Extended Education—Different Impetus, Conceptions, and Developments in an International Perspective. An Overview

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Abstract

The field of extended education encompasses a variety of different offerings that have emerged from different societal impetuses. This has resulted in culture- and context-specific conceptions and developments that have shaped the respective extended education offerings. From an international perspective, this is both interesting and challenging. A particular challenge lies in the use of different terms in different languages and also in the fact that terms may differ in countries with the same language. This article illustrates exemplary developments in the field of extended education from individual countries. The main aim, however, is to provide an overview of the various extended education offerings worldwide and to bring them into a unified perspective. To this end, a revised characterization tool is used to characterize the similarities and particularities of extended education offerings in the countries and regions presented in this volume. The article concludes with an outlook on upcoming further developments concerning extended education.

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M. Schüpbach et al. (eds.), *Extended Education*, Edition ZfE 18,
https://doi.org/10.1007/978-3-658-47630-4_1

Keywords

Extended education • All-day school • Afterschool program • Objectives • International perspective • Characterization tool

1 Introduction

In many societies today, there has been an increase in out-of-school time education for children and adolescents. The last 10 to 20 years have seen numerous efforts to expand education and care opportunities to extend the school day and to expand learning in almost every country across Asia, North and South America, Europe, Africa, and Australia (Schuepbach, 2018). In the international research discourse, such offerings are incrementally labelled as "extended education", because nationally relevant terminologies collide with the diversity of actual structures and offerings in different education systems. This is due to the great variety of terms used in English-speaking countries to refer to concepts that are situated in particular national contexts (Schuepbach, 2018). Within the WERA TASK FORCE *Global Research in Extended Education* (a TASK FORCE of the World Education Research Association), researchers continuously progress in the further development of the state of research on extended education, which includes a multitude of country-specific offerings.

The aim of this volume is to provide an overview of the state-of-the-art discourse and research in the field of extended education in an international perspective. In this introductory chapter, we first provide an overview of the different impetuses for establishing and developing extended education in different countries, before discussing the objectives of extended education offerings over time. Second, we discuss the relation between school and out-of-school contexts. Next, we attempt a conceptualization of extended education taking into account different terms and concepts in English. Finally, we present a characterization tool for extended education offerings, which we use for characterizing various extended education offerings from the countries presented in this volume. We conclude our contribution with an outlook on upcoming further developments concerning extended education.

2 Different Impetus for Establishing and Developing Extended Education

The discourse on the importance of education and educational content has been influenced by societal changes that took place during the twentieth century, including demographic and family changes, changing conditions of socialization, increased institutionalization of childhood, the need for better reconciliation of family and work life, the growing relevance of electronic media, and the increased importance of schooling (Schüpbach, 2010). Extended education is often seen as a possible response to growing challenges and demands and is linked to manifold expectations. Nevertheless, the starting points are different, depending on the historical, social, and cultural context of a country or region.

Bae (2018) suggests four different development models that are intended to account for the main impetus behind the establishment and development of extended education and its focus in a given country or region. These models are not entirely independent from each other, and no country can be assigned to only one model exclusively.

1. *School reform-driven model:* In this model, extended education is seen as an educational initiative. The objective is to develop and expand education as a response to problems in the "usual" public school. This was the case in South Korea and in China, for example, with the introduction of afterschool programs to promote student-centered education. This was a deliberate response not just to the less open and less flexible regular curriculum, but also to the "cram school", which was and still is very widespread in South Korea and in China. In recent years, it has been emphasized that reforms are needed so that students can acquire key competencies for citizenship in the age of digital transformation in public education (Bae, 2018).
2. *Youth development-driven model:* The focus in this model is on helping children and youths to develop their skills, capacities, and talents, while emphasizing "Twenty-First Century Skills", such as critical thinking, collaboration, communication, media literacy, leadership, and social skills. These programs started with the principle of local autonomy. However, in recent years, government support has become more and more important for financial reasons (Bae, 2018). Developments of this kind are found, for instance, in the US with out-of-school time activities (Noam & Triggs, 2018), but also in Sweden with school-age educare centers (see Hurst et al., in this volume; Klerfelt & Ljusberg, 2018).

3. *Social needs-driven model:* In this development model, extended education is a social institution of the society. The expectation is that extended education is a means to deal with social needs (Dyson & Jones, 2014). This concerns, for example, children and adolescents with a migration background, in particular those from families with a low socioeconomic background. In several countries, there are increasing social disparities and widening achievement gaps. Extended education is also seen as a valuable contribution to the sociocultural infrastructure that makes it easier for parents to work. As a result, there is an increasing demand for childcare services as well as extended education offerings, especially for dual income families (Bae, 2018). England (see Kerr & Hirst, in this volume), Austria (see Tritremmel & Krammer, in this volume), Germany, and Switzerland exemplify a model that is particularly social needs-driven. However, they cannot be assigned to the social needs-driven model exclusively. It must be noted that in many countries there are also offerings such as private tutoring, which in turn belong to Model 4 below (e.g., in Germany, see Entrich and Lauterbach, in this volume).
4. *Social reproduction-driven model:* In this model, Bae calls extended education "a vehicle for social reproduction" (Bae, 2018, p. 158). In this model, extended education is seen as a means for upward mobility through education. By having their children participate in these programs, parents expect their children's school achievement to improve, giving them access to renowned schools and higher education and thus enabling greater educational success, ultimately culminating in upward mobility. Well-known examples are private (supplementary) tutoring and cram schools. Bray et al. (2019) calls this "shadow education", meaning "directly tied to formal school content (shadowing the formal school system), extended/expanded extracurricular activities to encourage learning and development, or for children to be supervised and safe" (see the characterization tool later in this contribution). This model is especially popular across Northeast Asia in China (see Zhang & Bray, in this volume), Japan, Korea, or Taiwan. However, private tutoring can also be found in Europe (Suter & Györi, 2021), for example in Denmark (Christensen et al., 2021) or in Germany (see Entrich and Lauterbach, in this volume). Bray (in this volume), moreover, suggests adding another model, an economic-driven model, which reflects both the supply as well as demand for extended education offerings. In addition to the parental choices, this model also takes into account "the market niches identified by tutorial companies and the informal supply of tutoring by teachers, university students and other providers" (p. xx). However, this can also be understood as an extension of Model 4 and not as a completely new model.

