



Design of the Study

The following section provides an overview of the design of the study and its execution.

The Research Team

The “Studie zur Entwicklung von Ganztagschulen” (Study on the Development of All-day Schools, StEG) is a cooperative research project. A consortium acts in charge, and thus constitutes the core of the working association: the German Institute for International Educational Research (DIPF) in Frankfurt (consortium spokesperson: Prof. Dr. Eckhard Klieme, project coordinator: PD Dr. Ludwig Stecher), The German Youth Institute (DJI) in Munich (Prof. Dr. Thomas Rauschenbach) and the Institute for School Development Research (IFS) at Dortmund University (Prof. Dr. Heinz Günter Holtappels). The field study is conducted by the IEA-Data Processing Center (DPC), Hamburg.

Contracting Authority

The study is funded by the Federal Ministry of Education and Research (BMBF) and the European Social Fund, and it is subject to a close cooperation with the participating federal states. The “Länder” support the accompanying scientific research to a high degree by enabling access to the schools, and securing the state-wide flow of information regarding the evaluation of the findings, as well as bearing expenses at the local level.

Advisory Bodies

The cooperative structure of the StEG project includes two advisory bodies that support the work of the consortium. The *administrative advisory board* is constituted by representatives from the federal states, the German Association of Cities, and representatives of the BMBF as the commissioning body. The *scientific advisory board* is constituted by seven researchers from the area of empirical educational research.

Design of the Survey /Assessment

StEG is designed as a quantitative, standardised questionnaire-based survey, its methodical profile includes multi-perspective, longitudinal design and broad, nationwide random samples.

Multi-perspective Design

To report starting conditions and work of all-day schools as complete as possible, STEG integrated the perspectives of nearly all groups that participate in all-day schooling. Hence, the following groups are interviewed in the StEG project:

- the school management (heads),
- the school cooperation partners,
- teachers,
- additional pedagogical staff,
- Students from selected classes (two classes were selected from grades 3, 5, 7 and 9 in each school),
- parents of the pertinent students .

Questionnaires for the individual target groups were kept parallel in the focal areas of assessment to enable a multi-perspective analysis. For example the instruments used by teachers and other pedagogical actors as well as the instruments for the primary and secondary level students were kept parallel.

Longitudinal Design

StEG is not limited to a singular key date of assessment in terms of a cross-sectional study. Instead, it focuses on the development of selected all-day schools over a period of several years. Thus the STEG project is designed as a longitudinal study. The participating schools and groups are assessed every two years at three measuring times.

Thus we get a comprehensive insight into, for example, those all-day schools that are established within the framework of the investment programme, “Zukunft Bildung und Betreuung (IZBB) – [Future of Education and Care]. Furthermore, the longitudinal design offers a sufficient time window for assessing dynamic developments at schools that were organised on an all-day basis earlier (see random sample).

The Random Sample

As a third characteristic feature, STEG relies on a nationwide sample, with a total of 14 participating federal states. The random sample consists of two parts, i.e. a *basis sample* and a *supplementary random sample*.

We draw schools on the basis of their meeting the requirements for support within the investment programme “Future of Education and Care“. The Standing Conference of Ministers of Cultural Affairs in the Lander States (KMK) established these requirements at December 31, 2004 (schools for supporting special needs students were not considered).

Apart from the basic sample of schools promoted within the IZBB programme, the STEG study further includes “older“ all-day schools, for comparative reasons, and in order to account for possible specific developments at federal state level, as requested by some of the states (*supplementary random sample*). These sample schools have been organised on an all-day basis for more than five years, independent from IZZB funding.

A disproportionate random sample plan is maintained with two objectives: 1.) Considering that nearly all the federal states are taking part the sample must be limited to a size that is economically manageable

2.) At the same time the sample must be kept sufficiently large to allow for the desired accuracy of the findings.

For information on the random sample plan and the performed random sample with a focus on the size of schools, see. table 1.

Tab. 1: Number of selected schools by federal state, school type and date of introduction (N = 373)

Federal State	basic random sample		Supplementary random sample	
	all-day schools funded by IZBB		Older all-day schools	
	Primary	Sec. I	Primary	Sec. I
Bavaria	/	16	/	/
Berlin	9	/	15	/
Brandenburg	18	17	/	8
Bremen	9	8	/	/
Hamburg	/	18	/	11
Hesse	/	19	/	23
Mecklenburg-Western Pomerania.	/	15	/	14
Lower Saxony	/	17	/	/
North-Rhine Westphalia	18	/	/	14
Rhineland Palatinate	/	20	/	/
Saxony	/	19	/	/
Saxony-Anhaltine	/	17	/	4
Schleswig-Holstein	11	16	/	/
Thuringia	19	18	/	/
total	84	200	15	74

Table 1 illustrates that the individual random samples are not equally represented in the individual Lander states. This is due to the different foci of the pertinent federal states or to research economic reasons. Even though the representation of all-day schools in Germany is thus not complete, the broad scope of schools included in the STEG project provides a basis for ensuring that the STEG study represents the crucial part of the current all-day school scene in Germany. The project can only claim to be representative within the framework of the random sample outlined in table 1.

The random sample for the first key date in 2005 includes 373 schools. A total number of 31,000 students from grades 3, 5, 7 and 9 were questioned, as well as 22,500 parents, nearly 9,000 teachers and nearly 2,000 pedagogical actors at the all-day schools. Moreover, 680 external cooperation partners that participate in the all-day school process were included (societies, organisations etc.).

Conducting the Study

The actual ascertainment of the field data is performed by the IEA-Data Processing Center (DPC) in Hamburg.

The *student interviews* were conducted from May until July 2005 and 2007: the assessment was performed at classroom level and it lasted approximately two hours including a short break.

The participating students were handed out a questionnaire for their parents that they should bring back to school after the parents had filled it in.

The *questionnaires for the school managers* and the *teacher questionnaires* had been sent to the schools prior to the student interviews. This also applies to the *questionnaires for the additional pedagogical staff*.

The questionnaires for external cooperation partners respectively were sent out to those partners that had been named by the schools after the first field study phase had been completed.

