



NGO Education Partnership

Education Operational Research

THE IMPACT OF INFORMAL SCHOOL FEES ON FAMILY EXPENDITURES



Assisted by

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ACRONYMS

DoE	District Office of Education
EDUCAM	Organization that disseminates information to NGOs working in education
EFA	Education for All
EMIS	Education Management Information System
ESP	Education Strategic Plan
ESSP	Education Sector Support Program
KAPE	Kampuchea Action for Primary Education
LSS	Lower Secondary School
MoEYS	Ministry of Education Youth and Sport
NEP	NGO Education Partnership
NGO	Non-Government Organization
PAP	Priority Action Program
PoE	Provincial Office of Education
RGC	Royal Government of Cambodia
UNESCO	United Nations Education, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
USS	Upper Secondary School

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EXECUTIVE SUMMARY

In light of recent education statistics for Cambodia, that indicate a decline in enrolment and survival rates in primary school, the aim of this research is to determine whether links exist between these downward trends and parents' ability to pay the informal fees still being charged in public schools. This study was undertaken in Kampong Cham and aims to discover both the amount of informal school fees being spent by parents to send a child to school, as well as the impact on the family of keeping a child in school.

One hundred (100) families were interviewed in sixteen (16) different districts in Kampong Cham. On average, each family has 2-3 children enrolled in school. The four main categories of informal school fees, currently being paid by parents were: Start-up costs; school fees; daily costs; and additional costs.

This study found that parents spend between 76,000 and 88,500 riels per year on start-up costs which include: spending on school uniforms, study materials, and school registration. Expenditures on school fees which include: teacher fees; private tutoring; lesson handouts and exam papers account for the second largest cost to parents. The average reported cost per child for these items was 209,500 riels per year. Of these school fees, the cost of private tutoring was the largest expense. Daily costs, which include food and snacks, constituted the largest portion of education costs. Parents pay between 169,000 and 289,000 annually on these items. And finally, families reported that they spend an additional 14,200 - 23,400 riels on additional costs throughout the year for things like: study and class supplies; bike maintenance; gifts for teachers; ceremonies and returning the study record booklet.

In total parents and students interviewed reported they are spending on average between 440,100 riels (\$110.03 US) and 613,900 riels (\$153.48 US) annually to send one child to school. This amount constitutes anywhere from 10% - 19% of reported annual family income to send one child to school. These expenditures would of course increase correspondingly, if parents send two or more students to public school.

In addition to calculating the informal school fees paid by families, this study also sought to focus on the impacts to families of keeping a child in school. In particular the reasons for children dropping out of school were explored, as well as the activities that both in-school and out-of-school children undertake outside of regular school hours. Not surprisingly, the most common cause of children dropping out of school was parent's inability to continue paying school fees. Other reasons given for drop-out were often related to the quality of the schooling, or family needs for the child's labour. These qualitative findings are included in the report, along with the analysis of the quantitative data on school fees, and are also presented anecdotally throughout the report.

The aim of this research is to bring to light the realities faced by Cambodian families with regard to paying "informal school fees." By doing so it is hoped that the findings may be used as a point of reference for further policy discussions about improving access to education, scholarship allocations, teachers salaries and eventually the elimination of school fees altogether.

CHAPTER I

THE PROBLEM AND ITS SCOPE

1.1 INTRODUCTION

Education is the best legacy parents can give to their children. Most parents are willing to invest their scarce resources with the long-term expectation that once attained, education is a valuable asset that will never depreciate. But, the perception of parents on the value of education is often conditioned by their economic status and their own educational attainment. Well educated and economically advantaged parents tend to send their children to good schools and want their offspring to finish their studies with the belief that quality education is a passport to a quality life. Economically disadvantaged parents, on the other hand, often expect that their children of school age should work to augment the meager income of the family. These parents may place different value on the long term benefits of education, and may place the immediate survival needs of their family ahead of schooling. This reality often results in higher rates of illiteracy and early school drop-out rates among poor and marginalized children.

In countries where large numbers of impoverished people reside, illiteracy contributes to further destitution and impedes the economic well-being and development of a person, his offspring, and ultimately the nation. As stated in the “Must Do Better” school report of 2005,

Despite concrete promises made by world leaders to provide Education for All by 2015, millions...[still]...have no access to schools or adult literacy centers...In the Asia Pacific region, there is a crying need for elementary childhood care and education, which make an important contribution, not only to a child’s cognitive development, but also to increase the chances of elder siblings (especially girls) and mothers to access education by freeing them from childcare responsibilities (Must do Better, 2005, p. 16)

In Cambodia, where primary school completion rates are only 51.0 percent for males and 33.9 percent for females, there is particular cause for concern. (<http://www.usaid.gov/pubs/cbj2003/ane/kh/>) Recent declines in net enrolment and rates of survival to Grade 6 point to the fact that adult literacy may be heading towards a downward trend (NSDP Annual Progress Report 2006). Studies show that about 43% of women and 20% of men aged 25 and older did not complete first grade and only 0.4% of women and 1.8 % of men have post-secondary education. (CSES 2004)

The challenge for the education sector in Cambodia is enormous. Although the government has worked hard to establish a realistic pro-poor national education plan, the Education For All-National Policy 2003-2015, the implementation of this plan still falls far below the targets set. One of the targets set out in the EFA and subsequently revised in the Education Strategic Plan (ESP) 2006-2010, is to abolish informal payments, in grades 1-9 nationwide, by the end of 2008. Unfortunately, as this and other research indicates, four years into the 12 year EFA plan, schools in Cambodia are still demanding financial contributions from each child and these fees are in fact rising rather than falling. While these financial contributions may vary across schools, the fact remains that children who cannot afford to pay the “informal school fees” are at much higher risk of failing or dropping out of school early. (Roberts, 2006)

In undertaking this research we are also mindful of the problems facing the thousands of dedicated teachers in Cambodia, who work hard to provide education often under often difficult circumstances. The salaries paid to teachers in Cambodia are extremely low and while this is only partially addressed by this study, there is no intention what-so-ever to cast blame on teachers for collecting “informal fees” in an education system that not only tolerates this practice, but relies on it to function.

1.2 BACKGROUND

Since 2000, the Royal Government of Cambodia, (RGC) in cooperation with NGOs and donors, has undertaken a process of education policy reform aimed at providing education services to all Cambodian children. Guided by the international Education for All (EFA) initiative, the RGC has developed its own twelve year national EFA plan that was the basis for the further development of the 5-year Education Strategic Plan (ESP) and the one-year rolling Education Sector Support Program (ESSP).

Under the ESSP, the Priority Action Program (PAP), which is the financing mechanism for the recurrent program priorities, was developed to channel the government’s education fund to ensure the basic funding necessary for school operation. This education fund is meant to provide free basic education to all, up to Grade 9. Despite the government’s support to the education sector, parents still pay part of the education costs to keep their children in school. As the state’s budget is officially considered adequate to cover the entire cost for free education to Cambodian children, the parent’s financial contribution to education has come to be known as “informal school fees.” These informal fees are used to both supplement the low teacher salaries paid by the state, as well as some operating costs where state funding is not yet sufficient.

This research was undertaken in response to concerns raised, at policy level meetings with government and donors, about the timely release of PAP funding, which has been at issue for many years. Additionally the issue of low teachers salaries, coupled with recent government statistics that indicate a drop in primary school enrolment and survival have given rise to questions about the level of government commitment to pro-poor education financing.

The hope of this research, is to shed some light on the current situation regarding “informal school fees” and by doing so offer the findings as a point of reference for further policy improvements, that will ensure equal access to education for all Cambodian children regardless of their ability to pay.

1.3 THEORETICAL BACKGROUND

1.3.1 Review of Related Literature and Studies

Education acts as the foundation for a productive life. It broadens horizons and opens up opportunities for increased employability and earning potential, says Rivera (2007). Success in higher education is dependent on quality basic education. The ability to read and write is among the basics in life that every citizen must possess. Without access to education, a child’s future is uncertain and bleak.

The World Declaration on Education for All (EFA), adopted in Jomtiem Thailand in March 1990, was aimed at guaranteeing that “[e]very person – child, youth and adult – shall be able to benefit from educational opportunities designed to meet their basic needs.” Ten years later in

Dakar Senegal, at the World Education Forum (26-28 april 2000) the Dakar Framework for Action was developed. The participants in this forum re-confirmed themselves to the vision of the World Declaration on Education for All and committed themselves to the realization of these goals by strengthening or developing national plans by 2002 and an achieving education EFA goals and targets no later than 2015.

Despite EFA's ambitious global plans, about 113 million children worldwide were still not enrolled in school by the end of 2003, based on UNDP report, says Hillman and Jenkner (2004). Additionally, while quality basic education is meant to be free in most countries in the world, free basic schooling (Grade 1-6) is still inaccessible to the children of extremely poor families in many countries, including Cambodia..

Following on the Dakar Framework for Action, the Royal Government of Cambodia developed its own Education for All National Plan 2003-2015, and subsequently the Education Strategic Plan (ESP), which set out ambitious guidelines for the realization of basic education. The decision was made that in Cambodia basic education would consist of not only 6 years of primary education, as agreed upon at Dakar, but also three years of lower secondary school.

Additionally, the Royal Government of Cambodia, in its Rectangle Strategy for Development names enhancing the quality of education as an essential component of the Fourth Rectangle, namely Capacity Building and Human Development. By supporting the development of human resources the RGC government is recognizing its responsibility to respond to "labour market needs in terms of entrepreneurship, high creativity, responsibility, discipline, morality, virtue, professional ethics, and honesty in its efforts to promote development."(ESP 2006-2010, p.8).

Unfortunately, while education is named as a priority development goal, in 2004, among Cambodian young adults (20-29 years old) in the labor market, only 17 percent have completed lower secondary education (Cambodia Socio-Economic Survey, 2004). Also, two of the biggest problems cited in education in Cambodia are declining enrolment rates for primary schools and low survival rates for grades 1-6 and 1-9. As stated in the National Strategic Development Progress Report for 2006, "these unwanted trends were attributable to a high level of repetition and drop-out at these two levels." So despite many years of planning and development of the education system in Cambodia, both enrolment and survival rates for primary schools are dropping rather than rising. What could be accounting for this unwanted trend?

In his study on the private costs of education in Cambodia, undertaken in 1999, Bray suggests, "the scale of drop-out from Cambodian primary schools has been demonstrated ...to be high. Costs appear to be an important factor for many households when making decisions to withdraw their children from school."(Bray, 1999, p.80) According to Bray, in 1999, parents' expenditure for primary education ranged from 50,000 riel – 255,000 Riels per child, per year for Grade 1, increasing to from 224,000 – 507,000 Riels for Grade 6, depending on where the family lives. This contribution represented anywhere from 5.3% to 20.4% of the yearly family income per child. (Bray, 1999, p. 76-77)

Given the demographic profile of a typical Cambodian family, with 5.7 children per family in urban and 5.3 per family in rural areas, (http://www.moc.gov.kh/national_data_resource) the cost of sending all five children to school could be beyond the ability of many families to pay. If for example a family had five children between the ages of six and fifteen the cost of educating all five children could, in theory, consume in excess of 60-75% of their total family income. It is clear that under these circumstances, difficult decisions would have to be made with regard to

which children would be able to stay in school, and which would have to drop out to help support the future success of their siblings.

Much research points to the fact that, in many Cambodian families, the decision to send boys to school over girls would be the most commonly used strategy in instances of economic shortage. According to the School Report of 14 developing countries in the Asian Pacific region, “Must do Better,” Cambodia got a failing grade in gender equity because “girls constitute the huge majority of children out of primary and secondary schools and women comprise 7 out of 10 of adult illiterates”. (ASPBAE, 2005)

In the face of these unwanted trends in education in Cambodia, NEP in partnership with two member organizations, (Professor’s Alliance for Development and Women Development Association) decided to undertake this community-based research project to see if the cost of education to parents was a factor in the current decline in enrolment and survival rates in primary schools.

