

# AUN USR&S

**University Social  
Responsibility  
and Sustainability**

A Collection of Good Practices

# AUN-USR&S

University Social Responsibility and Sustainability

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REALISED WE HAVE  
SIMILAR DREAMS



## University Social Responsibility and Sustainability

### Introductory Chapter

The world is rapidly changing. The concept of development has shifted its focus from economic-oriented to a more social-oriented one. Social well-being has gradually caught attention of various sectors as the foundation of sustainable development. It can be seen that not only business and industrial sectors have changed their course of development strategies; the higher education sector has also faced the need to change. In responding to shifting global concerns, universities can no longer stay detached from society. They have become active units within a society that vigorously applies the concept of social responsibility. This can be exemplified through a number of commendable attempts by universities in their manoeuvres to utilise their expertise and to establish clear organisational strategies and effective management structures for actively engaging in University Social Responsibility and Sustainability (USR&S) activities towards the betterment of society. From the past to present, many determined endeavours have shown that USR&S has been incorporated in the universities' organisational philosophy and become one of the core activities and commitments of the higher education sector.

The concept of social responsibility is about commitments which go beyond what organisations normally do. The concept also needs to incorporate elements of sustainability to successfully

achieve a long-term impact. Thus, USR&S is the ethical practices which are the foundation for social activities and services aiming for students, the staff of universities, the local community and society, keeping in line with social good. With the concept of sustainability in mind, USR&S aims at tackling the root causes of social problems by trying to build a strong foundation for a society to be able to deal with problems in each different local context. This can be seen through the element of community empowerment and active involvement of the target groups in activities whether within universities or in communities elsewhere.

## **The Burapha Workshop**

### *Overview*

In an attempt to share good practices and ideas as well as to consolidate the knowledge on USR&S, the AUN Secretariat, in close cooperation with Burapha University, took the initiative and organised the **Workshop on University Social Responsibility and Sustainability from ASEAN-Japan perspectives: Sharing and Caring for a Better Community** held on October 2010, at Chonburi, Thailand. The Burapha Workshop realised substantial achievements by bringing in several distinguished USR&S practitioners from leading universities in ASEAN and Japan. The practitioners from private companies well-known for Corporate Social Responsibility (CSR) were also invited to the workshop to share their thoughts and experiences in the social responsibility

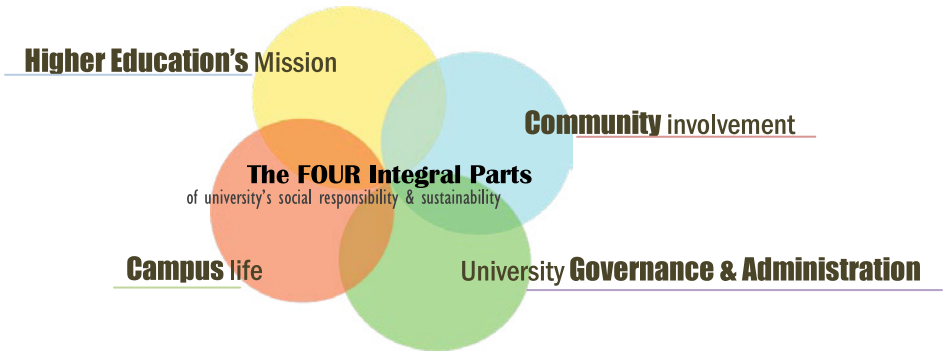
field from the business perspective. Among others, there were also observers from prominent social agencies joining the workshop and their active participation has been of immense value to this activity. With good practice, ideas and extensive experiences contributed by the participants, the event has been seen as a considerable success in this initial step to further promote region-wide implementation of USR&S activities. Moreover, this project has shown the promising prospect of continuation and long-term implementation as the workshop saw considerable and inspiring commitment from participants to push forward this initiative into stronger cooperation. Some common areas of practice were also discovered during the workshop and this is regarded as one of the important successes that can help facilitate collaborative USR&S projects among universities in the region. Also, through the online platform of communication, future possible cooperation could be explored and existing activities could also be enriched by sharing experiences and thoughts among USR&S practitioners.

Before going into more detail, it is important to elaborate on the core concept and some of the main components of the workshop. The core concept of the USR&S being employed in the Burapha Workshop built on the AUN USR&S Conceptual Framework.<sup>1</sup> This conceptual framework is based on four integral parts which are:

1 The AUN USR&S Conceptual Framework was first presented, by the AUN Executive Director, to the 2<sup>nd</sup> AUN Rectors' Meeting in Port Dickson, Malaysia, in March 2010.

