

# Editorial

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## Education and prison

*Life in prison was structured and controlled from above according to program principles of the worst kind. The number of activities set was the bare minimum to keep female inmates away from any long reflection upon their miserable situation. The idea was to fill their days with pointless activities, empty distractions.*  
Angela Davis

What is happening in prisons today still remains in the margins of interest of society, even though the scope of the models of management during incarceration and in the process of returning to public life of the people who were imprisoned has a direct impact on the dynamics of social life. The gravity of incarceration weighs not only during the deprivation of freedom; prisons irradiate expansive waves that cut through time and space and entail the power to surveil and punish.

Thus, speaking about prisons involves not only imprisoned people but also their families and communities, as well as the marks left by imprisonment on their bodies, on their own subjectivity and on the way others look at them for a long time, shaping stereotypes and stigmas that often result in new reclusions, despite having left prison (Pérez-Correa, 2013). This leads to the question, also posed by other authors, of why and for what purpose people are punished with imprisonment. And we would add that if society persists in pointing at people who have been imprisoned as dangerous individuals, with shortcomings, and who cannot be trusted, denies them possibilities of access to employment and other opportunities, they are very likely to backslide, as if they were being pushed to an abyss.

As Ferreccio says (2023: 35), "The contemporary prison institution cannot be understood from a single perspective; it has different facets". In this issue of *Diálogos sobre educación*, the interest in prison as a subject of study is constructed centered on or in its juncture with education, in a field where different edges are drawn. Among them are the ones having to do with educational policies or the lack thereof, education as a key right that opens the door for people to recognize themselves as subjects with the capacity of agency but with life trajectories run through by multiple infringements, the development of educational programs inside prisons, their challenges, contradictions, and results, the possibilities of transforming or reshaping subjectivity within educational processes in which teachers establish or accompany in a situated way and in closeness, and the "fictional discourse of technologies 're' along an exponential growth of the punitive machinery as

a mechanism for the government of the advanced and consolidated marginality.” (Daroqui, 2019: 6). In this accumulation of axes, some underlying questions are what role education plays in Latin American and Spanish prisons, whether it is possible to dissociate from the educational model produced by the penitentiary governmentality, and what supports teaching in prisons.

The aim of Issue 29 of *Diálogos sobre Educación*, “Education and prison”, is to account for the state of knowledge on the subject through the results of some research in Latin America and Spain, about education in contexts of punitive incarceration. Our intent is to reflect on the right to education of incarcerated people and the aspiration to consider guaranteeing it not only in its access but also in the permanence and provision of knowledge proposed based on what inmates believe to be of their interest. We are deeply grateful to Doctors Fanny Añaños and Elisabeth Moles López, professors at the University of Granada, for having accepted our invitation and for their work coordinating the thematic axis of Issue 29 we present today. We hope it will be of great interest to our readers.

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