

## 第 2 章

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### 国際シンポジウム:公民館とアジアのCLCの協力

International Symposium on Kominkan and CLC  
Cooperation in Asia

## 国際シンポジウム：公民館とアジアのCLCの協力

### 1. 開催日および会場

開催：2010年12月13日(月) 9時30分～17時00分

会場：日本出版クラブ会館(東京都新宿区)

### 2. 目的

- ①各国のCLC(コミュニティ学習センター/Community Learning Centre)の現状と課題を共有する。
- ②日本の公民館の管理・運営方法を各国CLCに対し活用と交流方策について議論する。
- ③CLCと公民館との間のネットワークを強化し交流を促進する。

### 3. 主催

財団法人ユネスコ・アジア文化センター (ACCU)

## International Symposium on Kominkan and CLC Cooperation in Asia

### 1. Dates and Venue

Dates: 9:30 am～5:00 pm, Monday, 13 December 2010

Venue: Japan Publishers Club Building, Tokyo, Japan

### 2. Objectives

- ①Share current status, common issues and best practices of KOMINKAN/CLC.
- ②Examine how Kominkan should contribute to the development of CLC.
- ③Enhance networks and promote cooperation between KOMINKAN and CLC.

### 3. Organizer

Asia-Pacific Cultural Centre for UNESCO (ACCU)

## 国際シンポジウム：公民館とアジアのCLCの協力

International Symposium on Kominkan and CLC Cooperation in Asia

List of Participants 参加者リスト

### 海外参加者 International Participants

1	Cambodia カンボジア	ラン・ソファット カンボジア教育・青年・スポーツ省 ノンフォーマル教育局 識字後プログラム開発課	Mr. Lang Sophat Officer, Post-Literacy Programme Development Division Department of Non-formal Education Ministry of Education, Youth and Sports
2	China 中国	張志坤(ジャン・ジークン) 中国教育省 職業・成人教育局 成人・継続教育課 課長	Mr. Zhikun Zhang Director, Adult and Continuing Education Department of Vocational and Adult Education Ministry of Education
3	China 中国	戴婧(ダイ・ジン) 中国広播電視大学 国際交流・協力課	Ms. Jing Dai International Exchange and Cooperation Division The Open University of China
4	Indonesia インドネシア	アデ・クスミアディ インドネシア国民教育省 インドネシア第2リー ジョン(セマラン) ノンフォーマル・インフォー マル教育開発センター 所長	Mr. Ade Kusmiadi Director, Regional II Semarang Center for Development of Nonformal & Informal Education Ministry of National Education
5	Indonesia インドネシア	ジャウジ・モエドザキル 国立マラン大学 ノンフォーマル教育学部 学部長	Mr. M. Djauzi Moedzakir Chairperson Non Formal Education Department State University of Malang (UM)
6	Lao PDR ラオス	ウンペン・カマン ラオス教育省 ノンフォーマル教育局 地域教育推進担当 副局長	Mr. Ounpheng Khammang Deputy Director-General (Promotion of Community Education) Department of Non-Formal Education, Ministry of Education
7	Thailand タイ	ソムヨス・ポエンポムサチャレオン タイ教育省 ノンフォーマル/インフォーマル 教育 カンチャナブリ地方事務所 所長	Mr. Somyos Phoempongsachareon Director, Kanchanaburi Provincial Office of the Non-formal and Informal Education, Ministry of Education
8	Thailand タイ	アンヤマニー・ブラナカノン タマサート大学 准教授	Ms. Anyamanie Buranakanon Assistant Professor, Thammasat University
9	Republic of Korea 韓国	パク・サンオク 韓国平成教育(生涯教育)振興院 生涯教育政策課 上級プロジェクトマネージャー	Mr. Sangok Park Senior Project Manager, Lifelong Education Policy Division National Institute for Lifelong Education
10	Republic of Korea 韓国	チェ・イルソン 慶熙大学校(キョンヒ大学校) 教育大学院 准教授	Mr. Ilseon Choi Assistant Professor, Graduate School of Education Kyung Hee University
11	Viet Nam ベトナム	フォン・トゥアン・リー ベトナム教育訓練省 継続教育局 継続教育上級専門家	Mr. Vuong Thuan Le Senior Expert on Continuing Education, Continuing Education Department Ministry of Education and Training
12	UNESCO ユネスコ	大安 喜一 ユネスコ ダッカ事務所 プログラム・コーディネーター	Mr. OYASU Kiichi Programme Coordinator, UNESCO Dhaka Office

### オブザーバー Observers

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3	Zambia ザンビア	オヴァーサン・シュンバ コッパーベルト大学 教授	Mr. Overson Shumba Professor, Copperbelt University

