

Roles for Non-State Actors in Public Education: A Study on Private Tutoring and School Teachers in Cambodia

Ai SHORAKU

Kobe University

This study focuses on private tutoring for lower secondary public schools in Cambodia and explores the impact of private tutoring on teaching and learning in public schools. The 2021 Global Education Monitoring Report sheds light on the role of non-state actors in achieving global education targets. Tutoring at private educational institutes can play an important role in strengthening students' learning in collaboration with public education. In fact, private tutoring is common among pupils and students, especially in Asian countries. For example, the data shows that more than 65% of 9th grade students in lower secondary schools in Japan went to cram schools, (i.e., *juku*) in Japan.

It is said that private tutoring is beneficial to students' learning, but excessive reliance on private tutoring outside of public education may result in expanding inequality in education. Previous literature on private tutoring in Cambodia points out that lack of instructional time, overloaded curriculum, and large class size in public education impact the supply and demand for private tutoring. Therefore, the following questions need to be answered: 1) how do teachers in public schools reason their provision of private tutoring, and 2) what factors inside public education are associated with the reasoning for their provision of private tutoring? This study conducts field research in Cambodia, and analyzes the data from a questionnaire survey and interviews with lower secondary public school teachers in suburban areas.

The findings of this study are as follows: (1) the teachers surveyed acknowledge that their students' learning is supported by private tutoring, (2) they recognize that their schools face issues of lack of instructional time, overloaded curriculum, and large class size in public education, but that private tutoring is not a main solution, (3) the impact of private tutoring does not outperform that of public education—private tutoring makes up for the shortfalls of public education, and (4) some teachers are working hard to supplement the shortfalls, instead of relying on private tutoring.