Editor's Preface

The COVID 19 pandemic has had a significant impact on education. Most schools have been forced to close. Billions of students have been in lockdown and inevitably participated in remote learning. Extended education has also faced shutdown, while a great number of professionals in this area has suffered from unemployment under the coronavirus crisis. From a research perspective, it is urgent to reveal what negative effects the COVID 19 outbreak has caused to the education systems and children's growth and development, particularly in the field of extended education which seems to be more vulnerable than regular programs of public schools.

Although the COVID 19 outbreak reduced educational activities to the minimum, research in extended education has not been daunted. In a 1/2020 issue, we have six articles in the general contribution section and one report in the development in the field of extended education section.

The first article written by *Kristina Jonsson* investigated 'social learning' of children in the Swedish school-age educare from the principal perspective. This study suggests three themes—the core aim of the work, approach of the staff, and democratic learning of children. A great number of studies has been conducted about the Swedish school-aged educare programs, while a topic of social learning is new to this area and therefore deserves greater attention.

The second article deals with results of an ethnographical study about possibilities and impossibilities for everyday life of children in school-age educare centers in Sweden. In this research, *Karin Lager* suggests the importance of academically educated staff, stability of staff teams, dedicated rooms, availability of materials, and time to plan and prepare for work to promote everyday life experiences of children.

The third paper examined the relationships between gender and sports capital in sports for young children with a refugee background. Conducting focus group interviews with sport leaders, three researchers, *Peter Carlman*, *Maria Hjalmarsson*, *Carina Vikström*, found that differences in girls come from sports culture of their countries which affects the degree of engagement of girls in sports, whereas differences in boys were found to be related to their bodies and mentalities.

The fourth article explored the application of culturally responsive school leadership in an out of school time (OST) organization. In his study, *Ishmael Miller*, suggests that OST leaders should become more connected to their community understanding of longstanding inequities, interrogate their own worldviews, and work in tandem with minoritized youth and community members to address the youth development needs of minoritized youth.

The fifth examined how university-based learning networks support the professional development needs of teachers in School-Age educare in Sweden. *Lena Glaés-Coutts* found that university-supported networks help teachers in school-age educare build connections with other teachers in the field. The network further provides participants with opportunities to become an active part of research which is performed at the university and a platform for developing a collective agency.

Finally, the US based researchers, *Patricia Allen*, *Zoe Brown*, *Gil Noam*, introduced an innovative system-building initiative known as the STEM Learning Ecosystems Community of Practice. They found that it contributes to transforming STEM education in the US through cross-sector partnerships between schools, afterschool and summer programs, libraries, museums, and businesses, among others. Their research also found that most STEM Learning Ecosystems were supported by the extended education sector and encouraged to conduct evaluation and assessment works in this field.

This issue includes one report in the section of *Development in Extended Education*. In this report, *Gerald Tritremmel*, provide an information about professional life of leisure pedagogies in all-day schools in Austria. This paper is of great importance in describing some aspects of all-day schools in Austria which has seldom been known to the extended education research community. We hope that more studies are conducted about extended education in various parts of the world.

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