- **Teaching and Learning, Research and Academic Services:** This can also be regarded as the university's common mission. It includes how a university delivers academic services utilising their expertise and calibrating the strategy of knowledge application for social causes.
- **University's Governance and Administration:** This focuses mainly on organisational management and administration approaches. It addresses the internal and structural element of universities as the internal practices of USR&S.
- **Community Involvement:** This component can be seen as the concept of many USR&S activities that usually engage with the community in an attempt to help equip them to improve their standard of living, tackle local issues and help contribute to a positive impact in the wider society.
- **Campus Life:** This part is essentially about the experiences of students and university personnel during their time in the universities. This internal practice is also one of the most important aspects of USR&S implementation since a basic and solid foundation must be built from within to ensure success when USR&S activities are being further carried out outside the campus.

The four integral parts of AUN USR&S Conceptual Framework can be illustrated in the following figure:



Regarding the methodology, the workshop used a systematic approach specially designed to harvest and consolidate the success stories being shared by the participants during the workshop.

Story-telling was the main methodology used in the workshop to help all participants feel engaged and the shared ideas and experiences could easily reach out to the audience. Together with the relaxed and friendly atmosphere encouraged in the workshop, the story-telling technique helped all participants get actively involved during the session in a conversational style using authentic words rather than formal or academic terms. This has helped enrich the already interesting stories of participants in a relaxing, memorable and entertaining sense.

In identifying good practices from the success stories presented, knowledge management techniques were used to

harvest the tacit knowledge from the practitioners. During the session, the audiences were also given a chance to interact with the story-tellers to get more detailed information and this process helped all the participants to pinpoint some common areas where they could possibly collaborate and complement each other's activities in the future.

Throughout the story-telling sessions, the participants were given an opportunity to reflect on what they had learned from the whole workshop. This was done through the 'ideas posting' method. That is, each participant was invited to write onto 'idea cards' stating their thoughts, impressions, additional ideas and suggested proposals for future cooperation based on what they found from the workshop. Then, the whole group could learn each other's views from the idea cards posted on the boards. Through this activity, the whole workshop was provided with a consolidation of all ideas and experiences shared throughout all the sessions. These contributions would also add to the good practices extracted during the workshop. In all, the workshop findings would then be utilised as a solid base to strengthen the continuation of this initiative and to equip this network with a set of USR&S knowledge for further use in education and practice in the real world.

As mentioned, for post-workshop arrangements an online platform of communication, hosted by the AUN website<sup>2</sup>, has been established in order to ensure the continuation and sustainability of this endeavour. This platform can also serve as a knowledge centre with the information, know-how, and ideas contributed by the seasoned practitioners engaged in the workshop. However, the Community of Practice (CoP) among USR&S practitioners could not be effectively achieved during the workshop given the limitation of time that made it unfeasible to foster a deeper interaction required as a basis for building the community. It is hoped that the online platform will help further the interaction of the envisioned community and can help foster knowledge building and idea sharing among the members in the long term.

### **The Success Stories**

There were a number of inspiring stories of good practices being shared during the workshop. The participants' stories were categorised in accordance with the AUN USR&S Conceptual Framework in four integral parts. As mentioned earlier, the four integral parts of USR&S comprehensively cover both the university community as well as other communities outside the university. These four parts are interrelated and equally important. To achieve

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2 The Online Platform of USR&S Community can be reached via [http://www.aunsec.org/site/main/web/index.php?option=com\\_wrapper&view=wrapper&Itemid=151&lang=en](http://www.aunsec.org/site/main/web/index.php?option=com_wrapper&view=wrapper&Itemid=151&lang=en)



the long-term aims of USR&S, the four elements have to go hand-in-hand and cannot be separated if one wishes to maintain a well-balanced USR&S development. However, as it could be seen, given the distinctive local context and different expertise each university possesses, the focus of implemented fields of activities in different areas may not be similar. Still, a myriad of common areas can be found.

