

# **‚Ganztagsbildung‘ (All-Day-Education) and Human Development**

# Topics

## 1 School Expansion

- 1.1 Discourses
- 1.2 Facts
- 1.3 Types

## 1. Expansion of Schooling

- Discourses
- Facts
- Types

## 2. Human Development

## 2 Human Development

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

# 1. Expansion of Schooling

## 1.1 Discourses

e. g. Italy, Russia, Switzerland, GB

- (learning performances)
- progressive educational
- socio-cultural and informal
- infrastructural and complementary
- economical and investive

### 1 School Expansion

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# 1. Expansion of Schooling

## 1 School Expansion

### 1.1 Discourses

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### 1.3 Types

## 1.1 Discourses in Russia ...

- scientific discourse with professionalizing effects
- „additional education“ (dopolnitel'nogo obrazovanija)

## 2 Human Development

### 2.1 „Bildung“

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## ... 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 School Expansion

#### 1.1 Discourses

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# 1. Expansion of Schooling

## 1.1 Discourses in England

- programmatic socio-political discourses with institutional and individual effects
- “extended schools”

### 1 School Expansion

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# 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)

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# 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

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# 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

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1.1 Discourses

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# 1. Expansion of Schooling

## 1.3 Types and Models

- all-day-care (addition)
- all-day-school (incorporation)
- all-day-education (integration)

