

# Report 2018/2019 from the WERA-IRN EXTENDED EDUCATION

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## 1. International Journal of Research on Extended Education (IJREE)

In 2013, the NEO ER (Network on Extracurricular and Out-of-School Time Education Research), today WERA-IRN EXTENDED EDUCATION, launched an internationally refereed journal: the *International Journal for Research on Extended Education* (IJREE). It has been published twice a year since then and it is internationally recognized as the unique academic journal in the field of extended education (<http://www.budrich-journals.de/index.php/IJREE>). IJREE involves three main sections – a general contribution for scholarly research papers, the development of Extended Education for reports on professional works, practices, explanatory and introductory works in the area of extended education, and book reviews.

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### **Special Section 1 of the International Journal of Research on Extended Education (IJREE 2018/1): First WERA-IRN Extended Education Conference at the University of Bamberg**

As a guest editor, Prof. Dr. Marianne Schuepbach was responsible for a special section of the conference (including keynote speeches) in the *International Journal of Research on Extended Education*. It contains the following papers:

Schüpbach, M. (2018). Extended Education from an International Comparative Point of View. *Special Section of International Journal for Research on Extended Education*, 6 (1).

#### *Special Section*

[Introduction: Extended Education from an International Comparative Point of View](#) [PDF](#)

Marianne Schuepbach

[Comparison of Extended Education and Research in this Field in Taiwan and in Switzerland](#) [PDF](#)

Marianne Schuepbach, Denise Huang

[A Comparison of the Afterschool Programs of Korea and Japan: From the Institutional and Ecological Perspectives](#) [PDF](#)

Sang Hoon Bae, Fuyuko Kanefuji

[Swedish School-age Educare Centres and German All-day Schools – A Bi-national Comparison of Two Prototypes of Extended Education](#) [PDF](#)

Anna Klerfelt, Ludwig Stecher

### **Special Section 2 of the International Journal of Research on Extended Education (IJREE 2018/2): First WERA-IRN Extended Education Conference at the University of Bamberg**

As a guest editor, Prof. Dr. Marianne Schuepbach was again responsible for a second special section of the conference entitled *A discussion about concepts and terms in the field of extended education* in the *International Journal of Research on Extended Education*. It includes the following papers:

Schüpbach, M. (2018). A discussion about concepts and terms in the field of extended education. *Special Section of International Journal for Research on Extended Education*, 6 (2).

#### *Special Section*

[Introduction: A Discussion about Concepts and Terms in the Field of Extended Education](#) [PDF](#)

Marianne Schuepbach

[Eliciting Concepts in the Field of Extended Education – A Swedish Provoke](#) [PDF](#)

Anna Klerfelt, Anna-Lena Ljusberg

[Useful terms in English for the field of extended education and a characterization of the field from a Swiss perspective](#) [PDF](#)

Marianne Schuepbach

[Extended Education – Some Considerations on a Growing Research Field](#) [PDF](#)

Ludwig Stecher

[Concepts, Models, and Research of Extended Education](#) [PDF](#)

Sang Hoon Bae

[Expanded learning: A thought piece about terminology, typology, and transformation](#) [PDF](#)

Gil G. Noam, Bailey B. Triggs

## 2. Other publications

### **Conference Volume *Extended Education from an International Comparative Point of View (First WERA-IRN Extended Education Conference at University of Bamberg)***

Selected contributions from the conference representing the international state of research on extended education will be published by Springer in a conference volume edited by Prof. Dr. Marianne Schuepbach and Dr. Nanine Lilla in July 2019.

Schüpbach, M.; Lilla, N. (Hrsg.) (in print), *Extended Education from an international comparative point of view. WERA-IRN Extended Education Conference Volume*. Springer.

### **Edited volume with the working title *International Developments in Research on Extended Education*, by Prof. Dr. Sang Hoon Bae, Prof. Dr. Joseph L. Mahoney, Prof. Dr. Sabine Maschke, and Prof. Dr. Ludwig Stecher (Eds.)**

The volume is scheduled to be published by Barbara Budrich Publishers in autumn 2019. 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 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.

Based on these perspectives, the volume aims at three main aspects: Firstly, the volume is to explore major characteristics of extended education as an emerging research field, to define what this research field is (and is not), and to point to areas/nations/regions where we know very little about extended education. Secondly, the volume is to provide a potential framework for future cross-national research (collaborative and comparative research) on extended education we are lacking so far. And thirdly, the

volume will shed light on the national and international features of extended education and suggest future developments in this field of education.

### **3. Symposia of the network**

#### **Symposium of the WERA-IRN EXTENDED EDUCATION at the 2018 WERA World Congress in Cape Town**

The Symposium *Extended Education – an emerging global research field* was organized and submitted by Ludwig Stecher, Sabine Maschke, and Marianne Schuepbach. The symposium presented this global research field and summarized international research findings conducted by members of the WERA-IRN Extended Education.

