THE 3RD INTERNATIONAL CONFERENCE ON GLOBAL EXTENDED LEARNING AND YOUTH DEVELOPMENT ASSOCIATION

GELYDA 2026

ABSTRACT BOOK

Building civic and community engagement in youth development:
A shared responsibility of schools and extended education

• • •

June 24 – 26, 2026

Sungkyunkwan University, Seoul, Korea
600th Anniversary Hall & International Hall

GELYDA
Global Extended Learning and Youth Development Association

SUNGKYUNKWAN UNIVERSITY 1398 성균관대학교

Table of Contents

After-School Support for Children and Youth in Japan: Practices and Challenges in Collaborating with Diverse Stakeholders 6

The Realities and Characteristics of After-School Care (Gakudō-Hoiku) in Japan: A Case Study of NPO-Operated Gakudō-Hoiku in Kurashiki City 8

Publicly Funded After-school Learning Support Projects in Japan 10

Voluntary Collaboration by Private Providers to Improve the Quality of After-School Childcare and Its Effects 11

Democratic Educational Ecosystems: Non-Professional Educators as Co-Actors in Germany's Extended Educational Infrastructure 12

Revitalizing Health with Indigenous Youth and Communities 13

The Impact of Locus of Control on the Socio-Psychological Dimensions of Members in CSCL: An Approach from Social Interaction Pitfalls 14

Unfolding the Delay: How Affective Avoidance and Cognitive Disorientation Fuel the Procrastination Cycle 15

The Effects of English Electronic Picture Book Reading Integrated with Role-Playing Artificial Intelligence Agents on Junior High School Students' Reading Motivation and Reading Engagement 16

AI Natives: How and Why Do Adolescents Use Generative AI for Private Topics and Life Orientation? 17

Beyond Youth Voice: Rethinking Partnership in Policy 18

Descending from 'Laputa' to the Ground: How Living Lab Pedagogies Connect Isolated Regional University Students to Their Community and Cultivate Civic Competency 19

4Leaf Learning: STEM, Social-emotion Learning, and Civic Development 20

Project Brainy: Building Empathy and Engagement through an Integrated STEM+Resilience Neuroscience Curriculum for Out-of-School Time (OST) 21

Building Capacity for Family Engagement in STEM: A Community of Practice Approach in Extended Education 22

Action Research in Australian Extended Education Services 23

Action Research in Australian OSHC 24

OSHC Action Research in South Australia 25

Transforming Pedagogy and Practice Through Action Research in Queensland OSHC – the last 13 years 26

Experiences and Reflections on After-School Programs in Japan and Korea 27

Growth and Future Challenges of After-School Programs in Korea 29

Development, Policy Trends, and Future Challenges of After-School Programs in Japan 30

Peer Tutoring and the Cultivation of Academic Learning Among University Students: Focusing on Research Trends and Implications in Korea and Japan 31

Bridging Research and Practice for an Inclusive "Children's Verse": An Introduction and Case Study of the Japanese Society of Children's Verse 32

Effective Civic Learning for Youth Development in Korea and U.S: College Students' Perceptions 33
The Impact of Adolescent Part-Time Work Experience on Civic Awareness in Adulthood.....34
Career Readiness as Development: A Clover-Derived Approach to Workforce Preparation.....35
Core Values of Extended Education: Toward a Comparative Framework for Democratic Participation, Inclusion, and Sustainability.....36
Create, Connect, Catalyse: Overview of Creative Youth Development, a Dynamic & Growing Field.....37
Integrating Academic Achievement and Competence Development: An Institutional Exploration of Project-Based Learning in China.....38

Social Emotional Skills for Learning and Life: The Contribution of Extended Education Settings to Belonging 39

Social Emotional Skills for Learning and Life: The Contribution of Extended Education Settings to Belonging.....40
Shaping School Transitions: A Co-produced Model for Social-Emotional Readiness in Extended Education.....41
Capability that reaches the child: educational leadership through nested systems in Australian out of school hours care 42
A Coaching Model for Practice Change in OSHC: Moving Beyond Behaviourism to Support Thriving Children.....43
Social Emotional Wellbeing in Australian Extended Education Settings: A Health Literacy Conceptualisation.....44

Case Studies of After-School Program operated by Schools in Korea: Implementations and Prospects 45

Introduction to New After-School System in Korea: Views of Neulbom Directors, Administrative Practitioners, Teachers, and School Administrators 46
Case Presentation: Operation of After-School Programs in Large Scale Schools of the Metropolitan City.....47
Operation of After-School Programs through Outsourcing to External Agencies.....48
Operation of After-School Programs in the Context of Increasing Students in Large City 49
Support of Regional Education Office for After-School Program of Schools 50
A Study on Policy Tasks and Institutionalization Strategies for After-School Programs of South Korea in the Post-COVID-19 Era 51

A Needs Analysis of Schools for the Activation of Donation for Education 52
Learning Ecosystem Transformation Framework: Beyond Institution-Based Education — Curator, Ecosystem, Deep Change, and ESG Expansion 53

Cross-Sector Partnerships: Innovations in Wellbeing, Equity, and Holistic Development.....54

The Changing Landscape of Extended Education in China: Historical Trajectories and Institutional Typologies 56
Technology-Enabled Equitable and Quality Education: A Case Study of Xueersi's "Hand-in-Hand" EdTech Philanthropy Initiative 57
Supporting Child Wellbeing Beyond School: Designing an AI-Enabled Support Platform in Residential Care Settings 58
Metaphor as Associative Combination: A Classroom Intervention for Creativity and Psychological Flourishing in Elementary Students.....59

From “Gifted Education” to Extended Education: Reframing KMLA’s Convergence Curriculum for Civic and Youth Development 60
Fostering Children’s Citizenship through School–Community Partnerships: The Role of Community Coordinators in Japan.61
Mobilizing Community Learning Resources in Education: Effects Based on On-site interviews in Depopulating Regions in Japan 62
University–Community Partnership in Extended SW·AI Education: Building Foundational Civic Competence among Early Elementary Students in Korea’s Neulbom Initiative 63
Voices of future pedagogical professionals in Iceland 64
Ego-documents and Extended Education. On Journal Writings and Formative Pastime Experiences 65
Beyond Time and Place: Reframing Extended Education for Systemic Change 66
Frictions in exchanging good practices in extended education cross borders 67
Reconceptualizing Teacher Burnout: A Multidisciplinary Framework for Youth Development 68
Exploring Parental Perceptions of Educator Professionalism in Extended Education: Focusing on Afterschool and Private Education Instructors 69
Building Capable Educators, Growing a Capable Generation 70
Possibilities and Challenges of the Participation of Universities and Special Institutions as Providers of Elementary School After-School Programs: A Korean Case 71
The Actual Operation of School After-School Programs in Korea: The Findings of Survey on Program Managers of School and Parents 72
Parents' perceptions of school after-school programs: The Findings of interviews on Parents 73
Plan for Establishing a System for Supplying and Utilizing After-School Programs 74
When Out-of-School Experience Works: Validating a Scale of Extracurricular Activity Quality 123
Adolescents’ Time as a Contested Resource: Social and Territorial Inequalities in Extended Educational Space 124
Extended educators bridging school and social inclusion 125
Is Out-of-School-Time Mathematics Through Problem-Based Learning A Pathway to Enhanced Student Wellbeing? 126
Activated OSHC: Supporting Physical Activity and Screen Guidelines in Extended Education Programs 127
We are winning all around”: Intergenerational programs benefit all participants – children, older people and staff 128
Online Social Connection and Wellbeing Modules: The Digital Connect, Promote, and Protect Program 129
Student Guidance Regulations in South Korea: Policies, Perceptions, and Practices 130
Student Guidance Regulations in South Korea: Institutional Structure and Current Issues 131
Teachers’ and Students’ Judgments of Student Guidance Regulations in South Korean Elementary Schools: A Scenario-Based Study 132
A Study on Elementary School Teachers’ Perceptions of Student Guidance Regulations 133
Ethical Research with Children: Fostering Civic Capabilities 134
How children can be recognised as resources in developmental work 135

Neurodivergent Children's Experiences of Inclusion in Outside School Hours Care Services 136
The status of children's voices in Australian government policy for Outside School Hours Care Services 137
Making school more flexible – organizational factors in fostering sustainable and self-regulated learning in students 138
Between guidance and self-regulation: Learning at the Dresden University School 139
Rethinking an Expanded Learning Leadership: How Leadership Impacts Student Learning 140
Empowering Youth through Community Mapping: Lessons from K-12 Education in South Korea and the United States.... 141
Challenges with a Shared Ecology: The Complex Determinants of Establishing Shared Responsibility for Child-Centred Transition Programs 142
South Korean Educators' Perceptions and Responses to Cyberbullying: Evidence from a national sample 143
Promoting Social Inclusion in Schools: Bullying Experiences of Childhood Leukemia Survivors During School Reintegration 144

Leadership Initiatives and perspectives in Extended Education in Australia 145

Building Leadership and Management Capability in Queensland OSHC services 146
Educational Leadership in Outside School Hours Care: The knowledge and skills required to mentor educator practice 147
Highlighting the importance of emotional intelligence and self-awareness within leadership practice 148
Beyond One-Size-Fits-All: Differential Determinants of School Adjustment among Multicultural Student Subgroups in South Korea 149
Developing a Systematic KSL Framework for South Korean Schools: An Integrative Synthesis for Academic and Social Integration 150

Advancing Children and Youth's Development Through Cross-Sector Educational Partnerships: Perspectives from Singapore 151

Community Schools: Integrating Ecosystems to Support Students' Wellbeing, Belonging, and Access to Expanded Learning 152
Are We Really Making an Impact on Children´s Wellbeing? Local Actions to Tackle a Global Challenge 153
The Florida Community School Model: A Statewide Framework for Implementation and Partnership 154
Arts, Language, and Belonging: Practice-Based Approaches to Civic Engagement in Quebec Schools 155

After-School Support for Children and Youth in Japan: Practices and Challenges in Collaborating with Diverse Stakeholders

Chair & Discussant: Fuyuko Kanefuji[1]

Presenters: Shun Suzuki[2], Kunitomo Sakuma[3], Etsuko Tabata[4]

[1]Bunkyo University, Koshigaya, Japan. [2]Kanazawa University, Ishikawa, Japan. [3]Nihon University, Tokyo, Japan. [4]Benesse Style Care Co.,Ltd., Tokyo, Japan

Abstract

This symposium explores contemporary practices and challenges of after-school support for children and youth in Japan through the lens of multi-stakeholder collaboration among local communities, private providers, and municipal authorities. In line with the conference theme, "Building civic and community engagement in youth development: A shared responsibility of schools and extended education," we examine how civic and community engagement can be fostered—and what challenges remain—through collaborative arrangements that connect schools, extended education settings, and wider community actors.

We present three case studies that illustrate both promising approaches and persistent tensions. These cases represent three collaboration modes: community-led, public–private, and administration-led coordination. First, as an example of community-led collaboration, we examine the City of Kurashiki (Okayama Prefecture), where a resident-led support initiative has evolved into an NPO that operates after-school childcare clubs, focusing on how local actors contribute to program design, learning opportunities, and supportive relationships. Second, to highlight collaboration with the private sector, we analyze publicly funded municipal supplementary learning programs ("municipal juku"), considering how public goals are balanced with service quality, accountability, and access. Third, as a case of administration-led coordination with diverse stakeholders, we investigate Setagaya Ward (Tokyo), where municipal authorities work with schools, community organizations, and other partners to provide integrated support.

Across these cases, the symposium examines key dimensions of collaboration, including role allocation and governance, information sharing and responsibility, funding and sustainability, staffing and professional development, and equity in access for children from diverse backgrounds. Through structured discussion with participants, our primary aim is to generate practical recommendations for strengthening institutional support and improving coordination across sectors. A secondary aim is to derive policy implications for municipalities and related stakeholders engaged in after-school provision. Through this symposium, we seek to advance understanding of the current landscape of after-school support in Japan.

The symposium includes the following papers:

- The Realities and Characteristics of After-School Care（Gakudō-Hoiku）in Japan: A Case Study of NPO-Operated Gakudō-Hoiku in Kurashiki City
- Publicly Funded After-school Learning Support Projects in Japan
- Voluntary Collaboration by Private Providers to Improve the Quality of After-School

Childcare and Its Effects

The Realities and Characteristics of After-School Care（Gakudō-Hoiku）in Japan: A Case Study of NPO-Operated Gakudō-Hoiku in Kurashiki City (Paper 1/3)

Shun Suzuki

Kanazawa University, Ishikawa, Japan

Abstract

The first presentation focuses on Gakudō-Hoiku, the most common form of After-School Care for children in Japan. Based on field research conducted at the Kurashiki Gakudō-Hoiku Support Center, an NPO entrusted with operating multiple Gakudō-Hoiku in Kurashiki City, Okayama Prefecture, the report examines the activities of Japanese After-School Care（Gakudō-Hoiku）, which are grounded in "Play," "Activities," and "Daily Life." It also discusses how these programs collaborate with schools and the characteristics of such partnerships.

The case examined is Nagao Kids Jidō Club, a large-scale Gakudō-Hoiku. The club serves as an after-school space for children attending Nagao Elementary School, which has an enrollment of 840 students, and 376 of them—nearly half—are registered in the program. The program operates across nine sites, utilizing prefabricated buildings and converted residential houses (including wooden structures), all located outside the school grounds. Using the Guidelines for After-School Care issued in 2015 as the minimum standard, the club pursues "the necessary components of childcare support to ensure that no child is ever excluded." As a result, the program maintains a high continuation rate of 94 percent. The main factors contributing to this high rate are the club's emphasis on "Play" and "Activities." For the former, the staff have created a booklet titled Thirty Types of Play Suitable for Gakudō-Hoiku, and each site aims to provide an environment where children can engage freely, autonomously, and creatively in play that truly absorbs them. In connection with this, the program also places strong emphasis on "Activities," regularly organizing off-site experiences. Through discussions with children, the staff plan activities such as fishing, camping, and summer festivals, and each site conducts multiple activities throughout the year.

Regarding collaboration with schools, the Guidelines for After-School Ccare state that "in order to ensure continuity in children's daily lives, active collaboration with schools through information exchange, information sharing, and staff interaction is essential." However, in practice, no clear system has been established, and previous research has shown that principals and teachers vary in their understanding of Gakudō-Hoiku, resulting in inconsistent levels of collaboration (Suzuki 2020). In response to this situation, Nagao Kids Jidō Club has developed its own system for collaborating with the school to ensure continuity in children's daily lives. For example, the program holds two annual meetings with the school. In April, separate meetings are held with the principal and with classroom teachers. During these meetings, the staff explain the overall structure of the Gakudō-Hoiku and share the values they emphasize, such as the importance of traditional play, creating opportunities for children from first to sixth grade to play together, and providing care-centered support. In November, the program uses its internally developed "Assessment

Sheets” to consult with teachers about children who may require additional support. This presentation will report on the current structure of these collaborative practices and the process through which they were established.

Reference

Suzuki, Shun. (2020). Sociology of After-School Support for Children (Kodomo no Hōkago Shien no Shakaigaku). Gakubunsha.

Publicly Funded After-school Learning Support Projects in Japan (Paper 2/3)

Kunitomo Sakuma

Nihon University, Tokyo, Japan

Abstract

According to the results of the 2017 National Assessment of Academic Ability questionnaire, although regional variations exist, the average cram school (juku) attendance rate was 46.1% for 6th-grade students in public elementary schools and 61.5% for 3rd-year students in public junior high schools. These figures focus specifically on learning centers and private tutors; the percentages would likely be even higher if the usage rates of other forms of supplementary education—such as correspondence courses and commercially available drill books—were included. In essence, the learning environment for children in Japan is structured around a framework where "supplementary education" (such as cram schools used after school and on holidays) is utilized in addition to formal school education.

While a certain number of people in Japan argue that school education should be enhanced so that children do not need to attend cram schools, or even that such schools should be abolished, these voices rarely lead to national-level policy discussions. Consequently, Japan is characterized by the absence of policies that ban supplementary education, such as the "Double Reduction" policy implemented in China in 2021 or the "Tutoring Ban" that was once in effect in South Korea starting in 1980.

The current "school education + supplementary education" dual structure in Japan is recognized by educational policymakers. For instance, as an after-school learning support project for children who cannot access supplementary education due to factors such as poverty or regional characteristics, local governments collaborate with cram schools to provide direct learning support or indirect financial aid to households. This implies that the allocation of public funds is being legitimized for the acquisition of after-school educational opportunities—a responsibility that would originally be expected to fall under the domain of individual families.

Using specific examples of publicly funded after-school learning support projects in Japan, this report examines how these initiatives originated and evolved. Based on this foundation, it will illustrate the future relationship between after-school learning opportunities, public education, and home education.

Voluntary Collaboration by Private Providers to Improve the Quality of After-School Childcare and Its Effects (Paper 3/3)

Etsuko Tabata

Benesse Style Care Co.,Ltd., Tokyo, Japan

Abstract

In urban areas, including Tokyo, the rise in dual-income households has led to a growing need for after-school childcare. This has led to efforts to expand the number and scale of after-school childcare facilities to accommodate a greater number of children. In addition to publicly-run after-school care facilities, there are also privately-run after-school care facilities. However, due to differences in subsidy guidelines and regional differences in the amount of subsidies available, even if subsidies are available, and the lack of significant subsidies, privately-run after-school care facilities have not been widely established. This has hindered the establishment of many privately-run after-school care facilities, leaving children and parents with limited options for after-school care based on their needs. In response to this situation, the "Tokyo Certified After-School Club System" was launched in Tokyo in April 2025, with the aim of improving the quality and quantity of after-school childcare and increasing the number of after-school childcare facilities that truly incorporate children's opinions. As of February 2026, there are 105 certified after-school clubs in Tokyo, and the Tokyo Metropolitan Government plans to expand the system in order to continue to increase this number.

This presentation will focus on the "voluntary collaboration between private businesses" that has been taking place between private businesses, the parties involved in operations, in Setagaya Ward and other local governments since before and after the introduction of the Tokyo Certified After-School Club System, separate from the system design and collaboration carried out by the government. Based on case studies and interviews with the parties involved and survey results, this presentation will share how private businesses, which originally had difficulty sharing information as competitors, have been able to share information and create a situation where they can learn from each other, and how they have been working to improve the quality of childcare and activities and return value to children and parents by leveraging their respective strengths and values.

Democratic Educational Ecosystems: Non-Professional Educators as Co-Actors in Germany's Extended Educational Infrastructure

Laurin Bremerich[1], Daniel Rohde[2]

[1]Technische Universität Dortmund, Dortmund, Germany. [2]Universität Hildesheim, Hildesheim, Germany

Abstract

With the legal right to all-day education and care due to take effect in 2026, Germany is facing a dual challenge. Firstly, a reliable all-day infrastructure combining education, care and participation must be established. Secondly, the shortage of skilled workers is increasing reliance on non-professional educators who lack formal pedagogical qualifications. Against this backdrop, we focus on how educational ecosystems can democratically integrate formal, non-formal and community-based learning spaces, and the role of unqualified staff in this process. We draw on findings from the DFG project 'LAKTAT', which examined in a mixed-methods-design who educational laypeople at all-day schools actually are, how they are integrated, and their educational orientations and reflexivity. The results show that educational laypeople predominantly work in the 'core business' of the afternoon and are often structurally marginalised. The narrative that they open schools to community expertise finds little empirical support. At the same time, formally qualified professionals tend to demonstrate a stronger child-centred approach and a higher level of reflection compared to lay educators. However, professional experience alone does not compensate for a lack of formal training. For democratic educational ecosystems, this means: Educational laypeople should be taken seriously as co-actors with their own valuable experiences and cooperation and networking structures, provided their role is strengthened through targeted training, institutional recognition and binding participation structures.

Revitalizing Health with Indigenous Youth and Communities

Katie Johnston-Goodstar

University of Minnesota Twin Cities, Minneapolis, USA

Abstract

This presentation will introduce Project BRAID, a community-based afterschool project which seeks to ameliorate health disparities facing urban Native American communities. Despite significant research and evidence-based interventions, health disparities for Native American have remained stagnant for decades. Our project hypothesized that these efforts have had limited impact because they fail to utilize cultural strengths alongside attention to social/colonial barriers to health. BRAID is grounded in tribal youth work principles, values and traditional ecological knowledge and aims to re-engage youth and families with tribal physical activities and foods/foodways. Our coalition of Native American organizations braids these dimensions together into an afterschool setting by offering foodways and nutrition classes, cooking demonstrations and weekly wooden stick lacrosse lessons. As we implement this community-based health intervention, our implementation study uses a mixed-methods approach (survey, interview, focus groups) to explore intervention impact on youth and family identity development and health motivators/behaviors (exploring if re-connection to knowledge and activities results in increased motivation and health behaviors) and uncover the social and colonial barriers to health. Preliminary findings on barriers and facilitators will be explored in addition to the implications of our findings on policy and practice with Indigenous youth and families.

The Impact of Locus of Control on the Socio-Psychological Dimensions of Members in CSCL: An Approach from Social Interaction Pitfalls

Nguyen Thi Hong Trang

National Taiwan University of Science and Technology (NTUST), Taipei, Taiwan

Abstract

In the context of digital transformation in education, Computer-Supported Collaborative Learning (CSCL) has emerged as an essential pedagogical model, enabling knowledge construction that transcends geographical and temporal barriers. However, a concerning reality is that educators often overemphasize technological infrastructure and behavioral management while overlooking socio-psychological dynamics, the core factors determining the success of substantive collaboration. This study focuses on analyzing the role of Locus of Control (LoC) as a foundational personality variable that influences the socio-psychological dimension of group members.

By approaching the issue through the lens of 'social interaction pitfalls', the study explains the variance in learners' responses within a group in the context of digital learning. The primary hypotheses posit that: (1) individuals with an internal LoC exhibit higher levels of psychological safety and a proactive capacity to construct social spaces; (2) individuals with an external LoC are more susceptible to social loafing and feel isolated due to the lack of direct social cues. The findings provide a theoretical foundation for instructional designers to develop adaptive collaborative scenarios and personalized support tools, thereby helping learners overcome psychological barriers and enhance social presence. This study not only contributes theoretically to integrating behavioral psychology into digital education but also offers practical value for instructors and students in optimizing online teamwork, particularly in exploring its potential impacts on enriching students' extended and after-school learning environments.

Unfolding the Delay: How Affective Avoidance and Cognitive Disorientation Fuel the Procrastination Cycle

Chu Minh Thuy

National Taiwan University of Science and Technology (NTUST), Taipei, Taiwan

Abstract

This paper presents a theoretical review investigating academic procrastination through Self-Regulated Learning (SRL) failures. Moving away from viewing procrastination as an isolated time-management issue, this study treats it as a continuous process across all three SRL phases (forethought, performance, and self reflection). Rather than examining individual variables separately, this research adopts a conceptual synthesis approach, mapping and integrating existing SRL constructs into a comprehensive framework to explain how behavioral delay develops and persists over time.

