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Useful terms in English for the field of extended education and a characterization of the field from a Swiss perspective

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Useful terms in English for the field of extended education and a characterization of the field from a Swiss perspective

Marianne Schuepbach

Abstract: In the last 20 years, interest in the field of extended education has been growing worldwide. Countries in the East and the West have been investing in developing systems to support student learning after traditional school hours. In this contribution, we first clarify concepts and terms currently used in Switzerland and then, from an international point of view, focus on possible useful terms in this new field in English. In the third part, we attempt to outline the field of extended education by means of basic points, illustrated using Switzerland as an example.

Keywords: Extended education, concept, term, characterization, Switzerland

Introduction

In learning societies today, there has been an increase in out-of-school time and extracurricular education for children and adolescents compared to the past. The last 10 to 20 years have seen numerous efforts to expand education and care opportunities to supplement schooling in almost every modern country in Asia, North and South America, Europe, and Australia. The discourse on educational contents and the importance of the education system has been shaped by the societal changes of the 20th century, including demographic and family changes, changing conditions of socialization, increased institutionalization of childhood, the need for better reconciliation of family and work life, the growth of electronic media, and the increased importance of schooling (Schuepbach, 2010). Thus, out-of-school time and extracurricular education are often seen as a possible response to growing challenges and demands, and expectations are manifold.

In modern countries, children and adolescents attend various public or private forms of educational opportunities outside regular school hours. They participate in school-, faith-, or community-based programs in the form of private tutoring or afterschool programs, or they enroll in all-day schools. In all of the countries, these programs focus on the social, emotional, and/or academic development of children and youth, and they are structured educationally to make it easier for the participants to learn general or specific contents. These

programs have common institutional features, as mentioned above, but their developments vary across the individual countries (Schuepbach & Lilla, in press).

Starting out from similar societal changes, the individual countries have developed extended education largely independently of one another. The developments even vary across regions, which is the case in federalist Switzerland, for example,¹ where different developments in this field can be found in the different language regions of the country and in part in the different cantons (states); the constitution of the different models and the choice of concepts and terms vary.

Alongside recent debates conducted in the national languages in the individual countries, from an international comparative perspective the research network WERA-IRN EXTENDED EDUCATION (WERA-IRN EXTENDED EDUCATION, 2018), an international network of the World Education Research Association (WERA), has been trying in recent years, among other things, to clarify and generate concepts and terms in English that are clear and understandable across regions and countries. The aim is to increase clarity and achieve high recognition value. In addition to this conceptualization and clarification, WERA-IRN is characterizing existing extended educational opportunities in this field according to key aspects. This characterization and the clarification of terms in English will provide an important basis for comparative education and especially for research on extended education from an international comparative point of view. In recent years, the term *extended education* has been used popularly to identify this field of education internationally.

In this contribution, we first clarify current concepts and terms in Switzerland. We then focus on possible useful terms in English in this new field from an international point of view. In the third part, we attempt to outline the field of extended education by means of basic points, taking Switzerland as an example. We propose this as a possible tool for structuring and describing the field of extended education in different countries.

Extended education in Switzerland: Current concepts and terms

Within a country, such as Switzerland, one will often find not only several differently organized extended education offerings for children and adolescents but also no uniform concepts and terms for one and the same offering. For instance, in the German-speaking part of Switzerland, the Swiss Conference of Cantonal Ministers of Education (EDK) and the Swiss Conference of Cantonal Ministers of Social Affairs (SODK) use the umbrella term *Tagesstrukturen*, which translates into English as ‘day structures.’ Day structures are defined as all extra-family care services meeting the needs of children and adolescents from birth to the end of compulsory schooling (or in special education, to the age of 20) (EDK & SODK, 2008, p. 1). A variety of models are found in Switzerland today in the schools or, supplementary to that, offered by different providers; they can all be subsumed under the

1 Switzerland is a federal state in which the Confederation, the cantons, and the municipalities cooperate on a federal basis and according to the principle of subsidiarity (Schuepbach, 2014). This means that the federal government enacts legislation and has responsibilities only in matters that cannot be sufficiently achieved by the smaller political units. It is the cantons that have supreme authority in matters of education.

