

**Sparetime University as a pathway to
enhance youth and community engagement
and service across ASEAN and Asia**

Panel 2

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The setting

Educational Needs in the 21st Century

Empower youth

Link all generations

Social networking via all media types

Traditional educational approaches will not meet all needs

Enhance the access and the usability of knowledge

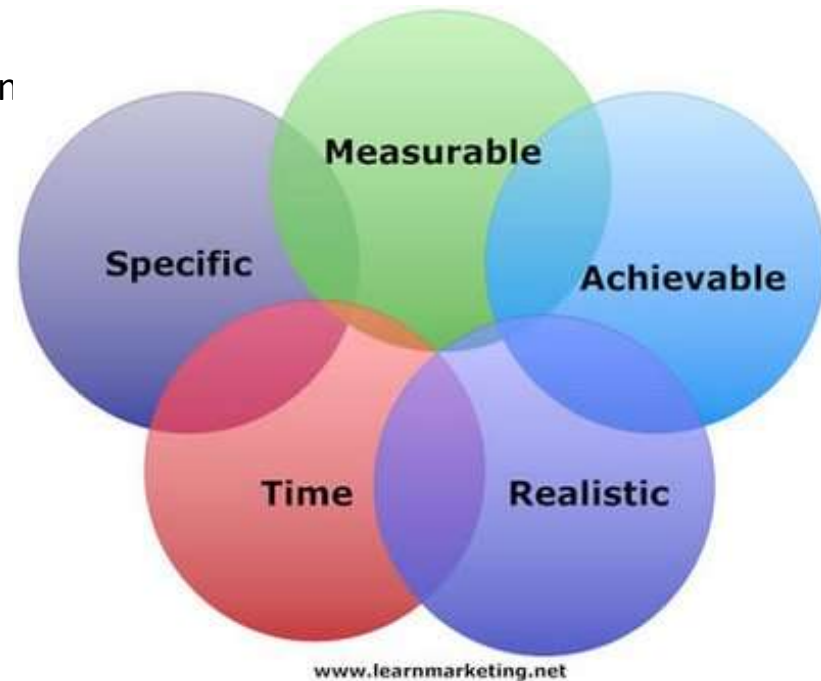
Knowledge sharing among regions, generations and genders

Empower the general public by sharing university level knowledge



General STU objectives

- **Designed to transfer and enhance usable knowledge to civil society ...**
 - **To enable** all member of civil society to share in the nation's education and training systems
 - **To provide** an accessible pathway to educate and empower civil society
 - To do so in their free time using a range of new, **cheap technologies**
 - **To share** knowledge about water and climate problems and solutions
 - **To enable** people who cannot attend traditional schools to continue to learn
 - **To bring** the virtual classroom to the participants in STU



Why a Sparetime University® for the 21st Century?

A way to ...

- educate students and civil society
- identify community mentors for students
- inform faculty of “teachable moments”
- transfer knowledge among faculty, students and civil society
- foster interaction between the universities and their communities throughout Asia
- transfer knowledge Inexpensively

“Slumdog Millionaire”

- Q: How could you answer 12 difficult questions?
- A: “They asked me the 12 things I do know.”



Ordinary knowledge is valuable

Spare Time University (STU)

Information is power. Sharing information is empowering

- 1) Attempts to empower and enfranchise people them (K to gray).
- 2) Uses existing technologies, to educate and train people in rural and isolated areas and in cities.
- 3) Can educate in their own language to improve their lives.
- 4) They get access to information in a high school, university or training center.
- 5) It can be a certificate program or just information sharing



STU Technologies: Wireless Wars

- MP3 player
- MP4 video player
- Satellite radio (e.g., Ranet)
- Mobile phones
- Smart phones
- Computers, Internet
- Internet plazas