### *Community Involvement: The Outreach Programmes*

Outreach programmes are one of the most widely implemented categories of USR&S as part of the Community Involvement category. Many universities in ASEAN engage in outreach programmes in their attempts to bring education to needy communities where access and opportunities to receive high quality education is limited. The case of Universiti Brunei Darussalam (UBD) is one of the most striking examples. UBD's endeavour started with the aim to eradicate the chain of poverty mainly caused by the lack of education. Under Sultan Haji Hassanal Bolkiah Foundation (YSHHB), the Education Intervention Programme has been launched targeting some parts of a water village where poor communities, heavily dependent on government aid, are located. Starting small, the programme has grown and has managed to bring in more professional volunteers to join forces with the UBD's students to provide tuition to the youth in the water village area. The success of the programme has motivated

more and more volunteers especially from UBD's students to get involved in the programme. Not only does the community itself receive benefits from this effort but the students also gain valuable experiences which bring a positive impact on the future outreach activities in Brunei. UBD's activity also extends its reach beyond the border. The initial step to go regional began when UBD crews arrived in the southern provinces of Thailand, Yala and Pattani, to provide English and Malay language tuition to local people. The programme has helped locals both in Brunei and Thailand to have opportunities to attend advanced education, and this is an example of a long-term solution with a sense of community empowerment that can bring sustainable development to the targeted areas.

The programme of Universiti Sains Malaysia (USM) also shares a lot of similarities with that of UBD. USM also conduct supportive educational assistance to children in rural areas to try to help break the cycle of poverty. The main features of USM's attempts include helping the locals to be knowledgeable about sustainable economic activities, self-development among children as well as the parents and developing indigenous skills and wisdom to realise their full potential for the improvement of standards of living. Environmental concern is also among one of the focuses of USM's programme. Some of the common features that can be found in USM's programme is it also start with small-scale projects.

A learning centre was built with the help of residents; initially with personal financial support from the programme's founder. This indicates a strong passion and belief in social causes and the attempt finally brought about positive and beneficial results to the target groups as the number of students participating in the programmes has significantly grown and some of the alumni have become successful in their further academic and career pursuits. In later stages, the programme has received significant contributions from the university as well as personal donations from the Vice-Chancellor of USM. Another programme focusing on environmental concerns has later evolved and institutionalised into "Puncak Educational and Community Engagement Club". From 2004, to date, with a growing number of more than one hundred club members, the programme has become strong and increased its cooperation with overseas universities such as the University of Santiago. Volunteer students from the University of Santiago have frequently visited the club's centre to help map and identify herbs with medicinal qualities, and they have also been actively involved in various kinds of motivational activities targeting the local youth in the area. The aforementioned programmes are examples of successful outreach programmes that address the root causes of problems; in this case, the cycle of poverty. Through building a strong foundation and by equipping local people with academic and practical knowledge, the goals of sustainable development and the long-term improvement of standards of living can be met.

### *Community Involvement: Student Involvement*

Also, student involvement is another common feature of USR&S especially with outreach programmes. In fact, a lot of USR&S programmes regarding community services usually feature a student involvement component. Other programmes not mentioned in this section could also relate to the student involvement category and, likewise, the programmes exemplified here could also link to other categories. Many success stories show a strong student involvement. The cases of UBD and USM certainly typify this. Another robust example of student involvement can be seen in the case of Universitas Gadjah Mada (UGM). The social responsibility activities of UGM in respect to student involvement can be categorised in curricula-based and non-curricula-based activities. While the non-curricular activities are general social services, the curricula-based ones are associated with research activities. This means the students apply their research to the community service programmes where in turn the feedback gained can provide information of possible future research topics. This can specifically reflect the needs of the local community more precisely to effectively enhance the quality of life and foster sustainable growth of the local community. The encouragement of indigenous knowledge application is among the shared traits of this type of community service programme. In this example economic-oriented education was found among other community empowerment programmes in Indonesia.

For utilising academic expertise with strong student involvement for rural and needy communities, the Microcontroller School Innovation Mentoring Project established by the Universiti Kebangsaan Malaysia (The National University of Malaysia-UKM) is another successful example. In this case, the project was initiated by academics in their effort to apply microcontroller technology for educational aid aiming at enhancing the education of children and marginalised communities. The students are trained by the university academics to become capable mentors for school children in developing various skills including creativity, ICT and problem solving skills.

