

## Editor's Preface

Greetings! The research network on extended education keeps growing both quantitatively and qualitatively. In August, some of the editors had a meeting in Tokyo where the WERA 2019 conference was held. A productive discussion was made on the future development of IJREE. Due to the unceasing support of the editors, we have seen increasing submissions which show the growing interest in the journal among researchers. I believe that IJREE plays an important role as the world's best academic platform which presents the findings of the cutting-edge research in the field of extended education.

In the 1/2019 issue, we have six *General Contributions*. Benjamin von Allmen and his colleagues investigated the effects of primary school students' participation in extended education on reading achievement in the German-speaking part of Switzerland. Analyzing data from the database of the longitudinal EduCare-TaSe: All-day school and school success, they found that extended education participation did not show a general effect on reading achievement but had a positive effect on reading achievement of students with the long-term utilization of extended education offerings. Birgitta Lundbäck and Linda Fälfth conducted a systematic literature review about how educare activities are provided across nations. According to the results, the Nordic model combines care and curricular activities before and after compulsory hours, while afterschool educare activities are offered separately from the supplementary activities in other countries. Larry Suter analyzed data from the 2015 Program of International Student Assessment (PISA) to examine the relationship between additional study time and the levels of PISA achievement. According to his study, while more time given to a school subject within the formal school time has a positive relationship with achievement in that subject, more time spent on out of school time activities shows a negative association with average achievement between and within countries. However, he found that students may benefit from additional study time by having increased feeling of efficacy in a school subject. Emanuela Chiapparini et al. conducted qualitative research to examine how all-day school implementation impacts the social work setting at the schools. They found that all-day school implementation influenced greatly the social work setting of the school in terms of time structure, space, and the staff manage-

ment. Based on the findings they suggest that social workers add value to all-day school programs but that their commitment is not well recognized by school members and the community. They insist that the importance of social work needs to be better understood by the all-day school community. Michelle Jutzi and Rebecca Woodland, analyzing data from 44 afterschool programs and 266 afterschool program staff members in Switzerland, developed the Collaboration Quality Index (CQI) to measure the aspects of professional collaboration in the afterschool program setting. As they suggested, it may be helpful to policy makers and practitioners who would like to make evidence-based decisions for improvement of afterschool programs. Finally, Sang Hoon Bae and his colleagues explored the global pattern of extended education and its impact on learning outcomes of afterschool science programs. They found considerable national differences in access to afterschool science programs. They also found a negative relationship between additional study time for science and PISA 2015 science performance at the national level. They discussed why this unexpected result was revealed and provided the plausible explanation. This study is significant in terms of extending the scope of extended education research to the international level.

In this issue, there are two short reports in the section of *Development in Extended Education*. Chang Sung Jang provides information about Oklahoma Partnership for Expanded Learning (OPEL), which was launched in 2015 in order to promote collaboration among stakeholders throughout the state of Oklahoma. Jennifer Cartmel also provides information about School Age Care Services, which are the fastest growing child care area in Australia.

We thank all authors for submitting their invaluable manuscripts. We are also very thankful to all reviewers for their productive reviews. We are looking forward to great works from the extended education research community.

*Sang Hoon Bae*