3 Objectives of Extended Education

The objectives of extended education or its main focus are closely interrelated with societal changes in a country or region and the associated requirements. Accordingly, objectives have changed in recent years. In the US, for instance, childcare services as a safe place gradually developed into an educational offering: In the 1960s and 1970s, when (more) women entered the workforce in great numbers and came to depend on childcare services outside the home, a protected care and play space in youth-serving organizations had to be created to support female academics. Due to changes in the societal situation, in the 1980s, the focus in the US transformed to child protection as well as violence and crime prevention. The main goal of afterschool programs was to protect children from risks, violence, gangs, and drugs. That means it was expected to provide a safe space in which children and youth could spend their free time. From the mid to late 1990s, afterschool programs were increasingly expected to be a means against educational inequality and a way to reach minorities and to integrate all children and youth. In the last 20 years, the focus has been on creating intentional learning environments that go beyond extra time for homework or play. The aim is to develop high-quality, effective programs. Most recently, there has been a development towards academic accountability. Afterschool programs can utilize the regularly collected data to make a case for additional funding, to support students' learning and to improve their satisfaction and learning outcomes (Noam & Triggs, 2018).

Similar developments, namely a shift in focus from childcare to education and the provision of a learning environment, can be observed in several countries and regions. However, there are variations in whether intentional learning environments go beyond homework time and free play and to what extent offerings are intentional, cursory, active, and explicit. Nevertheless, there are common institutional features in all countries. Programs focus on the social, emotional, and/or academic development of children and youth. In addition, they are educationally structured to make it easier for participants to learn general or specific contents (Schuepbach & Lilla, 2020).

These developments are evident also in the terms that are used. In a federal country such as Switzerland, we do not find uniform concepts and terms for one and the same form of extended education. For instance, in the German-speaking part of Switzerland, the Swiss Conference of Cantonal Ministers of Education (EDK) and the Swiss Conference of Cantonal Ministers of Social Affairs (SODK) use the umbrella term *Tagesstrukturen,* which translates into English as "day

structures". Day structures are defined as all extra-family care services meeting the needs of children and adolescents from birth to the end of compulsory schooling (or in special education, up to the age of 20) (EDK and SODK, 2008, p. 1). The definition of day structures encompasses both education and care from early childhood through the school years. The term focuses on 'structuring the day' for children and adolescents, which is a phrase that is common in social work. There is no explicit focus on education. But we also find use of the terms *familienergänzende Betreuungsangebote,* the direct English translation of which is 'extra-family care services' and *schulergänzende Betreuungsangebote,* or in English 'extra-school care services.' The German term *Bildung,* or 'education' in English, is not found in this context. Instead, the term widely used is *Betreuung,* or 'care' in English. We have to consider that in Switzerland as well as in many other countries, there are no uniform or officially binding terms. The choice of terms also reveals the positioning of extended education and its prevailing self-image.

Another issue concerns the translation of nationally used terms into English. In Sweden, for instance, a new term in English has been introduced in recent years reflecting the developments and the focus of extended education in the country. For a long time in Sweden, the English translations *after-school center, leisure-time center,* and/or *recreation center* were used for the Swedish term "fritidshem" (Klerfelt & Ljusberg, 2018). However, all of these are not very precise translations. *School-age educare,* the new translation of the Swedish term 'fritidshem', takes place before, during, and after the school day and not only after school. The activities in Swedish school-age educare centers are not just rest and lazing around, which makes the term *leisure-time center* unsuitable. The school-age educare centers provide a variety of activities, which is why *recreation center* is also insufficient in describing the reality. The term *school-age educare,* coined by Klerfelt and Rohlin (2012), is being used more and more frequently.

In the last few years or decades in several countries, there has been a transition of the field of extended education from the social pedagogical area to the educational area. This means that responsibility has been transferred from the Social Department to the Department of Education, for example in Sweden, Germany, and Switzerland. In some cases, due to political changes, responsibility has been transferred back in the opposite direction. In Switzerland, for instance, there are some cantons in which extended education is part of the law on compulsory schooling. In the Canton of Bern, extended education is seen as an educational mission (Schuepbach, 2014).