Examples from Vietnam and the Philippines are also among some of the interesting stories which prominently focus on the involvement of students in social and community service activities. Vietnam National University, Hanoi (VNU-Hanoi), has engaged in yearly community service during the summer break. The “Green Summer” programme helps enable social awareness among the students who would later become strong human resources activists. The programme also draws in the involvement of the local inhabitants to join this community service in the way of learning and developing together. Interestingly, it is not only a one way contribution. While the local communities receive benefit from the assistance of the academic sector, they also provide opportunities for the students to learn and develop

various skills, and with the strong involvement of the locals, the social development in the targeted areas could be accelerated and continued by themselves in later stages. The activities of the programme include the promotion of family planning, prevention of diseases, food safety and healthcare, sports and other youth-related development. The VNU-Hanoi's team has also been involved in building social welfare houses, libraries and other necessary facilities for the communities in need.

While the VNU- Hanoi example focuses on bringing their students to engage in community services, the case of Ateneo de Manila University in the Philippines is another striking example of students, as well as the university staff, joining forces with the local population for social causes. A group of 55 farmers from Sumilao decided to march from their indigenous territory Mindanao to Luzon in the struggle to reclaim their ancestral land which was unjustly taken away from them. Although the land, by the order from the Office of the President, was planned to be converted from agricultural land to an agro-industrial area, this planned conversion has never been materialised. Instead, the land was sold to a private company for another purpose. After a long march from their land, the farmers were welcomed at the Ateneo de Manila University. Starting from small number of university's medical volunteers, the number of students and staff from the academic community who came to support their cause rapidly grew into a strong force.

Inspiration, stories and dreams have been exchanged and shared among the farmers and supporters from the university. Friendship and network of social consciousness have been forged during their long struggle until the very end of the campaign which resulted in the celebrated success of the farmers as their ownership of the land was once again restored. This story presents one of the examples showing that academic communities no longer stand aloof from society.

#### *Community Involvement: Research-based Community Services*

Many USR&S programmes are knowledge-based and research-driven. This type of activity is where a university directly applies their knowledge, research findings and expertise for community improvement and in some cases, the results of these community services in turn help enhance future research projects. The case of UGM is also one of the examples where a university applied their research and knowledge for community enhancement. Universitas Indonesia (UI) also conducts these types of USR&S activities. UI dispatches their university staff to help identify the problems and the needs of local communities in Depok City where the university campus is located. Part of their research findings includes the issues of dengue fever, women's empowerment in accessing credit and the problem of star fruit cultivation. UI has applied their knowledge and research capacity to help locals to overcome these problems with the main aim to

enhance the welfare of the Depok community. In addition, the Disaster Management Centre (DMC) is part of the UI's endeavour to develop a comprehensive disaster management system for the communities vulnerable to natural catastrophes. The university's commitment to apply their knowledge for the betterment of the local community can also be seen in the cases of Universiti Putra Malaysia (UPM), De La Salle University (DLSU), Chiang Mai University (CMU) and Burapha University (BUU). These universities have come to the assistance of their local community in different fields including health, environment, economics and education depending on the local contexts. UPM has established the Cancer Education and Services Research Laboratory (CaED) as a 'spin off' initiative via the joint venture research project in cooperation with Cornell University. This programme has helped enhance services and education in relation to cancer both in the country and beyond.

Environmental conservation efforts can be identified in the case of DLSU. This is done in connection with the economic activities in Talim Bay located in Batangas, the Philippines, where there is an urgent need to address ecological problems. The group of practitioners work closely with the locals to help form a community-based unit in managing and planning the coastal ecosystems of Talim Bay. This is in order to efficiently utilise natural resources to improve living conditions of the marginalised



residents in the area whilst taking into account the minimal impact on environment for the sustainable usage of natural resources in economic activities. The project has also started from a small scale and it has later branched out into other activities in relation to the main aim of the project. This includes the formation of local fisher folk organisations, a municipal-wide resource management council and the establishment of Sea Scouts. In addition to these projects, DLSU also undertake various other projects where they can apply their academic expertise for the betterment of society. The university possesses a strong philosophy of its existence in connection with society stating that the university exists for social transformation. Thus, the DLSU's projects all focus on delivering permanent changes and the Talim Bay project is one illustrated example of building a solid foundation with a strong participation of the local community.

In Thailand, CMU has conducted numerous projects in connection with community services. All of the projects are in line with the philosophy of providing academic input, knowledge and research-based services to support the livelihood of the residents in the area including the hill tribe peoples. One of the illustrated examples is the "Royal Project" in which CMU personnel conduct training and provide knowledge to the hill tribes on agriculture and cultivation to increase productivity, preserve fruit and vegetables among other attempts to improve the livelihood of the marginalised

groups in northern Thailand. Students are also the main force in bridging academic theory and actual practice in community services of CMU.