1.3.2 Research Problem

Given recent government statistics for Cambodia, that demonstrate a decline in enrolment in primary school and survival rates to Grade 6 and Grade 9, the aim of this research is to determine whether links existed between downward trends in enrolment and survival rates and parents’ ability to pay the informal fees still being charged in public schools. Therefore, the focus of this study was to discover both the amount of informal school fees being spent by parents to send a child to school, as well as the impact on the family of keeping a child in school.

Specifically, it sought to answer the following questions:

1. What is the profile of respondent parents in terms of:
 - 1.1 Household size,
 - 1.2 Number of children,
 - 1.3 Where children are living,
 - 1.4 Occupation/livelihood,
 - 1.5 Number of earners in the family,
 - 1.6 Income per month,
 - 1.7 Number of children in school,
 - 1.8 Average daily pocket money given to their children?
2. How much do every household spend for the following items to keep one child in school:
 - 2.1 Start-up cost,
 - 2.2 School fees,
 - 2.3 Daily cost,
 - 2.4 Miscellaneous expenses?
3. What is the impact of the informal school fees expenditures on the families in urban, rural, and remote areas?
4. What are the causes of children’s quitting from school?
5. What are the activities of children who are not enrolled in school?
6. What are the activities of in-school youths after school hours?

1.3.3 Importance of the Study

While other studies have attempted to calculate the informal costs of sending a child to school in Cambodia, few have sought to document the impacts on families that these costs incur. Although the scope of this study is small and the findings from this research principally represent the facts about the Kampong Cham province, they can be seen as representative of the situation in other provinces with similar socio-economic aspects. The findings can also be used as a basis for making comparisons with other provinces in terms of household expenditures on informal school fees for basic education, as well as with other countries in the Asia-Pacific region. Finally, the results can possibly serve as a basis in formulating sound and realistic policies responsive to the stated aim of the Royal Government of Cambodia, to provide free basic education to all, by the year 2015.

1.4 METHODOLOGY

1.4.1 Scope of the Study

As a community-based research project this study is intended to reveal what is happening at the grass-root level. Therefore, we have focused our attention on one province, Kompong Cham, in hopes of gathering in-depth rather, than broad based information. Given the budget limitations of the project, this research had no intention of documenting findings that are necessarily representative of the situation nationwide. However, in an attempt to offer some degree of validity, we chose to interview 100 respondent families. While the sample size is still quite small, we nevertheless feel we have collected sufficient data that represents a range of families in terms of geography (urban/rural/remote districts) and socio-economic status to make the findings relevant. Although some families had children in Grades 10, 11 and 12, for the purposes of this study, analyzed data on school fees is based only on fees paid for children in Grades 1-9.

1.4.2 Research Environment

Given the socio-economic circumstances of the people in Kampong Cham and in order to pull out information that may be useful and represent the level of parents' contribution to education for keeping their children in school, the research focused on districts selected from the three main categories: urban, rural and remote.

Eight out of the 16 districts of the province were selected for the study. Kampong Cham and Tbong Khmum districts are considered to be the urban districts. Kampong Siem, Prey Chhor, and O'Raing Ov are representing the rural districts, whereas remote districts are represented by Koh Sotin, Ponhea Krek, and Kroch Chhmar. It is important to note that the study is done in and around the district town only. The information is not collected from places in the districts where are extremely distant from the town.

Kampong Cham is selected for the study because it is one of the most populated provinces, and is neither very urban nor extremely rural. The level of income of people is among those of the middle-income provinces in Cambodia. People who live there mainly rely on agricultural production for their livelihood. It is within this geographic, demographic, and socio-economic situation, that informal school fees were explored.

1.4.3 Research Respondents

The research respondents of the study are parents or guardians, and their children who are currently enrolled in school. Parents/Guardians **were** targeted since they are the ones who supply the children the pocket money, and take care of other school related expenses incurred during the course of the year. They are often the primary earners for the family, so they are also the ones who will feel the impact of the cost of sending children to school. Therefore, we were interested in how they feel about getting one child educated, and what are the opportunity costs, to them and to the entire family, of sending their children to school.

The answers from the children are also potential sources information, as they may know the details of the actual spending. They can also tell us their daily interaction with teachers and school regarding the money they are required to pay. For the sake of reflecting the current facts about family spending, and what is really happening on the ground, we addressed most money related questions to students who are currently in school, rather than those who had already dropped out of school. We did talk to children who had dropped out to ascertain the reasons why they left school.

A hundred families were interviewed for the study – 34 families from urban districts, 29 from rural districts, and 37 from remote districts. Table 1 shows the distribution of the respondents per district.

Table 1.1: Distribution of Respondents Per Districts

No	Districts in Kampong Cham	No. of Families
1	Urban Districts	
	Kampong Cham	16
	Tbong Khmum	18
	<i>Total Urban</i> -	34
2	Rural Districts	
	Kampong Siem	4
	Prey Chhor	10
	O' Raing-Ov	15
	<i>Total Rural</i> -	29
3	Remote Districts	
	Koh Sotin	21
	Ponhea Krek	11
	Kroch Chhmar	5
	<i>Total Remote</i> -	37
	Total Samples	100

1.4.4 Survey Instrument

A structured questionnaire was used in gathering the necessary data. It was administered in face-to-face interviews and responses were recorded by an interviewer. Some questions were closed-ended and answers to those questions mostly related to family profile and amounts of family income spent on school related items. Other questions were more open-ended and were related to the impacts of informal school fees on families and their decisions regarding their children's education. Interviewers were also instructed to ask additional questions, in situations where the information might be of additional interest for the anecdotal write-ups.

1.4.5 Data Gathering Procedure

In preparation for the research to be undertaken in Kampong Cham, we did a field consultation with local stakeholders. We met the Director and Deputy Director of the Provincial Office of Education and a local NGO – KAPE. In general, it was recommended by these stakeholders that the education situation is very closely related with the family's economic status.

As a result of these conversations and by analyzing the general socio-economic and educational aspects, the districts in province were classified into three main categories: urban districts, rural districts and remote districts. Urban districts refer to those with the highest socio-economic status in the province. In contrast, districts with the lowest socio-economic situation are considered as the remote districts while the rural ones lie between these two categories.

We also decided to interview the parents together with their children, to ensure the level of detail we were seeking on the different fees involved in sending children to school. Respondents were selected randomly by walking along the streets and choosing any family that we could find, where the parents and their child/children were at home together.

The data was collected through interviewing parents and in-school children using one structured questionnaire. The questionnaire was designed with the purpose of interviewing both parents – either father or mother – and the children at the same time. This is because most of the parents could tell us only the general information about the payment for their children's education, but the children will be able give us more detailed information on specific items they pay for in school.

By interviewing the parents together with their children, it also allows us to collect more comprehensive and reliable data because the parents don't have to guess at any expenses they don't know. Also the children were a good source of anecdotal information about the way the fees were collected, and their reasons for dropping out of school.

1.4.6 Anecdotal Evidence

To complement the findings from the survey, the interviewers also collected anecdotal information from individual respondents that they found interesting and relevant to the topic under question. Over the process of collecting data in the field, when some cases were found to have potential for demonstrating a particular aspect of the data, more in-depth questions were asked in the attempt to get more precise information.

This anecdotal information has been inserted in boxes in the body of the report where the findings are related and/or complementary to the survey data.

1.4.7 Data Analysis

The data were subjected to frequency counts. The mean and percentages were also used in analyzing the data.

1.5 OPERATIONAL DEFINITION OF TERMS

Informal School fees- as used in this study, it refers to the basic education cost incurred by the parents in sending their children to school. These are start-up cost, school fees, daily fees, and miscellaneous school expenses.

Start-up Cost- are costs which parents incur related to the child's need in preparation for school like student uniform, study materials, and school registration fees.

Daily Cost- refers to amount of money spent by the parents for the daily expenses of their children in school such as food, parking, and transportation.

School Fees- refers to teacher fees, private tutoring fees, lesson handouts, and exam paper.

In-School Youth- in this study, it refers to the children who are officially enrolled in school and pursuing basic education.

Out-of-School Youth- as used in this study, it refers to those children who have either enrolled and school and subsequently dropped out for some reason, or those children who have never enrolled in either formal or non-formal basic education.

Writing Implements- all school supplies associated with writing, e.g. pens, pencils, erasers, rulers.

CHAPTER II

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

The data is presented, analyzed, and interpreted in this chapter. The chapter is organized into two sections: 1.) Profile of Respondents; 2.) Parent’s contribution to Education; with subsections for different components under each section. Section 1, is quite straight forward and offers only brief descriptions of the findings. Section 2, however offers more detail, analysis and interpretation of the parental contributions to Education, as reported by both the parents and the children.

2.1 PROFILE OF RESPONDENT FAMILIES

2.1.1 Family Size

Table 2.1 presents the family size of the respondent parents and guardians per district. The data shows that the family size ranged from a minimum of 3 to a maximum of 10 members. Most families in urban and rural areas had 4 members, while families in remote areas had 5. The mean score indicates that the average size of respondent families in urban, rural and remote areas of Kampong Cham was between 5 to 6 members.

Table 2.1: Family Size of Respondent Parents

Family Size of Respondent Parents								
Family Size	Urban Districts		Rural Districts		Remote Districts		Total	
	F	%	F	%	F	%	F	%
3	1	2.9%	0	0.0%	4	11.4%	5	5.1%
4	10	29.4%	10	34.5%	5	14.3%	25	25.5%
5	7	20.6%	8	27.6%	9	25.7%	24	24.5%
6	9	26.5%	1	3.4%	6	17.1%	16	16.3%
7	3	8.8%	6	20.7%	4	11.4%	13	13.3%
8	2	5.9%	4	13.8%	4	11.4%	10	10.2%
9	0	0.0%	0	0.0%	1	2.9%	1	1.0%
10	2	5.9%	0	0.0%	2	5.7%	4	4.1%
Total	34	100.0%	29	100.0%	35	100.0%	98	100.0%
Means	5.56		5.52		5.77		5.62	

2.1.2 Number of Children

Table 2.2 shows the number of children in the family of respondent families. As presented the number of children ranged from 1 to 10. The majority of the families in the urban and remote areas had 3-4 children, and majority of the families interviewed in rural areas had 2-3 children. The mean scores in all strata imply that most of the respondent families had an average number of 3-4 children. It is significant to note that there was a higher incident of families with 5 or more children living in remote districts.

Table 2.2: Number of Children per Family

Number of Children	Urban		Rural		Remote		Total	
	F	%	F	%	F	%	F	%
1	2	5.9%	1	3.4%	3	8.1%	6	6.0%
2	8	23.5%	11	37.9%	9	24.3%	28	28.0%
3	10	29.4%	9	31.0%	10	27.0%	29	29.0%
4	9	26.5%	2	6.9%	5	13.5%	16	16.0%
5	2	5.9%	6	20.7%	4	10.8%	12	12.0%
6	0	0.0%	0	0.0%	1	2.7%	1	1.0%
7	1	2.9%	0	0.0%	3	8.1%	4	4.0%
8	1	2.9%	0	0.0%	1	2.7%	2	2.0%
9	1	2.9%	0	0.0%	0	0.0%	1	1.0%
10	0	0.0%	0	0.0%	1	2.7%	1	1.0%
Total	34	100.0%	29	100.0%	37	100.0%	100	100.0%
Means	3.47		3.03		3.68		3.42	

2.1.3 Where Children are Living

Table 2.3 indicates where the children of the respondents are living. About 77% of the parents/guardians had children living with them, while 23% had children living away from them. This indicates that few people, especially children, migrate out of their hometown. Children's migration can be found in every 4th household. Usually the migrating children are the older ones. They leave their home for a variety of reasons as indicated in Table 2.4.

Table 2.3: Where Children are Living

Circumstances	Frequency (f)	Percent (%)
Children living with the parents	70	77%
Children living away from the parents: living in other province, 41%; living in Phnom Penh, 59%	21	23%
Total	91	100

Table 2.4: What Migrating Children Do

No		Frequency	Percentage
1	Study at university/college	7	44%
2	Work in factory and rubber plantation	6	38%
3	Work as cook	1	6%
4	Learn cosmetic	1	6%
5	Get married and sell cake	1	6%
	Total	16	

Older children move out to other parts of Cambodia (Phnom Penh, Siem Reap, Kg Cham, Kratie, Battambang, and Poi Pet) where they can find job opportunities. Some go across the Camodian-Thai border in search of employment. However, among those children, 59% of them move to Phnom Penh. About 44% of migrating children are moving to the capital to further their academic studies. The other 38% come to work in factories. The rest of them are employed in other sectors like mechanics, cosmetics, and cooking. Some may also leave the house due to marriage.

