



## Collective Learning and Action for Sustainable Community Development

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When you hear the word "community development," what kind of image comes to your mind? Who are the main actors? It can take many forms, such as government-led community development, community-based activities by autonomous people's organizations, contributions by NPOs and volunteer groups, and activities in the community as part of school education. Over the past few years, ACCU has collected a variety of case studies of collaborative community development with the cooperation of partner organizations in Japan and abroad. We have also worked with experts and project leaders to analyze and deepen our understanding of the processes and mechanisms of collaboration, as well as the key elements of such collaboration that enables mutual learning. We are pleased to introduce today the results of our learning in reading and audio-visual materials below!

### Case studies of 4 countries in Asia



- JAPAN:**
- Nagano** People-led learning and community development through the *Kominkan* mechanism
  - Okayama** Mizushima Project: Human resource and community development through environmental learning
  - Shimane** Oki-Dozen Education Miryokuka Project: Community development through education sector reforms
- INDIA:** Project Prajwala: Validating scalable models for WASH in schools
- BANGLADESH:** Sustainable community development through *gonokendro*
- PHILIPPINES:** Inclusive community-based disaster reduction and management project

### Resources

#### ◎ Collective Learning and Action for Sustainable Community Development

##### - Case studies of four countries in Asia -

Case studies describing the mechanisms and processes of collaboration and their analysis



#### ◎ Learning Together for the Community

##### - Key concepts and values from project leaders' viewpoints -

Community leaders elaborate on key concepts and values that facilitate collective learning and action in the community in their own words



#### ◎ For audio-visual materials on the overview of each project...

\* As of March 2022, videos are available only for two cases from Japan.



## About the project

Various sectors and sub-sectors have worked on ESD through their own channels and schemes: formal learning in schools or teacher training programmes at higher education institutions; non-formal education at *kominkan* or CLCs; or initiatives by the hands of the CSOs. In the past few years, we have worked on promoting a collaborative approach to ESD under the common objective of collective learning and action for sustainable community development. Under this project, launched in 2019, we worked with project leaders from different parts of the region including India, Bangladesh, the

Philippines, Thailand, China as well as Japan. Experts in non-formal education, ESD, and community development were also invited to provide technical inputs. Over the three years of the project, we collected multiple case studies of community-based collaboration in each country. And through discussion and dialogue, we deepened our understanding of mechanisms and processes of such collaboration as well as key concepts and values that are important in promoting collective learning and action for sustainable community development.



## International Symposium

The International Symposium for Collective Learning and Action was organized on February 9, 2022. Our partner organizations in Japan, namely, the Lifelong Learning Division of the Matsumoto City Board of Education, the Mizushima Foundation, and the Oki Learning Center, presented their projects. They also shared their ideas on key concepts and values that function as drivers for collective learning and action in the community, including "autonomy," "loose and flexible relationship that enables value creation," and "co-existence, co-learning and co-creation beyond differences and instability of values." In the following discussion, participants from Japan and abroad shared their thoughts around these concepts and exchanged ideas.