Moving to the eastern part of Thailand, BUU has also vigorously applied their academic expertise to the local communities. The BUU's programme includes a Health Promotion for the Elderly Project aiming to promote the health of senior citizens in the areas where the university is located. Students and faculty staff mainly from the Faculty of Nursing are the main body of this project. Beside health care, BUU also conducts various programmes varying in scale of activities to help local people utilising the university's research and technology to improve their business production and minimise the adverse impact on the environment.

Research-based community services are not the only example of the academic sector employing their different expertise and niche areas to assist local communities in various fields. This type of activity also in turn helps the practitioners and researchers get feedback to inform future projects and research topics. The shared characteristics of community involvement are that they are usually set up on a small scale. Strong commitment from practitioners as well as volunteer students is considered the main ingredient for success and long-term implementation. The foundation of a successful community service is the concept of

empowerment. Successful projects would not be realised unless the communities themselves also play their part in development, learning and being actively engaged in the initiatives. Sustainable development will be achieved if the local community can, in later stages, share a large part of responsibilities after the foundation has been solidly implanted by the USR&S practitioners.

### *Campus Life*

The aspect of USR&S in campus life can be regarded as one of the essential foundations for implementing USR&S activities. That is, long-term success should be built from within. The creation of ethical conduct, social concerns and a good quality of living within a university community itself could bring about positive impacts in generating like-minded personnel in areas of social responsibility and it would help the progress of USR&S activities when implemented outside the university.

The University of the Philippines (UP) is a remarkable illustration in providing comprehensive services for good-quality campus life. UP has implemented its vision for the well-being of the community of staff and students inside the university. The UP's services include a child care centre in caring for the young children of UP staff. The centre has later evolved into a preparatory school. There is a shopping centre which offers much lower prices compared to those of outside the campus. A comprehensive, efficient transportation system across the campus is provided.

Other programmes such as a health care service, known as the UP Infirmary, an infant care programme and a centre for gender issues are among services that the university provides in their efforts to ensure a good quality of living within the university compound.

While UP aims at providing comprehensive supporting system, other universities may be examples of focus-topic implementation. In the case of the National University of Singapore (NUS), the effort to improve the system of recycling items is an example of managing waste on campus. Although there is a recycling system already in place, the level of contamination in the recycle bins still needed to be reduced to implement an effective waste recycle system. NUS had started this project from identifying the causes with an effective application of academic knowledge. This helped the university establish a step-by-step solution to successfully tackle the problem and strengthen and maximise the recycle system to its full potential. By bringing in effective approaches to help assist users and to ensure a more efficient system, the case of NUS is exceptionally interesting in utilising the management skills to systematically steer the USR&S programme to the targeted achievements.

Technological aid can prove to be an effective tool in USR&S implementation. Taking Nanyang Technological University (NTU) from Singapore as an example, a team of NTU academics and

students have taken the initiative in applying their research and technology in conducting a pilot project on electric bicycles in order to try to help contribute to a greener campus by reducing the use of fossil-fuel vehicles. The project has drawn active participation from various student groups from the fields of energy studies, engineering and various environmental associations. The NTU team also brings in a number of features to help increase the use of electric bicycles. These supporting features include an online reservation system and the installation of solar powered charging stations around the campus. The electric bicycle project is built on simple and basic ideas but it is a move that could effectively make possible the raising of the social consciousness of students, faculty staff and wider society in later stages. Reducing petrol consumption would also help Singaporean society to progress forward to a more sustainable one.

For campus life, the case of the University of Tokyo illustrates a successful endeavour in terms of efficient energy consumption on campus with various successful methods employed including technological aid and cross-sectoral cooperation. The Green University of Tokyo Project (GUTP) has been established in connection with the aims to provide digital information on efficient energy consumption on human and social activities. The project started with the Faculty of Engineering as a demonstration test bed. The project uses a Smart Grid system to monitor energy

consumption in the building. With cooperation from various agencies ranging from building owners, developers, architectural offices to equipment vendors, the project successfully brings about positive results through establishing common benefits and mutual contribution. This promising project is going beyond national borders as it has established cooperation with a Chinese counterpart through a university consortium and it is hoped that the project will expand its successful cooperation to the international stage. It is a striking example of engaging all sides in the implementation of the project. The established common benefits with private enterprises and the industrial sector have ensured that the project could be sustained without being dependant on financial support from the government. Unwavering commitment from top university executive level also plays a key role in ensuring success. This case of the University of Tokyo is an important good practice that demonstrates the creativity, commitment, utilisation of resources and technologies available and unique approaches in conducting the USR&S programme.

