

# Academic responses to climate change challenge

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- Nature of challenge
- Academia in Thailand, the foundation of “knowledge”
- What and who are we serving?
- Responses, or lack of, strategies and common goals
- In-side out versus out-side in
- Conclusions

## Table of Content

- Global common, leading to Tragedy of the Commons
- Science and technology is an important part of the available solutions, but not the **only** option
- Impacts are not equal, distribution of benefits from mitigation are not equal
- Trade and investment are major drivers, that are required in the current development paradigm
- Low-carbon economy, and society, are visionary, at least for our life time

## Nature of challenges (1/2)

- Meanwhile, livelihoods are changing, though not uniformly across the society, and the globe
- Meanwhile, globalization and trade liberalization begin to produce impacts, both positive and negative
- The Openness of all aspects of development has mandated that 'education' be 'managed' "properly" according to these new environments

## Nature of challenges (2/2)

- Three-prong approach
  - Home-temple-school
    - Dichotomy of education, education NOT for all
- Changed philosophy of education
  - Serving the public to serving self
  - Serving industry as policy target
  - Up-rooting mode of education
- Continued change...
  - A move towards SMEs and entrepreneurship
- What is the new philosophy and how would that help the society adapt?

## Thailand education

- No course offered
- No degree offered
- Partial treatment, via environmental economics and sustainability
- Focus mainly on research, but not part of the degree offered

## Existing gaps in curriculum

- Need an outside-in strategy for education, different from inside-out strategy
- Sustainability science program needed
- Integrating CC research with education
- Links global to local education systems
- Addressing it via adaptation?
- Network/ forum needed

## **New demands on education**