

**UNIVERSITY OF THE AEGEAN  
SCHOOL OF HUMANITIES  
Department of Pre-school Education and Educational Design  
Master's Degree in "Models of Educational Planning  
and Development"**

**6<sup>th</sup> International Scientific Conference of Educational Planning**

**"Shadow education system:  
Border management models of the School  
with the structures of education market"**

**Friday 6<sup>th</sup> & Saturday 7<sup>th</sup> June 2014**

**Building "Kleovoulos"**

**University of the Aegean**

**1 Demokratias avenue**

**Rhodes - Greece**

*Master's Degree in "Models of Educational Planning and Development  
"Shadow education system: Border management models of the School with the structures  
of the education market", Rhodes, 6-7 June 2014*

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<http://www.pse.aegean.gr/pms-msaem>

## Conference Programme 6 & 7 June 2014

Friday, 6<sup>th</sup> June 2014

16:00 - 17:00 Registration

17:00 - 17:30 Conference Opening

### 1<sup>st</sup> Session (17:30- 18:45)

Chair: Anastasios Kodakos, Mihalis Meimaris

17:30- 18:00  
Fragkiskos Kalavasis The relations of coopetition into and around the school unit.

18:00-18:45  
Alain Bouvier La forme scolaire du siècle dernier a-t-elle définitivement explosé ?

18:45-19:00 Coffee Break

### 2<sup>nd</sup> Session (19:00-20:00)

Chair: Anastasios Kodakos, Fragkiskos Kalavasis

19:00-19:45  
Mark Bray Symbiosis which Complements, or Parasitism which Weakens? International Perspectives on Relationships between the Shadow Education and Schooling

19:45-20:00 Questions- Discussion

20:00 Closing

Saturday, 7<sup>th</sup> June 2014

9:30-10:00 Attendance

### 3<sup>rd</sup> Session (09:30-11:15)

Chair: Fragkiskos Kalavasis, Christos Saitis

10:00-10:45  
Jean-Baptiste Touchard Education & Numérique comes out of the shadow

10:45- 11:15  
Mihalis Meimaris "Supplementary teaching" through the digital stories of its beneficiaries

11:15-11:30 Coffee Break

### 4<sup>th</sup> Session (11:30 - 13:30)

Chair: Anastasios Kodakos, Fragkiskos Kalavasis

11:30-12:00  
Panagiotis J. Stamatis Shadow education system: Examining opinions of undergraduate students and teachers for "parapedia" in Greece

12:00-12:30  
Panagiotis Papageorgakis, Evaggelia Papadatou, Christos Saitis Researching the development possibilities of the school's social role in times of economic crisis: The institution of "social tutorial school courses"

12:30-13:00  
Intervention of educators' institutions (O.L.M.E., D.O.E., etc)

13:00-13:30 Discussion

...Continued on the next page



## Abstracts

Professor Fragkiskos Kalavasis, University of the Aegean

**"The relations of *coopetition* into and around the school unit"**

It is hard to include into an operative syllogism the management of the frontiers between the internal procedures of a school unit, the external relations and the interactions between them. Even more difficult is to describe the complexity of the network among explicit, formal, informal and implicit phenomena, structures or objectives which by penetrating each other they cause alternations on the roles of the actors, as well as the shifting the borders. This complexity creates a flexible and fragile border zone.

There is therefore the need for larger theories to describe the dynamic and flexible complexity into and around the school unit. We will start with the description complexity of the school unit, as an organization in which the phenomenon of learning tries to align with the social stereotypes and the linear formalities of the administrative structure.

There is an epistemological obstacle in the understanding of this description, due to the stereotypic concept of the learning as a individual hypothesis in opposition to the ambivalent concept of the learning as emerging from an sensitive system with its conflictual processes and interactions with the environment.

The same kind of epistemological obstacles led the use of intermediate terms as glocalization (emerging from the simultaneous procedure of globalization and localization) or *coopetition* (emerging from the simultaneous procedure of competition and cooperation). In this type of concepts the difficulties concern the identification of the variable nature into the conflictual coexistence of formal procedures with informal activities, as well as the exchange of roles, of political power and of social legitimation between them.

In the interdisciplinary framework of a complexity theory, this new type of variable concepts can help us to understand and to describe the design for a governance process for the school units to be capable to identify and to synchronize informal and formal activities in their social and digital environment. We will propose the reflective model of educational engineering which include in a consistent way the coexistence and the connectivity among roles, objectives and systems that are characterized simultaneously as divergent and complementary each to the other.