2.1.4 Occupation of Parents

Table 2.5 shows the occupation of the respondent parents. It indicates that most or 36.6% of parents operate a small business. The data also revealed that the number of these small family businesses, per family ranged from a minimum of one to a maximum of 5 businesses. About 23.7% parents are farmers and 20.5% unskilled workers.

Table 2.5: Occupation/Livelihood of Parents

Occupation	f	Percent %
Small business operator	34	36.6
Farmer	22	23.7
Laborer/ Unskilled worker	19	20.5
Policeman	5	5.4
Teacher	3	3.2
Tailor	3	3.2
Motorbike/bicycle repairer	3	3.2
Health care officer	2	2.2
Motodup driver	2	2.2
Total	93	100%

2.1.5 Number of Earners in the Family

Table 2.6 presents the number of earners in every household. The data revealed that the majority or 60.6% of the families had two members earning for the family. Either both parents were earning, or one parent and an older child were working to supplement the family income. Given the estimate that over 25% of households in Cambodia are headed by a female, it is not surprising that older children would be required to work to help support the family. (http://www.moc.gov.kh/national_data_resource/)

Table 2.6: Number of Earners in the Family

Number of Earners	Frequency	Percent (%)
0	1	1.0
1	26	27.7
2	57	60.6
3	6	6.4
4	4	4.3
Total	94	100
Mean	1.85	

Case 2.1: Female Headed Household

A widow, with three daughters and an aged mother, sells breakfast on the street-side in front of her house by the river. Her husband died 10 years ago. In her small business she can earn 3,000-4,000 riels per day, which is not enough for her living and sending children to school. “Nowadays, I get some support from my daughter, who is staying in Phnom Penh with another sister of mine. She helps my daughter to learn hairdressing skills in Phnom Penh. My daughter sends me 100,000-150,000 riels (\$25-\$37) per month.”

“I don’t want my children to quit from school, but I can’t support them. However, I commit myself to help them at least finish grade 9,” the mother said. “My second daughter, has just quit school last year when she passed her grade-9 examination. Her teacher and friends encouraged her to not quit, but I can’t support her for further study because I have to spend a lot. Instead, I would save this money for her to learn a skill in order that she can be independent on her own in the future. I have no wealth for them so I work hard in order to give them some education and skills,” she elaborated.

The second daughter is now learning tailoring skill with a private workshop in Kampong Cham town. She doesn’t go to class. She stays home to help with the vending and housework because her mother is sick. She wanted to pursue her study. She didn’t want to quit at all, but she had to because her mother doesn’t have money to support her fees to go to school.

2.1.6 Monthly Family Income

Table 2.7 shows the monthly income of respondent parents. Monthly income ranges from below 100,000 to more than 800,000 riels. The average monthly income of families in the urban district is 270,000 riels or \$67.5, rural families earn an average of 444,117 riels or \$111.03 per month, while the families in remote areas reported earning 355,185 riels or \$89. The data reveals that families in rural areas are earning more than those families in urban and remote areas. The incomes were self-reported, and as such are unverifiable. Also a significant number of families in the sample chose not to respond to this question, which further compromises the validity of the calculations of percentage of income spent on education.

Table 2.7: Respondents’ Income Per Month

Amount of Income	Urban Districts		Rural Districts		Remote Districts		Total	
	F	Percent	F	Percent	F	Percent	F	Percent
Less than 100,000R	3	12.0%	2	11.8%	3	11.1%	8	11.6%
100,001-200,000R	8	32.0%	2	11.8%	6	22.2%	16	23.2%
200,001-300,000R	5	20.0%	4	23.5%	7	25.9%	16	23.2%
300,001-400,000R	6	24.0%	0	0.0%	2	7.4%	8	11.6%
400,001-500,000R	0	0.0%	1	5.9%	1	3.7%	2	2.9%
500,001-600,000R	1	4.0%	2	11.8%	5	18.5%	8	11.6%
600,001-700,000R	0	0.0%	2	11.8%	1	3.7%	3	4.3%
700,001-800,000R	2	8.0%	1	5.9%	0	0.0%	3	4.3%
More than 800,000R	0	0.0%	3	17.6%	2	7.4%	5	7.2%
Total	25	100%	17	100%	27	100%	69	100%
Means (Reil)		270,000		444,117		355,185		356,434
\$		\$67.50		\$111.03		\$83.80		\$89.00

2.1.7 Number of Children Enrolled in School

Table 2.8 presents the number of children in school per family. The number of children in school ranged from 1 to 5 per family. The majority of the families in urban and remote areas were sending 2-3 children to school, while families in remote areas were sending 1-2 children. The mean score indicates that on average, each family has 2-3 children enrolled in school.

Table 2.8: Number of In-school Children per Family

# Children	Urban Districts		Rural Districts		Remote Districts		Total	
	F	Percent	F	Percent	F	Percent	F	Percent
1	5	14.7%	9	31.0%	10	27.0%	24	24.0%
2	17	50.0%	13	44.8%	14	37.8%	44	44.0%
3	8	23.5%	6	20.7%	11	29.7%	25	25.0%
4	3	8.8%	1	3.4%	2	5.4%	6	6.0%
5	1	2.9%	0	0.0%	0	0.0%	1	1.0%
Total	34		29		37		100	
Means	2.35		1.97		2.14		2.16	

It can be seen from Table 2.9 that most of the children from urban families are in grade 7, while rural families have more children in grade 8. Families from remote areas have more children in grades 4 and 7.

Table 2.9: Distribution of In-school Children Per Grade Level

Grade	Urban Districts		Rural Districts		Remote Districts		Total	
	F	Percent	F	Percent	F	Percent	F	Percent
Grade 1	2	3.8%	3	6.4%	7	10.9%	12	7.4%
Grade 2	8	15.4%	4	8.5%	7	10.9%	19	11.7%
Grade 3	7	13.5%	6	12.8%	4	6.3%	17	10.4%
grade 4	6	11.5%	5	10.6%	11	17.2%	22	13.5%
Grade 5	4	7.7%	2	4.3%	6	9.4%	12	7.4%
Grade 6	5	9.6%	4	8.5%	8	12.5%	17	10.4%
Primary	32		24		43		99	
Grade 7	11	21.2%	8	17.0%	11	17.2%	30	18.4%
Grade 8	5	9.6%	11	23.4%	5	7.8%	21	12.9%
Grade 9	4	7.7%	4	8.5%	5	7.8%	13	8.0%
LSS	20		23		21		64	
Total	52		47		64		163	

2.1.8 Distribution of Children who Drop Out

Table 2.10 shows that in urban areas, the highest incidence of children who drop out come from Grade 9. Of all the urban families interviewed no one reported children dropping out before Grade 7. In rural areas, children who quit school come from different grade levels, although it is significant that the highest incidence occurs in Grades 3 and 6. In remote areas more students drop-out compared to urban and rural areas and the highest incidents of drop-out in occurs in Grade 6. Students in grade 6 and 9 are typically 13-15 years old.

Table 2.10: Distribution of Children who drop out from Grade 1-9

Grade	Urban Districts		Rural Districts		Remote Districts		Total	
	F	Percent	F	Percent	F	Percent	F	Percent
Grade 1	0	0.0%	0	0.0%	1	6.3%	1	2.5%
Grade 2	0	0.0%	0	0.0%	1	6.3%	1	2.5%
Grade 3	0	0.0%	2	18.2%	1	6.3%	3	7.5%
grade 4	0	0.0%	1	9.1%	1	6.3%	2	5.0%
Grade 5	0	0.0%	2	18.2%	2	12.5%	4	10.0%
Grade 6	0	0.0%	1	9.1%	5	31.3%	6	15.0%
Primary	0		6		11		17	
Grade 7	1	7.7%	2	18.2%	3	18.8%	6	15.0%
Grade 8	3	23.1%	1	9.1%	0	0.0%	4	10.0%
Grade 9	9	69.2%	2	18.2%	2	12.5%	13	32.5%
LSS	13		5		5		23	
Total	13		11		16		40	

2.1.9 Average Daily Pocket Money for School Children

Pocket Money per Child

One of the questions we asked parents was how much pocket money do they give to each child every day to cover school related costs. The idea of this question was to get a general sense of how much money parents send to school with their children on a regular basis. We also asked parents if this amount varies and many indicated that, upon request, they send additional money for special items throughout the school year.

Table 2.11 shows that urban families give an average of 2,500 riels daily pocket money to each child. Rural families give 1,800 riels per child, and families from remote areas give 1,300 riels per child. Pocket money is used by the children to pay for school-related costs such as food/snacks, transportation, parking fees and in some cases extra classes. More in depth discussions with the children themselves revealed the full range of expenses this pocket money is used to pay.

Table 2.11: Average Daily Pocket Money per Child

Daily Pocket Money	Urban Districts		Rural Districts		Remote Districts		Total	
	F	Percent	F	Percent	F	Percent	F	Percent
Less than 1,000	8	16.3%	11	23.4%	34	53.1%	53	33.1%
1,000-1,999	17	34.7%	19	40.4%	15	23.4%	51	31.9%
2,000-2,999	11	22.4%	8	17.0%	10	15.6%	29	18.1%
3,000-3,999	7	14.3%	7	14.9%	3	4.7%	17	10.6%
4,000-4,999	1	2.0%	1	2.1%	1	1.6%	3	1.9%
5,000-5,999	1	2.0%	1	2.1%	1	1.6%	3	1.9%
6,000-6,999	1	2.0%	0	0.0%	0	0.0%	1	0.6%
7,000-7,999	3	6.1%	0	0.0%	0	0.0%	3	1.9%
Total	49		47		64		160	
Means	2459		1883		1328		1838	

Pocket Money Per Family

Table 2.12 shows that every family in urban areas with an average 2-3 children in school spends 4,800 riels on this daily allowance per day. Families in rural areas with 1-2 students spends 3,600 riels and those in remote areas spend 2,400 riels for the daily allowance of their 2-3 children.

Table 2.12: Average Pocket Money per Family

Daily Pocket Money	Urban Districts		Rural Districts		Remote Districts		Total	
	F	Percent	F	Percent	F	Percent	F	Percent
Less than 1000R	3	9%	5	17%	13	35%	21	21%
1,001-2,000R	4	12%	7	24%	8	22%	19	19%
2,001-3,000R	4	12%	2	7%	3	8%	9	9%
3,001-4,000R	4	12%	2	7%	7	19%	13	13%
4,001-5,000R	1	3%	4	14%	2	5%	7	7%
5,001-6,000R	5	15%	3	10%	1	3%	9	9%
6,001-7,000R	4	12%	3	10%	1	3%	8	8%
7,001-8,000R	3	9%	1	3%	1	3%	5	5%
8,000-15,000R	6	18%	2	7%	1	3%	9	9%
Total	34		29		37		100	
Means	4,794		3,569		2,365		3,540	

While the amounts of pocket money parents send ranged from less than 1,000 riels to as much as 15,000 riels a day this reflects, among other things, parents' different economic situations as well as the differences in costs between lower and higher grades, and urban and remote districts. When questioned further about the specific school related costs it became clear that the daily pocket money is only part of the parent's contribution to their child's education.

2.2 PARENTS' CONTRIBUTION TO EDUCATION

2.2.1 Start-up Costs

School start up costs covers uniforms, study materials, and school registration fees. Components of school uniforms include student uniform, sport uniform, and shoes/footwear. Study materials include satchels/school bags, notebooks, notebook covers, and writing implements. School registration fees refers to the registration forms, photographs, study record booklets, fees for sport and other costs.