Sweden went one step further: After the responsibility for school-age educare was assigned to the Ministry of Education, school-age educare became a part of Sweden's national curriculum in 2011. School-age educare has a section in the Swedish curriculum (SNAE, 2011, rev. 2018, Sect. 4, pp. 23 ff.) clarifying "the purpose and core content of the educational programmes in school-age educare" (Klerfelt & Ljusberg, 2018, p. 123). School-age educare in Sweden takes a holistic approach to activities, formulating that the concept of "…the educational programme should be given a broad interpretation in school-age educare, where care, development and teaching constitute a whole" (p. 23). According to Klerfelt and Ljusberg (2018), the wording *broad* is noteworthy. It means that the activities in school-age educare are different from school classes. The aim of the Swedish educational programme (SNAE, 2011, rev. 2018, p. 23) is to

> …stimulate pupils' development and learning, as well as offer the pupils meaningful leisure time. This should be done through the educational programme being based on the pupil's needs, interests and experiences, while ensuring that the pupils are continuously challenged, by inspiring them to make new discoveries. The educational programme should introduce pupils to a variety of ways of working and expressing themselves, and offer them learning environments that integrate childcare and learning.

4 Conceptualization of School and Out-Of-School Contexts

The question arises as to how school and out-of-school contexts can be conceptually distinguished. In Germany, for example, Rauschenbach et al. (2004) proposed an extended concept of education that gives more weight to non-formal and informal education in addition to formal education: Formal education is hierarchically structured, is binding, leads to achievement certificates (credentials), and has a chronological sequence in the education system. Non-formal education refers to organized educational processes that are opportunities on offer and thus voluntary (Bundesjugendkuratorium, 2001, p. 23).

Being interested in learning across contexts at the boundary of school, Bronkhorst and Akkerman (2016) conducted a review of the English-language literature. They found that distinctions were not as clear as they may seem.

> Our answers to this question start with recognizing that school and out-of-school contexts do not reflect a fixed underlying dichotomy but a permeable analytic distinction. What defines school depends very strongly on the local context and characteristics

> that are under scrutiny of researchers. It is important to highlight this finding, as this means that school itself is a questionable concept. Only in its most strict form does school refer to a highly regulated learning environment, that is, a formal and institutionalized educational practice and place that is aimed at fully planned, guided, regulated, and validated forms of learning. As becomes visible throughout the review, actual school contexts differ to a great extent and are under influence of the new initiatives that are undertaken, by adapting and, in some cases, deliberately connecting to other contexts of participation to enhance student learning. Similarly, out-of-school contexts can be opposite to school contexts but may also show many typical school characteristics. (Bronkhorst & Akkerman, 2016, p. 27)

Even though there are certain distinguishing features between school and out-of-school, in practice these sometimes disappear, and the school context can have typical features of the out-of-school context and vice versa.

5 Different Terms and Concepts in English in the Out-Of-School Context and Different Forms

Can we identify certain key terms and concepts in English in the out-of-school context and thus in the field of extended education? In established research fields, commonly used terms and concepts have been developed in English—as the universal language of science. This allows the international scientific community in the social sciences to use, read, interpret, and evaluate them. In the new research field of extended education, discussions on key concepts and terms have taken place up to now mainly in individual countries, at the national level, at the federal state level or, even on regional levels. Concurrently, there is a wide variety of terms used in each country's language(s).

Even in countries that have the same official languages, such as English for instance in the US, the United Kingdom, and Australia, different concepts and terms have sometimes developed in recent years. As mentioned above, in many countries there are no uniform or officially binding terms in English for the field of extended education. As a result, there are no key concepts and terms with a shared understanding cross-culturally or in the international scientific community (Schuepbach, 2018). This means that the use of concepts and terms in English varies depending on the individual researcher and/or country of origin; they are then received by the target audience, who interpret and evaluate them depending on their own experiences and cultural backgrounds.

Commonly used terms in English are *afterschool* and *out-of-school time.* They are defined in relation to school (Noam & Triggs, 2018). The term "afterschool" is

often joined with the word "program" or "(extracurricular) activities". A program is "a set of related measures or activities with a particular long-term aim" (Oxford Living Dictionaries (English), 2018). Program means "that, e.g., a child or adolescent voluntarily takes part in a specific program with a particular long-term aim. This participation at certain times—with a starting time and end time, conducted regularly—takes place in a group of regular participants who have registered for the program" (Schuepbach, 2018, p. 135 ff.). Another term is "activities" or "extracurricular activities". According to Bae (2018), these terms implicitly show the participant-oriented nature of extended education. Further, Schuepbach (2018) differentiates between guided activities and supervised free play. "Offering is the most general term. It is something that you give or offer to someone, who can choose to take part in it. (…) Offering comprises all forms of extended education; it is the broadest term" (Schuepbach, 2018, p. 136). Further terms are "extended and expanded learning or education". According to Noam and Triggs (2018, p. 171 f.), "extend" implies prolonging the existing, in-school learning opportunities, whereas "expand" implies a more flexible, broad approach that pushes the boundaries of these programs both in time and opportunities". The authors do not see a big difference and suggest using them almost interchangeably. Stecher (2018) distinguishes in addition to "time" and "opportunities" further dimensions of extension: how learning is designed (methods) and what content is taught, and the last dimension is teaching/instructing.

