

The Role of Community Learning Center to Promote ESD

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Abstract: Community Learning Center (CLC) has a strategic role in making changes in community behavior in support of sustainable development in all countries. The development of CLC is strongly influenced by various factors affected by the growth of the country both economically, politically and socially. This article discuss about the development of CLC in Japan and Indonesia with their unique characteristic. The result shows that in Japan the features of *kominkan* after social education policy reform, especially in terms of changes in administrative system, privatization process and community participation. It related to term of *kominkan* in promoting education for sustainable development that corresponding in community change. The development of CLC in Indonesia known as PKBM is organized for people who cannot access formal education as alternative education services. The sustainability of the program based upon the willingness of the manager of institution in develop education services, which still depend on government funding but some of CLC willing to develop their own program based on community need.

1 INTRODUCTION

The awareness of implementing sustainable development is a form of connection and concern about the carrying capacity of the natural system with the social challenges facing mankind in general. The involvement of the ESD (Education for Sustainable Development) by providing awareness and ability to all people, especially future generations to contribute better for future. Research shows that global system motivate people to improve their ability by adapting knowledge and skills through education. The transforming of society, focused on the phenomenon of information and communication technologies that showed its role and importance as a factor of social development. (Kornienko, 2015)

According to (UNESCO, 2014) ESD is a holistic and transformational education in dealing with the content and output of learning, pedagogy and living environment in achieving social transformation. ESD is recognized as part of three global seminars: UN Conference on Environment and Development (UNCED) in Rio de Janeiro in 1992; World Summit on Sustainable Development (WSSD) in Johannesburg, South Africa 2002; and UN

Conference on Sustainable Development (UNCSD) in Rio de Janeiro, Brazil in 2012. ESD is also known as the key to the Paris deal.

A Decade of Education for Sustainable Development (2005-2014) aims to integrate the principles and practices of sustainable development into all aspects of education and learning. ESD also aims to encourage the change of knowledge, values and attitudes with a vision to enable a more sustainable and equitable society for all. In practice, ESD is under the GAP (Global Action Program). The GAP is supported by UNESCO's 37th General Conference, recognized by UN General Assembly Resolution and inaugurated on November 12, 2014 at Aichi-Nagoya, Japan's agenda with the goal of confirming ESD. This GAP on ESD contributes substantially on the agenda of SDGs. According to UNESCO (2014) there are two objectives of GAP that a) reinforce education and learning for future sustainability, b) strengthening education and learning in all agendas, programs, and activities that support sustainable development.

In Japan, ESD implementation is divided into 3 sectors: formal schools, organizes out of schools, and UNESCO Associated School Network (ASPnet).

According to Maruyama (2010) the implementation of ESD in the formal school sector are integrated with subjects matter as the basis of knowledge in ESD. Implementation of ESD out of school organization sector is collaborating with non-government stakeholders working on non-formal and informal educational pathways. Indonesia implement education for sustainable development (EfSD) also through various services, with varying targets starting from urban, rural or coastal communities. As an effort to provide awareness and capability to all people, especially future generations to contribute better for sustainable development in the present and future.

One of the institutions that became the media in disseminating ESD in non-formal education services is Community Learning Centers (CLC) is an institution outside the formal education system organized for rural and urban community, which arranged and managed by local people to organize various learning opportunities to build society and to make a difference to the quality of life of the people. (Education, Education, and Clc, n.d.) CLC serves as a place of educational and training activities, used for community information services, to build, coordinate and network communities. The core objective of CLC is the problem-solving mechanism that is the goal of empowerment, transformation and quality of life through lifelong education, and social action.

Kominkan is the name of CLC in Japan, which organizes social education for community. Based on social education act article 20 and 23 Kominkan as one of social education facilities were established for local resident generally by local government. The purpose of Kominkan is to conduct various project for cause of education, science, and culture, meeting the daily needs of the residence in municipalities and other specific areas to develop their attainments, improve their health, cultivate their sentiment, elevate the cultural live, and increased the social welfare of community.