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Prof. Alain Bouvier, Président d'honneur de l'AFAE, Rédacteur en chef de la Revue internationale d'éducation de Sèvres, Directeur de la collection Profession cadre Service public.

**"La forme scolaire du siècle dernier a-t-elle définitivement explosé ?"**

Des sociologues comme Guy Vincent ont décrit la " forme scolaire " des pays occidentaux héritée du XIXe siècle, inspirée des communautés religieuses et stabilisée tout au long du XXe siècle, au moins jusqu'à la fin des années 1990. En ce début de XXIe siècle, on assiste à ce qui semble être son explosion, même s'il en reste d'importantes traces et de solides vestiges : on construit encore, ici où là, des écoles inspirées de ce modèle. Pourtant, aux temps et lieux uniques d'enseignement - la salle de classe, fermée, au sein de laquelle tout se joue entre les élèves et leur maître - se substituent des temps et lieux multiples et ouverts d'apprentissages interactifs. Le temps de l'apprentissage formel, celui décidé par les pouvoirs publics, perd de son importance par rapport aux temps d'apprentissages non formels (non organisés, au gré des expériences de la vie, dont celles sur le Web) et informels (à travers des activités programmées en dehors des pouvoirs organisateurs de l'école). En France par exemple, le temps consacré au périscolaire (organisé souvent par des associations en liaison avec l'enseignement scolaire) et au parascolaire (conçu pour des usages individuels, à l'initiative des familles, en complément de l'enseignement) devient plus conséquent que celui du temps scolaire. " L'école de l'ombre ", conceptualisée par Mark Bray, qui s'est d'abord développée en Asie, s'est étendue en Europe, notamment en France.

À travers les multiples réseaux et les différentes formes d'apprentissages proposées aux élèves, à l'école et en dehors, organisés ou pas, à travers la généralisation de l'emploi du numérique favorisant le nomadisme, l'école du marché, c'est-à-dire directement payée par les parents en plus des autres possibilités scolaires devient prépondérante. Elle se développe de plus en plus vite. Jusqu'où ira cette évolution qui échappe aux professionnels de l'éducation ? Qui veille à la qualité, à la cohérence, à la pertinence de ce patchwork qui est proposé ? Quel élève vise-t-il ? Pour former quel citoyen ? Il est temps, sans doute que les professionnels de l'éducation s'emparent de ce sujet, en espérant qu'il ne soit pas trop tard. Peut-on dessiner une nouvelle forme scolaire pour le XXIe siècle ou doit-on s'en remettre à la jungle éducative régulée par le marché ?

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**Prof. Mark Bray, UNESCO Chair Professor in Comparative Education, Director, Comparative Education Research Centre (CERC), Faculty of Education, The University of Hong Kong**

**"Symbiosis which Complements, or Parasitism which Weakens? International Perspectives on Relationships between the Shadow Education and Schooling"**

Around the world, recent decades have brought considerable expansion of the shadow education system of private supplementary tutoring. This tutoring is provided in a range of formats. Some is institutionalised, e.g. through frontistiria and comparable bodies, while some is provided informally by university students, teachers and others.

The phenomenon of shadow education has long been familiar in Greece, which is estimated to have the highest shadow education enrolment rate in Europe. However, neither in Greece nor in other countries has the phenomenon received adequate research attention.

This presentation will provide a comparative framework for understanding the nature and implications of shadow education in societies of different types. It will draw on examples from around the world, noting that shadow education has now become a global phenomenon. The presentation will especially focus on the relationships between the shadow education activities and schooling. In some contexts, shadow education is viewed as symbiotic and complementary to schooling; but in other contexts it is viewed as a parasite that weakens the schools.

These observations lead to questions for planners and managers of education systems. How can the positive dimensions be encouraged and the negative dimensions discouraged? Are forms of regulation desirable for the shadow education sector, and if so what should be the structure and content of the regulations? Should schools be encouraged to collaborate with the shadow education sector, and if so how? Or should schools distance themselves from the shadow, and do their best to provide all the services needed and desired by societies so that shadow education is not necessary?