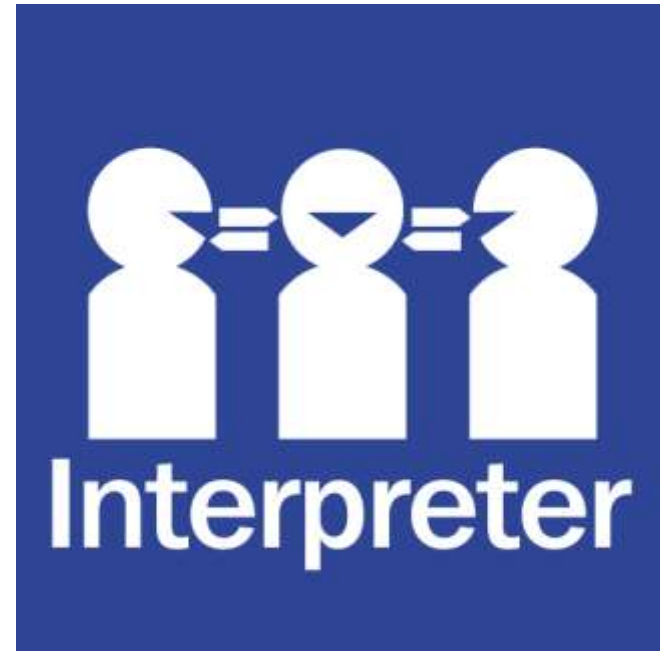
Where the idea for STU came from

1. China
2. England
3. Thailand
4. And many other places



Content Categories of STU

- **Teachable moments**
 - (for climate ,water, weather, tropical storms)
- **Usable science**
- **Climate Affairs**
- **Water Affairs**
- **Coastal Urban Affairs**
- **Climate change**
- **Energy**
- **Disasters and Early Warning**
- **Sustainability**



A possible first STU course focus: Climate Affairs

- **Enhance interest** in Climate Affairs (or climate, water, weather affairs) in Southeast Asia regionally and nationally.
- **Explore interactions** among climate, seasonality, and environmental hazards.
- **Encourage consideration** of developing university level Climate Affairs activities and developing a regional Climate Affairs network.

Changing role of science **science and society**

- Before the 1970s:
“Science for Science”