国内参加者 Participants from Japan

1	<b>岩佐 敬昭</b> 文部科学省 生涯学習政策局 社会教育課 企画官	<b>Mr. IWAWA Takaaki</b> Director for Social Education, Social Education Division, Lifelong Learning Policy Bureau, Ministry of Education, Culture, Sports, Science and Technology (MEXT)
2	<b>小笠原 東生</b> 西東京市教育部 芝久保公民館 分館長	<b>Mr. OGASAWARA Haruo</b> Director, Shibakubo Branch Kominkan, Nishi-Tokyo City
3	<b>神代 浩</b> 国立教育政策研究所 教育課程研究センター センター長	<b>Mr. KAMIYO Hiroshi</b> Director, Curriculum Research Center, National Institute for Educational Policy Research (NIER)
4	<b>萱島 信子</b> 国際協力機構(JICA)人間開発部 部長	<b>Ms. KAYSHIMA Nobuko</b> Director General, Human Development Department, Japan International Cooperation Agency (JICA)
5	<b>川上 千春</b> 日本ユネスコ協会連盟 教育文化事業部 部長	<b>Ms. KAWAKAMI Chiharu</b> Director, Education and Culture Department, National Federation of UNESCO Associations in Japan (NFUAJ)
6	<b>笹井 宏益</b> 国立教育政策研究所 生涯学習政策研究部 総括研究官	<b>Mr. SASAI Hiromi</b> Senior Researcher, Department of Lifelong Learning Policy, National Institute for Educational Policy Research (NIER)
7	<b>柴尾 智子</b> ユネスコ・アジア文化センター 事業部 次長	<b>Ms. SHIBAO Tomoko</b> Deputy Director, Programme Department, Asia-Pacific Cultural Centre for UNESCO (ACCU)
8	<b>白戸 洋</b> 松本大学観光ホスピタリティ学科 教授	<b>Mr. SHIRATO Hiroshi</b> Professor, Department of Tourism and Hospitality Management, Matsumoto University
9	<b>末本 誠</b> 神戸大学大学院人間発達環境学研究科 教授	<b>Mr. SUEMOTO Makoto</b> Professor, Graduate School of Human Development and Environment, Kobe University
10	<b>角南 篤</b> 政策研究大学院大学 准教授	<b>Mr. SUNAMI Atsushi</b> Associate Professor, National Graduate Institute for Policy Studies
11	<b>高橋 興</b> 青森中央学院大学 経営法学部 教授	<b>Mr. TAKAHASHI Ko</b> Professor, Department of Management and Law, Aomori Chuo Gakuin University
12	<b>手打 明敏</b> 筑波大学 人間総合科学研究科 教授	<b>Mr. TEUCHI Akitoshi</b> Professor, Institute of Education, University of Tsukuba
13	<b>中曽根 聡</b> 杉並区立社会教育センター 社会教育主事	<b>Mr. NAKASONE Satoshi</b> Social Education Coordinator, Centre for Social Education, Suginami City, Tokyo
14	<b>松本 祥一</b> 松江市公民館 地域活動コーディネーター	<b>Mr. MATSUMOTO Shouichi</b> Kominkan Community Activity Coordinator, Matsue City, Shimane Prefecture
15	<b>村上 英己</b> 全国公民館連合会 事務局 次長	<b>Mr. Murakami Hideki</b> Deputy Secretary General, National Kominkan Association
16	<b>山本 秀樹</b> 岡山大学大学院環境学研究科 准教授	<b>Mr. YAMAMOTO Hideki</b> Associate Professor, Graduate School of Environmental Science, Okayama University,

## 発表資料

カンボジア：カンボジアにおけるCLCの取り組み

ラン・ソファット

カンボジア教育・青年・スポーツ省 ノンフォーマル教育局 識字後プログラム開発課

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### International Symposium on KOMINKAN-CLC Cooperation in Asia

12 - 14 December, 2010, Tokyo, Japan



Mr. Lang Sophat  
Department of Non-Formal Education (DNFE)  
Ministry of Education, Youth and Sport  
CAMBODIA

1

### Contents of Presentation

- Overview of CLCs in Cambodia
- Sample Case of CLCs
- Expectation from and what to be shared in Cooperation

2

### General Situation in Cambodia

- Land area 181, 035 (in square Km)
- Capital/Province 24
- Towns/Districts/Precincts 193
- Population: 13.39millions, Women: 6.87millions  
51.35%
- Adult literacy rate (aged 15 and over)2007  
75.1%
- Literacy rate (aged 15-24) 2007 87.8%
- Population Growth Rate: 1.54%
- Population below Poverty Line: 30%

3

### Overview of CLCs in Cambodia

- CLCs in Cambodia serve as the places where people meet and receive vocational skill trainings and literacy education.
- NFE programmes carried out in CLCs: literacy programme, Post-literacy, income generation, quality of life improvement programme.
- Three major activities: vocational skill training, literacy programme, and library services and information center.

4

## Overview of CLCs in Cambodia

- ❑ First CLC project in Cambodia, with assistance from UNESCO and NFUAJ in 1994 (in Siem Reap, Battambang, and Kandal province).
- ❑ DNFE initiated a pilot project with support from APPEAL, UNESCO Bangkok through UNESCO Phnom Penh in 1999 (in Takeo, Kampong speu and Kampong thom).
- ❑ DNFE has set up a number of CLC on its own in other provinces since 1999.

