



WERA-IRN EXTENDED EDUCATION

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

News from the Network, March 2021

Dear members,

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

Welcome to our March 2021 edition of our newsletter! In this report, we highlight examples of the extended education's current situation in different countries around the world. Additionally, we would like to enhance an international dialogue on the promotion of extended education.

As we informed you, the third WERA-IRN Extended Education Conference at the University of Iceland in Reykjavik will be held September 23 - 25, 2021 as an **ONLINE-CONFERENCE**.

The submission deadline for papers (second call) is April 1, 2021. The Icelandic Committee is setting up an exciting three-day program. Organizing an agenda which participants from as many time zones as feasible can follow is one of the major goals. In order to support individual discourse between network members, open exchange opportunities will be provided.

We are looking forward to seeing as many of you as possible at the online-conference.

Best wishes,

Prof. Dr. Marianne Schüpbach
(Freie Universität Berlin, Germany)

Prof. Dr. Gil Noam
(Harvard University, USA)

Chairs of the WERA-IRN Extended Education

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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

3rd Conference in Iceland to be Held Online

Note from the Icelandic Organizing Committee

Dear members of the WERA-IRN Extended Education,

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 an ONLINE WERA-IRN CONFERENCE hosted by the Icelandic Team.



The 3rd WERA-IRN Extended Education Conference *Extended Education in Thriving Communities – Towards a sustainable future* will be held online September 23 – 25, 2021 according to the attached program.

All accepted submissions are valid and welcome at the Reykjavík Conference in September 2021. Furthermore, we wish to inform you that **we welcome additional abstract submissions** for papers. We're particularly interested in research focussing on the impact of COVID-19 related to extended education. Please do spread the word if you know someone who may be interested. We also would like to announce that we encourage **young researchers** especially to submit an abstract, either for a paper- or a poster-presentation, pertaining to extended education. The submission deadline is April 1, 2021.

Further information on the conference can be found [here](#):

Best regards,

Organizing committee of the University of Iceland

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

Notification of WERA Focal Meeting to be Held Online

WERA Virtual Focal Meeting 2021

The WERA Focal Meeting, organized by the WERA, Sociedad Espanola de Pedagogía (SEP), in conjunction with the Universidad de Santiago de Compostela, and Red Transdisciplinar de Investigación Educativa (RETINDE,) will take place **online July 7 – 9, 2021. WERA virtual workshops will be offered July 6, 2021.** Registration for the virtual conference will include one-year individual WERA membership. For further information, please visit the conference website.

Publications in the Field of Extended Education

Shadow Education in Africa and in Myanmar – Research by Mark Bray

Mark Bray is Chair Professor of Comparative Education at the University of Hong Kong and Chair Professor at the Centre for Research in Supplementary Tutoring (CIRIST) at East China Normal University (Shanghai). Within the field of comparative education, his research has centered on shadow education. His latest book, “Shadow Education in Africa”, was published in 2021. The year before, he wrote “Shadow Education in Myanmar” together with Magda Nutsa Kobakhidze and Ora Kwo. Shadow education is a component on non-state activity of growing scale and significance.

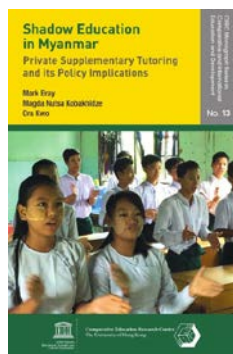
Shadow Education in Africa. Private Supplementary Tutoring and its Policy Implications. The book addresses both Sub-Saharan and North Africa, and draws many lessons from comparative analysis. It is the first comprehensive work on shadow education in Africa. Particular attention is paid to regular teachers who also provide tutoring, and to private-sector enterprises.

The book can be downloaded for free via this [link](#).

French and Arabic versions will be published later in 2021.

Shadow Education in Myanmar

Published in 2020, the book presents the first detailed empirical study in Myanmar of a phenomenon that is of increasing visibility and significance in high-, medium- and low-income countries across the world.



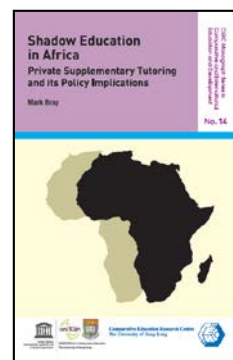
The study results from a partnership with the UNESCO office in Myanmar and the Yangon University of Education (YUOE). Among the students sampled for this study, over 80% were receiving shadow education; and among the teachers sampled, nearly half were providers. Other tutoring was received from informal providers and through registered companies.

