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Stephan Kielblock

“Schools can ignore what lies beyond their gates, but they cannot escape it!”

Colleen Cummings, Alan Dyson, & Liz Todd: *Beyond the School Gates.*

Can Full Service and Extended Schools Overcome Disadvantage?

Oxford: Routledge 2011 101

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Swiss National Report on Research on Extended Education

Marianne Schüpbach and Benjamin von Allmen

Abstract: The purpose of this article is to give an overview of research on extended education in Switzerland and to point out the gaps in the field. In Switzerland official education statistics and research on extended education are still in their infancy. This is directly associated with the fact that extended education has only been widely discussed within the last 10 years and has begun to be implemented within the last five years. Some studies on extended education are available in Switzerland in four areas: (1) data on official education statistics and studies on availability and use of and demand for extended education, (2) evaluations of all-day schools, (3) studies on quality and effectiveness of all-day schools, and (4) studies on collaboration in all-day schools.

Keywords: Research review, extended education, all-day schools, extracurricular activities, Switzerland

1 Extended Education in Switzerland: An Introduction

In Switzerland, extended education of school-age children and adolescents has been an important topic for about 10 years now. There are economic-political, socio-political, and educational-political grounds for the expansion of these offerings. An important education policy argument is that extended education can better facilitate positive development of children with their individual strengths and competencies and in addition can provide more educational opportunities for children at risk. A differentiated range of various time models is in the process of being established in the schools or supplementary to school. This variety is also reflected in the terms currently used in the context of education and care. In documents issued by the Swiss Conference of Cantonal Ministers of Education¹ (EDK) and the Swiss Conference of Cantonal Ministers of Social Affairs (SODK), for example, the term *Tagesstrukturen* (or ‘day structures’ in English) is used. 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). Day structures comprise early child care and education services and extended

¹ Switzerland is divided into 26 cantons, or states.

education offerings for school-age children. In the following, our discussion on extended education focuses on extracurricular offerings for school-age children.

In 2007 in the framework of national educational reform to harmonize compulsory schooling in Switzerland (cf. EDK, 2007) all cantons were obligated to provide (mainly fee-based) extended education offerings meeting the needs of children. The cantons are obligated to cooperate with the federal government on education matters, but they have the right to organize their education structures independently (cf. EDK/SODK, 2008). The education system in federalist, multi-language Switzerland stands out with its strong anchoring in the local commune, canton, and language region. The main responsibility for education is in the hands of the 26 cantons. For this reason there are also no national guidelines on the organization of extended education. Some cantons, such as the Canton of Basel-Stadt, Bern, and Zurich, have regulated extended education offerings in their cantonal public school laws. In other cantons, this is not yet the case. As a result of this leeway, different forms of extended education offerings are being set up across the cantons, and similar offerings are referred to by different names.

There are also important differences among the three large language regions of Switzerland.² In the German-speaking part of Switzerland, there are extended education offerings from public and private providers, whereby the majority of the public offerings are in the form of what is called ‘all-day schools.’ An all-day school is a school with an all-day program consisting of the regular hours of school instruction plus extended education offerings. This means that in addition to regular instruction, the school provides morning, lunchtime, and afternoon education and care (cf. Schüpbach, 2010). As to their organization, in Switzerland as in Germany a distinction is made between all-day schools with “open” or “compulsory” all-day attendance (*offene/gebundene Ganztagschule*). The compulsory attendance all-day school has fixed obligatory school hours in the morning and afternoon, in part rhythmized, for all students and is usually a public school. The open all-day school has fixed regular hours of school instruction plus optional offerings attended by a part of the students, mostly concentrated on lunchtime, games, sports, and recreational activities and homework help from teaching and social pedagogy staff. These extracurricular activities can be provided by the school or an outside organization (cf. Holtappels/Heerdegen, 2005). Current developments in Switzerland show a trend towards the establishment of mostly open attendance all-day schools. Other providers of extended education in the German-speaking part of Switzerland are, for instance, clubs/associations (sports, music, other), churches, or neighborhood organizations. Quite common are after school care clubs with homework help, recreational activities, and lunch clubs (cf. Schüpbach/Jutzi/Thomann, 2012).