The first presentation (Prof. Dr. Ludwig Stecher & Prof. Dr. Marianne Schuepbach) gave an overview of research on extended education from an international point of view. This was based on a systematic review of international research findings on extended education focused on the US, Europe and Asia. One of the major findings is that systematic research on the effectiveness of extended education programs is rare. The available studies show that participation in extended education provisions fosters academic achievement, social learning, and reduces antisocial behavior. However, the effects are usually small and are reached only if the programs are of high educational quality and a participation in the programs/activities for a long period. The review delineated some of the criteria that must be met to install effective programs. Up to now, such a systematic comparison of international publications is missing.

The term “effectiveness” usually neglects that extended education programs can have negative outcomes as well. The second presentation (Prof. Dr. Sabine Maschke) dealt with this neglected perspective in (extended) education research. During adolescence, young people have to meet a variety of developmental tasks. Their peers play a significant role in solving them. But peers are not only a resource of development. In some cases, they can also be a risk – this holds in particular with regard to sexual identity building. Empirically, the presentation investigated the extent of sexual violence and where it takes place. The main data base was a current and representative German study with about 2.700 9th and 10th graders. The study shows that almost every second adolescent has at least one experience with non-physical forms and almost every fourth with physical sexualized violence. In most cases, the sexualized violence originates from peers and places and activities where adolescents meet each other at are particularly risky places. Based on the study and international findings, the consequences for designing safe extended education programs were discussed.

#### **Network Meeting of WERA-IRNs**



Aside from organizing the symposium on extended education, the WERA-IRN EXTENDED EDUCATION was represented at the network meeting of the representatives of the international research networks (IRNs) within the WERA. Ludwig Stecher, the co-organizer of the WERA-IRN EXTENDED EDUCATION, represented our network, which is the youngest of all WERA-IRNs. In this first introduction to the colleagues of WERA, the history, the scientific background and the research topics of the IRN Extended Education were presented.

## **Symposium of the WERA-IRN EXTENDED EDUCATION at the AERA 2019 Congress in Toronto**

The Symposium *Afterschool Programs and their Quality in Different Countries around the World* was organized and submitted by Marianne Schuepbach and Ludwig Stecher.

Extended education or out-of-school time programs – such as afterschool programs in the United States, Ganztagschulen [all-day schools] in Germany, or Tagesschulen [all-day schools] in Switzerland – have grown steadily in recent years. An increasing number of programs are on offer, and more and more children and young people are attending them. Parallel to the rising number of programs and participants within the last decade, the number of studies focusing on the effectivity and the educational quality of the programs rose as well. In a meta-analysis of 68 U.S. studies, Durlak, Weissberg, and Pachan (2010) found that especially programs that are sequential, active (training process), focused, and explicit lead to positive effects on school achievement. The U.S. studies have identified some general and consistent factors in educational quality and indicators for educational quality of extended education programs (Durlak et al., 2010).

The objective of this session was to discuss questions of staff professionalism (as basis of the educational quality of extended education programs) from an international point of view. In this symposium, we presented papers about afterschool programs and their quality in different countries (US, Germany, Switzerland, Japan and Sweden). Prof. Anna Klerfelt, Stockholm University, Sweden, was the discussant.

The first paper came from Japan and was presented by Prof. Fuyuko Kanefuji, Bunkyo University, Japan. This presentation aimed to clarify the nature of afterschool programs and their quality in Japan based on data from nationwide surveys conducted by Japanese ministries. Among other things, the presentation focused on the various efforts municipalities make to improve the quality of their afterschool programs by organizing the training of the staff members by themselves. The paper from Switzerland by Prof. Marianne Schuepbach, Freie Universität Berlin, Germany, focused on activities and their quality in all-day schools. The questions were investigated in a research project EduCare-TaSe, founded by the Swiss National Science Foundation (SNSF), which was examining children in Grades 1 and 2 at all-day schools. It is to Hattie's (2013) credits to show that educational quality and effectiveness is strongly interlinked with the expertise of classroom teaching. Prof. Gil Noam, Rebecca K. Browne and Dr. Patricia Allen, Harvard University and The PEAR Institute, presented a study of U.S. system-building work to support science, technology, engineering, and maths (STEM) in after-school. Two of the presentations of the symposium dealt with the perspective on teachers or instructors as we may say. The paper from Sweden presented by Prof. Anna-Lena Ljusberg, Stockholm University, Sweden, analyzed documents on which the training for teachers working in extracurricular activities in school educare centers is based on. The paper gives an answer to the question of what an ideal teacher looks like and it concludes that teacher's professionalism in educare lies in the skills of not being formal and school-like but still being educational in a way that promotes the students' development. Based on the OECD Teaching and Learning International Survey (TALIS) data set, the German presentation by Dr. Stephan Kielblock, Leibnitz Institute for Research and Information in Education and Prof. Ludwig Stecher, University of Giessen, Germany, compared internationally the rate at which teachers in schools are involved in extracurricular activities at their school. If we assume that teachers are well prepared for working in the

extracurricular sector (based on standardized teacher training), this rate is an indicator of the educational quality on a national level. The findings show that involvement rates vary to some extent between different countries.

