

Dear Reader,

*Educare* is a peer-reviewed journal published regularly at the Faculty of Education and Society, Malmö University, Sweden since 2005. *Educare* publishes a wide range of research in education and educational sciences and has long been considered a research forum for faculty, practitioners and policy makers in Sweden. The journal strives to be of relevance to these stakeholders not only through its choice of the published topics, but also through the clarity of presentation (see Author Guidelines). The journal accepts original submissions in Swedish, Danish, Norwegian and English. We welcome both experienced and young researchers to contribute to the journal. All articles are first reviewed by the editor-in-chief or the editorial board. In the next step, articles are subjected to a double-blind review by two external reviewers. All submissions are judged on the basis of their relevance from a professional and educational perspective, theoretical and methodological contribution, critical insights and rhetorical quality. The journal is currently registered in *The Norwegian Register for Scientific Journals, Series and Publishers* as a national peer-reviewed journal within the field of education and educational research with scientific level 1.

The current issue consists of six articles illuminating the following subjects. Based on a qualitative analysis of an extensive data set collected during a 3-year-long-project, Linda Palla and Ann-Christine Vallberg-Roth demonstrate a shift in the identities of preschool teachers towards a more active teaching role. In his quantitative study, Lars Fonseca explores pupils' social norms about cheating in school. Liselotte Eek-Karlsson, Mattias Lundin and Ann-Christin Torpsten illuminate how schools approach their task of upholding equality and counteracting discrimination. Exploring the conceptualization of digital competency in the Swedish curriculum for compulsory school, Anna-Lena Godhe, Petra Magnusson and Sylvana Sofkova Hashemi conclude digital

competency is predominantly perceived as a tool. Hanna Thuresson and Ann Quennerstedt present a research synthesis of Swedish research from 2005 to 2018 on children's and pupils' influence and democratic participation in preschool and school. Finally, after having investigated in what ways relational competency is described in 142 different curricula for special education teacher training programmes in Sweden, Jonas Aspelin and Daniel Östlund conclude that relational competence is a neglected topic in these curricula.

Sincerely,

Anna Wärensby