2.2.1.1 School Uniforms

Table 2.13 shows the cost of school uniforms per year for each child consisting of student uniform, sport uniform and footwear. Appendix A-1 presents that student uniform could range, from less than 10,000 riels to a maximum of more than 60,000 riels per year. Most families in urban areas spend between 30,000 to 40,000 riels for this item. The majority of the families in rural areas spend about 10,000 to 30,000 riels, while those in remote areas, majority spend less than 10,000 to a maximum of 20,000 riels. Expenses for student uniforms is higher in urban areas because most children, of the urban families interviewed, were already in grade 7 or first year in lower secondary school. New or bigger uniforms are needed by the students as they grow older. The rural families pay less for student uniforms as most of their children are already in grade 8 and old uniforms can still be used. The cost of student uniforms is lower in remote areas. Material used to make student uniforms sold in rural and remote areas are usually cheap, but of low quality, while in urban areas better quality materials are available, but are also more expensive.

The overall cost of school uniforms, paid by parents in urban areas per child is 57,900 riels per school year. In rural and remote areas, the cost is 54,000 and 51,200 riels respectively.

If compares the school uniform cost in three districts. For this item, urban families spend 7% higher than the rural families, and rural families spend 4% more than those in remote area families

Table 2.13: Cost of School Uniform Per Year (in Riels)

Cost	Urban	Rural	Remote	Provincial
Student Uniform	29,419	27,222	22,167	26,300
Sport Uniform	15,833	11,389	18,500	15,200
Footwear	12,672	15,357	10,577	12,900
Average Cost per Child	57,924	53,968	51,244	54,400

Figure 2.1 shows that the total school uniform cost is comprised of 48% student uniform, 28% sports uniform and 24% footwear cost. Some families reported that they could not afford to pay for some of these items. In particular some reported they could not afford the sport uniform, which in some instances meant their child could be unable to participate in sports activities depending on the decision of the teacher.

In 1999 Bray reported parents paying an average of 31,200 Riel for uniforms. Comparing the average cost of uniforms reported by families in Kampong Cham with the cost of uniforms eight years ago, parents are paying on average 74% more for uniforms in 2007.

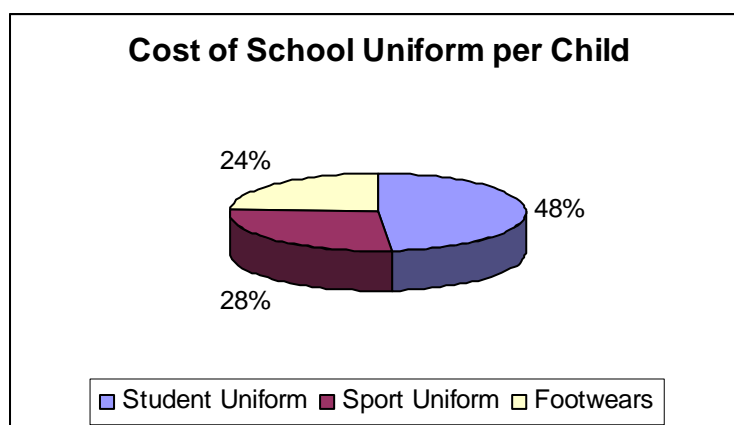


Figure 2.1. Components of School Uniform Fees

2.2.1.2 Study Materials

Table 2.14 presents the cost of study materials which include satchels/school bags, notebooks, notebook covers, and writing implements. Urban families reported paying 25,200 riels for satchels/school bags, notebooks, and writing implements which were higher than the amount paid by families in rural and remote areas in the amount of 21,700 and 20,800 riels respectively. Appendices B1 to B4 show that majority of the parents in all districts spend yearly an amount between 5000 to 10,000 riels for satchels/school bags; 7,500 to 10,000 riels for notebooks; 500 to 1,500 riels for notebook covers, and 1,500 to 3000 riels for writing implements.

While, if compares the cost of study materials per district. Families in urban areas spend 16% more than the amount spent by the families in rural and remote areas. Expenditure of rural families in these items is 4% higher than the amount paid by families in remote areas.

Table 2.14: Cost of study materials per year (in Riels)

Cost	Urban	Rural	Remote	Provincial
Satchels/School Bags	10,938	8,311	8,043	9,100
Notebooks	9,417	8,466	8,833	8,900
Notebook Covers	1,012	1,131	954	1,000
Writing Implements	3,841	3,825	3,000	3,600
Average Cost per Child	25,208	21,733	20,830	22,600

Figure 2.2 shows that 41% of the cost of study materials is for satchels/school bags. About 39% is for notebooks, and 16% is for writing implements. In some cases low income families reported that they did not buy their child a satchel to carry their books. These children used a plastic bag instead.

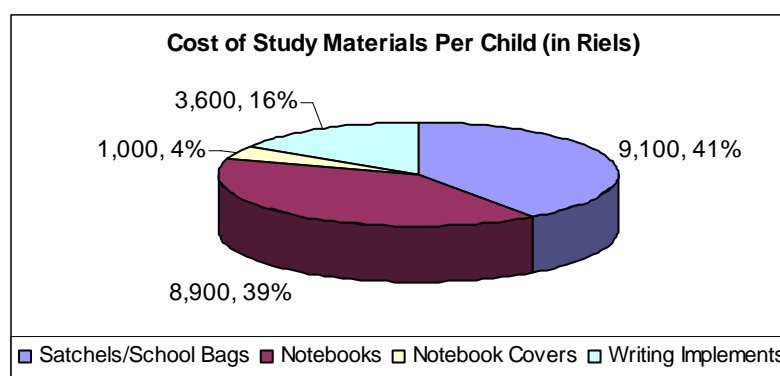


Figure 2.2: Component of Study Materials Cost

2.2.1.3 School Registration Fees

School registration fees include payment for registration forms, photographs, study record booklets, sport and other costs. The frequency of household cost for registration fees are shown in Appendices C1 to C4. They present that on average parents in urban areas pay 1,000 riels for registration forms. Rural families pay about 600 riels and those in remote areas pay 200-300 riels. Registration forms are given free but some students are made to pay for it. Filling out the form by the teachers cost additional 600 riels. The data also shows that the majority of the parents in urban and rural areas pay 2,000 riels for photographs. Schools require a photo for the ID cards of students and other forms like study record booklet and registration form.

The study record booklet costs about 400 to 650 riels. Study record booklets keep the student progress in class. The study record booklet is a reporting mechanism to allow teachers to report student progress to the parents. Some families reported that the school did charge for the booklet, while others said the booklet was free, but they were charged for the plastic cover. Most students said that there was also a monthly fee of between 300 and 500 riels, paid to the teacher for filling in the booklet, to send home to their parents. Sports and other costs are within the range of 800 to 1,000 riels.

Table 2.15 presents the aggregate cost of school registration fees as a component of start-up cost. It shows that families in rural areas pay the highest cost for these items in the amount of 5,900 riels per year compared to the payment of urban families of 5,400 riels and 4,700 riels for families in remote areas.

Table 2.15: Total Cost of School Registration Per Child per Year (in Riels)

Cost	Urban	Rural	Remote	Provincial
Registration Forms	1,645	1,392	500	1,200
Photographs	2,205	2,847	2,735	2,600
Study Record Booklets	534	839	656	700
Sports and other Costs	1,000	800	825	900
Average Cost Per Child	5,384	5,878	4,716	5,400

Figure 2.3 shows that photographs comprise 48% of the overall school registration costs. Therefore, registration forms constitute 22%, sport and other cost, 17%, and study record booklet, 13%.

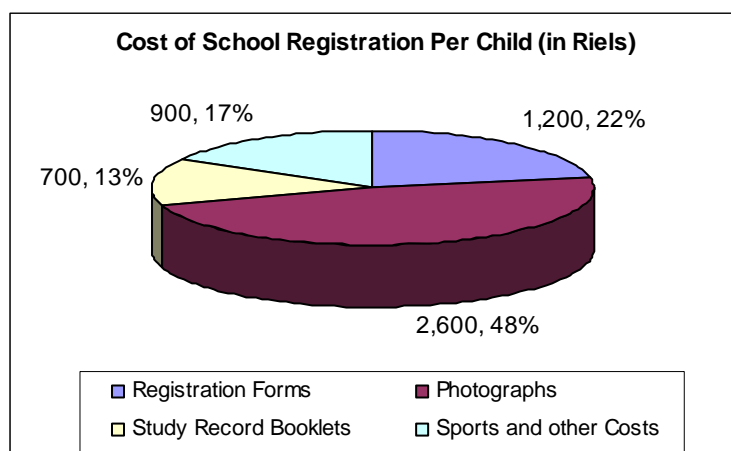


Figure 2.3: Component of School Registration Cost

Case 2.2: Study Record Booklet

In Kampong Cham town, at the start school year of Lower Secondary School the students need to pay for the study record booklet, which is assumed to be covered by the PAP money. “A 13-year old girl, says that she spends 600 riels for her Study Record Booklet including 100 riels for the plastic cover of the book.

In some other places, the booklets are distributed free of charge, but the students have to pay some extra money of 100-300 riels for the (plastic) cover. “The school asks me to pay 300 riels for the cover of my Study Record Booklet,” said, a student in Tbong Khmum district. “I just pay this amount of money, then, the school will manage the cover of my booklet.”

More interestingly is that the students are demanded to pay 300-500 riels every month when the booklets are delivered to the parents. A 13-year-old girl, a student in grade 7 in Tbong Khmum district says that she needs to pay 500 riels every month to her teacher whenever the teacher hands the booklet to her for sending to her parents. “This money has to be paid,” she added

2.2.1.4 Summary of Start-up Costs

Table 2.16 shows the total start-up cost incurred by parents in urban, rural and remote areas broken down into three components: school uniform, study materials, and school registration. Urban families pay 88,500 riels for start-up cost for each child per year. Rural and remote area families pay 81,600 riels and 76,700 riels respectively.

Table 2.16: Start-up Cost for A Child Schooling Per Year (in Riels)

Cost	Urban	Rural	Remote	Provincial
School Uniform	57,900	54,000	51,200	54,400
Study Materials	25,200	21,700	20,800	22,600
School Registration Fees	5,400	5,900	4,700	5,400
Average Cost per Child	88,500	81,600	76,700	82,400

Comparative by district presentation of the start-up cost is shown that the cost incurred by urban families is 8.5% higher than the cost paid by the rural families. Remote area families spend the least for start-up cost.

Figure 2.4 shows that the school uniform constitutes 66% of the total start-up costs. Study materials are only 27%, and school registration 7% of the total start-up expenses. As these are usually one-time purchases, made at the beginning of the school year, the initial cost of these items may present a cost barrier to extremely poor families in sending their children to school in the first instance.

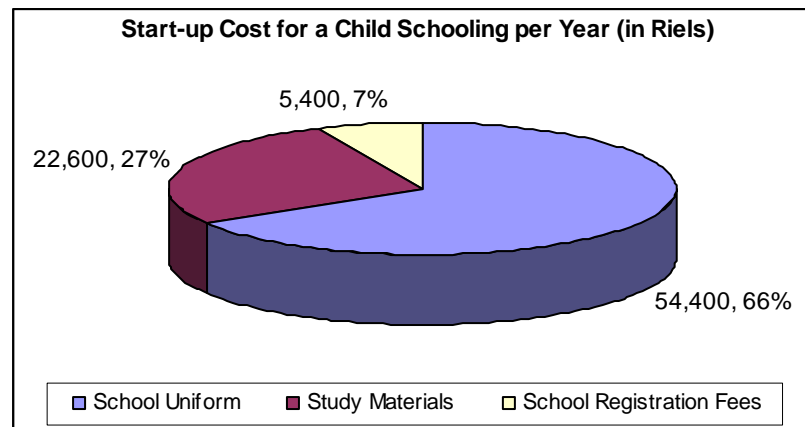


Figure 2.4: Component of Start-up Cost

2.2.2 School Fees

School fees are those expenses paid by students for: teacher fees, private tutoring fees, lesson handouts, and exam papers. Appendices D1 and D2 contain the frequency of daily household cost for teacher fees and private tutoring fees.

2.2.2.1 Teacher Fees

The data shows that each child pays between 100 to 200 riels per day for teacher fees, while additional private tutoring cost each child from 200 to 2,000 riels per day. Appendices D3 and D4 show that yearly expenses for lesson hand-outs and exam paper range from 1,000 to 21,000 riels and 1,000 to as high as 30,000 riels respectively.