umbrella term. The definition of day structures encompasses both education and care from early childhood through the school years. The term focuses on 'structuring the day' for children and adolescents, which is a phrase that is commonly used in social work. There is no explicit focus on education of children and young people. But we also find use of the terms *familienergaenzende Betreuungsangebote*, the direct English translation of which is 'extra-family care services,' and *schulergaenzende Betreuungsangebote*, or in English 'extra-school care services.' We have to consider that in Switzerland and also in many other countries, there are no uniform or officially binding English-language terms. The choice of terms also reveals the positioning of the offerings and the prevailing self-understanding of them. In the German-speaking part of Switzerland, the commonly used term *familienergaenzend*, or in translation 'extra-family,' expresses the idea that the family is no longer able to fulfill its responsibilities and that something supplementary is needed. The term *schulergaenzend*, or in English 'extra-school,' suggests similarly that support complementary to the school is needed. This calls for a change in the responsibility of the school and the family. In Switzerland, Herzog (1997) postulated already at the end of the last century that the school would have to find ways to put itself in an altered relationship with the new types of families. Herzog further stated that there would have to be a new balance in the relationship between the family and the school. Today, what is needed is a reciprocal adaptation by the school to the family and thus an expansion of educational functions on the part of the public sector.

However, in Switzerland the German term *Bildung*, or 'education' in English, is not found in this context. Instead, the term largely used is *Betreuung*, or 'care.' The professional discourse in the German-speaking part of Europe in recent years, in connection with this development, has indeed examined the question as to what "modern, up-to-date education" is today (Otto & Oelkers, 2006). Rauschenbach et al. (2004), for example, proposed an extended concept of education that gave more weight to non-formal and informal education in addition to formal education, which mean the following (Bundesjugendkuratorium, 2001, p. 23):

- Formal education: Formal education is hierarchically structured, is binding, leads to achievement certificates (credentials), and has a chronological sequence in the school, education and training, and university system.
- Non-formal education: Non-formal education refers to organized educational processes that are opportunities on offer and thus voluntary.
- Informal education: Informal education takes place unplanned, triggered by inner and external impetus; it is not a conscious process, there is no educational intention; it is learning acquired in work and play from family, friends, neighbors, the media. Informal learning contains an inductive process of reflection and action. At the same time, it is the indispensable prerequisite to and foundation upon which formal and non-formal educational processes build.

However, as one can see from the terms above, this discussion does not seem to have found a place in the minds of education and social policy makers and in administration in Switzerland. Instead, certain policy-making circles continue to ascribe mainly a custodial function to extended education. They maintain that children and adolescents are to be safely "attended to" and "kept safe." Here, education is a minor point.

What are useful terms in English in this new field from an international point of view?

In established research fields, commonly used terms and concepts have been developed in English (as the universal language of science). This allows the international scientific community in the social sciences to use, read, interpret, and evaluate them.

In the new research field of extended education, discussions on key concepts and terms have taken place up to now mainly in individual countries, in federalist countries, and even in regions. A variety of terms are used in each country's language(s). Even in countries that have the same official languages, different concepts and terms have sometimes developed in recent years, such as for example in the United States, the United Kingdom, and Australia. As mentioned above, in many countries there are no uniform or officially binding terms in English for the field of extended education. As a result, there are no key concepts and terms that can be understood cross-culturally or commonly understood in the scientific community. This means that the different concepts and terms in English used are selected depending on the particular researcher or country of origin; they are then read by the target audience, which interprets and evaluates them depending on their own backgrounds.

In the WERA-IRN EXTENDED EDUCATION research network (WERA-IRN EXTENDED EDUCATION, 2018), we are attempting to clarify and generate concepts and terms in English that are understandable across regions and countries.

Due to the existing great variety of terms used in English-speaking countries, with concepts that are situated in the particular context, a new umbrella term was chosen: extended education. In my view, 'extended education' has up to now not gained currency in the English-language cultural context. The concept and term 'extended education' focuses neutrally on extension of the regular school day. In addition, there is an extended concept of education—formal, non-formal, and informal education—behind it (see above, Bundesjugendkuratorium, 2001). Based on definitions by Little (2007) and Mahoney, Larson, Eccles, and Lord (2005) for this field in the United States, we propose the following definition, which is intended to be culturally independent and non-cultural:

Extended education represents a multitude of programs/activities/offerings, among other things, that provide children and adolescents with a range of supervised activities designed to encourage learning and development, for children to be supervised and safe, and extending the regular school day. Some of them pursue general goals, such as psychological well-being and social competence, others focus on specific educational outcomes and goals. They are extracurricular, meaning that they are non-credential and voluntary. They can be offered in school-, faith-, and community-based settings, for any age range, and can be held before school (in the morning), between school hours (lunchtime), after school (afternoon), on weekends, or during school vacation.