In the WERA-IRN *Extended Education,* the International Research Network (IRN) of the World Education Research Association (WERA) (2017 to 2023), and since April 2023 in the successor organization WERA TASK FORCE *Global Research in Extended Education* international researchers are attempting to clarify and generate concepts and terms in English that are understandable across regions and countries. Due to the existing great variety of terms used in English-speaking countries, with concepts that are situated in the particular context, a new umbrella term was chosen: *extended education.* 'Extended education' has up to now not gained currency in the English-language context. The concept and term 'extended education' focuses neutrally on extension of the regular school day. In addition, there is an extended concept of education—formal, non-formal, and informal education—behind it (see above, Bundesjugendkuratorium, 2001). Based on definitions by Little (2007) and Mahoney et al. (2005) for this field in the US, Schuepbach (2018, p. 135) proposes the following definition, which is intended to be culturally independent:

Extended education represents a multitude of programs/activities/offerings, among other things, that provide children and adolescents with a range of supervised activities designed to encourage learning and development, for children to be supervised and safe, and extending the regular school day. Some of them pursue general goals, such as psychological well-being and social competence, others focus on specific educational outcomes and goals. They are extracurricular, meaning that they are non-credential and voluntary. They can be offered in school-, faith-, and community-based settings, for any age range, and can be held before school (in the morning), between school hours (lunchtime), after school (afternoon), on weekends, or during school vacation.

6 Characterization of the Field of Extended Education

However, there are not only similarities in this field, but also differences in features, forms, and concepts within or between countries. Based on this description of the field, Schuepbach (2018) outlined a characterization tool for the field of extended education and its methods and practices. In the meantime, this tool has been supplemented with a more differentiated clarification of the range of the participants, the focus of extended education has been extended by the aspect of shadowing the formal school system, as is the case with private tutoring, and to include the participants as a self-selected group. Furthermore, one basic point, the payment of the costs, was added. Based on that, the available offerings in the field of extended education can be described and characterized in more detail (Table 1).

This volume is about giving an overview of the field of extended education concerning different forms and conceptions and different (historical) developments (e.g., different impetus, different objectives) from selected countries around the world. For this purpose, researchers in this field of extended education were invited to carry out a case study on extended education in their country of research (Part 2). For Part 3 of this volume, researchers were asked to carry out a comparison between different selected countries with respect to their forms and conceptions and/or historical developments within one country or between different countries.

Additionally, all authors in this volume were asked to provide a characterization of the extended education offering(s) in their research country using the new version of the characterization tool. Based on that, an overview table of all countries prominently referenced in this volume was prepared on basic points. The

Table 1 Characterization tool for extended education offerings (adapted from Schuepbach, 2018, p. 137)

Characterization of Extended Education	
Basic Points	Aspects
(a) What is the (age) range of the participants?	• School-age children and adolescents in compulsory schooling • Educational biographical moments, e.g., participation in educational transitions* • Single children and adolescents, small groups, or bigger groups* • Heterogeneous or homogeneous age-group*
(b) What is the focus?	• General goals versus specific goals • Goals promote positive development • Academically oriented, social competencies oriented, or recreational orientation • directly tied to formal school content (shadowing the formal school system), extended/expanded extracurricular activities to encourage learning and development, or for children to be supervised and safe*
(c) What form does it take?	• Guided activities, or programs • Supervised free play activities
(d) When does it take place?	• Before school (in the morning), between school hours (lunchtime), after school (afternoon), on weekends, or during school vacation
(e) Who is the provider?	• Private organization: group of nongovernmental organizations (NGOs) and non-profit organizations (NPOs) • Public organization: realized on different levels, such as municipality level, state-, and/or country level
(f) Where is it located?	• School, faith, or community based • Different institutional ties • Separated in structure and/or content from school versus entity in structure and/or content, school-based

(continued)

Table 1 (continued)

Characterization of Extended Education	
Basic Points	Aspects
(g) Who participates?	• Intended at all children and/or adolescents versus only a special group of children and/or adolescents • Only a self-selected group participates (e.g. decision of children and parents, choice of school/provider)*
(h) What is the professional background of the staff?	• No specific certifications • Specific certifications • Heterogeneous situation
(i) Who pays the costs?*	• Parents* • Municipality, state-, and/or country* • Non-profit organization*

* Asterisks mark extensions to the characterization tool from 2018

table attempts to provide an overview of the characteristics of extended education offerings in selected countries worldwide. The countries are in alphabetical order. The overview does not claim to be complete and content-wise leans on the characterizations provided by the authors of this volume. Some key similarities and differences are subsequently described.

As can be seen in Table 2, extended education offerings do not only include diverse offerings across countries, but may also entail diverse offerings within countries, for example in Israel, Germany, Greece, and Russia. In the case of Israel, for instance, six distinct offerings are characterized. In the case of Germany, 'Ganztagsschule' (= all-day school) is contrasted against 'Nachhilfe' (= private tutoring, shadow education) - presented in separate columns. For all other countries, there may also be different offerings, and the one described is probably the most widespread. Since shadow education is not the focus of the contributions in the other countries, it is not explicitly mentioned by the authors. However, it can be assumed that this also exists.