Learning activities in CLC are flexible, participatory, and leadership that motivates other members of the community. Based on S. M. Mahfuzur Rahman (2005) said that CLC as a new type of continuing education institution that creates opportunities to empower poor people, especially women to encourage their social transformation. This is the feature of PKBM or Community Learning Center or CLC in Indonesia that organize learning activity based on community learning needs. Apart from PKBM in Indonesia, there are several other education units such as Course and Training Institute, Taqlim Assembly, Learning Group and Similar

Education Unit that provide non formal education services to the community.

Education services in non-formal education have the flexibility to deliver education services with a sustainable development approach. Strong environmental and cultural influences in learning activities in accordance with the characteristics of local community's makes educational providers gave more attention to the existence of the environment and the potential of natural resources. Owned in providing education services.

2 LITERATURE REVIEW

Every country develop their education vision based their historical background. In Japan, as in other countries after world war second, enacted new constitution with three principle which is "sovereignty resides in the people, respect for the right of man, a war renouncing for making peace and democracy". Its underline the purpose of education for respect and foster the freedom and autonomy individual.

Building capacity is become important, capacity is a blend of positive learning, skills, motivation and organizational condition and culture that supported by instructional facilities Social education often defined as a wide variety of educational activities that provided by social education institution such as kominkan or public libraries and museum, volunteer organization, learning activates that conducted in classroom as self/mutual education of group of citizen. (CONVITEA IV, 2009). Kominkan as one of institution for social education in Japan provide a place for people to meet and develop their abilities by each other to enabling ESD (Education for Sustainable Development) is an education which on purpose to urge the society to become the sustainable society implicitly formulated in 2008 on education promotion basic plan.

The vision of ESD is to develop sustainable society at everybody. ESD mission are behavior creation and value that aim the realization of sustainable society at everybody. ESD make the society behavior or tradition and knowledge or thought becoming something sustainable. ESD issue's differentiation between develop and developing country according to Hirono Ryokichi on Ishii (2012) focused activities of developed country are environmental education, conciliation education, developing education, Human Right education, gender and children. Meanwhile the focused activities of developing country is basic education on propose

to alleviate conflicts, epidemics, not-hygienic way of life, literacy, poverty, especially on female education. Diversity of tribe and ethnic culture in country also made the importance of multicultural knowledge.

2.1 The Institution of Kominkan

The original CLC model in Japan is known as the Kominkan ((Public Welfare Hall) which is a social education institution since 1949. After the Second World War, the Japanese government instructed Kominkan to create a system that supports adults learning democracy and social development of society. The municipalities are responsible for the feasibility and quality of the Commission, such as caring for the building, staff, and the committee of the Commission. According to Maruyama, (2010) there are 18,000 kominkan at first. *Kominkan's* success experience has been shared with CLCs in ASEAN countries and to be a learning experience by the people of ASEAN countries.

To achieve the objectives of Kominkan as set out in the act social education law in 1949 number 20 article 22 states that the programs that are held in Kominkan include: opening the regular classes, organizing class discussions, classroom training, classroom lectures, practical classes, exhibitions, setting up a library, records and scripts, models, documents material or data and then promotes their use, organize sport class, recreation and everything related to the association, in cooperation with various institutions, associations, and facility in intended to be used by the local community and beyond.

2.2 Kominkan Promote ESD in Japan

ESD in Japan is supported through research, training, exchange and advocacy activities. There are also Regional Centers of Expertise (RCEs) represented by Sendai and Okayama. According to Yamamoto, (2015) RCE Sendai based on the public education system, and school became the driving force in promoting ESD in society. Unlike Okayama, it supports ESD based on existing programs in Kominkan. Kominkan plays a role in facilitating community-related in supporting ESD. This is evidenced by the "Research and Education for Sustainable Development" program organized by Kominkan in collaboration with Okayama City, UN UNESCO. UNESCO Cultural Center for UNESCO (ACCU), and Conference of Okayama International NGO Networks (COINN). The conference was attended by 8 CLCs in Asia Pacific who discussed the role of Kominkan / CLC in supporting ESD. All

participants agreed and committed to support ESD in the "Okayama Declaration" in November, 1st 2017.