Further, a variety of terms are used in the languages of each country. It is not meaningful to limit usage to just one term in English, because the terms used do not have exactly the same meaning and would not fit in every case—particularly as there are different forms of extended education all over the world. Some adequate terms having different focuses seem to be, among others:

- Program: This is “a set of related measures or activities with a particular long-term aim” (Oxford Living Dictionaries (English), 2018). Program means that, e.g., a child or

adolescent voluntarily takes part in a specific program with a particular long-term aim. This participation at certain times—with a starting time and end time, conducted regularly—takes place in a group of regular participants (who have registered for the program).

- **Activities:** These are many different ‘guided activities’ led by adults or ‘free play activities’ in an educational setting (EduCare-TaSe, 2013). The activities are extracurricular. ‘Guided activities’ means that, e.g., a child or an adolescent voluntarily takes part in a course or activities with a particular long-term aim; these courses or activities at certain times—with a starting time and end time, conducted regularly—take place in a group of regular participants who have signed up for these activities. In addition, there is supervised ‘free play’ in an extracurricular educational setting. ‘Free play’ means that students may choose freely among various activities and may also change their activities (EduCare-TaSe, 2013).
- **Offering:** ‘Offering’ is the most general term. It is something that you give or offer to someone, who can choose to take part in it. There are specific or general aims concerning the child’s or adolescent’s development or concerning supporting the family through child care. Offering comprises all forms of extended education; it is the broadest term.

The field of extended education: Basic points and a characterization

Mahoney et al. (2005), providing definitions and a characterization for the diverse field of organized activities in the United States, defined organized activities as “characterized by structure, adult supervision, and an emphasis on skill-building”; “[...] These activities are generally voluntary, have regular and scheduled meetings” (p. 4). Further, they characterized these activities according to basic points. This will serve as an initial starting point for the following characterization.

Based on Mahoney et al. (2005), we try to outline the field of extended education,² illustrated using Switzerland as an example (see Table 1). This is a tentative characterization tool.

2 Extended also to include free play activities.

Table 1. The Field of Extended Education: A Characterization

Extended education	Aspects	Aspects, e.g., in Switzerland
(a) What is the age range of the participants?	<ul style="list-style-type: none"> • School-age children and adolescents in compulsory schooling • General goals versus specific goals • Goals promote positive development 	<ul style="list-style-type: none"> • Children and adolescents from the age of 4/6 to 12 years → ISCED 020, ISCED 1 • Only programs with general goals and almost no specific goal-oriented
(b) What is the focus?	<ul style="list-style-type: none"> • Academically oriented, social competencies oriented, or recreational orientation 	<ul style="list-style-type: none"> • Mostly social competencies oriented, and a recreational orientation, except homework support, which is academically oriented.
(c) What form does it take?	<ul style="list-style-type: none"> • Guided activities • Supervised free play activities 	<ul style="list-style-type: none"> • Mostly supervised free play activities
(d) When does it take place?	<ul style="list-style-type: none"> • Before school (in the morning), between school hours (lunchtime), after school (afternoon), on weekends, or during school vacation • Private organization: group of nongovernmental organizations (NGOs) and non-profit organizations (NPOs) 	<ul style="list-style-type: none"> • Between school hours (lunchtime), after school (afternoon) • Mostly public organization • Most offerings are organized by the municipality, some by the municipality and canton together; initial funding on country level
(e) Who is the provider?	<ul style="list-style-type: none"> • Public organization: realized on different levels, such as municipality level, state-, and/or country level • School, faith, or community based • Different institutional ties 	<ul style="list-style-type: none"> • (a) an entity in content and structure, school based
(f) Where is it located?	<ul style="list-style-type: none"> • Separated in structure and/or content from school versus entity in structure and/or content, school-based • Intended: all children and/or adolescents versus only a special group of children and/or adolescents 	<ul style="list-style-type: none"> • (b) clearly separated in structure and/or content from school, mostly community based • Intended: all children and in rarer cases for adolescents
(g) Who participates?	<ul style="list-style-type: none"> • Only a self-selected group participates 	
(h) What is the professional background of the staff?	<ul style="list-style-type: none"> • No specific certifications • Specific certifications • Heterogeneous situation 	<ul style="list-style-type: none"> • No specific certifications • Specific certifications • Heterogeneous situation

In the following section the aspects of characterization are discussed in more detail. Each point then includes relevant information in general and then focuses on the context in Switzerland.

