

Announcement

Research project *EduCare-TaSe – All-Day School and School Success?*

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Duration: 1 March 2013-29 February 2016

Many investigations have shown that children's social background has an effect on school success. Within the Swiss educational system, especially children from families with a migration background and low socio-economic status run a higher risk of limited success or even failure at school. Therefore, these students are often referred to as a risk group. It is widely expected that the introduction of all-day schools will promote the cognitive and social skills of all students, while at the same time achieving compensatory effects in transmitting cultural and social capital to children at-risk. Thus it may answer the call for more educational equality. In the German-speaking part of Europe, however, there is hardly any research on the question whether all-day schools can meet these expectations with regard to children's development in general and to children at-risk in particular; on an international scale as well research on this question is limited.

Apart from the effects of extended education for school-age children, the attendance of this type of education and the composition of the respective student groups have not yet been investigated in Switzerland. This concerns the questions of a potentially selective attendance of extended education as well as possible effects of group composition on students' development.

For Switzerland there are very few findings on the quality of all-day schools (German: *offene Tageschule*), which are widely being established. Many recent studies conducted in the German-speaking part incidentally indicate that the type of school is not of exclusive importance, but that the educational quality of the offering of extended education is decisive as well. Thus different studies pointed out that educational quality has to be investigated in a more differentiated manner and has to be taken into consideration in effect analyses.

This is where the envisaged research project comes in. It will answer the following questions:

- Which types of students attend the opportunities of all-day schools (*offene Tageschulen*)?
- How do students develop over the first and second year of primary school - particularly children at-risk attending all-day schools?
- How does the educational quality of the offerings in all-day schools influence the development of children, especially children at-risk?

The research questions will be investigated in a longitudinal study in the German-speaking part of Switzerland. The study design includes two comparison groups: students at all-day schools attending extended education and students at all-day schools not attending extended education.

Further information and contact

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