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Joseph L. Mahoney  
Sabine Maschke  
Ludwig Stecher (eds.)

# International Developments in Research on Extended Education

Perspectives on extracurricular activities,  
after-school programmes, and all-day schools

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# Preface

Within the last twenty to thirty years, educational debates, as well as educational research, has increasingly considered that during childhood and adolescence much learning takes place outside traditional classroom teaching. Learning also occurs in extracurricular activities at all-day schools, in afterschool activities, in music schools, youth clubs, etc. These educational contexts have in common a pedagogical structure or design aimed at supporting children and adolescents' learning and positive development. However, in contrast to learning in the classroom, participation is usually voluntary, and the activities encompass a wide array of content that is not always taught at school.

For these kinds of learning programmes and activities, the term *extended education* has been established over the past decade. This is primarily due to a group of researchers that, in 2010, began to institutionalise extended education as a specific research field within educational research. The initiative started with international conferences and the launching of the International Journal for Research on Extended Education in 2013. After initiating activities to foster young scientists in this research field in 2016, and establishing an International Research Network on Extended Education within the World Education Research Association in 2018, this volume can be viewed as the next step toward further institutionalising the research field of extended education.

In this volume, we document the current state of the art in research on extended education in four sections. The first section involves articles that describe theoretical perspectives and show that extended education research has specific features that make it plausible to consider this a research field of its own. As the second section shows, this is particularly true with regards to the methods used in extended education research. In the third section, we asked various authors to provide an overview of extended education in their country. These overviews include questions of research, findings, and the description of specific programmes in this field. At the end of the volume, Noam and Triggs offer conclusions and provide insight with regards to further developments in the field of extended education research. Extended Education continues to be an expanding field of research and more knowledge is necessary to design effective programmes. We hope that this volume helps to disseminate this knowledge broadly to researchers worldwide. We would like to say thank you to all the contributing authors. In particular, we offer thanks to Sam Schneider and Janica Clemens who did much of the manuscript work, to Máiréad Collins for editing the manuscript, and to the publisher Barbara Budrich

and her team, in particular Miriam von Maydell, for their openness and their support to publish this volume.

*Sang Hoon Bae, Joseph L. Mahoney, Sabine Maschke, &  
Ludwig Stecher, November 2019*

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# Extended Education as an Emerging Research Field



# Concepts, Models, and Research of Extended Education<sup>1</sup>

Sang Hoon Bae

## 1 Introduction: Concepts and Research of Extended Education

The goal of all science is to better understand the world in which we live. No matter what fields researchers are engaged in, one of their ultimate goals is to find general explanations to phenomena that interest them. In other words, researchers conduct scientific studies to establish and develop “theories” in their respective areas.

Theory is a set of interconnected concepts, assumptions, and propositions that serves to describe and explain regularities and predict the future as much as possible (Kerlinger, 1986). Concepts are the core component of theories. Therefore, it is not surprising that researchers begin to explore concepts related to their research topics before they establish hypotheses or assumptions to be investigated and tested.

Concepts are by nature abstract. They are expressed by terms, i.e., words, which generally contain certain connotations. For a better understanding of concepts, therefore, it is essential to have a good grasp of the meaning of terms particularly in the real-world setting. Nonetheless, it is true that due to abstraction and simplicity neither concepts nor terms alone are enough to describe and explain reality. In addition, the meaning given to terms is socially constructed and institutionalised. Once constructed, people tend to maintain the mode of understanding and interpreting the meaning of the terms. They are treated like social norms.

Another feature of concepts is that they manifest heritage and contain “historicity.” In other words, concepts are a product of history. Consequently, to explore the meaning of concepts, it is essential to understand the social context and historical background in which the concepts are established, used, and interpreted.

The notions discussed above hold true for research in extended education. Although “extended education” was created as an umbrella term, its features

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1 The original manuscript of this chapter was published in 2/2018 IJREE.

and manifestations are greatly diverse and dynamic across nations. Each nation and region has developed its own extended education in response to its unique social, political, and educational needs. Even though the concept of extended education is shared among scholars and practitioners, the terms and names used to describe it vary greatly among countries – e.g., programmes, activities, offering. To summarise, extended education in each country has its own heritage, historicity, social background, and therefore, name.

