

# Introduction

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## The school and the prison

Since they first appeared until the present time, the school and the prison have been two social institutions that have had a close but problematic relationship. Although both emerged as civilizing projects devoted to the function of “making” the members of a society in order to (re)integrate them to citizenship and work, both of them also engendered the crises of the political, juridical, and economic systems of modern societies. These tensions make teaching and learning in contexts of penitentiary imprisonment two experiences of great complexity, reason enough to encourage critical and reflexive inter-disciplinary discussion with the current knowledge available on the relationships between education and prisons.

The thematic axis of this issue of *Diálogos sobre Educación* begins with the text “Sexual crimes in Spain: analysis of prison programs and socio-educational intervention” by Alina D. Corpodean, Rubén J. Burgos Jiménez, Elisabeth Moles López and Fanny T. Añaños. This article is based on a descriptive and interpretative methodological design and makes a bibliographical review of research work and programs about sexual crimes in Spain published between 2005 and 2022 in scientific data bases such as ERIC, Google Scholar, ISOC, SCOPUS, Web of Sciences, and Dialnet.

Another approach also based on a review of the literature is the article on “The current conditions of education for women in prison in Mexico” by Maribel Rivera López, Ruth Ortega Saldívar and Andrea Jiménez Reséndiz, which offers a systematic documentary review of articles, theses, books and reports focused on the descriptive study of the conditions of education in penitentiary centers for females in Mexico between 2015 and 2023.

A proposal that addresses gender as an analytic category in the context of prisons is the project “Motherhood in the Spanish penitentiary environment: a case study for the social reinsertion of convicted women” by Rubén J. Burgos Jiménez, Inmaculada Carrascal López, Alina D. Corpodean and Fanny T. Añaños. This article presents an empirical approach to a case study in a penitentiary center in Spain, supported by four semi-structured interviews with mothers who are serving sentences in a Penitentiary Center in Granada.

A proposal that also took place in a female penitentiary center but addresses the articulation between education and religion, is the text “The role of religious education in the human

development of women deprived of their freedom in a female prison center in Colombia” by Martha Cecilia Rambal Simanca, Carlos Arturo Sandoval Casilimas, María del Carmen Amarias Macías and Rita Aleksandra Sobczyk. Through a qualitative approach, this research work used techniques such as in-depth interviews and participant observation to analyze the role played by religion in the resocialization process of women deprived of their freedom.

The following paper, by Rosita Natalia Rodríguez Contreras, René Valdés Morales and Carolina Andrea Urbina Hurtado, studies the “Identity and trajectory of students deprived of their freedom: the case of a school in Chile”. Through a qualitative methodological strategy comprising a sample of 11 semi-structured interviews, this article seeks to delve into an understanding of the role of education in students and alumni of a school in a context of imprisonment in Chile.

Reflection upon educational practices in contexts of incarceration focusing on the concept of disciplinary power is explored in the text “Extracurricular activities in the penitentiary environment. Reflexive approaches” by Pablo Hoyos González and María Alejandra Marcelín Alvarado, which analyzes the implications of extracurricular formative activities in a context of incarceration through the device “no workshop”.

Finally, the thematic axis presents the article “‘The system eats you a little’. Educational practices and moralities of the professional body in prisons” by Mauricio Carlos Manchado. The article analyzes the way in which the moral system of the professional promotion ladder is constructed through three dimensions: the moralities deployed by the professionals over those who teach, the moralities created on their own educational practices, and the moralities produced around the work in prison with educational practices in contexts of incarceration.

Besides its thematic axis, Issue 29 of *Diálogos sobre Educación* also offers the section Other Articles, which features theoretical essays, exploratory studies, and empirical research work on current and diverse topics of educational research. This section begins with the article “Group-work practices outside the language classroom and their evaluation” by María de Lourdes Rico Cruz, Gloria del Carmen Corzo Arévalo and Hugo Andrade Mayer, an exploratory study that seeks to learn about the opinions of foreign language teachers on the use of team work outside the classroom in Mexican universities.

Another exploratory study, this one focused on the area of teacher training, is the text “Logical-mathematical reasoning competencies: achievement levels and challenges for initial teacher training” by Carlos Rodríguez-Garcés, David Romero-Garrido, Denisse Espinoza-Valenzuela and Gerardo Padilla-Fuentes, which explores achievement levels of students who have just been admitted in a public university in Chile. To attain its goal, the project conducts a statistical analysis of the results of the application of the RML logical-mathematical reasoning test.

The section Other Articles continues with the project “Beyond biology: challenges and teacher practices in menstrual education in Mexico” by Alejandra Ivonne González Arias. Through an analysis of interviews with eight elementary and middle school female teachers,

this text presents a qualitative study focused on the processes of teaching menstrual education in schools and explores issues such as personal experience, teacher training, school environment, and the approach towards a dignified menstruation.

Also on the line of gender and education, the text “Gender inequalities in university work: research on vertical segregation in an Argentinean university” by Débora Imhoff, Lorena Saletti Cuesta, Valentina Sosa and Mariana Zoe Arcanio is an approach to the reproduction of stereotypes and inequalities in the field of education. Through an empirical quantitative study, this project proposes an analysis of the vertical segregation of teaching and non-teaching positions in the Psychology School of the University of Córdoba, in Argentina.

Another study on the university context, this one conducted in Mexico, is the “Analysis of the social responsibility of university students from the south of Tamaulipas, Mexico” by Bernardo Nahuat Román, Miriam Rodríguez Vargas and Perla Carrillo Quiroga. Through a quantitative, cross-sectional methodological approach with a descriptive-correlational scope, this research project uses the results of 340 questionnaires to analyze the concept of social responsibility in college students.

The section also includes the paper “The phenomenological method in educational research: understanding the key tenets of Max van Manen’s methodology” by José Gabriel Montes-Sosa and Narciso Castillo-Sanguino. This text aims to present a description of the methodological principles and assumptions of hermeneutic phenomenology: the teleological, ontological and epistemological principles, as well as the methodology in the service of the practice, the transition from the natural to the phenomenological attitude, and the inquiry into experience, respectively.

The section Other Articles ends with the text “Chapada do Araripe/Brazil: curriculum internationalization strategies and environmental education” by Suiane Costa Alves and Eduardo Viana Freires.

Finally, Issue 29 of *Diálogos sobre Educación* presents the review “School textbooks and teaching practice in Mexico (1876-1940)” by Yolanda Francisca González Molohua about the book *La educación moderna: textos escolares y profesores normalistas en México*, coordinated by Ana María del Socorro García García and Julieta Arcos Chigo.