

Editorial

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Yours *Barbara (Budrich)*

Contents

NEW RELEASES	2
JOURNALS	3
PRESS CLIPPINGS	8
INTERNATIONAL PARTNERS.....	9
BUDRICH ACADEMIC	11

New Releases



BRIGITTE GEIßEL

MARKO JOAS (EDS.)

Participatory Democratic Innovations in Europe

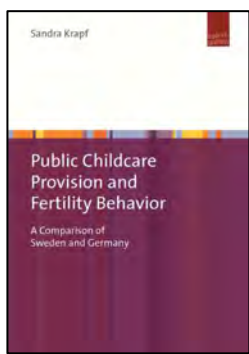
Improving the Quality of Democracy?

2013. 327 pp. Pb. 29,90 € (D), 30,80 € (A), US\$45.95, GBP26.95

ISBN 978-3-8474-0113-1

eISBN 978-3-8474-0371-5

Representative democracy is often seen as a stable institutional system in-susceptible to change. However, the preferences of the broad public are changing and representative, group based democracy has lost importance. This development made it necessary to change established ways of decision making and to introduce participatory democratic innovations. Many national and sub-national governments followed this route and implemented various kinds of participatory innovations, i.e. the inclusion of citizens into processes of political will-formation and decisionmaking. The authors analyse and evaluate the various effects of these innovations in Europe, providing a bigger picture of the benefits and disadvantages different democratic innovations can result in.



SANDRA KRAPPF

Public Childcare Provision and Fertility Behavior

A Comparison of Sweden and Germany

2014. 234 pp. Pb. 28,00 € (D), 28,80 € (A), US\$41.95, GBP 24.95

ISBN 978-3-86388-059-0

eISBN 978-3-86388-221-1

The author analyzes the relationship between the availability of public childcare for children under age three and the decision to have a first child. One would expect that providing women with the option of returning to work soon after childbirth would reduce the anticipated negative effects of having a child on a woman's career. However, existing research results on this relationship are inconsistent.



INSEP – Journal of the International Network for Sexual Ethics and Politics

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INSEP is a trans-disciplinary journal for the publication of critical research work on any aspect of sexual ethics and politics as it pertains to sexual identities, practices, behaviours, relations, orientations, desires and pleasures, geographies, histories, national and transnational politics and policy, theories and ideas. It provides a space where academics and practitioner/activists can debate key and contemporary issues, debates and disagreements on all aspects of sexual ethics and politics.

The journal's mission is that of the network that underpins it, the International network for Sexual Ethics and Politics. The journal seeks to promote:

- Critical understandings of the ethical problems and possibilities for diverse sexualities;
- Critical understandings of the discourses, vocabularies and bodies of knowledge by which sexuality is conceived, understood and articulated in contemporary societies, and their historical lineages;
- Critical awareness and evaluations of the beneficence or malfeasance of particular articulations of sexuality, strengths or deficiencies of different sexual cultures and discourses, their historical antecedents and their contemporary patterns of prejudice, pathology and discrimination or practice and advocacy, as well as emergent sexual politics aiming at emancipation and liberation;
- Critical understandings of the role of law, politics and culture in the prohibition, permission or regulation of sexualities, both in its oppressive deployment and possibly liberating possibilities in contemporary societies;
- And, finally, critical and constructive engagements with sexual ethics itself, thinking through its forms, role and meanings, and its history, present and future.

For further details, see <http://www.insep.ugent.be>

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International Journal for Research on Extended Education IJREE

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In many countries an increasing importance of activities to support learning and academic achievement that are extracurricular or outside classical institutions like schools, technical schools or universities can be observed. Spending on such public and private support programmes has risen continuously in recent years, as has the demand by participants for such activities.

In German-speaking countries these out-of-school and extracurricular educational activities are referred to and studied as non-formal activities or learning contexts/opportunities. In Anglo-American countries terms like after-school programmes, extracurricular activities and organised or designed activities are used.

As all these terms and concepts refer to the extension or supplementation of traditional educational institutions and their forms of instruction such as 'classical' classroom teaching in schools, in an international context the term 'extended education' is used more and more for this form of education.

