



**Ludwig Stecher,**  
University of Giessen,  
**Sabine Maschke,**  
University of Marburg  
**Nina Preis,**  
University of Giessen

## Informal Learning and Extended Education in Adolescence.

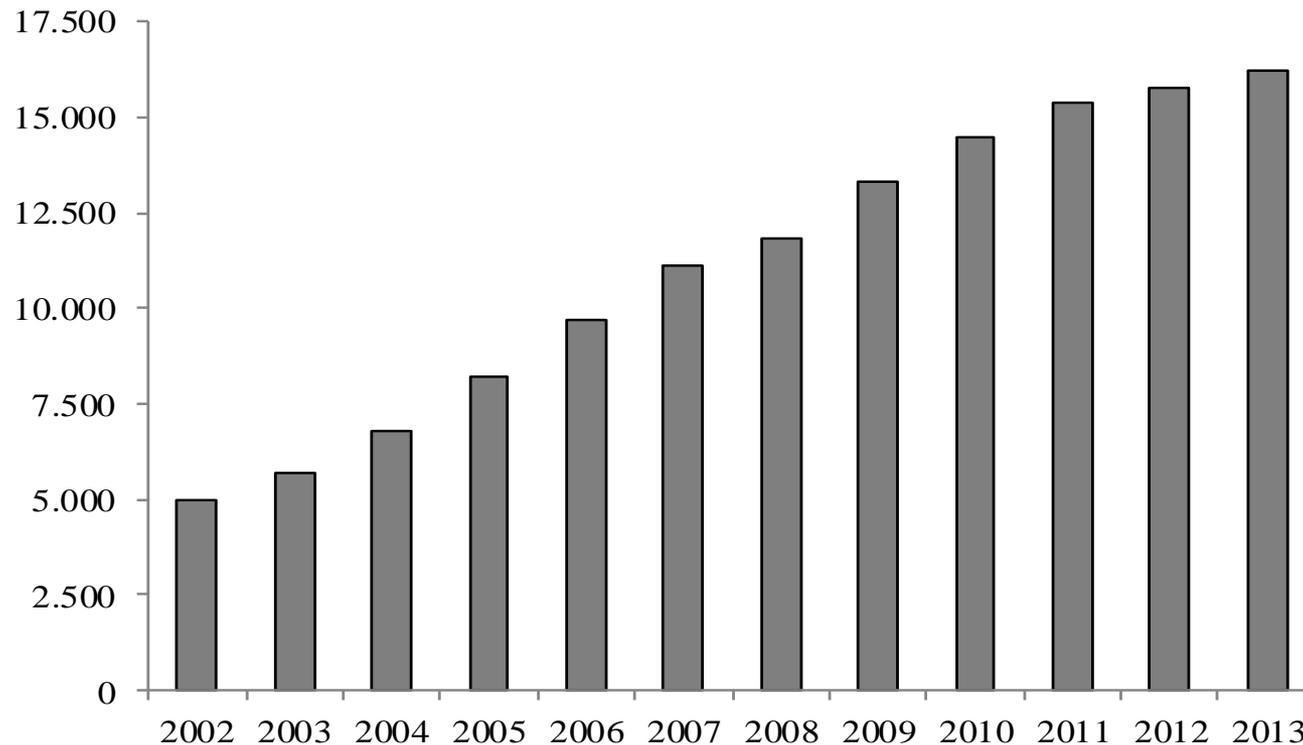


## The Learning Society

- Knowledge as a social resource
  - The individual as an “educational entrepreneur”
  - Education as part of a modern lifestyle
- > According to a theory of action (lifelong) *learning* is the keyword.



## Total Number of All-Day Schools in Germany 2002 to 2013



Source: Kielblock & Stecher 2014, p. 15; KMK 2015.



# The cultural moratorium during childhood and adolescence as the key to a learning society!

- > New family strategies of social reproduction
- > Learning in and out of school



## Further increase in the number of extended educational opportunities

- by the increasing efforts of society to raise the general level of education to stay successful in international competition,
- by the individuals' effort to lead a self determined and 'educated' life, and, third,
- by the efforts of the family to reproduce and improve their social status by supporting their children with accruing educational and cultural capital.



# Formal contexts are characterized by

- learning is not or only to a small extent self-directed
- no voluntary participation
- legitimate certification
- quality of the pedagogical interaction is ensured and standardized
- embedded into an institutional structure



# Informal contexts are characterized by

- high level self-directed learning
- voluntary participation in learning
- no standardized curriculum or legitimate certification
- not embedded into institutional structure



# Non-formal contexts are characterized by

- also linked to institutions and organizations
- no or less legitimate certification
- pedagogical intention
- less homogenous staff
- voluntary participation
- learning is not or only to a small extent self-directed



## EE activities and programs differ from classroom teaching

in that they are

- “... not taught by teachers (in the stricter sense),
- ... no performance assessment with grades,
- ... mixed-aged groups,
- ... low level of curricular requirements,
- ... more freedom of choice than school” (Ecarius et al 3013, p. 8).



## Students participating in all-day school activities have

- a better grade average, and
- a lower risk of not being promoted to the next class.
- Goal orientation and liking of school and learning motivation develop positively,
- And students enrolled in extracurricular activities are convinced that participating in these activities is beneficial for their learning progress and their academic achievement at school.



## The social function of extended education

community and school based aspect:

- extended education provisions are part of the fight against social and educational inequality.

students' and the families' perspective:

- can be seen as part of the families' socioeconomic reproduction strategies.



# Types of familial reproduction strategies

	Internal strategies	External strategies	
<b>School-related strategies</b>			



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**Extended education is lowering social inequality or in contrast is increasing social inequality?**



## Proposing a definition

- ... activities and programs which are pedagogically intentionally designed and organized to facilitate learning and educational processes of children and adolescents not (completely) covered by school curriculum based learning and which aim at fostering academic achievement, success at school, or in general to accumulate cultural capital in the broader sense.



# Thank you for your attention





## References

- Ecarius, J., Klieme, E., Stecher, L., & Woods, J. (Eds.). (2013). *Extended Education – an International Perspective.: Proceedings of the International Conference on Extracurricular and Out-of-School Time Educational Research, Nov. 2010, Giessen University* (1st ed.). Opladen, Farmington Hills, MI: Barbara Budrich.

This presentation is based on various previous publications I did with my colleagues PD Dr Sabine Maschke (University of Marburg) and Nina Preis (University of Giessen); see Stecher & Maschke (2013b); Stecher & Preis (2013):

- Stecher, L., & Maschke, S. (2013b). Research on Extended Education in Germany - A General Model with All-Day Schooling and Private Tutoring as Two Examples. *International Journal for Research on Extended Education (IJREE)*, 1(1), 31–52.
- Stecher, L., & Preis, N. (2013, May). *Extended education and social inequality – The use of extra-curricular educational courses as part of familial reproduction strategies*. Paper presented at the second International Conference on Extracurricular and Out-of-School Time Educational Research, Universität Gießen.