2.2.2.2 Private Tutoring

Table 2.17 demonstrates that the bulk school fees goes to private tutoring services. Private tutoring fees are given to teachers who conduct private classes. These classes sometimes take place on the school premises and sometimes take place in private classrooms set up in the community. On average, urban families pay 213,400 riels per year for school fees, while rural families pay 235,500 riels, and remote area families pay 179,500 riels. If comparing the school fees paid by parents in the three districts. It shows that rural families pay higher school fees compared to remote and urban families. Poor students, who cannot afford to pay for private tutoring, are more likely to fail in the subject, which eventually leads to their quitting school.

Students reported that the lessons covered in the private tutoring was often a continuation of the public curriculum rather than supplementary. If they do not attend the private classes they miss out on necessary parts of the state curriculum and often fall behind the rest of the class. Also some of the focus of the private lessons is preparation for exams and students who can not pay for private tutoring invariably do poorly on the exams. As a result these students are often required to repeat the grade. Bray noted that, while private tutoring has become an accepted part of the educational system in Cambodia, “it has far-reaching consequences.” For children who cannot afford the extra tutoring, the consequences include: cohesion and punishment of poor students who cannot pay, and eventual failure and early drop-out for those students whose parents cannot afford these extra classes. Bray also notes that parents in Cambodia have come to accept the practice of extra tutoring. Given the current level of salaries paid to teachers by the state system, they are often sympathetic towards the economic realities of teachers. (Bray, 1999)

Table 2.17: School Fees Per Child Per Year (in Riels)

Cost	Urban	Rural	Remote	Provincial
Teacher Fees	29,808	32,400	25,272	29,200
Private Tutoring Fees	168,048	184,680	138,024	163,600
Lesson Handouts	7,125	9,500	7,688	8,100
Exam Paper	8,370	8,952	8,500	8,600
Average Cost per Child	213,400	235,500	179,500	209,500

Figure 2.5 shows that private tutoring expenses constitute 78% of the total school fees, and daily teacher fees constitute 14%, while lesson hand-outs, and exam paper make up only 4%. Clearly the fees for private tutoring represent the largest investment by parents that, feel compelled to pay in order to ensure the success of their child.

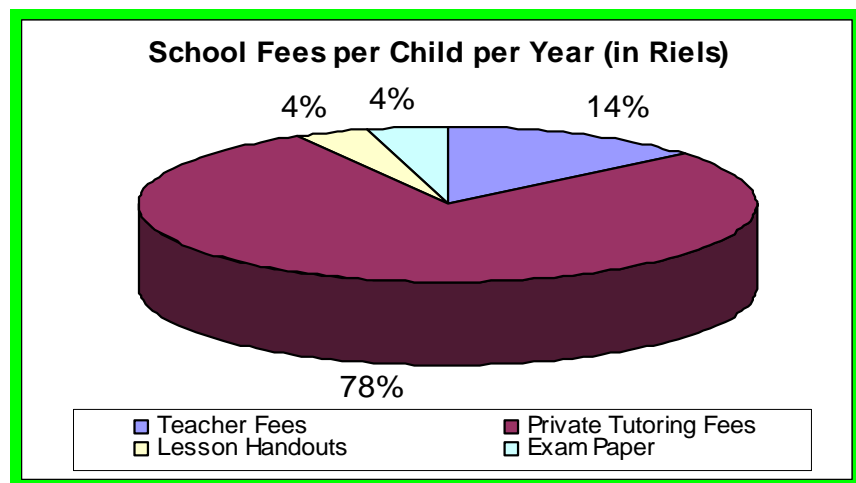


Figure 2.5: Components of School Fees

Case 2.3: Can't afford uniform and school fees

One 14 year old girl, is a student in grade 7 in Prey Chhor district town. She and another older brother are the youngest in the family. Other brothers and sisters are already married and have their own families. Her parents are in their late fifties. Her brother quit school last year when he was in grade 8.

In the morning, the girl goes to school and comes back home at 11:00 o'clock. When she arrives home she needs to cook rice and waits for her father to come with vegetables and meat or fish. Then, she can cook food for lunch. Her father is a moto-dop driver. He does the moto-dop driving at the market. He earns the money until lunch time. Then, he can buy food to bring home.

Her mother doesn't do the cooking because she wants to do more tailoring over the lunch time so that she can earn some more money.

The girl was attending the extra private tutoring with her teacher. She paid 500 riels per day, but now doesn't attend the class because she doesn't have the money. When she stopped going to private tutoring a few days the teacher asked her: "why do you not come to class?" She was so shameful. Then, she replied, "I quit because I have no money."

Having no money was one reason the girl quit private tutoring. Another reason is because she doesn't have the time. She needs to do cooking and washing up after lunch. By the time she finishes the work, it is already too late to go to class because it is over one o'clock.

"I will quit school next year because I have no money for study and I have to work to help my parents," the girl said. "I have to buy books, other learning materials, lesson handouts and exam papers. My parents bought me an old bike for 50,000 riels. My school uniform was hand-me-downs from neighboring people."

2.2.3 Daily Costs

Appendices E1 and E2 shows that parents pay between 600-1200 riels for snacks and from 100-157 riels per day for parking per child. Table 2.18 presents the annual costs for these items per child. Parents pay a large portion of their income on food and snacks. Although, Bray argued that the cost of food and snacks is one that parents would have to pay anyway, much of the anecdotal evidence points to the fact that teachers often provide these snacks and are dependent on the sale of these items to supplement their small salaries. Additionally some children reported that failure to purchase snacks from teachers could negatively affect their grades. It could also be argued that the cost of feeding a child at home is considerably cheaper than snacks purchased at retail rates. With that in mind, each child in urban area spends about 288,000 riels for daily fees in one school year. Those in rural areas spend 264,000 riels per school year and students in remote areas spend nearly half of what is spent by urban students.

Table 2.18: Daily Cost Per Child Per Year (in Riels)

Cost	Urban	Rural	Remote	Provincial
Food	266,976	230,256	142,344	213,200
Parking	21,600	33,900	27,400	27,600
Average Cost per Child	288,600	264,200	169,700	240,800

Case 2.4: Female Teacher sells sweets and cookies in class

The mother of a 12-year old boy studying in grade 5 in Preychhor district says that she wants her son to stop studying with female teachers because the teacher uses her son to sell sweets and cookies in classroom and also go to market to help buy sweets and cookies for her. “No need for my son to study,” she said, “when doing the exam, the teacher give high scores and the boy gets the number one in class.”

“My son gets number one in class, but he learns nothing,” the mother added.

2.2.4 Additional Costs

Additional fees covers study supplies, class supplies, bike maintenance, gifts for teachers, returning the study record booklets, and ceremonies. These are occasional fees that children must pay throughout the year. Appendices F1 to F6 shows the frequency of household costs for additional fees. The data reveals that on average, most families spend below 6000 riels for study supplies. Class supplies cost about 800 riels while bike maintenance can range from 2,000 to above 10,000 riels. Gifts for teachers range from 1,000 to above 6,000 riels per year. Returning the Study Record book cost 900 to 4,500 riels per child. Contributions made to ceremonies costs from 100 to as much as 2,500 riels per child per year.

Our research also showed that there were other additional costs depending on the school and the teacher. Table 2.19 demonstrates that while these costs are occasional, they are never-the-less substantial. On average these additional costs ranged from 14,300 – 23,400 riels a year per child.

In summary, families in urban areas spend on average more than do families in rural and remote areas for these additional costs, and may simply reflect the ability of families in different areas to pay for these extras. The differences in these additional fees also varied from district to district

Table 2.19: Miscellaneous Cost Per Child Per Year (in Riels)

Cost	Urban	Rural	Remote	Provincial
Study Supplies	6,255	4,568	5,157	5,300
Class Supplies	750	769	769	800
Bike Maintenance	6,250	4,773	4,000	5,000
Gift for Teachers	4,875	4,000	1,500	3,500
Returning Study Record Booklets	3,986	3,600	1,620	3,100
Ceremony	1,333	1,143	1,169	1,200
Average Cost per Child	23,400	18,900	14,200	18,900

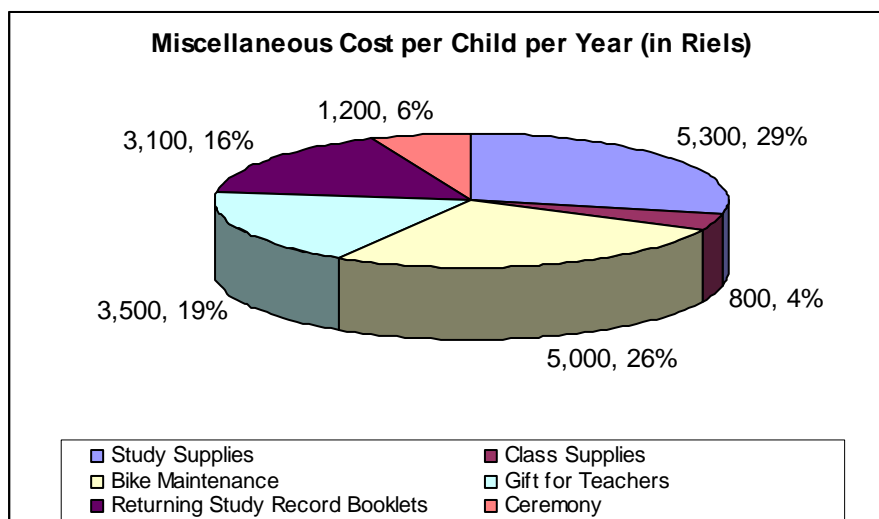


Figure 2.6: Components of Additional Cost

For poor children, these additional costs especially could cause problems if they were unable to pay them. One example was the cost for a grade in “manual production” which the teacher awarded depending on the amount of items purchased for the teacher by each student. The original concept of manual production was that students would learn to manually make or produce something in the classroom as a part of life skills. However, in at least one school this activity has changed over time from a manual skill-building activity into an opportunity for the teacher to receive items from the market, paid for by the students.

Case 2.5: Cost for Manual Production Subject

A girl 13 years old, in grade 6 reports that she gets 1,000 riels per day from her mother to go to school. She pays 100-Riel daily fee to the teacher and 500 riels for extra private tutoring with the same teacher. She spends another 400 riels for food or snacks.

In addition, the school also requires the students to do manual production for class for which the teacher gives a score to students on a monthly basis. The students have to buy items like baskets, soaps, Sarongs, toothbrushes, toothpastes from the teacher in order to get the score for the Manual Production subject. “The more expensive the item purchased, the higher score you get.” Usually the girl buys toothpastes or soaps, which cost her 3,000-4,000 riels. Other friends, who have more money, can buy, for example, a sarong so that they earn a high score.

The girl also mentions that once a year the students in her class also buy presents for the teacher. She usually buys a present, which costs around 7,000 riels.

2.3 IMPACT OF THE INFORMAL SCHOOL FEES ON FAMILY EXPENDITURES

One of the things this research was aiming to discover was the impacts that informal school fees were having on families, both financially and in terms of lost opportunities for themselves and their children.

With respect to the financial impacts, Table 2.20 contains the total informal school fees expenditures to parents of sending one child to a public primary and lower secondary school. The data reveals that parents in urban areas spend 613,900 riels (\$153.48) yearly for sending one child to a public school. The amount constitutes 19% of their annual income. The families in rural areas spend 600,200 riels (\$150.05) per child which is equivalent to 11% of their yearly income. Families in remote areas spend 440,100 (\$110.03) comprising 10% of their annual income.

Table 2.20: Total Informal School Fees per Child in Annum

District	Average Yearly Income (in Riels)	Informal School Fees Per Child				Total Cost Per Child Per Year (Riels)	Percent %
		Start-up Cost	School Fees	Daily Cost	Misc. Fees		
Urban	3,240,000	88,500	213,400	288,600	23,400	613,900	19%
	(\$810.00)					\$ 153.48	
Rural	5,329,404	81,600	235,500	264,200	18,900	600,200	11%
	(\$1,332.35)					\$ 150.05	
Remote	4,262,220	76,700	179,500	169,700	14,200	440,100	10%
	(\$1,065.55)					\$ 110.03	
Mean	4,277,208	82,300	209,500	240,800	18,800	551,400	13%
	(\$1,069.30)					\$ 137.85	

Thus, sending one child to enroll in basic education school would mean an expenditure equivalent to 10% to 19% of household income. These expenditures would increase correspondingly for parents depending on how many children parents have enrolled in primary school and would of course increase as those children moved on to lower secondary school.

