

International and Interdisciplinary Research Group

**THE GERMAN HALF-DAY MODEL: A EUROPEAN SONDERWEG? The 'Time Politics' of Public Education in Post-war Europe: An East-West Comparison**

Funded by the Volkswagen Foundation

**Interdisciplinary Workshop**

**Welfare State Regimes, Public Education and Child Care**

**Theoretical Concepts for a Comparison of East and West**

**Potsdam, March 31 - April 1, 2006**

**Center for Research on Contemporary History, Potsdam**

Am Neuen Markt 1, 1467 Potsdam

**Program of the Workshop**

Education is currently a hot topic. Business, politics and the media alike stress the significance of investing in this "capital for the future". The introduction of new information and communication technologies and the social effects of economic globalisation are increasingly making life-long learning a necessity for all members of society. At the same time, the opening of the European Union is creating a trans-national internal market that poses new challenges to its citizens' mobility and ability to integrate. The field of education considered fundamental to the development of corresponding competencies is pre-school and elementary education. For that reason, the Organisation for Economic Co-Operation and Development (OECD), among other bodies, has been calling for a systematic quantitative and qualitative expansion of public educational offerings for pre- and school-age children. At the same time, the OECD regards this expansion as a key precondition for equal economic and social opportunities for women, that is, for their equal "social citizenship".

After publication of the results of the most recent studies by the Program for International Student Assessment, it became apparent once again, in the light of international comparison, how great the quantitative and qualitative shortcomings of the public educational offerings of many European countries remain. These shortcomings are considered to be an important source of the highly disparate achievements of pupils in different countries. At the same time,

the quantitative and qualitative deficiencies in the primary schools, particularly the lack of facilities open to children in the afternoons, leads to serious problems in reconciling family and professional life. Given the persistence of the gender-specific division of labour, these problems affect women in particular. As a consequence, those states, such as Germany, Austria and Poland, where the half-day system continues to be dominant, not only suffer from a lower birth-rate than other comparable European countries, which have managed far better to solve the problem of combining work and family, but also from a significant waste of economic resources, since the growing potential of qualified female workers cannot be used in an effective and future-oriented manner.

Since publication of the PISA results there has been an increased emphasis on the necessity of a quantitative and qualitative expansion of public education offerings for children of pre-school and school age. Debate continues, however, about the concrete forms this necessary reform should take, as well as about its feasibility. Financial restrictions are considered the main obstacle. There is less public awareness, however, of the influence of the extremely diverse economic, political, institutional and cultural points of departure in different countries. The influence and interplay of these factors becomes visible only on the level of a European comparison. Even more than ten years after the upheavals of 1989/90, and despite increasing integration efforts in eastern and western Europe, the public education systems for children of pre-school and elementary school age still differ widely. In addition, significant variations also exist between individual countries within the eastern and western European regions. Nonetheless, we can also locate numerous similarities in the discourses and policies on public education across the old boundaries of socio-political systems. The social historical contexts and conditions of development of these differences and commonalities have received little attention from scholars up until now. The same is true of the question of whether and to what extent specific national or transnational paths of development determine the conditions for future reforms. A comparative historical analysis is essential in order to understand which specific circumstances promoted or blocked reforms in a given case, and which historically evolved institutional and cultural points of departure the efforts to expand public education in a unifying Europe can expect to face.

The international and interdisciplinary research project "THE GERMAN HALF-DAY MODEL: A EUROPEAN SONDERWEG? The 'Time Politics' of Public Education in Post-war Europe: An East-West Comparison", accordingly, aims to help shed light on the historical and cultural preconditions for a harmonisation of educational systems within Europe. Our research interest focuses on the question of the reasons for the extensive differences, but also the trans-national and trans-systemic commonalities in national discourses and policies regarding public education, as well as the conditions obstructive or conducive to reforms. The main focus will be the 'time policy' in public pre school and primary school education, i.e. the differences between half-day and all-day-school and child care systems for children under twelve. This question will be pursued in the framework of a comparison of the development in East and West Europe since the end of World War II. On the Eastern side Czechoslovakia, the GDR, Hungary, Poland and Russia will be analysed. On the Western side Austria, Belgium, Britain, Denmark, France, the FRG, Italy, the Netherlands, Norway, Spain, Sweden and Switzerland will be analysed.

