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Nota di contenuto	Preliminary Material / Mark Bray , André E. Mazawi and Ronald G. Sultana -- Introduction / Mark Bray , André E. Mazawi and Ronald G. Sultana -- Private Tutoring and Social Equity in Croatia and Bosnia & Herzegovina / Boris Joki , Andrea Soldo and Zrinka Risti Dedi -- Charting Private Tutoring in Cyprus / Iasonas Lamprianou and Thekla Afantiti Lamprianou -- Education 'Home Delivery' in Egypt / Sarah Hartmann -- Education as a Market in France / Anne-Claudine Oller and Dominique Glasman -- Shadow Education in Greece / Michael Kassotakis and Athanasios Verdis -- Private Tutoring in Italy / Giovanna Campani -- The Private Tuition Phenomenon in Malta / Michael A. Buhagiar and Deborah A. Chetcuti -- Private Tutoring in Portugal / António Neto-Mendes , Jorge Adelino Costa , Alexandre Ventura , Sara Azevedo and Andreia Gouveia -- Constructions of Private Tutoring in Slovenian Online Chatrooms / Armand Faganel and Anita Trnavevi -- Private Tutoring and Inequitable Opportunities in Turkey / Aysit Tansel -- The Demand for Private Tutoring in Turkey / Hülya Koar Altinyelken -- Beyond Shadows / André E. Mazawi , Ronald G. Sultana and Mark Bray -- About the Authors / Mark Bray , André E. Mazawi and Ronald G. Sultana.

Private tutoring—supplementary, out-of-school instruction offered at a fee to individuals or groups—represents a substantial household expenditure, even in systems that claim to have free public education. It plays out across, alongside, and even within some school systems. Emerging as a ‘shadow education’, private tutoring now operates as a system and industry crossing national, regional, and social-class boundaries. Private tutoring is provided through different modes of delivery including the internet. Policy makers, parents, teachers, trade unions, corporations, community associations, and students are implicated in the private tutoring industry. The debates over private tutoring are therefore part of the larger struggles over the ends of education in just and equitable societies. The authors in this volume address diverse national settings of private tutoring across the Mediterranean, and examine its political, economic, social, and cultural underpinnings. They draw on a range of conceptual frameworks, and deploy a variety of research methods to problematize the multifaceted relationships between tutoring, learning, and equity. The volume captures a multiplicity of voices, and focuses on some of the central challenges facing education in pluralistic societies.
