



# CALL FOR PAPERS

## RESEARCH AND INNOVATIVE PRACTICES IN PRISON EDUCATION.

In collaboration with the UNESCO Institute for Lifelong Learning (UIL) and the Institut de coopération pour l'éducation des adultes (ICÉA), the UNESCO Chair of Applied Research for Education in Prison is organizing an international symposium on research and innovative practices in prison education in **Montreal (Quebec, Canada) from May 25 to 27, 2021**. In the event any issues related to the current health crisis arise, the symposium will be held online.

This symposium is open to everyone and aims to bring individuals from the worlds of politics and research and practice together, as well as civil society to discuss several different issues surrounding prison education and innovative practices and research. This symposium also aims to give a voice to those in the legal system.

### The symposium's themes:

Here are a few of the themes that will be covered throughout the symposium:

#### 1. The impacts of prison education

This theme will examine the individual and social impacts of prison education. This can include subjects such as social reintegration, mitigating the negative consequences of being incarcerated and reducing violence both inside and outside of prison.

#### 2. Political and administrative challenges

This theme will explore the political and administrative challenges of prison education in an effort to create guidelines that can be adapted to national realities. Presentations that fall under this theme will be focused around the major disparities (worldwide) in prison conditions and the role that education plays in prison. This theme will also acknowledge the challenges of collaborating and coordinating with various political, educational and prison-related bodies at a national level. It will equally examine the social and cultural aspects of justice, from one end of the spectrum to the other: punitive approaches to social and professional rehabilitation to every other shade in between, including abolitionists. Finally, this theme will also discuss issues such as preventing radicalization and violent extremism.





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### 3. Educational practices in prison

This theme will delve into the different teaching experiences within the prison system, including the basic public education system, post-secondary institution initiatives and civil society (associations, NGOs and community organizations). Prison education is extremely broad (remains to be defined) and can take on several different forms (formal, informal and non-formal). This theme may also include presentations directed at prison inmates or prison staff.

### 4. Particular emphasis on specific groups

In recent years, specific groups have been garnering increased attention either because they are over-represented in the prison system (indigenous people, ethnic minorities and foreign nationals), are on the rise within the prison system (women, people with mental illnesses) or because they require specialized educational services (people with special needs, people with literacy or numeracy requirements). Presentations on these specific groups will be spread out over the other themes or will have their own dedicated sessions.

## Submit a communication proposal:

A scientific committee will evaluate all proposals submitted for the symposium.

Type of session: formal sessions are 90 minutes long and individual presentations are 20 minutes long. Panels may be presented in different formats (round table, presentations, workshops, etc.).

To submit a proposal, please complete the online submission form or send back the attached form to the following address: [Colloque.ChaireUNESCO@collegemv.qc.ca](mailto:Colloque.ChaireUNESCO@collegemv.qc.ca).

Resource person: Véronique Béguet, PhD, Co-chair (Director of Networking and Partnerships).

## IMPORTANT DEADLINES

Panel proposal: **September 15, 2020.**

Individual proposal: **October 1, 2020.**

Please note that we encourage you to submit an abstract of your presentation or let us know that you intend to submit one before **September 1, 2020.**

Response from the scientific committee: **December 1 (panel) and December 15 (open communication).**





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### REGISTRATION FEES

\$400 per person before April 30, 2021.

\$300 per person before March 31, 2021.

**PLEASE FORWARD THIS MESSAGE TO ANYONE WHOM YOU THINK MAY BE INTERESTED IN ATTENDING OR PARTICIPATING IN THE SYMPOSIUM.**

### ORGANIZERS:

Because “education for all” means that we must include our society’s most vulnerable and most marginalized members, such as prisoners, the mission of the **UNESCO Chair in applied research for education in prison** is to promote, stimulate and encourage applied research on various aspects of correctional education and to foster more in depth consideration and concrete actions in this matter on an international level.

The **UNESCO Institute for Lifelong Learning** is the only organization in the UNESCO family with a specific mandate to promote lifelong learning. It aims to strengthen the capacities of UNESCO Member States in the field of lifelong learning, with a focus on youth and adults, paying particular attention to the policies and systems conducive to lifelong learning pathways. UIL does this through policy support, research, monitoring, capacity-building, networking and advocacy. Its publications constitute an important instrument to disseminate knowledge and inform policies. UIL has recently launched an initiative on prison education, the aim of which is to improve current policies and practices in the area of prison education and to stimulate and promote professional exchange on prison education between policy-makers, researchers and practitioners in all regions of the world.

Founded in 1946, the **Institut de coopération pour l'éducation des adultes (ICÉA)** is committed to promoting and encouraging adults to exercise their right to education and lifelong learning, as well as creating and implementing a democratic model for continuing education. Such a model must take into account each individual’s diverse needs and ensure that they have equal access to education and knowledge throughout their lives. The model must enable all adults to assume their social roles and contribute to their personal growth, as well as the development of society.

