

PROPOSAL FORM

<p>TITLE of the monograph</p>	<p>EDUCATION IN PRISON INSTITUTIONS. HISTORY, PUBLIC POLICIES AND GOOD PRACTICES</p>
<p>Proof of TOPICALITY</p>	<p>The topic proposed for this monograph, education inside prison institutions, is fundamentally related with the following lines of research from the “Topicality” profile or similar lines: analysis of public policies on education, social pedagogy, innovations in education and inclusive education.</p>
<p>GUEST EDITORS</p>	<p>EDUARDO S. VILA MERINO (eduardo@uma.es) VÍCTOR M. MARTÍN SOLBES (victorsolbes@uma.es) Dept. of Theory and History of Education University of Málaga</p>
<p>CONTENT and RELEVANCE</p>	
<p>In social pedagogy circles, two emerging issues that are on the rise are theory-based reflections on and good practices in education in closed institutions. The term “closed institutions” refers to those institutions whose characteristics make it necessary for any educational work done within to be conducted under conditions in which leaving the institution is impossible. There are many different formal and non-formal embodiments of closed institutions, but the bulk are prison institutions, child services and hospitals. The way of educating at issue has certain special features, which make this form of education fundamental in order for the people residing within these closed environments to find meaning and substantive content.</p> <p>Our proposal is going to focus on socio-educational action in prison institutions, not only because of its substantive relevance, but also because there is a lack of previous monographs on this very singular field of educational action.</p> <p>The professionalization of the people responsible for running socio-educational activities in closed centres is one major aspect of the subject. Accordingly, we feel it necessary to systematize and share reflections concerning this field.</p> <p>We also regard it as fundamental to give some page space to the historical record of education in prison institutions, existing public policies, how educational practices have evolved under the influence of social pedagogy and social education, what initiatives</p>	

stand out as the most innovative, the research being done in the field, and the prospects of socio-educational action in the closed environment and its link to social integration processes. The topic known as “prison education” is also of interest; in recent times it has generated some highly interesting reflections and proposals having to do with socio-educational action in prison institutions.

The following are a number of specific relevant topics for this monograph:

- History of education in prison institutions.
- Educational policies linked to prison institutions.
- Social pedagogy and social education in prison institutions.
- Prison education.
- Vocational education in prison institutions.
- Life-long learning in prison institutions.
- Evaluation of education and training policies and practices in prison institutions.
- Good practices and innovation in education in prison institutions.
- Education and gender. New visions of the prison institution.

Contributions must be 5,000 to 7,000 words long and must fall into one of the following categories, meeting the requirements set for each case:

- Theoretical papers.
- Research and evaluations (a larger proportion).
- Innovative practices in education.

All papers will be subjected to peer review, according to the general rules of *Revista de Educación*.

THE MONOGRAPH'S TARGET GROUPS

The monograph especially targets two groups of professionals. First, those who work in prison institutions, whether in formal, regulated education (accredited teachers from the different Lifelong Learning Centres operating out of prisons) or non-formal education (social educators and NGO volunteers, whose action is more closely related with the socio-educational field). Second, researchers whose fields of study are the understanding and improvement of education and training inside prisons.

GENERAL CONSIDERATIONS	
LANGUAGE	Written articles are accepted in Spanish and English. The original version (Spanish or English) will be published and access to the translation of articles in English will be made available by means of a link from the original version.
EDITORIAL RULES	Articles must comply with the rules of <i>Revista de Educación</i> for the presentation of original papers, which can be found at: http://www.revistaeducacion.educacion.es . Articles will not be sent out for peer review until they comply with these rules.
SUBMISSION OF ARTICLES	<p>All articles are to be sent to Revista de Educación exclusively over the Science and Technology Foundation's RECYT Journal Management Platform (http://recyt.fecyt.es/index.php/redu/index).</p> <p>To submit your article correctly, please consult the rules for submission of original articles, <i>Normas para la presentación de originales</i>, primarily section II: <i>Presentación y envío de artículos</i> (www.revistaeducacion.educacion.es/colaboraciones_art_esp.htm).</p> <p>For any questions or doubts related to this call for papers, please call +34 91 7459229, extension 73717, or write to this email address: editor.recyt@educacion.es.</p>
REVIEW AND SELECTION OF MANUSCRIPTS	Once the peer review has been concluded, the guest editor or editors, together with the Editorial Board of <i>Revista de Educación</i> , will select from the articles that have been favourably evaluated those that will finally be published in the monograph. <i>Revista de Educación</i> will notify authors if their articles are accepted or rejected.

DATE	TIMETABLE
26/01/2012	Start of the submission period for original papers.
30/06/2012	Close of the submission period for original papers.