'Ganztagsbildung` (All-Day-Education) and Human Development
Topics

1. Expansion of Schooling
   - Discourses
   - Facts
   - Types

2. Human Development
   - "Bildung"
   - formal/non-formal
   - capabilities

1 School Expansion
1.1 Discourses
1.2 Facts
1.3 Types

2 Human Development
1. Expansion of Schooling

1.1 Discourses

- (learning performances)
- progressive educational
- socio-cultural and informal
- infrastructural and complementary
- economical and investive
1. Expansion of Schooling

1.1 Discourses in Russia ...
- scientific discourse with professionalizing effects
- „additional education“ (dopolnitel’nogo obrazovaniya)

... and Italy
- scientific discourse with socio-political effects
- „extended time“ (tempo prolungato)
1. Expansion of Schooling

1.1 Discourses in Switzerland

- civic-societal discourse with yet unclear effects
- “reliable school-times” (Tagesstrukturen)
1. Expansion of Schooling

1.1 Discourses in England

- programmatic socio-political discourses with institutional and individual effects
- “extended schools”
1. Expansion of Schooling

1.2 Facts and Factors

• Levels of comparison
  ▪ Organisation
    (providers, finances, settings, functions)
  ▪ Profession/Staff
    (certificates, trainings, status, recognition)
  ▪ User
    (times, legal conditions, contributions, participation, outcomes)
  ▪ Discipline/Theory
    (level, terms, networks)
1. Expansion of Schooling

1.2 Facts and Factors
e. g. France, Finland, Netherlands

• general Tendencies
  ▪ Organisation:
    local provision, national finance;
    increasing civic and commercial providers;
    increasing non-formal education with school-supporting or additional functions
  ▪ Profession/Staff:
    many non-teaching staff with lower training and salary
1. Expansion of Schooling

1.2 Facts and Factors

  e. g. France, Finland, Netherlands

• general Tendencies

  ▪ User:
    very different amounts of time in or with school (affairs); various gap-filler; few legal claims on care; many offers with costs; better combination of family and work

  ▪ Discipline/Theory:
    separated by only one formal level; terms widespread; few academic networks
1. Expansion of Schooling

1.3 Types and Models

- all-day-care (addition)

- all-day-school (incorporation)

- all-day-education (integration)
1.3 All-Day-Care

Abb. 2. Ganztagsbetreuung additiv

Träger: Land/Kommune
1 School Expansion

1.1 Discourses
1.2 Facts
1.3 Types

2 Human Development

2.1 „Bildung“
2.2 formal/non-formal
2.3 capabilities

1.3 All-Day-School

Abb. 1. Ganztagsschule

Träger: Land
1.3 All-Day-Education

2 Human Development

2.1 „Bildung“
2.2 formal/non-formal
2.3 capabilities

Abb. 3. Ganztagsbildung: integrativ

Träger: Kommune/ Verein
1.3 All-Day-Education

Kommunale Kinder- und Jugendbildung ("Ganztagsbildung")

Schulen

- Unterricht
  - Projekte
- Mittagessen
- Schulaufgabenhilfe
- Freizeit

AG's

Förderung

Vereine, Verbände, Offene Einrichtungen

Kinder- und Jugendarbeit

8:00   12:00  15:00  17:00  20:00
Topics

1. Expansion of Schooling

2. Human Development
   - „Bildung“
   - (non-)formal education
     - capabilities
2. Human Development

2.1 “Bildung” (Wilhelm von Humboldt)

„Der wahre Zweck des Menschen (...) ist die höchste und proportionirlichste Bildung seiner Kräfte zu einem Ganzen. Zu dieser Bildung ist Freiheit die erste und unerläßliche Bedingung. [Und] (...) noch was andres (...), Mannigfaltigkeit der Situationen.

„Die letzte Aufgabe unseres Daseyns: dem Begriff der Menschheit in unssrer Person (...) durch die Spuren des lebendigen Wirkens, die wir zurücklassen, einen so großen Inhalt als möglich zu verschaffen, diese Aufgabe löst sich allein durch die Verknüpfung unseres Ichs mit der Welt zu der allgemeinsten, regesten und freiesten Wechselwirkung.“
## 2. Human Development

### 2.2 Formal and Non-Formal Education

<table>
<thead>
<tr>
<th>Education</th>
<th>Processes</th>
<th>Settings</th>
</tr>
</thead>
<tbody>
<tr>
<td>formal</td>
<td>• purpose-based attitudes</td>
<td>• compulsory</td>
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<tr>
<td></td>
<td>• orientation on results</td>
<td>• curricular steps</td>
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<td></td>
<td>• compulsory</td>
<td>• allowing certificates</td>
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<tr>
<td>in-/non-formal</td>
<td>• value-based attitudes</td>
<td>• free or facultative choices</td>
</tr>
<tr>
<td></td>
<td>• orientation on processes</td>
<td>• systematic openness</td>
</tr>
<tr>
<td></td>
<td>• systematic openness</td>
<td>• no (allowing) certificates</td>
</tr>
</tbody>
</table>
2 Human Development

2.1 „Bildung“
2.2 formal/non-formal
2.3 capabilities

2. Human Development

2.3 Capabilities

- Possibility to decide living like you want to (Sen)
- List of basic abilities (Nussbaum)
  - Life; bodily health and integrity
  - Senses, imagination, thought; emotions
  - Practical reason
  - Affiliation (live with others and be treated with self-respect)
  - Other species
  - Play
  - Control over one’s environment (political, material)
Conclusion

Normative aim: Democracy (rather than employability)

- **Subject’s** perspective: capabilities and agency
- **Structural** perspective: capabilities and institutions (Dewey)
  “How numerous and varied are the interests which are consciously shared?”
  “How full and free is the interplay with other forms of associations?”
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