

A critical scrutiny and discussion of the significance of complementation and compensation viewed from different aspects of Extended Education in different countries

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The concepts *complementation* and *compensation* are central in research and practice in the area of extended education. The concepts are however, often defined in different ways depending on the stakeholders and their interests. One way to approach this and the educational impact due to different interpretations, is to critically examine the concepts from the perspective of different actors.

Activities in extended educational contexts can in various ways supplement educational programmes in compulsory schooling and preschool classes and vice versa. The concept *complementation* targets how both educational activities, school-age educare¹ and compulsory school can cooperate. One starting-point is that these activities should be based on the children's needs, interests, and initiatives. That extended education can provide *complementation* indicates a recognition of an alternative way to view knowledge and how learning is supposed to take place. When it comes to the concept *compensation*, it suggests educational values of extended education. Children grow up dependent on different living conditions. The concept *compensation* concerns children's different and unequal access to resources. Extended education can be a tool for affording children experiences that are not available in other environments which they already participate in. Due to the children's diverse experiences, it is a challenge for extended education professionals to design and conduct activities to meet the needs of all children and thereby fulfil the goal of compensation (Klerfelt & Ljusberg, 2018). This volume consists of six contributions and they all, in different ways, address these questions.

Karin Lager and Jan Gustafsson Nyckel are highlighting the numerous changes the Swedish school-age educare has undergone during recent years concerning its social mandate, educational objectives, and the content, and they study how these changes have transformed the everyday practice for the staff working in the school-age educare centres. They base their analysis on policy enactment theory (Ball, Maguire, & Braun, 2012) and their research material consists of twelve group interviews with 53 staff members. In their analysis they focus on how the teachers interpret, explain and talk about different ways of working with processes of complementation and compensation. The results shows that enacting policy in Swedish school-age educare involves multiple interpretations of these concepts, being constrained by materiality in several ways and representing a mix of discourses in both policy and practice regarding the tasks of complementation and compensation.

1 School-age educare is the denomination for the Swedish form of extended education as an educational practice with a caregiving dimension (Klerfelt & Rohlin, 2012; The Swedish National Agency for Education, 2011, rev. 2018).

Marianne Schüpbach and Nanine Lilla present a study of extracurricular primary school offerings analysing two data sets from the German National Educational Panel Study (NEPS). The first data set assessed reading and mathematical competence of pupils in grade 2 and the second one contained responses to a questionnaire by 300 principals in all-day primary schools. The questionnaire provided information on; type of all-day school, the pupils' social background, the number of pupils with an immigrant background, which extracurricular all-day school programs and elements were offered and with what frequency. The result showed that the most prevalent academic offering was homework assistance and the second was offerings of remedial teaching for pupils with low grades. Amongst non-academic offerings were music, art and sports most prevalent. When conducting latent profile analysis, three distinct all-day school programs profiles were identified. Schools with a higher amount of immigrant pupils were more likely to provide homework assistance and a broad range of offerings. The results suggest that school principals offer complementation and/or compensation depending on the needs and experiences of the group of pupils in their school.

Anna Wallin, Paola Valero and Eva Norén provide an alternative conceptualization of mathematics education. The method used in the study is participatory observation focusing two school-age educare centres' mathematical activities. The theoretical perspective is policy enactment (Ball, Maguire, & Braun, 2012) and mathematical enculturation (Bishop, 1991). Their conceptualisation of mathematics as the assemblage of activities and values allows a perspective where activities can be recognized as mathematical in a broader cultural sense. The results show that mathematics is present in the school-age educare centres' daily practice and is about seeing, understanding, giving space for and putting mathematics into words. Teaching in school-age educare combines education and care and the results show alternative ways of thinking about mathematics which is both complementing and compensating.

Since 2016 Swedish school-age educare centres have a legal requirement to teach as part of an assignment to complement the knowledge requirements in school. Linnea Holmberg's question is how teaching, as part of the complementary assignment, is managed in practice in Swedish school-age educare centres. Through focus group discussions with children and school-age educare teachers she explores how this is possible. The theoretical perspective has its point of departure in the Foucauldian notion of governmentality (Foucault, 1997; 2003). The qualitative analysis problematises the voluntary nature of school-age educare in relation to the requirement to teach by using the concept *liberal arts of rule* while asking what can be governed and how one can govern in these centres. The results show that the children willingly participate since they experience themselves to be free and with great opportunities to play when in the centres. At the same time, the teachers fulfil the complementary assignment by disguising learning while teaching undercover.

In her micro-ethnographic study Ann-Carita Evaldsson is focusing children's peer-play-in-action and how children create shared peer cultures through their collaborative performances in situated game activities. She is influenced by Corsaro's (2018) micro-sociological work on children's peer cultures and Goodwin's (2006) linguistic anthropological studies of children's peer language practices and situated games. The data is based on video-recordings. The study shows how the children create micro dramas in play that serve as cultural frameworks to dramatize and transform experiences from the outside world. It also shows how they playfully subvert hierarchies and gendered orders and comment upon and unravel controversial issues in their social life, but also how they handle more dark sides of their play.

In her article Kirstin Kerr presents a study which explores how a school gradually extends its role to act as an agent of ‘slow renewal’ supporting long-term change in children’s complex family and community environments. Her interest is to understand how schools can extend their roles beyond their statutory duties to address wider social needs, and more specifically, on how schools serving high-poverty neighbourhoods might help to address barriers to good education and related outcomes. Kerr has worked with intervention’s strategies for three years together with the staff in the school. Her study contributes by generating a set of integrated conceptual principles on which schools working to support slow renewal can act and which challenge the values of market-driven education systems more generally. She suggests that four concerns appear integral to developing a principled approach. These are: adopting a socio-ecological perspective on children’s lives; working through soft systems change; building assets; and creating liminal spaces for innovation.

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