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# 1.3 All-Day-Care

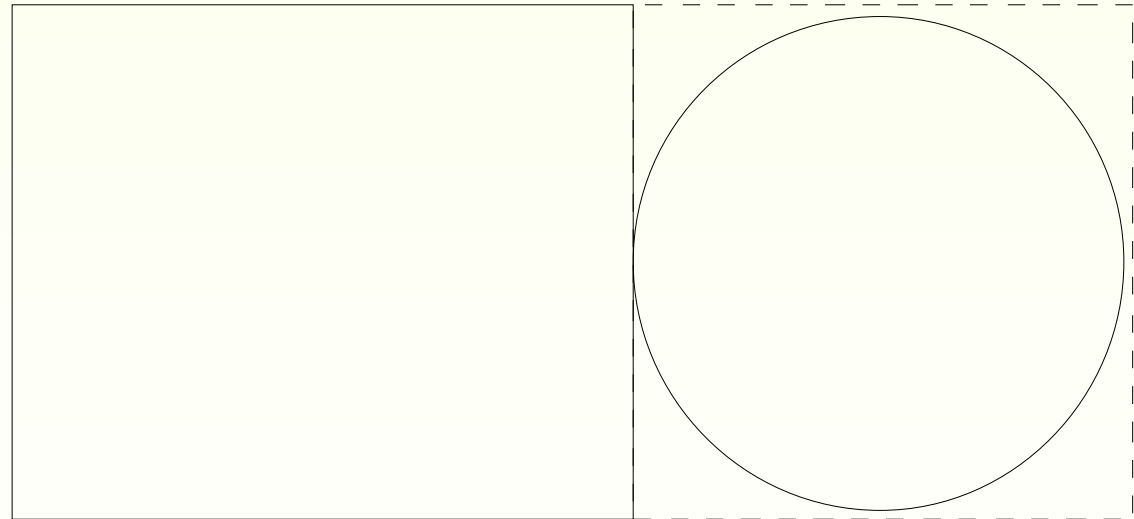
## 1 School Expansion

### 1.1 Discourses

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### 1.3 Types

**Abb. 2. Ganztagsbetreuung additiv**



Träger: Land/Kommune

## 2 Human Development

### 2.1 „Bildung“

### 2.2 formal/non-formal

### 2.3 capabilities

# 1.3 All-Day-School

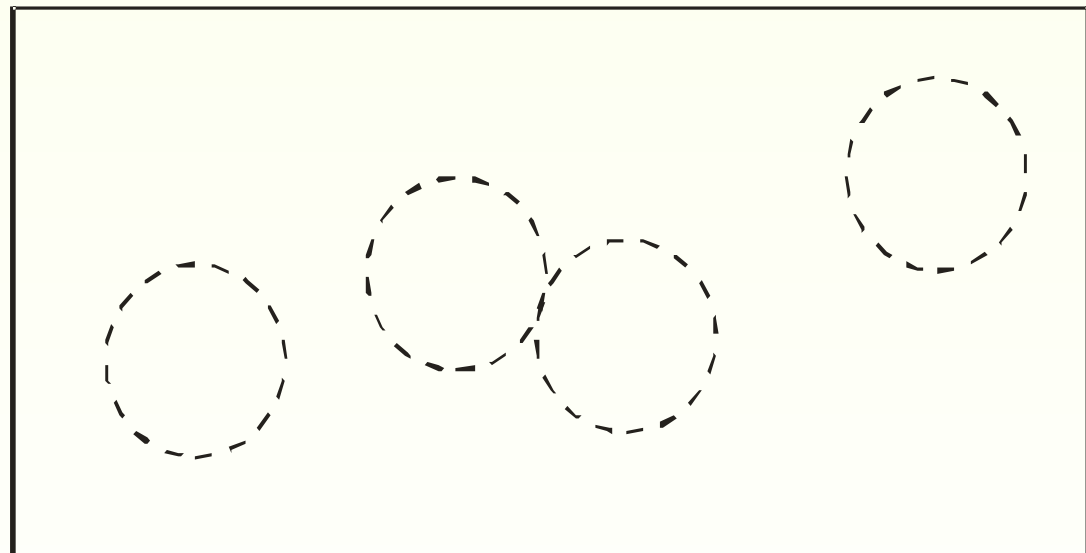
## 1 School Expansion

### 1.1 Discourses

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### 1.3 Types

Abb. 1. Ganztagschule kooperativ



Träger: Land

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### 2.3 capabilities

# 1.3 All-Day-Education

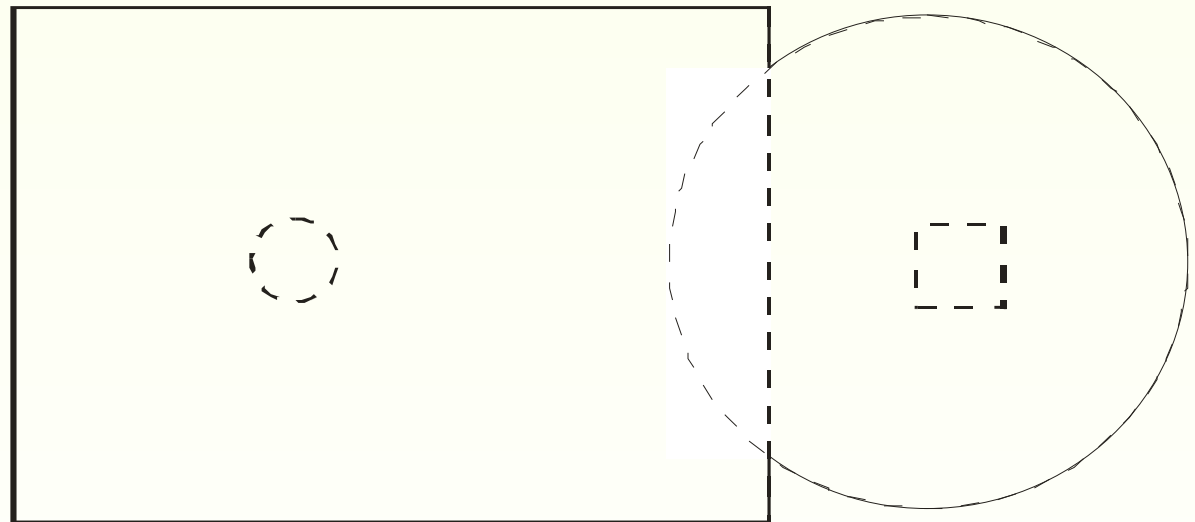
## 1 School Expansion

### 1.1 Discourses

### 1.2 Facts

### 1.3 Types

**Abb. 3. Ganztagsbildung : integrativ**



Träger: Kommune/ Verein

## 2 Human Development

### 2.1 „Bildung“

### 2.2 formal/non-formal

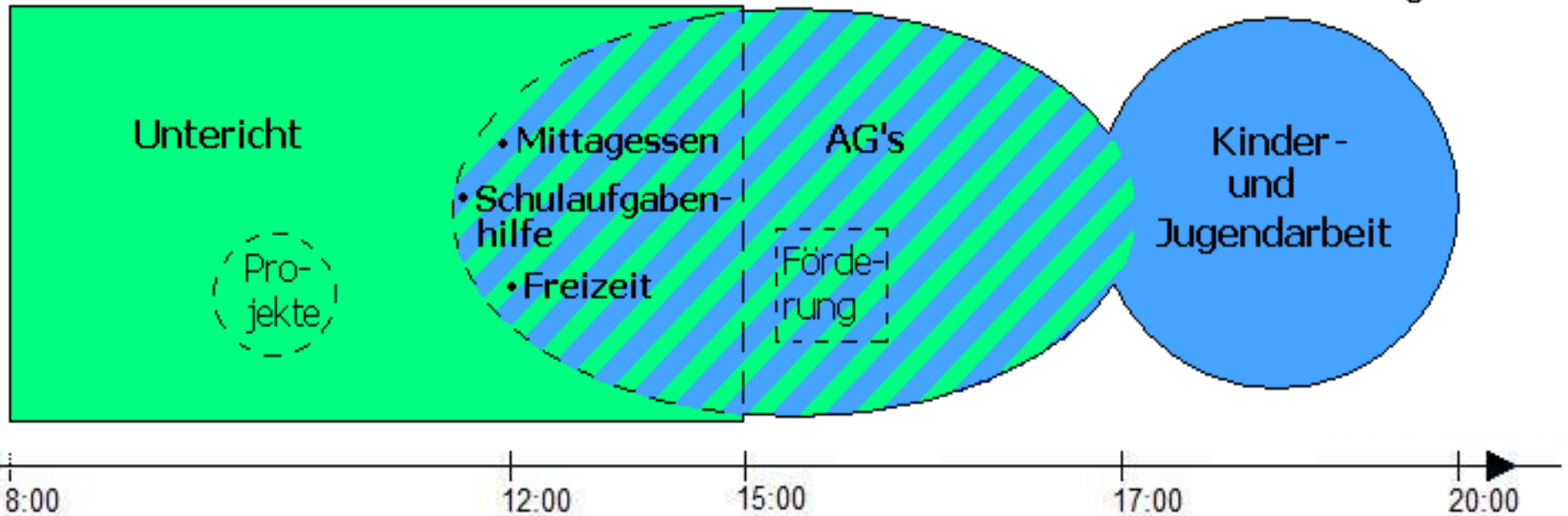
### 2.3 capabilities

# 1.3 All-Day-Education

## Kommunale Kinder- und Jugendbildung ("Ganztagsbildung")

Schulen

Vereine, Verbände,  
Offene Einrichtungen



# Topics

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## 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 unerlaßliche Bedingung. [Und] (...) noch was andres (...), **Mannigfaltigkeit** der Situationen.

„Die letzte Aufgabe unseres Daseyns: dem **Begriff der Menschheit in unsrer 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.“

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# 2. Human Development

## 2.2 Formal and Non-Formal Education

<b>Education</b>	<i>processes</i>	<i>settings</i>
<b>formal</b>	<ul style="list-style-type: none"> <li>• purpose-based attitudes</li> <li>• orientation on results</li> </ul>	<ul style="list-style-type: none"> <li>• compulsory</li> <li>• curricular steps</li> <li>• allowing certificates</li> </ul>
<b>in-/non-formal</b>	<ul style="list-style-type: none"> <li>• value-based attitudes</li> <li>• orientation on processes</li> </ul>	<ul style="list-style-type: none"> <li>• free or facultative choices</li> <li>• systematic openness                             <ul style="list-style-type: none"> <li>• no (allowing) certificates</li> </ul> </li> </ul>

