

## Przegląd Badań Edukacyjnych Educational Studies Review

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### Preface

Issue 42 of the *Przegląd Badań Edukacyjnych* [Educational Studies Review] is the latest entry in the *Kobiety w Edukacji/Kobiety o Edukacji* [Women in Education/Women about Education] series. The series began with Issue 34 in 2021 and was created to fulfil two purposes:

1. to disseminate the work of female educational researchers and
2. to provide a forum for the exchange of research findings in women's studies, or more broadly, gender studies.

These objectives can be achieved together or separately, as determined by the concept of the individual issue. The current issue is centred on **women/girls' citizenship activity** or **gender of citizenship activity**. Here, citizenship is not understood as a formal legal status and citizenship *activity* is not limited to the so-called public sphere. Both the terms 'citizenship' and 'citizenship activity' are considered to be multilevel constructs that are not easily defined and are differentiated by gender, *inter alia*.

In this issue, I have the pleasure to present 12 texts that show diversity, in terms of both the methodology used and the issues addressed.

The problem of discursive underrepresentation and exclusion of women from citizenship activity is illustrated by **Daria Hejwosz-Gromkowska and Dobrochna Hildebrandt-Wypych**, who present analyses of Polish school history textbooks, focusing on women associated with the Solidarity movement.

The flagrant omission of leading female activists in textbooks, undermining their importance, creates a distorted image of female agency in society. The division between public and private spheres, with stereotypically perceived gender roles assigned to them, is recognised as difficult to overcome; at the same time, this division effectively devalues women's citizenship activism.

**Violetta Kopińska** arrives at similar conclusions, focusing her analysis on the discourse constructed around a single event that she considers an example of citizenship activity. The author demonstrates how gender and age obscure the activity itself, how language with traits of sexism, adultism and ableism is used to construct the image of female activists, and how difficult it is to cross the private *versus* public boundary in the judgement of the act.

**Dorota Zaworska-Nikoniuk** also expounds on the image of women's activism, analysing research reports published between 2016 and 2022 on the social movement known as the *Strajk Kobiet* [Women's Strike] that arose due to the planned, and later implementation, of changes to the anti-abortion law in Poland. The author shows how the following categories work in the analysed texts: the experience and realisation of citizenship, the emotions experienced by the participants in the movement, the sense of community and sisterhood, and the formation of the identity of these participants.

The Women's Strike is also the subject of the article by **Justyna Tomczyk**. In this paper, however, the optics of the research change. It is not the image of women themselves or their activism that the author is interested in. The researcher, using Computer Assisted Web Interview CAWI, interviewed 585 women participating in the protests against the tightening of the anti-abortion law in Poland in 2020 to ascertain the relationship between religion (specifically Catholic religion) and participation in such protests.

An analysis of the sources linked to specific female authors is conducted by both **Halina Monika Wróblewska** and **Renata Górska**. Each, however, does it in a completely different way. Wróblewska presents the profiles of two well-known Polish female pedagogues, Maria Grzegorzewska and Irena Wojnar. Combining both humanistic and creative dimensions, Wróblewska reads citizenship activity from the lifelong creativity of the two selected women. Górska, on the other hand, analyses texts by Megan Boler. The

researcher attempts to understand the aims and objectives of the concept of a pedagogy of discomfort and seeks the potential of this concept in the context of democratic citizenship education.

Two of the texts featured in this issue focus on women leaders.

**Ryszarda Ewa Bernacka, Anna Mazurek-Kusiak, Natalia Korcz and Agata Kobyłka** examine women leaders of thematic villages in Poland. They find these leaders highly nonconformist and with a significantly higher average intensity of feelings of efficacy than other women of their age. The authors emphasise the importance of non-conformism for, among other things, a sense of autonomy, authenticity and the ability to effectively control and influence an individual's environment.

In turn, **Ewa Bogacz-Wojtanowska, Anna Góral and Sylwia Wrona** study women leaders in local NGOs. This is a comparative case study of four NGOs founded and managed by women at different stages of political transformation in Poland. The researchers aim to identify and understand the goals and methods of the activities carried out by female leaders in local NGOs responding to the needs of local communities.

**Iwona Chmura-Rutkowska and Agnieszka Kozłowska** investigate green citizenship. In a study of 637 people connected with the ICT sector and born between 1995 and 2008, they find that the women surveyed, compared to the men surveyed, have, *inter alia*, more ecological knowledge, a higher awareness of the climate crisis, and greater risk perception, and are more ecologically active. The authors state: 'The only thing they lack is formal power and tools of political influence that would make the mission to save the world a real future scenario.'

The underrepresentation of women in the political sphere is addressed in another article, although not as the main topic. **Natalia Walter and Agnieszka Iwanicka** compare, among other things, online civic engagement between boys and girls. Based on a study of Polish pupils aged 12–17, they observe gender differences in the self-assessment of digital skills and online civic involvement. They conclude that boys report, among other things, higher levels of civic involvement in the areas of discussing or commenting on social or political issues online and joining or following a political group on social networks.

However, the researchers note that this may reflect the level of self-confidence, rather than actual skills or knowledge. The authors point to the need for targeted educational intervention. Reducing gender inequalities in this field may also impact women's future political engagement positively.

The topic of education for active citizenship is featured in two articles. In both papers, the researchers focus on the elements of university education for future teachers. **Maja Ljubetić** analyses Croatian female students' opinions on volunteering and their involvement in volunteering as part of a course in pedagogical studies. **Natalia Stek-Łopatka and Karolina Piekarska**, on the other hand, explore how future Polish female teachers of pre-school and early childhood education understand the participation of children and what opportunities and obstacles they observe in this field. Both articles highlight the need for education for active citizenship both for the students themselves and to prepare them to educate people in the future.

The articles presented in this issue, on the one hand, merely signal possible research problems present in this very broad and interdisciplinary field; on the other hand, they make a substantive contribution to existing knowledge and offer inspiration for further research efforts and for design of educational interventions.

I invite you to enjoy the issue!

*Violetta Kopińska*