

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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
- 1998: "The most corrupt time in Cambodia": unofficial fees rampant.
- 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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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

Education Location	Bray (2005)	Preliminary Data (2011)
Primary School Private Tutoring (Overall)	\$48/month	\$60/Class
Secondary School Private Tutoring (small Urban)	\$52/month	\$180/month
Secondary School Private Tutoring (Small Rural)	\$16/month	\$33/month

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.

Source: World Bank, 2008

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

**Students cannot pass formal school
without attending private tutoring**



Cambodian private tutoring is a **second structure of education, perhaps more important than formal education**

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

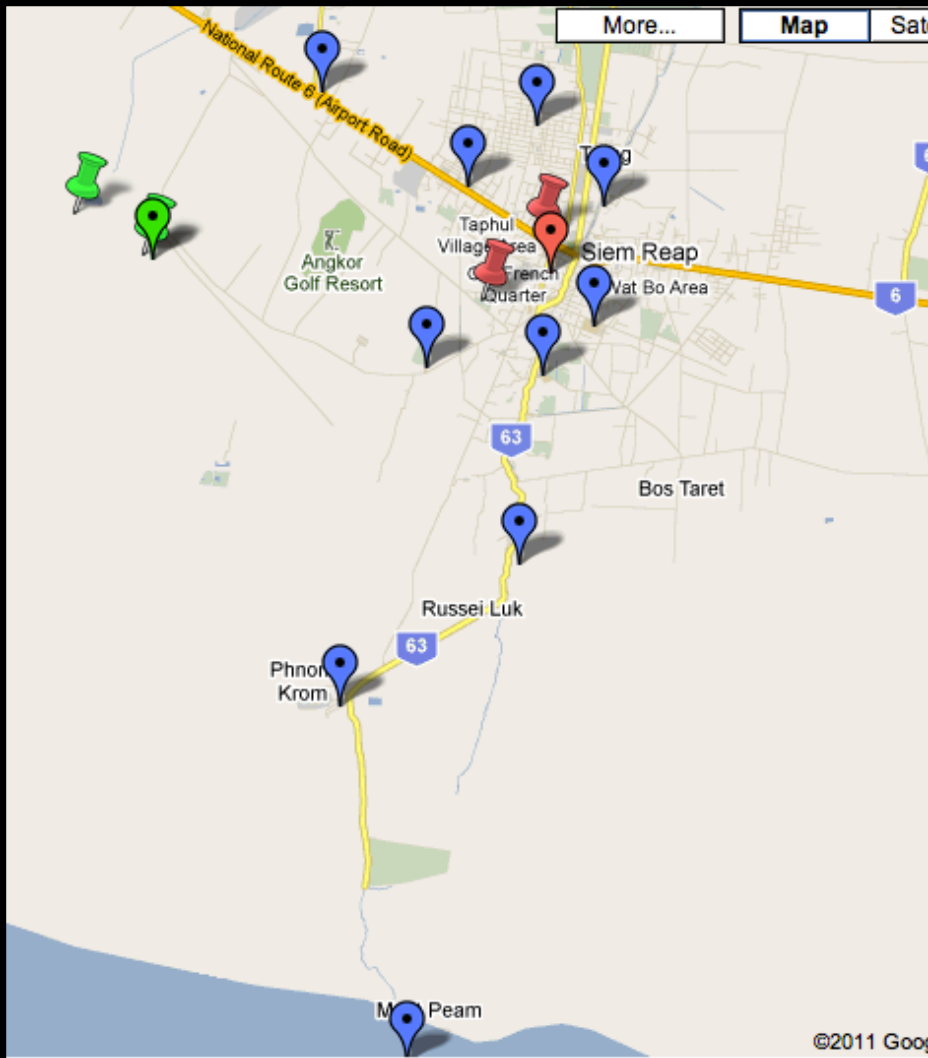
Quality Differences

- Observations
- Focus groups and interviews

Equity Impacts

- Focus groups and interviews
- Student tracking

SAMPLE



School	Number of Students
Rural Primary 1	84
Rural Primary 2	105
Urban Primary 1	133
Urban Primary 2	67
Rural LSS 1	120
Urban LSS 1	453

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