Extended education has become one of the fastest growing fields in education systems. During the past few decades, there have been an increasing number of studies in this area. However, as mentioned earlier, extended education in each country and region has evolved with its own term, historicity, and social background. A variety of programmes exist from early childhood to adult education levels. The diverse and dynamic nature of extended education is the most fascinating aspect of research in this area. However, it is also true that research in extended education may not progress further if we fail to conceptualise its meaning and scope.

The purpose of this paper is threefold. First, this study set out to investigate the terms that indicate extended education in each country and region. The cases of nine countries and regions were examined – Netherlands, Switzerland, Germany, England, Sweden, The US, Hong Kong, Japan, and Korea. Research focus was given to the kind of connotations the terms contain, intentionally or unintentionally, and why they were chosen. Second, the extended education development models were suggested. As stated earlier, extended education in each nation has its own heritage and historicity coupled with social, political, and educational backgrounds. In this context, the models were suggested to present the reasons for which a certain type of extended education was introduced and developed as one of the legitimate educational arrangements. Theories were examined to support each model. Third, this study attempted to explore the common features of extended education. By doing so, the study aimed to conceptualise extended education as a topic or an area of research.

## 2 Terms for Extended Education

To conduct research about extended education, it is necessary to understand the terms that explain and describe the concept to be studied. It is particularly true when international comparative studies are performed. This is because each nation has developed its own terms, which contain certain connotations and heritage. By examining them, we may learn what purposes and perspective

are overtly and covertly incorporated and embedded in their practices and policies implemented under the name of extended education.

There are a variety of terms used to describe extended education and related phenomena across each nation and culture. Of the many that exist, this study examined three themes that help understand the institutional features of extended education.

## **2.1 Out-of-School Time (OST)**

“Out-of-school time (OST)” is one of the most widely used terms employed to explain the concepts of extended education. OST suggests that learning and developmental opportunities provided by extended education may take place outside the typical school day. More specifically, the scope of OST includes before school, after school, weekends, or seasonal breaks. Among them, after-school programmes are the most prevalent in many countries such as Korea and the US (Bae & Jeon, 2013; Mahoney, 2016).

The term OST reflects independence and difference from the conventional public schooling and regular classes in terms of when, what, how, and where children and youth learn. Therefore, it is a particularly narrow understanding of OST to only emphasise the difference in time (when) and place (where) between OST and the traditional education setting. The term OST incorporates the concept of expanded learning in terms of the goal and content of learning (what and why) and way of teaching (how). Accordingly, it is obvious that the wide use of the term OST contributed to developing a broader concept of learning and development among education researchers. Meanwhile, the OST activity trend may be understood in relation to the liberalist tradition of education philosophy. The underlying ideas of OST may be “resisting educational standards and preserving local control of education” (Labaree, 2000). Since a great deal of research has revealed that a major reason for the achievement gap among different socio-economic status groups is the availability of opportunities to learn and develop outside the regular school time, greater policy support is given to OST activities and programmes, particularly for students at risk (Mahoney, 2016).

## **2.2 Activities vs. Programmes vs. Offering**

Extended education in most countries employs one of these three terms. However, the connotations of each term differ. Compared to “programmes,” the

term “activities” implicitly shows the participant-oriented nature of extended education and often anticipates the “accidental learning” of children. Examples are summer camp, play, sport club, arts club, and leisure time activities. The most frequently cited theory supporting children-centered extended education activities might be the positive youth development theory (Benson, Scales, Hamilton, & Sesma, 2006). Those who support this idea also tend to believe that playing and having free time outside school time, albeit with the supervision of adult professionals, are a child’s right. Meaning-making from the activities is emphasised. A case in point is the school-age childcare services provided at leisure-time centres in Sweden (Narvanen & Elvstrand, 2015; Klerfelt & Haglund, 2014).

However, when researchers, practitioners, and parents use “programmes,” the term tends to emphasise pedagogically designed and instruction-engaged practices often having clearly specified goals. In other words, in comparison to the term “activities,” the term “programmes” contains the connotation of “intentionality,” indicating that extended education pursues certain goals accomplished by collaboration between students and qualified professionals. It is also notable that “programmes” generally consist of a series of learning processes or steps, not a one-time event. The afterschool programme in Korea is a typical case. For instance, in many countries, afterschool programmes have been introduced as an educational reform initiative for responding to students’ diverse needs and changing educational environment. In most cases, they began to promote the academic achievement of students, particularly students at risk. In recent years, however, they are implemented for wider purposes such as the socio-emotional development, health, and well-being of students.