Campaign button
considered radical at
the time

In 1970s: “**Science for the
People”**

After 2000: “**Science with
the People”**



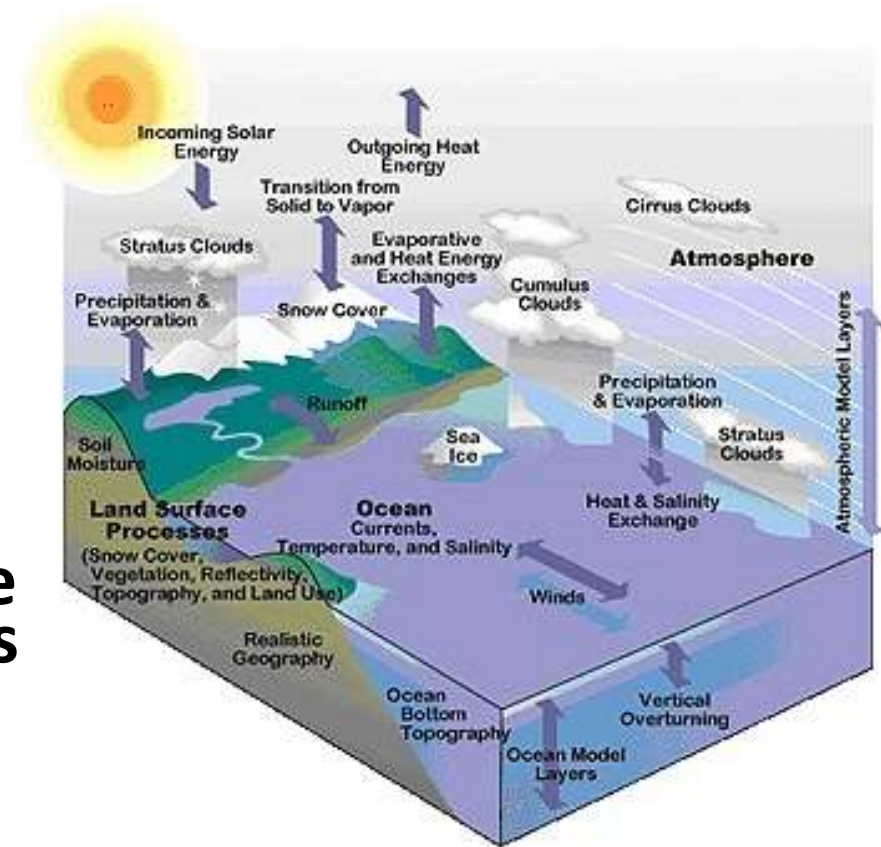
Uppsala Universitet. Field Season 1999

Today, we need all three roles of science

Goals:

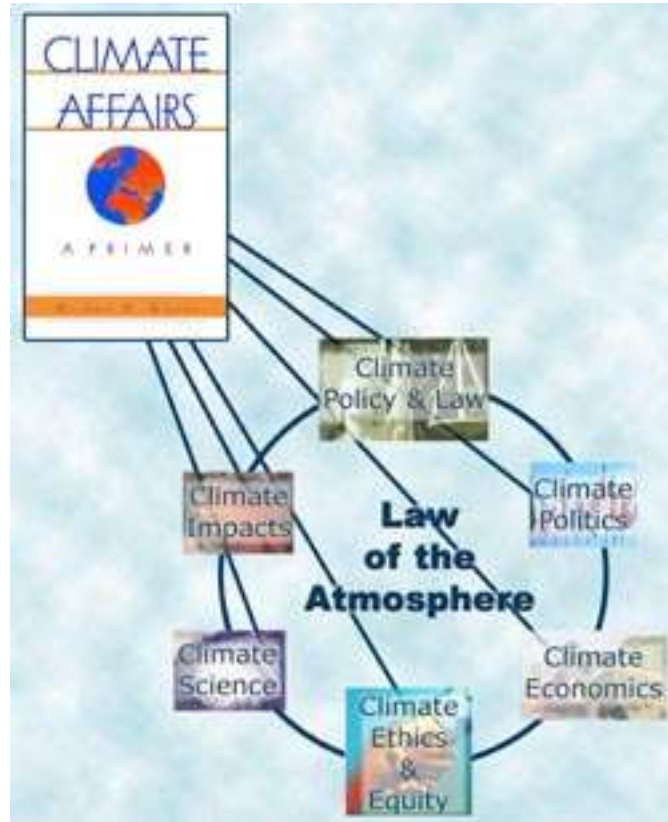
Using an STU to foster an understanding of climate

- What is the notion of Climate Affairs?
- Why care about climate-society-environment interactions?
- Previous work on Climate Affairs in Southeast Asia
- Share knowledge on climate change, seasonality, hazards in Climate Affairs context



What is missing?

What are Climate Affairs' Components?



- **Climate science**
- **Climate impacts**
 - on societies
 - on ecosystems
- **Climate policy & law**
- **Climate politics**
- **Climate economics**
- **Climate engineering**
- **Climate ethics & equity**

STU is for and by whom?

