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 viewpoint 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.

◆ 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,

◆ 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.