When it comes to “offering,” the oxford dictionary defines it as “a thing offered, especially as a gift or contribution.” With this definition, it may be perceived as a provider-led initiative even though it does not intend to deliver the sense of “provider-oriented intervention.” While “activities” are more likely to be student-centred service, “offering” has the connotation of a school-centred approach. Further investigations on the origin of this term may be of interest.

Finally, whether it is called activities, programmes, or offering, what is important is that they are not part of the regular curriculum, and they are offered outside the school hours. In addition, the providers include not only schools but also a variety of private vendors.

### **2.3 Extended Schools and Expanded Schools**

Whereas the two terms, activities and programmes, pursue student-centred educational and recreational arrangements, the other two terms, “extended

schools” and “expanded schools,” are related to the new trend about the wider roles of public schools. They have been introduced in England and the US respectively as one of the education reform initiatives that encourages local schools to extend and expand time, space, and responsibility in response to the increasing and diverse needs of students, families, and the community (Dyson & Jones, 2014). In this case, schools are expected to actively interact with the community. Advocates suggest that these schools would contribute to “comprehensive school reforms that restructure the school day” (Mahoney, 2014, p. 64).

Accordingly, this concept of extended education emphasises the strong partnership and mutually beneficial relationships between schools and the community. In the case of East Asian countries such as Korea and Japan, this idea has been developed in relation to the movement in education toward school-community collaboration (Bae & Kanefuji, 2018) and “the Village-based Education Community” (Kim, 2015). Place-based education (Sobel, 2005), community-based learning (Kim, 2015), and area-based learning (Kerr & Dyson, 2014) may also be included in the concept of extended schools that aim to take advantage of a community’s local educational assets to promote the learning and development of children and youth.

## **2.4 Private Supplementary Tutoring (Shadow Education)**

Undoubtedly, private supplementary tutoring, also known as shadow education, is a major part of extended education. It has been widely examined as a dominant education system because it has huge impact on individual participants as well as the entire society in terms of educational equality and excellence, as the mainstream formal education system does. Researchers (Bray, 2013; Bray & Lykins, 2012; Mori & Baker, 2010) contend that it is becoming increasingly normative and is being institutionalised across many societies. It was explored as a major educational phenomenon in East Asia but is currently viewed as a global phenomenon. According to Bray (2013), it has three distinctive features compared to formal education in public schools. The first feature is “supplementation,” indicating that tutoring covers subjects that are already taught in schools. The second is “privateness,” which suggests that tutoring is offered by private vendors and individuals for profit-making purposes. The last is “academic subject-focused,” meaning that its main purpose is to help participants raise their test scores in academic subjects and compete for better grades and entrance to prestigious institutions. It differs from other kinds of extended education programmes that aim to promote the growth and development of children and youth and contribute to the shaping of educational and

social values such as equality of education, family support, community development, and social cohesion.

### 3 Extended Education Development Models

Extended education has evolved with the historical and social context of each society. For a better understanding of practices and research in the area of extended education, it is crucial to examine what has driven extended education in each respective nation and region. Simply speaking, the origin of extended education shapes the current policies, practices, and research trends. Based on the extensive and critical review of the related literature, four development models are suggested in this paper. They are not mutually exclusive but are partly associated with one another.

#### 3.1 School Reform-driven Model

In this model, extended education is considered as an education reform initiative. This model shows that it has been developed to address the public concerns about the problems of public schools – particularly the less open and less flexible regular curriculum. One example is the afterschool programmes in Korea that were introduced to promote student-centered education (Bae & Jeon, 2013). Another example is the extended schools in England that were initiated to extend the role of schools in the support for children, families, and the community (Dyson & Jones, 2014). In recent years, it has been greatly emphasised by education reformers to help students cultivate key competencies for citizens in the age of digital transformation and therefore to introduce the innovative approaches in teaching and learning to public education. Among the many school reform initiatives, the one observed with the keenest interest by policy makers across nations has been extended education which has great potential for adopting and implementing innovative ideas, approaches, and practices. In this model, extended education has been generally developed and implemented by top-down approaches with strong government leadership and financial support. However, the frequently reported problem is the lack of autonomy at the local and school levels. In addition, greater attention is given not only to its own educational values but also to societal needs. Research topics include a) the effectiveness of extended education programmes as a public policy, b) the



relationship between extended education programmes and the regular curriculum, c) efficient management of extended education programme implementation, and d) building a model to promote cooperative relations between schools and the community. Useful and related concepts are policy effectiveness, policy evaluation, the community school, professional development, etc. Related theories and academic disciplines may include economics of education, institutionalisation, educational administration, public policy theories, etc.