In French-speaking Switzerland, the greater part of the extended education offerings established is not offered by the school but rather by other public and private providers. These are usually lunchtime and after school programs that children (and parents) can choose to attend and that can be combined flexibly (cf. IRDP, 2012). They are largely comparable to the extended education offerings offered by non-school providers in the German-speaking part of Switzerland. The names for these vary from canton to canton also in French-speaking Switzerland. For example, the

2 The four national languages of Switzerland (official languages at the national level within the Federal Administration of the Swiss Confederation) are German, French, Italian, and Romansch (which is spoken only by an exceedingly small segment of the population).

term *animation parascolaire* [extracurricular animation] is used in the Canton of Geneva, and *unités d'accueil pour écoliers* [unity center day care for school-age children] is common in the Canton of Vaud (cf. Chavez, 2004).

In the Italian-speaking part of Switzerland (the Canton of Ticino), there are lunchtime offerings for school-age children called *servizio pasti a mezzogiorno* [lunch service] and also after school care offerings called *servizio di orario prolungato* [after-school service] (cf. Branca/Paglia, 2011). In the school year 2011/12, these two services were offered at more than two-thirds of all schools in Ticino. Particularly the lunch programs have been expanded in the last few years: In the school year 2005/2006 they were offered at 44 % of the schools, and now they are available at 67 % of schools (cf. Branca/Paglia, 2011). The staff persons for these extended education offerings are sometimes the teachers themselves but are mostly other education professionals.

2 Research Overview: Studies on Extended Education in Switzerland

In this section we present an overview of research on extended education. In Switzerland, studies in this young field of research have been conducted in four areas:

- data on official education statistics and studies on availability and use of and demand for extended education (section 2.2)
- evaluations of all-day schools (section 2.3)
- studies on quality and effectiveness of all-day schools (section 2.4)
- studies on collaboration in all-day schools (section 2.5).

Review Method

We conducted an extensive review of the literature on extended education, carrying out searches using relevant search terms in German, French, and Italian in different education databases (pedocs, FIS-Bildung, ERIC), library catalogues (IDS BaselBern, swissbib, Springer EBooks), online search engines (Google Scholar, E-Journalliste), and websites on national, official education statistics (www.bfs.ch; www.edk.ch). The searches revealed that little national data exists and that the studies available were conducted mainly in the German-speaking part of the country. For this reason, we contacted experts in the French and Italian-speaking parts of Switzerland and asked them if there were any studies that our searches had not located. However, as the following overview shows, there are in fact no studies available up to now on this topic in either of those two parts of the country.

Data on Official Education Statistics and Studies on Availability and Use of and Demand for Extended Education

In Switzerland, the availability and use of extended education is captured in the framework of the national, official education statistics. The data is available from the Federal Statistical Office (FSO) and in part from the EDK. In addition, findings are available from a study on the demand for extended education.

Official Education Statistics on Availability and Use of Offerings

When investigating the availability and use of extended education offerings, the different services and the different terms used in different parts of the country pose a challenge for education statistics. Also, the different political authorities in the individual cantons must be taken into account. At the cantonal level, the authorities in charge may be located in the social services department and/or the department of education. What complicates this even more is that the responsibilities of the preschool and the school – which are often reported together in the official statistics – can also be differentiated. These are probably the main reasons why the data on extended education offerings are rather sparse in Switzerland (cf. SKBF, 2011).

The FSO collects household data at regular intervals on the use of extra-family child care services for preschool and school-age children (cf. FSO, 2010). The data show basically that the number of households using extra-family child care services has increased in recent years. Whereas in 1991 14 % of all households with children under the age of 15 used extra-family child care services, the corresponding figure had increased to 30 % about 10 years later, and in 2009 it was over 39 % (cf. FSO, 2010). The FSO also records the use of institutional services by families with children and adolescents under the age of 15. Institutional services include services for early childhood and preschool and school-age children, which in 2009 were used by 28.7 % of all households with children under the age of 15. In addition, the EDK – usually the information and documentation center (IDES) affiliated with the EDK – collects data on the cantons' status regarding various indicators for the education system in Switzerland. Since only recently, a specific survey on the availability of extended education is also conducted. In the school year 2011–2012, about one-fifth of all cantons offered extended education at all primary schools. In about one-half of the cantons, extended education offerings are available at some schools, and in some cantons, no extended services are available (cf. EDK, 2012). The very heterogeneous and imprecise data from many cantons shows that data collection for this indicator is not yet sufficiently differentiated in most of the cantonal education statistics.

