

( 続紙 1 )

京都大学	博士 (地球環境学)	氏名	TAKINANA Anuantaeka
論文題目	Decision Making and Climate Change Education in the South Pacific. (南太平洋の気候変動教育とその意思決定に関する研究)		
(論文内容の要旨)			
<p>The dissertation consists of 6 chapters and is structured as an article compiled thesis. The summary of each chapter is as follows:</p> <p><b>Chapter 1: Introduction to the Research Project</b></p> <p>When introducing the overall research project, the author highlights the challenge of climate change within the South Pacific. With this, the increased vulnerability of the local communities is highlighted and how the South Pacific has come together as a region to address the issue of climate change and aim towards enhancing resilience. Education is identified as an essential tool that has not yet been fully utilized to address climate change particularly in the South Pacific. This makes the novelty of this study emerging because as the region collectively addresses climate change, there are still lots of untapped potential within these communities.</p> <p><b>Chapter 2: Climate Change Education in the South Pacific: Resilience for whom?</b></p> <p>In this chapter of the project, the author analyses the pilot version of the Climate Change Resilience Programme (CCRP) implemented at the University of the South Pacific (USP). During this analysis, the author identified the orientation and focus area of the contents of the Level 3 and 4 CCRP in order to develop an understanding of the structure of the curriculum. Results indicated that there was a misalignment between the curriculum and the intended goals of the CCRP. A potential reasoning for this was the dominance of the business sector in the curriculum development committee.</p> <p><b>Chapter 3: Bringing it back to the people: Redirecting Climate Change Education in the South Pacific</b></p> <p>Due to the novelty of the project, the CCRP was being reviewed from October 2020 until June 2022. The author was invited to be a curriculum content expert and apply the lessons from the curriculum analysis in this previous chapter but also echo the opinions of the local community and bring them to be involved in the curriculum design and development.</p> <p><b>Chapter 4: The South Pacific Higher Education Regional Framework. Education Regionalism: How do we define Regional Education Hubs?</b></p> <p>With the revision of the completion of the revision and restructure of the Level 3 and 4 CCRP, the author focused on how the CCRP will be implemented on a regional scale in the South Pacific. This chapter identified USP which is CCRP platform as a Regional Education Hubs (REH) USP was identified as a form of REH as it serves to achieve regional progress as a platform to develop in higher education within the region but its structure is unique when compared to other REH.</p> <p><b>Chapter 5: Power relations in the Curriculum Development Process</b></p> <p>Since identifying that one university (USP) is a form of REH and contributing to regional progress in higher education, the next step in the research project was to follow the power relations in USP. Results indicate that all committees are somewhat influential in shaping curriculum development, depending on their specific roles in the process. However, how power structures between committees inform compliance (along a dominance-consent spectrum) differs significantly.</p> <p><b>Chapter 6: Conclusion: Opportunities and Challenges of Climate Change Education in the South Pacific</b></p> <p>The last chapter summarises the whole project and highlights the potential that Climate Change Education (CCE) has in the South Pacific and that it is essential to address the challenges identified in this project in order to ensure that local community resilience is the goal of projects like the CCRP.</p>			

( 続紙 2 )

(論文審査の結果の要旨)

Climate Change is considered to be one of the greatest environmental challenges faced by society today. Education aims to be used as a tool to disseminate information to increase adaptation and mitigation of climate change impacts. This has led to the development of CCE. CCE has been widely implemented within traditional disciplines or as a newly developed interdisciplinary field of study. The South Pacific, which is the focus area of this study, is facing the adverse impacts of Climate Change through rising sea levels and intensified natural disasters. Accordingly, the Pacific Community (PC) has made climate change a top priority within the region and employed various approaches to enhancing Climate Change resilience. Such an approach was the endorsement of the Framework for Resilience Development in the Pacific (FRDP) to develop CCE within the region.