### **3.2 Youth Development-driven Model**

In this model, extended education is understood as a means for helping local children and youth develop their skills, aptitudes, and talents – e.g., leadership, communication, decision-making, self-esteem, dependability, and personal control. Extended education programmes have been generally developed and maintained by local professionals, activists, and the community. These programmes originally started with the principle of local autonomy on what and how to educate their children. However, in recent years, government support is increasingly requested due to financial reasons. Good examples are OST activities in the US and leisure time activities in Nordic countries (Klerfelt & Haglund, 2014). Research topics may include a) the effectiveness of programmes and activities on the developmental outcomes of participants, b) participation patterns among different socio-economic status groups, and c) gaps in developmental outcomes among groups with different backgrounds. Related concepts and theories include human development, positive youth development, human capital investment, and psychometric assessment and measurement.

### **3.3 Social Needs-driven Model**

This development model implies that extended education, as a social institution, is part of the ecology of the entire society. In this case, extended education is expected to deal with the social needs and other environmental factors of the community (Dyson & Jones, 2014). In recent years, the kinds of extended education that meet these societal needs are increasing. Examples include language programmes for immigrant and minority students, child-care services for dual income families, summer camp for students who are left behind, etc. With the growing number of immigrants, increasing social disparity, and widening achievement gaps among groups, extended education is gaining greater

popularity among policymakers in many countries (for the case of Germany, see Fischer, Theis, & Zuchner, 2014; for the case of England, see Kerr & Dyson, 2014). In addition, it is also said that the growing extended education opportunities contribute to the creation of jobs in this sector. Related research topics include a) the effectiveness of extended education implementation on social outcomes at the regional and national levels, b) the educational and developmental needs of underprivileged students, and c) the participation patterns of disadvantaged students. Related concepts and theories may be education welfare, cultural assimilation and acculturation, child-care, critical theory, and labour market theory.

### **3.4 Social Reproduction-driven Model**

Extended education in this model is understood as a vehicle for social reproduction. This model points out that extended education has been developed based on the belief in upward mobility through education, and affluent families may have better access to quality extended education programmes that help their children enhance academic achievement. According to researchers, this type of extended education is being institutionalised worldwide (Mori & Baker, 2010; Bray & Lykins, 2012). The best examples are private supplementary tutoring and cram schools. They are now known as “shadow education” (see Bray, 2013). Research topics include a) extended education as social reproduction strategies of families, b) the effects of extended education participation pattern on mobility variables, c) participation patterns and gaps among different SES groups, and d) the origin and social problems of chronic shadow education. Related concepts and theories include social reproduction theory, social and educational stratification, social mobility, social justice, cultural capital theory, and critical theory.

## **4 Concepts and Fields of Extended Education**

### **4.1 Concept**

The final question is whether extended education can be considered a domain of knowledge and a field of research. From the academic point of view,

whether or not a certain area of research is established and accepted as an independent academic discipline may be determined by answering three questions – 1) whether there exists a distinct field to be studied in comparison to other areas, 2) whether the research community is established and active in this area, and 3) whether there exist research methodologies applicable and suitable to the field. The concepts of extended education concern the first question.

To be an area of academic research, there should be a clear and distinct area and definition for extended education. Many researchers have attempted to create a definition of extended education. However, due to the variety of goals, scopes, learning structures, and providers, a uniform definition of extended education is very challenging. However, it seems many researchers agree that extended education is not part of the regular curricular activities and is typically offered before and after school, and at locations outside of the school site. Taking this into consideration, the best approach to explain and describe extended education is to identify the common concepts that may be widely applicable to various aspects of extended education programmes and activities across various nations. Conducting a comprehensive review of previous studies, Bae & Kanefuji (2018, p.30) suggested the following common and important concepts of extended education:

- Intentionally organised learning and developmental programmes and activities,
- Incorporation of teaching and learning and/or developmental processes that typically occur between adult professionals and young participants,
- Implementation outside of the allotted school time, including before school, after school, and during the summer/winter break,
- Implementation in the school context – although some programmes take place at locations outside of the school site, and
- Participation is typically on a voluntary basis

## 4.2 Fields

Another way to conceptualise the institutional features of extended education as the target of education research is to identify the scope of extended education research. Figure 1 represents a conceptual framework that classifies learning opportunities that students may have by time and space.