Demand for Offerings for Extended Education

Extended education offerings for school-age children have increased in recent years. But the availability varies greatly across regions and provision is not yet sufficient to cover all children (cf. Schüpbach, 2010). On behalf of the four cantons Aargau, Basel-Landschaft, Basel-Stadt, and Solothurn, the consulting group INFRAS produced estimates and forecasts of future demand for extended education provision.

Future demand was defined as the demand that parents would express if they had a free choice between private child care and different extended education offerings (cf. Infras/Mecop/Tassinari, 2008). Using a simulation model for an econometric estimate and based on empirical data from a survey with a representative sample of families with children between the ages of 4 and 16 ($N = 905$), current and future demand were estimated for families with children from age 4 to 12. The highest potential future demand was found for the Canton of Basel-Stadt, a city canton: 79 % of these families would utilize lunch offerings twice per week and child. 74 % would use after school care. The lowest potential future demand was found for the Canton of Solothurn, which is a rather rural canton (66 % would use lunchtime care, 51 % after school care). The results of the demand study showed that there is a significant demand for extended education offerings (Infras/Mecop/Tassinari, 2008). This was also confirmed by analyses conducted in 2005 by the FSO in the context of the Swiss Labor Force Survey (SLFS/SAKE). 26 % of working mothers with at least one child must limit their work-time percentage due to their family care responsibilities. 44 % stated that lack of extra-family child care services was a reason for not working or for not extending their work-time percentage (cf. FDHA/FSO, 2008). There are no studies available on demand for extended education offerings in the French or Italian-speaking parts of Switzerland.

Evaluations of All-Day Schools

In the wake of discussions on the establishment of extended education offerings, particularly all-day schools, a number of all-day schools have been evaluated in recent years in the German-speaking part of Switzerland (cf. Baier et al., 2009; Fraix/Roth 2009; Forrer/Schuler, 2010). We know of no such evaluations in the French and Italian-speaking parts of the country. In the German-speaking region, largely pilot projects were evaluated, and the purpose was to aid local education policy decision-making concerning continued operation and further development of the all-day schools. The evaluation studies used a *cross-sectional design* and collected data mainly by means of questionnaires and interviews. The survey participants were mainly teachers, other education professionals, heads of all-day schools, parents, and in some evaluations also students.

In Basel four pilot schools (preschools and primary) were evaluated in 2008 that were moving towards becoming all-day schools (beginning in 2007). This was one of the broader evaluations conducted (cf. Baier et al., 2009). The evaluation found that over 90 % of teachers and other education professionals were satisfied with their work at the all-day schools. This was the case even though about one-fourth of the staff found the transition to an all-day school a burden. Staff persons were the least satisfied with their pay. About 70 % of parents were satisfied with the infrastructure, organization, and various aspects of the quality of the all-day schools. About two-thirds of all children surveyed were satisfied with their teachers and other education professionals and would have liked to attend the extended education offerings every day (cf. Baier et al., 2009). Overall, all surveys found high acceptance of all-day schools by teachers and parents (cf. Baier et al. 2009; Forrer/Schuler, 2010).

