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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 policymakers 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. 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 and the editorial board. In the next step, articles are subjected to a double-blind review by two external reviewers. All submissions are judged based on their relevance from a professional and educational perspective, theoretical and methodological contribution, critical insights and rhetorical quality. The journal is indexed by The Directory of Open Access Journals (DOAJ) and is included 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. All articles are published Open Access. Publication with *Educare* is free of charge at any stage.

This special issue consists of four articles and one position paper. Each contribution highlights, in various ways, aspects central to the theme of this special issue: Perspectives on Children and Childhood in School-age Educare/Perspektiv på barn och barndom i fritidshem. Utilizing qualitative methods aimed at understanding and exploring children's perspectives and everyday lives, the contributions delve into topics such as fostering, teaching, and care in Swedish School-age Educare centers (fritidshem). The issue also includes a broader Nordic perspective through a study on freedom in Danish SFO (skolefritidsordning).

Our hope is that these contributions collectively address the position paper's call to highlight children's perspectives in research directed at SAEC. This approach not only enhances our understanding of their everyday lives but also sheds light on the conditions of SAEC practices. By focusing on children's perspectives, these contributions provide valuable insights that can inform and improve educational practices and policies.

*Helene Elvstrand, Björn Haglund & Lina Lago*

(guest editors)