### *Teaching & Learning, Research and Academic Services*

Many universities have set their missions in linking academic services together with the concept of social responsibility. The higher education's missions are not limited to traditional roles of teaching and research within the university compound. Rather, higher education institutions in the present day have aligned

strategies and organisational philosophy towards serving the needs of societies. This type of USR&S programme emphasises the roles of the direction of a university in providing academic services in accordance with social problems, social needs and public concerns. The key to success in this part is to identify the areas in need where the universities could play important roles in assisting the society which may have different needs and problems depending on local contexts.

The stories of the University of Malaya (UM) and Universiti Kebangsaan Malaysia (UKM) certainly demonstrate good examples of the universities' organised efforts in utilising their resources and academic capacity for USR&S related activities. The two universities have shown their policies and clear direction on aligning academic, community and society needs and putting the issue of social responsibility among their topmost missions. In the case of UM, the university focuses its efforts in trying to transform the theories, abstract ideas and research findings into the betterment of society. That is, it is all about putting academic theory into action. Evidently, some of its philosophy is also in line with that of Indonesian counterparts such as UI and UGM. For instance, the UM's USR&S on health education is about how to bring the philosophy and realise the academic capacity to its fullest in implementation. UM's pilot project also started small, and after a long period of developing the health education programme

for school children, it has been officially recognised as a co-curriculum programme by the Ministry of Education, Malaysia. This success has laterly gone beyond the border by achieving international recognition. Up to now, the UM's health education programme has succeeded in training more than 29,000 school children to be health educators and promoters. This element of building strong foundations through education among the youth would certainly benefit society in the foreseeable future. In addition to this prestigious programme, UM also takes immense efforts in identifying social priorities and in making the university's social responsibility and the social contributions from academics to have a more visible and sustainable impact on society.

Equally interesting, UKM has shown its strength in the USR&S field. The university vigorously and directly engages its resources and research expertise for the area of social responsibility. The strategic thinking on implementing USR&S of UKM is also noteworthy. UKM is utilising its niche research areas to solve problems identified both at national and regional levels. In addition to the research-driven USR&S initiatives, UKM has actively developed strong relations with various stakeholders including the industrial sector, NGOs and governmental agencies, in their attempts at community engagement. This manoeuvre helps foster mutual partnerships in the social responsibility fields among private sectors. Thus, through this partnership, the university and



private sectors can join forces in enhancing social responsibility programmes which in turn help improve the role of a university as the key player in social services. The aforementioned characteristic of UKM's USR&S programmes could be exemplified through its collaboration with the Sime Darby Foundation, the prominent oil palm industry player. This cross-sectoral collaboration saw a great development of scientific knowledge in terms of climate change which would effectively contribute to the sustainable development of a solution for the energy consumption and environmental impacts in the future. UKM puts immense effort in formulating cooperation with industrial players who share the same commitment and inspiration. The clear strategic thinking and cross-sectoral partnership has not only yielded fruitful results but this synergisation would also maximise the potential of both sides in realising successful programmes for the social good with sustainable and permanent impacts in the future.

Looking into different angles, in the countries where greater development in various aspects is needed to ensure the effective social transformation, universities are contributing tremendously to the development for the good of societies. Universities in Cambodia, Laos and Myanmar are taking a big step forwards in identifying urgent needs and top priorities of their societies. This initial step is vital to develop their strategies for further implementation of social development with universities playing crucial roles. In this regard,

the universities have employed their academic resources to help identify social priorities and public concerns, and human capacity building remains essential for further development in these three countries. Basic development such as the promotion of market economy and supplying knowledge for industrial sectors are also of importance. With these goals in mind, the universities in Cambodia, Laos and Myanmar have sought cooperation with various agencies and overseas partners to help increase education opportunities, employment and other benefits to local communities. Knowledge and research-based development is also enhanced and supported by this cooperation. The universities also play key roles in enhancing indigenous wisdom to its full potential and also in applying knowledge gained from cross-border cooperation to the local context. The USR&S activities in CLM countries may be at the fledging stage, but it is still within the universities' social obligation to take on the challenges and they have thus far made commendable contributions to the development in priority areas in their respective countries.

