



| Editorial note

Studies on men, masculinities and/or the gender of men have promoted the debate on the social construction of masculinity, questioning the participation of men in the multiple dynamics where they position themselves as subjects of power, discussing the regulations imposed by the patriarchy, but, in addition, they have sought a reality where egalitarian relationships between peers are configured, generating knowledge for the understanding of men in multiple contexts.

Bodies constructed as masculine are socialized to be productive, competent in public settings and with the ability to control their emotions, signifying themselves as dominant people before the community, but at the same time violated and violated by the patriarchal system. This leads to reflect on how men are the product of the social structure, with demands based on certain stereotypes, which leads to discomfort rather than benefits. This is one of the reasons why research on men, masculinities and/or the gender of men is necessary in all the contexts of social practice where they are located.

In the specific case of the educational field, reflection on the social construction of masculinities has generated an enriching dialogue to understand realities where men participate; In this meeting of ideas, themes emerge that are being addressed from the academy to generate knowledge in relation to men as gender subjects from the school environment.

The students are socialized in different spheres of social practice such as families, sports spaces, relationships between peers and, to a greater extent, by the time they

dedicate to school, so that talking about educational settings implies talking about socialization spaces. par excellence, where masculinities can be reproduced or transformed from the exercise of power and domination to relations of equality and equity; In addition, it is possible to incorporate possibilities for the construction of identities in young people who can perform in the public world, enter the world of work, and where affectivity and expression of emotions and feelings are part of that relational world of the masculine gender.

The school must dare to investigate to intervene in favor of changing traditional forms of hegemonic masculinity for possibilities of being an egalitarian man, careful of his physical and emotional health, of the relationship with others, which will lead them to build scenarios of respect and equality.

The 10th edition of the ETiE Magazine is intended to investigate masculinities in educational dynamics, identifying practices, debates and reconstructions on performance and participation in school environments. The discourse and educational practices are analyzed as scenarios of power that lead us to reflect on school dynamics influenced by patriarchal systems, likewise the organizational structure in educational scenarios that enable symbolic relations of domination, evidenced by philosophy, language and institutional power dynamics, which often turn school settings into producers and reproducers of violence.

Likewise, the dynamics that are established when educational actors identify with cultural systems different



from what is socially and institutionally established are explored, which sets the tone for the dialogue on diversity, tolerance, equality and differences in school contexts.

It reflects on the institutional normativity that in many occasions does not consider the conditions and points of view of the students, becoming a social computer under rigid norms where diverse situations are exposed, where concepts and meanings such as school performance, success, adulthood and parenthood are linked to the educational context.

In this regard, Cazañas Palacios exposes practices of school violence among males, framed in the daily life of a public elementary school; For its analysis, the schoolyard was located as the scenario where transgressive interactions occur, determined by the mandates of hegemonic masculinity; considers that these practices have been normalized as the game that occurs between men, so that the academic authority does not intervene to mediate the conflicts that could be generated.

Soriano Chavero's text presents an analysis of the decision-making of some young people -who are parents and students- to continue in the university; affirms that going through university life with both roles is a contrasting experience, whose choice revolves around the desire and aspiration of men to improve their quality of life and that of their families, where the possibility of completing their university studies is perceived as an opportunity to be a better man, father and economic provider.

Cazares López, Ibarra Uribe and Rodríguez Abad address the processes of socialization, transitions and resilience strategies of two university trans women in the state of Morelos; they consider that school spaces monitor, repress and objectify bodies that do not conform to the norm, which is what happens with trans identity, so in the text, the interviewed trans women show their journeys in a context of violence, discrimination and exclu-

sion due to the non-acceptance of bodily and identity differences.

Torres Hernández and González Villarreal present a text on hegemonic masculinity from high school, where they affirm the need to identify the guidelines that validate a way of being a man in the school space, without forgetting the disciplinary nature, the sanction of time, the activities, personality and bodies; They consider that to make other masculinities visible, two transversal axes are required at the moment of interpreting and intervening: heteronormative surveillance and school management of masculinity emergencies.

In another of the manuscripts, Valle Morfín and Obregón Patiño describe care practices in a father with adult children from a relational gender perspective; Based on a case study, they indicate that exercising paternity is a process that can lead to tensions and conflicts among its members, generating friction, disagreements and reunions throughout the development of the children; Likewise, the care exercised by the parents ranges from supporting in daily tasks, to advising and providing physical company, building affective relationships and mutual care, leading to a process of redefinition of gender identity for both the father and the son.

In the miscellaneous section of the magazine, Marín Olán and Morales Ocaña present a paper on family models and school permanence in telesecundaria, where they explain that fathers and mothers represent an important element for students to complete basic studies; Through case studies, they identified that there is a causal relationship between the socioeconomic level of the families and the extracurricular investment of the children.

For their part, Veytia Bucheli and Cárdenas Mata highlight the importance of soft skills in the teaching-learning process, especially if they are promoted through web 2.0, considering that students must be prepared to solve the

challenges that the society of the 21st century poses in the educational, family, social and labor areas.

In the Interview section, Olarte Ramos spoke with Juan Guillermo Figueroa Perea, a researcher at El Colegio de México, on the subject of Education and Masculinity; They reflected on how ignorance of the meaning of words can limit the inclusion of diversity, especially when it is normalized that heterosexual culture is the reference to define the identities that are around them.

Finally, a review of a work that deals with paternal presences and absences is presented, where the emotional and formative price is high when it comes to the education of children.

These proposals lead to a common point: schools are scenarios that contribute to a greater extent in the sociocultural production of gender. In this sense, it is important to resume the role of teaching staff, who have historically built meanings on masculinity, femininity, diversity, equality, enabling the development of autonomy and personal fulfillment or building relationships of gender inequality.

It is necessary to consider as possibilities in educational fields, the construction of curricula focused on learning from a perspective of gender equality, where we are all present and build a world from an ethic of care, incorporating the search for relations of equality and construction of peace for a world free of violence.

We leave this number for debate and feedback, which makes it possible to build more egalitarian scenarios, where educational practice is transformative and liberating to contribute to the social justice that has long been longed for.

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