The core finding is that procrastination is a dynamic process shaped by the interaction of two main pathways across the SRL phases: the affective avoidance loop and the cognitive disorientation loop. The framework shows that procrastination occurs when multiple emotional and cognitive factors fail together, rather than because of one single weak point. Specifically, emotional breakdowns during task execution lead to short-term mood repair, while poor execution tools cause behavioral drift. These failures then trigger defensive self-reflection strategies that damage the learner's motivation and planning for the next learning cycle, creating a chronic, repeating loop.

In conclusion, understanding procrastination as a continuous process helps explain why it is so difficult to break. These insights show that instead of basic time- management training, interventions must address both emotional regulation and cognitive support to effectively treat procrastination. Crucially, this framework offers practical value for after-school and extended education, helping educators design supportive independent learning environments that prevent students from falling into chronic learning delays.

The Effects of English Electronic Picture Book Reading Integrated with Role-Playing Artificial Intelligence Agents on Junior High School Students' Reading Motivation and Reading Engagement

Yujou Lu

National Taiwan University of Science and Technology (NTUST), Taipei, Taiwan

Abstract

In this era of rapid technological advancement, integrating Generative Artificial Intelligence (GAI) into education is a prevailing trend. However, junior high school students often experience severe motivational disengagement when reading traditional English texts due to monotonous content or a disconnection from their life experiences. This study investigates the impact of an electronic picture book reading activity incorporating GAI selfie avatars and role-playing AI agents on students' reading motivation and engagement. This research combines first-person perspective reading with AI agent interactions, comparing differences in motivation and engagement across different interaction modes. A quasi-experimental design was adopted, involving 60 eighth-grade students aged 14 to 15 in a three-week teaching experiment. Students read electronic picture books featuring their customized selfie avatars and play the roles of characters, engaging in conversational reading from a first-person perspective. Following the reading activity, the experimental and control groups engage in story discussions with a role-playing AI agent and a general AI agent, respectively. The former agent plays a story character to guide reflections on context and character motivations, while the latter focuses on plot analysis from a third-person perspective. This study anticipates that combining GAI selfie avatars and role-playing AI agent will strengthen students' character identification and contextual understanding, thereby enhancing reading motivation and engagement.

AI Natives: How and Why Do Adolescents Use Generative AI for Private Topics and Life Orientation?

Hyoungbin Park[1], Boris Zizek[2]

[1]Seoul National University of Education, Seoul, Korea, Republic of. [2]Leibniz Universität, Hannover, Germany

Abstract

This pilot study examines how and why adolescents use generative AI for private topics and life orientation. The project aims to reconstruct the biographical dispositions shaping adolescents' engagement with AI and to analyze the social and psychological implications of AI-mediated interaction. The theoretical framework integrates biographical research, socialization theory, and sociology of technology, centering on the concept of social vulnerability, defined as the willingness to engage in intimate interaction with AI. We hypothesize that sustained AI use for private concerns emerges particularly where AI compensates for experienced or anticipated deficits in social embeddedness. The study addresses three questions: how social vulnerability can be reconstructed from biographical narratives, how adolescents interact with AI regarding private topics, and how interaction patterns relate to biographical dispositions. Methodologically, the qualitative component combined life history interviews, a period of private AI use, and narrative follow-up interviews, analyzed through objective hermeneutics. The quantitative component ("Project My AI Friend") surveyed 26 students on emotional closeness, social connectedness, privacy attitudes, and perceived everyday influence. Nearly half had previously used AI for private concerns, and prior or continued users showed higher reconstructed social vulnerability, while many reported emotional relief despite privacy ambivalence, underscoring AI's role as a compensatory rather than substitutive relational resource.

Beyond Youth Voice: Rethinking Partnership in Policy

Pia Campbell

International Youth Foundation, Baltimore, USA

Abstract

Over the past three decades, global commitments to youth participation in policymaking—from the World Programme of Action for Youth to the Youth, Peace and Security agenda—have expanded significantly. Yet a persistent gap remains between youth presence and youth influence. While young people are increasingly invited into policy spaces, they are rarely engaged in agenda-setting, resource allocation, or decision-making where power is exercised.

This paper introduces a participation paradox: institutions call for youth partnership but underinvest in the capacities required to share authority. Drawing on global development and multilateral practice, it argues that this gap reflects not a deficit in youth readiness, but limitations in institutional design for intergenerational collaboration.

It advances the concept of a "missing middle" between access and influence, where young people enter policy spaces without the preparation—or institutional support—needed to engage meaningfully. It reframes Creative Youth Development (CYD) as upstream policy infrastructure. By building agency, collaboration, and systems awareness, CYD equips young people for sustained engagement while modeling participatory practices institutions must adopt.

Drawing on global examples, including Burberry Inspire, it shows how investing in civic capacity strengthens policy effectiveness and legitimacy. It concludes with implications for governments, multilaterals, and funders: shifting from participation as an event to partnership as a system, aligning investments in youth readiness and institutional reform.

Descending from 'Laputa' to the Ground: How Living Lab Pedagogies Connect Isolated Regional University Students to Their Community and Cultivate Civic Competency

Hayoung Shin

Semyung University, Jecheon, Korea, Republic of

Abstract

This study examines a phenomenon familiar to many regional universities: students enrolled at institutions in small provincial cities frequently treat their immediate surroundings as incidental to their education rather than integral to it. University A, the sole four-year institution in its region, exemplifies this condition. A confluence of geographic remoteness, administrative fragmentation, and political marginalization has produced a student population that remains largely disengaged from the community in which it resides—a paradox that carries meaningful consequences for both civic development and regional vitality.

In response to this structural disconnect, a Living Lab pedagogical model was implemented across two undergraduate general education courses in 2025 and 2026. Drawing on theories of experiential learning and civic engagement competency, the approach repositioned local problem-solving as the primary medium through which students would develop civic knowledge, skills, and dispositions relevant to adult citizenship. The central research question concerned how sustained engagement with genuine community issues shapes the structural and qualitative dimensions of students' civic growth.

The study employed a qualitative research design, combining systematic participant observation of both course classrooms with in-depth semi-structured interviews conducted with enrolled undergraduates. This methodological pairing enabled close attention not only to observable behavioral shifts but also to the interpretive frameworks students developed as their engagement deepened. Analysis of the resulting data revealed a consistent pattern: students moved from detached observers to participants who understood themselves as stakeholders with legitimate interests in local outcomes. This transition was accompanied by demonstrable gains in local problem-solving capacity, heightened political efficacy, and a reconstituted sense of place attachment.

These findings carry implications that extend beyond instructional design. For regional private universities navigating questions of institutional relevance and community accountability, embedding structured local engagement within the general education curriculum offers a viable pathway toward dismantling the isolation that too often characterizes the university-community relationship. This study contributes both empirical evidence and a transferable pedagogical framework to that ongoing conversation.

4Leaf Learning: STEM, Social-emotion Learning, and Civic Development

Cynthia Platt[1], Ariel Rivers[1], Pendred Noyce[2]

[1]NOAM Institute/GELYDA, Boston, USA. [2]Tumblehome, Inc, Boston, USA

Abstract

This abstract examines the impact of 4Leaf Learning's research-based, out-of-school-time (OST) STEM curricula on middle school youth, with the integration of social-emotional learning (SEL) and civic development. Designed for a developmental stage when interest in STEM often declines, 4Leaf aims to sustain and grow engagement in STEM and cultivate lifelong critical thinking, creativity, and problem-solving skills

Youth need more than STEM programming to prepare for citizenship. Each 4Leaf curriculum incorporates the Clover Model of Youth Development and promotes collaboration, perspective-taking, and accountability. These practices foster empathy, resilience, and perseverance, key competencies for both personal and civic development.

4Leaf Curricula emphasizes mental health, interpersonal skills, and community-building through Clover for Youth and STEM curricula. Youth engage in hands-on, inquiry-based activities connected to community issues: Data Detectives explores public health, data, and equity awareness. Environmental Design and Green Engineering (EDGE) combines the design cycle and 21st century skills. Brainy examines neuroscience and fostering empathy.

4Leaf Learning's OST model complements school instruction, providing space for experiential learning, youth voice and leadership, and relationship-building. Evidence will be presented to demonstrate that integrating STEM with SEL supports the development of resilient, community-minded individuals prepared to contribute thoughtfully to society.

Project Brainy: Building Empathy and Engagement through an Integrated STEM+Resilience Neuroscience Curriculum for Out-of-School Time (OST)

Victoria Oliveira, Ray Karaczun, Patricia Allen, Gil Noam

Institute for the Study of Resilience in Youth, McLean Hospital, Belmont, USA.

Abstract

The 4Leaf Initiative aims to address setbacks in youth academic growth and engagement in science, technology, engineering, and math (STEM) by offering extended education curricula integrating STEM learning with resilience skills (e.g., empathy and collaboration). Project Brainy, a neuroscience-based curriculum, introduces middle-grade youth to neuroscience concepts and practices while reinforcing these resilience skills.

The six-session curriculum, implemented in 19 OST programs across the U.S., assessed neuroscience-related outcomes using the 13-item Neuroscience Knowledge Assessment (NKA, n = 472). This included 8 pre/post content knowledge items (n = 406 matched pairs) and 5 confidence items in retrospective self-change (RSC) format (n = 125). Youth experiences were measured using validated surveys: the 15-item Common Instrument (CI-RSC, n = 441) assessing STEM engagement and the 44-item Holistic Student Assessment (HSA-RSC, n = 348) assessing 10 social-emotional resilience scales.

Youth demonstrated significant gains in neuroscience content knowledge and confidence on the NKA and increased STEM engagement on the CI-RSC. Youth showed significant gains across all ten resilience scales for the HSA-RSC, with higher gains in Action Orientation and Empathy.

Project Brainy is promising as a scalable curriculum supporting neuroscience learning and resilience skills. This work has relevance for international extended education contexts seeking to engage youth in learning experiences that strengthen resilience skills needed for meaningful participation in community life.

Building Capacity for Family Engagement in STEM: A Community of Practice Approach in Extended Education

Patricia Allen, Gil G. Noam

Institute for the Study of Resilience in Youth, McLean Hospital, Belmont, USA.

Abstract

Introduction

As societies worldwide navigate technological change and persistent inequities, preparing youth for participation in community life requires learning ecosystems that extend beyond schools and engage families and communities as partners. Family engagement in STEM (science, technology, engineering, and mathematics) is a promising yet underdeveloped approach for strengthening connections among youth, families, and educators. This study examines a U.S.-based capacity-building initiative guided by the CARE framework (Connect, Act, Reflect, Empower).

Methods

Four U.S. State Afterschool Networks participated in a six-month Community of Practice (CoP) and designed professional learning for nine U.S.-based afterschool programs serving under-resourced communities. The CoP supported collaborative learning, reflection, and co-design of CARE-informed strategies to support programs. Data included interviews and surveys of Network leads (n = 4) and program educators (n = 13).

Results

Networks described how participation strengthened preparedness, connections with program partners, and capacity to support equitable family engagement. Program partners described a shift from event-based engagement toward more sustained, relationship-centered approaches with families. Programs reported increased confidence in practices that foster belonging (Connect) and actively engage families in STEM (Act), while practices supporting family leadership and decision-making (Empower) remained more challenging.

Conclusion

CARE-informed, CoP-based professional learning can build capacity for more inclusive and participatory family engagement by strengthening connections across extended education systems. These findings highlight how structured, flexible approaches to professional learning can support shifts in practice and may have relevance for international extended education contexts seeking to strengthen family-community partnerships and support youth participation in community life.

ACTION RESEARCH IN AUSTRALIAN EXTENDED EDUCATION SERVICES

Chair: Kylie Brannelly[1]

Presenters: Kylie Brannelly[1], Mandy Richardson[1], Rarni Rothwell[2]

Discussant: Jennifer Cartmel[3]

[1]National Outside School Hours Services Alliance, Brisbane, Australia. [2]Queensland Children's Activities Network, Brisbane, Australia. [3]Griffith University, Brisbane, Australia.

Abstract

Outside School Hours Care (OSHC) is the fastest growing sector within Australia's early childhood education and care (ECEC) landscape, yet it remains critically under-researched. This symposium brings together three interrelated papers that collectively examines case studies of action research as a transformative mechanism for building evidence-informed practice, professional identity, and sector capacity within Australian OSHC settings.

The first paper traces the origins and evolution of NOSHSA-facilitated action research in Australian OSHC, describing the structured support provided to services across Queensland and South Australia and the profound practice change that has resulted over more than a decade. The second paper presents the case study of action research projects from South Australian services. It showcases findings from the inaugural 2025 cohort of practitioner-led inquiry into themes of inclusion, belonging, children's resilience, and community cohesion, with an overview of the emerging 2026 research agenda. The third paper reflects on the case study of thirteen years of QCAN-supported action research in Queensland, examining how cycles of inquiry have transformed pedagogy and practice in ways that respond to the distinctive complexities of OSHC environments.

Together, these papers demonstrate that action research — grounded in communities of practice, participatory inquiry, and critical reflection — offers a powerful pathway for an emerging field to generate its own evidence base, strengthen professional confidence, and contribute to more inclusive and cohesive communities. The symposium advances the growing international field of extended education by highlighting practice-based knowledge co-constructed by Australian OSHC educators and peak body intermediaries.

The symposium includes the following papers:

- Action Research in Australian OSHC
- OSHC Action Research in South Australia
- Transforming Pedagogy and Practice Through Action Research in Queensland OSHC – the last 13 years

Action Research in Australian OSHC (Paper 1/3)

Kylie Brannelly

National Outside School Hours Services Alliance, Brisbane, Australia

Abstract

Action Research has long been recognised as a useful methodological approach in early childhood education and care (MacNaughton & Hughes, 2008), simultaneously investigating and solving an issue in the pursuit of continuous improvement. The Australian Framework for School Age Care (My Time, Our Place V2.0) and the National Quality Standards, describes the cycle of planning that educators follow in recording, responding to and supporting children and young people's experiences in school age care settings (ADGE, 2022).

In 2013 the National Outside School Hours Services Alliance (NOSHSA) was funded to offer services the opportunity to engage in action research as a means of professional development grounded in pursuing evidence-based practice. The outcome of this project demonstrated some profound practice change, not only to the participating organisations and professionals but across the sector more broadly as the evidence created new momentum and aspiration for change.

Since this initial project, the Queensland Children's Activities Network (QCAN) have continued to facilitate action research opportunities for its members and the outcomes continue to be significant ten years on. In the emerging field of extended education that has very limited published research in the Australian school age care context, these projects have become an especially important undertaking.

This presentation will describe the steps and support provided to facilitate Action Research in Australian OSHC services across Queensland and South Australia.

OSHC Action Research in South Australia (Paper 2/3)

Mandy Richardson

National Outside School Hours Services Alliance, Brisbane, Australia

Abstract

Outside School Hours Care (OSHC) plays a critical yet often under-recognised role within the broader early childhood education and care (ECEC) landscape. Positioned at the intersection of education, care, families and communities, OSHC services are uniquely placed to support children's wellbeing, belonging and social cohesion—particularly in times of increasing social complexity and division. To strengthen the sector's professional identity and evidence base, OSHC must create, document and share practice-based knowledge that reflects its distinctive context and contribution.

In 2025, the National Outside School Hours Services Alliance (NOSHSA) supported 5 OSHC services from South Australia to undertake action research projects, with a new cohort commencing in 2026. This was the first time such an initiative was undertaken in this jurisdiction. These projects engage educators in structured cycles of inquiry, reflection and change, enabling services to respond to locally identified challenges while contributing to collective sector learning. Grounded in a community of practice framework, the projects support teams to critically examine their assumptions, test new approaches, and generate practice-based evidence relevant to OSHC settings.

Several projects explicitly address themes of inclusion, belonging and social cohesion, including investigations into effective inclusion practices, children's resilience, sensory environments for children with additional needs, quality practice in single-gender OSHC services, and the role of social media in shaping community perceptions of OSHC. Many projects also incorporate participatory approaches, working alongside children and young people to explore issues that matter to them and to co-construct meaningful change.

This session will showcase findings from the 2025 projects and provide an overview of the 2026 research agenda, highlighting both service-level improvements and broader sector benefits. It will explore how action research strengthens professional confidence, builds shared language, and supports OSHC services to contribute to more inclusive, connected and cohesive communities. Several projects have also been supported through mentoring by leading OSHC researchers, strengthening links between practice, research and future sector development.

Transforming Pedagogy and Practice Through Action Research in Queensland OSHC – the last 13 years (Paper 3/3)

Rarni Rothwell

Griffith University, Brisbane, Australia

Abstract

Despite being the fastest growing sector within early education and care (Cartmel et al, 2020), outside school hours care (OSHC) remains significantly under-researched (Cartmel & Hurst, 2021). This research gap presents both a challenge and an opportunity for the field.

Action research has long been recognized as a valuable methodological approach in early childhood education and care (MacNaughton & Hughes, 2008). Building on this foundation, QCAN and its members have spent the past 13 years exploring action research as a powerful mechanism for facilitating evidence-informed practice within OSHC settings.

This session will examine some of the transformative action research projects that have courageously navigated the complexities inherent in OSHC environments. These initiatives have enabled educators to fundamentally reshape their pedagogical approaches and practices, ensuring alignment with the unique needs and shared understandings of their diverse OSHC communities.

Within the emerging field of extended education—where published research in the Australian school-age care context remains remarkably limited—these action research projects represent a critically important contribution to building the evidence base that the sector desperately needs.

References:

Cartmel, Jennifer & Hurst, Bruce (2021) More than ‘just convenient care’: what the research tells us about equitable access to outside school hours care. NSW Department of Education.

Cartmel, J., Brannelly, K., Phillips, A., & Hurst, B. (2020). Professional standards for after school hours care in Australia. Children and Youth Services Review,119, Article 105568.

MacNaughton, Glenda & Hughes, Patrick (2008). Doing action research in early childhood studies. Berkshire, England: Open University Press.

Experiences and reflections on after-school programs in Japan and Korea

Chair: Sanghoon Bae[7]

Presenters: Sungsik Kim[1,2], Fuyuko Kanefuji[3,4], Soodong Kim[5], Yuno Takeuchi[4,6]

[1]Seoul National University of Education, Seoul, Korea, Republic of. [2]Korean After-School Study Association (KASSA), Seoul, Korea, Republic of. [3]Bunkyo University, Koshigaya, Japan. [4] Japanese Society of Children's Verse (JSCV), Tokyo, Japan. [5]Dongguk University (WISE), Gyeongju, Korea, Republic of. [6]ADDS, Tokyo, Japan. [7]Sungkyunkwan University, Seoul, Korea, Republic of

Abstract

This symposium aims to advance dialogue on enhancing quality, inclusion, and community-based capacity in after-school education by integrating cross-national perspectives from Japan and Korea. To achieve this, the session explores the evolving landscape of after-school programs, bridging policy developments with field-based initiatives in response to demographic shifts and the growing need for holistic youth development.

The first part of the session examines institutional frameworks. Prof. Sung-sik Kim reviews the school-centered growth of Korea's programs since the 2000s, discussing policy responses to educational inequality and recent initiatives like the "Neulbom School." Complementing this, Prof. Fuyuko Kanefuji outlines Japan's policy directions, highlighting efforts to strengthen school-community collaboration and addressing challenges in workforce development.

Building on these structural insights, the symposium shifts to specific educational practices. Prof. Soo-Dong Kim presents research on peer tutoring among university students through a Vygotskian lens, emphasizing implications for high-quality interactions. Finally, Ms. Yuno Takeuchi introduces the Japanese Society of Children's Verse (JSCV), presenting a case study on how evidence-based approaches (e.g., EBPM and ABA) can cultivate truly inclusive after-school environments.

Through these comparative reflections, the symposium suggests that establishing after-school support as a shared social responsibility—grounded in the integration of scientific evidence and field practice—is essential for the holistic development of children and youth in both nations.

The symposium includes the following papers:

- Growth and Future Challenges of After-School Programs in Korea
- Development, Policy Trends, and Future Challenges of After-School Programs in Japan
- Peer Tutoring and the Cultivation of Academic Learning Among University Students: Focusing on Research Trends and Implications in Korea and Japan
- Bridging Research and Practice for an Inclusive "Children's Verse": An Introduction

and Case Study of the Japanese Society of Children’s Verse

Growth and Future Challenges of After-School Programs in Korea (1/4)

Sung-sik Kim

Seoul National University of Education, Seoul, Korea, Republic of. Korean After-School Study Association (KASSA), Seoul, Korea, Republic of.

Abstract

This presentation aimed to review achievements and issues raised during the development of after-school programs in Korea and to discuss a future direction that must be pursued for the holistic development of children and adolescents. In particular, it discussed future challenges by focusing recent changes in Korean after-school programs and their social conditions.

While the education of children and adolescents out of school have a long history, the emergence and formation of Korean after-school programs tended to be organized as another function of schools since the 2000s. To examine the development and challenges of Korean after-school programs, this presentation focused on the characteristics of such school-centered development.

Specifically, this presentation discussed why this trend emerged during the formation process of Korean after-school programs and what achievements and challenges it raised. This is related to the fact that social issues, such as the emergence of private tutoring and the widening of educational gap between social classes, worked as major factors of after-school program policy formation. It can also be said that this trend led to the introduction of a new system called "Neulbom School" to address social issues such as recent population decline and childcare gap faced by dual-income families.

The growth and development of school-centered after-school programs has been related to the achievement of rapid expansion and high rate of participation; however, it has also addressed issues that it has limits to complement school education by providing diverse programs and helping holistic development of children and adolescents. Based on these points, it was suggested that the provision of diverse and high-quality programs and the expansion of educational capacity of local communities are necessary for further developing of after-school program in the future.

Development, Policy Trends, and Future Challenges of After-School Programs in Japan (2/4)

Fuyuko Kanefuji

Bunkyo University, Koshigaya, Japan. Japanese Society of Children's Verse (JSCV), Tokyo, Japan.

Abstract

Purpose: This presentation examines the development, current status, and future challenges of after-school programs in Japan. It aims to demonstrate that after-school support has increasingly been positioned as a shared social responsibility and that policy and legal arrangements to promote collaboration between schools and local communities have been strengthened.

Methods: The presentation is based on document analysis of policy papers, administrative guidelines, and statistical data published by the Children and Families Agency, the Ministry of Education, Culture, Sports, Science and Technology (MEXT), and the Tokyo Metropolitan Government. These sources are used to examine institutional development, current implementation, and policy directions in Japanese after-school policy.

Content: First, the presentation outlines the institutional development of after-school programs in Japan and explains their current structure, including after-school childcare clubs under the Children and Families Agency and after-school children's classes under MEXT. MEXT's program is positioned within the framework of school–community collaboration and provides learning, experiential, and exchange activities with local stakeholder involvement. Second, it reviews recent policy trends showing the continued expansion of after-school childcare clubs and the growing emphasis on coordination between childcare clubs and after-school children's classes, including linked and integrated operation. It also notes that after-school support for junior high and high school students has gained increasing attention, as seen in programs such as Chiiki Mirai Juku. Third, it discusses major future challenges, including stronger school–community collaboration, program evaluation, and securing and training a sufficient workforce.

