



WERA-IRN Extended Education

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

Report 2019/2020 from the WERA-IRN Extended Education

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

Prof. Dr. Gil Noam, Harvard University, USA and

Claudia Schnellbögl BA, Freie Universität Berlin

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1. The second WERA-IRN Extended Education Conference: *Extended Education - Practice, Theories and Activities*

The second WERA-IRN Extended Education conference took place at Stockholm University, Sweden, from September 26-28, 2019, and was organised by Prof. Dr. Anna-Lena Ljusberg, Prof. Dr. Anna Klerfelt and Prof. Dr. Rickard Jonsson. The aim of the conference was 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.

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We had the honour to welcome 136 delegates from 17 countries. We welcomed long-distance guests from Australia, Colombia, Nigeria, the US, Japan, and South Korea. From Europe, we had guests from Austria, Denmark, England, Germany, Iceland, Italy, Norway, Russia, Scotland, Sweden and Switzerland. In the conference, five symposia which embraced 20 contributions, 68 papers and five poster presentations. Four keynote speakers gave talks about different topics such as conceptualisations, play, children's peer culture and equity in education. A vivid panel discussion about the significance of complementation and compensation in Extended Education concluded the overall theme of the conference.

Besides the formal conference activities, also more informal parts in the programme like lunches, coffee breaks (Swedish fika!), the reception and the conference dinner offered possibilities to meetings and discussions. The participants also had possibility to visit a school-age Educare centre, which was highly appreciated.

Organizing Committee

- **Rickard Jonsson**, Professor in Child and Youth Studies
- **Anna Klerfelt**, Associate Professor in Education, Specialisation in School-Age Educare/Extended Education
- **Anna-Lena Ljusberg**, Assistant Professor in Child and Youth Studies

Keynote speakers

- **Marianne Schüpbach**, Professorship of Primary Education at Freie Universität Berlin, Germany
- **Daniel T. Cook**, Professor of Childhood Studies at Rutgers University-Camden, USA
- **Ann-Carita Evaldsson**, Professor in Education at Uppsala University, Sweden
- **Kirstin Kerr**, Senior Lecturer in Education at the University of Manchester/Co-Director for the Centre for Equity in Education

Participants of the Panel Discussion

- **Sang Hoon Bae**, Professor of Education and Director of the Center for Innovative Higher Education, Sungkyunkwan University, South Korea
- **Helene Elvstrand**, Linköping University, Sweden
- **Fuyuko Kanefuji**, Professor at the Department of Human Sciences, Bunkyo University, Japan
- **Kirstin Kerr**, Senior Lecturer in Education at the University of Manchester / Co-Director for the Centre for Equity in Education, UK
- **Anna Klerfelt**, Associate Professor in Education, Specialisation in School-age Educare/Extended Education, Department of Child and Youth Studies, Stockholm University, Sweden
- **Anna-Lena Ljusberg**, Senior Lecturer/Head of the Teacher Education Program for Primary School, Specializing in School-Age Educare, Stockholm University, Sweden
- **Gil Noam**, Associate Professor at Harvard Medical School, Founder and Director of The PEAR Institute, Boston, USA
- **Ludwig Stecher**, Professor for Educational Research at the University of Giessen, Germany

Two of the conference organizers, Anna-Lena Ljusberg and Anna Klerfelt, are currently planning to publish a special section in the *International Journal of Research on Extended Education* (IJREE), including papers from the conference proceedings. The topic of the special issue will be complementation and compensation in Extended Education and it is scheduled to be published in 2021 (read more below).

2. Business Meeting and Organizational Development of our IRN

Within the 2nd WERA-IRN Extended Education Conference at Stockholm University, Sweden, the second business meeting of our network took place on September 27, 2019. There, the 30 participating members were informed about recent developments of our IRN.

Another step to make extended education more visible and to establish this research field consists in the efforts of the members of our IRN to commonly use the term *extended education* in all publications, presentations and key words of papers.

3. 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 recognised 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. Special issues have also been published with topics which draw great attention from extended education research community. The IJREE has a 12-month moving wall system that gives free access to all articles one year after their publication. Since 2018, Sang Hoon Bae is the editor-in-chief of the IJREE.

