

Confrontando o sistema educacional na sombra

Quais políticas governamentais para qual tutoria privada?

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Private Supplementary Tutoring

What do we mean?

- ▶ academic
- ▶ for financial gain
- ▶ additional to provision of mainstream schooling

May be one-to-one, in small groups, large classes, or huge lecture theatres; and now includes internet tutoring

Private Supplementary Tutoring

Why is it important?

- ▶ Huge financial investments by households
- ▶ Maintains and exacerbates social inequalities
- ▶ Backwash on mainstream schools

Private Supplementary Tutoring

A hidden form of privatization

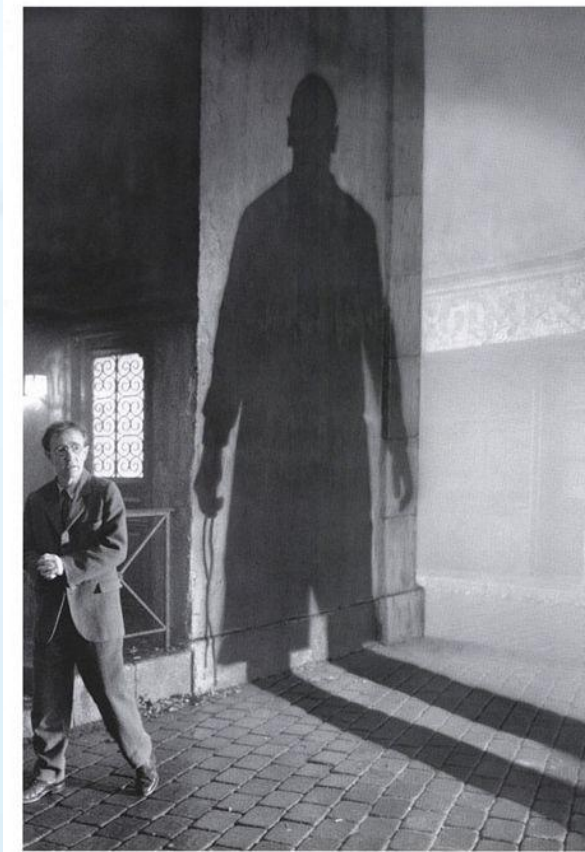
- ▶ *Public plus private*: pupils in public schools “forced” to invest in supplementary tutoring
- ▶ *Private plus more private*: Pupils in private schools also invest in tutoring

Yet the topic remains under-researched

A Shadow Education System

Why a shadow?

- ▶ Private tutoring only exists because the mainstream exists.
- ▶ As the size and shape of the mainstream changes, so does that of the shadow.



Scale

- ▶ **China:** 74% primary, 66% lower secondary, 53% upper secondary
- ▶ **Egypt:** 52% in rural primary schools; 64% in urban primary schools
- ▶ **England:** 27% at some time by the end of secondary
- ▶ **Japan:** 16% Primary 1; 65% Secondary 3
- ▶ **Korea:** 88% elementary, 78% junior high, 63% senior high
- ▶ **Hong Kong:** 72% lower secondary; 85% upper secondary

What about Brazil?

Argentina

National University of Cordoba

	Entrance Pvt. Supp. Tutoring	Mean cost (US\$)	Mean duration (months)	Monthly expenditure (US\$)
Law	17.5%	2,370	3.4	697
Dentistry	30.9%	3,127	5.2	601
Economics	39.2%	1,834	2.8	655
Medicine	92.3%	5,610	6.9	813
<i>Average</i>	<i>36.4%</i>	<i>3,046</i>	<i>4.5</i>	<i>677</i>

Source: Florencia Cámara & Héctor R. Gertel, 2014

Prevalence

- ▶ long been vigorous in **East and South Asia**
- ▶ lower numbers but also deep roots in **Eastern Europe**
- ▶ emerging in **Africa and Arab States**
- ▶ also emerging in **Western Europe, North America, South America**

Costs

- ▶ ***Turkey: 1.0% of GDP***
- ▶ ***Korea: 2.8% of GDP***
- ▶ ***Egypt: 1.6% of GDP***

Sri Lanka:

24% of households spent 1-5% of total household income on tutoring

3% spent 5-10%

1% spent over 10%

Who provides tutoring and how?

- **Teachers**, on a supplementary basis after school hours
- University and secondary school **students**
- Professional tutors, working as individuals or for **companies**

Who receives tutoring and why?

- Not necessarily the weak students – more common among the strong ones;
- A lot of peer pressure and anxiety, both among students and among parents.

Implications

Pupils:

- ◆ If tutoring helps students to pass examinations, it can be a very good investment: they stay longer in the education system and have greater lifetime earnings
- ◆ But has major implications for social stratification
- ◆ Also pressure on young people

Implications

Tutors:

- ◆ Provides incomes and employment for professional tutors
- ◆ Where salaries of mainstream classroom teachers are low, it can compensate
- ◆ But also distorts the teaching and learning processes?

Conclusion

- This is a major topic, which is under-researched
- It also needs to be *confronted* by policy makers
- Researchers and policy makers can help each other

More information:

Shadow education website of Comparative Education Research Centre, University of Hong Kong

<http://cerc.edu.hku.hk>



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