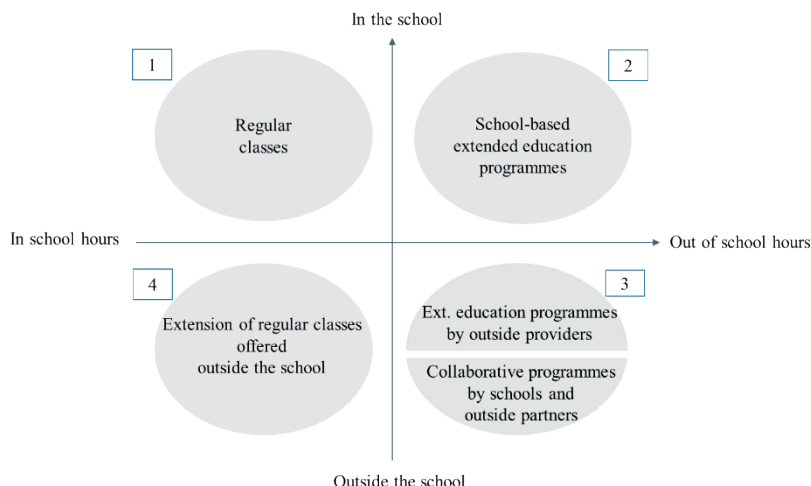
First, it is obvious that area 1 and 4 do not belong to the genuine area of extended education. The educational activities in area 1 are based on the traditional school-based regular curriculum. Although the education programmes and students' activities provided in area 4 occur outside the school buildings, they can be viewed as an extension of the regular curricula activities. Examples

include field trips and sports activities as part of regular classes that usually occur outside the school. As discussed earlier, what the extended schools in England do is considered one of the extended education programmes. However, it should be noted that extended schools perform their work beyond the traditional role – i.e., teaching traditional students in conventional ways at the school building – and thus, the educational programmes and activities that they provide are regarded as part of extended education.

The major aspects of extended education can be found in area 2 and 3. The conceptual difference between area 2 and 3 relates to who provides and/or coordinates the programs. The educational activities and experiences in area 2 are offered outside school hours, but they are “school-based” programmes. “School-based” can be interpreted in many ways. First, it means that the programmes are run by schools. Some programmes are directly offered by the schoolteachers, while others are implemented under the supervision or control of other school staff. In the latter case, schools hire or collaborate with extended education professionals to provide the various educational and developmental programmes. One example is the afterschool programme coordinator in Korea and Japan (Bae & Kanefuji, 2018). However, the important thing is that schools are not obliged to conduct these activities as part of either their legal mandate or ethical duties. Second, another meaning of “school-based” is that whoever runs the programmes, they are offered “in the school site.” School-based programmes in this sense are preferred by parents and students because schools have long been considered as a safe place protected from educationally harmful factors. One example is the school-based afterschool programmes in South Korea (Bae, 2013). It is reported that more than 70 % of all Korean students participate in one or more afterschool programmes as of 2016. Due to the safety and assurance of educational quality, school-based extended education programmes are widely advocated by educators, policy makers, and parents.

The educational arrangements in area 3 are the primary focus of extended education research. Extended education programmes and activities in this area are provided and organised outside the school and outside school time. Some programmes are run solely by non-school vendors such as the community-based institutions and for-profit private institutions, while others are implemented by the collaboration between the schools and external partners. The key features of extended education programmes in this area include variety, flexibility, and sensitivity to the needs of customers – i.e., students and possibly residents. Compared to regular curricular activities, one distinct characteristic of extended education in this area is the governance system that is ruled by the “competition and choice paradigm,” which is the major institutional feature of the “market.” In this sense, it may be argued that extended education is located at the crossroad between the public education and the market systems. Meanwhile, it should be also noted that extended education ultimately pursues

the learning and development of children and the youth. Accordingly, it can be justified as one of the legitimate education systems in the society. In this context, the quality and equality issues become significant and major topics of extended education research, as in the general education research setting.