IJREE articles are found from a variety of world renowned search engines and research database including ASCI (Asian Science Citation Index), ERIC (Education Resources Information Center), ARC (Australian Research Council), Norwegian Research Database, EBSCOhost, Education Index, Google Scholar, etc.

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Volume 7 Nr. 1 (2019)

Since we reported status and activities of IJREE, three issues have been published. In the 2019(1) issue, there are six articles in the general contribution section and two short reports in the development in extended education section. Please see below for details.

General Contributions

- [The Effect of Utilization of Extended Education Offerings and of Their Quality on Reading Achievement at Open-Attendance All-Day Schools](#)
(Benjamin von Allmen, Marianne Schüpbach, Lukas Frei, Wim Nieuwenboom)
- [Leisure-Time Activities Including Children with Special Needs: A Research Overview](#)
(Birgitta Lundbäck, Linda Fälth)
- [Results of an Exploratory Analysis of PISA 2015 Survey of Student Participation in Outside-School-Time Programs](#) (Larry E. Suter)
- [All-Day Schools and Social Work: A Swiss Case Study](#)
(Emanuela Chiapparini, Andrea Scholian, Patricia Schuler, Christa Kappler)
- [The After-School Program Collaboration Quality Index \(CQI\): Results of a Validation Study](#) (Michelle Jutzi, Rebecca H. Woodland)
- [Global Pattern of Extended Education and Its Impact on Educational Outcomes: The Case of Science Education](#)
(Sang Hoon Bae, Hyowon Park, Eun Ju Kwak, Eunwon Cho, Hyeonseok Jung)

Developments in the Field of Extended Education

- [Navigating Partnership Model for Expanded Learning Opportunities: A Case of the State of Oklahoma](#)
(Chang Sung Jang)
- [School Age Care Services in Australia](#)
(Jennifer Cartmel)

Volume 7 Nr. 2 (2019)

In the 2019(2) issue, there are three papers in special section, two articles in the general contribution section and one short report in the development in extended education section. Please see below for details.

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Special Section

- [Inequality in Extracurricular Education in Russia](#)
(Sergey Kosaretsky, Ivan Ivanov)
- [Shadow Education in Germany: Compensatory or Status Attainment Strategy? Findings from the German Life Study](#)
(Karin Lag Steve R. Entrich, Wolfgang Lauterbach)
- [Stratification in Extended Education Participation and its Implications for Education Inequality](#)
(Sang Hoon Bae, Eunwon Cho, Bo-Kyung Byun)

General Contributions

- [‘Bursting with Activities’: Impression Management as Edu-Business in School-Age Educare](#)
(Linnéa Holmberg)
- [The Need for Care: A Study of Teachers’ Conceptions of Care and Pupils’ Needs in a Swedish School-Age Educare Setting](#)
(Liza Haglund)

Developments in the Field of Extended Education

- [The Method of the Socio-Spatial Map for the Reconstruction of Transformative Educational Processes in Educational Contexts](#)
(Sabine Maschke, Verena Wellnitz)

Volume 8 Nr. 1 (2020)

The 2020(1) issue was published. In this issue, there are six articles in the general contribution section and one short report in the development in extended education section.

General Contributions

- Principals’ Perspective on Pupils’ Social Learning in Swedish School-Age Educare
(Kristina Jonsson)
- Possibilities and Impossibilities for Everyday Life: Institutional Spaces in School-Age Educare
(Karin Lager)
- Let the Right One in: Sports Leaders’ Shared Experiences of Including Refugee Girls and Boys in Sports Clubs
(Peter Carlman, Maria Hjalmarsson, Carina Vikström)
- Passing the Mic: Toward Culturally Responsive Out of School Time Leadership
(Ishmael A. Miller)
- University-supported Networks as Professional Development for Teachers in School-Age Educare
(Lena Glaés-Coutts)
- STEM Learning Ecosystems: Building from Theory Toward a Common Evidence Base
(Patricia J. Allen, Zoe Brown, Gil G. Noam)

Developments in the Field of Extended Education

- The Professional Life of Leisure Pedagogues at Austrian All-Day Schools
(Gerald Tritremmel)

Editors' Meeting of the IJREE

2020 editors' meeting was originally scheduled on the site of the 3rd WERA IRN Extended Education conference in Reykjavik, Iceland. Due to the COVID-19 outbreak, however, the conference was cancelled.