5

## Overview of CLCs in Cambodia

- ❑ There are 242 CLCs in Cambodia. (as of Sept 2010, recent statistics)
- ❑ 215 CLCs were supported by MoEYS, 27 run by various agencies including NGOs.
- ❑ On average, 3-5 people in charge of each CLC.
- ❑ Total number of learners in CLC in 2010 is 8,000.
  - 6,757 learners (3704 females) supported by the government
  - 1,244 (656 females) by NGOs

6

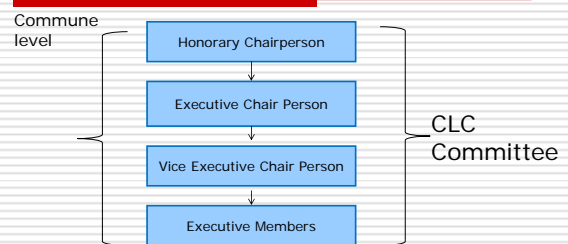
## Overview of CLCs in Cambodia

- ❑ CLCs were set up as a mechanism to provide literacy skills, lifelong learning & continuing education for all people in community.
- ❑ CLCs functions as a venue for education and community development, owned and managed by community people.
- ❑ Education and training in the community are one of the main instruments for social and economic development.

7

## Overview of CLCs in Cambodia

Structure of CLCs - Management Committee



8

## Overview of CLCs in Cambodia



9

## Sample Case of CLCs

### Literacy:

Illiteracy rate in Cambodia is still an issue, the main activities of CLCs still focus on literacy programme



10

### Sample Case of CLCs

#### Post-literacy Programme

Learning Materials available to sustain literacy skill, booklets, posters relevant to life skills- environment, agriculture, gender, health, HIV/AIDS, self-decision, and career, etc- are provided for CLCs for newly literate people.



11

### Sample Case of CLCs

#### Income Generating Program

- ❑ Vocational training program for community people, esp. youth and adults to generate incomes for their daily living.
- ❑ Skills to be trained depends on local needs- traditional music, weaving, hair dressing/cutting, motorbike repairing, sewing, animal raising, etc.
- ❑ Duration: 3-6 months

12



13

### Sample Case of CLCs

#### Quality of Life Improvement through Dissemination work:

- ❑ Meeting, mobile teaching: mobile learning van, teaching through radio, television and drama.
- ❑ Effective for adults.



14

### Sample Case of CLCs

#### Cross Sector work:

Mainstreaming of health education, sanitation, HIV/AIDS prevention and bird flue preventive measures- through literacy classes, CLCs.



Dissemination of HIV/AIDS awareness

15



Workshop on HIV/AIDS education for CLC teachers/trainers, organized by DNFE, supported by UNESCO

Orientation workshop for CLC committees on implementation of HIV/AIDS edu. programme

16

## **Expectation from and what to be shared in the cooperation**

Challenges we face...

- ❑ Unable to fully meet the learning needs of all needy people due to limited human and financial resource.
- ❑ With the limited budget, CLCs can not operate activities all year. (Ex: most CLCs operate to provide trainings for only 6 months, no activities for other 6 months.)
- ❑ Some learners who finished the courses can not find jobs or run business by them selves because they do not have enough capital and their skills are sometimes limited due to limited training. Thus, CLC still need support- technical and financial- from various agencies to ensure sustainability of CLC's activities.

17

## **Expectation from and what to be shared in the cooperation**

- ❑ We need to have CLCs with good quality in terms of process and outcomes.
- ❑ CLCs should not only be the places to provide training but also serve as venues for production and marketing the products made by CLCs for the benefits of the community and CLCs themselves, encouraging more community participation.

18

## **Expectation from and what to be shared in the cooperation**

- ❑ More supports and attention from the government, more capacity of staff and sufficient resources must be considered & needed.
- ❑ If not, CLC's contribution to EFA and lifelong learning remains conceptually interesting but, in terms of practices and impact, useless.
- ❑ Internal and external cooperation and supports from stakeholders are expected and required.
- ❑ Capacity development from central to commune level is also indispensable.

19

## **Expectation from and what to be shared in the cooperation**

- ❑ Kominkan will provide plentiful experiences and best practices which contribute to the development of CLCs in our country.
- ❑ Cooperation and relationship between Kominkan and CLCs in other countries is indispensable, needs to be promoted for sharing information, lesson learnt, discussing common issues and for effective implementation of the programmes; and we need such cooperation to develop and expand our CLCs.

20

## **Expectation from and what to be shared in the cooperation**

- ❑ I expect that I will learn a lot from Kominkan's experiences and activities in Japan. I will disseminate and share what I learn here with my colleagues at all levels, especially with CLC committees through training workshops.
- ❑ Through the cooperation and relationships with Kominkan and CLCs with other countries, we will find good practices that can be applicable to CLCs in Cambodia.

21



22