*Figure 1.* Scope and field of extended education

Finally, another important educational activity in area 3 is private supplementary tutoring. From the sociological viewpoint, a major driving force of this activity is the desire of families for upward social mobility and reproduction, for which education is viewed as a powerful mechanism. As mentioned earlier (Bray, 2013; Bray & Lykins, 2012; Mori & Baker, 2010), it has become normative and taken for granted across many countries, particularly in East Asia.

To have a better understanding of the field of extended education research, time and place are employed as the criteria in this paper. However, it should be noted that the two factors are not the only ones to determine the scope and values of extended education research and practices. For instance, who the providers are, what contents they deal with, and how innovative they are in terms of teaching and learning are also important in determining the institutional aspect and values of extended education programmes and activities.

4.3 A Typology

Extended education in each country has been developed with its unique name. Despite the great deal of common features as an alternative educational arrangement, each programme has been shaped per different social needs, historical background, and educational approach. For the sake of research, classification of extended education programmes and activities may be possible using diverse criteria.

In this paper, extended education in each country is categorised into three types based on their major concerns and conceptions about the purpose of the programs: a) child development-focused conception, b) role of the school-focused conception, and finally c) family reproduction-focused conception. Figure 2 shows an ecology of extended education with three different focuses and cases based on their initial goals and approaches. As shown in Figure 2, one programme or activity may not belong to only one category but could have multiple pursuits and purposes (e.g., afterschool programme, extended schools). Given the varied nature of programmes and activities, finding suitable criteria and standards for typology may be a good topic for future research.

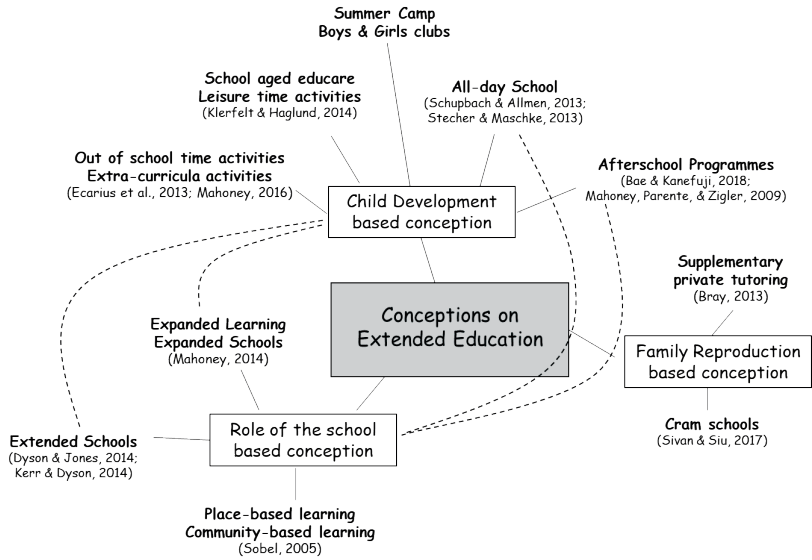


Figure 2. Typology of extended education

## 5 Conclusion

Extended education flourishes all over the world. Within different cultures and sociopolitical backgrounds, it takes different terms, forms, and developments in each country and region. Accordingly, it has been developed with different concepts within each nation. Without identifying the common features and concepts of extended education, we may not expect further developments in extended education research; in addition, it would be hard to argue for extended education to be considered as a field of educational research, and the extended education research community would be jeopardised.

The concept is by nature abstract. Therefore, it is expressed by words – i.e., terms. Given that extended education has evolved interacting with the social, political, and educational environment, the terms used to describe extended education in various countries manifest their own heritage and historicity. In this sense, it is essential to understand the meaning and connotations of the terms that reflect the social and educational background of the society where extended education has developed. Meanwhile, because each society has encountered different and unique social and educational issues and problems, the origin of extended education differs across nations. From this point of view, this paper suggested four conceptual models to explain the different nature of extended education development within each nation. This attempt contributes to the development of extended education research; this is because a better understanding of the origin of extended education helps us learn why researchers have developed different interests, views, and research topics in this area and the kinds of theories we may employ to conduct research in extended education. Finally, this research suggested the key concepts of extended education that help distinguish this field from the mainstream formal and regular education system. The findings of this research on the key concepts and development models will contribute to establishing extended education research as a legitimate academic discipline.