#### *University Governance and Administration*

As stated in the story of USM, universities cannot stand aloof from the outside world. USM's story points out the need for universities to evolve from a traditional position of seeking to achieve a pure academic pursuit to a strong social force seeking bonding relationships with communities to address their needs.

This point has been made and related to the previous sections. However, in the part of University Governance and Administration, the focus will be directed to the question of how might universities establish effective approaches to ensure high impacts and to foster a durable foundation of social responsibility from within. USM's philosophy has shown that the university is obliged to exhibit deeper commitment to the welfare of the society. This is similar to the UKM's philosophy of strategic thinking on USR&S endeavours mentioned in the previous section. UKM has linked its social engagement programme with various stakeholders' interests and it also set up effective structures to facilitate and enhance the USR&S programme. Within the university, UKM has built effective governance and organisational configuration with reward systems for USR&S excellence recognition. In terms of establishing networks with stakeholders, there have been good practices shown in developing successful approaches in fostering strong relations and cross-sectoral networks with external partners. To achieve this aim, a university governance portfolio has been established to affirm the strategic partnership between the academic sector and the industrial sector for the positive outcomes of social responsibility implementation.<sup>3</sup> Thus, the topic of university governance and administration is among the determining factors for the successful implementation of USR&S

<sup>3</sup> This establishment is the initiative from the Ministry of Higher Education, Malaysia. In the case of UKM, the portfolio is entitled Deputy Vice-Chancellor for Industry and Community Partnerships.

programmes since it serves as the foundation and indispensable structural support of the universities' undertaking in this field; that is, success must be built from within.

This USR&S initiative has evidently been a successful step towards a bigger leap in the future. Passion and inspiration to further strengthen these activities for the social causes are high and the commitments shown by all participants are solid. The journey of this network, the AUN-USR&S, has set its clear course towards a bright future with a determined spirit of unity and partnership. To take this achievement further, the active participation and strong commitment from Universiti Kebangsaan Malaysia (UKM) will bring this cooperation to the next stage at the 2<sup>nd</sup> AUN-USR&S: Knowledge for People, Research for Community's Life. Progress, innovation and deeper commitment will be there waiting to inspire us all in our continuing journey in May 2011, Malaysia.



MS. MARY ANN MANAPAT

ATENEIO DE MANILA UNIVERSITY

THE PHILIPPINES

*“Let There Be Light”*

October 10, 2007. This was the day 55 farmers, mostly from the indigenous Higaonon tribe of Sumilao, Bukidnon decided to take the first of 1,422,319 steps from Mindanao to Luzon. Except for the two inter-island boat rides, they covered 1700 kilometers on foot in 58 days.

Sumilao comes from the Bukidnon phrase “konsumilaw da”, meaning when light comes again.

These Sumilao farmers braved 58 days of walking to fight for 144 hectares of land given to them more than ten years ago under the country’s Comprehensive Agrarian Reform Program.

This land was unjustly taken away from them through an order from the Office of the President, allowing the landowner to convert agricultural land to an agro-industrial area. This conversion never happened. Instead it was sold to San Miguel Foods, Inc. which started a piggery construction in the land.

Amidst the darkness and the uncertainties, they cherished in their hearts the strong hope that they will one day till their ancestral land. One day, light will come again.

From the five Ateneo college students who started soliciting slippers for them, the Sumilao farmers were met along EDSA in Manila by the Ateneo de Manila community -- professionals from the Office for Social Concern and Involvement, students, faculty, Jesuit brothers and priests including supporters from other schools and sectors of society. For some of them, it was the first time they saw flyovers, buildings and cars. For most of us, including myself, it was the first time we saw such fiery passion from young and old alike. Their slippers were tired but not their spirits.

After 58 days of walking, they were welcomed at the Ateneo de Manila gates by Manila Archbishop Gaudencio Rosales, former bishop of Bukidnon, Fr. Danny Huang, Philippine Provincial of the Society of Jesus, Fr. Bienvenido Nebres S.J., University President and the rest of the Ateneo Community.

Mass at the Church of Gesu was followed by dinner with the students and supporters. What started as three volunteer doctors grew to more than a hundred, which included the first batch of Ateneo medical students. Lying on the soft mattresses that the dormers lent from their own beds, they shared their stories to those who cared to listen.