Peer Tutoring and the Cultivation of Academic Learning Among University Students: Focusing on Research Trends and Implications in Korea and Japan (3/4)

Soo-Dong Kim

Dongguk University (WISE), Gyeongju, Korea, Republic of.

Abstract

Purpose: This study aims to analyze research trends regarding peer tutoring in the cultivation of academic learning among university students in Korea and Japan, examines the role of peer tutoring, and derives implications for program design and operation.

Theoretical Framework: This study analyzes peer tutoring based on Vygotsky's Zone of Proximal Development (ZPD) and so on. In Korea, peer tutoring is institutionalized in the form of after-school programs led by Centers for Teaching and Learning and so on. In Japan, it is institutionalized through Japanese language instruction and life guidance for foreign students to adapt to university life and so on.

Methodology: In Korea, this study conducted a trend analysis through a literature review of recent KCI-indexed studies and related reports that address peer tutoring as a core concept in the context of supporting academic learning for university students. Research in Japan is underway.

Key Findings: In Korea, three phases were identified. Phase1 explored the feasibility of online tutoring and transformed the results into a competency framework. Phase2 examined the quality of interaction and role performance as mediating conditions for outcomes. Phase3 refined a process-oriented analysis of learning processes. In Japan, research is underway.

Conclusion: For peer tutoring among university students, it is necessary to go beyond providing programs and create a structured environment for high-quality interaction that includes tutor training, support for the intermediate process, and systematic feedback.

Bridging Research and Practice for an Inclusive “Children’s Verse”: An Introduction and Case Study of the Japanese Society of Children’s Verse (4/4)

Yuno Takeuchi

Japanese Society of Children’s Verse (JSCV), Tokyo, Japan. ADDS, Tokyo, Japan.

Abstract

This presentation introduces the mission of the Japanese Society of Children’s Verse (JSCV), an academic association focusing on after-school care and support in Japan that was established in March 2023. It also examines the development of truly inclusive after-school support through the integration of academic research and field practice.

The Society defines the after-school period not merely as "time after school," but as a unique and intrinsic world—"Children’s Verse"—where children are liberated from the "tasks" of school, lessons, and daily routines to be themselves. In contemporary Japan, however, a "deep valley" exists between research and practice: academic findings rarely reach the front lines, while support often depends on individual experience rather than scientific evidence. As social resources shrink in the context of a declining birthrate and an aging population, Evidence-Based Policy Making (EBPM) is essential to illuminate the field through scientific evidence and to protect this valuable time for children.

To illustrate this bridge in action, this presentation introduces a collaborative study on inclusive support conducted within the JSCV network. In an after-school setting, training in Functional Behavior Assessment based on Applied Behavior Analysis (ABA) was implemented, and individualized support plans were introduced. Although long-term behavioral changes in children require further longitudinal verification, the results showed a significant increase in staff confidence and in their ability to apply evidence-based support. This case exemplifies JSCV’s core value: transforming practical challenges into shared academic knowledge through research-based methods. JSCV seeks to build a society in which every child, regardless of disability or developmental characteristics, can fully enjoy and flourish within their own “Verse.”

Effective Civic Learning for Youth Development in Korea and U.S: College Students' Perceptions

Saetbyul Kim[1], Sungbum Cho[2], Saetbyul Kim[2], Michael Glassman[3], Ziye Wen[4], Christina Farhart[4]

[1]The University of Hong Kong, Hong Kong, [2]Sungkyul University, Anyang, Korea, Republic of, [3]The Ohio State University, Ohio, USA, [4]Carleton College, Minnesota, USA

Abstract

Responsible and mature citizenry does not grow in a vacuum; it develops when schools and communities jointly design multifaceted civic learning experiences that are culturally grounded and practiced in everyday life. Yet little is known about how young people themselves envision effective civic and community engagement in their own contexts. This study examines how college students in the United States and South Korea imagine the future of civic education for their societies and the shared responsibilities of formal schooling and extended education in fostering civic-minded youth.

Using text network analysis of open-ended responses, we analyzed perceptions of good citizenship among 175 college students (United States: N=90; South Korea: N=85; 49.7% female; 23.4% freshmen, 39.4% sophomores, 17.7% juniors, 19.4% seniors), focusing on frequency, degree centrality, and cohesion structures of key terms.

Results show that Korean students frame civic learning around relational–ethical engagement and deliberative communication—emphasizing care for others, reciprocity, and discussion as everyday practices of civic and community life. In contrast, U.S. students foreground institutional civics and informed socio-historical understanding, highlighting government, systems, law, rights, and being informed about history and current events as foundations for responsible citizenship. These contrasting patterns suggest that school-based and extended education in Korea may prioritize cultivating empathic, dialogic civic capacities, whereas in the U.S. they may prioritize strengthening youths

The Impact of Adolescent Part-Time Work Experience on Civic Awareness in Adulthood

Sangyun Lee

Seoul National University, Seoul, Korea, Republic of

Abstract

This study investigates the impact of adolescent part-time employment on civic awareness among emerging adults in the Republic of Korea. Grounded in the youth development framework, we examine whether early economic participation fosters civic values during this transition.

The primary research question is: How does part-time work at age 19 affect civic awareness at age 20? Using three longitudinal waves (ages 18-20) from the Gyeonggi Education Panel Study, we applied an Adjusted Difference-in-Differences (aDID) approach. This method estimates causal effects despite parallel trends violations by utilizing "compass variables" that satisfy specific structural conditions—in this study, peer and teacher relationships. Furthermore, validity tests confirmed they meet these requirements.

Main findings indicate that adolescent part-time work has a significant positive effect on civic awareness. The two compass variables yielded consistent, statistically significant estimates (.221 for peer and .223 for teacher relationships; $p < .05$). Additionally, the validation test found no evidence violating the structural conditions, empirically confirming the robustness of the aDID estimates.

In conclusion, adolescent part-time employment is a vital developmental context shaping civic engagement in early adulthood. These insights provide valuable implications for educational policymakers supporting the positive societal transition of working youths.

Career Readiness as Development: A Clover-Derived Approach to Workforce Preparation

Amreen Thompson

Partnerships in Education and Resilience (PEAR), Cambridge, USA

Abstract

Rapid technological change and labor market uncertainty are reshaping expectations for workforce readiness worldwide. Global frameworks such as the OECD Learning Compass 2030 and the World Economic Forum's Future of Jobs agenda emphasize competencies including adaptability, collaboration, and critical thinking as essential for navigating evolving economic landscapes (OECD, 2019; World Economic Forum, 2023). Yet education systems often lack developmentally grounded approaches to cultivating and assessing these competencies, particularly within youth-serving and extended education settings (Larson, 2000; Noam & Shah, 2014).

This session reframes career readiness as a developmental process shaped through engagement, relationships, and reflection. Drawing on PEAR's Clover Model, a developmental framework for youth development, we conceptualize career readiness as a set of lifelong competencies including self-regulation, teamwork, persuasive communication, and reflective learning.

We introduce the Career Readiness Survey, designed for youth-serving and extended education contexts. The tool enables programs to examine developmental workforce competencies and use structured data to inform program design and improvement.

This session highlights how extended education systems can intentionally cultivate and assess the human capacities required for participation in an evolving global workforce.

Core Values of Extended Education: Toward a Comparative Framework for Democratic Participation, Inclusion, and Sustainability

Gunn Ofstad[1], Louise Krobak Jensen[2]

[1]University of Stavanger, Stavanger, Norway. [2]Via University College, Aarhus, Denmark

Abstract

The GELYDA 2026 Call urges scholars to address how extended education can foster democratic participation, social cohesion, and inclusive practices in diverse societies. This paper proposes a comparative framework of core values in extended education—democratic participation, inclusion, play, creativity, and sustainability—derived from cross country analyses in the EKCO project (Austria, Denmark, Sweden, Norway, Switzerland). Across workshops and observations, and developing of practices these values emerged consistently, though expressed through different institutional logics and cultural practices.

The framework organizes extended education practices into three interconnected domains:

(1) Democratic Participation (children's parliaments, conflict resolution strategies, shared decision-making),

(2) Creativity and Play (upcycling workshops, free play as civic rehearsal, co construction of activity spaces),

(3) Sustainability (environmental, social, and relational sustainability embedded in daily routines).

By mapping practices across these domains, we demonstrate how extended education contributes to the development of democratic dispositions such as respect for diversity, empathy, collaboration, and shared responsibility, in ways that complement formal schooling. The framework provides a tool for researchers and practitioners to analyze, compare, and strengthen extended education programs in alignment with global democratic and inclusive ideals highlighted in the GELYDA Call for Papers.

Create, Connect, Catalyse: Overview of Creative Youth Development, a Dynamic & Growing Field

Denise Montgomery

Global Center for Creative Youth Development, Boston, USA

Abstract

The purpose of the presentation will be to give an overview of creative youth development. The overview will be based on a qualitative research study consisting of case studies involving in-depth interviews, site visits, program observation, and conversations with youth program participants; in-depth interviews with key informants with expertise in youth development, afterschool programs, and arts and creativity-based afterschool programs; as well as ongoing site visits; conversations with field experts; and qualitative research on a global, multi-year creative youth development program.

The presentation will include the history and origins, theoretical framework, and key characteristics of creative youth development programs. The Create, Connect, Catalyse framework relates to the conference theme in that “Catalyse” involves civic engagement, often with a social justice orientation.

The presentation will reference content from publications discussed in a forthcoming article in the Journal of Youth Development:

A pivotal contribution came with Montgomery et al.'s (2013) Something to Say: Success Principles for Afterschool Arts Programs from Urban Youth and Other Experts, a seminal study that identified key principles for successful afterschool arts programs (Montgomery et al., 2013). This research led to the Creative Youth Development (CYD) approach, which Montgomery (2017) defines as "intentional, holistic practice that combines hands-on artmaking and skill building in the arts, humanities, and sciences with development of life skills to support young people in success

Integrating Academic Achievement and Competence Development: An Institutional Exploration of Project-Based Learning in China

Yundong Yang

New Boya Academy (Shanghai) Technology Research Co., Ltd., Shanghai, China

Abstract

Can students simultaneously achieve academic excellence and develop authentic competencies? This study reports findings from a Project-Based Learning (PBL) exploration conducted by an educational institute in China, grounded in generative learning theory and Anderson and Krathwohl's revised Bloom's taxonomy.

Through field experiments comparing treatment and control classes, with students working in three-person peer groups, the author investigated what pedagogical structures enable both strong academic performance and competence development. Findings indicate that coupling multiple output modalities—papers, products, and presentations (P^n coupling)—positively correlates with enhanced thinking quality. Greater output diversity and interaction strengthen logical reasoning, critical analysis, and creative problem-solving.

The critical mechanism involves Scientific Research to Knowledge (SR-K) transformation, converting inquiry processes into personally constructed knowledge. Results demonstrate that this PBL approach simultaneously improves academic achievement and core competencies, providing an empirically grounded model for holistic education.

Social Emotional Skills for Learning and Life: The Contribution of Extended Education Settings to Belonging

Chair: Sarah Murray[1]

Presenters: Saurubh Malviya[2,3], Renee Bilston[1], Belinda Wright[2,4], Emily McKenna[2,5], Sarah Murray[1]

Discussant: Jennifer Cartmel[2]

[1]The University of Sydney, Sydney, Australia. [2]Griffith University, Brisbane, Australia. [3]We Belong Education, Brisbane, Australia. [4]Learn OSHC, Sydney, Australia. [5]QCAN, Ipswich, Australia

Abstract

Australian extended education settings cater to children in middle years of childhood, an opportune time to support developing social emotional skills and wellbeing. This developmental period is marked by increased autonomy from main caregivers and is also the time in which lifelong mental health problems are likely to emerge. While schoolteachers focus is on academic success, the role of extended educators aligns with social emotional success.

This symposium therefore considers how child development, in particular social emotional skills, is supported in Australian extended education settings. This will be considered from theoretical, practical, and policy perspectives to explore the link between neuro-friendly and supportive extended education settings to children's healthy development. Beginning with the most important voices in extended education, children's perspectives of social emotional development and the role extended education plays is explored. A review of how transitions into extended education settings for the youngest children fosters belonging and social emotional capability follows. Building a capable workforce capable of supporting social emotional development across diverse children and setting needs is next explored through practitioner and coaching perspectives. This symposium concludes with a review of past and current initiatives to support child development and how the Australian sector is lobbying government to ensure that emerging generations are supported to be socially competent and civically engaged. The symposium includes the following papers:

- Social and Emotional Development through Peer Culture in Outside School Hours Care
- Shaping School Transitions: A Co-produced Model for Social-Emotional Readiness in Extended Education
- Capability that reaches the child: educational leadership through nested systems in Australian out of school hours care
- A Coaching Model for Practice Change in OSHC: Moving Beyond Behaviourism to Support Thriving Children

- Social Emotional Wellbeing in Australian Extended Education Settings: A Health Literacy Conceptualisation

Social Emotional Skills for Learning and Life: The Contribution of Extended Education Settings to Belonging (1/5)

Saurubh Malviya

Griffith University, Brisbane, Australia. We Belong Education, Brisbane, Australia.

Abstract

Social and emotional development in childhood is embedded in everyday peer interactions. In Australian Outside School Hours Care (OSHC), children participate in dynamic social worlds shaped through peer culture and friendships (Malviya, 2025). Peer culture, shared activities, routines, and values constructed through interaction, supports ongoing meaning-making (Corsaro, 2018; Corsaro & Eder, 1990). Drawing on the sociology of childhood, this study positions children as active social agents of their world (James & Prout, 1997).

Using semi-structured interviews and participant observations with ten children, analysed through a phenomenological approach informed by Ricoeur's theory of interpretation, the study explores how relationships in OSHC contribute to social and emotional development. Children described interconnected peer groups and friendships that foster belonging and identity formation.

Findings show that children actively navigate inclusion, exclusion, and conflict, demonstrating empathy, emotional regulation, and responsibility. These interactions build social competence and resilience (Rubin et al., 2005), while peer challenges are linked to later psychosocial outcomes (Rose et al., 2022). The play-based OSHC context enables relationship-building across age groups (Barker et al., 2003), yet children's perspectives remain underexplored (Cartmel & Hurst, 2021). OSHC is highlighted as a significant context for social and emotional development.

Shaping School Transitions: A Co-produced Model for Social-Emotional Readiness in Extended Education (2/5)

Renee Bilston

The University of Sydney, Sydney, Australia.

Abstract

Children transitioning to primary school face significant challenges in social competence and emotional capability, with 26% of Australian children currently exhibiting developmental vulnerabilities in these domains. While school readiness is a well-studied field, a critical gap exists regarding evidence-informed frameworks specifically for Outside School Hours Care (OSHC), despite the sector's growing role in children's lives.

The School Transition and Readiness (STARS) project addresses this gap by developing and user-testing a novel school transition model delivered within OSHC. Guided by the Medical Research Council (MRC) framework for complex interventions and co-production for development of the intervention phase, the research explores how OSHC can effectively address emotional capability. The research also explores how educator-child relationships in extended education can support smoother transitions to school-aged education and care.

The mixed-methods study employs surveys, semi-structured interviews, and participatory co-production workshops with children, parents, and educators. Initial findings identify OSHC as a vital "step-change" between early learning and formal schooling, with high stakeholder acceptability for a model centred on play-based skill development, relational stability, and child agency.

The STARS model fosters a sense of belonging and strengthens the child’s support circle. Social-emotional capability serves as the foundational framework for developing civically responsible citizens who can contribute meaningfully to their communities. By enhancing social-emotional capability during early transitions, extended education providers fulfill a shared responsibility with schools to cultivate civically responsible citizens capable of empathy and cooperation. This research demonstrates how intentional, systematic educational experiences in OSHC provide the necessary foundation for future civic and community engagement.

Capability that reaches the child: educational leadership through nested systems in Australian out of school hours care (3/5)

Belinda Wright

Learn OSHC, Sydney, Australia. Griffith University, Brisbane, Australia.

Abstract

During the presenter's tenure **as General Manager** in a large, multi-site Australian out of school hours care provider, she led the translation of leadership capability. Children's wellbeing, belonging and learning through play and leisure in out of school hours care are produced in everyday interactions, routines and peer cultures, and leadership capability is an upstream lever for strengthening those experiences at scale.

A Bronfenbrenner-style layer structures the narrative and makes visible how capability must travel through nested systems before it can influence children's daily experiences. Grounded in professional learning and development theory, capability was developed through coaching cycles and embedded collaborative discussion rhythms intended to support leaders to move from "what happened" descriptions to precise "next move" practice decisions. These routines were designed for replication to build the capability of teams.

System conditions constrained what was possible: limited protected time for mentoring, competing operational demands, workforce turnover and variable preparation for out of school hours care roles. These constraints operated within a national policy context that allows uneven entry pathways, including no national qualification requirements for educators working with children in out of school hours care services, and designation of Educational Leaders without a nationally mandated specific credential pathway.

Observed indicators included stronger consistency in practice conversations, transfer of shared mentoring language into service teams, and shifts in role clarity as leaders articulated their work. Formal service-level professional learning and development was not sustained beyond the presenter's tenure, raising questions about capability retention through subsequent turnover and leadership transitions.

A Coaching Model for Practice Change in OSHC: Moving Beyond Behaviourism to Support Thriving Children (4/5)

Emily McKenna

QCAN, Ipswich, Australia. Griffith University, Brisbane, Australia.

Abstract

Extended education settings, including Outside School Hours Care (OSHC), play a critical yet often under-recognised role in supporting children's development in middle childhood. Within the Australian context, these settings provide valuable opportunities to create environments that enable children to thrive. This paper presents the Positive Behaviour Guidance Coaching Program (PBGCP), a Queensland Government-funded initiative designed to strengthen educator capability and shift practice beyond traditional behaviourist approaches.

Grounded in contemporary theoretical perspectives, including the neurodiversity paradigm, trauma-informed practice, and social and emotional learning frameworks, the PBGCP supports educators to reframe children's behaviour as communication, shaped by context, relationships, and developmental needs. This perspective shifts the focus from preparing the child to be "school ready" towards ensuring that educational environments are responsive and ready for the child—attuned to their individual needs and equipped to provide appropriate, reasonable adjustments where required.

The program responds to a well-documented gap between knowledge acquisition and implementation by embedding a coaching model alongside professional learning. This approach enables educators to translate theory into practice through observation, reflection, and tailored feedback within their own service environments.

Drawing on early implementation insights, this paper explores how this coaching program supports sustained practice change, enhances educator confidence, and promotes inclusive, responsive environments for diverse learners. The PBGCP offers a model for bridging research, policy, and practice in extended education. In doing so, it contributes to children's wellbeing, learning, and development, creating thriving young people who are better equipped to engage meaningfully within their communities.

Social Emotional Wellbeing in Australian Extended Education Settings: A Health Literacy Conceptualisation (5/5)

Sarah Murray

The University of Sydney, Sydney, Australia.

Abstract

While long thought of as a developmental period of ease, recent research shows middle childhood as a "second window of opportunity" which allows a rich opportunity to support children's developmental trajectory. Worldwide, many children attend extended education settings, which have been critically overlooked in research and in attempts to address young people's rising mental health and wellbeing difficulties. International epidemiological studies show early social emotional skill and behaviour developmental difficulties before the age of 14 are linked to adult mental health problems, yet little research in extended education has attempted to address this. We know that children with positive mental health and a strong sense of belonging are more likely to grow to be socially competent future leaders and so supporting this will take an embedded systemic approach.

Health literacy theory views health (including mental health and wellbeing) from a perspective of social determinism with functional, interactive, and critical perspectives. Importantly, this theory describes how strengthening knowledge and providing supportive environments can be used to build supportive public policy. The Australian Outside Hours School Care (OSHC) research network has been building in recent years, and many practitioners have been advocating for the sector. As the sector approaches a national policy reform, it will be important to highlight the contributions of Australia's social emotional learning and wellbeing OSHC researchers. This combined work will be used to positively influence the perception of OSHC, policy frameworks, and we hope, to build a more engaged, socially competent, and mentally healthy future generation for Australia.

Case Studies of After-School Program operated by Schools in Korea: Implementations and Prospects.

Chair: Sungsik Kim[1]

Presenters: Hyunsung Yoon[2], Jeongsuk Yi[3], Aeseob Kim[4], Heelyun Jo[5], Hyunju Cho[6]

[1]Seoul National University of Education, Seoul, Korea, Republic of. [2]Seoul Bonghyun Elementary School, Seoul, Korea, Republic of. [3]Seoul Younghwa Elementary School, Seoul, Korea, Republic of. [4]Seoul Seorae Elementary School, Seoul, Korea, Republic of. [5]Gwangju Hyodong Elementary School, Gwangju, Korea, Republic of. [6]Seoul Dongjak Gwanak District Office of Educational Support, Seoul, Korea, Republic of

Abstract

This symposium session examines the new after-school program operating system named 'Neulbom School' through school case studies and discusses a direction of after-school programs conducted in schools. Specifically, it introduces Korea's new after-school program operating system, referred to as 'Neulbom School,' from four perspectives and explores operational cases that are implemented diversely according to regional characteristics. Based on this, participants will discuss issuues and directions of after-school programs in schools.

The symposium includes the following papers:

- Introduction to New After-School System in Korea: Views of Neulbom Directors, Administrative Practitioners, Teachers, and School Administrators
- Case Presentation: Operatioin of After-School Programs in Large Scale Schools of the Metropolitan City
- Case Presentation: Operation of After-School Programs through Outsourcing to External Agencies
- Case Presentation: Operation of After-School Programs in the Context of Increasing Students in Large City
- Case Presentation: Support of Regional Education Office for After-School Program of Schools

Introduction to New After-School System in Korea: Views of Neulbom Directors, Administrative Practitioners, Teachers, and School Administrators (1/5)

Hyunsung Yoon

Seoul Bonghyun Elementary School, Seoul, Korea, Republic of

Abstract

This presentation introduces Neulbom School, a newly implemented after-school education system in Korea, and compares it with the previous system. It examines four perspectives within the school community: the newly established roles of Neulbom directors and administrative practitioners, as well as the existing roles of teachers and school administrators. Through these perspectives, the presentation explores how the new system is perceived and implemented.

Case Presentation: Operation of After-School Programs in Large Scale Schools of the Metropolitan City (2/5)

Jeongsuk Yi

Seoul Younghwa Elementary School, Seoul, Korea, Republic of.

Abstract

This presentation presents a case study of a small elementary school with fewer than 300 students due to local redevelopment. Unlike many schools that outsource after-school programs, this school independently operates its programs. The Neulbom director plays a central role in designing programs, recruiting instructors, and managing operations, while the school collaborates with local communities to support after-school activities.