Alternatively, we will be having an online meeting in December 2020. Invitation of new editors and themes of the next special Issues will be discussed and planned.

Plans for the IJREE

We are currently preparing for two special issues as following.

The first special issue:

- Theme: Extended Education at College and Its Outcomes
- Guest editor: Dr. Steve Enrich, University of Potsdam
- Anticipated publication date: December 2020

The second special issue:

- Theme: Complementation and compensation in Extended Education
- Guest editors: Anna Klerfelt and Anna-Lena Ljusberg, Stockholm University
- Anticipated publication date: Feb 2021

Followings are a plan for the development of the IJREE:

- Being listed on SCOPUS by 2021
- Inviting more editors particularly from regions of North and South America and Africa
- Publication of a special issue in relation to the international comparative study, "Then and Now Retrospective Pre-Post Survey: Your experience, thoughts and feelings organized by WERA IRN Extended Education chairs, Marianne Schüpbach and Gil Noam, and editor in chief of IJREE, Sang Hoon Bae

4. Research Synthesis: Conference Volume *Extended Education from an International Comparative Point of View*

Thirteen selected high-quality papers from the proceedings of the first WERA-IRN Extended Education Conference entitled *Extended Education from an International Comparative Point of View* that had taken place at the University of Bamberg, Germany, in November 2017 have been published in August 2019. The conference volume was edited by Prof. Dr. Marianne Schuepbach and Dr. Nanine Lilla and published by Springer Publishing.

The papers represent the international state of research on extended education and concern the following topics: (a) Development and Implementations of Extended Education in Different Countries; (b) Compensatory Effects of Extended Education; (c) Multiprofessional Collaboration of Staff; (d) Peer Relations Within the Field of Extended Education; (e) Focus on the Situation in Germany.

All contributions underwent a double-blind peer review process before publication. Our conference volume represents the research synthesis that we are obliged to present as an IRN of the WERA this year, in the end of our third year as an IRN within WERA.

Schüpbach, M.; Lilla, N. (Hrsg.) (2019), *Extended Education from an international comparative point of view. WERA-IRN Extended Education Conference Volume*. Springer.

5. International Comparative Study: *Students' Experience of Uncertain Times: Mental Health and Virtual Learning in Class and in Extended Education*

Organizing Committee: Prof. Dr. Gil Noam, Harvard University, USA, Prof. Dr. Marianne Schüpbach, Freie Universität Berlin, Germany, and Prof. Dr. Sang Hoon Bae, Sungkyunkwan University Seoul, South Korea

In reaction to the large impact of the Covid-19 pandemic on the education sector worldwide, Gil Noam, Marianne Schüpbach and Sang Hoon Bae decided to launch an international comparative study together with researchers from within our IRN Extended Education.

Due to lockdown measures, billions of students worldwide were out of school and had to learn from home. Millions of teachers had to master distance learning platforms and had to teach online without much preparation. This experience is constantly changing depending on the current developments of the pandemic: in some countries, students re-entered schools before summer vacation (e.g. Germany and South Korea), but in other countries school closures continue until fall (many states in the U.S). In several countries, students are expected to come back to school after the summer break. It's possible that this will change any time. Worldwide, students have to deal with uncertainty whether distance learning or classroom instruction will be taking place at school.

The organizing committee therefore developed a questionnaire and coordinated a call for researchers within our IRN Extended Education. Responding to this call, 12 teams from within our IRN Extended Education are conducting the study in 11 countries: USA, Germany, South Korea, Sweden, Australia, Turkey, Iceland, Russia, Israel, Switzerland, Georgia.

What unites all these participating countries is the "uncertainty" of the current situation. The process of reopening society and schools is fragile, students, teachers, administrators and parents continuously have to adjust to new circumstances like wearing masks, sitting six feet apart, possible new closures due to new cases of infection and older teachers or those with preconditions need to use technology in order to protect themselves from what could be a deadly infection.

