

# Challenges of NFE, Kominkan-CLC to ESD

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# Outlines

1. The position of NFE and Kominkan-CLC in ESD
2. Enlargement of the education image
3. Some propositions for the discussion
  - Was ESD accepted?
  - Reconstructing the roles of K-CLC from the view point of ESD
  - Ability building as a subject
  - Construction of the networks for ESD

# 1-1. The position of NFE and Kominkan-CLC in ESD

- Make sure of the roles of NFE & K-CLC in ESD.
- “Education” should be conceived widely.
  - Formal → Non-formal → Informal → Incidental
- “Education” is not limited to only school
- Variety of terminologies in a sector of Adult Education
  - “social and community education” “adult education” “lifelong education” “lifelong learning” “continuing education” “recurrent education”...etc

# 1-2. The position of NFE and K-CLC

- In these ten years, NFE might have been underestimated.
- Even a person of K-CLC did not have strong role awareness on ESD?
- Need to discuss again the roles of NFE & K-CLC by connecting activities with the mission of ESD.
- To construct a strong role awareness.

# 1-3. The position of NFE and K-CLC

- Situations of a school are different depending on nations.
- Many countries in Asia, NFE plays an important role to make up for a school.
- School teachers also play an important role to develop a community.
- It's important to connect the role of NFE & K-CLC with school and teachers.

# 1-4. The position of NFE and K-CLC

- “Sustainability” is a complex system.
  - natural environment/ human rights/ peace/ poverty/ disparities/ gender/ cultural diversity...
- Plural causes are related with plural results.
  - One knowledge does not explain the whole.
- Between depletion of the ozone layer at the Arctic Circle and everyday life, how should we bury the distance?

# 1-5. The position of NFE and K-CLC

- The plurality of the “Sustainability” problem requires plural responses.
- It’s hard to seize the whole but people can catch a part of it.
- In a society, there are many stakeholders.
  - Need to organize cross-sectional ties.
- In a case of HESD at the University of Kobe.
  - The teaching organization rolling up 7 departments.

# 1-6. The position of NFE and K-CLC

- To construct a sustainable society, ESD needs:
  - to share the purpose
  - interchanges of stakeholders
  - joint ownership of the problem awareness among stakeholders
  - production of the new practical knowledge
- K-CLC can offer the place of encounter and a interchange for people and groups.



## 2-1. Enlargement of the education image

- Development of ESD needs the expansion of the image on “Education”.
  - How to make a new image, different from “school”?
- The issues of NFE:
  - Keep up with the education crisis : EFA & MDGs
  - Epistemology of the education: Illich, Freire...
- Restoration of the dynamism of “Education”
  - “The Rights to Learn” (UNESCO)
  - Trust to a human potentiality.
    - Human being who changes him/herself.

## 2-2. Enlargement of the education image

- A case of HESD at the University of Kobe
  - Narrowness of the understanding obstructed the expansion of ESD.
- All departments have already worked on ESD from an original point of view.
  - ESD needs an interdisciplinary approach.
  - All departments can contribute to ESD.
- K-CLC will meet the same problem at the local community.
  - Need to liberate the image from the “school type education”.

## 2-3. Enlargement of the education image

- ESD which aims at the change of values and style of living by oneself, needs...
  - problem finding
  - initiative
  - skills
  - symbiosis and mutualism
  - responsibility to the future ...etc.
- Education Image of “Right to Learn”
  - to question and analyze; imagine and create; read one's own world and write history...

## 2-4. Enlargement of the education image

- Functions of K-CLC;
  - a place to obtain knowledge,
  - a base to encounter, interchange and to create practical intellects.
- Roles of the staffs;
  - a specialist on the objective knowledge,
  - a supporter who
    - accept visitors,
    - understand the world of their sense,
    - give a form to disordered feelings,
    - help with sharing problem awareness...
- In Japan, a visual field of Kominkan became narrow?
  - necessity to regain original dynamism.

## 2-5. Enlargement of the education image

- Development of the study on adult education;
  - Increase of terms on adult education,
  - development of learning theory of adults,
    - learning by doing
    - awareness as learning
    - reflective learning/ learning by narrative
- Expansion of staffs from an educator to;
  - catalyst
  - coordinator
  - animator
  - person of accompaniment (accompagneateur)...

# 3-1. Viewpoints to generalize activities of K-CLC in these ten years

Point 1: How was ESD received by the society?

- Did ESD and the SD problem become established?
  - Did K-CLC put ESD and SD within the missions?
  - Necessity that SD become a part of the constitution.
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- ◆ Do staffs and users become conscious of SD in daily life and activities?

## 3-2. Viewpoints to generalize activities

Point 2: Need to catch each action positively as ESD

- Each action is independent,
  - The variety of action is a premise of the synthesis,
  - Need to find out common awareness in the variety,
  - Need to reconstruct the meaning positively from the viewpoint of ESD,
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- ◆ Find possibilities and roles of K-CLC for a future, through the comprehension about the similarity between ESD and NFE.

## 3-3. Viewpoints to generalize activities

Point 3: Consider what kind of abilities were formed; from the eyes of inhabitants and learners.

- What kind of abilities could each individual, group and community get?
  - Are they effective for SD?
  - Everyone notices about the acuteness of problems,
  - In Japan, cannot miss the eyes from the accident of the nuclear power plant of Fukushima.
- ◆ K-CLC stands on the base that all people could become the subject of SD.



## 3-4. Viewpoints to generalize activities

Point 4: How K-CLC has made a network with other stakeholders at local community?

- Activities of K-CLC are one of them,
  - Need to know the existence of another activities,
  - Think about the general power that whole activities would produce,
  - Staffs would have general view and know each activity.
- ◆ Need to become the pivot of a network.