Success Stories in Climate Change Education Advancement in the Asia-Pacific Region
Hoy-Yen Chan, Mazlin Bin Mokhtar & Sharifah Zarina Binti Syed Zakaria

Introduction
The University Network for Climate and Ecosystems Change Adaptation Research (UN-CECAR) is a joint initiative of more than 20 leading universities across Asia. It is committed to develop postgraduate educational and research programmes on climate and ecosystems change, adaptation and sustainability science; whereby the United Nations University Institute for the Advanced Study of Sustainability (UNU-IAS) acts as the Secretariat for UN-CECAR. Building Resilience to Climate Change (BRCC) courses have been developed under the framework of UN-CECAR since 2009; blended learning has been used as the teaching tool since 2014 to reduce the operational costs and increase the number of participants.

Teaching-Learning Tools/ Methodology
- Learning Platform: Moodle
- Online Video Conferencing in the Classroom
- Additional Reading: LEAF Curriculum Module


Course Locations:
United Nations University, Tokyo Japan
National University of Malaysia (UKM), Malaysia
Gadjah Mada University, Indonesia
Indian Institute of Technology, Kharagpur, India
Australian National University (ANU), Australia
The University of Tokyo, Kashiwa Japan
Chulalongkorn University, Bangkok Thailand
Vietnam National University, Vietnam

Course I: Science, Impacts and Vulnerability
86 Persons from 22 Countries were trained
16 Sessions delivered by 7 Experts from 3 Countries

Course II: Approaches to Adaptation
83 Persons from 24 Countries were trained
15 Sessions delivered by 8 Experts from 5 Countries

Participants:
Postgraduates, researchers, decision/ policy-makers (Multi-disciplinary)

Active Learning

Group Assignments & Presentations

Forum on Climate Change

Debate

Participant Feedbacks:

Climate Change Education
“Lack of awareness on climate change at the local level, and hence such courses should involve more students and government officers” – postgraduate students

“Helped in enhancing knowledge that can be applied into daily duties” – decision maker

Teaching-Learning Methods
“No distant feeling though the lecturers were far away; interaction was just perfect as long as internet worked well” – postgraduate students

“No travelling needed to attend an international training course; reduced carbon footprint, saved money, saved time” – postgraduate students & decision maker

LEAF Modules
“Shared the LEAF Curriculum Website to colleagues in UKM & other universities” – postgraduate students

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