The study exposes the significance of this phenomenon for the lives of students, the work of teachers, and the broader society. It has far-reaching implications for the educational reforms on which the Myanmar government has embarked. The study also has much of interest for international comparative analysis.

A free download the study can be accessed [here](#).

Measurement in the Out-Of-School / Extended Learning Space

Christina A. Russell is the Senior Managing Director of Policy Studies Associates (Washington D.C.). She designs and leads studies related to afterschool and expanded learning, community-based programming, and systems-building. In addition, she works with organizations to develop capacity for continuous learning and improvement, including through logic models and the development of performance management systems and tools.



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Corey Newhouse has been involved in educational equity and social justice movements since the early 1990s. She founded Public Profit (Oakland, CA) to build a team that would seamlessly blend social science research methods, organizational change strategy, and a deep commitment to supporting changemakers.

Measure, Use, Improve! Data Use in Out-of-School Time shares the experience and wisdom from a broad cross-section of out-of-school time professionals, ranging from internal evaluators, to funders, to researchers, to policy advocates. The book's chapters examine how to build support for learning and evaluation within programs, creating and sustaining continuous quality improvement efforts, authentically engaging young people in evaluation, and securing funder support for learning and evaluation.



Measure, Use, Improve! offers a guide for building a system of evaluation, with resources and ideas for evaluators and out-of-school organizations just getting started on their data journeys, and for those seeking to build and apply new knowledge to program improvement. The book's authors share conceptual frameworks that have helped inform their thinking, walk through practical examples of how data in out-of-school time has strengthened their organizations, and offer advice to colleagues. Click [here](#) to see the table of contents and order a copy!

Nonprofit Organization in the Field of Extended Education

Qualified Support for Summer and Afterschool Programs – BellXcel

Brenda McLaughlin, managing partner at [BellXcel](#), a national nonprofit organization with 30 years of experience in education and youth development, has provided us with information on this comprehensive program. BellXcel empowers schools and youth organizations with a single source solution to run summer and afterschool programs. The team provides the tools and resources needed for programs to succeed, including planning guidance, curriculum, coaching, professional development, assessment and reporting all; the organization's partners hire staff, recruit kids, engage families, and implement programs.

BellXcel has years of data showing that teaching in a BellXcel-powered program positively influences teacher practice. In particular, teachers use the skills they hone during the summer to create student-centered, engaging environments during the school year that incorporate social and emotional learning and positive behavior management. We partnered with the RAND Corporation to investigate these findings further. Read more about [The Promise of Summer as a Time for Teacher Professional Development](#) and [hear directly from the study authors, Elizabeth Steiner and Laura Stelitano](#), about implications for the broader education and OST fields.

Round Table in Moscow – What is the True Potential in Edutainment?

Round Table (Moscow): “From Edu- To –tainment: What Is the True Potential In Edutainment?”

*In December 2020, the **Pinsky Center of General and Extracurricular Education** at HSE Institute of Education (Moscow) launched an international round table "From Edu- to -tainment: What is the true potential in edutainment?" Professor Ger Graus OBE (Global Director of Education at KidZania and Visiting Professor at the HSE Institute of Education) hosted the discussion which included panelists Dr. Andreas Schleicher (OECD), Lord Jim Knight (UK), Professor Isak Froumin (Moscow), Eric Abrams (USA), Professor Atara Sivan (Hong Kong), Natalia Kiseleva (Russia), and Professor Sergey Kosaretsky (Moscow.)*

The sector of edutainment, informal "learning through entertainment", has been hit the hardest by the pandemic. The roundtable's discussion revolved around the questions, which place outdoor activities, leisure education, and edutainment take presently and should take in the modern educational environment. Further questions were, "Can we talk about education and development rather than leisure and entertainment? How can the public system use the resources of private providers? Is this a marriage of convenience or a match made in heaven?"

The round table explored the educational agenda of edutainment and highlighted the understanding that school is more than just school. Since people have become victims and slaves of algorithms, technologies of "classical" education, the realization grows that now is the time to create an antidote against this by learning to influence people through real diversity, other ways of thinking, different cultures, and new ideas.

Simultaneously, "classical" schools are advantageous. They can make learning manageable and guided. Therefore, spaces need to be created where the features mentioned above can be combined with the merits of edutainment such as engagement, motivation, and lively emotions. If these were instilled in schools, the best aspects of edutainment and school could generate an atmosphere of knowledge.

Furthermore, the concept of leisure education, no matter how you define it, is based on the need to develop values, attitudes, knowledge, and skills. Children participating in leisure activities learn to employ leisure time for their personal growth and for improvement of their quality of life. A positive attitude towards leisure can thus inspire a child to find what he or she strives for.