In some countries, there are *various names* used to describe an extended education offering. In Austria, for instance, there is a heterogeneous use of terms: 'Ganztagsschule' may also be named 'schulische Tagesbetreuung', 'Nachmittagsbetreuung', or 'offene Tagesbetreuung'.

a) *What is the (age) range of the participants?* In all of the countries characterized, the targeted age groups of extended education offerings span the *age range*

Table 2 Overview of the characteristics of extended education offerings in selected countries worldwide (included in this volume)

Basic Points	Australia	Austria	China		England, UK	Germany		Greece
original name of the program(s) in the language of the country (= translation in English)	**Outside School Hours Care**	**Ganztagsschule** (= all-day school), **Nachmittagsbetreuung** (= afternoon care), **schulische Tagesbetreuung** (= school day care), **offene Tagesbetreuung** (= open day care)	**ke hou fu wu** (= afterschool programs)	**Xiao wai pei xun** (= private tutoring)	**(Full-service) Extended schools**	**Ganztagsschule** (= All-day School)	**Nachhilfe** (= private tutoring)	1.1 **Enieos typos oloimerou nipiagogiou** (Unified all-day preschool model) 1.2 **Oloimero nipiagogio me dievrimeno programma** (All-day preschool with extended program) 2.1 **Enieos typos oloimerou dimotikou scholiou** (Unified all-day Primary School model) 2.2 **Enieos typos oloimerou scholiou me dievrimeno programma** (Unified type all-day Primary School with extended program) 3.1 **Kentra dimiourgikis apascholisis** (Creative Activity Centers for Children (CACC) (community and private)) 3.2 **Kentra dimiourgikis apascholisis gia paidia me eidikes ananges** (Creative Activity Centers for Children with Special Needs (community and private)) 4.1 **Frontistiria, scholes chorou, odeia** (Shadow education (tutorials for school lessons, homework clubs, foreign languages schools, music schools etc.) 4.2 **Idietera mathimata** (Shadow education (private lessons))

(continued)

Table 2 (continued)

Basic Points	Australia	Austria	China		England, UK	Germany		Greece
(a) **What is the (age) range of the partici-pants?**	School-age children and adolescents in compulsory schooling age 5 to 12 years	Age 6 to 15	School-age children and adolescents in primary and secondary education		School-age children in primary (age 4-11) and secondary (age 11-18) school; adults (e.g. parents)	School-age children in primary (age 6-10) and secondary (age 11-16) school	School-age children and adolescents in compulsory schooling	1. Age 4 to 6 2. Age 6 to12 3. Age 4 to 12 Age 4 to 18 Age 6 to18
(b) **What is the focus?**	General goals, social and emotional competen-cies, supervision & safety	Care & education, supervision & safety	Different programs have different foci.	Academi-cally oriented	Promote positive develop-ment, holistic approach	Care, supervision, social competencies oriented, encourage learning and development, homework support	Improving students' grades and chances in educational transitions, academically oriented, directly tied to formal school contents	1. Academically oriented, social competencies oriented, extracurricular activities to encourage learning and development 2. Academically oriented, pedagogical and social goal setting, extracurricular activities to encourage learning and development, homework completion 4. General goals, mostly social competencies oriented and recreational orientation, homework support, supervised free play activities, building academic, emotional and social skills, and promoting healthy growth and prosperity General and specific goals, academically or recreational oriented, directly or indirectly tied to formal school content, homework support Academically oriented, directly tied to formal school content

(continued)

Table 2 (continued)

Basic Points	Australia	Austria	China		England, UK	Germany		Greece
(c) **What form does it take?**	Combination of guided activities and supervised free play	Learning time & leisure time (guided and supervised free play)	Guided learning/ programs by teachers or tutors, or purely childcare/ self-study	Online/ offline tutoring, ranging from one-to-one to one-to-1000	Varied menu of activities for children (e.g. cultural and leisure activities)	Variety from structured instruction to free play	Guided activities	1 Guided activities, programs 2 Programs, extracurricular activities, lunch, homework completion 3 Supervised free play activities, programs, homework support 4 Programs, supervised activities, homework support and completion
(d) **When does it take place?**	Before and after school, during vacations, on curriculum days	After school (afternoon); for linked all-day schools also between school hours (lunchtime and leisure time)	Usually after school	Mostly after school, weekends and holidays	Before and after school, sometimes in the evenings and at weekends, during school vacations	After school (afternoon); for some all-day schools also between school hours spread over the school day	After school (afternoon), on weekends, during school vacation	1 Lunchtime, after school 2 Lunchtime, after school 3 Afternoon 4 After school, afternoon, weekends
(e) **Who is the provider?**	Complex mix of providers	Public organization	Mostly by school personnel, and tutors that schools invite from other education institutions	Companies and NPOs, and self-employed individuals	Mixed providers	Public organization	Private organizations	1 State level 2 State level 3 Municipality level, private institutions 4 Private organizations and institutions, municipality level

(continued)

Table 2 (continued)

Basic Points	Australia	Austria	China		England, UK	Germany		Greece
(f) **Where is it located?**	Mostly school-based, sometimes located in community facilities or churches	School-based	Mostly at school, and other public facilities such as museums	Homes of tutors/tutees, tutoring centers, café or online	School-based	School-based	Student's home, tutor's home, cram school, in school	1 School based 2 School based 3 Community based, private institutions 4 Private institutions, private persons
(g) **Who participates?**	Self-selected participation (participation rates are higher in upper third of income earners, lowest for disadvantaged families), decision of parents (and children)	Self-selected participation, decision of children and parents, voluntary participation	Available for all	Intended for all those who can afford	Self-selected participation (targeted by provider and supported to participate)	Open to all students, most commonly voluntary participation	self-selected group, decision of children and parents	1 Toddlers and preschoolers 2 School-age children 3 School-age children, decision of children and parents 4 self-selected group, e.g. decision of children and parents, individual students

