

Extended Education in Switzerland: Values in Past, Present, and Future

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Abstract: It is only in recent years that extended education has been a topic of broader public interest in Switzerland. The impetuses for extended education were changes in social and family conditions, and PISA 2000. In 2007 under the HarmoS Intercantonal Agreement on Harmonization of Compulsory Schooling in Switzerland, all cantons that adopted the HarmoS Agreement are obligated to provide extended education offerings meeting the needs of children and to introduce canton-wide core times. The developments in recent years in two trailblazing cantons – Basel-Stadt and Bern – presented as examples will most likely show the way forward for the further development and expansion of extended education across Switzerland. This means that in the future, in addition to quantitative expansion there will probably be a main focus on qualitative expansion of extended education. In a long-term perspective, there may be a development in the direction of all-day school scheduling for all students: schools with all-day hours as the normal case.

Keywords: Extended education, all-day school, development, value, Switzerland

1 Introduction

It is only in recent years that extended education has been a topic of broader public interest in Switzerland. Until recently, the traditional family model was prevalent, and women took on most of childcare responsibilities, staying at home or working only part-time for at least 10 to 15 years after the birth of the children. For childcare purposes, then, mothers were always available. Up to about 10 years ago, in the education system in Switzerland, aligned with this family model, kindergarten and primary school schedules had short morning and afternoon hours of school instruction. The starting and ending time of these hours of instruction varied daily for each child, and the children went home for lunch. In connection with social and family change as well as demands from the economy for qualified employees and women's increasing participation in education and the work force, pressures have grown over the past few years for new school schedules and for a realignment of the interplay between family and educational institutions. Some changes have already been implemented, and an expansion of the public mandate for education is under discussion.

In this contribution I will retrace the time organization of the education system in the past and examine the changed social and family conditions as well as the Pro-

gram for International Student Assessment (PISA), which paved the way for change and the current situation regarding extended education in Switzerland. The examples of two trailblazing Swiss cantons will illustrate the development of extended education in Switzerland. Then, based on research findings on the effectiveness of extended education in Switzerland, I will look at the effect of extended education on students' academic achievement and socio-emotional development and examine possible compensatory effects of extended education. Can extended education meet the expectations in education and in the social area? Finally, conclusions concerning the value of extended education and the outline of some developmental prospects will be drawn.

2 Historical overview: School scheduling

Up into the nineteenth century, school hours at public schools in Europe were usually for the whole day with a noontime break (Lohmann 1965). In most cases, the hours of instruction were mornings from 8 to 12 and afternoons from 2 to 4; students and teachers went home for two hours at noon to have their midday meal with their families. This schedule corresponded to a large measure with workers' hours at the time (Ludwig 2005). At the end of the nineteenth century, countries differed in the development of school scheduling. In Switzerland, with a few exceptions, the traditional school hours were maintained. Until recently, the morning and afternoon hours were kept relatively short (especially in kindergarten and the first years of primary school), and the start and end times of the school day varied daily. Still today, students normally go home for the midday break. They have lunch at home and then go back to school on some afternoons. Younger children do not have school on some afternoons, and there is no school for all students on Wednesday afternoons (Schüpbach 2010). In other countries, such as Germany, school hours were changed to *Halbtagschule*, or morning school. This was done taking into consideration children's employment on farms and in factories, which was still very common at the end of the nineteenth century. In addition, the distances to school were too far for children to walk to and from school four times a day (Lohmann 1965). This last aspect could also be another reason why in relatively small country of Switzerland, in which traditionally every community had its own school, the traditional school hours were maintained.

In the German-speaking part of Switzerland, there have been demands for the establishment of all-day schools, a form of extended education, since the 1970s and 1980s. Up until then, the elementary school, especially in the German-speaking part of Switzerland, had no child supervision or care tasks. Continuing for a long time and in part up to today, the traditional bourgeois nuclear family was/is the reigning model. Care is viewed fundamentally as a private (family) matter (Stohler 2008). At first the demand came especially from women's organizations, left-wing political parties, and alternative groups, which in Zurich, Basel, and Bern aimed to create legal foundations for the introduction of all-day schools. Further interest groups, such as groups in Zurich, Basel, Bern, Lucerne, and St. Gallen, founded all-day school associations and worked towards the creation of all-day schools. These groups de-

mandated that the state support the family in caring for their children. For a long time, not all parents had the option or the willingness to care for their children full-time. In the 1980s a few all-day school pilot projects were eventually set up in Bern, Basel, and Zurich. Starting in the 1990s, the political positions in the all-day school debate changed. Now, in addition, more and more education policy commissions, large center/right-wing parties, trade associations, employers' associations and others proposed the development of extended education (Mangold/Messerli 2005).