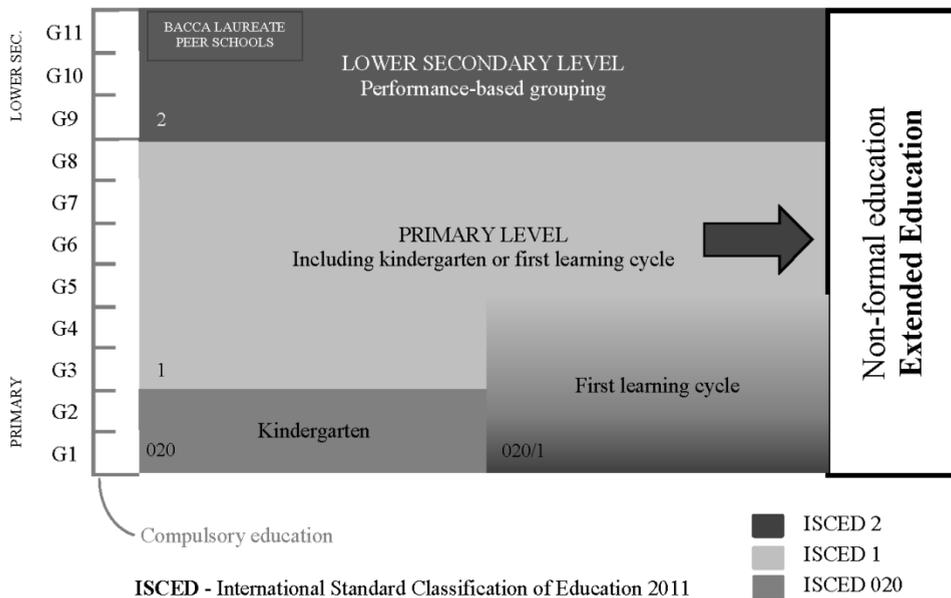
(a) What is the age range of the participants?

For the United States, Mahoney et al. (2005) subsume children and adolescents 6 to 18 years of age as the age range in the field of extended education. This corresponds to the age of children and adolescents in compulsory education in the United States, where many states require school attendance up to age 17 or 18.

The period of compulsory education and thus formal schooling in Switzerland is to 11 years total. The primary level—including 2 years of kindergarten or a “first learning cy-

cle”³—comprises 8 years. Generally, compulsory education begins at age 4. Following the International Standard Classification of Education (ISCED), this is ISCED 020 pre-primary education and ISCED 1 primary education. The lower secondary level is 3 years and corresponds to ISCED 2 lower secondary education. Figure 1 below also adds non-formal education, which was not shown in the original figure taken from the Swiss Conference of Cantonal Ministers of Education (EDK). This field comprises extended education in Switzerland: non-formal education during the compulsory school years. This means that extended education in Switzerland would apply to children and adolescents from around the age of 4/6 to 19 years, or ISCED 020, ISCED 1, and ISCED 2. However, at the present time in Switzerland, extended education is not found at the lower secondary level (ISCED 2), which means that the actual age range is from around 4/6 to 12 years.

Figure 1. The Swiss education system: Formal education and non-formal education (extended education) (adapted from “Swiss education system EDK” (Formation.ch, 2018)).



(b) What is the focus?

The focus is on non-formal education. In general, extended education is in out-of-school time and is extracurricular. It is part of non-formal education, meaning that it is non-credentialed and voluntary. The offerings extend (traditional) schooling, which means that they extend the child or adolescent’s school day. They are education and/or care opportunities.