(continued)

Table 2 (continued)

Basic Points	Australia	Austria	China		England, UK	Germany		Greece
(h) **What is the professional background of the staff?**	Heterogeneous situation (over 319 qualifications accepted)	Teachers, educators for learning assistance (one-year training course- 60 ECTS), leisure educators (one-year training course- 60 ECTS)	Required to hold teacher certificates	Many tutors who work in the black markets do not hold any certificates	Heterogeneous situation	Teachers (in approx. half of the schools), additional staff (ranging from trained pedagogues to non-professionals), heterogeneous situation	Heterogeneous situation, often university students	1 Teachers and specialty teachers, deputy teachers 2 Teachers and specialty Teachers, deputy teachers 3 Heterogeneous situations, teachers, social workers 4 Teachers, specialty teachers, specific certifications
(i) **Who pays the costs?**	Parents and the national government	Parents, municipality, federal state, and state	Public funding is allocated to each student for free ASP, some schools will pay for more costly programs and share financing with families.	Families	Mixed funding model	Parents (for lunch and extracurricular activities)	Parents	1 State, European and national resources 2 State, European and national resources 3 Municipality, parents, state (voucher) 4 Parents

(continued)

Table 2 (continued)

Basic Points	India	Israel	Norway	Russia	Sweden	Switzerland	
						Basel	Zurich
Original name of the program(s) in the language of the country original name of the program(s) in the language of the country (= translation in English)	Tuition, tutorial services, coaching	1. **YOME LIMUDIM AROCH** (= long school day) [1] [2] 2. **TEZAHRONIM** (= afternoon program) 3. **TALAN** (= Additional enrichment school curriculum) [3] 4. **HUGIM** (= Enrichment Extracurricular out of school activities) 5. **HUG LE KOL YELED** (= After School Extracurricular Activities for Every Child) [4] 6. **SHIHURIM PRATI IM** (= private lessons)	**Skole fritid ordning (SFO)** (= school + leisure time + offering)	1. **Дополнительные общеразвивающие программы** (= Additional/ extracurricular general development programs) 2. **Дополнительные предпрофессиональные программы** (= Additional/ extracurricular pre-professional programs) 3. **Внеурочная деятельность** (= Co-curricular activities and programs) 4. **Внешкольные занятия** (= Extracurricular activities)	**Fritidshem**	**Tagesstruk-turen** (= day structures)	**Tagesschulen**
(a) **What is the (age) range of the participants?**		1. Grade 1 to 6 2. Kindergarten to Grade 3 3. Grade 1 to 9 5. Grade 4 to 6 6. All age groups, single children or small groups	School-age children and adolescents (grade 1 to 4)	pre-school and school-aged children and adolescents, age 3 to 18	School-age children (pupils) age 6–12	School-age children and adolescents	School-age children and adolescents in compulsory schooling age 4 to 12

(continued)

Table 2 (continued)

Basic Points	India	Israel	Norway	Russia	Sweden	Switzerland	
						Basel	Zurich
(b) **What is the focus?**		1.–5. Social competencies oriented, recreational orientation, ensure students' supervision. 6. Academic orientation, targeted to improve student achievement	Care and supervision, holistic development and learning, recreational orientation	1. Creative abilities, encourage development and learning, organization of children's free time 2. Specific goals in development of professional knowledge and skills in arts and sports 3. Social competences, civic and patriotic development, educational orientation	Complementa-tion of school education	Positive development, encourage learning and development	General goals. Positive development, social competencies, recreational orientation, encourage social learning and development, supervision and safety
(c) **What form does it take?**	Guided activities	1–2 guided activities and free play activities supervised by teachers/ adults 3–6 Guided activities	Predomi-nance of supervised free play activities, but also guided activities	1. Guided activities 2. Guided activities 3. Guided activities, classes in associations (e.g. music, dance, poetry) 4. Guided activities	Combination of guided activities and supervised free play	Guided activities and supervised free play	Supervised free play, few guided activities
(d) **When does it take place?**		After school, some during school vacation	Before and after school, during school vacations	1. After school (afternoon) 2. After school (afternoon) 3. After school (afternoon) 4. weekends	Before school (in the morning), after school (afternoon) and during school vacation	After school (afternoon)	Before school (in the morning), between school hours (lunchtime), after school (afternoon)

(continued)

Table 2 (continued)

Basic Points	India	Israel	Norway	Russia	Sweden	Switzerland	
						Basel	Zurich
(e) **Who is the provider?**		1.–5. Public organization: state, municipality 6. Private organization	Public organization	Public organizations (municipal and regional level)	Municipality, private operators	Public organization	Public organization
(f) **Where is it located?**		1.–5. School or community based 6. Student's home, tutor's home, online	School and community based	At kindergartens, schools and specialized extracurricular educational organizations	School-based or in leisure-clubs/-centres	School based	School or community based
(g) **Who participates?**		1. Intended for all children, mostly disadvantaged groups participate 2. Self-selected group, decision of parents 3. Self-selected group, decision of parents 4–5. children and parents' decision 6. parents and children's decision, may be suggested by teacher	Open and intended for everyone, voluntary, decision of parents	Open and intended for everyone, voluntary participation, decision of children and parents	Intended for all children	Open to all children, voluntary participation	Open to all children, voluntary participation

(continued)

Table 2 (continued)

