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Editorial

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In this issue of JACE, the first article by Choi and Kim considers government-led initiatives in the field of lifelong learning in the Republic of Korea, a country whose achievements across all sectors of education and beyond into non-formal and informal learning are well documented. Its analysis uses two perspectives: the neo-liberal that situates lifelong learning within models of human capital development and what they describe as the 'Nordic' model, which puts its emphasis on equity and social inclusion. In their analysis they examine 'how South Korea has developed its LLL model and integrated it into the national practice by investigating its political and economic development trajectory'. Ultimately, they argue that the country has incorporated elements from both models of LLL, and that their analysis of the role of government in this domain has been rare in Asian countries.

Staying within Asia, the next article from Uzama and Walter considers the benefits of incorporating ecotourism programmes into social education (*shakai kyouiku*) and lifelong learning (*shougai gakushuu*), the terms which refer to adult education in Japan. The paper reviews literatures pertaining to both adult education and ecotourism, and argues for the importance for the importance of both in the context of efforts to both increase the popularity of Japan as a destination, but at the same time do so in a sustainable fashion. The authors argue that adult education in Japan is differentiated from provision in some Western countries through its focus on citizenship and community rather than simply career development. We see some of the same foci as that in the previous article, but applied to a very specific context, and the pressing need for an adult education perspective is further contextualized through reference to Japan's forthcoming hosting of the 2020 Olympic Games.

Palesy in her article considers the training of homecare workers who operate in sites of relative social isolation in Australia. Her work is based on an empirical study of how these workers develop manual handling skills in their workplaces following relatively short periods of initial training. The author argues from her detail study of seven individuals that 'in contrast to traditional accounts, these workers developed procedural capacities first, rendered these capacities into conceptual understandings and then adapted these understandings to become skillful in a range of other tasks'.

Laitinen, Kinder and Stenvall in a study within Finland and Scotland are concerned with how individuals within communities and the public services learn and apply knowledge in order to improve these services. They focus on the co-design and co-production of services with a focus on 'active individual cognition', the ways in which it is distributed in teams and the referencing of external stakeholders. They envisage professionals planning and offering services educating users and the converse in scenarios where design of these services becomes subject to public accountability.

Jenkins and Alfred's study is of white professors in US Higher Education, and their motivations to become culturally inclusive in their classroom practices. They refer to an approach that both gives regard to different cultures that individuals bring to the classroom, but seeks to create a common culture therein. As was the case with Palesy's study, the sample is of seven

individuals, but the material is rich in its depth. They argue that personal it is moral obligations towards teaching that is the primary motivation for the participants to adopt culturally responsive teaching.

Our final article from Andrews, Bath and Smith considers the construct of 'learning alliance' within a population of 199 Australian blended/online counselling students. This construct refers to student-teacher alliance and they researchers utilized a tool known as the Learning Alliance Inventory (LAI), which consists of three sub-scales that measure collaborative bond (CB), teacher competency (TC) and student investment (SI), as well an open-ended question concerned with student perceptions of their educator. The approach of the study was to model existing LAI items within the blended learning population, and to merge the analysis of this data with the thematic analysis of the open question. This leads to a call for the development of a survey to be designed that takes into account of the particular learning environment of blended/online students by comparison with those who study face to face.