Studies on Quality and Effectiveness of All-Day Schools

In the area of studies on quality and effectiveness of all-day schools in Switzerland, only initial findings are available. In the German-speaking region of Switzerland, the first study on this topic was conducted from 2006 to 2011; in the French and Italian-speaking parts of the country there are no findings available as yet. The available study is the EduCare study (cf. Schüpbach/Herzog/Ignaczewska, 2013) funded by the Swiss National Science Foundation. This quasi-experimental longitudinal study investigated the quality and effectiveness of extended education for children aged 6 to 9. In the study design there were two comparison groups: students at all-day schools who attended extended education intensively and students who were at schools with regular hours of instruction and who did not attend any extended education offerings. The criterion for intensive participation was attendance at least three days and for a minimum of 7.5 hours a week over a time period of two school years. The sample comprised $N = 295$ students in 43 school classes at 35 primary schools in 11 cantons. Data was collected using questionnaires for students, their parents, teachers and other education professionals at all-day schools and through standardized observations. There were estimated latent linear growth curve models with three measurement time points, using the option ‘type = complex’ in Mplus (cf. Schüpbach/Herzog/Ignaczewska, 2013). The study produced findings in four main areas:

Effects of Extended Education on Student Achievement

Regarding the development of *mathematics achievement* from the end of Grade 1 to the end of Grade 3, the EduCare study found that students who attended extended education intensively showed greater gains than students who attended regular school instruction only and no offerings. Taking into account individual and family background factors (controlled for IQ and family promotion and stimulation³), extended education and intensive participation in those offerings had a positive effect as compared to obligatory hours of school instruction only with no attendance in extended education (Schüpbach/Herzog/Ignaczewska, 2013). Regarding *language achievement*, the study showed that students who attended extended education, starting with significantly lower achievement in language after one school year, showed greater improvement in their language achievement at the end of Grade 3 than students who attended regular school instruction only (controlled for IQ and social background) (cf. Schüpbach, 2012a). That means that students who attend extended education can have better development of mathematics and language achievement. According to the latest findings of studies on all-day schools conducted in Germany, intensive attendance has a positive effect on school grades (Kuhn/Fischer, 2011). Bellin/Tamke (cf. 2010) found the same results when studying the same age group as in the EduCare study. In addition, studies in the United States also found a largely positive association between attendance at after school programs and student achievement (cf. Durlak/Weissberg, 2007). Thus, the EduCare findings agree with the U.S. findings and are even slightly more positive than the latest findings in German-speaking Europe.

3 Familial process quality.

Effects of Extended Education on Social-Emotional Development

The EduCare study found that at the end of Grade 1, children that attended extended education at all-day schools did not have better *social-emotional development* than students that attended regular school instruction only at the end of Grade 3 (controlled for gender, IQ, and social background) (cf. Schüpbach/Ignaczewska/Herzog in press). In a study in Germany on all-day schools, Fischer/Kuhn/Klieme (2009) found that a longer period of regular attendance at extended education offerings of high quality (as rated by attendees) had a positive effect on prosocial behavior. More positive effects than in the EduCare study were found by Fischer/Kuhn/Züchner (2011) regarding problematic social behavior. Studies conducted in the United States found that after school programs can be said to benefit children only when educational quality is taken into account (cf. Mahoney et al., 2005). Thus, the EduCare findings are only in part consistent with the results of international studies.

Effects of the Educational Quality of Extended Education Offerings on Development

The EduCare study also found – when focusing only on students that attended extended education and additionally considering *intensity of attendance* and the *quality of extended education*⁴ – that children who attended extended education intensively in Grade 1 or children who attended good-quality extended education (and particularly children who did both) benefitted in their development of mathematics achievement from the end of Grade 1 to the end of Grade 3 (controlled for IQ, and family promotion and stimulation) (Schüpbach submitted). Intensity of attendance and educational quality also had positive effects on social-emotional development of students that attended extended education. When additionally considering intensity of attendance and the quality of extended education offerings, EduCare found that students who attended extended education intensively and attended a wide range of good quality activities benefitted the most in their development, independently of their social background (controlled for gender, IQ, and social background). Further, students who attended extended education offerings that were well-structured educationally developed greater social-emotional strengths and fewer behavior difficulties, independently of their social background (Schüpbach/Ignaczewska/Herzog in press).

