

Bertelsmann Stiftung (Hrsg.)

Gute Ganztagschulen entwickeln

Zwischenbilanz und Perspektiven

Abstract

In recent years, the expansion of all-day schools across Germany has made rapid progress in quantitative terms. The share of students attending all-day schools has grown from approximately 10 percent at the beginning of this century to over 40 percent in 2016, with growth continuing. This is remarkable given the complexity of developing quality all-day schools. Indeed, there are several interdependent factors to consider: The success of an all-day school requires first and foremost the educational commitment of all individuals involved in the operation of a school, finding themselves reflected in a work concept that is adapted to local needs. At the same time, decisions must be made at the political level to ensure proper framework conditions are in place to facilitate such endeavours. This includes necessary financial and staffing resources as well as a legal framework that enables such schools to function on their own. This publication explores to what extent these requirements have been met in the course of this expansion and examines whether this has involved a qualitative improvement as well. It addresses these issues in three thematic blocks. Each thematic block includes three contributions and a concluding commentary. Interspersed throughout the individual contributions are short accounts depicting the practical experiences of various schools in Germany that have become all-day schools offering a high-quality education.