Operation of After-School Programs through Outsourcing to External Agencies (3/5)

Aeseob Kim

Seoul Seorae Elementary School, Seoul, Korea, Republic of

Abstract

This presentation introduces an efficient management system and cooperative structure for stable after-school operations in a large-scale school with over 1,000 students and 40 different classes. In particular, it shares cases of organic instructor management and quality support led by the Neulbom Support Center. Furthermore, it presents specialized know-how for large schools, such as improving working conditions for instructors and enhancing operational transparency through a careful selection process of private contractors.

Operation of After-School Programs in the Context of Increasing Students in Large City (4/5)

Hee Lyun Jo

Gwangju Hyodong Elementary School, Gwangju, Korea, Republic of

Abstract

This presentation introduces the case of the Neulbom School operation at a large-scale school facing a shortage of educational activity space due to a rapid increase of student numbers (from 270 to 1,207) caused by urban redevelopment. The process of creatively changing limited spaces in the school and actively utilizing external facilities outside the school to overcome this situation. Additionally, it discusses the case of collaborating with 9 local care institutions and operating diverse special programs linked to the community.

Support of Regional Education Office for After-School Program of Schools (5/5)

Hyun-ju Cho

Seoul Dongjak Gwanak District Office of Educational Support, Seoul, Korea, Republic of

Abstract

This presentation explains how the local Office of Education supports the Neulbom School system through two areas. The first includes common support initiatives such as regional child care councils, financial assistance, and administrative support provided by central authorities. The second involves locally developed initiatives, including the 50+ program, community partnerships, and school consulting implemented by the Dongjak–Gwanak Office of Education.

A Study on Policy Tasks and Institutionalization Strategies for After-School Programs of South Korea in the Post-COVID-19 Era

Eunju Kwak[1], Sungbum Cho[2], Eunwon Cho[3]

[1]Tongmyong University, Busan, Korea, Republic of. [2]Sungkyul University, Anyang, Korea, Republic of. [3]Hanyang University ERICA, Ansan, Korea, Republic of

Abstract

This study explores policy tasks and institutionalization strategies for after-school programs in Korea in the post-COVID-19 era. Marking 25 years since the introduction of after-school programs in 1995, the study examines how their functions and roles have evolved, what barriers have hindered their development, and what directions and government support are needed for their future advancement. The research employed a mixed approach combining literature review, survey analysis, and IPA (Importance–Performance Analysis) to investigate four areas.

The findings show that after-school programs in Korea have developed through three broad phases: institutionalization, decentralization, and diversification.

Analysis of overseas cases in France, Sweden, the United Kingdom, and Japan suggests that successful after-school systems are supported.

A Needs Analysis of Schools for the Activation of Donation for Education

Songie Han[1], Jewon Lee[2]

[1]Semyung University, Jecheon, Korea, Republic of. [2]Sangji University, Wonju, Korea, Republic of

Abstract

The cultivation of future talent is no longer solely the responsibility of schools; it requires the collective engagement of broader society, including industry and local communities. In order to provide diverse learning needs and experiences, greater integration of external resources into school education is essential. Donation for education represents a significant initiative toward achieving this goal. To effectively promote donation for education, it is necessary to examine what schools perceive as important, the extent to which such initiatives are currently implemented, and which areas require the most urgent attention. Accordingly, this study aims to analyze the needs of schools for activating donation for education. A web-based survey was conducted with 299 respondents, and the data were analyzed using Importance–Performance Analysis (IPA), the Borich needs assessment model, and The Locus for Focus model. By synthesizing the results, this study identifies policy priorities for the activation of donation for education. The findings are expected to contribute to the theoretical expansion of research on donation for education and to provide foundational data for developing policies that effectively promote donation for education in school settings.

Learning Ecosystem Transformation Framework: Beyond Institution-Based Education — Curator, Ecosystem, Deep Change, and ESG Expansion

Keunhoo Song

Seongnam Jangan Elementary School, Seongnam, Korea, Republic of. Korean Association for After-School Studies, Seoul, Korea, Republic of

Abstract

This study proposes the "Learning Ecosystem Transformation Framework" as a new paradigm for future education, moving beyond the traditional institution-bound (school-centered) educational system. This framework is built upon a triadic architecture consisting of three core dimensions: the Learning Curator as the agent of change; the Learning Ecosystem as the structural environment where learning manifests; and Deep Change as the definitive outcome of systemic transformation. Furthermore, Environmental, Social, and Governance (ESG) criteria are integrated as an "Expansion Layer," extending the scope of educational transformation into the realms of sustainability, ethical responsibility, social inclusivity, and global impact. This study argues that learning is no longer confined to the institutional boundaries of formal schooling; rather, it is an ecosystemic phenomenon organically generated through digital, social, and global networks.

Theoretically, this research synthesizes ecological systems theory, network society theory, connectivism, and transformative learning theory to reconstruct fragmented educational discourses into a single, cohesive framework. Pragmatically, the empirical validity and systemic resilience of this framework were verified through a 15-year longitudinal case study of Seongnam Jang-An Elementary School.

The analysis reveals that the school achieved quantifiable, systemic milestones, including a 34% increase in stakeholder engagement, a substantial reduction in private tutoring expenditures, winning the prestigious Minister's Award at the National After-School Awards, and the nationwide adoption of its integrated online/offline English reading system (RG) across more than 500 schools. Most notably, the model maintained structural stability despite the disruptions of the COVID-19 pandemic and successive leadership transitions. This demonstrates that educational innovation can function sustainably when driven by systemic design rather than relying solely on individual capabilities. In conclusion, this study asserts that future education demands a comprehensive systemic redesign rather than marginal institutional adjustments, and proposes redefining learning as an ecosystem-based, networked, social, and transformative process.

Cross-Sector Partnerships: Innovations in Wellbeing, Equity, and Holistic Development

Chair: Wei Zhang[1, 2, 3]

Presenters: Xueli Tang[4], Qiang Chen[5], Tianchen Yang[5]

[1]International Centre for UNESCO ASPnet, Shanghai, China. [2]Centre for International Research in Supplementary Tutoring, Shanghai, China. [3]East China Normal University, Shanghai, China. [4]TAL Education Group, Beijing, China. [5]Shanghai Jiao Tong University, Shanghai, China.

Abstract

This symposium examines how cross-sector partnerships in China are reshaping educational support beyond traditional school boundaries. Four empirical studies demonstrate the convergence of policy reform, technology platforms, residential care systems, and research-informed pedagogy in addressing children and youth's comprehensive developmental needs.

The first presentation provides historical context by analyzing three paradigmatic shifts in China's supplementary education: from Soviet-inspired public institutions to market-driven private tutoring to current hybrid integration of the above two with the state-regulated school-based programs. This evolution illuminates the changing landscape within which contemporary cross-sector collaborations emerge.

The second presentation examines an EdTech philanthropy initiative deploying AI-adaptive learning in rural schools, illustrating technology's role as an equity mediator that transforms resource gaps into capacity-building opportunities. The third presentation introduces an AI-enabled wellbeing support platform in residential care institutions, demonstrating how digital tools can extend comprehensive care in vulnerable settings through ethical integration with human oversight. The fourth presentation provides experimental evidence that metaphor-based creativity training enhances not only divergent thinking but also intrinsic motivation and psychological flourishing.

Together, these cases reveal how collaboration among government, technology providers, care institutions, schools, and researchers creates more comprehensive and sustainable support systems for holistic child and youth development. The symposium contributes practical insights into designing, implementing, and evaluating cross-sector partnerships that address equity, wellbeing, and creativity in contemporary extended education ecosystems.

The symposium includes the following papers:

- The Changing Landscape of Extended Education in China: Historical Trajectories and Institutional Typologies
- The Changing Landscape of Extended Education in China: Historical Trajectories and Institutional Typologies

- Supporting Child Wellbeing Beyond School: Designing an AI-Enabled Support Platform in Residential Care Settings
- Metaphor as Associative Combination: A Classroom Intervention for Creativity and Psychological Flourishing in Elementary Students

The Changing Landscape of Extended Education in China: Historical Trajectories and Institutional Typologies (1/4)

ZHANG, Wei

International Centre for UNESCO ASPnet, Shanghai, China. Centre for International Research in Supplementary Tutoring, Shanghai, China. East China Normal University, Shanghai, China.

Abstract

Since the foundation of the People's Republic of China in 1949, extended education has been shaped by three very different paradigms. At the outset were Communist traditions in which China learned from the Soviet Union. Subsequently these were mixed with, or perhaps subverted by, the market economy; and then the State reasserted itself.

Each era had its archetypes, albeit with overlaps. First were forms of public outside-school education institutions, including Palaces for Children and Youth on the Soviet model; second were commercial enterprises offering private supplementary tutoring facilitated by the neoliberal changes; and third were school-based after-school programmes established by the government to combat privately-driven tutoring.

Drawing on documentary research and on findings from the author's empirical research since 2010, this article analyses the complex patterns of extended education and its governance in China. It begins with a typology of extended education before turning to the historical eras. The comparisons over time and across systems expose dynamics that shaped the features of extended education in different eras. The article provides perspectives on the changing socio-politics of education, with particular attention not only to tides but also to competing currents.

Technology-Enabled Equitable and Quality Education: A Case Study of Xueersi's "Hand-in-Hand" EdTech Philanthropy Initiative (2/4)

TANG Xueli

TAL Education Group, Beijing, China.

Abstract

This study examines how educational technology can address structural inequities in rural Chinese education, where schools face chronic shortages in teacher-student ratios, experimental equipment, and AI literacy. Grounded in technology-mediated educational equity, the study proposes a support network model moving beyond simple resource redistribution toward self-sustaining capacity building in under-resourced schools.

Drawing on Xueersi's "Hand-in-Hand" initiative, this paper investigates how AI-powered adaptive learning systems serve as equity mediators. The project deploys smart learning devices with digital curriculum resources and virtual laboratories to priority schools. Through a practice-oriented case study approach, two key transformations were analyzed: the shift from material donation to capability empowerment, enabling differentiated instruction and student-driven learning; and a pedagogical shift from teacher-centered to learner-centered engagement, where AI handles knowledge delivery and feedback while teachers focus on higher-order thinking and values education.

Qualitative findings suggest that AI-driven systems effectively bridge resource gaps by adjusting content to individual competencies. The teacher's role evolves from knowledge transmitter to learning designer. However, effective deployment requires sustained digital infrastructure that many rural schools still lack, and teachers need ongoing professional development to successfully transition. Demonstrating causal impact and measuring long-term outcomes remain methodologically complex, warranting more rigorous longitudinal evaluation.

The presentation will discuss practical implications for scaling educational technology philanthropy, teacher training design to accompany technology deployment, and approaches to balancing innovation with local contexts and sustainable infrastructure.

Supporting Child Wellbeing Beyond School: Designing an AI-Enabled Support Platform in Residential Care Settings (3/4)

CHEN Qiang

Shanghai Jiao Tong University, Shanghai, China.

Abstract

Background:

Children's wellbeing is shaped not only by schools and families, but also by extended care settings where children live, learn, and build everyday relationships. Residential care institutions are important yet often overlooked sites of child development and wellbeing support. AI-enabled digital tools may offer new opportunities to support emotional expression, self-help learning, and early identification of psychosocial needs, but their use with children in vulnerable care settings requires careful attention to safety, ethics, human oversight, and integration with existing care systems.

Aim:

This presentation introduces the protocol for a planned real-world pilot study of an AI-enabled child wellbeing support platform embedded in residential care settings. The platform is designed as a low-intensity support tool that complements existing human care through digital companionship, emotional expression support, psychoeducation, self-help exercises, risk alerts, and referral assistance.

Methods:

The planned study will adopt a mixed-methods, waitlist-controlled pilot design in four residential child welfare institutions. Eligible children and staff involved in daily care will participate. Institutions will be allocated to an immediate-use group or a waitlist group. The primary outcome is change in children's loneliness after 12 weeks. Secondary outcomes include emotional distress, psychological resilience, help-seeking intention, and subjective wellbeing. Implementation and safety data will include platform usage, feature engagement, technical issues, staff support burden, risk-related expressions, privacy concerns, over-reliance, adverse events, human review, and referral actions. Qualitative interviews and field notes will explore acceptability, perceived usefulness, barriers, facilitators, and scale-up conditions.

Discussion:

This protocol offers a framework for ethically integrating AI-enabled wellbeing support into residential care systems and strengthening shared responsibility for child wellbeing beyond school

Metaphor as Associative Combination: A Classroom Intervention for Creativity and Psychological Flourishing in Elementary Students (4/4)

YANG Tianchen

Shanghai Jiao Tong University, Shanghai, China.

This presentation reports on a classroom-based intervention study that applies metaphor as associative combination to foster creative thinking in elementary school students. This approach is grounded in the associative theory of creativity, which posits that creative thinking involves forming novel connections between remotely associated concepts, a process central to metaphor generation. The study uses a ten-session metaphor curriculum in Shanghai elementary schools and a pretest-posttest control group design to evaluate the effects of metaphor training on divergent thinking, creative self-efficacy, flow, and psychological flourishing.

The curriculum systematically guides students from basic metaphor recognition to creative metaphor generation, incorporating associative techniques (similarity, contrast, causality, proximity, and symbolic association), game-based learning ("Who is the insider"), and multimodal creative tasks (e.g., designing clothing for the Labubu character). Quantitative results from 43 participants demonstrate that the experimental group ($n = 22$) showed significant improvements over the control group ($n = 21$) in AUT originality ($p < .001$, $\eta^2 = .119$), fluency ($p < .05$, $\eta^2 = .023$), creative self-evaluation ($p < .001$), flow ($p < .001$, $\eta^2 = .383$), and psychological flourishing ($p < .001$, $\eta^2 = .262$). Furthermore, a two-condition within-participant mediation analysis revealed that the increase in creative self-efficacy partially mediated the intervention’s effect on psychological flourishing (95% CI [0.644, 26.647]).

These findings provide empirical evidence that metaphor-based creativity training not only enhances divergent thinking and self-perceived creativity but also promotes intrinsic motivation and psychological well-being in educational contexts. The presentation will discuss practical implications for curriculum design, assessment innovation, and the integration of creative metaphor into everyday classroom instruction.

From “Gifted Education” to Extended Education: Reframing KMLA’s Convergence Curriculum for Civic and Youth Development

Sungwoo Kang[1] Sun Kim[2]

[1]Chungnam National University, Daejeon, Korea, Republic of. [2]Jeonbuk National University, Jeonju, Korea, Republic of

Abstract

This study examines Korean Minjok Leadership Academy’s (KMLA) Integrated Gifted Education Program by reframing it as school-embedded extended education, addressing growing international calls to cultivate civic and community engagement as a shared responsibility of schools and extended learning ecosystems. The aim is to evaluate how KMLA’s three-part convergence sequence—Convergence Reading, Convergence Imagination (Creativity Workshop), and Convergence Project—functions as an extended education model, and to identify design conditions under which such programs can more consistently support youth developmental and civic-oriented capacities. Theoretical framework. The study integrates (1) extended education as a field concerned with learning opportunities beyond conventional classroom instruction and their organizational and quality conditions, (2) Positive Youth Development (PYD) to operationalize developmental affordances (agency, belonging, competence, resilience), and (3) connected learning to interpret participation-rich, production-centered learning as a pathway to civic-oriented capabilities (collaboration, communication, ethical reflection, public-minded problem solving).

Fostering Children's Citizenship through School–Community Partnerships: The Role of Community Coordinators in Japan

Kuniko Kaya

University of Teacher Education Fukuoka, Fukuoka, Japan

Abstract

In Japan, extended education has been promoted through Community Schools and the Community Cooperation Network for Learning and Education (CCNLE), which encourage local residents to participate in school governance and provide diverse learning opportunities, including after-school activities. These initiatives aim not only to address shortages of human resources in schools but also to foster children's interest in their communities and strengthen their sense of citizenship. Drawing on perspectives from collaborative governance and citizenship education, this study conceptualizes School–Community Partnerships as a participatory process that supports civic learning through engagement with diverse local actors.

This study examines whether regional disparities exist in the implementation of these policies, particularly between urban and rural areas. Using national survey data on School–Community Partnerships and data from the National Assessment of Academic Ability, the analysis explores how institutional arrangements and intermediary actors, such as Community Coordinators, shape opportunities for collaboration. Case studies of advanced practices illustrate how extended education creates opportunities for children's participation in community activities.

The expected findings suggest that regional disparities exist but cannot be explained solely by the urban–rural divide. A stronger presence of community coordinators appears to support sustained collaboration, while children's active participation contributes to the development of civic attitudes.

Mobilizing Community Learning Resources in Education: Effects Based on On-site interviews in Depopulating Regions in Japan

Kumiko Iwasaki[1], Fuyuko Kanefuji[2]

[1]The Open University of Japan, Chiba, Japan. [2]Bunkyo University, Koshigaya, Japan

Abstract

This study examines school–community collaboration in Japan's severely depopulating areas and its effects, based on field interviews in Suzu City (Ishikawa) and Ama Town (Shimane). Focusing on diverse educational activities, including after-school support, we analyze how community learning resources are mobilized to broaden and deepen learning opportunities for children and youth. Resources include residents' knowledge and skills, intergenerational ties, cultural and natural environments, and partnerships among schools, municipalities, community organizations, and external supporters. We highlight institutional arrangements that sustain collaboration under limited personnel, geographic constraints, and shrinking public budgets, with attention to coordination roles, governance and decision-making structures, and funding and other institutional mechanisms that enable continuity and equitable access.

We identify outcomes for children and students, including stronger engagement, socioemotional growth through sustained interactions, enhanced place-based understanding, and participation in diverse learning experiences. We also examine impacts on communities—residents, parents/guardians, and local organizations—including strengthened social networks, expanded civic participation and mutual support, and contributions to local revitalization. Comparing the two cases, we discuss conditions for effectively integrating community resources into educational practice and for generating dual benefits for learners and communities.

University–Community Partnership in Extended SW·AI Education: Building Foundational Civic Competence among Early Elementary Students in Korea's Neulbom Initiative

Shinchun Kang[1], Hyunyong Jung[2], Sojin Jeong[1], Jungjin Lee[1]

[1]Kongju National University, Konju, Korea, Republic of. [2]Daejeon University, Daejeon, Korea, Republic of.

Abstract

This study examines how a university–community partnership within Korea's Neulbom extended education initiative fosters foundational civic competence among first- and second-grade elementary students. Amid rapid AI integration and widening educational inequality, it explores how early digital extended education can serve as a public space for promoting cooperation and inclusive participation.

The framework integrates extended education theory, Positive Youth Development (PYD), and foundational digital civic education. Civic competence is conceptualized as emerging behaviors such as empathy, cooperation, turn-taking, rule-following, and shared problem-solving within structured learning environments.

A mixed-methods approach was used. In 2025, the program was implemented in 25 elementary schools, engaging 501 students in 2,527 instructional sessions. Data sources included participation records, classroom monitoring, instructor reflections, and student satisfaction surveys (5-point scale).

Findings show high overall satisfaction (M = 4.51/5.00). Teacher support (M = 4.73–4.78) and enjoyment (M = 4.66–4.71) were rated particularly high. Interest in AI and perceived relevance were also positive (M = 4.12–4.39). Observations indicated improved peer collaboration and cooperative engagement.

The study suggests that university-linked extended SW·AI programs can enhance early digital literacy and civic dispositions, demonstrating how collaborative digital learning can nurture civic foundations in the AI era.

Voices of future pedagogical professionals in Iceland

Steingerður Kristjánsdóttir

University of Iceland, Reykjavík, Iceland

Abstract

This presentation introduces the initial findings of a study examining how third-year students in Leisure and Social Studies articulate their perspectives, values, and emerging professional identities as they prepare for future careers.

The data were collected in a fieldwork course where students were asked to write their own professional theory statements. Participants were enrolled in the course in autumn 2023 and 2024. Permission to use the data was obtained verbally during the assignment briefing and through the assignment description. All data were anonymized. A qualitative, thematic analysis was conducted to code and interpret the students' written reflections.

Early results suggest that students possess a clear understanding of their core values in relation to their future professional roles. They express a strong sense of responsibility as role models and demonstrate a well-developed professional awareness. Furthermore, their reflections reveal a high level of ambition and commitment toward work in the field.

The findings indicate that students have a well-defined vision of themselves as future professionals and articulate their values and professional theories with confidence. At the same time, the study highlights opportunities for the program to further strengthen and support these areas within the curriculum of Leisure and Social Studies.

Ego-documents and Extended Education. On Journal Writings and Formative Pastime Experiences

Robert Haraldsson

University of Iceland, Reykjavík, Iceland

Abstract

This presentation develops a holistic approach to informal extended learning by studying ego-documents (journals, autobiographies). Informal extended education experiences can be explored through journal writings and other autobiographical writings. Iceland has a long tradition of journal writings and autobiographies. Recently, historian and philosophers have turned their attention to this tradition of autobiographical writings. In this presentation we will consider two questions: (i) How can the study of personal journals throw light on the importance of leisure activities for child development? (ii) How can the writing of personal journals be used to structure one's experiences of leisure activities? The first question is used to present the theoretical framework of the presentation. Here we draw on Icelandic historians and philosophers who have used autobiographical writings to form their identity. Answering the second question, the author draws not only on the theoretical framework but also on his own decades long use of journals and other autobiographical materials to construct his own identity in a piecemeal fashion; using on a personal level a method that resembles bricolage methods of scholars. The main practical conclusion of the paper concerns the importance of reflecting on one's own pastime and leisure activities to form a holistic conception of one's life. We will thus consider why it is important to teach adolescents to write and talk about their leisure activities and how it has shaped their extended education experiences.

Beyond Time and Place: Reframing Extended Education for Systemic Change

Kolbrún Pálsdóttir, Oddný Sturludóttir

University of Iceland, Reykjavík, Iceland

Abstract

Education systems worldwide are transforming as societies grapple with social and economic uncertainty, rising mental health concerns, post-pandemic challenges, and rapid digital change, all of which shape children's learning and well-being. In this context, extended education, i.e. educational practices and youth programs organized within or outside schools, is increasingly recognized as an essential sector for supporting holistic child development, addressing educational and social inequalities, and providing spaces for children's well-being, growth, and social learning.

This paper explores the role of extended education in national systemic change in Iceland through cultural-historical perspectives and askes: What role does extended education play in national systemic change in Iceland, and how does this role illuminate the unique pedagogical and professional characteristics of the field? Drawing on empirical evidence and the voices of extended educators and practitioners, we develop a conceptual model of extended education that captures its pedagogical and professional roots, vision for equity, and practical role in contemporary Western societies. While extended education has commonly been defined through dimensions such as time, place, content, and providers, we argue that there is an urgent need to further conceptualize its educational foundations. Such a reconceptualization shades light on the activist role that extended educators can assume, enabling the field to become a driving force for systemic transformation toward equal education for all in a complex world.