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# Extended Education – Some Considerations on a Growing Research Field<sup>1</sup>

Ludwig Stecher

## 1 Introduction

We are living, as Antikainen and colleagues put it (Antikainen et al., 1996), in a learning society. Learning societies are not only characterised by a rise in the level of formal education, but also by an increase of out-of-school and extra-curricular learning in childhood and adolescence, when compared to the past. We can take after-school programmes in the US and in South Korea, Swedish school-age educare centres, or German all-day schools as examples (see main topic in IJREE 1/2018). Aside from these – *state-run and official* – educational programmes and initiatives, a *private* market for out-of-school education has been established in most countries as well (Bray, 2007). Wrapping up the current situation, it is safe to say that in most modern countries a lot of learning during childhood and adolescence takes place outside regular classroom teaching – or as Sefton-Green (2013) put it: A lot of learning takes place at not-school. In the last ten years or so, the term *extended education* has been established to encompass this educational area.

Besides the fact that the term extended education has, step by step, been entrenched in the scientific and public debates, the term has remained somehow diffuse. This refers among other things to the lack of a clear definition of the term, to the lack of a far-reaching description of what kind of activities are object to research and to an uncertainty concerning which scientific disciplines are needed to deal with the various research questions arising in this field. In this article I will try to provide some answers to these questions in two steps. In the first step the article will offer a definition of the term, extended education, and discuss in short which implications the given definition has regarding research objectives and the involvement of various scientific disciplines.

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In a second step I will delve deeper into the specific characteristics of extended education and address the question concerning what we mean if we say that extended education is ‘extending’ regular classroom teaching. These aspects have various implications, not only for putting extended education programmes and activities into practice, but also for designing research projects.

## 2 What Belongs to the Field of Extended Education?

Browsing through international research literature, many different terms can be found referring to learning contexts and opportunities outside regular classroom teaching – after-school programmes (Scott-Little, Hamann, & Jurs, 2002), after-school education (Noam, Biancarosa, & Dechausay, 2003), extra-curricular activities (Eccles et al., 2003; Feldman & Matjasko, 2005), organised activities (Mahoney, Larson, & Eccles, 2005), or structured informal contexts (Vadeboncoeur, 2006). In Germany we talk about non-formal learning contexts (Maschke & Stecher, 2017; Rauschenbach et al., 2004), school-based extra-curricular activities (at all-day schools; Fischer & Theis, 2014), out-of-school education (Trautwein & Wild, 2009; Stecher, 2010), or all-day education [Ganztagbildung] (Coelen & Otto, 2008a, b).

On the one hand, all of these terms refer to provisions which supplement classroom teaching by extending the opportunities for young people to learn. On the other hand, they refer to – though sometimes only slightly – different learning situations or settings within or out of school. From my point of view, a term used to encompass the whole research field has to include both aspects: Firstly, that it is about learning or education (in a broad sense), respectively, and, secondly, that it is about a broad array of various learning provisions within or out of school. From my perspective, the term ‘extended education’ covers both aspects very well.

So, from my point of view – at least for the German context, but possibly internationally as well – it makes sense to use this term. At the beginning of this decade in Germany, the term extended education was kind of a new ‘brand’ but has since been established in scientific discussion.

## A Definition

But how can we define extended education? Based on some articles colleagues and I wrote concerning extended education and its characteristics as a learning context outside the classroom, I would suggest the following definition:

The field of extended education encompasses all “activities and programmes which are (1) based on a *pedagogic intention* and *organized* to (2) facilitate learning and educational processes of children and adolescents (3) not (completely) covered by school curriculum-based learning and (4) which aim at fostering academic achievement, (5) success at school, or (6) in general to accumulate cultural capital in the broader sense.” (Stecher, Maschke, & Preis, 2018, pp. 77f.)

From my point of view, these six points together characterise the main aspects of the field of extended education. The first aspect (1) refers to the fact that we would expect in most cases that the learning situation is designed and organised based on pedagogical principles (such as principles of learning, principles of participation, of learner motivation, etc.) aiming at enabling and facilitating learning processes (2). Though provisions in the field of extended education can be narrowly focused on academic *curricular* contents like math and language – see for example private tutoring – some of them focus on contents expanding or exceeding the academic curriculum (like dancing, drama, cooking, trendy sports, etc. (3)). The goals of the programmes are fostering academic achievement, success at school, and education in a broad, holistic sense (Bae; encompassed by the German term ‘Bildung’) – or, to put it in a less ambiguous and more human capital oriented sense: fostering the accumulation of ‘cultural capital’ (sensu Bourdieu; 4 to 6).