The international comparative study aims to answer the following research questions: How do students assess their own social and emotional development and mental health? How do they evaluate the quality of education that they received? What kind of learning experiences did the students have during their school closure and was there any engagement in extended education during that time? What form did such activities take and what did the students miss about extended education activities? All these questions will be answered in retrospective concerning the times before, during and after their school closure. Moreover, we want to analyse similarities and differences across the countries regarding the experiences of the students and the effect of the isolation on their self-perception.

We are looking forward to conducting comparative analyses on the data and to obtaining new insights into the impact that lockdown measures have on children and youth with a special focus on extended education.

We plan to publish the results in a preliminary publication in spring 2021. Research and publications on the national and international level are planned for 2021 and 2022.

6. Symposia of the Network

Symposium of the WERA-IRN Extended Education at the AERA 2019 Congress in Toronto

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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 have grown steadily in recent years. An increasing number of programs are on offer, and the number of participants is increasing. Parallel to this development, the number of studies focusing on the effectiveness and the educational quality of programs rose. In a meta-analysis of 68 U.S. studies, Durlak, Weissberg, and Pachan (2010) found that programs that are sequential, active (training process), focused, and explicit particularly lead to positive effects in school achievement. They have identified some general and consistent factors, as well as indicators for the 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.

First, Prof. Fuyuko Kanefuji (Bunkyo University, Japan) presented on the nature of afterschool programs and their quality in Japan based on data from nationwide surveys conducted by Japanese ministries. Among others, the presentation focused on the organisation of staff trainings by municipalities. Second, the paper from Switzerland by Prof. Marianne Schuepbach (Freie Universität Berlin, Germany) focused on activities and their quality in all-day primary schools and was based on the research project EduCare-TaSe, founded by the Swiss National Science Foundation (SNSF). It is to Hattie's (2013) credit 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 mathematics (STEM) in after-school. The paper from Sweden presented by Prof. Anna-Lena Ljusberg (Stockholm University, Sweden) analysed school-age Educare teachers' training material and concluded that teacher's professionalism in Educare lies in the skills of not being formal 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 (Leibniz Institute for Research and Information in Education, Germany) 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 and used it as an indicator of the educational quality on a national level. The findings show that involvement rates vary to some extent between different countries.

Symposium of the WERA-IRN Extended Education at the 2019 WERA Focal Meeting in Tokyo

In August 2019, we held an invited symposium of WERA and the German Educational Research Association at the WERA Focal Meeting in Tokyo, Japan, about Quality in Extended Education: Quality Concepts, Approaches to Measurement and Continuous Quality Improvement.

The symposium was organized by our chairs, Prof. Gil Noam and Prof. Marianne Schüpbach. The participants, all members of our network, presented this topic from international perspectives, including Japan, Switzerland, the US, Germany and South Korea.

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In the symposium, Prof. Fuyuko Kanefuji, Bunkyo University, Japan, presented a paper on the concepts of quality for afterschool programs in Japan. Marianne Schüpbach presented a contribution on socio-emotional development and school achievement in all-day schools in Switzerland of hers and Dr. Benjamin von Allmen M.Sc., Lukas Frei M.Sc. and Dr. Wim Nieuwenboom, Freie Universität Berlin, Germany. The third paper, "Improving STEM Quality and Learning," by Prof. Gil Noam and Dr. Patricia Allen, Harvard University, focused on developing systems and state afterschool networks across the United States and was presented by Prof. Gil Noam.

The papers were examined and discussed by Prof. Ludwig Stecher, University of Giessen, Germany, and Prof. Sang Hoon Bae, Sungkyunkwan University, South Korea.

Invitational Symposium of the WERA-IRN Extended Education at the 2020 WERA Focal Meeting in Santiago de Compostela

Accepted and postponed to the 2020+1 WERA Focal Meeting due to the Covid-19 pandemic

For the 2020+1 WERA Focal Meeting, the chairs of our IRN have prepared an invitational symposium entitled *Research in Extended Education to Achieve Outcomes for Children and Youth: The Role of Quality Measurement and Interventions*. The symposium will be chaired by Prof. Marianne Schüpbach and includes two presentations from Germany and one from the US.

