

The provision of extra lessons in school subjects delivered outside school hours has become a worldwide phenomenon that takes place in both industrialized and developing countries.

Depending on the context, these extra lessons may serve different educational purposes. In some countries extra lessons are unpaid because they reflect a “remedial strategy” supported by the ministry of education with the purpose of assisting students that encounter learning difficulties.

In other countries extra lessons are paid and serve an “enhancement strategy” aimed at students who are already performing well at school but wish to succeed in national high-stakes examinations at the end of primary school. Often in this context, school teachers are the main providers of paid tuition which is delivered to their own pupils – even though this is sometimes considered an illegal practice and often operates outside official taxation systems.

Evidence from the SACMEQ research programme (Paviot et al, 2008) suggests that in countries where there is a high incidence of paid tuition there is also the likelihood that socio-economic inequities will increase because it is often the children from wealthy homes that have access to the financial means required to pay for extra lessons.

The issue of paid tuition has raised a great deal of concern among African researchers because it has the potential to challenge the Education for All initiative – which seeks to supply education of good quality to all primary school children regardless of their

socio-economic background.

In response to these concerns, the SACMEQ III Project research teams decided to make an assessment of the degree to which paid lessons were provided to Grade 6 pupils. The results of this research have been presented in the Table below. For the SACMEQ countries overall a surprisingly high figure of around one in six Grade 6 pupils (15.5 %) were receiving paid tuition in 2007. The results for individual SACMEQ countries suggested three main groups. First, there were three “high incidence” countries (Mauritius, Kenya, and Uganda) in which paid tuition covered around 25 to 75 percent of Grade 6 pupils. Second, there were four “moderate incidence” countries (Seychelles, Tanzania, Zanzibar, Zimbabwe) in which 10 to 15 percent of Grade 6 pupils were covered. Finally, there were eight “low incidence” countries in which less than 10 percent of the Grade 6 pupils were covered.

**Percentages of Grade 6 pupils
receiving paid tuition**

Country	SACMEQ III (2007)
Mauritius	74.6
Kenya	46.3
Uganda	25.1
Zimbabwe	15.4
Tanzania	14.3
Seychelles	11.6
Zanzibar	11.4
Mozambique	7.1
Zambia	6.1
Botswana	5.9
Malawi	4.5
South Africa	4.0
Namibia	2.9
Lesotho	2.5
Swaziland	1.1
SACMEQ	15.5

On the basis of these research results it was decided that a more detailed investigation should be undertaken of the high incidence countries. The aim of this research will be to examine the nature of paid tuition in terms of several critical questions such as: Who is receiving it? Where is it delivered, and by whom? What do children do? What is the main reason for taking it?

Reference:

Paviot, L., Heinsohn, N., & Korkman, J. (2008). Extra tuition in Southern and Eastern Africa: Coverage, growth, and linkages with pupil achievement. *International Journal of Educational Development*, 28(2), 1249-160.

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