



## WERA-IRN EXTENDED EDUCATION

An International Research Network (IRN) of the World Education Research Association (WERA)

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### News from the Network, June 2020

Dear members,

We hope that you and your loved ones are doing well and keeping safe in these times.

The latest developments of the COVID-19 pandemic are affecting most areas of our lives all around the world. This also includes extended education and research related to it, as in-person international conferences have all been cancelled. Therefore, we also decided to postpone our 3<sup>rd</sup> Conference in Iceland to 2021.

As an international research network, we also want to engage with you during these times. This is why one of us launched a webinar on May 4<sup>th</sup> with international guests to discuss extended education in the current situation with the COVID-19 pandemic.

In this newsletter, we want to highlight examples of the current situation of extended education in different countries—three from the panel during the webinar, and enhance an international dialogue on how we, both as a network and as individual researchers, can be supportive of extended education. Please contact us in case you have ideas and suggestions on how we can further engage with you.

We strongly hope that all measures taken will lead to a containment of the virus and that the educational sector will soon again be able to support children and youth around the world.

Best wishes,

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Prof. Dr. Marianne Schüpbach  
Freie Universität Berlin, Germany

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Prof. Dr. Gil Noam  
Harvard University, USA.

### Chairs of the WERA-IRN Extended Education

#### Content:

- Postponement of our 3<sup>rd</sup> Conference to 2021
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- Two open calls for the *International Journal of Research on Extended Education*
- Publications in the field of extended education
- New research projects
- Development of our Network and cooperation with the AERA OST-SIG

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**Website:** <https://www.ewi-psy.fu-berlin.de/en/v/wera-irn-extended-education>

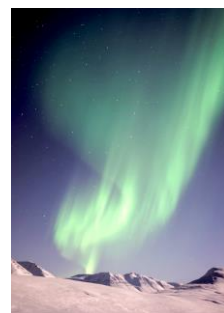
**E-Mail:** [extended-education@fu-berlin.de](mailto:extended-education@fu-berlin.de)

### Postponement of our 3<sup>rd</sup> Conference in Iceland to 2021

#### Note from the Icelandic Organizing Committee

Dear Members of the WERA-IRN Extended Education,

We hope you are all safe and well. The progression of the COVID-19 pandemic over the last months has affected us all at different times, at varying degrees of severity, and with different national and regional measures in place. We, as a globally active network, are particularly affected by the situation, as the pandemic advances across various continents and countries. International conferences will probably not be able to take place in many places this year – many them have already been cancelled. Intercontinental travel will probably be limited or not possible for some time.



In light of the developments of the COVID-19 pandemic, the Icelandic conference committee, along with the network chairs, concluded that the only option is to postpone the WERA-IRN 2020 Reykjavik Conference for one year.

**The 3<sup>rd</sup> WERA-IRN Extended Education Conference *Extended Education in Thriving Communities – Towards a sustainable future* will be held in Reykjavík, Iceland in 23-25 September 2021.** The Icelandic conference committee is currently going through the many abstracts and symposia that have been submitted. Everyone who has submitted an abstract or symposia will receive an answer within the coming weeks.

All accepted submissions will be valid and welcomed in the Reykjavík Conference in September 2021. There will also be an additional call for abstracts at the end of this year.

In Iceland, all universities and high-schools turned completely to e-learning. Pre-schools and elementary schools operated with tremendous precautions and limited operations. Extended education programs, such as out-of-school programs and youth centres, adjusted their schedules to provide children and young people with spaces to share and care for each other. The government has been applauded on how well they tackled this difficult virus with scans and quarantine. The general public has also followed directives from health authorities and the spread of the virus is fading here in Iceland.

If we look back to the past weeks, no one could have envisioned the power that is inherent in the educational community, schools and the extended education community. It has been confirmed that the educational system can adjust and react to a transformative societal change in a remarkably short time. We have certainly not seen the end of the COVID-19 pandemic and the challenges it brings. It will matter a great deal that we succeed in strengthening the key competencies that enable us to tackle complex tasks, both as individuals and as a society. We are now learning to live together in a different way than before. The education and insights that are being gained are tremendous. By investing in education, we will strengthen our communities for the future. In this extraordinary time, we wish you all the best and are looking forward to a virtual exchange and meeting you soon.