Frictions in exchanging good practices in extended education cross borders

Louise Krobak Jensen[1], Gunn Ofstad[2]

[1]Via University College, Aarhus, Denmark. [2]University of Stavanger, Stavanger, Norway

Abstract

This paper addresses how good practices in extended education can create frictions when tried out across countries in the joint EKCO-project (Austria, Denmark, Sweden, Norway, Switzerland). In the project practitioners carried out and exchanged good practices across the countries while observed by researchers. The good practices were all based on the same framework with core values: democratic participation, inclusion, play, creativity, and sustainability. However, when set into a new context the feedback from the practitioners showed that it was not completely transferable. Even though all had worked with situated learning as a key competence it turned out there was still different views on EE, good practices and the way of carrying them out. It also became clear that obstacles such as time, structure, priorities, differences and the way of making inclusive practices played a part in the tryouts. However, the tests have proven to be helpful for the practitioners as they have become aware - and conscious of the differences that may exist across countries, and in relation to how it can strengthen them in their own professionalism and way of conducting high-quality leisure pedagogy with a focus on the project's framework. Crossing borders can be transboundary but at the same time strengthen and develop a common basis for work with extended education. In that way this paper wishes to show an example on how the work with democratic participation, social cohesion, and inclusive practices in diverse societies can strengthen the practitioners in the field of extended education.

Reconceptualizing Teacher Burnout: A Multidisciplinary Framework for Youth Development

Younghwa Kim, Eunseon Seo

Seoul National University of Education, Seoul, Korea, Republic of

Abstract

Educators play a central role in supporting young people's social-emotional development. However, teacher burnout has primarily been conceptualized as an individual psychological syndrome, with limited attention to its physiological underpinnings. This study reconceptualizes teacher burnout through a multidisciplinary framework by integrating biomarker-based research within a biopsychosocial model of stress-related adaptation. A narrative review of studies identified through PubMed and Google Scholar was conducted, focusing on publications after 2020 and extending to 2016 when necessary. Findings from review articles were synthesized, and teacher-specific evidence was drawn from empirical studies. The review identified consistent patterns of dysregulation across three major physiological systems. First, hypothalamic–pituitary–adrenal (HPA) axis dysregulation was reflected in altered stress reactivity and cortisol awakening response. Second, autonomic imbalance, indicated by reduced heart rate variability (HRV), suggested sustained physiological arousal and diminished recovery capacity. Third, neurobiological changes in prefrontal–limbic functioning were associated with reduced executive control and inefficient cognitive processing. These findings suggest that burnout reflects a coordinated pattern of multisystem adaptation to chronic stress. Reconceptualizing burnout in this way underscores the need for integrated interventions addressing both psychological and physiological processes and highlights the importance of educator well-being in sustaining extended education.

Exploring Parental Perceptions of Educator Professionalism in Extended Education: Focusing on Afterschool and Private Education Instructors

Sue Bin Jeon, Seoyeun Lee, Sang Hoon Bae, Jihye Jeon

Sungkyunkwan University, Seoul, Korea, Republic of

Abstract

This study investigates parental perceptions of educator professionalism in extended education, focusing on afterschool programs and private institute instructors. Although both sectors play a significant role in complementing formal schooling, parents do not perceive their instructors' professionalism in the same way. Findings from qualitative, semi-structured in-depth interviews reveal that parents tend to attribute a certain level of professionalism to afterschool instructors primarily because these programs are operated within formal school settings, which implicitly signals institutional credibility and trust. In contrast, professionalism in private institute instructors is evaluated more variably and is strongly influenced by factors such as student satisfaction, perceived learning outcomes, and the institution's reputation or word-of-mouth evaluations.

The study further shows that parental perceptions are constructed through indirect experiences, including children's feedback, limited observation opportunities, and communication with instructors or intermediaries. Communication patterns, relational dynamics, and responsiveness also play important roles in shaping these perceptions. Additionally, differences emerge in how parents prioritize criteria such as teaching competence, attitude, and consistency across the two contexts. By comparing these perception structures, the study highlights the context-dependent and socially constructed nature of professionalism in extended education.

Ultimately, the findings contribute to refining the concept of educator professiona

Building Capable Educators, Growing a Capable Generation

Sarah Murray

The University of Sydney, Sydney, Australia

Abstract

This presentation reports on a PhD program of research that aimed to understand the capability of Australian extended educators to recognise and support the mental health of children in their care. The prevalence of mental health difficulties has increased globally and middle childhood – the age in which children attend Outside School Hours Care (OSHC) in Australia – presents an excellent time to provide early intervention and support. However, this relies on educators who not only understand ways to build social emotional competence (which can mitigate mental health difficulties) but who can also recognise when children are struggling and provide targeted support.

This research addressed educator capability through a series of interconnected studies to determine the baseline mental health knowledge, literacy, and self-efficacy of educators as they consider children's developmental needs. Unsurprisingly, OSHC educators are overwhelmingly dedicated to the children in their care and could recognise when a child was struggling but did not always know how to help specifically. Alongside this, educators' overwhelmingly requested training or interventions to help them support children's mental health, behaviour, social emotional wellbeing, and to be able to communicate in inclusive and neuro affirming ways.

Four key recommendations are made as a result of these studies and will be outlined in the presentation. Key policy, practice, and training insights in relation to mental health and wellbeing are discussed and audience questions, comments, and participation will be encourage

Possibilities and Challenges of the Participation of Universities and Special Institutions as Providers of Elementary School After-School Programs: A Korean Case

Chair: Sungsik Kim[1]

Presenters: Hyunseok Kwak[2], Younghwa Kim[1], Yeseul Choi[3]

[1]Seoul National University of Education, Seoul, Korea, Republic of. [2]Eui Elementary School, Seoul, Korea, Republic of. [3]Jeonbuk National University, Jeonju, Korea, Republic of

Abstract

This symposium session aims to address the participation of universities in program operation within the context of recent trends in after-school programs in Korea. To this end, the current state of after-school program operations was examined, and the demands expressed in parents' perceptions were analyzed. Finally, based on the conditions of the school environment and parental demand, the roles and potential contributions of universities and special institutions regarding the operation of after-school programs were explored.

The symposium includes the following papers:

- The Actual Operation of School After-School Programs in Korea : The Findings of Survey on Program Managers of School and Parents
- Parents' perceptions of school after-school programs: The Findings of interviews on Parents
- Plan for Establishing a System for Supplying and Utilizing After-School Programs

The Actual Operation of School After-School Programs in Korea : The Findings of Survey on Program Managers of School and Parents (1/3)

Kwak, Hyun-Seok

Eui Elementary School, Seoul, Korea, Republic of

Abstract

This presentation reviewed the current status and challenges of after-school programs conducted in schools. In particular, it focused on the 1st and 2nd grade program (Neulbom School) implemented since 2023. This customized program for 1st and 2nd graders is provided free of charge for two hours per single day to accommodate the early school-off times of lower elementary school students. To this end, 256 schools were sampled, and a survey was conducted targeting after-school program managers and parents. The survey results showed that 1st and 2nd graders showed an average participation rate of 81.4%, with over 90% participating for less than three hours a day. It was found that strengthening program competitiveness and establishing diverse programs are crucial for encouraging participation among upper grades. Based on these survey findings, suggestions for improving school after-school programs in the future were discussed.

Parents' perceptions of school after-school programs: The Findings of interviews on Parents (2/3)

Kim, Young Hwa

Seoul National University of Education, Seoul, Korea, Republic of.

Abstract

This presentation addressed parents' perceptions of after-school programs conducted in schools. In particular, it aimed to identify changes in expectations regarding school after-school programs during the transition from lower to upper grades through parent interviews. The results showed that while parents perceive the demand for after-school programs as a need for care even in the upper grades of elementary school, they also view the burden of academics as increasing. In other words, there is a trend of shifting from a focus on care for lower grades to academic focus for upper grades. This trend in parents' perception is rooted in the context of educational competition in Korean society. Based on these findings, the future direction of school after-school programs was discussed.

Plan for Establishing a System for Supplying and Utilizing After-School Programs (3/3)

Choi, Yeseul

Jeonbuk National University, Jeonju, Korea, Republic of

Abstract

The purpose of this presentation was to discuss policies for establishing a system that development, supply, and utilization of programs operate organically during the expansion phase of the Neulbom School. To this end, ideas and plans were suggested in strategies of program development and supply by universities and specialized institutions, strategies to enhance program utilization at schools, and strategies to create a foundation for program supply and utilization. Specifically, for universities and specialized institutions to develop and supply after-school programs based on their expertise, it was proposed that the development and supply of after-school programs need to shift to a school demand-based approach; that customized operational models according to school conditions and circumstances are necessary to increase utilization at schools; and that a cooperative system at the central and regional levels needs to be established to support these efforts.

unesco

Why the world needs Happy Schools

Happiness *in* and *for* learning

HappySchools@unesco.org

www.unesco.org/en/education-policies/happy-schools

UNESCO

@UNESCO

Education 2030

https://youtu.be/t96wdjL11Gc

- **273 million** children and youth were out of school globally (UNESCO, 2025).
- **70%** of 10-year-olds in low- and middle-income countries cannot read a basic text (World Bank, 2022).
- **PISA scores in reading have fallen 2.6%** since the first cycle in 2000; math and science scores have fallen 2.2% since 2003 and 2006, respectively.
- Over **one in 10 young people and adults** (739 million) worldwide still lacks basic literacy and numeracy skills – two-thirds of whom are women (UNESCO-UIS, 2025).
- **1 in 5 young** people are neither in employment, education, nor training (ILO, 2024).
- **One in 7** adolescents aged 10-19 experiences a mental disorder (WHO, 2021).
- **One in 3** learners worldwide is bullied at school every month (UNESCO, 2019).
- **50 million** more teachers are needed to solve the global teacher shortage before 2030 (UNESCO, 2023b; UNESCO, 2024).

Systemic pressures: Schools and society interface in multiple ways and at different levels

Schools are a reflection of our societies…

….And our societies are in multiple transitions.

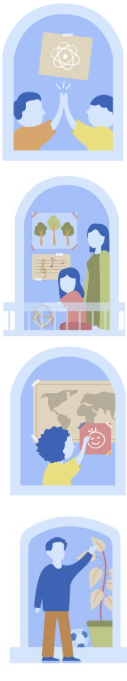
Sustainable development	Labour market shifts	Technological change	Demographic transitions	Political issues
Climate change, biodiversity, **green** transition	Informal economy**, job and skills mismatch**, long-term impact of COVID-19	**Artificial intelligence**, automation, Industry 4.0	Youth bulges vs ageing populations, **migration**, displacement	Rising **extremism** and **polarization**, violent conflicts

Schools not only respond to changes in society, they also shape the societies we want to see

unesco

Education 2030

Happiness, well-being and learning are interconnected



Criterion 1
Supportive and collaborative relationships

Criterion 2
Physical and socio-emotional well-being

Criterion 3
Positive attitudes and attributes

Criterion 4
Balanced curricula

Criterion 5
Joyful and engaging pedagogies

Criterion 6
Holistic and flexible assessments

Criterion 7
Safe, healthy, accessible and sustainable infrastructure and facilities

Criterion 8
Functional and inclusive spatial design

Criterion 9
Community hubs

Criterion 10
Trust

Criterion 11
Inclusion

Criterion 12
Empowerment

The foundations of the Happy Schools Initiative: The nexus of happiness and learning

PHILOSOPHICAL FOUNDATIONS

- Across time and location, philosophers identify happiness as a universal human aim and a core purpose education, emphasizing relationships, community, personal freedom, character and skill development, exploration and learning as key sources of a happy life (e.g., Naudé, 2011; Dietz, 2010).
- Education philosophers promote holistic learning as a path to flourishing and development of the whole person - academically, socially, emotionally, physically, and morally (e.g., Dewey, 1916; Freire, 1968, 2000).
- Accordingly, schools are inherently suitable spaces for cultivating happiness, community, and growth.

The foundations of the Happy Schools Initiative: The nexus of happiness and learning

INTERNATIONAL NORMATIVE FOUNDATIONS

- The pursuit of happiness is fundamental to a holistic approach to development, a resolution adopted by the UN (2011) General Assembly (A/RES/65/309).
- Happy school environments support countries to uphold the Right to Education, as enshrined in the UN (1948) Universal Declaration of Human Rights (A/RES/217(III)A) and in the UN (1989) Convention on the Rights of the Child (A/RES/44/259).
- UNESCO 1966 Recommendation concerning the Status of Teachers.
- UNESCO 2023 Recommendation on Education for Peace and Human Rights, International Understanding, Cooperation, Fundamental Freedoms, Global Citizenship and Sustainable Development.
- SDG 4 on quality education and SDG 3 on well-being.

The foundations of the Happy Schools Initiative: The nexus of happiness and learning

SCIENTIFIC FOUNDATIONS – The science of learning

- **Happiness and the learning process**: Empirical research shows that positive emotions and supportive relationships increase motivation, attention and memory, broaden creative thinking, and make active, social and iterative pedagogies more effective (Immordino-Yang et al., 2019; UNESCO-MGIEP, 2020; Hirsh-Pasek, et al., 2022).
- **Happiness and learning outcomes**: Meta-analyses and large-scale surveys show a positive correlation between student well-being and academic achievement: happier students tend to learn better, and academic success tends to reinforce well-being (Kaya & Erdem, 2021; OECD, 2019).
- **Happiness and learning equity**: Social-emotional supports, safe relationships and inclusive practices help close gaps (e.g., reducing anxiety, increasing underrepresented groups' confidence in STEM). Supportive school climates disproportionately benefit disadvantaged and marginalized learners by building resilience, improving engagement and reducing absenteeism and dropout (Ajayi et al., 2022; Hackman et al., 2022; UNESCO & IBRO, 2021).

Country Examples: Portugal

- In 2020, the Ministry of Education, in partnership with Atlântica University Institute, initiated a Happy Schools Programme in a city (Cartaxo). They developed a training course for teachers based on the Global Happy Schools Framework. The training programme is now in its 10th edition.
- The Happy Schools Programme received positive feedback, with the majority of teachers and school principals reporting joy and hopefulness in their work environments. Accreditation by the Scientific and Pedagogical Council for Continuous Professional Development further enhanced the programme's value, contributing to teachers' career progression.
- As part of the programme, Portugal is developing a 'Happy School Seal' to recognize schools that fulfill a set of happiness standards, aiming to advocate for political support and further integrate happiness principles across the country's education system.
- Atlântica University Institute developed, pilot tested and validated a diagnostic tool to assess school overall happiness levels of parents/guardians, adapting the Global Happy Schools Framework to the Portuguese context (Gramaxo, Dias, Abelha, Dutschke, & Seabra, 2025). The team is now collaborating with UNESCO to scale up the work across the country.

Country Examples: Yemen

- The ongoing conflict since 2014 has destroyed nearly 3,000 schools. Some schools have been repurposed for sheltering internally displaced persons. There are over 2.7 million children out of school (about one-third of the school population).
- In 2022, UNESCO and the non-profit Al-Awn Foundation for Development initiated a pilot Happy Schools Program in three schools in the Hadhramaut Governorate, aiming to improve the quality of education and create joyful learning environments despite the country's ongoing conflicts and natural disasters.
- School leaders translated the Happy Schools framework into activities and teaching approaches, adapted to Yemen's national context, and teachers received training in the fundamentals of positive psychology.

Students at a school in the Hadhramaut region of Yemen
© Al-Awn Foundation

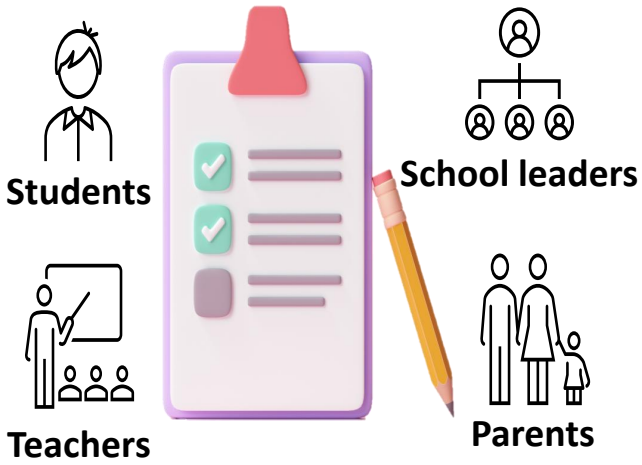
- Despite challenges in scaling the initiative nationally due to scarce resources and logistical hurdles, preliminary findings show promising results, indicating the potential for further expansion across Yemen.
- Teachers made changes such as rearranging the classroom layout, adding student-made decorations, and increasing students' opportunities to share their work with each other.
- Teacher reported that the implementing small, inexpensive changes positively impacted student relationships, participation, creativity, and even reduced anxiety and fear of exams.

Country Examples: Viet Nam

- Since 2019, the Party Committee of the Ministry of Education and Training directed implementation of a Happy Schools concept to all schools across the country. The direction aligned with Viet Nam's educational reform, focusing on holistic student development and well-being.
- Through national participatory stakeholder consultations, the education authorities created a Happy Schools framework and self-assessment criteria for the Vietnamese context, beginning with Ho Chi Minh City and Ha Noi.
- To date, the project has trained over 7,000 principals.

- A survey conducted among school principals indicates that prioritizing happiness in schools leads to better student performance and learning outcomes.
- In collaboration with UNESCO, Viet Nam is now pilot testing the Happy Schools Diagnostic Toolkit in Ho Chi Minh City and Ha Noi.

Happy Schools Diagnostic Toolkit



- The **Happy Schools Diagnostic Toolkit** operationalizes the Happy Schools Framework
- The Toolkit is a set of self-report questionnaires targeting students (aged 10+), teachers, school leaders, and parents, which collectively assess a school's alignment with UNESCO's Global Happy Schools Framework.
- Data-driven insights guide the school community to celebrate strengths, identify and reflect on areas needing improvement and to co-create a Happy Schools Improvement Plan based on school context, capacities, and needs.

- The Happy Schools Global Framework and Diagnostic Toolkit are global public goods.
- They are available at no cost for anyone to use.
- Schools, governments, researchers, and other organizations can use these materials as is or adapt them to their local context.

What the Toolkit does not do

- It does not measure individual happiness or prescribe happiness.
- It does not rank, compare or evaluate teachers, students or schools.
- It is not a school inspection; findings are not shared with inspectors or school authorities.

Benefits to schools

The Happy Schools Diagnostic Toolkit supports schools to enhance the conditions that foster learning, promote a positive school climate, the well-being of students, teachers, and school staff, and strengthen parental and community engagement.

School-level diagnostic report	Dissemination workshop	Optional technical support
A concise school-level overview across the 12 dimensions (anonymized and confidential)	Online workshop to present results, reflect, identify priorities for co-creating a Happy Schools Improvement Plan	Technical support for implementing a Happy Schools approach in education policy and teacher professional development

Call to action: A global movement towards happiness *in* and *for* learning

POLICY RECOMMENDATIONS

1. To create and sustain happy schools, a comprehensive policy approach should first prioritize cultivating positive relationships among all stakeholders within the educational ecosystem.
2. Policies must create happy learning and teaching processes by transforming curriculum, pedagogy and assessment to embed skills, competencies and activities that develop the whole person and are contextually relevant.
3. A comprehensive policy approach is needed to shape the physical and digital learning spaces that create favourable learning environments and promote well-being, engagement and joyful learning.
4. Educational policies must emphasize core principles like trust, inclusion and empowerment that feed into all ensuing policy, programme and reform decisions.

How to engage with the UNESCO Global Happy Schools Initiative

1. **Happy Schools Diagnostic Toolkit**: Schools and districts are invited to use the Toolkit to self-assess a school's alignment with UNESCO's Global Happy Schools Framework, with the option to request technical support from UNESCO.

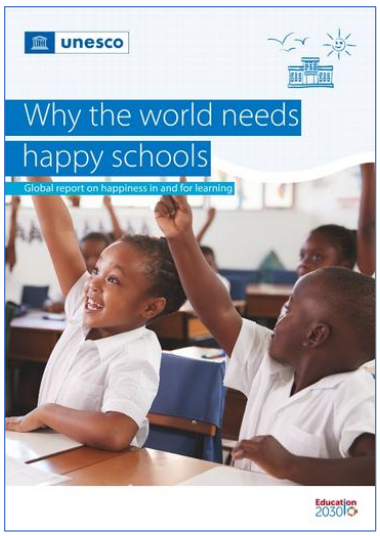
2. **National education policies and plans**: Member States can reach out to UNESCO for support to integrate or adapt the Global Happy Schools Framework into the national education system or to develop national initiatives following implementation of the Diagnostic Toolkit.

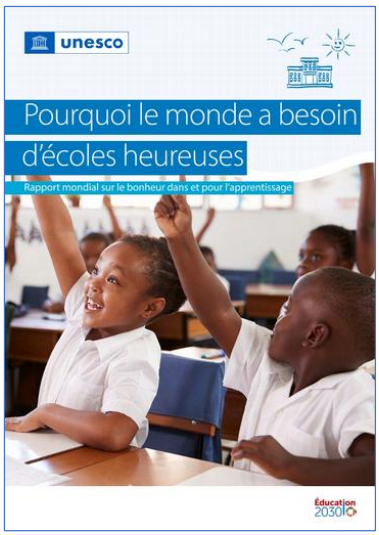
3. **Researchers and universities**: UNESCO invites collaborations with academic and university partners to scale-up use of the Happy Schools Diagnostic Toolkit and to contribute to the growing body of scientific literature that explores the links between happiness, well-being and learning.

4. **Advocacy and mutual learning opportunities**: UNESCO invites Member States, schools, teacher associations and civil society organizations to engage in policy dialogues at global, regional and national levels for raising awareness and peer learning about the importance of Happy Schools for successful learning outcomes.

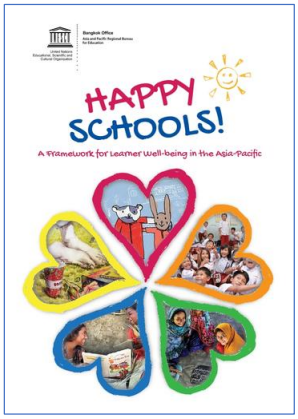
5. **Translations**: Member States and interested partners are welcome to translate the global report and Toolkit into local languages.