3 The first learning cycle encompasses kindergarten plus the first or first and second years of primary school.

The programs have different orientations and goals. Extended education pursues general goals versus specific goals. The aim is to promote positive child and adolescent development through, among other things, academic support, educational enrichment, STEM (science, technology, engineering, and math), cultural and social development, recreation, sports, fitness and wellness, visual and performing arts, tutoring and homework help, civic engagement, leadership skills, career exploration, service learning, college preparation, and development of the whole child (Little, 2007). In general, extended education can be academically oriented, social competencies oriented, or have a recreational orientation.

In Switzerland today, almost all offerings have general goals and almost no offerings are oriented towards specific goals. Extended education is mostly social competencies oriented and has a recreational orientation, except for homework support, which is academically oriented.

(c) What form do the activities take?

There are various forms of extended education activities. There are ‘guided activities’ led by adults; they have a certain starting time and end time, are conducted regularly, and take place in a group of regular participants. In addition, there is supervised ‘free play’ in an organized, educational setting. Free play means that students may choose freely among various activities and may also change their activities.

The EduCare-TaSe study, conducted in open-attendance all-day primary schools in the German-speaking part of Switzerland,⁴ found that, free play—and thus free play activities versus guided activities—clearly predominate. Further, the study found that free play is very important in all-day schools and that the children have considerable free play opportunities. At almost all all-day schools, extended education offerings mainly include exercise and sports and handicrafts and art activities (Schüpbach, von Allmen, Frei, & Nieuwenboom; Schuepbach, Rohrbach-Nussbaum, & Gruetter, 2018). As for ‘guided activities’ led by adults, homework support is offered at almost all all-day schools. It appears to be a supporting element that, according to statements by persons responsible for extended education, is the main reason for some parents to sign up their children for extended education. Another central element is meals, mainly lunch and afternoon snack. Frequently offered in the all-day schools are guided activities in the areas of recreation, exercise, health, and social learning, with sports activities making up the largest share (Schuepbach et al., 2017; Schuepbach et al., 2018). It must be mentioned here that these are not goal-oriented *courses* or *programs* providing targeted instruction on a topic a semester long. All in all, the current focus is on free play activities.

4 All-day schools, a form of extended education, are defined by the EDK as schools with all-day offerings (including lunch) on several days per week (EDK, 2013). These are extracurricular offerings that are usually under the care of the school principal and are conducted by a director of extended education. Some all-day schools have compulsory extended education, which means that all students attend certain offerings in addition to regular hours of school instruction. Much more common are open-attendance all-day schools, where the children attend regular hours of school instruction and may voluntarily attend optional modular offerings (Schuepbach, 2010). The open all-day school has fixed regular hours of school instruction plus optional extended education offerings attended by a part of the students.

(d) When does it take place?

Extended education can be held before school (in the morning), between school hours (lunchtime), after school (afternoon), on weekends, or during school vacation (Little, 2007; Mahoney et al., 2005).

In Switzerland today, as mentioned above, different models exist, and similar models are often given different names. In general, extended education is the most common during lunchtime and after school. All students attend regular hours of school instruction, but only a part of the students attend extended education—in the morning before school, over lunchtime including lunch, and/or in the afternoon after school. Students not utilizing extended education are at home during those times and, for example, have lunch at home.

(e) Who is the provider?

In Taiwan, for example, extended education is run by public (government) and especially by private organizations; a group of nongovernmental organizations (NGOs) and non-profit organizations (NPOs) have also committed themselves to offering extended education programs (Schuepbach & Huang, in press). Especially in countries with a decentralized organization, public (governmental) extended education is realized on different levels, such as the municipality, state, and/or country level.

In Switzerland, you often find public extended education. There is also extended education organized by foundations or associations, or NPOs. Additionally, in recent years there has been an increase in NGOs as providers. Depending on the canton, the public extended education offerings are organized by the Department of Education or the Department of Social Affairs. Public programs are realized on different levels. In Switzerland, with its federalist organization, most offerings are organized by the municipality. Some of them are provided by the municipality and the canton⁵ together. Recent years have seen initial funding on the country level⁶ (EDI & BSV, 2016), which has benefitted the set-up or restructuring of some offerings for school-age children and youth.

(f) Where is it located?

In general, extended education is school, faith, or community based (Mahoney et al., 2005) and located in a variety of settings, including public facilities such as schools, libraries, parks and recreation or community centers, colleges and universities, and private facilities.