There are at least two main perspectives that can be derived from this definition: Firstly, with regard to the viewpoint that extended education programmes and activities are intentionally designed and goal-oriented, they are generally open to questions of educational quality, educational effectiveness and educational efficacy. In this sense, research on extended education in some respects is very similar to research on school-based learning processes and can be based on models and findings in this research area (Stecher & Maschke, 2013<sup>2</sup>).

The second aspect refers to social inequality. On the one hand, from a community and school-based point of view, the additional offers in the field of extended education can be seen as comprehensive efforts to expand and develop public learning opportunities, in particular to foster low performing students and students with a low socioeconomic and/or low educational family background. Programmes like the German investment programme, A Future

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2 In addition, there are some differences to be noted (see Stecher, Maschke, & Preis, 2018).

for Education and Care (IZBB), can be taken as examples of this type of extended education effort. Within this particular example, the development of German all-day schools was supported by the German Federal Ministry of Education and Research (BMBF) with four billion Euros. One aim of this programme was to foster in particular students with low academic performance and students with a low socioeconomic family background (Holtappels, 2005). In this sense, extended education provisions are part of the fight against social and educational inequality (Bae & Jeon, 2013; Steiner, 2016). On the other hand, we can look at the field of extended education from the students' and families' point of view, respectively.

From this perspective, extended education options can be seen as part of the families' socioeconomic reproduction strategies (Stecher & Preis, 2013). Take for example the German case. With the decreasing return [Rendite] of formal education certificates during the last circa forty to fifty years, the importance of additional education and further training outside the classroom and outside the school has increased (Krämer, 1998). And thus, as part of the changing social (re)production conditions in general, parental reproduction strategies face adjustment pressures as well, in particular with a view to the accumulation of cultural capital and the associated status advantages for their children. In other countries, this pressure is further aggravated by the restricted access to prestigious academic careers (for example the restricted access to prestigious universities, as is often the case in Asian countries). From this point of view, different profiles of extended education provisions used by the families can widen the social gap (Zinnecker, 1994).

Whether extended education reduces or expands the social gap is a question only empirical research can answer.

### 3 Extended Education as an Interdisciplinary Field of Research

From my point of view, it is evident that research on extended education is *per se* interdisciplinary. For example, to give an answer to the question which programmes and activities are effective with regard to student outcomes, we need psychological research that is competency-oriented (as mentioned before, we can base our research on classroom research that is in particular focused on pedagogic psychology [Pädagogische Psychologie]). To give an answer to the question how effective programmes should be designed, we need intervention studies – a focus of pedagogic psychology as well as empirical educational research.

To address the aforementioned question of whether extended education programmes narrow or widen the social gap, we need research that takes into account effects of participating in extended education activities on the macro level of society. That is the specialty of sociological research. To answer the question as to which societal role extended education plays with regard to the economy of a country – for example if we look at the private sector of extended education – we need economic science.

In as far as extended education defines a broad field of research, the relevant questions cannot be answered only from the point of view of one scientific discipline, based on only one methodological perspective, nor by focusing either on the micro perspective of learning or on the macro perspective of societal developments only. All these perspectives and methods must be brought together to shed light on the research field of extended education as a whole.

### 3.1 Extended Education – Extension of What?

In the description and aforementioned definition of what extended education is, we used classroom teaching and learning as a kind of comparative template. Based on this template we can describe the meaning of ‘extended’ in more detail. I will explain this in terms of four aspects or dimensions: *time* (extended time frame), *methods* (how learning is designed), *content* and *outcomes* (what content is taught, which outcomes the activities aim at), and *who is teaching/instructing*. In the following I will discuss some of the expectations that are interlinked with these aspects. The following explanations should be treated as hypotheses, not as descriptions of real practice.

### 3.2 Time

Participating in extended education provisions prolongs the time provided for learning processes. The underlying expectation is that the more additional time children and adolescents spend on learning tasks, the better the respective outcome will be – taking the educational quality of the activity into consideration. From this point of view, ‘extended’ means an extension of learning time – or, to use the scientific language of pedagogic psychology, an extension of time on task (Stecher et al., 2009, p. 188).