Best regards,

#### **Organizing committee of the University of Iceland**

Prof. Dr. Kolbrún Þ. Pálsdóttir, Árni Guðmundsson, Eygló Rúnarsdóttir, Katrín Johnson and Ruth Jörgensdóttir Rauterberg

### Extended Education During the COVID-19 Pandemic



#### Webinar with an International Panel of Experts in Extended Education May 4, 2020

Our co-chair Gil Noam hosted a webinar with international guests to discuss extended education in the current situation with the COVID-19 pandemic.

His guests Wolfram Rollett (Pädagogische Hochschule Freiburg, Germany), Natalie King (Georgia State University, USA) and Sang Hoon Bae (Sungkyunkwan University, Korea) presented the current situation of extended education in their countries. After that, the three panelists answered questions and a discussion ensued about what our Network can do to become more active. There was great concern that the focus on schools is so dominant that extended educations is getting “lost in the shuffle.” The webinar participants noted that this is harmful to both the education field and to children and families, and that we have a responsibility to highlight research that shows how essential the afterschool hours, weekends, and summers are for the growth of young people, socially, emotionally and academically,

You can watch the recording of the webinar [online](#) and/or read write-ups of the three expert presentations below.

#### The Situation in Germany – Wolfram Rollett

*Wolfram Rollett is a professor for empirical educational research and school development at the University of Education Freiburg. His main research topics are school development processes, extended education in all-day schools, learning culture and educational effectiveness of schools. Since 2006, he is engaged in a large nationwide evaluation study on the implementation of all-day school programs in Germany.*

In general, extended education offerings in Germany have increased during the last 20 years. Around two thirds of all schools in Germany provide extracurricular offerings and nearly 50% of the students attend such offerings. These extended education offerings are very heterogenous concerning the institutions involved, staff and content.

Since mid-March, all schools and extended education institutions have been closed in Germany. Many schools have redirected financial resources and staff for extended education to implement online learning resources and online teaching.

From May on, schools in Germany have been slowly reopening. They have been teaching students from selected grades in smaller groups that focus on main subjects. Unfortunately, it seems that extended education is not an issue for schools currently, as they are primarily trying to organize online teaching. In the near future, extended education seems to have low prioritization.

Therefore, the recently build capacities of extended education are now in danger. Both cooperation networks will loosen over time, and staff before employed in extended education activities will likely take up other occupations. The discussion on these issues has not even started yet in Germany.

### The Situation in the United States – Natalie King

*Natalie S. King is the executive director of I AM STEM, LLC and an assistant professor of science education in the Department of Middle and Secondary Education at Georgia State University. Her scholarly work focuses on advancing Black girls in STEM education, community-based informal STEM programs, and the role of curriculum in fostering equity in science teaching and learning.*

We want to think about COVID-19 as a disruptor and also an opportunity to act more innovatively in regard to providing education. At the time of the webinar, 118,000+ schools were closed with 53.7+ million students impacted.

Many afterschool programs have closed, mostly because they are licensed through state agencies—if schools close, they have to close as well. Some organizations are having difficulty serving children, and have limited training and capacity to serve students virtually. There has also been a breakdown in communication between school districts and wraparound programs.

There needs to be a reconceptualization of services being provided—what professional development and onboarding steps are required to conduct instruction online? Many organizations are cutting pay, furloughing employees, and relying on stimulus packages so they don't have to close their doors permanently.

Many summer programs are weighing their options and considering different scenarios—rethinking logistics regarding classroom space, curriculum, as well as their preparedness and willingness to continue instruction online. Important curricular decisions in OST need to be made: is the role to remediate, to get students up to speed with more of an academic focus, or to focus more on social-emotional development issues and mental health. Would face-to-face programs be possible and sustainable? Are sports and outdoor play too dangerous, and how do we overcome some of the possible sedentary habits acquired through this time?

There is a great deal of uncertainty right now. Many organizations are searching for guidance from federal and state level legislatures to gauge shift in procedures to ensure compliance, financial impact (registration numbers low, furloughing), dress code, sign in and drop off procedures. Other considerations include parents, who have become co-instructors in many respects—what are the implications for working parents? How much programming is enough for their children? Finally, there are equity and access issues that must be addressed, particularly digital disparities across underserved populations.

