

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

Abstracts of the Papers

Cristina Allemann-Ghionda, University of Cologne

Between Pedagogy and Ideology: Some Transnational Topoi in the Discussion about Half-day and Full-day Schooling

In international handbooks and encyclopaedias of education written in English the term "full-day school" is non-existent. The reason for this is simple: World-wide, full-day schools are the norm in most education systems. General descriptions of the various education systems reveal how full-day schools are organised and on which arguments and philosophies they are based. In this paper, a review of the development and stratification of the full-day model in elementary and secondary education will be given. In a second step, the French education system will be analysed as a pre-eminent example because it is widely accepted as being representative for the genesis of the full-day model. In the last part, the pedagogical arguments favouring full-day schooling which are brought forward in the international discussion will be presented - concentrating on studies of the Italian, Swiss and Russian education systems, but also taking into account Sweden, England and Canada. My comparative analysis shows that arguments in favour or against the full-day or the half-day model that were originally characteristic of this or that national tradition tend to blend into a transnational set of topoi.

January 29, 2006

Hans Bertram, Humboldt University of Berlin

Family, Education, and the State

In the last 40 years, all highly developed industrial societies have gone through deep changes in the work structure, the family life forms and the growing-up conditions for children. Differentiated models of family life and changed life conditions for children due to cultural and demographic changes and to migration processes led to administrative and political strategies to make the families and the children and the society capable to deal with these changes. Despite of many similarities in these processes in Europe, there are not only different development paths in the various countries because of different industrial traditions, but also strong variations due to different historical traditions and estimations of the relation between family and state, family and work structure, and the influence of the state on education processes. Some countries (e.g. The Netherlands) answered with new time models to these changes with a new division of tasks between family and work structure, others (e.g. France) developed new concepts of infrastructure, others (e.g. Germany) reacted with financial transfers. The central thesis here is the statement that only the countries with an appropriate mixture of strategies in time, transfers, and infrastructure will be able to meet the challenges evoking from these changes. Those countries with an intelligent policy mixture of time, financial means, and infrastructure have better starting conditions with respect to the education of their children, to the demographic development, and to the integration of the women's human capital into work. After sketching these strategies in an international comparative way, including the consequences, it is figured out that only by linking these strategies of time, financial transfers, and infrastructure the relation between family, education, work structure, and social development may be connected in a constructive way.

Thomas Coelen, University of Rostock

Toward a Typology of All-Education Systems: Preliminary Theoretical and Methodological Ideas: First Results from Secondary Analyses

The presentation is about some results and the methodological frame of a non-empirical comparative research project started in 2003. The main question is: In what ways are non-school organisations, professions and settings parts of the whole-day-provisions in European countries; which organisations (besides schools), which professions (besides teachers), which settings (besides lessons) play a role in integrated education systems? Based on some results deriving from an international conference (in Bielefeld, October 2003), this presentation is about the concept and scheme of comparison. The general aim is to formulate a typology of education systems focussing the mix of formal and non-formal learning: 'whole-day-school', 'whole-day-care' and 'whole-day-education' are the underlying heuristic topics. The next step will be to set up an empirical project about the relationships between schools and youth work agencies from the perspective of young people in five European education systems (probably Finland, Sweden, Lithuania, Russia and the north-eastern German county Mecklenburg-Vorpommern) which is planned to be started in autumn 2006.

Anca Gheaus, Central European University of Bucharest

Gender Justice and the Welfare State in Post-communism: An East-West Perspective

Various Western feminists philosophers argue against neo-liberalism and in favor of various mechanisms of redistributing care via public institutions. By contrast, some recent Romanian feminist scholars show how the current welfare policies of post-communist states are noxious to women. They claim that welfare states in their current form mostly provide better-paid state jobs and social security nets for men, with money collected from taxes that are mainly paid by women. As a result, the redistribution is deeply unjust to women and precludes them from reaching economic autonomy. The upshot of this argument is that liberal economic policy would advance feminist goals better than the welfare state. How should we read this dissonance between Western and (some) Eastern feminist scholarship? I identify the problem of dependency as being at the core of a possible debate about feminism and welfare. Worries about how decades of communism have shaped citizenry feed feminists' suspicion of the welfare state and fears of any paternalist policies. I argue for a crucial distinction between inescapable, universal forms of human dependency and dependencies that result from particular social arrangements.

Karin Gottschall, University of Bremen

Comparing Public Education and Child Care Systems in West and East: Potential and Pitfalls of Welfare Regime Approaches

The comparative study of public education and child care systems in Europe still is an underdeveloped field. Main stream approaches of comparative welfare state research like Esping Anderson's three worlds of welfare states tend to focus on the market – state relationship and thus privilege citizens as worker or breadwinner, while less attention is given to the making and reproduction of a worker and the respective relationships of state and family as well as family and the educational system. Moreover scholarship so far centers around Western welfare states and still seems ill equipped for analyzing the transformative institutional features of Eastern European countries. Last but not least there is a disciplinary divide between educational sociology and welfare state research. The paper will try to identify the analytical potential of comparative welfare state approaches and situate educational system research within the institutional framework of welfare states. Also methodological challenges like life span versus life course and short term versus historical perspectives will be addressed.

