

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:

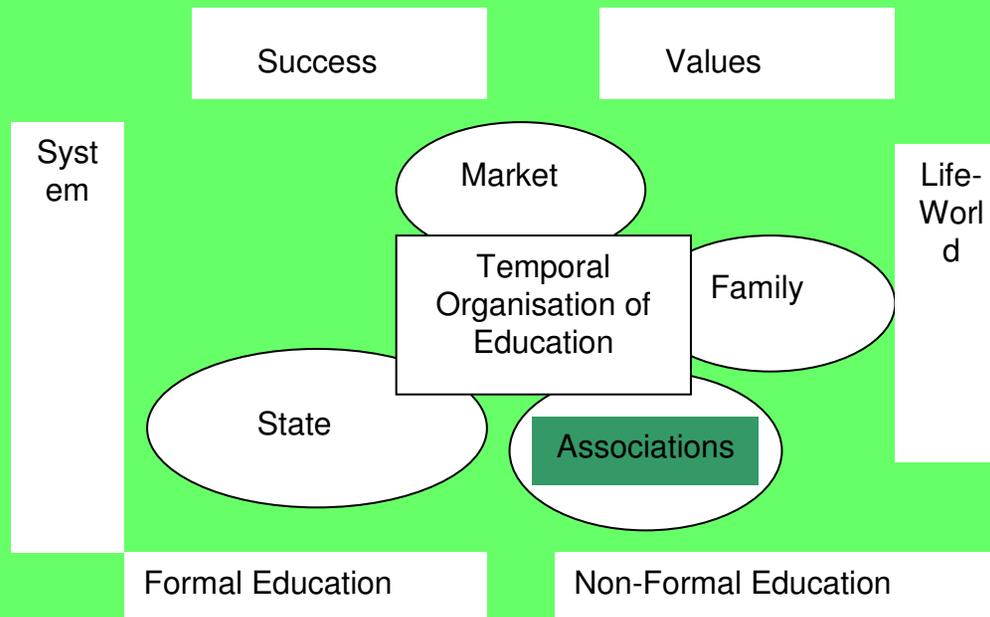
=> tensions between life-world and system

(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:
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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 high-lighted

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:
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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

in praxis => single out-of-school professionals are dragged under school legislation and supervision:

“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

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