Now is not the time to lose hope, but to innovate.

### The Situation in South Korea – Sang Hoon Bae

*Dr. Sang Hoon Bae is a professor of education at Sungkyunkwan University (SKKU), South Korea, where he serves as Vice President of student affairs. He is also Director of Education and Future Institute of SKKU. He currently serves as editor in chief of the International Journal for Research on Extended Education (IJREE).*

#### The Road Not Taken

In South Korea, there is a nationally mandated curriculum framework, an emphasis on high quality teachers, and is well known for its education fever, pervasive private tutoring, and deep-rooted egalitarianism. There is also a historical legacy of central controls, and strong information communication technology infrastructure. All schools are closed and remote learning began April 9<sup>th</sup>. Numbers indicate that 5.34 million students are attending online classes (98%).

Four factors for the success in Korea include the prevalence of learning content, convenient platforms such as the Korea Education and Research Information Service (KERIS), easy access to internet, and widespread use and distribution of devices to underserved youth. Teachers and students are getting used to the new environment, and are beginning to recognize the potential of online and blended learning.

There are four types of extended education in Korea: educare programs in or out of school, school-based afterschool programs (enrichment, remedial), learning and development programs outside the school by professionals, and private supplementary tutoring. Most of extended education has stopped except for emergency educare services and private tutoring. This is due to the focused effort on regular online classes, and the vulnerable nature of hands-on, experimental field programs. Programs run by individuals or small business vendors are also ill-equipped to provide edu-tech services.

High stakes tests and grading has stopped due to concerns of fairness. Instead, for knowledge-based subjects, performance is calculated by study time by LMS, and the use of randomized test items. Student discussion, recorded performances, essays, reflection papers, and experiment reports are also used.

We can learn several lessons from this. There is a gap between our perception and capabilities in regard to virtual access. We must also build more self-directed learners in the future. In addition, there is unequal quality across educational systems. There also needs to be a realization of the importance of student-teacher interactions. The future of extended education can include augmented and virtual reality spaces. Public-private partnerships also need to be taken advantage of to address some of these issues of learning gaps or technological access.

Responding to our call, we are glad that two of our members shared their perspectives on the current situation of extended education in their areas.

### The Situation in the German Federal State of Saxony – Karen Hemming

*Karen Hemming, PhD, is a senior researcher in the Research Unit: "Youth transitions" of the German Youth Institute (Branch Office in Halle), Germany*

Even though the current situation in Germany was outlined in the Webinar on May 4th by Wolfram Rollett, I would like to add some specific insights into the current extended education settings for the federal state of Saxony, where all kindergartens and primary schools re-opened on May 18th (as a unique regulation in Germany). The re-opening is based on the concept of "constant groups," where the children are looked after in their constant groups by their teacher. The children do not have to wear masks or maintain social distancing but are not allowed to get in touch with children or teachers from other groups. The care times are limited but most institutions try to offer at least a limited all-day care (e.g. 9 a.m. – 4:00 p.m.). However, primary schools focus only on teaching the main courses (no courses in P.E., music, art, handicrafts, English) and all additional extended education activities within the all-day school context are cancelled. This is mainly due to the concept of "constant groups," as the extended education activities are mainly organised across groups. Furthermore, many teachers belong to the COVID-19 high-risk group and therefore staff is limited and not available for teaching extended education classes. Additionally, external teachers for extended education offers are currently not allowed into the schools. The situation at secondary schools regarding extended education offers is similar.

Outside compulsory school routines, most sport clubs, music schools and other private institutions offering organised leisure activities are also re-opened, given they meet the hygienic standards.

When looking at the aim of "getting back to normality", the concept seems to work quite well. However, when looking at social segregation a big bias becomes visible. Organised leisure activities that are offered within the school context are in Germany especially important for deprived children, who do not have/cannot afford access to out of school activities. Currently, this source of additional education is not accessible, whereas at the same time, the more privileged children can take up their hobbies in external institutions (most of these external offers even took place "online" during the lockdown). Thus, also in the field of extended education, social segregation effects of COVID-19 become clearly visible.