3 The impetuses: Changes in social and family conditions, and PISA

Proponents of extended education benefitted from a certain change in attitude at the turn of the century. In recent years, the school has been under increasing pressure to adapt to the changes in society and especially to the changes of family situations. Through the course of the twentieth and the start of the twenty-first century, demographic change took place in Switzerland, just as in most other European countries. The population structure changed, and there were various instances of migration. But also the family underwent changes, such as individualization and pluralization of family lifestyles and changes in the life and family cycle, generative behavior, and family size. Relationships among the generations and the everyday life of the family continued to change due to the smaller family size. And importantly, in recent years, women have increased their participation in the education system and the the work force (EDI/BFS 2008; Nave-Herz 2007). Today, the school can no longer wait for children from ordinary families to be "compatible" with the school but instead must, in future, create the foundations that will allow students to match the educational and instructional processes in the school (Helsper/Humrich 2008). From an economic policy perspective, changes in school scheduling were also demanded for better reconciliation of family and work and thus for the creation of better opportunities for the labor force participation of highly qualified skilled employees and especially women (Schüpbach 2010).

Another impetus came from elsewhere. The results of PISA 2000, which tested the skills and knowledge of 15-year-old students in more than 70 countries, revealed considerable deficits in the reading skills of students in the Swiss education system and, in particular, weak performances by children in families with a low socioeconomic status and with an immigration background, demonstrating the great impact of social and cultural background (OECD 2001). The PISA results, which were lower than had been expected, made it clear that there was a need for action and provided evidence-based legitimation for long-needed educational reforms. Education reformers could use PISA as a window of opportunity to make corrections in the education system and legitimize reform goals (Bieber 2010). One of the reform goals was the introduction of extended education. In this connection, then, extended education is expected to meet educational expectations.

4 Extended education in Switzerland

An overview

In Switzerland, extended education for school-age children and adolescents has been an important topic for about 15 years, now. Various models are found in Switzerland today in the schools, or, supplementary to that, provided by other institutions. Different terms are used for extra-family education and care services depending on the canton and in part on the municipality. In documents issued by the Swiss Conference of Cantonal Ministers of Education (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). Also, since the 1990s there has also been debate in the German-speaking part of Switzerland regarding introduction of region-wide, comprehensive core times (*Blockzeiten*), especially in kindergarten and primary school: With core times, all children have at least three and a half hours of instruction (or four periods) at school five mornings per week and in addition have school hours on one to four afternoons (EDK 2005). With this schedule, school starts and ends at the same times for all students, which is new. By structuring the school day clearly through core times, the aim is to make family childcare simpler but also to create better chances for nationwide development and establishment of extended education meeting the demand in Switzerland (EDK 2005). In 2007 under the HarmoS Intercantonal Agreement on Harmonization of Compulsory Schooling in Switzerland (EDK 2007), all cantons that adopted the HarmoS Agreement are obligated to provide (mainly fee-based) extended education offerings meeting the needs of children and to introduce canton-wide core times. The HarmoS Agreement came into effect on August 1, 2009, and 15 cantons have joined the agreement so far. In Switzerland, the 26 cantons¹ have the right to organize their education structures independently, but they are obligated to cooperate with the federal government on educational matters (EDK/SODK 2008). There are, therefore, no national guidelines on the organization of extended education. Some cantons 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.

A study by Stern et al. (2013), supported by the Swiss National Science Foundation, provided the first overview of the provision of extended education in Switzerland and revealed that the availability of extended education offerings is relatively low. For instance, in school year 2009/2010 there were full-time care places for 8% of school-age children. This means that Switzerland is lagging far behind the goal (Barcelona goal of 2002, (European Commission 2013)) set by the European Union (EU) to provide childcare to at least 90% of school-age children. However, for Switzerland as a non-EU country, EU goals are not obligatory. Compared to the demand

¹ There are 26 cantons (comparable with states in the United States) in Switzerland and 26 education systems. But because there are now intercantonal agreements in place, we can speak of one education system (Bieber 2010).