Karin Lossen and Prof. Hans Günther Holtappels, TU Dortmund, Germany, plan to present the design and results of an intervention study in German Primary Schools focused on the promotion of students' reading competencies by an extracurricular activity. Prof. Dr. Marianne Schüpbach and Heike Moyano, FU Berlin, Germany, prepare the presentation of an intervention study to foster socio-emotional competences. From the US, Dr. Dawn McDaniel and Prof. Gil Noam, PEAR Institute, will present a preliminary evaluation of *Ready, Set, Action in the Boys & Girls Clubs of America (BGCA)*. Prof. Dr. Dr. h.c. mult. Ingrid Gogolin from Hamburg University, Germany will be the discussant of this symposium.

Chair's Invited Symposium at the 3rd WERA-IRN Extended Education Conference in Reykjavik, Iceland

Postponed to 2021 due to the Covid-19 pandemic

For our 3rd WERA-IRN Extended Education Conference, the chairs plan to organize an invited symposium entitled *From Generic to Specific Programs and Outcomes on Social and Emotional Development*.

A framework about research from generic to specific programs and outcomes will be presented by Marianne Schüpbach, FU Berlin, Germany. Moreover, Gil Noam, PEAR Institute, US, plans to present a specific example of a program on social and emotional learning. Lastly, Sean Patrick Grant, Indiana University Richard M. Fairbanks School of Public Health, US, will present evidence of different intervention programs on social and emotional learning.

7. Other Activities of our IRN

An International Dialogue in Cooperation with the AERA OST-SIG

Cancelled due to the global Covid-19 pandemic

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The event was scheduled to take place in San Francisco on April 20, 2020. With an international group of experts in extended education from the AERA Out-of-Schooltime Special Interest Group (OST-SIG) and our IRN Extended Education. The event would have featured discussants Dr. Jaynemie Angbah (Charles & Lynn Schusterman Family Foundation); Prof. Sang Hoon Bae (Sung Kyun Kwan University); Dr. Natalie King (Georgia State University); Dr. Gil Noam (The PEAR Institute at Harvard Medical School); and Dr. Marianne Schüpbach (Freie Universität Berlin).

The program included the presentations and discussions about professionalization in extended education, the relationship between school and afterschool/summer school as well as implications for cross-cultural collaboration between researchers from both networks. We hope to be able to hold this event in the future.

Webinar with an International Panel of Experts in Extended Education

On May 4, 2020, the 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 education 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.

Statement of the WERA-IRN Extended Education Concerning the Situation of Children and Youth Worldwide During the COVID-19 Crisis

Facing the global Covid-19 pandemic and observing the huge impact that lockdown measures had on the educational system, the chairs of our IRN stepped up and made an official [Statement of the WERA-IRN Extended Education Concerning the Situation of Children and Youth Worldwide During the COVID-19 Crisis](#). With the intention to raise awareness for the high risk that closures of schools and extended education institutions represent for children and youth, we sent our statement to international organizations such as the OECD and EU as well as to our members who shared it with local policy-makers.