Editors:

Prof. Dr. Ludwig Stecher und PD Dr. Sabine Maschke, University of Giessen, Germany; Prof. Dr. Jutta Ecarius, University of Cologne, Germany; Prof. Dr. Eckhard Klieme und Dr. Natalie Fischer, Leibniz-Institute for Educational Research and Educational Information, Frankfurt, Germany; Prof. Dr. Alan Dyson, University of Manchester, Great Britain; Prof. Dr. Joe Mahoney, Department of Education, University of California, Irvine and University of California, USA; Dr. Denise Huang, Los Angeles National Center for Research on Evaluation, Standards, and Student Testing (CRESST), USA; Prof. Dr. Manuela du Bois-Reymond, Leiden University, Netherlands; Prof. Dr. Fuyuko Kanefuji, Department of Education, College of Human Sciences, Tokiwa University, Japan; Prof. Dr. Marianne Schüpbach, Institute of Educational Science, University of Bern, Switzerland; Dr. Björn Haglund und Prof. Dr. Anna Klerfelt, both University of Gothenborg, Institute of Education and Communication, Sweden; Prof. Dr. Sang-Hoon Bae, SungKyunKwan University, Department of Education, South Korea

Reading Sample

IJREE – International Journal for Research on Extended Education

1 (Vol. 1/2013)

Research on Extended Education in Germany – A General Model with All-Day Schooling and Private Tutoring as Two Examples

Ludwig Stecher and Sabine Maschke



Abstract: Although research on extended education is similar to school-focused research in some respects, in other respects it involves new research perspectives and questions. Our article presents an analytical model on extended education that is based on school-effectiveness research and the work of Fischer and Klieme (2013). We summarise selected research findings in two areas of extended education: all-day schooling and private tutoring. While much research has been done in the first area, there is a considerable lack in the second. Our model and the findings that we are reporting can be used to guide further research in the field of extended education.

Keywords: research on extended education, all-day schools, private tutoring, educational effectiveness

1 Introduction

From early childhood to late adolescence, young people in Germany are enrolled in various institutional and non-institutional, public or private forms of educational arrangements. Some of them, particularly pre-school-aged children, attend kindergarten or participate in early learning courses. School-aged children often participate in school- or community-based programmes, forms of private tutoring or after-school activities such as art courses or academic clubs, or they attend extracurricular activities at all-day schools. While these activities and programmes are usually summarised as *non-formal learning environments* in German-speaking countries, Anglo-American countries use terms like after-school programmes, organised activities, designed activities or “structured informal contexts” (Vadeboncoeur 2006, p. 240). In as far as these activities and programmes focus on the *social, emotional and academic development* of children and young people and are *pedagogically structured* to make it easier for the participants to learn specific contents

(whatever they may be), we use the term extended education to encompass all forms of educational contexts that are focused and designed in this way.

There are certain indicators to prove that there has been overall growth in the field of extended education in Germany within the last decades. For example, the number of German all-day schools – in a sense a prototype of extended education programmes and activities (see section 3) – nearly tripled from 4,951 in 2002 to 15,349 in 2011 (KMK 2013) and the number of child daycare facilities (kindergarten) increased from 45,252 (2006) to 47,929 in 2011. This increase is largely due to an increase in child day care facilities for children under the age of 3 (see Autorengruppe Bildungsberichterstattung 2012, p. 239, Table C2-1A). In addition, we have observed a rise in community- and state-run programmes such as holiday camps that foster children outside of the school hours (cf. Hessisches Kultusministerium 2013).

This development in the field of extended education holds true not only for Germany but for nearly all modern countries (see Stecher & Maschke 2013; Ecarius, Klieme, Stecher, & Woods, 2013). Furthermore, a private market for extended education has been established in most countries in addition to the state-run and official educational programmes and initiatives. An extensive market in the area of private tutoring (i.e. Schülerhilfe and Studienkreis) has evolved in the last two decades in Germany. Dohmen, Erbes, Fuchs & Günzel assume that more than 25 per cent of German students have participated at least once in private tutoring before leaving school (2007, p. 24). According to preliminary data from the National Panel Educational Study (NEPS), more than one out of three 5th graders attends courses outside of school – in most cases these are music classes (Stecher & Preis, 2013). Furthermore, new commercial programmes for fostering children have arisen within the past decade such as FasTrackKids, which is a programme to foster academic learning for 3- to 8-year olds.