by the population, there are currently large gaps in provision in most regions. Moreover, there are large regional differences in the degree of provision. For school-age children, the cantons with the best provision are the Cantons of Geneva, Basel-Stadt, Zurich, and Zug. Providing the least extended education and care are the central and eastern rural regions (Stern et al. 2013). Nevertheless, there has been a massive increase in the number of offerings in the last 10 years. Since 2003, more childcare places have been created through the support of the Federal Law on Financial Support for Childcare (BSV 2014). From 2003 to 2013 19,580 new extended education places were created for school-age children (BSV 2014). It should be noted that according to the latest education statistics, in the school 2011/2012 there were approximately 900,000 students in compulsory schooling (pre-primary education ISCED 0, primary education ISCED 1, and lower secondary education ISCED 2A²). However, the average provision in Switzerland continues to be comparatively low. With the cantons having supreme authority in the area of education, there are, in part, striking differences among the cantons and regions in the extended education coverage.

In the following, I will illustrate the developments of the last 15 to 20 years taking the examples of two cantons – Basel-Stadt and Bern – that have a pioneering role in extended education. The cantons were chosen based on their socio-demographic profiles. I chose a city canton with a strong economy and a canton with a rather weak economy and a (for Switzerland) relatively high percentage of rural residents. The two cantons differ considerably with regard to several socio-demographic criteria: The Canton of Basel-Stadt is a city canton; the city of Basel forms its territory, and 100% of the population lives in the city. The canton comprises three municipalities, and the city is administered by the canton. Both in area and in population, the Canton of Basel-Stadt is one of the smallest cantons on Switzerland, with 187,000 of Switzerland's eight million residents living in this German-speaking canton. Bern is one of the largest cantons in terms of area and population size (900,000 inhabitants). The population is distributed fairly evenly between the city (63%) and the country (37%). The Canton of Bern is a bilingual canton; the majority of the population speaks German (85%) and about 11% speak French.³ In 2011 in the Canton of Basel-Stadt the gross domestic product (GDP) was 178,000 U.S. dollars (USD), which is more than double the Swiss average of USD 84,000. This means that the Canton of Basel-Stadt has the strongest economy of all cantons in Switzerland (EDI/BFS 2014). In 2011 the GDP in the Canton of Bern was USD 77,000, which is below the average in Switzerland. Bern thus has a rather weak economy compared to other cantons (EDI/BFS 2014). The analysis is based on internal and in part published cantonal documents that were made available to me by the responsible cantonal authorities.

2 The International Standard Classification of Education (ISCED) is a statistical framework for organizing information on education maintained by the United Nations Educational, Scientific and Cultural Organization (UNESCO).

3 The remaining 4% speak other languages.

Extended education in the Canton of Basel-Stadt

From pioneer to regular offerings

Starting in 1998 in the Canton of Basel-Stadt, an approved “compulsory” form of all-day attendance (*gebundene Tagesschule*)⁴ was introduced at one and then later at many locations with about 100 places; an all-day school is a form of extended education provided by the school. The canton had begun the introduction of core times at the primary schools in the school year 1995/1996, at kindergartens in 2001/2002, and at secondary schools in the school year 2003/2004. The new school scheduling with core times of school instruction in the morning was the first step towards extended education (Regierungsrat des Kantons Basel-Stadt 2001). In 2006 the canton changed its strategy from compulsory to the “open” form of all-day attendance (*offene Tagesschule*).⁵ Since 2011 all schools in the Canton of Basel-Stadt have been required to have core times – fixed regular hours of school instruction – and in addition extended education offerings (*Tagesstrukturen*) that meet the demand (includes schools with extended education and extended education in the neighborhood (*Mittagstische*, or lunchtime care)) (Felder 2013).

Legal foundations

In past years legal foundations have been created at different levels. Since 2005 the Constitution of the Canton of Basel-Stadt (Kanton Basel-Stadt 2005) grants parents the right to extended education. Since joining the HarmoS Agreement in 2010, the canton is also obligated to provide demand-based offerings of extended education outside the hours of instruction (*Tagesstrukturen*). Since 2010, the provision of sufficient offerings of extended education (*Tagesstrukturen*) based on educational principles has also been anchored in the school law of the canton. The 2011 Basel-Stadt ordinance on extended education (*Verordnung über die Tagesstrukturen*) also regulates the care of students that attend extended education, and the document also includes quality assurance regulations. The Department of Education sets out quality guidelines, and providers of extended education are required to assure the quality of their offerings. It also stipulates that extended education in the schools belongs under the schools’ quality management. This means, among other things, that the quality of extended education offerings, like the quality of school and instruction, must be checked regularly through external school evaluations. The quality dimensions include educational approach, infrastructure and security, management/organization of extended education, extended education as place for learning and experience, interactions (staff person-child, child-child), nutrition and food culture, and communication and internal and external cooperation (Landwehr/Bucher 2013).