### The Situation in the Swiss Canton of Bern – Michelle Jutzi, Thomas Wicki & Ueli Hostettler

*All three authors are working at the University of Teacher Education in Bern, Switzerland. Dr. Michelle Jutzi is a lecturer for change processes in organizations and Post Doc and Thomas Wicki is a PhD student working as a researcher at the Institute of Research, Development and Evaluation. Prof. Dr. Ueli Hostettler is head of the research priority program "Governance in Education" at the same institute.*

After-school programs (ASP) in Switzerland are prevalent – there are programs in many communities, especially in urban areas. Those ASP are mostly school-based, located on school grounds and offer activities before and after school hours. During the COVID-19 pandemic and the closure of schools (March 15 to a partial opening on May 11), the ASP were responsible for the so-called “emergency care”, which was installed to serve parents with systemically relevant professions (doctors, nurses, food retail etc.). Many of the ASP changed their opening hours, providing care from morning to afternoon. ASP staff supervised children, provided lunch and opportunities for leisure time in the afternoons. The communities, government officials and school principals were often engaged in planning those activities together with ASP staff. Furthermore, many schools intensified their cooperation and decision-making with the ASP regarding the joint programming of activities and planning of a communication concept for parents.

Often, schools and ASP organized an integrated public appearance to signal security and safety with a sustainable care program to parents and employers.

Therefore, the relevance of ASP for the communities, families and school districts changed dramatically because of the COVID-19 pandemic. Since beginning of the pandemic, at the University of Teacher Education in Bern, we held regular online talks with ASP leaders from the Canton of Bern. We invited government officials to speak on topics such as the organization of the “emergency care” and its effects on staff and children.

In an online workshop with 20 ASP leaders on May 15, we discussed the effects of the pandemic on the collaboration between ASP and schools. We found that in many municipalities, the collaboration has intensified during the past two months. The ASP leaders answered an online questionnaire about their collaborations. Many argued that there had been an increase in awareness among leaders and stakeholders in many schools ASP. Some even talk about a “change of heart” concerning teachers’ and school principals’ attitudes towards ASPs.

ASP leaders felt increasingly that they have a say and that their needs are no longer just considered, but incorporated in the development of concepts for the whole school. Because of staff shortages, some school teachers also worked in the ASPs. After an acclimatization period, they were very engaged in the programs and teamed to developed hygienic concepts together with ASP staff.

The ASP leaders hope that the ASPs' effort will be recognized by schools after the end of the pandemic. At the same time, negotiations for the ASP will continue and the school's openness to the needs of the ASP will proceed. In many ASPs, the leaders now feel more of a “pedagogical partner” to schools. This might be because they could gather relevant information about learning, concentration and motivation of the students during this time.

We are very intrigued to see what kind of lasting effects the school closure has on the rather biased and "distant" relationship between school and ASP in Switzerland. Some fear that this effect might be short-lived and triggered only by the situation of mutual dependency during the COVID-19 pandemic. Others hope that this might be the start of a transformation and more intense integration of school and ASP in Swiss municipalities with the goal of serving best children's needs.

### Calls to the International Journal of Research on Extended Education (IJREE)

#### Special Issue on the Mission of Complementation and Compensation

After the 2<sup>nd</sup> WERA-IRN Extended Education Conference, a special section of the IJREE will be edited by Anna-Lena Ljusberg and Anna Klerfelt as guest editors.

The concepts of complementation and compensation are central to extended education. Activities in different forms in extended educational contexts can in various ways add and supply the educational programmes in compulsory school and preschool class, and vice versa. One starting point in extended education is that the activity should be based on the pupils' needs, interests and initiative. That extended education can provide complementation indicates a recognition of an alternative way to view knowledge and how learning is supposed to take place. When it comes to the concept of compensation, this concept indicates extended education's foundation in values. Children grow up dependent on different living conditions. Extended education can be a tool for affording children experiences that are not available in other environments where they already participate. Due to the children's different experiences, it is a challenge for staff in extended education to design their activity in different ways in order to direct different activities towards certain groups or individuals and thereby fulfil the goal of compensation.

Articles can be submitted until September 30, 2020 (see links below).