**Jean-Baptiste Touchard, Directeur Général de TxtNet.com Directeur Technique de l'opération Education & Numérique**

*Master's Degree in "Models of Educational Planning and Development  
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**"Education & Numérique(E&Ns) shadow in the light"**

In this talk, I would like to tell you about our analysis of the French landscape regarding " shadow " learning based on our experience with E&N project.

When I say we, I represent E&N, an association of :

- Teachers, some of which are Authors of Digital Learning Objects (DLOs) distributed over the Internet.
- Publishers, with a long experience in classical paper school textbooks publishing
- Web Applications designers and Digital Information producers.

We started this association about two years ago and presented our first prototype for the first time last year, here, in Rhodes.

We publicly launched our service in September 2013.

E&N service mainly consists of :

- An on-line DLO Authoring Tool, designed for simplicity of use, yet allowing the production of ambitious digital contents.
- A web site designed for the teachers and learners to get access to a selection of DLOs.
- A public catalogue of all the DLOs produced by the authors who decided to put them " on-line " under a Creative Commons Licence.
- A series of push tools such as a letter of information, a Twitter feed and various information relays, buzz pushers, ...

All the code is Open Source and the DLOs are published under a Creative Commons license. The access is free for the authors and for the learners. We have here a political statement considering that access to education should be free for everyone.

I will not talk here about our underlying business model, but will be very happy to address this in our informal meetings with anyone interested about the financial aspects of our project.

To get back to our workshop concern, we see our initiative as a bottom-up initiative in the sense that French Ministry of National Education and more generally state administrations have no initiative in our project.

We are in the shadow, yet under the spotlights. Since last September :

- 500+ authors opened an account on the authoring platform,
- They created over 1 500 DLOs
- Downloaded about 60 000 times

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- Over 12 000 people signed up to receive our push informations. Our first school year is about to end and we begin to receive interesting phone calls of people wanting to know more about us.

**Professor Michalis Meimaris, University of Athens**

**“Supplementary teaching’ through the digital stories of its beneficiaries”**

In this paper, following an introduction in the possibilities offered today by digital storytelling, we will present digital stories by University students concerning their experiences in supportive teaching classes or at home. Thus, apart from studying the theoretical aspects and the statistics on the issue, we will attempt an “experiential” approach of the subject, through “first person” digital narratives.

**Panagiotis J. Stamatis, Assistant Professor, University of the Aegean**

**“Shadow education system: Examining opinions of undergraduate students and teachers for “parapedia” in Greece.”**

In many discussions between parents, it is very common that private lessons (parapedia in greek) consist the modern plague for Greek family which obviously leads in economic drain. Also, it is said that “parapedia” was developed by exploiting the weaknesses of the public education system in order to create structures which systematically and organized take a supporting role in educating students and preparing them to be safely introduced in higher education, noting successes in nationwide exam. In this framework, tutorial institutions and other kind of schools (home lessons, private lessons etc) operate legally or illegally most of them. The participation of students, especially those who attending the third class of Senior High School, tends to become the main modern reality of Greek society because of various perceptions and practices which enforce the domestic shadow “paraeducation” system.

In this research is been examined with semi-structured interviews, opinions of undergraduate students and teachers regarding the phenomenon of “parapedia” in Greece, during the last fifteen years. From data analysis come out interesting findings about the procedures, time and money spent to strengthen specific private initiatives, associated with business development based on “paraeducational” activities. Such activities and especially those which illegally operating are often factors that contribute to domestic paraeconomy burgeoning

and tax evasion. Also, these factors consist “organizations” which focus on exploitation of parents, students or teachers, despite the contribution of some of them to successful learning outcomes.

**Panagiotis Papageorgakis, Director of Primary Education of Corinthia prefecture, Phd**

**Evaggelia Papadatou, MA, Teacher**

**Christos Saitis, Emeritus Professor of Athens University**

**“Researching the development possibilities of the school's social role in times of economic crisis: The institution of 'social tutorial school courses”**

It is a commonly accepted that the development of a country does not depend only on primary production, such as the ground or the underground resources, but also on providing education, mainly to young people. Education is organized in specific educational institutes, such as schools, which set themselves specific goals. A school unit should work effectively in order to accomplish its goals. It should also have appropriate teaching staff, sufficient financial support as well as efficient management, who can programme, manage and coordinate activities of the specific human resources.