Further, there are differences in the institutional ties of extended education. In some countries, such as the United States, extended education is mostly clearly separated in structure and/or content from school instruction in school time or out-of-school time. In contrast, Switzerland and German-speaking countries as a whole are establishing and further developing all-day schools. In Switzerland, for example, all-day schools are schools that have extended education activities (including lunch) on several days per week (EDK, 2013). Some all-day schools have compulsory extended education, which means that all students attend extended education in addition to regular hours of school instruction. Much more

5 Comparable to states in the United States.

6 Federal Law on Financial Assistance for Childcare (2003 to 2019).

common are open-attendance all-day schools, where the children attend regular hours of school instruction and may voluntarily attend optional extended education (Schuepbach, 2010). The all-day school is designed to be an educational and organizational unity, or entity, in content and structure. The whole all-day school is usually under the care of the school principal, with extended education being led by a director of extended education. This model can be found in several cantons but not always under the term ‘all-day school.’ However, there are also models in Switzerland where extended education is clearly separated in structure and/or content from the school, and these offerings are mostly community based. However, in all forms in Switzerland, homework support is an important element and tie between school instruction and extended education.

(g) Who participates?

Extended education addresses different groups of children and/or adolescents: it focuses on all children or/and adolescents versus only a special group of children or/and adolescents. Alternatively, only a self-selected group participates versus all children or/and adolescents have the same chance to participate. On the one hand, in the United States for example, there are afterschool programs that have a clear focus content-wise and follow specific goals that are often for a certain group, mostly at-risk children or adolescents. On the other hand, in Germany’s all-day schools, for example, extended education targets all children and adolescents. It is the same situation in Switzerland: Almost all offerings are intended for all children and, in rarer cases, for adolescents.

(h) What is the professional background of the staff?

In many countries, the staff’s professional background is very heterogeneous, and by no means all of the staff have degrees in education. In the United States, program directors, or site coordinators, typically “are recent college graduates and have some work experience in education and/or child care” (Khashu & Dougherty, as cited in Vandell & Lau, 2016, p. 54), and “there are no specific certifications or clearly demarcated educational program to prepare site coordinators for their myriad of managerial and instructional duties” (Vandell & Lao, 2016, p. 54). Numerous countries are facing such problems in connection with the fast-growing field of extended education. In contrast, in Sweden most of staff working in the Swedish School-Age Educare activities are trained School-Age Educare teachers who have completed a three-year university-based teacher education program. There are no volunteers working at the Swedish School-Age Educare centers (Klerfelt, 2017). Worldwide, there is increasing discourse on professionalization and professionalism in extended education (Schuepbach, 2016).

In Switzerland, the professional backgrounds of extended education staff are very heterogeneous. Some staff are teachers, others have a background in education in general, most of them have vocational education and training, and some of them have no professional background in education at all.

Conclusions

In this contribution from a Swiss perspective, we looked at concepts and terms for the newly developing field of out-of-school time and extracurricular education for children and adolescents. A critical discussion of current concepts and terms, based on those used in the German-speaking part of Switzerland, points up that the concepts and terms reveal that the societal discussion on the (changing) responsibilities of the school and the family has still not been concluded. Extended education is called, among other things, *schulergaenzend* [extra-school] or *familienergaenzend* [extra-family]. But in the present-day professional discussion, this rapidly developing field is being viewed not so much as a complement to an institution that is not fulfilling its task but rather, and much more, as an extended concept of education that has become necessary as a response to societal changes in the last decades and that is thus also needed by the school and the family.

Discussions on the key concepts and terms in this new research field have up to now taken place mainly in individual countries, with the result that there are a variety of terms used in each country's language(s). And in English as the language of science, there are as yet no key concepts and terms that can be understood cross-culturally or for which there is a common understanding in the scientific community. Recent use of the umbrella term 'extended education' has been attempt to establish a culturally independent term. In this contribution, we looked at the concepts behind it and proposed a culturally independent and non-cultural definition. The definition is intended to work out the commonalities in extended education as well as to take into account the characteristics of the very different forms of extended education found worldwide.

Starting from the definition, we attempted a characterization with the aid of basic points. A characterization tool was developed and applied to Switzerland as an example. We hope that the tool can be applied to other countries as well and thus lead to an initial overview for international comparative education research.

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