



2021 RESILIENCE LEARNING MONTH EVENT SUMMARY

ADB



10 December 2021, Thursday 4-5:30 p.m. Manila Time (GMT+8) Zoom

Education and training have a critical role to play in combating the negative effects of climate change and in facilitating transformational change. Climate-induced disasters, such as floods, tropical cyclones, and droughts, adversely affect education systems, disrupting education. However, education and training can be major drivers for knowledge solutions and behavior change for positive climate action. Advanced education and skills are critical for engaging in low carbon and resilient livelihoods thereby contributing to effective adaptation and mitigation. International research collaborations in climate action will increase the capacity of the Asia and Pacific region to put knowledge and technology to work to improve resilience. Advanced digital technologies have enormous potential in contributing to climate smart interventions. Investment in skills for sustainability can drive greener occupations and jobs.

In this panel discussion at ADB Resilience Learning Month, global experts shared experiences on climate change related education and training. They presented important arenas for action in education, skills, research, and scientific collaborations for effective and timely climate action needed for sustainable economies and societies.

UNESCO's work on education for sustainability, and the follow up to the Decade of Education for Sustainable Development and Education for Climate Action within ESD for 2030 was shared. The importance of embedding sustainability in education systems and approaches is currently being pursued by UNESCO. The importance of international partnerships needed to scale up education for climate action was discussed.

SPEAKERS



VIBEKE JENSEN

Director, Division for Peace and Sustainable Development, UNESCO



DUKWOO JUN

Director, Division for Climate Technology Cooperation, Green Technology Center



SHIJU VARGHESE

President and Country Head, Tata Consultancy Services (Philippines) Inc.



LERWEN LIU

Managing Director, Circular Economy Accelerator and Founding Director, STEAM Platform, KX Innovation Center, Bangkok

CLOSING REMARKS



SHANTI JAGANNATHAN

Principal Education Specialist, Asian Development Bank

MODERATOR



ARGHYA SINGHA ROY

Principal Climate Change Specialist, Asian Development Bank

The work of Tata Consultancy Services (TCS) in supporting sustainability in education and the initiative of the TCS Sustainathon ASEAN 2021 was shared. There was a discussion on the need to reimagine and introduce innovation in education.

Panel members discussed the role played by the Green Technology Center Korea in promoting research partnerships for green technologies and the experience of Korea as an advanced country in research and technology and partnerships with developing countries. Tertiary institutions can promote carbon neutrality through research partnerships for carbon neutrality.

The event also shed light on the experiences and key achievements of setting up the STEAM platform in Thailand in relation to sustainability education and capacity development. New developments that have emerged in recent times and insights from learning partnerships for the circular economy were also shared. The need for developing and implementing learning programs for the circular economy was stressed and the requirement for education and training institutions to embody learning on circular economy and sustainability in curriculum.

KEY MESSAGES

- Technology innovation is critical for securing carbon neutrality and green transition in our society and economy, and educational institutions have a big role to play. The linking of education systems to the green economy can help developing countries achieve innovation-driven green transition.
- Climate education should be available to everyone to prepare for the future. Everyone has the right to acquire the right skills, attitudes, and values to face future changes through cognitive, social and emotional, and behavioral dimensions of learning – developing head, heart, and hands.
- UNESCO calls for whole school approach to climate education. This has four core components: first, the content and pedagogy of teaching and learning should be innovated; second, school facilities and management should become carbon-neutral and sustainable; third, school governance and decision making should be participatory and inclusive; and finally, local community should become a part of the learning process. This approach ensures that we live what we learn and learn what we live.
- Substantial investment in education for climate action is urgently needed both from public and private sectors in order to transform our education systems. The role of international development community including ADB is crucial to facilitate progress.
- Public-private partnerships that help to share resources, risks, and values can facilitate technology innovation by enabling the inclusive embedding of climate innovation in our economy and society. This requires more collaboration.
- There is a need for enhanced focus on cross-disciplinary skills development, and to find ways to influence rapid changes in curriculum.

Building resilience in the workforce is crucial for green transition. TVET needs to introduce new courses and approaches to strengthen the capacities and skills of people. Tertiary education and research can help in building higher order human capital for resilience and climate action. Talent and training across all levels is required—while we need engineers and scientists, we also need technicians and other workforce to drive change.

SHANTI JAGANNATHAN

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