Basic Points	India	Israel	Norway	Russia	Sweden	Switzerland	
						Basel	Zurich
(h) **What is the professional background of the staff?**	Heterogeneous situation		No educational requirements, heterogeneous situation	Teachers of additional education (higher education degree), professional standards	Heterogeneous situation, about 35% of the staff completed a special training at university level	Heterogeneous situation	Heterogeneous situation, mostly qualified
(i) **Who pays the costs?**	Parents	1. State, parents provide a symbolic amount 2. state or municipality, parents may also cover part of the cost 3. mostly parents 4. parents 5. state or municipality 6. parents	Municipality, state, and parents	Municipality and regional funding	Tax-funded, parents pay a small part (income- based)	Municipality, state, and/or country	Parents and municipality

of school-age children and adolescents, both at primary and secondary school level. The age range therefore expands from the age of 6 to 18 years. In some countries, there is an expansion of the age range to include pre-school children, for example, in Greece starting at the age of 4 years or Russia starting at the age of 3 years. Expansions regarding age range are also mentioned for the case of students with disabilities or special needs (e.g., in Norway, and in Switzerland). Following the characterizations of the authors of the contributions in the volume, the age groups in extended education offerings are rather homogeneous in age (with age ranges of approximately four years).

b) *What is the focus?* The focus is on non-formal education, meaning that it is non-credential based and voluntary. Overall, extended education can be oriented towards academics, social competencies, or recreation (Schuepbach, 2018). There is a great variety of *focal points* in the extended education offerings. Across countries, both general and specific goals are predominant in extended education offerings. In all countries, extended education offerings are intended to promote positive development across a range of domains including education, health and well-being, social competencies, personal talents, and life skills. Most commonly, students' supervision and safety, recreation, and their holistic learning and development are mentioned as general goals. In some countries (e.g., Austria, Germany, Greece), homework support is among the goals of extended education offerings. Academic orientation is predominantly emphasized in extended education offerings targeting shadow education/private tutoring. Private lessons in Israel, for instance, follow academic goals, targeted to improve student achievement. The specific goal of private tutoring in Germany, in German 'Nachhilfe', is to improve students' academic performance and grades and thus their chances of successfully moving through the allocation process in a highly selective school system.

c) *What form does it take?* The form extended education offerings take can best be described as a variety of different activities with great variations in the individual offerings. Taking private tutoring/shadow education offerings where activities usually follow an instructional approach aside, both 'guided activities' led by adults with a certain starting time and end time, conducted regularly, and taking place in a group of regular participants as well as supervised 'free play' in an organized, educational setting are constituent parts of extended education offerings across countries. Lunch and homework support are specifically mentioned as constituent parts in German and Greek all-day school offerings, for instance. In Sweden and Norway, for instance, there is a predominance of free play activities and children's choice.

d) *When does it take place?* Extended education can be provided before school (in the morning), between school hours (lunchtime), after school (afternoon),

on weekends, or during school vacation (Little, 2007; Mahoney et al., 2005). Across countries, extended education offerings predominantly take place after school. However, there are also forms providing extended education in the morning before school (e.g., in Norway, United Kingdom). In Switzerland or in Germany, for example, extended education is most common during lunchtime and after school. All students attend regular classes, but only a part of the students attend extended education—some of them already in the morning before school, during lunchtime including lunch, and/or in the afternoon after school (Schuepbach, 2018). There are also offerings on weekends, particularly in relation to forms of shadow education, and increasingly during school vacation. Very rarely, there are extended education offerings that are interconnected with school hours and take place alternating with school lessons (specific forms of all-day schools in Austria and so-called *Gebundene Ganztagsschule* in Germany, for instance).

e) *Who is the provider?* Extended education offerings are run by public (government) and by private organizations; a group of non-governmental organizations (NGOs) and non-profit organizations (NPOs) have also committed themselves to providing extended education programs (Schuepbach & Huang, 2018). Especially in countries with a decentralized system, public (governmental) extended education is realized on different levels, which means on the municipality, state, and/or country level. Extended education can also be organized by foundations or associations, or NPOs. Additionally, in recent years there has been an increase in NGOs as providers. Most commonly, extended education offerings are organized publicly. In the majority of countries, schools and municipalities are (main) providers of extended education offerings. Some schools also collaborate with external providers (e.g., in Germany, England). Providers for shadow education are private organizations and institutions that may or may not be licensed.

f) *Where is it located?* Mahoney et al. (2005) noted that extended education can be school, faith, or community based. It can be located in a variety of settings, in public facilities such as schools, libraries, parks and recreation or community centers, colleges and universities, or in private facilities. In many countries, extended education offerings are typically located in schools and take place in either separate or shared spaces. Sometimes buildings and infrastructure from external partners may also be used, such as sports grounds. As an exception, private tutoring/shadow education may take place at students' or tutors' homes, at cram schools, or when in groups also at school or in community buildings. In addition, there are differences in the institutional ties. In some countries, for example in Australia, extended education is

often clearly separated in structure and/or content from school instruction, that means in-school time versus out-of-school time. In contrast, Switzerland and German-speaking countries as a whole are establishing and further developing all-day schools, which are designed to be an educational and organizational unity, or entity, in content and structure. Usually, the all-day school as a whole is run by a school principal, with extended education being led by a director of extended education (Schuepbach, 2018).

