Anna Królikowska
ORCID: 0000-0002-2818-1582
Ignatianum University in Cracow

Introduction

The history of education and science is predominantly constructed from the perspectives of the most dominant and influential voices. As a result, beneath canonized names and official narratives lie important accounts that have long remained marginalized, overlooked, or erased from historical records altogether.

The third issue of our journal is dedicated to analyzing the role of women in educational processes, as well as their active participation in the production, transmission, and institutionalization of knowledge. While this subject has been present in academic discourse for several decades—as exemplified by foundational Western European scholarship (Perrot, Duby 1991–1992; Perrot 1998) and seminal Polish research (Jamrożek, Żołądź-Strzelczyk 1998, 2001; Kopciewicz 2003; Chybicka, Kaźmierczak 2006; Dormus, Włoch, Wojniak 2017)—it calls for ongoing, systematic exploration. This is particularly vital for reconstructing the distinct experiences and biographies that have historically been excluded from mainstream research paradigms.

The theme "(In)visible Histories" interrogates the complex problem of female representation within the history of education, focusing on the structural and discursive mechanisms that have contributed to the marginalization or exclusion of women from academic narratives. Of particular significance are case studies that illuminate the diversity of women's educational trajectories and their contributions to the development of pedagogical practices, scientific research, and educational policies. These studies also examine the structural and cultural factors that determine

the visibility—or invisibility—of women's experiences, while exploring the various methods through which these histories are now being reclaimed.

Accordingly, this issue highlights women who played pivotal roles in early childhood education, socio-educational work, the organization of cooperative movements, emancipation processes, and the formation of professional teachers' unions. These articles are arranged chronologically.

The issue also includes research situated within intercultural pedagogy, which delineates the mechanisms that enable women from minority cultures to move from social invisibility to educational agency. From a theological perspective, one study offers an exegesis of the Song of Songs, analyzing the biblical representation of womanhood.

Finally, we present articles addressing contemporary challenges facing women, which frequently remain underrepresented in current empirical social research. These include the development of maternal identity in dialogue with the Other, as well as the psychosocial determinants and consequences of late ADHD diagnoses in adult women.

While we recognize that this issue cannot address the full breadth of these topics, we trust that these contributions will stimulate further empirical and theoretical research in the field of women's studies.

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ADDRESS FOR CORRESPONDENCE:

Anna Królikowska
Ignatianum University in Cracow
Institute of Educational Sciences
e-mail: anna.krolikowska@ignatianum.edu.pl