With regards to lost opportunities to families and children, we asked both parents, and children, questions about the realities of having to make decisions about children not attending or leaving school. In her study of children who dropped out of school, in the province of Kampot, Katherine Roberts found that extra costs for school was the number one reason given for children dropping out. The costs of extra classes, buying cakes and daily payments to teachers were the main reason why children left school. Other reasons given were distance to school and working to help their families. Roberts study also indicated that 56% of the children interviewed, who had already dropped out of school, said they wanted to go back to school. (Roberts, 2006)

The current research confirms Roberts' findings, in that parents and children interviewed named poverty and lack of money to pay school expenses as the number one factor in the decision for a child to drop-out of school. Other reasons cited were a child failing exams, the need for the child to earn money for the family and the child's lack of interest in school. Some children reported the double-bind of having to earn the money themselves to go to school and then lacking the time to attend on a regular basis.

Case 2.6: Neither money nor time for school

Every morning Bora got up early. He carried vegetables and goods for sellers in the local market. He normally earned 2,000-3,000 riels per day. His family is poor. He didn't have enough financial support to go to school so, he had to get up early and earn the money by himself. By the time he finished his work in the market, it was already 7:30 am. He tried to go to school every day although he was usually late. Later, he decided to stop studying because it was so difficult to work and get to school on time. He quit school last year when he was in grade 8. He is now 17 years old.

2.3.1 Realities of In-School and Out-of-School Children

2.3.1.1 Causes of Children Quitting School

Table 2.21 presents the causes of students' dropping out from school. There are many factors causing students to quit school. Most often, students leave school because their family is too poor and cannot afford the fees associated with attending. Of those interviewed 40% said they dropped out of school for economic reasons. In particular many said they lacked money to pay daily school fees and to pay for extra tutoring.

As reported by many families success in school is often dependant on the child's ability to pay for extra tutoring outside of regular school hours. Those students who cannot afford to pay for these extra classes more often fail the examinations and are required to repeat the grade. These failures leave them also feeling that they have no intelligence or ability to meet the school requirements. This in turn de-motivates them to finish their basic education and condemns them, in the long-run, to low paying unstable jobs.

Table 2.21: Causes of Quitting from School

Causes of Children Quitting From School	Frequency	Percent
The family is poor and no money	10	40%
The child failed in the examinations	5	20%
The child helps the family earn money	3	12%
The child is not interested to go to school	3	12%
The child is not intelligent and has no ability	2	8%
The child is disabled	1	4%
The school has poor management	1	4%
Total	25	100%

Case 2.7: No private tutoring - Will repeat the grade

We interviewed a youth, aged 17 years old. He is the only son in the family with two other younger sisters – one is in grade 3 and another one is in grade 2. The mother doesn't have a job. The father is a laborer. He earns approximately 5,000 riels per day. They do not have their own house. Five of them are living with a sister of the mother in Boeung Kok commune, Kampong Cham town.

The youth is now not in school. He dropped out of school last year when he was in grade 8. He said that he decided to quit school because he could not afford to pay for the private classes. "If we do not study in the extra private teaching, we will not pass the grade," the boy said. On the other hand, the family is in difficult circumstances, so he quit in order to help earn money for the family.

The boy found a job in a guesthouse in Kampong Cham. There, he was earning 50,000 riels (\$12.50) per month. However, at the moment, he doesn't have a job.

2.3.1.2 Activities of Children who are Out-of-School

Out-of-school children are engaged in different activities to help augment family income. Many children quit schooling at grades 6 and 9, which suggest that young boys and girls aged 12-15 years start to find a job to help the family earn a living. Boys tend to drop out to help their parents on the family farm or engage in income-generating activities that will contribute to family income while girls often drop out to help with household duties and childcare. However our study showed that these types of activities are not universally divided along traditional gender lines.

Table 2.22: Activities of Out-of-School Children

Activities of Out-of-School Children	Frequency	Percent
Help their parents earn money	7	35%
Work in garments factory, guesthouse, etc.	7	35%
Engaged in selling fish, etc.	4	20%
Farming	2	10%
Total	20	100%

Case 2.8: School fees and taking care of the younger children

A boy 16 years old, is the oldest of 5 siblings, all of whom are boys. The boy is now in grade 7 and two of the siblings are also in school. There are 8 family members including his parents and his grandma. They live in Kampong Siem district. The boy doesn't go to school regularly these days because he is needed to help take care of his younger brother while the grandma goes to the market and cooks food. The boy's mother is a hair-dresser. She has recently delivered her last baby boy, so she is not yet back to work. The family support now depends on the salary of the husband, who is a policeman. They currently send three children to school while the baby and a 4-year old boy are at home. The mother wants her oldest son to stop going to school because she can't afford the school fees, and she also needs his help at home taking care of his younger brothers and doing housework.

2.3.1.3 Activities of In-School Children After School Hours

The majority or 77% of the students do household work after class hours. Some of them help their parents in earning income for the family while others stay in the house to look after their younger siblings, relatives, and the elderly in the family.

Table 2.23: Activities of In-School Children after School Hours

Activities of In-School Children After School Hours	Frequency	Percent
Do household work	77	77%
Work to supplement family income	9	9%
Look after younger sibling, grandmother, nephew	7	7%
Do nothing because still very young	7	7%
Total	100	100%

CHAPTER III

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

3.1 SUMMARY

3.1.1 The Profile of Respondent Families

The majority of families in our sample have 5 to 6 members. The average number of children per family was 3 to 4. The majority of the children are living with their parents and most of the families interviewed operate a small business or are working on a family farm. The majority of the families had 2 members earning for the family. Families in rural areas were earning more income compared to those in remote and urban areas. On average, each family has 2-3 children enrolled in school. The average daily “pocket money” sent with a child for school expenses was 1,800 riels in remote areas, 1,300 riels in rural areas, and 2,500 riels in urban areas.

3.1.2 Parent’s Contribution to Education

Start-up Costs

Start-up cost, which covers school uniform, study materials, and school registration, amounts to 88,500 riels for urban families. For remote and rural families it costs 76,700 and 81,600 riels respectively. These initial costs often pose a barrier to enrolment for poor families.

School Fees

School fees include teacher fees; private tutoring; lesson handouts and exam papers and account for second largest expense to parents. The average cost for school fees was 209,500 riels. The bulk school fees expenditures goes to private tutoring services. The reported average cost of private tutoring was 163,600 riels per year..

Daily Costs

Daily costs of sending a child to school include food or snacks, and parking. These daily costs constitute the largest amounts reported by respondents. Students can pay between 169,000 and 289,000 annually on these items.

Additional Expenses

Additional costs include things such as study and class supplies; gifts for teachers and ceremonies. Families in urban areas spend 23,400 riels for miscellaneous items, while those in remote and rural areas spend 14,200 and 18,900 riels respectively.

3.1.3 Impact of Informal Fees on Family Expenditures

Parents in urban areas in Kompong Cham, spend an average of 613,900 riels (\$153) yearly for sending one child to a public school. This amount constitutes 19% of their annual income. The families in rural areas spend 600,200 riels (\$150.05) per child, which is equivalent to 11% of their yearly income. Families in remote areas spend 440,100 (\$110) comprising 10% of their income. Thus, sending one child to enroll in basic education school would mean an expenditure equivalent to 10% to 19% of household income. Their expenditures could increase correspondingly if they send two or more students to public school.

Causes of children's quitting from school

Many children quit school because of economic reason. They report having no money to pay for private tutoring and the resulting failure in school examinations de-motivate students from finishing their basic education.

Activities of the children who are out of School

The out-of-school children help their parents earn money and some of them work in garments factories and guesthouses.

Activities of In-school Children after School

The majority of the children surveyed do household work after school hours. Some of them hold a part-time job to supplement family income.

3.2 CONCLUSIONS

The findings from the current study, while admittedly limited to one province in Cambodia, indicate that the actual parental cost of schooling is considerably higher than estimates made six years ago. The figures indicate that the private cost of education is as much as 3 times higher than those reported by the Bray study in 1999. As a percentage of family income these figures have also changed and range from a low of 10% to a high of 19% of the yearly family income to send one child to school in 2006.

The implications of these findings, for the realization of "free" universal basis education in Cambodia, are disquieting to say the least. If a family must spend close to one fifth of their yearly income to send one child to school, it is not surprising that drop-out rates are on the rise and Grade 6 and Grade 9 completion rates are declining. Families are often put in the position of having to choose which of their children they will send to school and which will have to forfeit their education to help ensure the immediate survival of their family.

The RGC has made the commitment, in its EFA National Plan and the subsequent Education Strategic Plan, to reduce and abolish informal school fees by the year 2008. It has also promised to address the issue of low teacher's salaries, which once raised to an adequate rate, could eliminate the need for many of the informal fees currently being paid.

One disturbing outcome of continuing the practice of children paying, for what is officially a "free" public service, is the fostering of values incompatible with honesty. What values are children learning when they are required on a daily basis, to engage in small forms of corruption

and bribery in order to ensure their success in school? How can children learn the values of trust, and reward for merit, when they are daily participating in a system that has now become an almost institutionalized practice of paying for passing grades?

And one can hardly blame the teachers in Cambodia, who work for less pay than a garment worker in this country. Most teachers in Cambodia are paid between US\$30 and US\$40 a month and many have to wait for salaries that arrive late, if at all. Many teachers could not survive or feed their own families if they did not find ways to earn extra money. The system of “informal school fees” was initially considered a temporary measure, after the civil war, to get children back in schools while the government got back on its feet. Two decades later the practice of paying informal school fees has become common place and parents, as well as a generation of children, have come to accept them as normal.

However, the long-term consequences of the acceptance of extra fees for education are even more far-reaching. What is at stake is the very concept of free public education. As people come over time to accept practices such as “private tutoring,” their thinking begins to shift. Parents and children no longer view education as the intrinsic right of every child, and instead start to treat education like a commodity that is available only those who can afford to pay.

As stated in the World Declaration on Education for All:

Another and no less fundamental aim of educational development is the transmission and enrichment of common cultural and moral values. It is in these values that the individual and society find their identity and worth. (p.75)

Until truly free quality public education is available to all children in Cambodia, there will continue to be an increasing number of under-educated young people, who will be not only doubt their worth as equal members of society, but who will enter adulthood ill-equipped to help shape the destiny of their nation.

3.3 RECOMMENDATIONS

In view of the findings and conclusions in this study, the following recommendations are proposed:

1. Raise teacher’s salaries to a level that provides fair compensation for their profession, and comparable with other salaries for teachers in the Asia South Pacific region.
2. Once salaries are adequately raised, eliminate informal payment for all school related activities, as well as the need for teachers to conduct private classes to students part-time.
3. Identify economic barriers to education in urban and rural context and address these barriers with sector-based approaches zeroing-in the plight of disadvantaged children in the community.

4. Introduce scholarship programs at primary and lower secondary levels to reduce economic barriers to poor children with the goal of 100% enrolment and survival to grade nine.
5. Introduce community-run schools using flexible school hours and teaching strategies to enable poor children to allocate time for study and work for their family.
6. Implement school based outreach programs to facilitate poor and disadvantaged children to come to study.
7. Improve monitoring system to ensure transparency, accountability with PAP planning and budget expenditures.