#### General Call for Submissions to the IJREE

The International Journal for Research on Extended Education (IJREE) cordially invites submissions on extended education from scholars around the world.

Extended education programs—though called using different names, around the world—are becoming an increasingly important part of the educational systems across many countries. An increasing number of studies have thus been conducted to better investigate this area. The IJREE is unique in that it covers international studies in the field of extended education. Since its debut in 2013, the bi-annual journal has been published continuously with its 12th issue as of 2019.

IJREE is looking for further studies that offer meaningful insight into extended education, and thus invites you to submit your valuable work. We also request your help in disseminating this call for papers to your colleagues.

Please see the [IJREE website](https://www.ewi-psy.fu-berlin.de/en/v/wera-irn-extended-education) for further instructions and [author guidelines](#) or contact the editors: [ijree.editor@gmail.com](mailto:ijree.editor@gmail.com)



### Publications in the Field of Extended Education



#### International Developments in Research on Extended Education: Perspectives on Extracurricular Activities, After-School Programs, and All-Day Schools

The purpose of this edited volume is to provide an overview of what extended education looks like across multiple nations around the world. Different models, policies, methods, and research findings will be discussed from an international perspective. Extended education is done differently around the world and the purpose of the volume is to understand and appreciate these differences with as much of an open mind as possible. By attempting to understand, compare, and (where appropriate) integrate these different practices as they occur in their social, cultural, and historical context, the editors hope to offer the reader a broader point of view on extended education and a critical perspective on their own society's practices and policies.

This edited volume has been published by Prof. Dr. Sang Hoon Bae, Prof. Dr. Joseph L. Mahoney, Prof. Dr. Sabine Maschke, and Prof. Dr. Ludwig Stecher (Eds.). The volume is now available [online](#).

#### The Afterschool Leadership Landscape: Supporting and Strengthening Racial Equity

US-based National Afterschool Association (NAA) recently released a [research review](#) that explored the leadership landscape in US extended education with a focus on identifying the systemic challenges and opportunities to increase racial diversity among afterschool leaders and increase equity in access to leadership positions.

Moreover, the NAA is launching a [Professional Learning Community](#) for Emerging Leaders of Color.

### Research Projects in the Field of Extended Education

#### A New Research Center in the US Aims at Making Evidence Actionable for Youth-Serving Organizations in the Field of Extended Education

A US nonprofit organization in OST education, [BellXcel](#), has launched the [Sperling Center for Research and Innovation \(SCRI\)](#). Named in honor of BellXcel's longtime board chair, Laurene Sperling, SCRI's mission is to elevate the quality and impact of youth-serving organizations by making evidence actionable.

Too often, the day-to-day tasks of planning and implementing programs prevent organizations from investigating, testing, and documenting what works. Organizational growth is stalled because of limited capacity and competing priorities. SCRI is determined to add the capacity needed to help partners put research into action. It has a dual focus: engaging in research studies and translating and elevating findings, and supporting partners as they implement evidence-based practices through focused consulting engagements. "We're excited to launch SCRI and to lend partners the capacity they need to improve, grow, and innovate," said Brenda McLaughlin, SCRI Managing Partner and Chief Impact Officer at BellXcel. "We're looking forward to partnering with organizations across the youth development and education fields."

For more information, please visit [www.sperlingcenter.org](http://www.sperlingcenter.org)

#### A New Research Project on Swedish School-Age Educare Centres

During autumn 2019, a new project directed to Swedish school-age educare centres (SAECs) was initiated. The project will continue up until 2022 and focus both research and development in SAECs. It is governed by Ifous, a nonprofit independent research and development institute, together with a research group led by Associate Professor Helena Ackesjö at Linnaeus University and Associate Professor Björn Haglund at University of Gävle.