The research group can draw upon a body of important preliminary theoretical and methodological work. One field of interest here is comparative research on the welfare state,

which has developed various models for analysing the connections between social policy, the labour market, family forms and gender relations. Up until now, however, this research has focused primarily on the western countries, and only recently have scholars come increasingly to investigate the (post-)Socialist states as well. Discussions among historians and political scientists about the potentials and limits of historical comparisons of different social systems have also provided important inspiration and clarification. An analytically interesting concept is that of the "path dependency" of political and societal developments, which emphasises the processual nature of policies and seeks to clarify the conditions for the solidification of solutions to problems once found. It will be an urgent initial task for the research group to test the various existing theoretical models for their usefulness for an East-West comparison of educational and social systems that incorporates the gender dimension, and, where appropriate, to further elaborate them. "Gender" should be understood here as a central, relational "socio-cultural category" of analysis.

The project is conceived of as an international and interdisciplinary scholarly co-operation. The research group brings together researchers from the fields of comparative education, history, political science and sociology. Only in this way can we put the intended multi-perspectival approach of the undertaking into practice.

### **The project group comes together for one workshop and a symposium:**

Interdisciplinary Workshop, Potsdam, March 31-April 1, 2006  
Center for Research on Contemporary History, Potsdam:

***“Welfare State Regimes, Public Education and Child Care – Theoretical Concepts for a Comparison of East and West”***

International and Interdisciplinary Symposium, Cologne, March 1-3, 2007  
University of Cologne:

***“State – Children – Family: The Politics of Public Education in Europe – East-West Comparisons”***

### **Organizers of the research project:**

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**Prof. Dr. Konrad H. Jarausch**  
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## **Program of the Workshop:**

**Potsdam, March 31-April 1, 2006**

### **Welfare State Regimes, Public Education and Child Care – Theoretical Concepts for a Comparison of East and West**

**Friday March 31, 2006**

#### ***Registration and Welcome Coffee***

8:45 -9:15 a.m.

#### ***Welcome***

9:15 - 9:30 a.m.

- Prof. Konrad Jarausch (Center for Research on Contemporary History, Potsdam)

#### ***Introduction***

9:30 - 9:45 a.m.

- Prof. Karen Hagemann (University of North Carolina at Chapel Hill / Technical University of Berlin, Department of History)

#### ***I. Keynote lectures***

##### ***Gender, Welfare States and Child Care in Comparison***

9:45 – 11:15 a.m.

- Prof. Kimberly Morgan (George Washington University, The Elliot School for International Affairs)

Comment: Prof. Ute Gerhard (University of Frankfurt, Interdisciplinary Center for Women and Gender Studies)

Chair: Prof. Karen Hagemann (University of North Carolina at Chapel Hill / Technical University of Berlin, Department of History)

Coffee Break: 11:15- 11:30 a.m.

##### ***States, Families and Education in Comparison***

11:30 – 1:00 a.m.

- Prof. Hans Bertram (Humboldt University of Berlin, Department of Sociology)

Comment: Prof. Sabine Reh (Technical University of Berlin, Department of Education)

Chair: Prof. Konrad Jarausch (Center for Research on Contemporary History, Potsdam)

**Lunch:** 1:00 – 2:30 p.m.

## **II. Gender, Labor Market and Child Care: Comparing Welfare State Regimes in East and West I**

2:30 - 4:15 p.m.

- Prof. Sonya Michel (University of Maryland, Department of History):  
"Gender, Labor Markets and Child Care in Comparative Historical Perspective"
- Prof. Trudie Knijn, (Utrecht University, Department of Interdisciplinary Social Science):  
"Gender, Labor Market and Child Care: Comparing Welfare State Regime – Sociological Perspectives"

Comment: Prof. Tora Korsvold (The Norwegian University of Science and Technology, Norwegian Centre for Child Research)

Chair: Prof. Gunilla Budde (University of Oldenburg, Department of History)

Coffee Break: 4:15 – 4:30 p.m.

