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Conference Announcement and Call To Participate

INTERNATIONAL BILINGUAL CONFERENCE

Theme: **LIFELONG LEARNING: The State of the Art**

With the support of the UNESCO Institute for Lifelong Learning and CR&DALL- University of Glasgow



Venue & Date

[Golden Tulipe-Hôtel Le Diplomate](#), from 2nd to 4th June 2021- Cotonou, Bénin

For further details please click [here](#) to visit the conference website

Three types of proposals are invited:

- Papers (single, dual or multiple authorship)
- Panels (between three and five panellists)
- Poster presentations (particularly welcome from early career researchers).

Proposals (up to 400 words for papers and poster presentations, and up to 800 words for panels) should describe the issue(s) the presentation will address as well as the conceptual or theoretical framework guiding the research or policy questions and the type of data for the analysis.

Proposals must indicate the names, affiliations and mail address of presenters (in case there are several presenters, the address of the corresponding presenter).

Proposals should be sent via email to: atlv@uac.bj by January 2021

Submissions will be peer reviewed and the result communicated to proposers within two weeks of submission.



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Contact details:

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Conference Chairperson: [Professor Odile DOSSOU GUEDEGBE](#)

Motivation

Although the insufficiencies of the school system have been highlighted since the beginning of the twentieth century (Parker, 2003), it was during the 1970s that the most strident arguments have been made against the school (Illich, 1970; Reimer, 1971; Coombs, 1968). The inability of all that has been learnt at school to provide a safeguard for the challenges that ultimately confronted the schooled in later life became the main reason around which the argument against the school came to be built. While a few called for the scrapping of the school system altogether (Illich, 1970; Reimer, 1971), many others recommended reforms around and within the school system (Coombs, 1968). The recommended reforms sought, among others, to reduce the cost of schooling, lessen the authority of the teacher by redirecting his professional attitude and behaviour towards facilitating learning rather than teaching and link the school to the homes and communities from where the students originate.

As many of these recommendations were being contemplated, the United Nations commissioned and now famous book (*Learning to be: The world of education today and tomorrow*) authored by Faure *et al.* was published in 1972. This book with another United Nations commissioned book (*Learning: The treasure within*) authored by Delors *et al.* in 1996 emphasised the concept of learning throughout life not because the school system is not acceptable but because the economic, environmental and human intellectual changes that began from the mid-19th century had become so rapid that all that may have been learnt at school within a particular decade goes so quickly obsolete as not to be able to satisfy the survival needs of all, during the next decade. As such, both Faure *et al.* and Delors *et al.*'s books portrayed lifelong learning as a system of education that aims to join pedagogy and andragogy in an attempt to supply a holistic type of education that might provide solutions to both current and future human challenges.

The speed of economic, environmental and human intellectual changes has not abated. If anything, it has accelerated producing nowadays disruptions of monumental proportions. For example, that which Illich (1970) and Reimer (1971) could not achieve, COVID-19 did achieve, at least temporarily. COVID-19 did sack all schools throughout the world. It demobilized a huge population of adult learners and sadly took away permanently an incredible number of valued clients of later-life education sub-system. COVID-19 sent intellectuals and educational planners to educational bunkers from where they are now gradually emerging with the prescription of on-line learning across all sub-systems of education (formal, non-formal and informal).



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Might this period not be a right time to invite the global community around a lifelong learning discussion table with a view to pondering on the happenings of the moment and strategise for the future? Might it not be worthwhile to review at this time, the first global lifelong learning stone laid half a century ago and reviewed three decades ago with a view to determining humanity's chance of survival on the earth through the next century?

UAC, UIL and CR&DALL have answered these questions in the affirmative and this is why they now invite you to participate in the June 2021 International Bilingual Conference at Cotonou, Bénin.

References

Coombs, P. H. (1968). *The world educational crisis: A systems analysis*. Oxford: Oxford University Press

Delors, J. *et al.* (1996). *Learning: The treasure within*. UNESCO, Paris

Faure, E., Herrera, F., Kaddoura, A., Lopes, H., Petrovsky, A. V., Rahnema, M., & Ward, F. C. (1972). *Learning to be: The world of education today and tomorrow*. Paris: UNESCO.

Illich, I. (1970). *Deschooling society*. New York: Harper & Row.

Parker, S. (2003). *Widening participation and Lifelong Learning - Some theoretical and practical considerations*. Retrieved from <https://www.kent.ac.uk/teaching/doc.pdf>

Reimer, E. (1971). *An essay on alternatives in education*. *Interchange* 2, 1-35
<https://doi.org/10.1007/BF02140862>