

TIME AND EDUCATION: REFLECTIONS ABOUT FRANCE AND GERMANY

Abstract

This article aims to analyze the characteristics of the educational policy in two countries, Germany and France, particularly regarding the full-time school. The documentary and bibliographical research focused on information from the Organization for Economic Co-operation and Development (OECD) on educational policy in the countries participating in the Programme for International Student Assessment (PISA), as well as those provided by the European Community. Time, as an analytical category, is sociologically understood as a social construction, inscribed in the advent of the capitalism, responsible for determining rhythms and processes, including the private life sphere. As results, we found that France maintains a solid tradition in full-time schools, where students remain in basic education linked to the curriculum and to the deepening of learning a second language. Germany, on the other hand, adheres gradually to such policy, in response to the negative results presented in PISA in 2000; However, it privileges the second shift to remedial classes and re-sitting exams, and not as a form of curricular complementation.

Keywords: *Full-time School. Temporal Rules. Educational Policies. Time and Education.*