4 The compulsory attendance all-day school has fixed obligatory school hours in the morning and afternoon, in part rhythmized, for all students.

5 The open all-day school has fixed regular hours of school instruction plus optional offerings attended by a part of the students.

Extended education offerings today

Extended education offerings in the Canton of Basel-Stadt today comprise extended education offerings in the schools⁶ and also in the neighborhoods.⁷ They include before-school care (only at the schools), lunchtime care, and afternoon care including homework help for children and adolescents in primary school and lower secondary school. The Canton of Basel-Stadt funds all offerings either directly (extended education in the schools) or indirectly through subsidies (lunchtime care) (Statistisches Amt des Kantons Basel-Stadt 2013).

Utilization of extended education

The offerings were greatly expanded in the neighborhoods from 2003 to 2010 and in the schools starting in 2007. In 2012 there were 477 lunchtime care places and 1,076 places available at schools with extended education, making a total of 1,553 places, which were utilized by 1,930 students (utilization rate per place 1.24). This difference between supply and utilization arises due to the fact that a place is mostly not utilized by a child every day in the week. The average provision – number of places in terms of the number of children – was reported to be 26% for the school year 2009/2010 (Stern et al. 2013).

Extended education in the Canton of Bern

From pioneer to regular offerings

As early as in 1992, the school directors of the city of Bern developed and approved regulations that allowed for the conducting of open attendance all-day schools. In 1997 the city council decided to introduce full-coverage provision of open attendance all-day schools in the city of Bern up to 2005 (Stohler 2008). As a prerequisite for full coverage expansion of extended education in the entire Canton of Bern, the school hours of instruction have been canton-wide core times since 2009. Since 2010, all municipalities have been required to provide extended education (*Tageschulangebote*) as soon as there is a sufficient level of demand (Grossenbacher-Wymann 2009).

Legal foundations

The law on compulsory schooling of 1992 (Kanton Bern 2012) already entitled the municipalities of the Canton of Bern to have open attendance all-day schools. The law on compulsory schooling of 2008 requires the schools to have core times and to offer demand-based open attendance, fee-based extended education offerings (the fees depend on family income, assets, and size).⁸ In the Canton of Bern extended education is seen as an educational mandate. The municipalities are only required to offer extended education that is co-funded by the canton and are thus entitled to limit

6 Offerings under the direction of the school or in close cooperation with private providers.

7 Private providers mandated by the Department of Education.

8 To be provided by the schools themselves or contracted out wholly or in part to private providers.

their offerings if the demand is higher than the offerings that the canton co-finances. The ordinance on extended education (*Tagesschulverordnung*) of 2008 (Kanton Bern 2008) sets out the minimal requirements concerning quality standards, in particular concerning personnel qualifications, space requirements, and quality management. The director of extended education at each all-day school is responsible for quality management, which means that the quality dimensions are not set out in detail at the cantonal level. Like the Canton of Basel-Stadt, the Canton of Bern joined the HarmoS Agreement in 2009.

Extended education offerings today

In the Canton of Bern extended education offerings and the schools take place under the same umbrella. All-day schools, daycare, and lunchtime care are subsumed under “extended education” (*Tagesschulangebote*) (Erziehungsdirektion des Kantons Bern 2009), which comprises one, several, or all of the following modular offerings: before-school care, lunchtime care, homework help, and after-school care (Erziehungsdirektion des Kantons Bern 2009).

Utilization of extended education

As the municipalities have been required to offer extended education since 2010/2011, many municipalities introduced offerings in that year. Since then, there has been an increase of only 5%. In the school year 2012/2013, 142 municipalities had 222 schools with extended education. At least half of the municipalities had no offerings, which means there is no or insufficient demand. At the same time, the number of students attending extended education offerings definitely increased (care hours: 2010/2011 to 2013/2014 (budgeted) increased 33%). In 2012/2013, 12,644 children were registered at a school with extended education, which is provision to 13% of all students in the Canton of Bern (Erziehungsdirektion des Kantons Bern 2014). For school year 2009/2010, in comparison, Stern et al. (2013) estimated the provision rate at 2%. Today, in the urban municipalities and agglomeration municipalities most schools offer extended education. This is also true of some large (in area) rural municipalities in the Bernese Oberland. However, in many other rural municipalities, extended education does not have to be provided, because the demand is insufficient (Erziehungsdirektion des Kantons Bern, 2014).

