Time-Politics of Democratic Education
Comment on the papers on Russia, England and Sweden
1. Broad Perspective:
   Democratic Education in School Age

2. Detailed Points:
   Time-Politics on Non-Formal Education in Russia, England and Sweden
1. Broad Perspective: Democratic Education in School Age

**View**

not only on *school* education  
but on education in school *age*  
⇒ adding out-of school education

not only on gender equality  
but on equality as principle of *democracy*  
⇒ adding non-formal settings

**Family and Work:**

=> tensions between life-world and system  
   (labour-)market and democratic forms of living  
=> mixtures of success- and value-oriented action

**Time-politics in education:** *mixture of formal and non-formal settings*
1. Broad Perspective:
Democratic Education in School Age
1. Broad Perspective:
Democratic Education in School Age

Double question

1. Which time-politics are created by formal and non-formal educational settings for young people?
   non-formal education:
   - free or facultative choices
   - systematic openness
   - no allowing certificates
   - orientation to processes
   - value-based attitudes

2. How could they be evaluated with criteria of democracy theory?
   - Number and variation of shared interests among the participants
   - Fullness and freedom of interplay among different associations
2. Detailed Points:

**Time-Politics on Non-Formal Education in Russia, England and Sweden**

Time-Politics by different Educational Settings and Processes

**Russia**
- wide range of formal/non-formal mixtures
- since 1985 decline of all-day schools and out-of-school education
- Teenagers don’t want to spend leisure-time on school sites
- Importance of additional education is highlighted

**England**
- school education => institution shaping human capital for a global market economy:
  - privatisation and competition, “diversity and choice”
  - => segregation
- After- and out-of-school facilities inadequate for children of “working mothers”
- Teachers withdrew supervision of dinner-time and after-school activities
- youth work was never regarded as a pillar of the welfare state
- 2002: “Extended Schools” offer after-school activities
  - but only on school-sites and mostly in competition with existing youth work

**Sweden**
- aiming to bring together children from different social classes
  - => integration and citizenship and “optimal use of human resources”
- 1980ies: decentralized, deregulated and ‘marketized’
  - but diversity and segregation relatively low
- number of school hours always regulated and stable
- non-formal settings within school and out-of-school education institutions?
2. Detailed Points:

Time-Politics on Non-Formal Education in Russia, England and Sweden

Proof by Criteria of Democracy Theory: Interplay between Institutions

**Russia**

Increasing cooperation between schools and other institutions/associations
Leisure-time activities in school-holidays
Hardly possible to provide non-formal education for more than 80 % of pupils

**England**

schools are not required to cooperate with other services
"integration” better “incorporation”
self-governing “trust”: self-organisation of different interests?

**Sweden**

“integrated school-day”: non-formal activities organized around scheduled lessons
33 % of the pupils in 1985, 2005: 75 %
“school child care” and other extra-curricular activities are controversial
Professionals not very active in debating on the school-day structure
Time-Politics of Democratic Education
Comment on the papers on Russia, England and Sweden