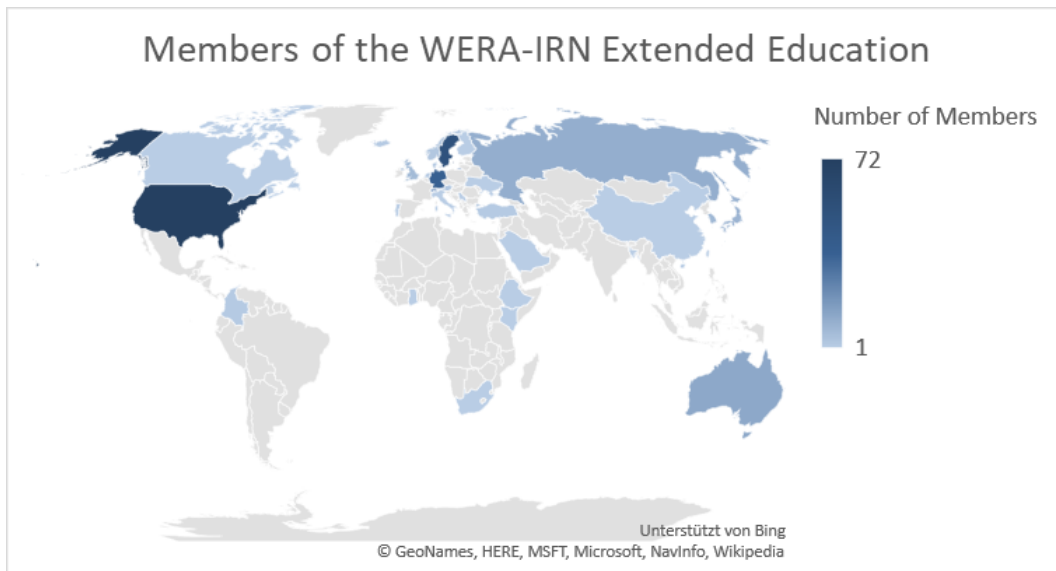
The project is called The School-age Educare Centre's Pedagogical Mission (SAECPM) and includes both staff at SAECs and principals that are responsible for the work at the SAECs. Well over 120 persons working at 31 schools in four municipalities are involved in this newly initiated project. The project's general purposes are to study, discuss and increase knowledge concerning 1) how the SAECs work and cooperation with school can contribute with good conditions for the pupils learning and 2) the principals' responsibilities to supervise and steer the SAECs work.

Read more about the project on the project website of [Linnaeus University](#) (Swedish only) or contact Björn Haglund [Bjorn.Haglund@hiq.se](mailto:Bjorn.Haglund@hiq.se) and Helena Ackesjö [helena.ackesjo@lnu.se](mailto:helena.ackesjo@lnu.se).

### Development of our Network

#### Membership Development

Since our last newsletter, 80 new members joined our network!



As of today, we have 279 members from 33 countries: Australia, Austria, Bangladesh, Canada, China, Colombia, Denmark, Ethiopia, Finland, Germany, Ghana, Hong Kong, Iceland, Israel, Italy, Japan, Kenya, the Netherlands, Norway, Palestinian Territories, Portugal, Russia, Saudi Arabia, Serbia, South Africa, South Korea, Sweden, Switzerland, Taiwan, Turkey, the UK, Ukraine, and the USA.

We aim at reaching 300 members by September and for that, we need your support: please inform your colleagues about us and invite them to join our network! Please think of just one person who will benefit from being part of our Network and who has research and evaluation interests. Recruit a colleague from your country who is focused on education and youth. They can easily [sign up online](#). We want 21 new members from as many countries as possible.

#### Cooperation with the AERA OST-SIG

We are very glad to be intensifying our cooperation with AERA's Special Interest Group on Out-of-School Time Education. The SIG's chair, Natalie King, recently participated in our webinar on extended education during the COVID-19 pandemic (see above). Before that, we had already planned a live event in San Francisco within the AERA Annual Meeting at the Exploratorium. Unfortunately, we had to postpone this joint event, but have intensified our relationship.

We are looking forward to our further cooperation and to sharing perspectives with members from the OST-SIG in the future!

Find out more about them on their [website](#) and [facebook page](#).

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### Sharing Information on Current Developments in the Research Field of Extended Education

We are convinced that as an international network we have the potential to enhance collaboration among researchers all over the world in order to identify the specific problems, features and possibilities of extended education. Therefore, we kindly invite you to send us information about current research projects, important associations and institutions or upcoming conferences in the research field of extended education so that we can share it with all our members.

**E-Mail:** [extended-education@fu-berlin.de](mailto:extended-education@fu-berlin.de)