

Editor's preface

The COVID 19 pandemic changed many things in our lives. Academia has also been faced with many challenges, particularly in relation to activities of academic communities. In the case of IJREE, we have experienced difficulties in finding scholars who review manuscripts for the journal. Although we fortunately found reviewers, communications were not easy and often delayed in many cases. I am sincerely grateful to reviewers who spent valuable times for reviewing papers. In addition, my thanks go to managing editors who have shown a great commitment.

In a 2/2020 issue, we have a special section on the topic of 'Extended Education at College and Its Outcomes' in which three articles are included. On behalf of editorial board members, I would like to express my gratitude to Dr. Steve R. Entrich from University of Potsdam who has played an excellent role of the guest editor of the special section. We also owe him that for writing an introduction of the special section.

In the general contribution, we have four articles. The first article written by *Marie Fahlén* investigated challenges and issues that Swedish school-age educare teachers with a certification in visual art experience in their practice. The study presents how Swedish school-age educare teachers suffer from a conflict between individual agency and social structures since they have to resist, adjust and negotiate to get acceptable work conditions.

The second article deals with the concepts and challenges in relation to the quality of afterschool programs in Japan. In this research, *Fuyuko Kanefuji* conducted a content analysis of government policy guidelines for afterschool programs and provided information about the systems of instructional features to improve quality of afterschool programs.

The third paper examined the perceived difference about prestige that comes with different fields of duty in extended education such as lunchtime, extra-curricular activities, and uncommitted free time in all-day schools in Austria. In this paper, Olivia Fischer and James Loparics addressed extended education duties which can be considered in teacher education to help all-day school professionals perform their roles in a more efficient manner.

The fourth article written by *Andrey Khojeev* explored two different professional identities – teacher and private tutor – which many teachers in Uzbekistan have experienced. His study found that an identity as a teacher has negatively influenced professional activities as private tutors.

In this issue, we have authors from a variety of nations, Germany, the United States, Korea, Sweden, Japan, Austria, and Uzbekistan. We are so proud of our journal, increasingly becoming a unique and leading international journal in this field. We thank all authors and anonymous reviewers for their valuable works.

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