8. Membership Statistics and Newsletters

Members of the WERA-IRN Extended Education

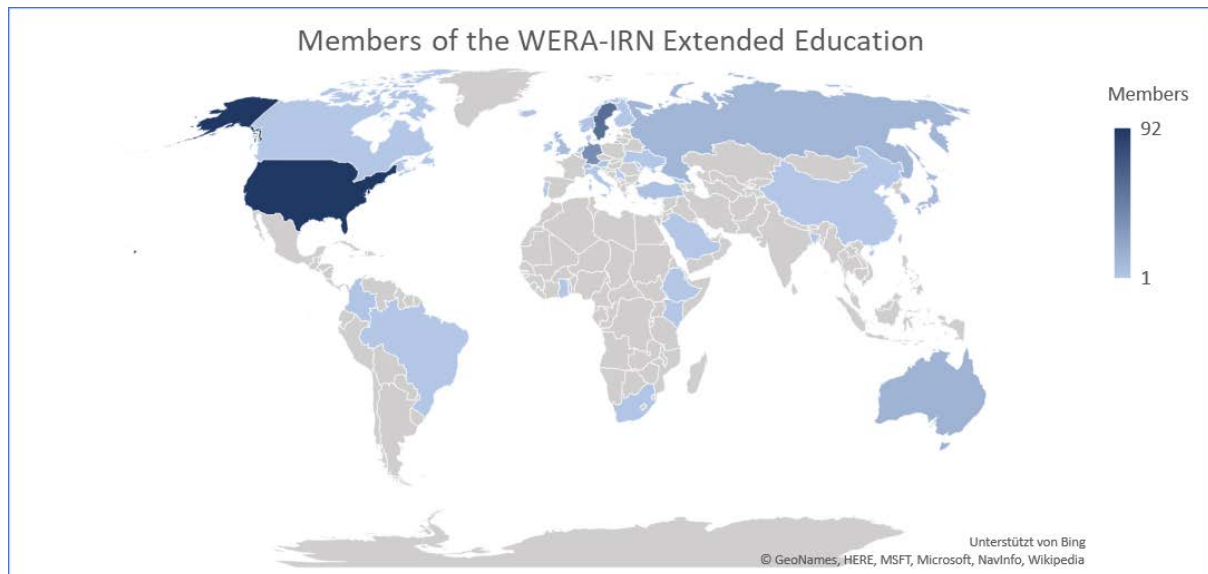
We continue to observe increasing membership figures. At the time of our last report, our IRN consisted of 171 members from 29 countries. Due to the implementation of a membership strategy and strategic invitation of fellow researchers and evidence-based practitioners via mailing lists and at conferences, we were able to increase our membership figures to 293 from 37 countries. In the future, a membership committee will be set up and we aim to grow up to 300 members of worldwide representation within the next year. The membership committee will consist of representatives of North and South America, Oceania, Asia, Europe, and Africa.

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A bigger network will give us a stronger standing and more connections for future research. We also plan to invite young scholars in particular to our network.

The figure below indicates our membership figures on a world-map scale. A table with all members is attached to this report.



In April 2018, the WERA-IRN Extended Education had only consisted of 58 members of 15 countries, most of them located in Europe. This sixfold 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 onwards, 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.

In June 2020, we decided to expand our newsletter in reaction to the impact that the Covid-19-pandemic had on the field of extended education. Members sent us reports about the situation of extended education in their countries amidst the pandemic so that our newsletter gave particular insights into the worldwide situation.

9. Next WERA-IRN Extended Education Conference

The third WERA-IRN Conference *Extended Education - Toward a Sustainable Future* will take place from September 23-25 2021 at the University of Iceland.

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

Website: <https://www.ewi-psy.fu-berlin.de/en/v/wera-irn-extended-education/index.html>
E-Mail: extended-education@fu-berlin.de

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Originally scheduled to be held September 17-19, 2020, the conference had to be postponed due to the worldwide COVID-19 pandemic.

The aim of the third WERA-IRN Extended Education conference, held in Iceland in 2020, is to explore the multiple ways in which extended education programs, research and theories help communities and individuals prepare for a sustainable future — a future that involves educating responsible and active citizens.

The United Nations Sustainable Development Goals (SDGs) inspire governments and communities around the world to transform the world, step by step. One of the SDGs is quality education for all. This conference will focus on how extended education activities are integral to ensure quality education for all, and how extended education can be aligned to, provide equal access, success and well-being for all students.

We invite educational researchers and professionals in the field of extended education to come together to ask critical questions, such as: Does extended education reduce or widen existing social inequities? Does extended education compensate for some gaps within traditional education? How can extended education programs equip young people with skills and values to work for a sustainable future? What are the qualities of thriving communities and what can different stakeholders do to foster such communities? What are the values of extended education and how are those reflected in policy, practice and research? What is the role of parents and professionals in creating these sustainable goals that connect extended education, schools, health, and social services?

All already accepted submissions to the conference in 2020 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. Details about the program, are still being updated and will be available on the [conference website](#).

10. Conclusion

Within the last year, our IRN has played an important role within the research field of extended education. We as an IRN have successfully organized our 2nd WERA-IRN Extended Education Conference at the University of Stockholm, Sweden. We also held two symposia at international conferences, one being at the AERA 2019 Congress in Toronto, Canada, the other at the 2019 WERA Focal Meeting in Tokyo, Japan. Moreover, we continued to establish and develop our journal and started a membership drive that has led to a great increase in members. The chairs of the IRN launched an international comparative study on the impact of lockdown measures on children's and young people's socio-emotional development in July 2020, an important step forward for the IRN. We are proud that 12 teams from 11 countries from within our IRN are participating in this study.