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# 2. Human Development

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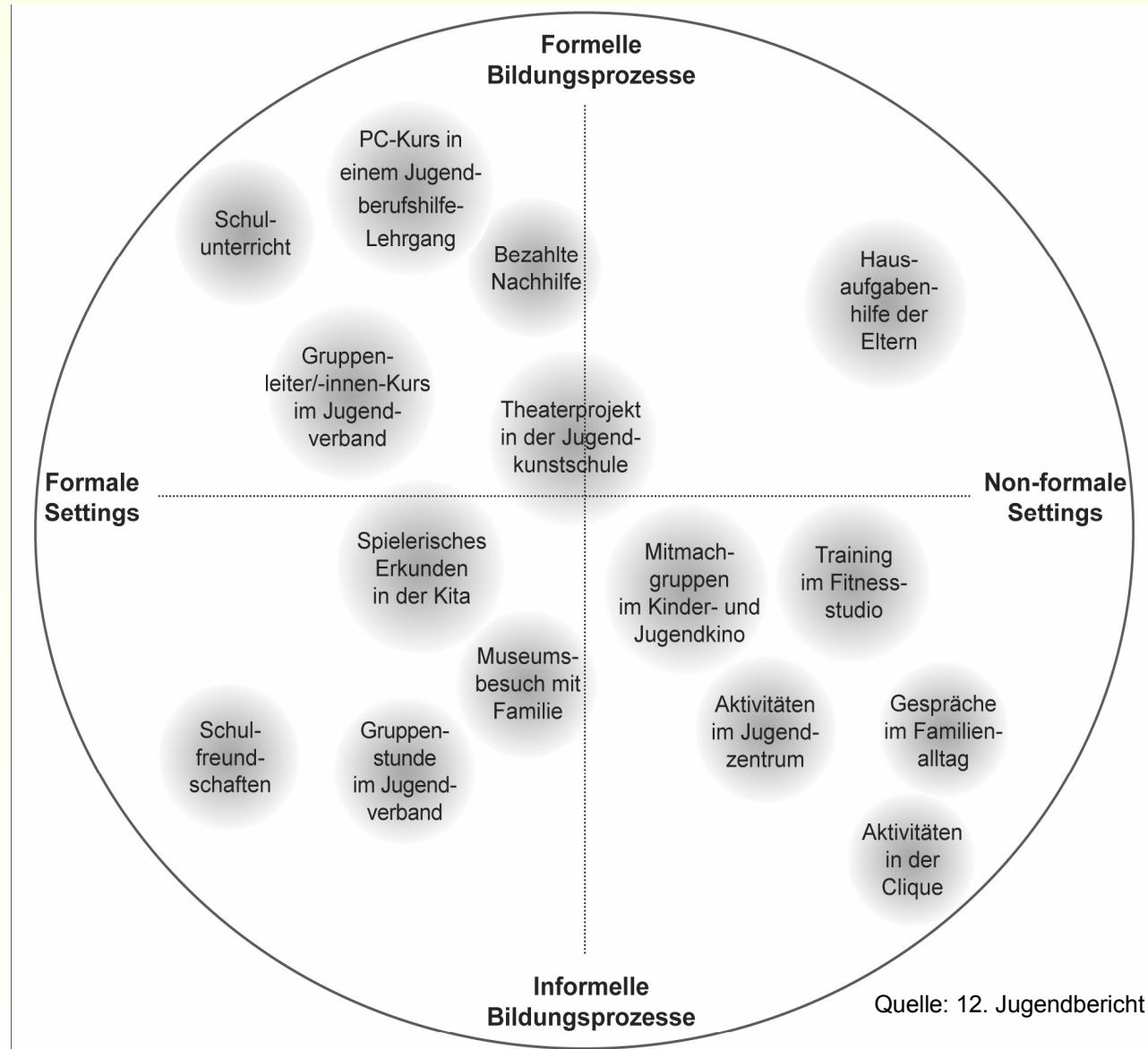
### 1.3 Types

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Quelle: 12. Jugendbericht (2005)

# 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)

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# Conclusion

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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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