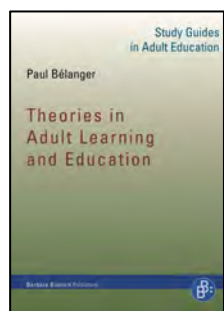
In summary, it is striking that the field of extended education has increased – particularly since the beginning of this century. In accordance with this development the demand for research on the effectiveness of programmes and activities is also on the rise. Our paper will cover some of the research that has been carried out in this field. Although research on extended education in general has a lifelong perspective, we will focus only on childhood and adolescence with an emphasis on all-day schooling and private tutoring. We selected these two topics because they are largely interlinked with schooling and topics related to schools; consequently, they can be viewed as two central pillars in the extended education system in Germany.



We start with a *general model of educational effectiveness in the research field of extended education*. This model guides our report in the two fields of extended education that we will examine in this paper and is applicable to all other forms of extended education. It can therefore serve as a general framework to guide further research in this field.

Do you want to read further? You find the contribution in issue 1 (Vol. 1/2013) „[IJREE – International Journal for Research on Extended Education](#)“ Further information at <http://www.budrich-journals.com>.

Press Clippings



Paul Bélanger

Theories in Adult Learning and Education

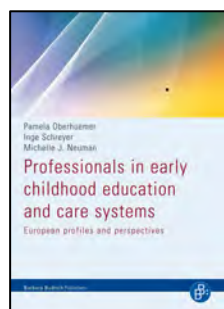
Study Guides in Adult Education, vol. 2

2011. 106 pp. Pb. 12,90 € (D), 13,30 € (A), US\$19.95, GBP 12,95

ISBN 978-3-86649-362-9

This short book by one of the most eminent writers on adult education today is in fact two books wrapped into one volume. The first consists of a survey of different theories of learning and adult learning. The second book discusses the statistical evidence for the participation of adults in different lifelong learning programmes and activities in a number of Western countries. Both are very valuable contributions to the study of adult and lifelong education. The volume is intended for students, and exercises and readings are given; the latter are particularly useful since the references for many of the readings suggested include weblinks, making this a very valuable tool of accessible sources for the study of adult and lifelong education.

International Review of Education 3/2013



Pamela Oberhuemer, Inge Schreyer, Michelle J. Neuman

Professionals in early childhood education and care systems

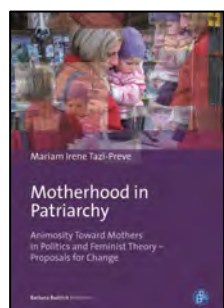
European profiles and perspectives

2010. 522 S. Kt. 49,90 € (D), 51,30 € (A), US\$ 75.95, GBP 46.95

ISBN 978-3-86649-249-3 – eISBN 978-3-86649-704-7

Professionals in Early Childhood Education and Care Systems is a comprehensive reference including profiles of the early childhood systems in the 27 countries of the European Union. The book is the product of the Systems of Early Education/Care and Professionalism in Europe (SEEPRO) research project based at the Bavarian State Institute for Early Childhood Research.

Contemporary Issues in Early Childhood 3/2013



Mariam Irene Tazi-Preve

Motherhood in Patriarchy

Animosity Toward Mothers in Politics and Feminist Theory – Proposals for Change

2013. 304 pp. Pb. 36,00 € (D), 37,10 € (A), US\$52.00, GBP 32.95

ISBN 978-3-8474-0048-6 – eISBN 978-3-8474-0300-5

In dieser zwischen Feministischer Theorie, Soziologie und Psychologie angesiedelten Arbeit sind – neben einer breiten Rekapitulation wichtiger, themenbezogener Standpunkte der jeweiligen Fächer – verschiedenste Aspekte von Mutterschaft und ihrer sozialen Bedingtheit zusammengefasst: über die staatliche und medizinische Kontrolle des Geburtsprozesses bis hin zu Fragen nach der Loslösung aus der Unterdrückung durch schiere Verweigerung gegenüber dem Muttersein.

Portal für Politikwissenschaft 10/2013

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