One form of collaboration of formal education and social education in Japan is the introduction of school children in the natural environment organized by Kominkan. Ishi in Maruyama (2013) describes there are learning activities in the Kyokama area centered in Kyokama Kominkan. These activities are conducted twice a year in the spring and fall. The learning activities of elementary school children up to college and also with members of the local community to conduct environmental activities, such as investigating the flow of the river and then see the quality of water and so on. Other area like in Fujita, Kominkan and community introduce student from schools such as rice planting. The activity cooperates with the university as a form of joint development in an area.

2.3 How is PKBM Promote ESD in Indonesia

Non-formal education services in Indonesia are organized in learning institution such as study groups, courses and training, taqlim assemblies, PKBM and similar education institution. In each institution organize the program in accordance to the needs and conditions of the target community. In introducing ESD program in non formal education can be done through academic activities through learning process like in PAUD program that is play group and TPA, literacy program, equality program and so forth. Education for Sustainable Development can also be done through skills education as a community empowerment program such as in life skills, entrepreneurship, skills courses and so on.

In the implementation of PKBM as one of the non-formal education institution have the flexibility in organizing diverse program services compared to another PNF institution. Ministry of Culture and Education (2017) release there were 10.953 PKBM throughout Indonesia that organized various programs in accordance to the needs of the community. The program organized by PKBM mostly is a program that aims to empower the community according to the potential and needs of the community in the target area.

Djudju Sudjana (2001) explains that PNF program implementation in society will not be separated from 7 components of a non-formal education system that is raw input, instrumental input, environmental input, process, output, other input and outcome. These seven components of the system become the distinguishing feature of providing non-

formal education services with formal education, and environment becomes an important feature in the provision of educational services.

2.4 7 Component in Nonformal Learning

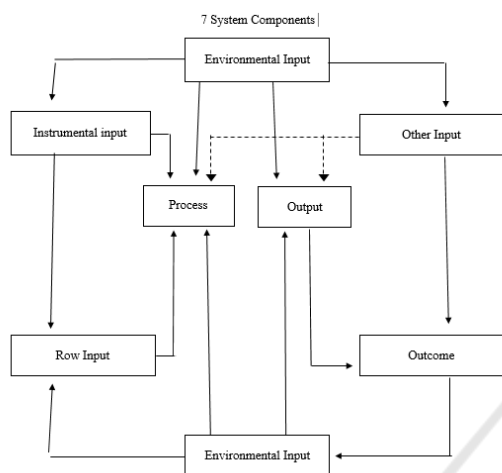


Figure 1: 7 system components.

Based in Figure 1, the program organizer of PKBM management concerns the local potential which, in essence, is a resource that is within a certain area. A review of local potentials provides an overview of the traditional wisdom of the community in utilizing natural and social resources wisely to ensure its environmental balance.

3 CONCLUSIONS

Kominkan as one of the social education institutions in Japan has a very important role in promoting ESD to the community, which is formed through the developing experiences and learning that support ESD. It shows by the activities facilitated or coordinated by Kominkan in research, training, or coordinating activity between schools with the community so that there is transfer of knowledge and mutual learning. Hopely it could encourage community to have awareness for a better future.

The ESD approach in Indonesia through non-formal education services is reflected in the components of a designed learning system in which environmental input is an important factor for learning activities. Environment input determining the natural resources that become local potential in the implementation of learning. PKBM managers

always consider the natural resources available to facilitate the sustainability of the program in the community. So maintaining the sustainability of natural resources becomes important actions.

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