STEM Education Through Solar Cooking

The Solar Education Project – STEM Education Through Cooking

Jennifer Gasser and Mary Buchenic, solar cooking educators, have provided us with the following information on **The Solar Education Project**, a nonprofit organization, created to promote solar cookers as instructional tools for STEM education, wellness, economic empowerment, and ecosystem recovery. The sun provides abundant, free energy daily to cook food, in most regions of the world. The experience of food preparation, cooking and sharing a meal, creates a memorable experience and opportunity to share rich traditions and culture.

The project promotes solar ovens as instructional tools for STEM education, water purification, sustainability, and empowerment of women around the globe. By embracing STEM, in a multidisciplinary way, libraries, community groups, schools, and science centers can easily offer programs centered around the principles of light and energy using a solar oven.

For example, the Solar Education Suitcase contains lesson plans, experiments, a reflective panel solar oven, recipes, videos, links, and materials. Over 50 real world *learning extensions* are included in the Solar Suitcase to spark ideas and creativity. One such extension has led to the production of a video series for global use, *Master Class Meets Maker's Space*: Lessons are taught within the context of life experiences in a storytelling format providing rich, deep, and thus, impactful understanding for learners.

Sharing knowledge is a critical component of extending education, and solar cooking fits well within the framework of the United Nation's Sustainable Development Goals.

If you are interested in more information, please contact [Jennifer Gasser](#) or visit our [website](#).

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

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](#) for further instructions and [author guidelines](#) or contact the editors: ijree.editor@gmail.com

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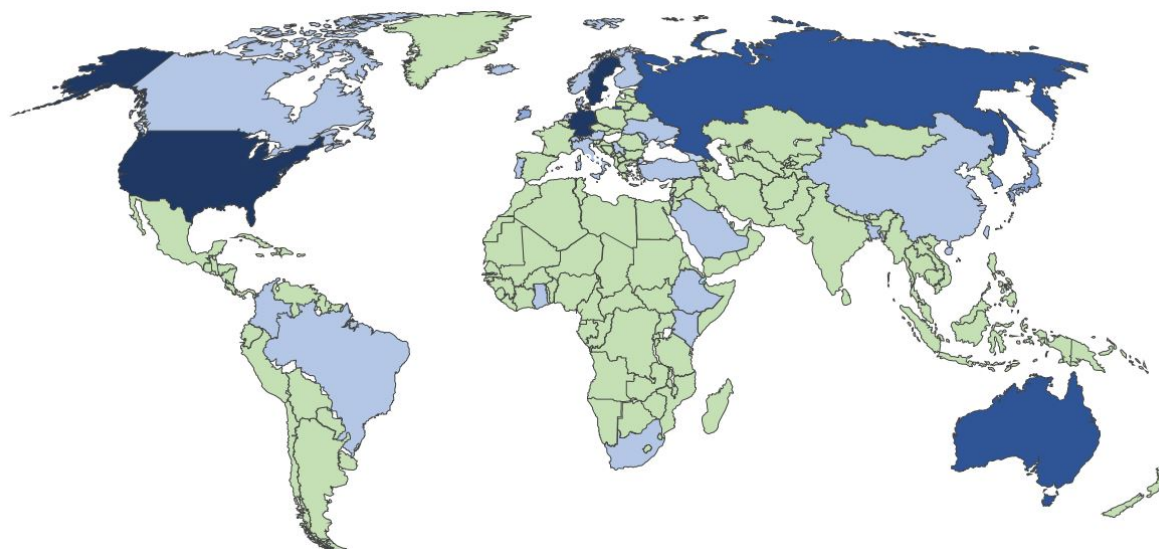
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Development of our Network

Membership Development

Since our last newsletter, 15 new members joined our network!

Members of the WERA-IRN Extended Education



● Countries with more than 35 members ● Countries with 1 - 10 members ● Non-member countries

As of today, we have 294 members from 37 countries: Australia, Austria, Bangladesh, Brazil, Canada, China, Colombia, Denmark, Ethiopia, Finland, Germany, Georgia, Ghana, Hong Kong, Iceland, Ireland, Israel, Italy, Japan, Kenya, Moldova, the Netherlands, Norway, Palestinian Territories, Portugal, Russia, Saudi Arabia, Serbia, South Africa, South Korea, Sweden, Switzerland, Taiwan, Turkey, the UK, Ukraine, and the USA.

Do not hesitate to invite your colleagues to join our network! Please think of one person who would benefit from being part of our network and who would be interested in our research and evaluation. Recruit a colleague from your country who is focussed on education and youth. They are welcome to [sign up online](#).

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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