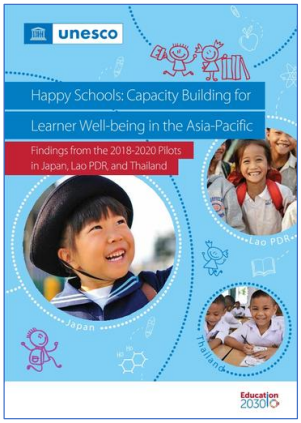
The global Happy Schools report: now available in four languages

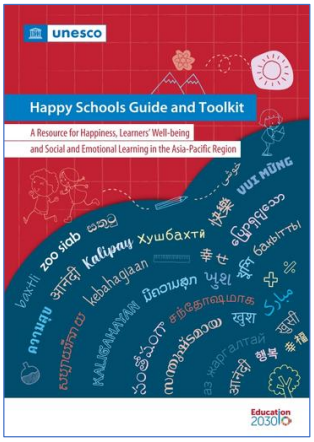


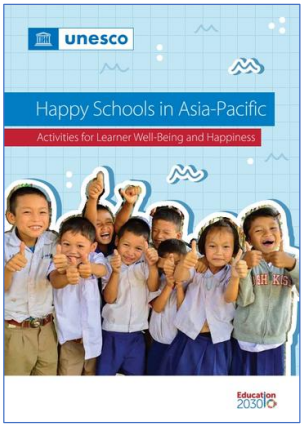


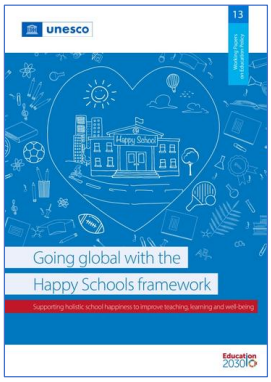
Other publications and resources











- Happy Schools Website
- The global report
- Happy Schoos video

To use the Happy Schools Diagnostic Toolkit or for more information, write to HappySchools@unesco.org

Stay in touch

happyschools@unesco.org

https://www.unesco.org/en/education-policies/happy-schools

UNESCO
7, place de Fontenoy
75352 Paris, France

Follow @UNESCO on social media

unesco

Education 2030

unesco

Right to education throughout life

Universal Declaration of Human Rights (1948)

ARTICLE 26:

“Everyone has the right to education”

The UNESCO Convention Against Discrimination in Education

- Adopted in **1960**
- **First legally binding** international instrument devoted entirely to the right to education
- Highlights States' obligations to ensure **free** and **compulsory** education, promotes **equality of educational opportunity** and prohibits any form of **discrimination**
- 60 years and **112 State parties ….**

UN normative instruments related to the right to education

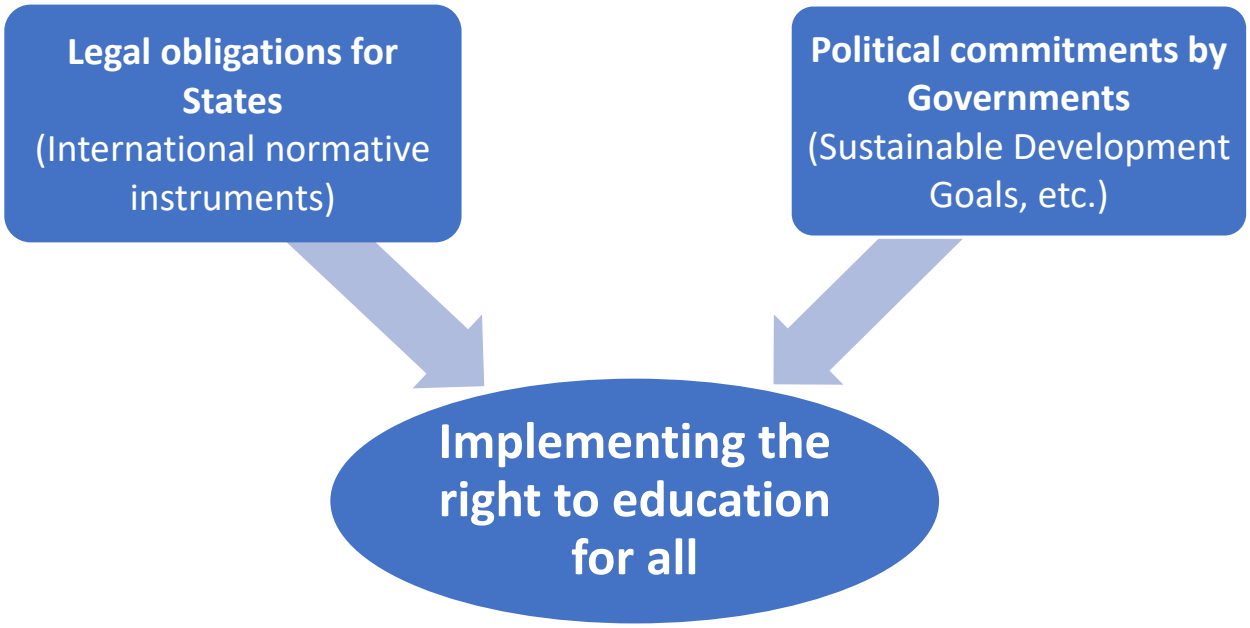
International Covenant on Economic, Social and Cultural Rights (1966) - Articles 13 and 14 - 171 States Parties
"the right of everyone to education"

Convention on the Rights of the Child (CRC, 1989) - Article 28 and 29 - 196 States Parties
"the right of the child to education"

Convention on the Elimination of All Forms of Discrimination against Women (1979) - Article 10 - 189 States Parties
"eliminate discrimination against women in order to ensure to them equal rights with men in the field of education".

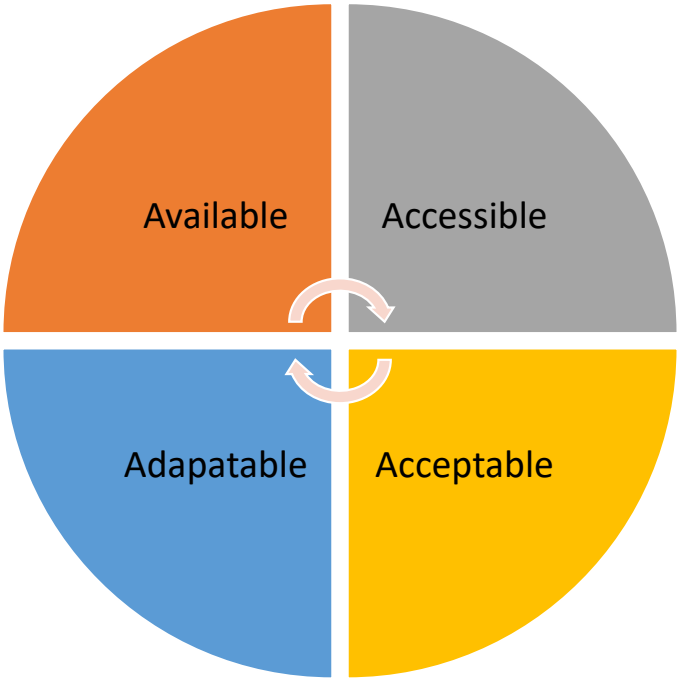
Convention on the Rights of Persons with Disabilities (2006) - Article 24 - 184 States Parties
"the right of persons with disabilities to education"

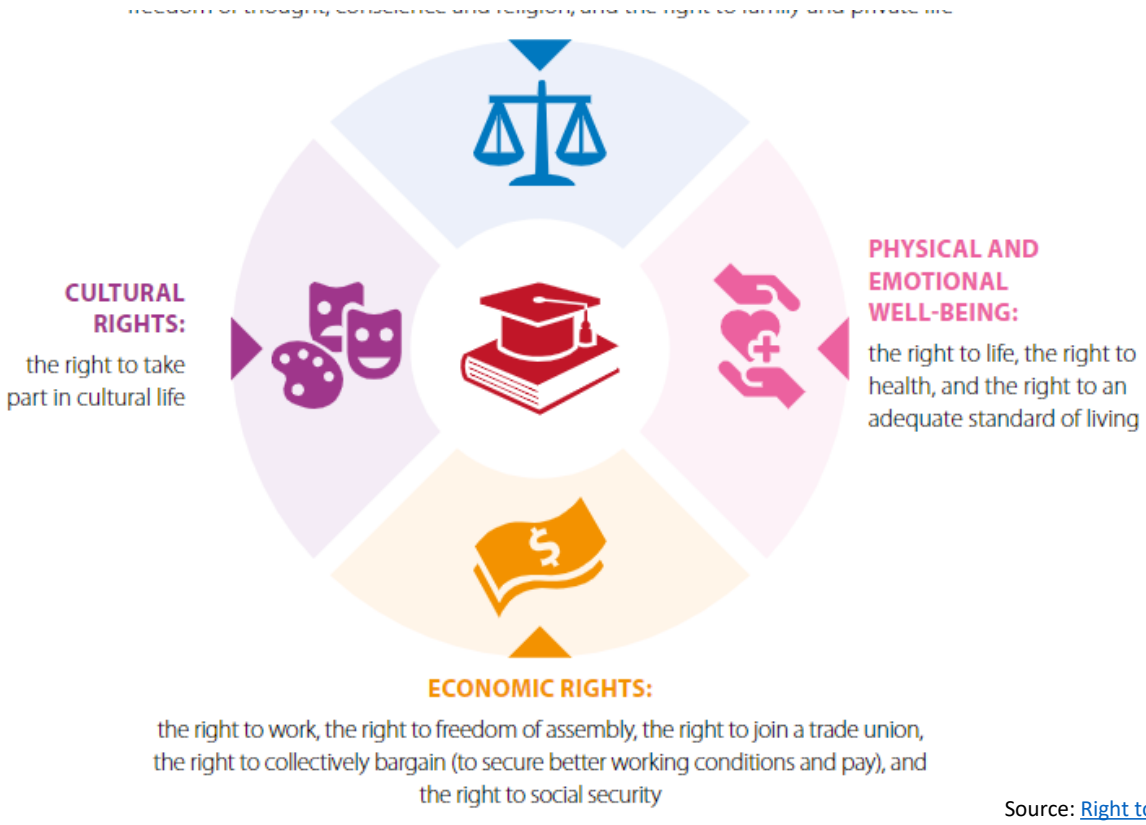
Nature of States' obligations and commitments



What does the right to education imply (2)?

The 4 As - Education needs to be :

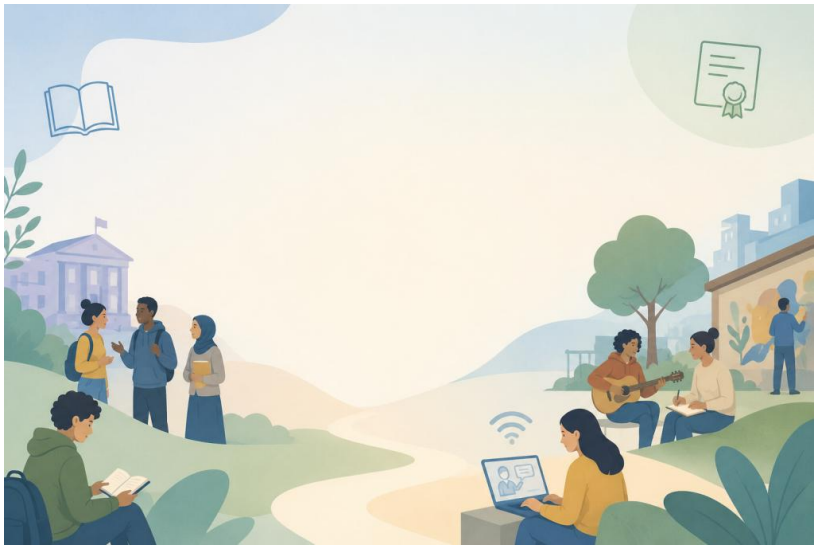




Source: Right to education handbook

Youth and lifelong learning

- The right to education applies throughout life.
- Learning occurs in formal, non-formal and informal settings.
- Youth organizations, community initiatives, digital platforms and cultural spaces contribute to realizing the right to education.
- Recognition, validation and accreditation of prior learning are increasingly important policy areas….



The Right to Education : UNESCO mission

- The right to education lies at the heart of UNESCO's mission.
- UNESCO has been mandated to lead the Education 2030 Agenda through Sustainable Development Goal 4 – which aims to **"ensure inclusive and equitable quality education and promote lifelong learning opportunities for all"**
- This includes learning opportunities for youth and **adults across formal, non-formal and informal learning environments**…..
- Education 2030 agenda is rights-based → by complying with human rights law, states can achieve SDG4.

UNESCO's action

To respond to the persistent and emerging challenges, UNESCO **develops, monitors and promotes education norms and standards** to guarantee the right to education at country level and advance the aims of the Education 2030 Agenda.

Specifically, it works to **ensure States' legal obligations are reflected in national legal frameworks** and translated into concrete policies and programmes.

Three areas of work:

Monitoring

Technical assistance and support

Promotion, advocacy and awareness-raising

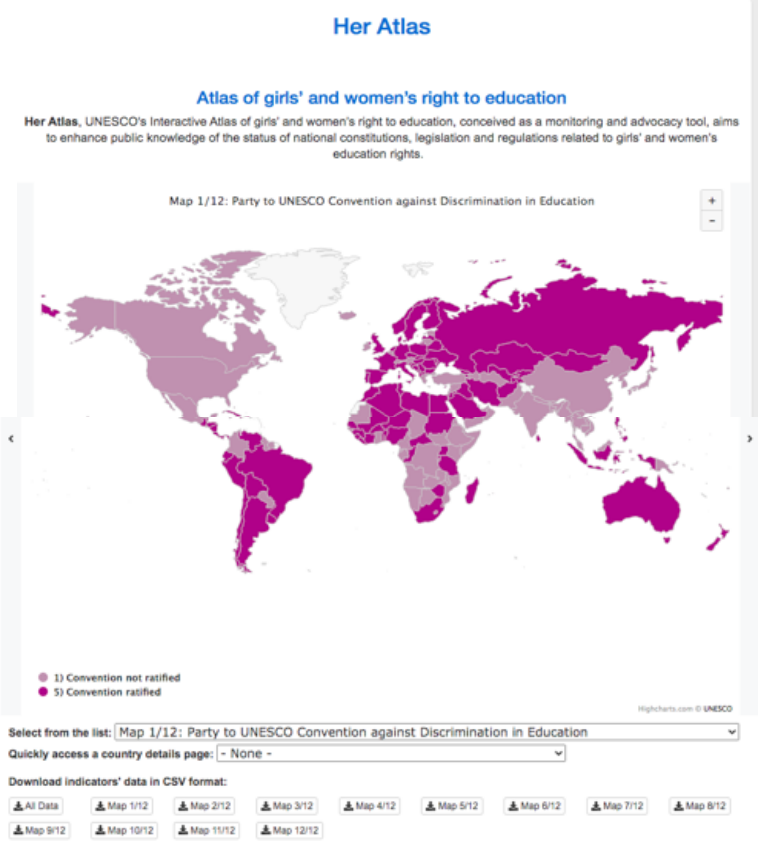
- **Monitoring the implementation of UNESCO's standard-setting instruments:** 1960 Convention related consultations

- **Online monitoring** tools Observatory on the right to education and Her Atlas

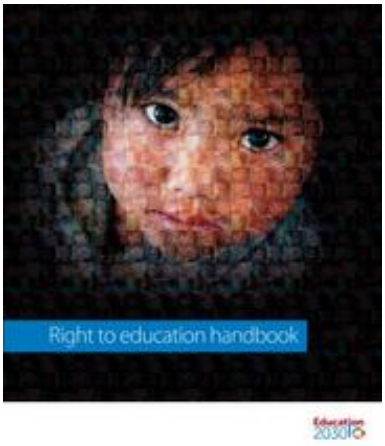
- Participation in the **UN human rights bodies monitoring** on the situation of the right to education at the national level, with specific recommendations to Member States

Specific monitoring tool : Her Atlas

- Interactive Atlas: a **monitoring and advocacy tool** on **girls' and women's right to education**
- Uses a **color-coded scoring system to monitor 12 indicators** of **legal progress towards gender equality**
- Objective : encouraging States to **reform their legal framework** and guarantee a stronger protection of girls' and women's right to education



- UNESCO assists countries in **developing solid and human rights based national frameworks** that create the legal foundations and conditions for sustainable quality education for all
- Capacity development: **developing practical tools** to translate the right to education into national frameworks.



- Right to education Handbook (2019)
- Guidelines to strengthen the right to education (2021)
- RTE-PATT (2026)

UNESCO promotes the principles of the right to education through research, studies and advocacy action:

- Eliminating inequalities and disparities in education especially for vulnerable groups : **climate displaced persons**, **minorities**...)
- Reinforcing the **higher education from rights perspective**
- Ensuring the **right to education from early childhood**
- **Non-state actors** in education
- **Lifelong learning** across formal, non-formal and informal settings
- Implications of **Homeschooling**
- **Digitalization**
- **Impact of AI**.....
- Youth empowerment and participation

- Consultative process
- Investigates the following themes:

- Lifelong learning entitlements, including learning acquired through non formal and informal pathways
- A right to inclusive education
- Specific protection developed for vulnerable groups
- The evolving role of teachers
- Governance structures and financing
- Human rights education and climate change education
- Digital transformation
- Non-state actors in education

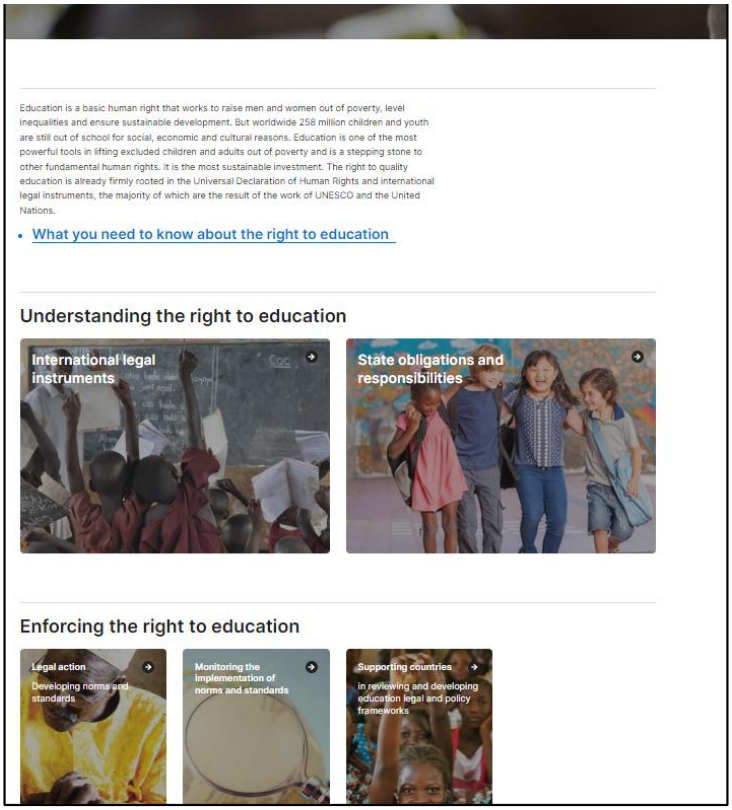
2025 Global report on the future of the right to education

Curious to know more? Click here:

https://www.unesco.org/en/right-education/evolving

unesco

Education 2030



Please visit our website for more information: en.unesco.org/themes/right-to-education

All our resources can be found here: https://www.unesco.org/en/right-education/resources

Thank you

Learn more: www.unesco.org/education

@UNESCO

unesco
United Nations
Educational, Scientific
and Cultural Organization

Education 2030

Lifelong and life-wide learning

UNESCO's perspectives on youth, literacy and skills

Credit information

The Section for Youth, Literacy and Skills Development

Based at UNESCO Headquarters in Paris, the Section sits within the Education Sector and leads UNESCO's global work on technical and vocational education and training (TVET), alongside literacy and youth skills development.

Literacy

Reading, writing and numeracy as a lifelong, life-wide continuum

TVET & skills

Skills for work and life, for inclusive and sustainable economies

Youth engagement

Equipping and empowering young people across formal and non-formal settings

Anchored in the global agenda

SDG 4
Inclusive, equitable quality education and lifelong learning for all

SDG 8
Decent work and inclusive economic growth

Work is delivered with UNESCO field offices, institutes (incl. UIL and UIS) and the UNESCO-UNEVOC network.

Learning beyond the classroom, across the lifespan

Education as a continuous ecosystem — spanning schools, families, communities, technology, sports, arts and wellness. Amid rapid social, technological and environmental change, the Section's mandate speaks directly to that wider vision of learning.

≈739M

adults still lack basic literacy skills

UIS, 2025

≈450M

young people lack adequate skills for the labour market

UNESCO, 2025

~22%

of jobs expected to transform by 2030

WEF, 2025

The strategies that guide our work

Strategy for TVET (2022–2029)

"Transforming TVET for successful and just transitions." Skills for inclusive, sustainable economies and flexible lifelong pathways.

Strategy for Youth & Adult Literacy (2020–2025)

Four priority areas spanning policy, equity, digital technology and assessment. A final evaluation (2025) recommended extending the strategy and its action plan to 2029.

Literacy as a continuum

UNESCO frames literacy as a continuum of learning across life – far beyond reading and writing. It now spans digital, media and information literacy, education for sustainable development and global citizenship, acquired in both formal and non-formal settings.

Four priorities of the literacy strategy:

- **Strengthen** national literacy policies and strategies.
- **Address the needs** of disadvantaged groups — particularly women and girls
- **Leverage** digital technologies to expand access and improve outcomes
- **Monitor progress** and assess literacy skills and programmes

TVET that connects learning to a changing world

Through its TVET work the Section helps Member States equip youth and adults with the abilities, knowledge, values and attitudes for decent work and active citizenship — building flexible pathways into lifelong learning..

Green & digital transitions

Preparing learners for the dual demands of greener economies and accelerating digitalisation.

Decent work & entrepreneurship

Linking education to employability, enterprise and economic empowerment.

Flexible lifelong pathways

Reskilling and upskilling across a working life, with transversal and citizenship skills.

unesco

Youth engagement, creativity and the arts

Creativity as a skill

Creativity, innovation and entrepreneurship sit among the transversal skills that modern TVET and literacy aim to nurture.

Youth as partners

Engaging young people as co-creators and contributors — not only recipients — of skills and learning initiatives.

A whole-of-UNESCO vision

Skills connect to UNESCO's wider work on culture, the arts and creativity, supporting holistic youth development.

Equity and inclusion at the centre

A defining feature of the Section's work is its focus on those furthest from opportunity — ensuring expanded reach to the most marginalized first.

Women & girls

A persistent gender gap in literacy and digital skills

Out-of-school youth

Pathways back to learning through non-formal routes

Refugees & migrants

Skills and recognition across displacement

Indigenous peoples

Context-relevant, multilingual provision

Equity and inclusion at the centre:

A defining feature of the Section's work is its focus on those furthest from opportunity — ensuring expanded reach to the most marginalized first.

Women and girls

A persistent gender gap in literacy and digital skills

Out of school youth

Pathways back to learning through non-formal routes

Refugee and migrants

Skills and recognition across displacement

Indigenous people

Context-relevant, multilingual provision

Initiatives putting frameworks into practice

UNESCO-UNEVOC network

An international centre and global network connecting TVET institutions for shared knowledge and capacity-building.

Global Skills Tracker

Provides insights into the skills landscape across various dimensions such as countries, industries and occupations.

Global Skills Academy

Free, high-quality training under the Global Education Coalition, scaling toward a target of 10 million learners by 2029.