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APPENDICES

- Appendix A Frequency of Household Cost for School Uniform
- Appendix B Frequency of Household Cost for Study Materials
- Appendix C Frequency of Household Cost for School Registration Fees
- Appendix D Frequency of Household Cost for School Fees
- Appendix E Frequency of Household Cost for Daily Fees
- Appendix F Frequency of Household Cost for Miscellaneous Fees

FREQUENCY OF HOUSEHOLD COST FOR SCHOOL UNIFORM
(Student Uniform, Sport Uniform, Shoes/Footwear)

A-1 Student Uniform

Cost of Student Uniform Per Child Per Year (in Riels)								
Cost	Urban		Rural		Remote		Province	
	F	Percent	F	Percent	F	Percent	F	Percent
Less than 10000	7	16.3%	3	6.7%	19	31.7%	29	19.6%
10001-20000	8	18.6%	11	24.4%	19	31.7%	38	25.7%
20001-30000	7	16.3%	11	24.4%	6	10.0%	24	16.2%
30001-40000	11	25.6%	5	11.1%	6	10.0%	22	14.9%
40001-50000	2	4.7%	3	6.7%	2	3.3%	7	4.7%
50001-60000	6	14.0%	2	4.4%	2	3.3%	10	6.8%
More than 60000	2	4.7%	10	22.2%	6	10.0%	18	12.2%
Total	43		45		60		148	
Average Cost per Child	29,419		27,222		22,167		27,838	

A-2 Sport Uniform

Cost of Sport Uniform Per Child Per Year (in Riels)								
Cost	Urban		Rural		Remote		Province	
	F	Percent	F	Percent	F	Percent	F	Percent
Less than 5000	0	0.0%	0	0.0%	0	0.0%	0	0.0%
5,001-10,000	0	0.0%	5	55.6%	2	20.0%	7	31.8%
10,001-15,000	1	33.3%	1	11.1%	1	10.0%	3	13.6%
15,001-20,000	2	66.7%	3	33.3%	2	20.0%	7	31.8%
20,001-25,000	0	0.0%	0	0.0%	3	30.0%	3	13.6%
25,001-30,000	0	0.0%	0	0.0%	2	20.0%	2	9.1%
Total	3		9		10		22	
Average Cost per Child	15,833		11,389		18,500		15,227	

A-3 Shoes/Footwear

Cost of Footwear Per Child Per Year (in Riels)								
Cost	Urban		Rural		Remote		Province	
	F	Percent	F	Percent	F	Percent	F	Percent
Less than 5000	6	20.7%	4	14.3%	6	15.4%	16	16.7%
5,001-10,000	9	31.0%	5	17.9%	16	41.0%	30	31.3%
10,001-15,000	4	13.8%	7	25.0%	10	25.6%	21	21.9%
15,001-20,000	3	10.3%	2	7.1%	4	10.3%	9	9.4%
20,001-25,000	2	6.9%	3	10.7%	0	0.0%	5	5.2%
More than 25,000	5	17.2%	7	25.0%	3	7.7%	15	15.6%
Total	29		28		39		96	
Average Cost per Child	12,672		15,357		10,577		12,604	

APPENDIX B

FREQUENCY OF HOUSEHOLD COST FOR STUDY MATERIALS (Satchels/School Bags, Notebooks, Notebook Covers, Writing Implements)

B-1 Satchels/School Bags

Cost of School Bags/Satchels Per Child Per Year (in Riels)								
Cost	Urban		Rural		Remote		Provincial	
	F	Percent	F	Percent	F	Percent	F	Percent
Less than 5,000	2	6.3%	9	24.3%	15	32.6%	26	22.6%
5,001-10,000	15	46.9%	18	48.6%	19	41.3%	52	45.2%
10,001-15,000	8	25.0%	7	18.9%	6	13.0%	21	18.3%
15,001-20,000	5	15.6%	1	2.7%	4	8.7%	10	8.7%
More than 20,000	2	6.3%	2	5.4%	2	4.3%	6	5.2%
Total	32		37		46		115	
Average Cost per Child	10,938		8,311		8,043		8,935	

B-2 Notebooks

Cost of Notebooks Per Child Per Year (in Riels)								
Cost	Urban		Rural		Remote		Province	
	F	Percent	F	Percent		Percent	F	Percent
Less than 2,500	4	8.9%	3	6.8%	7	11.7%	14	9.4%
2,501-5,000	6	13.3%	6	13.6%	8	13.3%	20	13.4%
5,001-7,500	6	13.3%	5	11.4%	7	11.7%	18	12.1%
7,501-10,000	10	22.2%	20	45.5%	10	16.7%	40	26.8%
10,001-12,500	5	11.1%	3	6.8%	14	23.3%	22	14.8%
12,501-15,000	5	11.1%	3	6.8%	10	16.7%	18	12.1%
More than 15,000	9	20.0%	4	9.1%	4	6.7%	17	11.4%
Total	45		44		60		149	
Average Cost per Child	9417		8466		8833		8901	

B-3 Notebook Covers

Cost of Notebook Covers Per Child Per Year (in Riels)								
Cost	Urban		Rural		Remote		Provincial	
	F	Percent	F	Percent	F	Percent	F	Percent
Less than 500	4	9.5%	8	19.0%	6	12.2%	18	13.5%
501-1,000	24	57.1%	10	23.8%	20	40.8%	54	40.6%
1001-1,500	7	16.7%	12	28.6%	20	40.8%	39	29.3%
1,501-2000	2	4.8%	8	19.0%	3	6.1%	13	9.8%
More than 2,000	5	11.9%	4	9.5%	0	0.0%	9	6.8%
Total	42		42		49		133	
Average Cost per Child	1,012		1,131		954		1,028	

B-4 Writing Implements (including pens, pencils, rulers, erasers etc)

Cost of Writing Implements Per Child Per Year (in Riels)								
Cost	Urban		Rural		Remote		Provincial	
	F	Percent	F	Percent	F	Percent	F	Percent
Less than 1,500	1	3.0%	8	20.0%	14	23.3%	23	17.3%
1,501-3,000	13	39.4%	10	25.0%	24	40.0%	47	35.3%
3,001-4,500	6	18.2%	4	10.0%	8	13.3%	18	13.5%
4,501-6,000	9	27.3%	8	20.0%	6	10.0%	23	17.3%
More than 6,000	4	12.1%	10	25.0%	8	13.3%	22	16.5%
Total	33		40		60		133	
Average Cost per Child	3,841		3,825		3,000		3,457	

**FREQUENCY OF HOUSEHOLD COST FOR SCHOOL REGISTRATION FEES
(Registration Forms, Photographs, Study Record Booklets, Sport and Other Costs)**

C-1 Registration Forms

Cost of School Registration Form Per Child Per Year (in Riels)								
Cost	Urban		Rural		Remote		Provincial	
	F	Percent	F	Percent	F	Percent	F	Percent
Less than 500	0	0.0%	2	50.0%	4	100.0%	6	42.9%
500-999	3	50.0%	1	25.0%	0	0.0%	4	28.6%
1,000-Above	3	50.0%	1	25.0%	0	0.0%	4	28.6%
Total	6		4		4		14	
Average Cost per Child	1,000		625		250		679	

C-1.1

Cost of School Filling Registration Form Per Child Per Year (in Riels)								
Cost	Urban		Rural		Remote		Provincial	
	F	Percent	F	Percent	F	Percent	F	Percent
200	3	27.3%	0	0.0%	3	75.0%	6	28.6%
300	0	0.0%	2	33.3%	0	0.0%	2	9.5%
400	0	0.0%	0	0.0%	1	25.0%	1	4.8%
500	3	27.3%	0	0.0%	0	0.0%	3	14.3%
1,000	5	45.5%	4	66.7%	0	0.0%	9	42.9%
Total	11		6		4		21	
Average Cost per Child	645		767		250		605	

The Teacher fills in the form for the students. Then, the students pay this amount of money.

C-2 Photographs

Cost of Photographs per Child per Year (in Riels)								
Cost	Urban		Rural		Remote		Provincial	
	F	Percent	F	Percent	F	Percent	F	Percent
1,000.00	0	0.0%	1	3.2%	0	0.0%	1	1.1%
1,500.00	3	13.6%	0	0.0%	5	14.7%	8	9.2%
2,000.00	12	54.5%	8	25.8%	6	17.6%	26	29.9%
2,500.00	4	18.2%	6	19.4%	7	20.6%	17	19.5%
3,000.00	2	9.1%	5	16.1%	7	20.6%	14	16.1%
3,500.00	0	0.0%	6	19.4%	4	11.8%	10	11.5%
4,000.00	1	4.5%	4	12.9%	1	2.9%	6	6.9%
More than 4,000	0	0.0%	1	3.2%	4	11.8%	5	5.7%
Total	22		31		34		87	
Average Cost per Child	2,205		2,847		2,735		2,641	

C-3 Study Record Booklets (Start-up cost)

Cost of Study Record Booklets per Child per Year (in Riels)									
Cost	Urban		Rural		Remote		Provincial		
	F	Percent	F	Percent	F	Percent	F	Percent	
100	10	41.7%	1	4.3%	2	7.7%	13	17.8%	
200	0	0.0%	1	4.3%	4	15.4%	5	6.8%	
300	2	8.3%	4	17.4%	1	3.8%	7	9.6%	
400	0	0.0%	0	0.0%	2	7.7%	2	2.7%	
500	7	29.2%	7	30.4%	10	38.5%	24	32.9%	
600	2	8.3%	0	0.0%	0	0.0%	2	2.7%	
700	0	0.0%	0	0.0%	0	0.0%	0	0.0%	
800	0	0.0%	1	4.3%	2	7.7%	3	4.1%	
900	0	0.0%	0	0.0%	0	0.0%	0	0.0%	
1,000	1	4.2%	5	21.7%	1	3.8%	7	9.6%	
More than 1,000	2	8.3%	4	17.4%	4	15.4%	10	13.7%	
Total	24		23		26		73		
Average Cost per Child	392		652		535		525		

C-3.1 Study Record Booklets' Cover

Cost of Study Record Booklets' Cover per Child per Year (in Riels)									
Cost	Urban		Rural		Remote		Provincial		
	F	Percent	F	Percent	F	Percent	F	Percent	
100	17	89.5%	9	60.0%	22	78.6%	48	77.4%	
200	0	0.0%	2	13.3%	6	21.4%	8	12.9%	
300	0	0.0%	1	6.7%	0	0.0%	1	1.6%	
400	0	0.0%	3	20.0%	0	0.0%	3	4.8%	
500	2	10.5%	0	0.0%	0	0.0%	2	3.2%	
Total	19		15		28		62		
Average Cost per Child	142		187		121		144		

C-4 Sports and Other Cost

Other Cost Per Child per Year (in Riels)									
Cost	Urban		Rural		Remote		Provincial		
	F	Percent	F	Percent	F	Percent	F	Percent	
100	0	0.0%	0	0.0%	2	25.0%	2	10.0%	
200	0	0.0%	5	50.0%	2	25.0%	7	35.0%	
500	1	50.0%	0	0.0%	0	0.0%	1	5.0%	
1,000	0	0.0%	1	10.0%	0	0.0%	1	5.0%	
1,500	1	50.0%	4	40.0%	4	50.0%	9	45.0%	
Total	2		10		8		20		
Average Cost per Child	1,000		800		825		830		

FREQUENCY OF HOUSEHOLD COST FOR SCHOOL FEES
(Teacher Fees, Private Tutoring Fees, Lesson Hand-outs, and Exam Paper)

D-1 Teacher Fees

Cost of Teacher Fees Per Child Per Day (in Riels)									
Cost	Urban		Rural		Remote		Provincial		Percent
	F	Percent	F	Percent	F	Percent	F	Percent	
100	8	61.5%	1	50.0%	5	83.3%	14	66.7%	
200	5	38.5%	1	50.0%	1	16.7%	7	33.3%	
300	0	0.0%	0	0.0%	0	0.0%	0	0.0%	
400	0	0.0%	0	0.0%	0	0.0%	0	0.0%	
500	0	0.0%	0	0.0%	0	0.0%	0	0.0%	
Total	13		2		6		21	100.0%	
Average Cost per Child	138		150		117		133		