5 Value of extended education for students' development

In the following, we report on current research findings on the effects of extended education on students' academic achievements and socio-emotional development, and its possible compensatory effects in Switzerland. The aim is to examine the extent to which extended education can meet the educational and social expectations. In the area of studies on the quality and effectiveness of schools with extended education in Switzerland, initial findings are available. In the German-speaking region of Switzerland, the first study on this topic was conducted from 2006 to 2011; no findings

are available in the French and Italian-speaking parts of the country. The available investigation is the quasi-experimental longitudinal EduCare study (Schüpbach/Herzog/Ignaczewska 2013) funded by the Swiss National Science Foundation. The study investigated children ages 6 to 9 in the German-speaking part of Switzerland. In the study design there were two comparison groups: students at schools who attended extended education intensively and students who were at schools with regular hours of instruction only and who attended no extended education offerings. We assumed that an effect of extended education can only be expected if student's exposure to this type of education exceeds a minimum level; hence, we selected only those students whose participation in extended education was at minimum 7.5 hours a week (median of the total sample of extended education), spread over a minimum of three days. We referred to these students as "intensive participants" (N= 51). The sample comprised N = 295 students in 43 school classes at 35 primary schools in 11 cantons.

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, analysis with latent growth curve models showed that after controlling for individual and family factors, students who attended extended education intensively gained more substantially in mathematics achievement than students who attended regular school instruction only. "Intensive participation" was defined as attendance in extended education offerings at least three days and for a minimum of 7.5 hours a week over a time period of two school years. Regarding *language achievement*, students who attended extended education showed more substantial growth in language achievement at the end of Grade 3 than students who attended regular school instruction only⁹ (Schüpbach 2012). These results suggest that attending extended education exerts a positive influence on both mathematics and language achievement independently of gender, intelligence, or home environment. These findings of the EduCare study agree with the U.S. findings (Durlak/Weissberg 2007) and are even slightly more distinct than the latest findings in German-speaking Europe (Bellin/Tamke 2010; Kuhn/Fischer 2011).

Effects of extended education on socio-emotional development

The EduCare study found¹⁰ that there were no significant differences in socio-emotional development from Grade 1 to the end of Grade 3 between students who attended extended education and students who attended regular school instruction only¹¹ (Schüpbach/Ignaczewska/Herzog 2014). Compared with findings of investigations from other countries the EduCare findings are only in part in agreement. The results of the international studies are more positive (Germany: Fischer/Kuhn/Züchner 2011; Fischer/Kuhn/Klieme, 2009; United States: Mahoney/Larson/Eccles/Lord 2005).

9 Controlled for IQ and social background.

10 Estimating latent linear growth curve models with three measurement time points.

11 Controlled for gender, IQ, and social background.

Effects of the educational quality of extended education offerings on development

The EduCare study also found¹² that intensive attendance in extended education in Grade 1, or attendance in extended education *of high quality*, or both of these, resulted in a positive effect on growth in mathematics achievement (Schüpbach 2012). Intensity of attendance and educational quality also had positive effects on the socio-emotional development of students who attended extended education (Schüpbach/Ignaczewska/Herzog 2014).

Compensatory effects with regard to low family promotion

Extended education is also expected to have a compensatory effect where there is low family promotion/stimulation of the child's development. Does attendance in extended education at the start of primary school compensate for low family process quality of the child's development and thus for primary disparities? In the EduCare study in mathematics achievement and language achievement, students with low family promotion who attended extended education did not catch up to the other students from the end of Grade 1 to the end of Grade 3.¹³ Here there was no compensatory effect of the school with extended education in this group of children (Schüpbach 2012; Schüpbach/Herzog/Ignaczewska 2013). These findings are in accord with findings in Germany (Schründer-Lenzen/Mücke 2010); the findings in the United States for at-risk children are more positive (Lauer et al. 2006) than the EduCare findings for Switzerland.