- Universities
- Civil society
 - “K to Gray”
- Educators
- Trainers
- Students
- Governments



STU courses

- **Agriculture** (irrigation, drainage, livestock, shifting boundaries)
- **Water** (quality, quantity, health aspects, upstream-downstream links)
- **Energy** (solar, hydro, wind, fossil fuels, comparative advantages)
- **Environment** (glacial melt, soil salinization, deforestation, dust storms, seasonality changes, etc)
- **Climate** (change, extremes, hydrology, CO2 emissions)
- **Food** (seasonal changes, storage techniques, etc)
- **Public Health** (nutrition, infectious disease outbreaks, etc)
- **Public safety** (floods, drought, epidemics, etc)

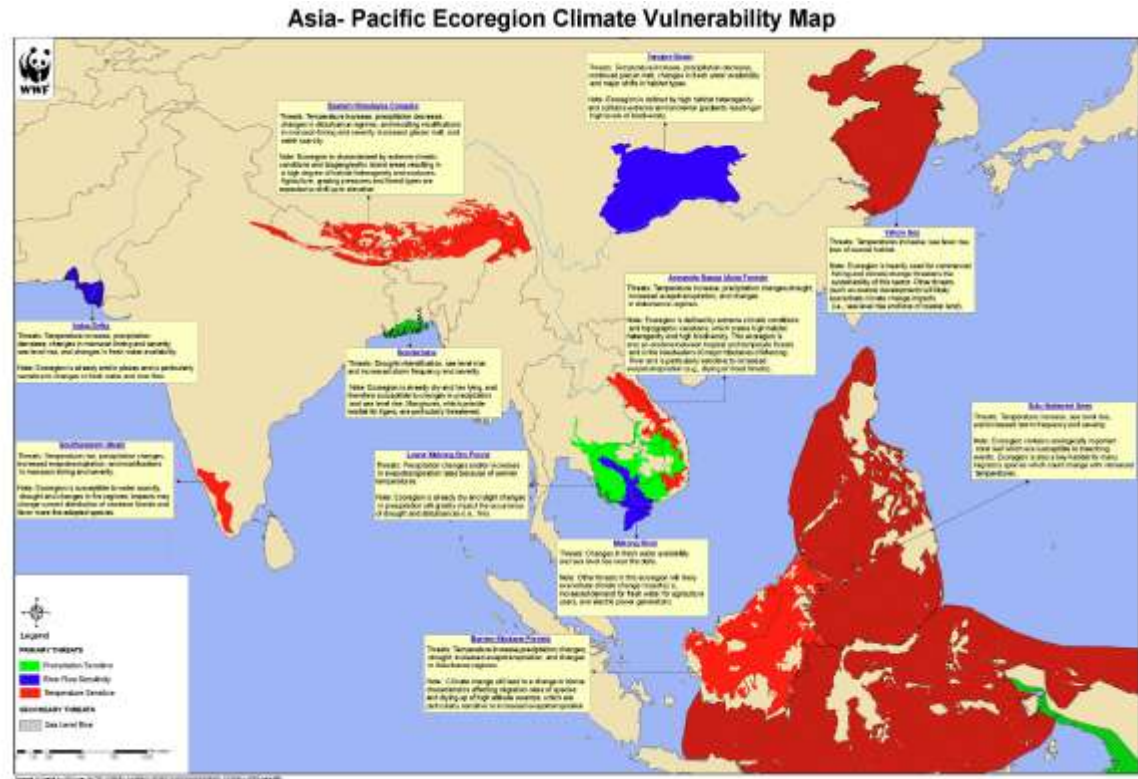


Alpha University

Hazards in General (affecting Southeast Asia)

Regional hazards

- Tropical storms
- ENSO cycle (droughts, floods)
- Fires, haze
- Mudslides
- Disease outbreaks
- Tsunamis
- GLOBAL WARMING
- Others?



Responding to global warming:

While there are many Plans B, remember ...



Who produces information for STU ?

- **Anyone can.**
- **Everyone can.**



Photo by Striatic

Who does the teaching for STU?

- Anyone can share their knowledge in STU
- Teachers, professors, students, government workers, medical workers
- Illiterate farmers can advise others: anyone with information



Spare-Time University (STU)

a bridge for knowledge sharing and for capacity building

- **usable, on-demand, timely and user-friendly knowledge related to environment.**
- **a hands-on inexpensive way to learn about the socio-economic and political needs of civil society.**