D-2 Private Tutoring Fees

Cost of Private Tutoring Per Child Per Day (in Riels)									
Cost	Urban		Rural		Remote		Provincial		Percent
	F	Percent	F	Percent		Percent	F	Percent	
200	3	7.3%	1	2.5%	13	28.3%	17	13.4%	
300	2	4.9%	2	5.0%	7	15.2%	11	8.7%	
400	15	36.6%	6	15.0%	6	13.0%	27	21.3%	
500	7	17.1%	8	20.0%	2	4.3%	17	13.4%	
600	2	4.9%	0	0.0%	1	2.2%	3	2.4%	
700	0	0.0%	3	7.5%	0	0.0%	3	2.4%	
800	0	0.0%	3	7.5%	6	13.0%	9	7.1%	
900	0	0.0%	0	0.0%	1	2.2%	1	0.8%	
1000	3	7.3%	10	25.0%	4	8.7%	17	13.4%	
1500	2	4.9%	3	7.5%	2	4.3%	7	5.5%	
2000-Above	7	17.1%	4	10.0%	4	8.7%	15	11.8%	
Total	41		40		46		127		
Average Cost per Child	778		855		639		752		

D-3 Lesson Handouts

Cost of Lesson Handout Per Child Per Year									
Cost	Urban		Rural		Remote		Provincial		Percent
	F	Percent	F	Percent		Percent	F	Percent	
1-2,999	3	18.8%	2	11.1%	4	25.0%	9	18.0%	
3,000-5,999	6	37.5%	4	22.2%	4	25.0%	14	28.0%	
6,000-8,999	2	12.5%	4	22.2%	1	6.3%	7	14.0%	
9,000-11,999	2	12.5%	2	11.1%	4	25.0%	8	16.0%	
12,000-14,999	2	12.5%	2	11.1%	1	6.3%	5	10.0%	
15,000-17,999	0	0.0%	2	11.1%	1	6.3%	3	6.0%	
18,000-Above	1	6.3%	2	11.1%	1	6.3%	4	8.0%	
Total	16		18		16		50		
Average Cost per Child	7,125		9,500		7,688		8,160		

D-4 Exam Paper

Cost of Exam Paper Per Child Per Year (in Riels)								
Cost	Urban		Rural		Remote		Provincial	
	F	Percent	F	Percent		Percent	F	Percent
1-4,999	10	43.5%	16	50.0%	13	43.3%	39	45.9%
5,000-9,999	6	26.1%	4	12.5%	6	20.0%	16	18.8%
10,000-14,999	3	13.0%	3	9.4%	6	20.0%	12	14.1%
15,000-19,999	2	8.7%	4	12.5%	3	10.0%	9	10.6%
20,000-24,999	1	4.3%	2	6.3%	1	3.3%	4	4.7%
25,000-Above	1	4.3%	2	6.3%	1	3.3%	4	4.7%
Total	23		31		30		84	
Average Cost per Child	8,370		8,952		8,500		8,571	

APPENDIX E

FREQUENCY OF HOUSEHOLD COST FOR DAILY FEES (Food/Snacks, Parking Fees)

E-1 Food/Snack

Cost of Food/Snacks Per Child Per Day (in Riels)								
Cost	Urban		Rural		Remote		Province	
	F	Percent	F	Percent	F	Percent	F	Percent
0	7		1		4		12	
1-499	7	19.4%	5	10.2%	24	43.6%	36	25.7%
500-999	7	19.4%	20	40.8%	21	38.2%	48	34.3%
1000-1499	7	19.4%	16	32.7%	7	12.7%	30	21.4%
1500-1999	10	27.8%	4	8.2%	2	3.6%	16	11.4%
2000-Above	5	13.9%	4	8.2%	1	1.8%	10	7.1%
Total	36		49		55		140	
Average Cost per Child	1,236		1,066		659		950	

E-2 Parking

Cost of Parking Per Child Per Day (in Riels)								
Cost	Urban		Rural		Remote		Province	
	F	Percent	F	Percent	F	Percent	F	Percent
0	16		22		49		87	
100	14	100.0%	3	42.9%	8	72.7%	25	78.1%
200	0	0.0%	4	57.1%	3	27.3%	7	21.9%
Total	14		7		11		32	
Average Cost per Child	100		157		127		122	

FREQUENCY OF HOUSEHOLD COST FOR MISCELLANEOUS FEES
(Study Supplies, Class Supplies, Bike Maintenance, Gift to Teachers, Returning the Study
Record Booklets, and Ceremonies)

F-1 Study Supplies (buying more notebooks, pens, pencils, rulers, erasers etc during the year)

Cost of Study Supplies Per Child Per Year (in Riels)								
Cost	Urban		Rural		Remote		Provincial	
	F	Percent	F	Percent		Percent	F	Percent
1-1,999	10	19.6%	11	29.7%	9	17.6%	30	21.6%
2,000-3,999	8	15.7%	10	27.0%	11	21.6%	29	20.9%
4,000-5,999	14	27.5%	9	24.3%	19	37.3%	42	30.2%
6,000-7,999	1	2.0%	1	2.7%	1	2.0%	3	2.2%
8,000-9,999	9	17.6%	2	5.4%	6	11.8%	17	12.2%
10,000-11,999	2	3.9%	0	0.0%	3	5.9%	5	3.6%
12,000-13,999	3	5.9%	2	5.4%	0	0.0%	5	3.6%
14,000-15,999	1	2.0%	1	2.7%	1	2.0%	3	2.2%
16,000-Above	3	5.9%	1	2.7%	1	2.0%	5	3.6%
Total	51		37		51		139	
Average Cost per Child	6,255		4,568		5,157		5,403	

F-2 Class Supplies (collection fees for buying color paper, scissors, etc for art class and so on)

Cost of Class Supplies Per Child Per Year (in Riels)								
Cost	Urban		Rural		Remote		Provincial	
	F	Percent	F	Percent		Percent	F	Percent
1-499	10	50.0%	16	61.5%	13	50.0%	39	54.2%
500-999	6	30.0%	3	11.5%	6	23.1%	15	20.8%
1,000-1,499	0	0.0%	1	3.8%	1	3.8%	2	2.8%
1,500-1,999	2	10.0%	2	7.7%	5	19.2%	9	12.5%
2,000-Above	2	10.0%	4	15.4%	1	3.8%	7	9.7%
Total	20		26		26		72	
Average Cost per Child	750		769		769		764	

F-3 Maintenance

Cost of Bike Maintenance Per Child Per Year (in Riels)								
Cost	Urban		Rural		Remote		Provincial	
	F	Percent	F	Percent		Percent	F	Percent
1-2,499	1	7.7%	10	45.5%	11	55.0%	22	45.8%
2,500-4,999	4	30.8%	4	18.2%	2	10.0%	10	20.8%
5,000-7,499	4	30.8%	2	9.1%	2	10.0%	8	16.7%
7,500-9,999	2	15.4%	1	4.5%	4	20.0%		0.0%
10,000-Above	2	15.4%	5	22.7%	1	5.0%	8	16.7%
Total	13		22		20		48	
Average Cost per Child	6,250		4,773		4,000		4,271	

F-4 Gift for Teachers

Gift for Teacher Per Child Per Year (in Riels)								
Cost	Urban		Rural		Remote		Provincial	
	F	Percent	F	Percent		Percent	F	Percent
1,000-1,900	0	0.0%	1	12.5%	1	100.0%	2	11.8%
2,000-2,999	1	12.5%	1	12.5%	0	0.0%	2	11.8%
3,000-3,999	2	25.0%	1	12.5%	0	0.0%	3	17.6%
4,000-4,999	0	0.0%	4	50.0%	0	0.0%	4	23.5%
5,000-5,999	3	37.5%	0	0.0%	0	0.0%	3	17.6%
6,000-Above	2	25.0%	1	12.5%	0	0.0%	3	17.6%
Total	8		8		1		17	
Average Cost per Child	4,875		4,000		1,500		4,265	

This is the accumulated amount of the gifts for the teacher that usually happens twice a year

F-5 Returning the Study Record Booklets

Fees of Returning Study Record Booklets Per Child Per Year (in Riels)								
Cost	Urban		Rural		Remote		Provincial	
	F	Percent	F	Percent		Percent	F	Percent
900	0	0.0%	0	0.0%	2	40.0%	2	10.5%
1800	0	0.0%	1	14.3%	2	40.0%	3	15.8%
2700	2	28.6%	2	28.6%	1	20.0%	5	26.3%
4500	5	71.4%	4	57.1%	0	0.0%	9	47.4%
Total	7		7		5		19	
Average Cost per Child	3,986		3,600		1,620		3,221	

F-6 Ceremony

Expenses for Ceremony Fee Collection Per Child Per Year (in Riels)								
Cost	Urban		Rural		Remote		Provincial	
	F	Percent	F	Percent		Percent	F	Percent
1-499	2	16.7%	4	28.6%	6	16.2%	12	19.0%
500-999	3	25.0%	4	28.6%	9	24.3%	16	25.4%
1,000-1,499	2	16.7%	2	14.3%	11	29.7%	15	23.8%
1,500-1,999	2	16.7%	0	0.0%	8	21.6%	10	15.9%
2,000-2,499	2	16.7%	3	21.4%	2	5.4%	7	11.1%
2,500-Above	1	8.3%	1	7.1%	1	2.7%	3	4.8%
Total	12		14		37		63	
Average Cost per Child	1,333		1,143		1,169		1,194	

**Education Operational Research
Informal School Fees
Questionnaire for Parents-children Interview**

We are the research team from NGO Education Partnership (NEP) in Phnom Penh. NEP is an organization represents NGOs working in education in Cambodia. NEP is working in partnership with the Ministry of Education Youth and Sports to improve the quality of education for all children in Cambodia.

We are coming here to do research in your community on the contribution of parents in order to send their children to school. We, therefore, would like to ask you some questions regarding this parents' contribution.

Confidentiality: No body knows your name and the answer will be kept secret.

Village: _____ Commune: _____ District: _____

PARENTS ONLY (The research team has to interview just the parents only.)

1. How many people live in this house?
2. How many children do you have? _____ boys _____ girls
3. Do all the children are living here? Where do other children live? What do they do?
4. What do you do for your living?
5. How many earners in your family?
6. How much is your approximately income per month?
7. Are all the children now in school? And how much do you give them to school per day?

No	Children's Names	Gender	Age	In/out-of school	Last grade	Daily Pocket Money

8. Do you give them the same amount of the money every day or not? If not, how does the amount vary?

PARENTS AND CHILDREN (The research team needs to have the parents and their children together for the interview so that all of them could contribute comprehensive responses to the questions.)

9. What are the education costs for each of your child?

Daily Cost

Spending Items	Child 1	Child 2	Child 3	Child 4	Child 5	Child 6
School fee						
Teacher fees						
Private tutoring						
Food						
Parking						
Transport/Gasoline						
Other						

Frequent Cost

Spending Items	Child 1	Child 2	Child 3	Child 4	Child 5	Child 6
Exam forms						
Lesson handout						
Study materials (pens/rulers)						
Class materials						
Present for teacher						
Bike/Motorbike maintenance						
Ceremonies						
Other						

10. At the beginning of the school year, what do you have to spend in order to get your child ready for school? And how much is it for each item?

Uniforms

Spending Items	Child 1	Child 2	Child 3	Child 4	Child 5	Child 6
Student Uniform						
Sport Uniform						
Shoes/Sandal						
ID Cards						
Other						

Satchels and Learning materials

Spending Items	Child 1	Child 2	Child 3	Child 4	Child 5	Child 6
Satchels/bags						
Notebooks						
Reading books						
Exercise books						
Pens, pencils, rulers						
Book cover						
Others						

Registration

Spending Items	Child 1	Child 2	Child 3	Child 4	Child 5	Child 6
Registration forms						
Form filling						
Photo						
Student's record Booklet						
Plastic cover						
Garbage						
Electricity						
Sports						
Other						

Transport

RESEARCHER'S COMMENTS: the researchers are required to comment based on the contribution of the answer from the respondents according to who answer most of the questions (parents or children).

PARENTS AND CHILDREN (Both parents and children are required to be together in the interview.)

11. Are there any fees or other school cost that you can't afford?

Out-of-school Children

12. If the children are out of school, why do they stop going to school?

13. Does any one of the children want to go back to school?

14. What activities do the out of school children do?

15. Do the children help to earn any money? How much per day/week/month?

16. If the children are going to school, who will do that work instead?

In-school Children

17. What activities do your children do to help the family after their school?

18. Do the children help to earn any money? How much per day/week/month?

Thank you very much for your contribution of time to the interview, providing us lots of useful information for our research