g) *Who participates?* Extended education addresses different groups of children and/or adolescents. While some offerings center on all children and/or adolescents, others focus only on a special group. As a rule, extended education offerings are accessible to everyone and participation is voluntary following self-selection (based on parents' or children's decision, choice of school/provider). While in Sweden the majority of school children between age 6 and 9 attend school-age educare, self-selection in Israel results in mostly disadvantaged populations (minorities or low socioeconomic populations) participating in 'long school days'. Conversely, in Australia participation rates in Outside School Hours Care are lowest for children from disadvantaged families.

h) *What is the professional background of the staff?* At present, across national contexts, the staff's professional backgrounds are very heterogeneous, with staff varying from persons with professional pedagogic education to employees without professional education at all in many countries. In Austria and Germany, teachers are partially involved in extended education offerings. For some countries, specific academic training is mentioned. In Austria for instance, there is a one-year specific academic training course for "leisure educators" (Freizeitpädagoginnen und -pädagogen). In Sweden about one third of staff working in the Swedish school-age educare centers have completed a special three-year university-based teacher education program to become after-school teachers. There are almost no volunteers working at the Swedish school-age educare centers (Klerfelt, 2017). Since 2023 in Norway there are also university-based education programs for teachers in extended education. However, this does not mean that only people holding such diplomas work in extended education. While there are professional standards in some countries (e.g., Russia), there are only recommendations regarding educational requirements for employees in others (e.g., Norway). In connection with the fast-growing field of extended education and the need for professional staff, numerous countries are facing problems regarding (the lack of) qualified staff. The discourse on professionalization and professionalism in the field of extended education is constantly growing worldwide (cf. Lilla et al., 2023; Schuepbach, 2016; Schuepbach & Lilla, 2020).

i) *Who pays the costs?* Regarding financing, the most prevalent model is mixed financing on several levels, consisting of state subsidies, municipal funding, and parental payment. In most countries, extended education offerings are subsidized so that participation is either for free (sometimes restricted to certain age groups or students with special needs, e.g., in Russia or in Norway), or parents pay a symbolic amount, or have to pay for lunch and/or specific extracurricular offerings (e.g., in German all-day schools). Across countries, the parents of children and youth attending any offerings of shadow education pay the full costs.

7 Conclusion

Extended education offerings have become increasingly important worldwide in recent decades. Even if the impetus for establishing and developing extended education in different countries was partly different in nature, there is much in common. What are upcoming further developments in extended education?

Current societal developments will lead to an increase in the relevance of extended education worldwide. Regarding the objectives of extended education, it can be assumed that a wide variety of orientations will remain, such as the academic orientation, the social competencies orientation, the recreational orientation, or the shadowing of the formal school system to support learning and development. However, there is a certain tendency towards specific objectives. As for teaching in class, current research in the field of extended education shows that a high-quality offering needs to have clear and explicit teaching aims. In addition, programs that have a structured sequence, include activities for learning, and focus on promoting specific behaviors are more effective than those that do not take this approach (acronym SAFE: Sequenced, Active, Focused, Explicit) (Durlak et al., 2011). Thus, these are central quality aspects of the offerings.

The quality has been shown in numerous studies to be decisive in terms of impact and effectiveness, which is why professionalization, particularly with regard to coordinators and staff members and their educational backgrounds and professionalism, will become an even greater focus of interest in the coming years (Schuepbach & Lilla, 2020). In Scandinavian countries, in particular, the (academic) education of staff is already advanced compared with other regions and countries. The development towards specific educational programs and certifications at university level is already taking place in Sweden and since 2023 in Norway. In many other countries, a similar trend is to be expected. However, this is counteracted by the widespread shortage of qualified professional staff,

including teachers and other educational specialists, which can be assumed to have a slowing effect on the expansion of extended education offerings and on the (higher) qualification of staff.

Our study GeLeGanz[1] in Germany shows that there is a lot of potential for diversity-sensitive work/teaching in class and in extended education, respectively, with a view towards disadvantaged groups of students. Irrespectively, there is a need for specific support for all students in terms of language learning, the promotion of socio-emotional skills, and the promotion of talent (see Ning et al., in this volume). Both school and extended education need to become an inclusive space for everyone. And one step further: If the quality is right for disadvantaged students, it is right for everyone else too. This diversity-sensitive action will shape the field of extended education in research and practice worldwide in the coming years.

Further research will be needed in the coming years to examine the aspirations and developments in educational quality, for instance, with regard to their effects on children and adolescents. Research with regional, national, and global perspectives is needed. On the regional level, we need case studies that examine individual examples showing what constitutes best practice in terms of quality, but also nation-wide and international studies with a multi-disciplinary comparative perspective are important. Especially international comparative studies are still widely missing in the field of extended education. In many countries, education statistics collected at national level are still insufficient and, above all, insufficiently precise. These issues need to be addressed in future research on extended education.

Furthermore, the involvement of all (educational) actors, including the perspectives of practitioners as well as the children and youth attending the offerings and their parents, is needed to further develop the scientific knowledge in a growing field. After all, future development largely depends on the awareness of stakeholders in educational policy on the municipality, state-, and/or country level.

[1] The project GeLeGanz was funded by the German Federal Ministry of Education and Research (Bundesministerium für Bildung und Forschung, BMBF) within the "Framework Programme for Empirical Educational Research" (Rahmenprogramm Empirische Bildungsforschung) under the funding code 01JB2112A-C.

Project duration: 01.10.2021–12.02.2025

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