6 Conclusion: Values of extended education in future

A traditional family model prevailed for a long time in Switzerland. School scheduling could rely on the fact that the family was available to care for children practically around the clock. But due to changes in society and the family in recent decades, this was no longer the case, and the schools were forced to change school timetables. As described above, this led to the introduction and expansion of extended education in Switzerland, successively from the late 1980s and ever more rapidly in the last 15 years. Through the HarmoS Agreement (EDK 2007), all cantons joining the agreement were required to provide demand-based extended education offerings. HarmoS has pointed the way ahead for the development of extended education in Switzerland. But it must be mentioned that up to today only 15 of 26 cantons have joined HarmoS and are thus required to implement the guidelines. At the federal level the Confederation is granted no powers by the Constitution to set binding regulations concerning extended education; this is due to the political organization of Switzerland, a federal state in which the Confederation, the cantons, and the municipalities cooperate on a federal basis and according to the principle of subsidiarity.¹⁴ The two

¹² Multiple analysis of regression, using the option 'type = complex' in Mplus.

¹³ Controlling for individual background variables

¹⁴ This means that the federal government enacts legislation and has responsibilities only in matters that cannot be sufficiently achieved by the smaller political units. It is the cantons that have supreme authority in matters of education. In the area of post-compulsory education (especially

examples presented above illustrating the development of extended education show that both in the city cantons of the Canton of Basel-Stadt and the Canton of Bern, which have a roughly equal urban and rural population, there has been a marked increase in the importance of extended education in the last 15 years. This can be determined based on the new legal foundations for extended education in cantonal school laws, the wide offerings, and the growing provision (which, however, differ, in part, between urban and rural areas) in this time period. The anchoring of extended education in the laws on compulsory schooling is also a declaration of belief in extended education as a part of educational provision. In the two example cantons, the new regulations also lay out quality guidelines. In the Canton of Basel-Stadt the costs of demand-based and full coverage offerings are largely borne by the canton together with the parents; in the Canton of Bern the costs are shared by the canton, municipality, and the parents. Beyond these two trailblazing cantons, however, it must be noted that legal foundations for extended education have not at all been widely created, quality guidelines are not binding everywhere, and in many cantons the (demand-based) introduction and expansion of extended education and the associated financial costs are left largely to the municipalities.

The developments in the past years reveal a development of extended education that is surprisingly fast for Switzerland. Switzerland's political institutions generally do not much foster reform, and they complicate and delay decision-making processes and reforms such as the introduction of extended education. It appears that particularly in urban cantons and regions, pressures for extended education became strong enough to bring about changes. This was helped along by the OECD PISA study, which as a window of opportunity for legitimation of various reform objectives provided an impetus for reforms. Precisely with regard to the deficits revealed by PISA, it was hoped that extended education could provide expanded opportunities for educational attainment and improve disadvantaged children and young people's educational opportunities and opportunities to participate in society. Not to be forgotten are demands by the economy for better reconciliation between work and family life and thus to improve opportunities for labor participation by highly qualified skilled employees and especially women.

The research on extended education overall and on effectiveness in Switzerland is still much in its infancy. Research interest increased in conjunction with the developments outlined above. This means that the implementation in Switzerland was at first not evidence-based. The findings that are now available can provide indications that extended education can fulfill certain of the expectations placed in it. However, there continues to be a great need for research in this area. Further investigations with larger samples and more differentiated analyses of educational quality and their effects and mechanism are needed for validation of current findings. Furthermore, it has to be taken into consideration that in this rapidly developing field of practice, further studies are needed. A new research project supported by the Swiss National Science Foundation called 'EduCare-TaSe – All-Day School and School Success?' is underway at the University of Bern (project start was March, 2013).¹⁵ In the longer term, it will be important to investigate whether extended education in Switzerland meet the economic and social political expectations.

vocational education and training) the federal government and the cantons work together as partners.

15 <http://www.educare-schweiz.ch/>

Acceptance of extended education has grown in a number of (political) circles, although it is still seen more as a childcare service than as an educational opportunity. The developments in recent years in the two trailblazing cantons presented above as examples will most likely show the way forward for the further development and expansion of extended education across Switzerland. This means that in the future, in addition to quantitative expansion there will probably be a main focus on qualitative expansion of extended education, and extended education will be more and more recognized as an educational offering. In addition, unsystematic observations regarding schools that have offered extended education for some years now and that already have a high provision rate and high utilization suggest that extended education is an attractor. Once a certain percentage of students utilize extended education offerings, there is rapid progression towards full utilization. The greater the proportion of utilizers, the greater the pressure becomes for the rest of the students to utilize the offerings, too. Once utilization rates near 100% on more and more days per week, in these municipalities they will raise the question as to whether for educational and organizational reasons, they should add to the open attendance form of offerings of extended education and also offer a compulsory form with a fixed group of students every day of the week. In a long-term perspective, this could mean development in the direction of all-day school scheduling for all students: schools with all-day hours as the normal case.

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