Dominique Groux, University of Potsdam

Families and their Symbolic Hopes about the School Institutions: An East-West Comparison

This study will be conducted by means of interviews with French, German and Russian families; it will attempt to should the image they have of school in terms of their expectations for social success and their hopes in terms of subjective and symbolic representations. The sample will be composed of families from differing social

backgrounds; for France, the survey will be carried out in Paris and in the area around Paris; for Germany, Potsdam and Berlin; for Russia, Moscow and its surroundings. Are the social strategies of families different in the East and in the West? Is the relation to the institution of school different in the cities and the suburbs? Are the tendencies the same for the four cities concerned? Within the same country, namely Germany, does one note differences between the families of two cities having a different past? Are the school strategies mainly strategies of class, whatever country is studied?

Trudie Knijn, Utrecht University

Gender, Labour Market and Childcare: Comparing Welfare State Regime – A Sociological Perspective

In recent years a welfare regime approach, including the state, the market, the voluntary sector and the family as sources of care for young children (including school-aged children) has proven to be a satisfying though underdeveloped approach in cross-national comparisons of the relationship between gender and care on the one hand and the labour market participation of women on the other hand. Underdevelopment of this approach results from theoretical as well as methodological unsolved problems. Theoretically this approach suffers from binding theories to institutions; too often (and in contrast to the earliest feminist writings) the voluntary sector and the family are studied from a cultural perspective while (in contrast to the socio-political literature) the state and the market are studied from an institutional and political economy perspective. Methodologically this approach remains underdeveloped as long as we continue to formulate comparative tables of childcare provisions and parental leave legislation. These are only the starting points for a sociological analysis that would gain by a more in-depth understanding of the relationship between the institutionalised provisions, their cultural embeddedness in social policy and social reality and their divergent outcomes.

Sonya Michel, University of Maryland, College Park

Gender, Labor Markets and Child Care in Comparative Historical Perspective

This paper will examine the relationship between women's labor force participation and different types of institutions for young children (both educational and "custodial") in the U.S. and Western Europe from the nineteenth century to the present. I will compare discourses of motherhood and childhood, institutional arrangements, and private and public provisions, as well as women's informal caring networks and the adaptation of labor practices to child care responsibilities (and vice-versa). I will consider the impact of external events such as war and labor-market crises on child care policy. Finally, I will analyze the implications of social knowledges (such as theories of early childhood education, social pedagogy, child psychology and family sociology) for parents, and look at how these forms of social knowledge helped shape child care and work/family policy in specific welfare state regimes.

Kimberly Morgan, The George Washington University

The Politics of Time: Comparing Child Care and Early Education Systems in Europe

One welcome trend in the world of comparative welfare state research is growing scholarly attention to child care and early education policies. Comparisons of child care systems are fraught with methodological difficulties, however, given the complexities of this policy area. More fundamentally, quantitative measures of service provision give us only a proximate grasp of the real-world effects of these systems on parents' lives. Child care, pre- and primary school schedules, parental leave systems, and part-time work opportunities all interact to shape the amount of time parents have and its uses – the time they have for care, leisure, and work at home, as well as the time they have for paid work. This paper explores how we might re-think public policies from the standpoint of time. Scholars and policy-makers have long interpreted struggles over social policy as being principally about material resources, but contemporary debates about work-and-family are largely about the distribution of time. This has ramifications for the gender division of labor, but also for the experiences of parenthood and childhood in different societies. Finally, a more explicit focus on time helps us structure comparisons of early childhood care and education systems by drawing attention to the real-world effects of public policies.

Dorottya Szikra, ELTE University, Budapest

Gender, Race and Class in the Hungarian Family Policies and Public Education

Hungary has been unique in providing extensive family policies for all strata of the society, especially from the 1960s. This includes various types of cash-benefits just as services in kind, like creches, kindergarten and public education, that has been universally available since the 1950s. These services operate until the afternoon as most mothers work full time in Hungary. The continuity of these services have been very important both for societal and political reasons. It eased the burden put on families by the new capitalist economy and played a part in preventing political unrest. At the same time there are some negative aspects of policy reforms that have to be given attention to: Most importantly, there has been an open, later covert discrimination of ethnic minorities throughout the history of welfare policies. Today, Roma and poor children are discriminated against in kindergarten, and to a greater extent, in schools.

Rainer Treptow, University of Tübingen

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

Comparison in general is a challenge not only for statistical purposes but also for educational theory including reflections on social work practice and social work theory in different Welfare State Regimes. Every co-operation among project partners in an international frame of reference will provoke an act of comparing the special conditions, histories and potentials that characterise each of the partners involved. Professionals who act on this level create their own ways to deal with this challenge in order to bring cooperation to a successful ending. On the other hand there are several desiderata in

theory to understand how these pragmatic ways of comparing are shaped. Last but not least there is a need to go beyond these pragmatic reasons towards a distinguished theory of relating micro-, meso- and macro-levels.