The FRDP outlines a 10-level programme to include student learning from high school certificate level (Level 1) to a Doctorate (PhD) level (Level 10) within the higher education system. In 2018, the first regional Level 3 and 4 of the CCRP was implemented under the endorsement of the FRDP. The goal of the CCRP was to provide a CCRP targeted at local community leaders in the South Pacific. The CCRP was implemented at the Pacific Technical and Further Education College (Pacific TAFE), a college in the region's largest higher education institution, USP. This thesis utilises the CCRP as a research project to understand how CCE is being introduced at higher education level in the South Pacific.

The thesis includes a curriculum review of the CCRP implemented at Pacific TAFE in USP. The thesis identified the orientation and focus area of the contents of the CCRP in order to develop a sound understanding of the structure of the curriculum. To identify the orientation of the curriculum contents, the Curriculum Space concept was applied to determine if vocational (practical) or liberal (theoretical) knowledge was the goal of the content and assessment. The focus area of the curriculum content was determined by identifying the application focus of the curriculum either on the workplace or local community. The results of this curriculum review highlighted that the Level 3 and 4 CCRP was designed towards a liberal curriculum promoting critical thinking but was focused on the workplace environment rather than the local community. Such a curriculum structure redirected the programme away from its original goals, enhancing community resilience. A possible reasoning for this redirection, suggested in this thesis, is that community leaders (the target group of the CCRP) were not involved in the curriculum development process.

Subsequently, a revision and restructure of the Level 3 and 4 CCRP was initiated by the PC. Based on previous research conducted on the curriculum contents, the author was invited to participate in the revision and restructure to refocus the programme towards local communities. The author observed the revision process of the curriculum objectives and how stakeholders negotiated these changes throughout the revision. The Stage Gate decision making process called attention to the changes in the curriculum objectives that were agreed upon throughout the review process. At the same time, the relational ethics concept of "Teu Le Va" was applied to identify how compromises were made amongst various stakeholders throughout the revision of the CCRP objectives. Results indicate that significant changes were made to the curriculum contents that encouraged learning methods to accommodate the local community.

With the revision of the completion of the revision and restructure of the CCRP, the thesis focused on how the CCRP was implemented on a regional scale in the South Pacific. The concept of REH, which is the regional collaboration amongst higher education institutions (HEI), has

become an emerging concept in the field of education regionalism. The concept was applied to USP in order to evaluate if the higher education institution could be a form of REH. REH are defined as state initiated foreign policies that encourages memberships of its HEI to collaborate and develop, HE in the region. Results indicated that REH are established to promote collective approach to improving higher education in the region. An important finding of this thesis component was that, for the first time, USP was identified as a form of REH as it serves to achieve regional progress as a platform to develop in higher education within the region but its structure is unique when compared to other REH.

The next step in the research project was to follow the power dynamics in the institution (USP). The focus was to follow the curriculum development process of a regional programme within USP since the university has established its independent regulations for curriculum development. The thesis explored complex power relationships amongst actors involved in the curriculum development of the CCRP. The curriculum development process highlighted both, the actors involved and their influence in the development process. The concept of relational power was used to trace actors' compliance framed by (i) authority, (ii) hierarchy and (iii) organisational structure during the curriculum development process. Results indicate that all committees are influential in shaping curriculum development, depending on their specific roles in the process. However, how power structures between committees inform compliance (along a dominance-consent spectrum) differs significantly. The thesis demonstrates that the capability to influence curriculum development is distributed highly unevenly across USP member states.

The overall thesis is unique in that it is the first study of its kind in investigating regional CCE in the South Pacific. The complex study analysed the CCRP curriculum, the revision and restructure process, the implementation platform, and the influence of the institutional actors on the curriculum. The thesis highlights the varying dimensions and decision-making process that CCE undergoes when implemented on a regional scale. The thesis provides a unique overview of how CCE has been implemented and an insight into the potential of enhancing climate change resilience on a regional scale through higher education beyond the South Pacific.

よって本論文は博士（地球環境学）の学位論文として価値あるものと認める。また、令和6年2月5日、論文内容とそれに関連した事項について試問を行った結果、合格と認めた。

なお、本論文は、京都大学学位規程第14条第2項に該当するものと判断し、公表に際しては、（令和7年3月24日までの間）当該論文の全文に代えてその内容を要約したものとすることを認める。

要旨公開可能日：                      年              月              日以降