Skills for the Future Platform

A digital ecosystem letting partners showcase initiatives, aggregate data and commit to youth-skilling.

The case for lifelong learning

01 Lifelong learning as key for Sustainable Development

Essential to achieving sustainable development goals by ensuring individuals and communities adapt to changing environments, economic conditions, and technological advancements.

02 LLL needs supportive policies, investments and learning ecosystems

Success of LLL initiatives requires comprehensive policy frameworks and targeted investments to ensure equitable access to learning opportunities.

03 LLL as a fundamental human right

LLL is a fundamental human right, ensuring that every individual has the opportunity to develop their full potential, regardless of age, background, or location.

Thank you

Learn more:
www.unesco.org/education

Follow **@unesco** on social media

When Out-of-School Experience Works: Validating a Scale of Extracurricular Activity Quality

Ivan Ivanov

HSE University, Moscow, Russia

Abstract

Extracurricular activities shape adolescents' out-of-school experience, but "quality" is often inferred from program type or attendance. We developed and validated a content-agnostic student-report scale that captures the experienced quality of activity sessions. Grounded in Self-Determination Theory, Engagement Theory, and Positive Youth Development, the scale operationalizes four dimensions: teaching quality, psychological climate, student engagement, and positive emotions. Data from 2,100 students (11-15 years) across diverse extracurricular formats were collected with 21 items. Confirmatory factor analysis supported the four-factor structure, with good reliability and measurement invariance across gender and socio-economic status. Regression analyses showed that higher perceived activity quality is associated with stronger social skills and higher well-being, suggesting contributions to child capital - skills and psychosocial resources accumulated in out-of-school contexts - independent of socio-economic background. Activity quality was not meaningfully related to academic grades. The tool can be used for routine monitoring, instructor feedback, and targeted improvement at the activity level across settings.

Adolescents' Time as a Contested Resource: Social and Territorial Inequalities in Extended Educational Space

Ekaterina Ostapenko, Ivan Ivanov

HSE University, Moscow, Russia

Abstract

In the context of digitalization and expanding non-institutional learning opportunities, adolescents appear to face unlimited choices for development. We examine extended educational space through the lens of adolescents' time structure as a socially distributed resource shaped by school, family, and community contexts. Drawing on Bourdieu's theory of social reproduction, we conceptualize configurations of out-of-school time as mechanisms of inequality reproduction or compensation.

The study is based on survey data from 9,768 Russian adolescents aged 12–15 in large urban and rural areas. Using multivariate regression and structural equation modeling, we analyze how time configurations relate to socioeconomic status (SES), place of residence, academic achievement, social-emotional skills, and well-being.

Results show that higher-SES and urban adolescents are more engaged in organized activities and serious leisure, while lower-SES and rural peers spend more time in ordinal leisure. Although structured activities are associated with developmental outcomes across social groups, access remains unequal. Mediation analysis indicates that well-being links leisure to academic performance; however, because time configurations are socially and territorially stratified, extended educational space does not function as a compensatory mechanism.

We argue that coordinated action among schools, families, and community institutions is necessary to transform out-of-school time from a mechanism of inequality reproduction into a compensatory resource supporting equitable youth development.

Extended educators bridging school and social inclusion

Oddný Sturludóttir

University of Iceland, Reykjavík, Iceland

Abstract

A broad scholarly consensus holds that inclusive education should be seen as a set of principles that societies must uphold if they are committed to human rights and equity. Achieving inclusion depends on policy coherence, collaboration structures, and support for practitioners both inside and outside schools. Informed by analyses of Iceland's 2021 'Well-being Act' and guided by a cultural-historical approach, this study explores school-based interprofessional 'solution teams', established to realise the law's goals. These teams support educators in promoting inclusion, provide timely interventions to prevent social exclusion, and strengthen resources. The involvement of extended educators as official members of the solution teams is crucial; their expertise in social and emotional learning, prevention, and belonging is vital to fostering inclusive practices across settings. The research draws on various types of data collected in a diverse neighbourhood in Iceland's capital area. Data include interviews with municipal leaders at the centralised administrative level and leaders in youth work and after-school; observations of solution team meetings and analyses of policy documents guiding the implementation process. The findings show that working relationally within solution teams creates conditions for developing common knowledge at the boundaries between formal and extended education. They also highlight the importance of political and legislative commitment to the shared responsibility of schools and extended education, to safeguard children's and youth's wellbeing.

Is Out-of-School-Time Mathematics Through Problem-Based Learning A Pathway to Enhanced Student Wellbeing?

Bettina Dahl Soendergaard, Niels Erik Ruan Lyngdorf, Niels Erik Ruan Lyngdorf

Aalborg University, Aalborg, Denmark

Abstract

Mathematics underpins science, engineering, and society. From daily tasks such as changing a cooking recipe from serving four people to serving six to advanced mathematical modelling applied in international decision-making in economics, health etc., e.g., the recent COVID-19 pandemic. At the same time, youth in many countries do not see the relevance of mathematics, or STEM, and many are not interested in STEM careers. A lot of youth also suffer from mathematics anxiety. This impedes them from participating in solving problems that involve mathematics. PISA 2022 found that students with more control over their emotions experience less mathematics anxiety (OECD, 2024). In addition, Cuder et al. (2024) showed that both mathematics anxiety and mathematics self-efficacy influence middle school students' STEM choices.

A recent study (Chen et al., 2023) found that PBL supports students' academic well-being in several ways. Firstly, the open learning format of PBL allows students to do projects about topics that motivate them, which promotes a sense of ownership and relevance. Secondly, students in PBL experience a large space for agency, allowing them to make decisions, take initiative, and influence their own learning (Lyngdorf et al., 2023), which also supports important aspects of well-being. Thirdly, PBL is social and supportive of peer collaboration, teacher interaction, and collaboration with internal and external partners. Together, this creates a sense of belonging to a social group anchored in PBL.

Thus, PBL and mathematics have the potential to become environments, both in- and out-of school to support both learning and wellbeing.

Activated OSHC: Supporting Physical Activity and Screen Guidelines in Extended Education Programs

Carol Maher

Adelaide University, Adelaide, Australia

Abstract

Purpose: One in five Australian children attend extended education programs, making them a key setting for healthy development. National guidelines recommend regular physical activity and limited recreational screen use, yet practices vary widely. This study evaluated Activated OSHC, a national initiative designed to help services adopt guideline-aligned practices.

Methods: Activated OSHC provided educators with professional learning, policy development support, family resources, and an accreditation process recognising guideline-compliant services. A randomised controlled trial was conducted across 197 services (1:1 intervention or usual practice), with outcomes assessed at 12 months, including guideline adherence, children's physical activity and screen use, and educator practices.

Results: 182 services completed follow-up (92% retention). Intention-to-treat analyses found no significant differences in guideline adherence or child behaviours overall, though intervention educators showed stronger active play support. Services completing accreditation were seven times more likely to meet guideline standards (OR 7.35; $p=0.019$), children's before-school MVPA was higher (IRR 1.23; $p=0.010$), screen-device availability was lower (OR 0.82; $p=0.037$), and educator practices enabling physical activity were more common (OR 3.00; $p<0.001$).

Conclusions: When implemented as intended, Activated OSHC improved program environments and educator practices. Findings highlight the value of structured training and policy development, delivered within an accreditation model,

We are winning all around": Intergenerational programs benefit all participants – children, older people and staff

Jennifer Cartmel, Juliette Zylstra

Griffith University, Brisbane, Australia

Abstract

In Australia and intergenerational programs have been considered as an effective opportunity to meet the needs of children and older adults. There has been an increasing research interest in the value and benefits of intergenerational programs to the community. This session will share research which aimed to examine the characteristics of the workforce who could support the development and sustainability of intergenerational initiatives in extended education.

Research Question: What are OSHC educators' perceptions about intergenerational programs?

The case study was focussed on two outside school hours care services. Semi-structured interviews with educators (n=6) who had been involved with planning and conduct of the intergenerational programs were undertaken. The findings illuminate the significance of the role of educators as facilitating the bridge between generations. The need to understand the needs and interests of both children and older people was highlighted. Motivation to develop intergenerational programs appeared to be linked to educators' personal experiences with their own grandparents or older members in their community. The research has significance to policy makers who are grappling with the changing community demographics and to develop communities that have greater social cohesion.

Online Social Connection and Wellbeing Modules: The Digital Connect, Promote, and Protect Program

Sarah Murray

The University of Sydney, Sydney, Australia

Abstract

The Connect, Promote, and Protect Program (CP3) is the first Australian social connection program that has been co-designed with Outside School Hours Care (OSHC) communities to address wellbeing. The CP3 was developed by Australian researchers in collaboration with not-for-profit OSHC provider to be delivered in face-to-face modalities. In previous research, the CP3 shows high acceptability and effectiveness as it engages children and empowers them to program their own activities which are facilitated by trained educators.

Despite its success, face-to-face manual interventions are resource intensive and can be difficult for time poor educators and service providers to access. Digital interventions have been successfully utilised across mental health, education, and wellbeing sectors to deliver sustainable evidence-based, remote support and training. Therefore, the CP3 program has been digitally adapted to a CP3 Digital Platform to facilitate access to a greater number of services and educators regardless of geographic setting. The CP3 Digital Platform provides round the clock access to information, activities, and reflections on the four core CP3 principles – build wellbeing and resilience, connect communities, inspire and engage, and broaden horizons.

The research team are currently recruiting OSHC educators to assess the CP3 Digital Platform through feasibility, useability, and acceptability evaluation. Using implementation science frameworks, the evaluation takes a mixed-method approach combining qualitative interviews and user testing along with quantitative survey da

Student Guidance Regulations in South Korea: Policies, Perceptions, and Practices

Chair: Naram Gwak[2]

Presenters: Yujeong Hyun[1], Seoyeon Moon[1], Naram Gwak[2], Dongho Lee[1]

[1]Seoul National University of Education, Seoul, Korea, Republic of. [2]Soongsil University, Seoul, Korea, Republic of.

Abstract

Student Guidance Regulations in South Korea have recently become a central topic in discussions about school discipline, student rights, and teachers' authority. Established at the school level under the *Elementary and Secondary Education Act* and related policy guidelines, these regulations define the procedures through which teachers guide student behavior and maintain school order. Recent policy changes have intensified debates over the balance between student autonomy, teachers' authority, and the collective right to learn.

This session examines Student Guidance Regulations in South Korea from three complementary perspectives. The first presentation introduces the institutional structure and policy background of the regulations, focusing on their legal foundations and key implementation issues. The second study investigates how teachers and students evaluate disciplinary responses through a scenario-based survey, emphasizing perceptions of fairness, legitimacy, and educational support. The third presentation explores elementary school teachers' perceptions and experiences of implementing the regulations, highlighting how disciplinary measures are interpreted as forms of educational intervention.

Together, these presentations provide a multi-layered understanding of Student Guidance Regulations by linking institutional frameworks, stakeholder perceptions, and classroom practices. The session contributes to broader discussions on school discipline and the governance of student behavior in contemporary education systems.

The symposium includes the following papers:

- Student Guidance Regulations in South Korea: Institutional Structure and Current Issues
- Teachers' and Students' Judgments of Student Guidance Regulations in South Korean Elementary Schools: A Scenario-Based Study
- A Study on Elementary School Teachers' Perceptions of Student Guidance Regulations

Student Guidance Regulations in South Korea: Institutional Structure and Current Issues (1/3)

Yujeong Hyun, Seoyeon Moon

Seoul National University of Education, Seoul, Korea, Republic of.

Abstract

Student Guidance Regulations in South Korea serve as the institutional framework that defines students' rights, responsibilities, and disciplinary procedures in schools, based on the Elementary and Secondary Education Act. These codes are established at the school level and function as key guidelines for maintaining school order while protecting students' rights. The introduction of the Student Human Rights Ordinance significantly expanded the protection of students' individual liberties and influenced the development of school discipline policies.

At the same time, the expansion of student rights has generated ongoing debates about the balance between student autonomy, teacher authority, and the collective right to learn. In response to these discussions, the Ministry of Education introduced the 2023 Notice on Student Guidance by Teachers, which clarified the legal grounds and procedures for teachers' guidance practices. This policy framework outlines various forms of student guidance, including advice, counseling, warnings, and disciplinary measures implemented through school-level committees.

Within this institutional context, several practical issues have become central to discussions of student discipline in Korean schools. These include the regulation of mobile phone use during class, the separation of students who seriously disrupt learning environments, and the role of merit and demerit systems in managing student behavior. Through examining these issues, this study introduces the structure and current debates surrounding Student Guidance Regulations in South Korea and highlights

Teachers' and Students' Judgments of Student Guidance Regulations in South Korean Elementary Schools: A Scenario-Based Study (2/3)

Naram Gwak

Soongsil University, Seoul, Korea, Republic of.

Abstract

Student Guidance Regulations is often framed as a matter of order and behavior management, yet disciplinary responses also bear on students' wellbeing, sense of belonging, and perceptions of fairness. Drawing on critical scholarship on Student Guidance Regulations, restorative justice frameworks, and youth development literature, this study examines how teachers and students in South Korean elementary schools judge the educational legitimacy of disciplinary responses depicted in standardized vignettes. The study employs a scenario-based survey built from common disciplinary situations in Korean elementary schools and will collect data from elementary teachers and upper-elementary students in selected schools in South Korea. Participants rate each response in terms of educational legitimacy, perceived educational support, restrictiveness, and exclusionary implications, and provide open-ended explanations for their judgments. Quantitative analyses will compare rating patterns across respondent groups and vignette conditions, while qualitative thematic coding will examine the reasoning underlying those evaluations. We expect judgments of discipline to vary not only by sanction severity but also by whether responses provide explanation, respect, and opportunities for reflection or restoration. Teachers and students are also expected to diverge particularly in scenarios involving repeated violations or classroom removal. The study follows institutional ethical review procedures and parental consent requirements. By focusing on how disciplinary practices are interpreted in the South Korean educational context, where recent regulatory changes have intensified debates over student rights and teacher authority, the study contributes to international discussions on student wellbeing and inclusive school climate.

A Study on Elementary School Teachers' Perceptions of Student Guidance Regulations (3/3)

Dongho Lee

Seoul National University of Education, Seoul, Korea, Republic of.

Abstract

This study examines how elementary school teachers experience and perceive the recently introduced student guidance regulations in the process of their actual implementation. In particular, it interprets the regulatory nature of these guidelines as mechanisms of control from the perspectives of detainment and exclusion, as well as teachers' perceptions and experiences of them. The findings suggest that teachers tend to understand these regulations not merely as punishment or control, but as forms of "educational intervention" aimed at protecting and guiding students. This study seeks to illuminate the process through which student guidance regulations are understood as educational interventions and to explore the implications of this interpretation.

Ethical Research with Children: Fostering Civic Capabilities

Chair: Jennifer Cartmel[1]

Presenters: Helene Elvstrand[2], Lina Soderman Lago[2], Emily McKenna[3], Yunmin Jung[4]

Discussant: Rarni Rothwell[3]

[1]Griffith University, Brisbane, Australia. [2]Linköping University, Östergötland, Sweden. [3]Queensland Children's Activities Network, Brisbane, Australia. [4]Australian Extended Education Research Association, Melbourne, Australia

Abstract

Children's right to be heard and meaningfully included in decisions that affect them is firmly established under the United Nations Convention on the Rights of the Child (UNCRC, 1989) and reflected in policy frameworks for extended education. Yet translating this rights-based commitment into consistent, effective practice remains a significant challenge for governments, service providers, and policymakers. This symposium discusses how to meaningfully capture and embed children and young people's voices policy and program decision-making.

There are critical considerations for facilitating children's genuine participation including the importance of the adults' image of the child as an active agent and rights-holder; the relational and contextual nature of children's agency; ethical obligations including informed assent and the right not to participate; multi-modal and non-verbal communication approaches, particularly for children with diverse abilities; and the embedding of inclusive, culturally safe practices that centre the voices of children who are most at risk of marginalisation.

The symposium further examines process considerations across the phases of planning, engaging, consulting, documenting, analysing, and implementing children's perspectives — arguing for a cyclical rather than linear approach grounded in authentic dialogue and co-construction of meaning. Case studies illustrating innovative participatory methodologies with children, including mosaic approaches, multi-modal data collection, and emoji-supported self-reporting tools, showcase that meaningful participation is achievable.

The individual papers highlight the broader societal benefits of children's participation, including strengthening democratic culture, social cohesion, and the development of child-responsive, accountable governance systems. Its recommendations have direct implications for practitioners, policymakers, and researchers working in extended education

The symposium includes the following papers:

- How children can be recognised as resources in developmental work
- Neurodivergent Children's Experiences of Inclusion in Outside School Hours Care Services
- The status of children's voices in Australian government policy for Outside School Hours Care Services.

How children can be recognised as resources in developmental work (Paper 1/3)

Helene Elvstrand, Lina Soderman Lago

Linköping University, Östergötland, Sweden

Abstract

This paper draws on an analysis of pupil participation in action research projects conducted within the field of Extended Education (EE) in Sweden. Extended Education, characterised by learning environments beyond the formal classroom and by an emphasis on childrens' agency, enrichment, and meaningful engagement, provides a particularly relevant context for examining children's rights to be heard and to influence matters affecting their lives (UNCRC, 1990).

Although children are central actors in EE, they are rarely provided with genuine opportunities to influence development. Extended Education, with its focus on participation, autonomy, and collaborative learning, offers an important arena where this right can be realized in practice.

The analysis demonstrates that the degree and quality of participation depend on several factors: the design of the study, the use of child-centered and rights-based research methods, and the continuous reflection among adult researchers on the relational and ethical dimensions of the research process. Despite these intentions, obstacles remain that limit childrens' opportunities for real participation. Such obstacles are linked both to structural conditions within the EE environment and to the broader power asymmetries embedded in schooling, where children depend on adults, who ultimately control time, space, and decision-making.

To strengthen opportunities for meaningful participation, the findings suggest that childrens' involvement in action research within schools must be developed on an equal footing with adult participation. In line with UNCRC principles, this requires structural, methodological, and relational shifts that recognize children as competent social actors whose voices are essential for school development.

Neurodivergent Children's Experiences of Inclusion in Outside School Hours Care Services (Paper 2/3)

Emily McKenna

Queensland Children's Activities Network, Brisbane, Australia

Abstract

Understanding inclusion as a complex, individualised and context-dependent phenomena, this session presents work-in-progress to examine and amplify neurodivergent children's experiences of inclusion in outside school hours care. Due to the paucity of OSHC related literature and a significant gap in practice this research is prespring to ask children about their experiences of inclusion, The research aims to gather the views of children on what they think inclusion should be like in OSHC. The session will discuss the inclusive playful participatory approaches that are being used to facilitate the engagement and participation of neurodivergent children and young people. The session will outline some of the contexts and theoretical frameworks that have shaped understanding of inclusion and practice in extended education settings in Australia. It will describe the neurodiversity movement that positions this research within a paradigm that values diversity of minds and affirms the lived experiences of neurodivergent children.

The research is guided by a child's rights paradigm that influences the methodological and ethical decisions made throughout the research project. The research intends to co-construct knowledge of particular importance for inclusive practice. It describes how the Mosaic Approach (Clark, 2005) which recognises children and young people as competent meaning makers is well suited for exploring the nuanced experiences of inclusion in OSHC.

The status of children’s voices in Australian government policy for Outside School Hours Care Services. (Paper 3/3)

Yunmin Jung

Australian Extended Education Research Association, Melbourne, Australia

Abstract

This session explores methodologies for conducting research with children to advocate for services and programs in Australian educational contexts. It addresses the research question - How is the Australian Government gathering the voices of children for policies about extended education?

The ethical frameworks and age-appropriate research methods that centre children's voices and experiences in program assessment will be discussed. During this session, participants will hear about the practical strategies for involving children as research partners, techniques for collecting authentic evidence and frameworks for using research findings to advocate for policy and programs for children and young people in the Australian context.

Through case studies of Australian initiatives participants will be given and outline of participatory research approaches eg. Talking Circles, visual and play-based methods, analysing children's feedback, and how they have been translated into actionable recommendations for policy makers and those who lead extended education services such as outside school hours care. The session will information about including adapting research tools for cultural contexts, obtaining informed consent, and creating child-friendly data collection environments.

Making school more flexible – organizational factors in fostering sustainable and self-regulated learning in students

Wiebke Bergjürgen

Technische Universität Dresden, Dresden, Germany

Abstract

Schools are under a constant pressure to do justice to the rapidly developing society and prepare students for the future ahead of them, as well as enabling life-long learning and more equal opportunities for the students. One way to approach these demands is integrating project-based learning into the class schedules, as well as time for self-directed learning in flexible groups. While these changes enable students to take more charge in their learning processes and gives them more freedom of choice, it also confronts schools with new challenges, e.g. in terms of timetabling, organizing the lessons or taking attendance in flexible learning groups. The GO-flexi project, sponsored by the German Federal Ministry for Education, Family Affairs, Senior Citizens, Women and Youth (BMBFSFJ), closely works with schools that have decided to establish a flexible upper secondary and aims to support them in managing some of the organizational challenges they are presented with (Hölscher et al., 2024). At the beginning of the project an interview study with representatives of the participating schools has been conducted and analyzed using the qualitative content analysis (Kuckartz, 2018). The findings give an insight into the motivation and struggles of these schools, as well as the lengths the teachers and employees are willing to go to to make it work.

Between guidance and self-regulation: Learning at the Dresden University School

Hannah Bartels

Technische Universität Dresden, Dresden, Germany

Abstract

The Dresden University School is taking a new and experimental approach to learning by creating a setting that encourages social learning and empowers students to take charge of their own learning process (cf. Langner & Hess 2020). The laboratory school sets a high value on self-regulated, project-based learning, and supports the students in organizing their own learning, following their own interests, and working in mixed-age groups (cf. Langner & Pesch 2024). To make this possible and to develop evidence-based, student-centered learning formats, the school is engaged in a research-practice-partnership (cf. Langner i.R.; Coburn & Penuel 2016) with the Dresden University of Technology. Building on this collaboration, the present contribution reports on a design-based research (cf. Gess et al. 2014) study that focuses on the development and refinement of formative assessment (cf. Black & Wiliam 1998) practices to support individualized learning. Drawing on interviews with students, participatory classroom observations, and online surveys with teachers, the study iteratively designs, implements, and evaluates formats of learning process support in self-regulated, project-based learning settings. The aim is to strengthen the effectiveness of formative assessment and to derive practical, research-informed design recommendations that enable teachers to scaffold students' autonomous learning, foster motivation, and promote sustainable competence development in mixed-age learning groups.

Rethinking an Expanded Learning Leadership: How Leadership Impacts Student Learning

Rachel Lee

independent

Abstract

California's Expanded Learning Opportunities Program (ELO-P) requires districts to offer before/after-school and intersession programs that support academic, social, emotional, and physical growth through enrichment. It serves all students, prioritizes high-need groups, and requires safe settings, active learning, skill-building, equity, and trained staff. Programs must provide 9-hour days plus 30 extra days, funded at an astonishing $4.6B.