If we focus our interest on the economic sector, we notice that in general the state and society support school units with benefits and financial resources such as infrastructure, teaching staff, books, programmes, etc. However, in times of economic crisis just like the Greek crisis of the last five years, schools are called upon to highlight their social role, giving to society, knowledge and services which society objectively lacks due to the economic recession, which, to a large extent mostly hites the lower social-economic class. In addition to its other goals, school units provide compensatory education improving in that way the inevitable cognitive disparities which arise from the individual and social differences in the children's family backgrounds.

According to the above, since the 80s, the Greek educational system had adopted remedial teaching programmes for weak students, at the primary and secondary education level. Nevertheless, for many reasons these programmes seem to have failed to respond the purposes they have been created. In the present economic crisis, along with the official education system, a type of education has begun to develop in the form of social educational courses through the local authorities within the context of the development and promotion of a social policy to

students of a local community, a policy attempting to cover a potential deficiency in the school's social role. These remedial teaching programmes are implemented in secondary education to help students follow an academic career or help young people be employed in the market .

The main purpose of this paper is to research the development possibilities of the school's social role in an economic crisis environment through parallel structures such as social tutorial courses.

**Prof. Ora Kwo, The University of Hong Kong**

**"Students' Learning in Mainstream Schooling and Private Supplementary Tutoring: Implications for Teachers and Teacher Educators"**

While increasing volumes of research are available on the scale and costs of private supplementary tutoring, less is known about its pedagogical dimensions. This paper reports on a study conducted in Hong Kong which has particularly high rates of private tutoring. It was found that 53.8% of sampled Grade 9 students and 71.8% of sampled Grade 12 students were receiving supplementary tutoring. The paper begins with the quantitative picture solicited through questionnaires to a sample of students in Grades 9 and 12, and then turns to data from interviews. The students who received tutoring were asked to compare their teachers and tutors, and to indicate what they sought from the tutors that they did not find in their schooling. The students who did not receive tutoring were also interviewed on their learning experiences without tutoring support. Especially pertinent to the paper were the patterns and ways in which students perceived learning with and without tutoring. The paper will lead to insights into teaching and teacher education,

The implications of this Hong Kong study are likely to resonate in many other parts of the world amidst processes of government-led reform, as well-intentioned top-down innovations may be subverted by conflicting expectations and the divergent agendas of students, teachers and tutors.

**Prof. Dr. Theodor Rütter, Ordinarius emeritus of educational theory, University Stuttgart, Germany**

**"The shadow education system, the Über-Ich, and the conscience."**

The shadow education system is explained here as socialisation non-méthodique, which means the not planned but nevertheless systematic influence of human

society on its individuals, inducing to them that which Sigmund Freud called Über-Ich and Norbert Elias self-control-apparatus, or conscience. But our conscience, which Jean Jacques Rousseau characterized as our originalité naturelle and Immanuel Kant as our praktische Vernunft, is not the Über-Ich, but its antagonist. In contrary to shadow education, which is an induction - because it inductates, in-duces the Über-Ich into the individuals, civilizing and equalizing them - socialisation méthodique as not only planned, but lightfull education is a true e-ducation because it educates, e-duces, e-ducates the individual out of their collective Über-Ich forward or better to say back to their natural originality, that means, to their personal, personally free conscience, the antagonist to Über-Ich. So far the theory. On the contrary, the practice, the established educational system in our schools, is not enlightened, it is much more sophisticated than socratic, much more shadow than light, because common practice induces Über-Ich much more than educing out of it. If this explication is right - what is to do? This question belongs to the necessary ethical discourse - not only about our schools, but in our schools.

**Professor Anastasios Kodakos, Director of Master's Program "Models of Educational Planning and Development", University of the Aegean**  
**"Shadow Education System: Controversy or feasibility? Right or arbitrariness?"**

What is the purpose, meaning and usefulness of a reflective education system? Which needs of the society and which perceptions foster institutionalization of a shadow education system? Which assumptions and which situations lead to resignation of the enlightening request of inclusive education as a social good? What barriers stand in terms of autopoiesis, self-regulation and growth in front of development of formal education system? Systemic entropy of the official school system refers to a social abandonment of the core meaning of school which has to provide equal educational opportunities to all and implicit acceptance of the new paradigm in education and to functioning of entire society. For instance, it is quite paradox, not to opt for a private initiative in Education, but a non-typical educational practice instead,- often non-institutional-, wasting tangible and non-tangible resources of the formal education system, leading thus to disruption of it's function and distortion of it's services, with an effect to the entire society.