## **III. Gender, Labor Market and Child Care: Comparing Welfare State Regimes in East and West II**

4:30 – 6:15 p.m.

- Dr. Dorottya Szikra (ELTE University Budapest, Faculty of Social Work and Social Policy and Central European University, Gender Studies Department):  
"Hungarian Family and Child Support in a Historical and Comparative Perspective"
- Dr. Anca Gheaus (New Europe College, Bucharest):  
"Gender Justice and the Welfare State in Post-communism"

Comment: Dr. Claudia Crotti (University of Berne, Department of Education)

Chair: Prof. Hildegard Maria Nickel (Humboldt University of Berlin, Department of Sociology)

**Dinner:** 7:00 p.m.

**Saturday, April 1, 2006**

## **IV. Families, Schools and the State: Comparing Education Systems I**

9:15 – 11:00 a.m.

- PD Dr. Thomas Coelen (University of Rostock, Department for Philosophy of Education and Social Education):  
"Toward a Typology of All-Education Systems. Preliminary Theoretical and Methodological Ideas - First Results from secondary Analyses"
- Prof. Cristina Allemann-Ghionda (University of Cologne, Department of Education):  
"Between pedagogy and ideology: some transnational topoi in the discussion about half-day and full-day schooling"

Comment: Dr. Sabina Larcher (University of Zurich, Department of Education)

Chair: Prof. Agostino Portera (Università degli Studi di Verona, Centro Studi Interculturali)

Coffee Break: 11:00 – 11:15 a.m.

### ***V. Families, Schools and the State: Comparing Education Systems II***

11:15 a.m. – 1:00 p.m.

- Prof. Karel Rydl, (University of Pardubice, Faculty for Humanities) :
- *"Families, care time and schooling in Europe: comparative patterns"*
- Prof. Dominique Groux (College of Teacher Education, Versailles, and University of Potsdam):  
*"Families and their symbolic hopes about the school institutions: an East-West comparison"*

Comment: Dr. Elisabeth Regnault (Université Louis Pasteur, Sciences de l'éducation)

Chair: Prof. Juliane Jacobi (University of Potsdam, Department of Education)

**Lunch:** 1:00 – 2:30 p.m.

### ***VI. Gender, Child Care and Schools: Relating and Comparing Welfare and Education Systems***

2:30 – 4:15 p.m.

- Prof. Rainer Treptow (University of Tübingen, Department of Educational Science):  
*"Welfare State Regimes, Public Education and Child Care - Theoretical Concepts for a Comparison of East and West"*
- Prof. Karin Gottschall (University of Bremen, Center for Social Policy Research):  
*"Comparing public education and child care systems in West and East- potential and pitfalls of Welfare Regime Approaches".*

Comment: Prof. Anette Borchorst (University of Aarhus, Department of Political Science)

Chair: Prof. Karen Hagemann (University of North Carolina at Chapel Hill / Technical University of Berlin, Department of History)

Coffee Break: 4:15 – 4:30 p.m.

### ***V. Round Table - Final Comments***

4:30 – 6:00 p.m.

Comments:

- Dr. Christina Bergqvist (Uppsala University, Department of Government)
- Prof. Hans Bertram (Humboldt University of Berlin, Department of Sociology)
- Prof. Jacqueline Heinen (Université de Versailles St-Quentin-en-Yvelines, Laboratoire Printemps)
- Prof. Juliane Jacobi (University of Potsdam, Department of Education)

Chair: Prof. Konrad Jarausch (Center for Research on Contemporary History, Potsdam)

**Dinner** (7:00 p.m.)

**Organizers:**

- Prof. Karen Hagemann (University of North Carolina at Chapel Hill / Technical University of Berlin, Department of History)
- Prof. Konrad Jarausch (Center for Research on Contemporary History, Potsdam)

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**Registration**

**The number of participants is limited because of the workshop facilities. First come first serve. The deadline of the registration is March 20, 2006.**

All participants will have to pay a registration fee of 20,- Euro, and a fee of 10,- Euro for each lunch. An advance registration for the lunch is necessary.

**Please send you registration to:**

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**For more information see the following website:**  
<http://www.time-politics.com/>