All in all, the findings of the EduCare study confirmed that there is an association between the educational quality of extended education and the development of mathematics achievement in children attending extended education offerings (cf. Mahoney et al., 2005). In line with current research (cf. Fischer/Kuhn/Klieme, 2009), the EduCare study showed that the dosage – that is, the amount of time that children spend participating in extended education – is important. Regarding social-emotional development in particular, however, the study also showed that different quality factors had different effects on the child depending on the developmental area.

4 In this study, quality means “process quality” of the offerings in the six quality areas or subscales space and furnishings, health and safety, activities, interactions, program structure, and staff development (cf. Tietze/Rosbach/Stendel/Wellner, 2005).

Compensatory Effects With Regard to Low Family Promotion

Another question is whether extended education at the start of primary school can compensate for low family promotion and stimulation – the family’s process quality – of the child’s development and thus primary disparities. In the EduCare study, controlling for individual background variables, in mathematics achievement and language achievement students with low family developmental promotion who attended extended education did not catch up to the other students from the end of Grade 1 to the end of Grade 3. Here there was no compensatory effect of the all-day school in this group of children (cf. Schüpbach, 2012a; Schüpbach/Herzog/Ignaczewska, 2013). Similarly, in Germany Schröder-Lenzen/Mücke (cf. 2010) found that the all-day school had no compensatory effects on primary school children. In a meta-analysis of studies with developmentally at-risk children in the United States, Lauer et al. (cf. 2006) found more positive effects of attendance at after school programs than the EduCare study found for Switzerland.

Studies on Collaboration in All-Day Schools

In the course of the development of extended education in Switzerland as well as in other German-speaking countries, collaboration between different professions and a close connection between instruction and offerings of extended education is becoming a main element of quality and an instrument of innovation in many all-day schools. Multiprofessional collaboration in all-day schools is a topic that is now receiving more and more attention in educational administration and research. Multiprofessional collaboration can refer to collaboration between education professionals in all-day schools (teachers and other pedagogical professionals) and professionals outside the school (such as social workers, youth workers, people working in associations or local industries) in extended education in a community-based setting.

In research in Switzerland, only two studies are available at present on the topic of collaboration in all-day schools: a study by Schüpbach/Jutzi/Thomann (2012) on forms of collaboration and conditions that promote or hinder collaboration at all-day schools, and an evaluation by Forrer/Schuler (2010) (see also section 2.3 above), which also examined forms of collaboration in open and compulsory all-day schools.

The qualitative study by Schüpbach/Jutzi/Thomann (cf. 2012) analyzed 10 all-day schools that showed good collaboration and are located in five different cantons in the German-speaking part of Switzerland. The survey was conducted using a problem-centered interview with the school administration and focus group discussions with teachers, other education professionals, and stakeholders in the local communities. The results showed that there were different forms of collaboration at all all-day schools. They differ considerably in their form and intensity. There are student-oriented and situation-specific forms of collaboration between school-based and community-based actors. Informal forms of cooperation, such as discussions between teachers and education professionals, are common. A similar picture is found concerning collaboration with community-based actors. The findings regarding promoting and hindering conditions revealed that three main areas of conditions of collaboration practices – institution, team, and interpersonal processes – proved to be relevant in the whole sample of all-day schools. In comparison with the differ-

ent areas of collaboration (school-based vs. community-based), the study also found three types of collaboration:

(1) *School-oriented type* (Classes and extended education build an organizational unity supported by the community canton. The extended education offerings are on school premises and there is intensive informal collaboration between the different professionals.)

(2) *Mixed/intermediate type* (Extended education offerings are supported by associations, and foundations. They can take place either on school premises or elsewhere, and a contract regulates the collaboration.)

(3) *Community-oriented type* (Classes and extended education can be either an organizational unity supported by the community canton or supported by different supporters. This type is oriented to the community and has collaborations in the school and with professionals outside the school in a community-based setting.)