This session will examine the growing importance of the ELO-P and its critical role in supporting students, schools, and communities. A case study of this approach will focus on an elementary school program in a mid-size city funded through ELO-P. The session will explore the strengths and complexities of managing a school-based afterschool program. The author will present her experience leading the case-study program, emphasizing the relationship between school administrators and the afterschool director. Key issues include sharing space, collaboration and deployment of teachers and afterschool staff, and integration (or non-integration) of programs serving young people during afterschool hours.

In summary, this paper will show how expanded learning exemplifies a holistic, equitable, and transformative educational approach that cultivates creativity, confidence, and sustained student engagement. It needs more focus on leadership with a relationship-orientation to schools and communities. The California model and one microcosm can inform an international debate on a variety of full-day school-afterschool approaches.

Empowering Youth through Community Mapping: Lessons from K-12 Education in South Korea and the United States

Eunbin Lee

Yonsei University, Seoul, Korea, Republic of

Abstract

This qualitative study examines the role of collaborative, community-based efforts in school education for youth through the case of Community Mapping, a participatory, citizen-led local empowerment project. Recognizing the importance of the connections between local, national, and global issues they encounter, a community-based approach within a participatory learning environment has gained prominence as a powerful initiative. Accordingly, this research addresses the following research questions: 1) How does the Community Mapping project affect school learning as an educational initiative? 2) What are the key characteristics and challenges of Community Mapping? 3) What is the educational implication of Community Mapping in terms of community-based learning and citizenship empowerment? As a methodological approach, this study includes a case study of two Community Mapping projects in collaboration with a local high school in Yeoju, South Korea, and a middle school in Garrett County, Maryland, United States. Based on qualitative interviews with teachers in South Korea and the United States who participated in the projects, this study investigates their experiences and challenges. Using this qualitative data, an interpretative analysis is conducted from the theoretical perspectives of community-based learning and citizenship education. This study highlights the educational implications of Community Mapping—how it can foster key aspects of learner success, promote wider collaboration, build a sense of interconnectedness and solidarity, and amplify relationships from the local.

Challenges with a Shared Ecology: The Complex Determinants of Establishing Shared Responsibility for Child-Centred Transition Programs

Renee Bilston

The University of Sydney, Sydney, Australia

Abstract

A child's transition to schooling is shaped not by a single setting, but by the interaction of early childhood, schools, families, and extended education environments (Bronfenbrenner and Morris, 2006). In the Australian context, extended education (Out of School Hours Care, (OSHC)) represents an under-recognised yet critical site for supporting child-centred transition programs. Unifying schools and OSHC for responsibility for child centred transition programs is complex with schools and OSHC operating in distinct regulatory, policy and funding environments. This presentation examines the complex determinants in implementing a child-centred transition program in OSHC. Drawing on findings from participatory co-design research it uses the Consolidated Framework for Implementation Research (CFIR 2.0) as an analytic lens. We identify interacting determinants across children, families, extended education, schools and early learning as well as intervention characteristics, and implementation processes. We examine how practices, organisational conditions, and system level factors shape implementation success. Entrenched perceptions of OSHC as "care" rather than learning environments and systemic barriers, shape feasibility of establishing shared responsibility. Implementation success is also constrained by limited inter-sector information sharing and ambiguous accountability for transitions. Findings suggest that effective, child-centred transition programs require systemic recognition, policy and governance that support collective responsibility across a child's learning ecology.

South Korean Educators' Perceptions and Responses to Cyberbullying: Evidence from a national sample

Seungyeop Paek

California State University, East Bay, California, USA

Abstract

The phenomenon of cyberbullying has drawn a considerable amount of scholarly interest in the era of rapidly advancing information and communications technologies, generating significant knowledge regarding its nature and the correlates of offending and victimization. While existing evidence offers helpful insights into cyberbullying prevention and response, today's high level of information and communications penetration and increasing numbers of youths involved in cyberbullying call for continued scholarly discourse.

In particular, there is little understanding about the buffer effects and intervention programs for cyberbullying. The current research aims to contribute to the cyberbullying literature by examining the factors that affect teachers' responses to cyberbullying. As traditional and cyberbullying often occur simultaneously and affect academic performance negatively, teachers could be the key providers of supportive resource for their students.

A sample comprised of 1st-12th grade teachers is surveyed using an online questionnaire to examine the educators' attitudes toward cyberbullying and effective responses. Moreover, teachers' responses to cyberbullying cases and the predictors of the level of interventions are investigated. Policy implications are discussed based on the research findings.

Promoting Social Inclusion in Schools: Bullying Experiences of Childhood Leukemia Survivors During School Reintegration

Yaacov Yablon[1], Sarah Elitzur[2]

[1]Bar Ilan University, Ramat Gan, Israel. [2]St. Jude Children's Research Hospital, Memphis, USA

Abstract

Children who experience serious physical illnesses requiring hospitalization are particularly vulnerable to academic disruption, social isolation, and emotional distress. Although many countries have implemented initiatives to support the educational needs of hospitalized children, the process of returning to school after prolonged absence remains challenging and is often experienced negatively by students. While extensive research has examined the inclusion of students with various special educational needs, little is known about the specific experiences and challenges faced by children reintegrating into school following serious physical illness.

The present study examines the school experiences of childhood cancer survivors, focusing specifically on bullying during school reintegration. The study involved 70 school students (grades 6–12; mean age = 14.9 ± 1.82 years), including 35 survivors of acute lymphoblastic leukemia (ALL) and a matched comparison group of healthy classmates.

Based on data collected using self-report questionnaires, the findings indicate that ALL survivors reported higher levels of physical and relational bullying than their peers, while experiencing similar levels of verbal bullying. Survivors reported lower levels of cyberbullying and severe bullying compared with healthy classmates. Notably, returning to a different school cohort following remission significantly increased the risk of victimization, whereas physical disfigurements resulting from treatment were associated with increased victimization only among those who rejoined their original co

Leadership initiatives and perspectives in Extended Education in Australia

Chair: Kylie Brannelly[1,2,3]

Presenters: Kylie Brannelly[1,2,3], Belinda Wright[1,4], Saurubh Malviya[1,5]

[1]Griffith University, Brisbane, Australia. [2]Queensland Children's Activities Network, Brisbane, Australia. [3]National Outside School Hours Services Alliance, Brisbane, Australia. [4]Learn OSHC, Sydney, Australia. [5]We Belong Education, Brisbane, Australia.

Abstract

Effective leadership and management in Outside School Hours Care (OSHC) is increasingly recognised as critical to the quality of extended education services in Australia. Yet the sector faces persistent challenges: an underprepared workforce, variable pathways into leadership roles, and limited research that integrates structural, pedagogical, and human dimensions of leadership practice. This symposia brings together three complementary research projects that collectively examine what effective leadership in Australian OSHC looks like — and what it demands of those who inhabit these roles.

The first paper presents findings from a Rapid Delphi study underpinning the updated Professional Standards for Leadership and Management in OSHC, developed by the Queensland Children's Activities Network, and the interactive Leadership and Management Program designed to translate these standards into accessible professional development. The second paper reports on a constructivist grounded theory study, currently in its scoping review phase, examining Educational Leadership as practice — exploring how leaders mentor educators through routines, dialogue, and organisational conditions that enable team learning and inclusion. The third paper shifts attention to the internal landscape of leadership, drawing on professional practice to examine how emotional self-awareness shapes leaders' decision-making, communication, and relational cultures.

Together, these presentations offer a holistic and multi-layered account of leadership in extended education — spanning competency frameworks, mentoring systems, and emotional intelligence — and open dialogue about how research, policy, and practice can better support those who lead in this vital sector.

Keywords: outside school hours care; extended education; leadership; management; educational leadership; professional standards; emotional intelligence; workforce development; Australia; mentoring

The symposium includes the following papers:

- Building Leadership and Management Capability in Queensland OSHC services
- Educational Leadership in Outside School Hours Care: The knowledge and skills required to mentor educator practice
- Highlighting the importance of emotional intelligence and self- awareness within leadership practice

Building Leadership and Management Capability in Queensland OSHC services (Paper 1/3)

Kylie Brannelly

Griffith University, Brisbane, Australia. Queensland Children's Activities Network, Brisbane, Australia. National Outside School Hours Services Alliance, Brisbane, Australia.

Abstract

In Australia, managers and leaders of OSHC are diversely experienced and qualified. The demand for leadership capabilities has exceeded the talent pool available and consequently many educators have been promoted beyond their current capability into roles without the level of knowledge, experience or qualifications to be successful.

To help the sector overcome the struggles to define leadership and management skills, the Professional Standards for Leadership and Management were developed by the Queensland Children's Activities Network (QCAN). These standards complemented and build on the Professional Standards for Educators and were made freely available.

In 2025, QCAN received funding to develop and implement a Leadership and Management Program. This initiative draws upon the Professional Standards for Leadership and Management and includes (1) an interactive leadership and management scale to help individuals assess and hone in on their leadership and management skills and opportunities for development; and (2) provide a variety of accessible, on demand resources to help individuals grow their leadership and management knowledge.

This presentation draws upon the result of a rapid delphi study which underpinned the update to the Professional Standards for Management and Leadership as well as the interactive scale and the supporting resources and materials made available.

Educational Leadership in Outside School Hours Care: The knowledge and skills required to mentor educator practice (Paper 2/3)

Belinda Wright

Griffith University, Brisbane, Australia. Learn OSHC, Sydney, Australia.

Abstract

Educational Leadership in Outside School Hours Care involves building the capability of educators to support children's learning, wellbeing, inclusion, and program decision-making in the lived realities of before- and after-school care. The quality of everyday interactions, routines, and experiences is closely connected to the mentoring capabilities of those in Educational Leadership roles. In the Australian context, preparation for both educators and Educational Leaders is variable. There are no nationally mandated qualifications for Educators or Educational Leaders. However, there are increasing expectations of service-level mentoring systems that build consistent practice that are linked to educational leadership.

This presentation reports on work in progress from the literature review phase of a broader constructivist grounded theory study examining Educational Leadership in Outside School Hours Care. The study explores leadership as practice, focusing on what leaders do through routines, talk, tools, and organisational structures. Academic and grey literature are being mapped using Arksey and O'Malley's (2005) scoping review framework. The included literature is then analysed using Braun and Clarke's (2006) thematic analysis to identify provisional themes and sensitising concepts relevant to educational leadership practice in this context.

Emerging areas of emphasis include school-age pedagogical knowledge, mentoring and coaching practices, evidence-informed decision-making, team learning design, and the organisational conditions that enable leadership practice, including psychological safety, role clarity, time allocation, and alignment with policy frameworks such as My Time, Our Place: Framework for School Age Care in Australia V2.0 and the National Quality Framework.

This presentation shares the project's developing conceptual framing and contributes to current discussion about how Educational Leadership in Outside School Hours Care can be understood and supported in more practice-responsive ways.

Highlighting the importance of emotional intelligence and self- awareness within leadership practice (Paper 3/3)

Saurubh Malviya

Griffith University, Brisbane, Australia. We Belong Education, Brisbane, Australia.

Abstract

Leadership is frequently examined through structural lenses such as policy, legislation, and organisational systems. Alongside these vital perspectives, this presentation explores a dimension of leadership that is often less visible: the emotional wellbeing and self-awareness of leaders themselves.

Leaders spend significant time supporting, listening to, and guiding others through complex professional and interpersonal situations. Within this process, leaders' own voices can sometimes remain unheard, as many have limited opportunities to openly reflect on their emotional experiences, challenges, and the responsibilities associated with leadership roles.

Research on emotional intelligence highlights the importance of self-awareness and emotional understanding within leadership practice (Goleman, 1998). Drawing on professional work with leadership teams through We Belong Education, this presentation explores how developing awareness of emotional responses can support leaders in understanding how these responses influence their decision-making, communication, and relationships within teams.

By acknowledging the emotional dimensions of leadership, this discussion emphasises the importance of reflective spaces that support leaders in navigating the internal aspects of their role. Strengthening emotional awareness within leadership can contribute not only to leaders' own wellbeing but also to the relational cultures and environments they help create (Avolio & Walumbwa, 2014). In this way, the presentation seeks to offer a holistic view of leadership by considering both the structural contexts in which leaders work and the internal emotional experiences that shape their practice.

Beyond One-Size-Fits-All: Differential Determinants of School Adjustment among Multicultural Student Subgroups in South Korea

Yeseul Doo

University of Chicago, Chicago, USA

Abstract

In South Korea, the rise of marriage migrants and foreign workers has expanded the multicultural student population. Multicultural students have become increasingly diverse over time, calling for tailored interventions. However, current policies mainly support domestic-born children of international marriages—the largest subgroup—while overlooking immigrant youth born abroad. Using three waves (2019-2021) of the nationally representative Multicultural Adolescents Panel Study, this study longitudinally examines the factors influencing school adjustment among multicultural elementary school students across individual, family, school, and community levels. It analyzes subgroups—domestic- or overseas-born children of international marriages, and children of foreign families—using fixed-effects and between-effects models. Findings show that peer and teacher support are important across all groups. Among educational, cultural, psychological, and cash/material supports, cash/material support generally enhances school adjustment. Some contextual factors influence school adjustment differently across subgroups. For instance, support from adults within the school is most salient for domestic-born students, academic challenges and cultural adaptation matter more for overseas-born students, and parental Korean language proficiency is critical for children of foreign families. These results point to the limitations of one-size-fits-all approaches and suggest the need for differentiated school and community policies that reflect the diverse needs of multicultural students in South Korea.

Developing a Systematic KSL Framework for South Korean Schools: An Integrative Synthesis for Academic and Social Integration

Eun Cho, Soyeon Min

Yonsei University, Seoul, Korea, Republic of

Abstract

This study develops a structural framework for Korean as a Second Language (KSL) education, specifically designed to support multicultural youth in South Korean elementary and secondary schools. The research addresses the critical need for a curriculum that bridges the gap between basic interpersonal communication skills (BICS) and the cognitive academic language proficiency (CALP) to support successful adaptation in academic environments.

Methodologically, the study adopts a rigorous integrative literature review and heuristic development approach. It performs a comparative synthesis of international benchmarks alongside existing South Korean KSL directives. By synthesizing these exemplary systematic frameworks, the study constructs a structural model that maps theoretical indicators and instructional requirements across sequential phases of language acquisition.

The findings establish a tiered KSL progression model that treats language acquisition not merely as an isolated skill, but as an essential vehicle for youth development and wellbeing. The resulting framework serves as a practical diagnostic tool, allowing educators to identify a learner's current developmental phase and provide targeted scaffolding to facilitate the transition from social integration to active civic agency. In conclusion, this study offers a scientifically grounded conceptual model for policymakers and educators, highlighting that a phase-oriented, diagnostic KSL approach is essential for fostering a more inclusive and socially sustainable civic culture in South Korea.

Advancing Children and Youth's Development Through Cross-Sector Educational Partnerships: Perspectives from Singapore

Teng Siao See

National Institute of Education, Singapore. Nanyang Technological University, Singapore

Abstract

Community-based organisations are increasingly recognised as critical partners in addressing educational inequities and supporting children's and youth's holistic development. Drawing on a qualitative study of school-community partnerships supporting underprivileged students in Singapore, informed by interviews with school and social sector personnel, this paper examines the role of community-based organisations (CBOs) in educational partnerships for equity and considers how cross-sector work can more effectively advance children's and youth's interests, agency and flourishing.

Singapore offers a valuable case as a high-performing system that has made sustained efforts to balance equity with excellence. Amid concerns over intergenerational social mobility, policy attention has increasingly focused on underprivileged students through school-based provisions, national initiatives and government-coordinated partnerships. These developments extend beyond access-oriented schooling towards holistic support involving academic, socio-emotional and family-facing interventions. Recent concerns about youth mental health sharpen the importance of this inquiry, as they highlight how students' learning, wellbeing, family circumstances and sense of belonging are deeply interconnected, and cannot be adequately addressed by schools or social services working in isolation. Singapore's experience therefore invites reflection on how equity-oriented partnerships can develop within systems where academic achievement, differentiated pathways and performance outcomes remain important organising logics.

Efforts to support underprivileged students have taken on a stronger community turn, recognising that complex issues surrounding learning, wellbeing and youth development require shared responsibility across schools, community organisations and public agencies. While centralised governance offers strengths in coordination, coherence and resource mobilisation, interview data also point to productive areas for policy and practice deliberation: how CBOs' roles, partnership decision-making, student voice and community ownership may be strengthened alongside remedial service delivery. The paper proposes a framework for equity-oriented, developmentally responsive partnerships in Singapore and comparable contexts.

Community Schools: Integrating Ecosystems to Support Students' Wellbeing, Belonging, and Access to Expanded Learning

Chair & Discussant: Helen Malone[1]

Presenters: Kolbrún Þ. Pálsdóttir[2], Ragný Þóra Guðjohnsen[2], Amy Ellis[3], Emma Legault[4]

[1]Institute for Educational Leadership, Washington, DC, USA. [2]University of Iceland, Reykjavík, Iceland. [3]University of Central Florida, Orlando, USA. [4]Leading English Education & Resource Network, Laval, Canada

Abstract

Community schools strategy fosters education ecosystems through school-community partnerships so that all students can thrive. This virtual symposium explores three countries' examples of such a strategy through an examination of recent policies and their implementation designed to deepen students' sense of belonging, civic engagement, and wellbeing. The symposium connects to the conference themes of meaningful experiences in both public schools and extended learning, as well as designing educational ecosystems to integrate schools, expanded learning, and community engagement.

The first presentation, "Are we really making an impact on children's wellbeing?," explores the Icelandic Nurture Project, designed to center student wellbeing. The presentation offers findings on the implementation of this initiative on extended learning and emerging themes from a youth survey. The second presentation, "The Florida Community School model: A statewide framework for implementation and partnership," examines the implementation of a statewide investment in community schools through four pillars: integrated student supports, expanded learning opportunities, active family and community engagement, and collaborative leadership and practices. The last presentation from Quebec, Canada, "Arts, Language, and Belonging: Practice-Based Approaches to Civic Engagement in Quebec Schools," focuses on the I Belong Here! initiative and illuminates study findings on the impact of the initiative on student-level civic engagement, belonging, and learning.

This virtual session will open with context setting about the community schools strategy and the importance of education ecosystems building. Following the three presentations, the audience will engage in an interactive discussion about ways school-community partnerships are present in their policies and practices.

The symposium includes the following papers:

- Are We Really Making an Impact on Children´s Wellbeing? Local Actions to Tackle a Global Challenge
- The Florida Community School Model: A Statewide Framework for Implementation and Partnership
- Arts, Language, and Belonging: Practice-Based Approaches to Civic Engagement in Quebec Schools

Are We Really Making an Impact on Children´s Wellbeing? Local Actions to Tackle a Global Challenge (Paper 1/3)

Kolbrún Þ. Pálsdóttir, Ragný Þóra Guðjohnsen

University of Iceland, Reykjavík, Iceland.

Abstract

Many European and North American countries report rising youth anxiety and declining feelings of belonging, while academic learning outcomes appear to be decreasing. In response, Iceland introduced a 2021 law on integrated services to promote children's wellbeing, aligning with community schools. This study examines the Directorate of Education and School Services' Nurture project. The Nurture approach aims to support children's social, emotional, and cognitive development by creating environments where they feel safe, valued, and understood.

The study addresses two research questions:

- How is the Nurture initiative translated from national policy into local practices in schools and extended education settings?
- To what extent are changes in indicators of children's wellbeing observable in the Icelandic Youth Survey during the implementation period?

The study draws on theoretical perspectives from extended education and community school frameworks, emphasizing cross-sector collaboration and place-based support systems for children's development. It is also informed by ecological approaches to child development, highlighting how coordinated support across school, family, and community contexts can promote wellbeing and participation.

A mixed-methods design combined (1) policy and implementation documents, (2) interviews with leaders responsible for implementation, and (3) data from the Icelandic Youth Survey. Preliminary findings suggest that participating municipalities report satisfaction with the professional support and educational programs. However, professionals highlight the need for clearer procedures, stronger coordination, and more systematic approaches to supporting students' overall wellbeing. The study contributes to international discussions on how coordinated school–community initiatives can strengthen early intervention and promote belonging in schools.

The Florida Community School Model: A Statewide Framework for Implementation and Partnership (Paper 2/3)

Amy Ellis

University of Central Florida, Orlando, USA

Abstract

Florida has developed one of the few coordinated statewide community school initiatives in the United States, currently supporting approximately 50 Community Partnership Schools across diverse regions of the state. The initiative is supported by the University of Central Florida Center for Community Schools, which provides technical assistance, training, and research support for implementation through statewide funding.

This presentation introduces the Florida Community School model and the structures that support implementation across this statewide network. Rather than focusing on a single district or school, the presentation examines how a shared framework guides consistent practice while allowing schools and communities to respond to local needs.

Central to the model are four pillars — integrated student supports, expanded learning opportunities, active family and community engagement, and collaborative leadership and practices — which form the foundation for whole-child development and community-connected schools. These pillars are operationalized through four key positions embedded within the school structure that coordinate partnerships, align services, and sustain implementation.

The model is further strengthened through the integration of four core partners: the school district, a university, a nonprofit organization, and the community itself. Together, these partners share responsibility for aligning resources, supporting students and families, and sustaining long-term community school implementation. The presentation concludes by examining how the Florida Community School model connects research, practice, and cross-sector partnership to support a scalable statewide approach that may offer insights for other national and international community school initiatives.

Arts, Language, and Belonging: Practice-Based Approaches to Civic Engagement in Quebec Schools (Paper 3/3)

Emma Legault

Leading English Education & Resource Network, Laval, Canada

Abstract

This presentation examines I Belong Here!, an arts- and community-based initiative developed by LEARN that engages students in exploring identity, belonging, and civic participation within Quebec society. The initiative is implemented through Quebec's Community School network, which connects schools with community partners to support student engagement and community-connected learning. Within this framework, youth participate in creative and community-based activities - such as comic-zine creation, digital storytelling, and student-led community service projects that position students as active contributors to their communities.

The initiative draws on research on belonging and linguistic identity, which shows that young people's sense of belonging develops through participation in meaningful social practices and community interactions. Through collaborative projects with artists, community members, and local organizations, students reflect on their place in Quebec society while contributing through creative expression and collective action.

These projects also create authentic contexts for French second-language learning. Drawing on communicative and action-oriented approaches to language education, students use French as a tool for interaction, storytelling, and collaboration rather than as a purely academic subject.

The presentation highlights findings from a research study led by Université du Québec à Montréal (UQAM) and published in 2025. The study found that arts-based, community-connected learning fosters student voice, encourages reflection on bilingual identity and belonging, and strengthens youth engagement with their communities.

The presentation concludes with practical insights on how community schools can integrate arts-based, community-connected learning to support civic engagement, youth empowerment, and language learning.