

MONTREAL INTERNATIONAL CONFERENCE ON PRISON EDUCATION

October
16 - 18
2024

— Call for abstracts

The UNESCO Chair in Applied Research for Education in Prison, in collaboration with the Department of Education and Specialized Training of the Université du Québec (UQAM), the School of Criminology of the Université de Montréal (UDEM), the Société de Criminologie du Québec, the Association des services de réhabilitation sociale du Québec (ASRSQ), the UNESCO Institute for Lifelong Learning (UIL) and the Institut de coopération pour l'éducation des adultes (ICÉA), are organizing the Montreal International Conference on prison education from October 16 to 18, 2024 in Montreal, Canada.

With the first Montreal International Conference, the UNESCO Chair in Applied Research for Prison Education and its partners aim to explore research and educational practices in the prison context, and to highlight innovative citizen, community and institutional practices in the fields of formal, non-formal and informal education. These meetings will enable an exchange of ideas and knowledge from different jurisdictions and practice environments.

We are organizing an event that goes beyond a scientific symposium. It is a public and cultural meeting that aims to develop the field of research and practice. We will bring together practitioners and researchers, and invite speakers and thinkers, in order to raise institutional awareness of the essential role played by educational practices, in all their forms, in the process of social and community reintegration of incarcerated people. The Conference, which will take place during Quebec's Social Rehabilitation Week, will conclude with a festive event, the [*Cabaret de la Seconde chance*](#).

Suggested Themes

The following are the main themes of the Conference. More general projects will also be considered.

1. The complementary nature of formal and informal education in prison:

Education in prison is often perceived by the community as being strictly formal (leading to a degree or diploma). However, learning in prison also means acquiring a wide range of skills in a non-formal and sometimes even informal educational setting. By exploring this theme, we would like to gather research on such practices to better valorize these educational actions in the community reintegration process.

2. Indigenous communities and prison education:

Indigenous populations are over-represented in prison environments worldwide. Because of the harmful socio-cultural effects of various forms of colonization and the impact of stigmatization and exclusion, several communities and institutional interventions, based on adaptation models initiated by Australia and New Zealand, are making a positive contribution to rebuilding the identity of incarcerated people according to their cultural origin. Whether we're talking about indigenous and Inuit communities in the Americas (Canada, USA, Bolivia, etc.) or minority indigenous populations in various national states (Lapps, Berbers, Balinese, etc.), their contribution is rarely discussed in the scientific literature. What role(s) do these communities play in the socio-professional reintegration of prisoners? To what extent do these communities offer differentiated cultural tools to optimize the social inclusion of their members who are incarcerated?

3. Artistic practices in prison:

Artistic and cultural practices are often seen as non-formal educational tools for incarcerated populations. The various practices and initiatives deployed in prison and post-prison environments (e.g., halfway houses) are places for redeploing new configurations of socio-emotional interactions, social ties and cultural (Aboriginal) and professional skills among people who have been incarcerated. Numerous initiatives and artistic disciplines can be proposed under this theme.

4. Learning cities (UIL):

In the penal and prison context, what is the role and initiatives deployed by urban agglomerations in the community reintegration of prisoners? How do cities intervene in the context of professional reintegration and risk reduction for those released and the host community? This theme highlights the role of cities and municipalities in the social reintegration of incarcerated people, emphasizing their strategic position at the heart of community life and their access to diversified educational resources. Because of their proximity and infrastructure, municipalities are ideally placed to offer direct and effective support in this process. Access to these educational resources in urban environments, emphasizing how urban environments can create unique opportunities for education and the development of the skills needed for reintegration.

5. Socio-professional integration:

In a neoliberal economic context and against a backdrop of labour shortages, prison managers are placing increasing emphasis on educational practices focusing on professional integration. From the development of professional qualifications to the transmission of relational or communicational skills linked to employability, these practices represent a fundamental issue for research into prison education. From literacy and numeracy skills to the appropriate use of digital technologies, these educational challenges are strategic for inclusive societies. What are the emerging practices in these fields? What is the state of applied research on vocational integration based on life trajectories marked by the prison environment?

Submit a paper proposal:

We invite abstracts for individual or team presentations lasting 20 minutes, or for full panels lasting 90 minutes. Panels can be submitted in French or in English and can be constructed in different forms, for example, as round-table discussions, more general presentations for a team project or organization, or manuscript workshops.

Abstracts must comply with the following constraints:

Individual or team presentations:

300-500 word abstract, excluding references if necessary

Panels:

Activity descriptions: 300-500 words, excluding references if necessary

Names and affiliations of participants

Submission dates:

Individual proposal: January 30, 2024

Panel proposal: February 13, 2024

Scientific committee response: Early April, 2024

Registration fees:

\$300 regular rate

\$100 student fee

To be paid before August 30, 2024

To submit your proposals: [please fill in this online form.](#)

If you have any questions or require further information, please contact us at unesco.prison.education2024@collegemv.qc.ca