Additionally, the results showed specific conditions of good collaboration practices inside and outside the school in these different types of schools. A favorable condition for the *school-oriented type* was the infrastructure of the area; teacher and other professionals work in the same school building and can easily network in an informal way. Further, participation of teachers in the offerings was favorable for good collaboration. For the *mixed/intermediate type*, especially formal forms of collaboration were found. Another favorable condition was clarified competencies of the different professionals, e.g. in the case of homework. For the *community-oriented type*, formal and informal forms turned out to be important for good collaboration between different professionals. In this type especially financial support from the canton and/or the community promoted good collaboration practices outside the school. Finally, the communication between the stakeholders was found to be important in all types. One central conclusion of the study was that in many of the schools examined, collaboration was a crucial part of daily interaction and was positively rated in general.

In their evaluation of all-day schools in the city of Zurich, Forrer/ Schuler (2010) additionally examined differences in collaboration between open and compulsory all-day schools. Here Forrer/Schuler (2010) studied all five compulsory and four open all-day schools in Zurich. They conducted focus group interviews with school management, teachers, and other education professionals. They found that in both types of all-day schools, there was collaboration between teachers and other education professionals. Whereas at the open all-day schools teachers were seldom present during extended education offerings, for which other education professionals were responsible, at compulsory all-day schools teachers were also involved in extended education, and they worked more closely with the other education professionals. This collaboration reduced perceived burden (Forrer/Schuler, 2010).

The two studies mentioned above provide the first information on collaboration in the schools and also outside the school in Switzerland, which is not as widespread as in Germany, for instance. The findings on forms of collaboration and on conditions promoting and hindering collaboration are largely in line with current findings in German and English-speaking countries (cf. Speck et al., 2011).

3 Research Gaps and Perspectives in Research in Switzerland

In Switzerland official education statistics and research on extended education are still in their infancy. This is directly associated with the fact that extended education has only been widely discussed within the last 10 years and has begun to be implemented within the last five years. However, Switzerland is undergoing rapid development in this area at present. Regarding research, this means that there is a great need for description of the situation today and for examination of the mechanisms at work between the educational quality of the offerings, professionalization of education personnel, and students' development. In federalist Switzerland, a country with four national languages, there is a need for research in all language regions. Our overview of existing research revealed that up to now, studies have been conducted mainly in the German-speaking part of Switzerland and that this field of research is lying fallow in the other regions.

In the national but also cantonal official education statistics there is a need for differentiated clarification of concepts and precise description of the terms being used in the area of extended education. There is also a need for homogenization of the terms used for extended education offerings across cantons. This is important for both the EDK and FSO. Further, we deem it necessary in the education statistics on child care and education from age 0–16 years to differentiate between the ages of the children and between young children in early childhood, preschoolers, and school-age children. This would align with the differentiation that is already made in other, existing topic areas in education statistics and provide a good basis for education research on extended education in Switzerland.

Evaluations in the area of education can provide important decision-making bases for education policy and also school development, such as all-day schools with extended education. In the phase of establishing extended education in Switzerland, future evaluations will most likely be concerned with school development. For research, these evaluations, which are mainly conducted at individual schools or a few schools and with very small samples, have not been/will not be very significant and informative.

As for the research focus on quality and effectiveness, which is especially interesting in this context, one large study has been conducted to date, the EduCare study at the University of Bern. The study provides findings on the quality and effectiveness of all-day schools in an implementation phase of extended education in Switzerland. Future studies should in addition differentiate between all-day schools with open or compulsory attendance at extracurricular offerings. Also needed is special investigation of extended education offerings for students at the secondary level, which since recently have become increasingly available. Previous research showed that quality aspects of extended education can have different effects depending on the developmental area. Further, more differentiated research is needed, and with larger samples, to investigate the multiple aspects of educational quality of extended education and their effects and mechanisms. The research project *EduCare-TaSe – Tagesschule und Schulerfolg?* [EduCare-TaSe – All-Day School and School Success?], supported by the Swiss National Science Foundation, has been designed to address these research needs (Schüpbach, 2012b).

Research on multiprofessional collaboration in all-day schools between teachers and other educational professionals is very new and just developing currently. Two qualitative case studies are available so far. As a next step, there is a need for broader investigation by means of (intervention) studies with a longitudinal design on (development of) collaboration and on different effects of collaboration (including decreasing and increasing the burden, effects on children, range of offering).

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