#### **4. Membership statistics and Newsletters**

##### **Members of the WERA-IRN EXTENDED EDUCATION**

Since it was founded, our network is constantly growing and its members come from all over the world. Currently, the WERA-IRN EXTENDED EDUCATION consists of 171 members from 29 countries on all continents: Australia, Austria, Bangladesh, Canada, Colombia, Denmark, Finland, Germany, Ghana, Hong Kong, Iceland, Italy, Japan, Kenya, the Netherlands, Norway, Palestinian Territories, Portugal, Russia, Saudi Arabia, Serbia, South Korea, Sweden, Switzerland, Taiwan, Turkey, the UK, Ukraine, and the USA.

In April 2018, the WERA-IRN Extended Education had only consisted of 58 members of 15 countries, most of them located in Europe. This increase in members and the diversification in countries shows us that there is a global interest in research on extended education and it legitimates the work of our IRN Extended Education.

##### **WERA-IRN EXTENDED EDUCATION mailing list for members**

Information about the various activities of the WERA-IRN Extended Education such as upcoming conferences, symposia, publications or research projects as well as news about developments in the research field of extended education were sent to its members regularly. Moreover, members used the mailing list to gather information on specific research topics requested by its members.

From November 2018 on, we sent a newsletter including information about current development of the network via the mailing list, and published it on our website. Members have since then had the possibility to add their own projects and news about developments in their countries related to extended education to the newsletter.

#### **5. Next WERA-IRN Conference Extended Education**

**The WERA-IRN Conference Extended Education: Practices, Theories and Activities will take place from September 26-28, 2019 at Stockholm University, Sweden.**

**Organizers:** **Rickard Jonsson**, Professor in Child and Youth Studies at Stockholm University, **Anna Klerfelt**, Associate Professor in Education, specialization School-Age Educare/Extended Education at Stockholm University, and **Anna-Lena Ljusberg**, Assistant Professor in Child and Youth Studies at Stockholm University

The aim of the second WERA-IRN EXTENDED EDUCATION conference is to present, discuss and bring together different research perspectives and theories on goals and practices of Extended Education; and furthermore to explore the diverse concepts, ideas and paradigms governing Extended Education activities.

Extended Education can be perceived as a social practice as well as a discursive and aesthetic one. It can be emphasised as an educational practice with a caregiving dimension. It is culturally and historically constructed, with different developmental paths due to different traditions and societal expectations in different countries. The practice can be organised as a school-age educare centre, an all-day school or as an activity separate from a school's regular classes, as in different forms of after-school clubs.

Theories underlying Extended Education evolve from a variety of academic disciplines, having different philosophical and practical ideas and assumptions about the development and growth of children and youth. Through various theoretical perspectives, we invite an academic dialogue that aims to compare and challenge differences and commonalities regarding concepts of child/youth and children's and youth's well-being, everyday activities, norms and affirmation to life among different countries and cultures. Moreover, due to different goals derived from different policies, whether hidden or explicitly expressed, the activities offered in the area of Extended Education are at variance.

The question is from whose perspective the activities are chosen and in what ways they are designed? What perspective do we take when talking about activities? Is it the perspective of the children, the parents, the school or society?

Participants in the second WERA-IRN EXTENDED EDUCATION conference – Extended Education: Practice, theories and activities – will provide insights as they analyse fundamental elements of Extended Education worldwide, point out possible ways to develop the practice and activities from different perspectives, and suggest the specific theoretical and methodological approaches needed to promote research in this field.

#### **Keynote Speakers:**

**Prof. Dr. Marianne Schuepbach**, Freie Universität Berlin, Germany

**Prof. Daniel T Cook**, Rutgers University-Camden, USA

**Prof. Ann-Carita Evaldsson**, Uppsala University, Sweden

**Kirsten Kerr PhD**, University of Manchester/Centre for Equity in Education, UK

#### **Participants at the Panel Discussion:**

**Prof. Sang Hoon Bae**, Sungkyunkwan University, South Korea

**Helene Elvstrand PhD**, Linköping University, Sweden

**Prof. Fuyuko Kanefuji**, Bunkyo University, Japan

**Kirsten Kerr PhD**, University of Manchester/Centre for Equity in Education, UK

**Prof. Anna Klerfelt**, Stockholm University, Sweden

**Anna-Lena Ljusberg PhD**, Stockholm University, Sweden

**Prof. Dr. Gil Noam**, The PEAR Institute/Harvard Medical School, USA

**Prof. Dr. Ludwig Stecher**, University of Giessen, Germany

## **6. Conclusion/Outlook**

This year was very productive and we were especially pleased with the growth of the Journal and the continuation of our annual conferences. The conference in Bamberg, Germany increased participation in the Network and we were able to find conference organizers for the future.

As we project into next year, we are looking forward to our September conference in Stockholm. Preparations have been made and we are looking forward together with the host committee to a vibrant and intellectual exchange in Sweden. We also are looking to expand the network and have made great strides in that direction especially in attracting numerous researchers from North America. We now have representation in every continent. This active membership drive will continue into next year. Our newsletter will be expanded to include occasional blogs and reports of activities of our members across the world. At present we are discussing and will be for the next year the inclusion of more evaluators and policy-makers with a strong research focus. We look forward to reporting on our advancement in the coming years.