It was on that dark December night that I first met Ka Rene Penas, paralegal for the Sumilao farmers. He shared with me how he thought that walking from Bukidnon to Manila was such a crazy idea. But the farmers were persistent and it dawned on him that

perhaps with support from the church and fellow Filipinos across the country, it could be done. He recounted how, when they were in the Visayas region, men would come down from the mountains and convince them that active non-violence will not succeed. An armed struggle is more effective. They did not listen because they knew better. Ka Rene told me this story with no evidence of anger or vengeance. He was a powerful and charismatic storyteller, lifting up his comrades with his jokes yet moving them with his truth. Ka Rene was murdered in Sumilao on the 5<sup>th</sup> of June, 2009. His body was flown to Manila. At his funeral wake I knew that his spirit will live on in so many hearts. Up to this day, this simple yet great man continues to inspire so many farmers across the country.

Their choice to “Walk for land, walk for Justice” gave our students the opportunity to journey with them. We became a part of their struggle -- from healing their wounds, to breaking bread with them, to joining them in their march to Malacanang, to helping them dismantle the make-shift beds outside the Department of Agrarian Reform. We were enveloped into the warmth of their songs, laughter and friendship.

On October 5, 2010, the Sumilao farmers will be celebrating the reclaiming of their land – all of 144 hectares.

“KonSumilaw Da” ...light has truly arrived.





ASST. PROF. DR. PORNCCHAI JULLAMATE

BURAPHA UNIVERSITY

THAILAND

*“Social Responsibility and Sustainable Development  
Initiatives in BUU”*

Burapha University (BUU) is currently recognised as one of the most successful comprehensive universities in the eastern part of Thailand providing high quality standard education both nationally and internationally. Its mission; following Office of the Higher Education Commission, Thailand comprises of the production of graduates, researches, and academic services to society and preservation of Thai's culture.

One of University's responsibilities in the dimension of community services is to provide academic services based on knowledge and research to the community as part of university responsibility to society.

Several successful academic service projects are launched and implemented by many faculties and institutions in the university supported by BUU in order to share and care for a better community. I cannot illustrate all projects so only one project from Gerontological nursing Department, Faculty of Nursing will be demonstrated as an example.

Health Promotion for the Elderly Project organised annually by Department of Gerontological Nursing for 20 years consecutively. This project is fully supported in the form of financial aid by the government and BUU. Several activities within this project aimed to promote good holistic health of the older adults in the community are served along the year and especially during the project week. Faculties, both undergraduate and graduate students together with community leaders, health care staffs and volunteers in the community participated in this project with the same objective to promote health of the elderly in the community. These are some examples of the activities: (1) Exercise for the elderly with Mai Plong Dancing, (2) Internet for the elderly and caregivers, (3) Rehabilitation for the disable, and (4) Safety and smart home for the elderly. The evaluation reported the satisfaction of all participants especially the older adults in the community. They are very happy and have good physical and psychological health. Moreover, they concern and dedicate themselves for promoting their health which is a good sign for maintaining health promotion in the community.

I think this is one of good USR examples which cooperates all essential sectors to take care the community especially the elderly people in Thailand who are the “bank of the wisdom” in Thai community.

A CASE OF SITE VISIT  
BURAPHA UNIVERSITY  
THAILAND

“Technology for A Happy Life”

A vast variation of rich cultures in Thailand can be blended well with a rapid development of technology that redefines how people live and enjoy their lives. Technology can help prolong lives and improve life quality. Especially for elderly people who might experience some disability problems, technology can assist them to fully return to live their lives in the society.

In Thailand, the number of people in elderly age has been growing rapidly as a result of the baby boom period some decades ago. Most of these people live with their family. Unfortunately, most households in Thailand do not have equipment or even rooms and places specifically designed to suit with the need of the elderly. As a result most of them have to stay in a room or in a bed waiting for their children to take care of. Some may not be able to help themselves even in basic activities such as using toilets or even taking a bath as most bathrooms are not equipped with suitable devices for elderly. Therefore, they have to wait for their caretakers to help do such activities.

This project aims to bring in basic technology to help these households taking care of their elderly, whilst keeping in

mind the concept of sustainability and simplicity. The project has been initiated by cooperation between the Thailand National Electronics and Computer Technology Center (NECTEC) and Burapha University's Faculty of Engineering and Faculty of Nursing. Some technology for disability from NECTEC has been transferred to Faculty of Engineering who will train local technicians to assemble and install disabled-aided devices at elderly houses in Bang Saen area. The first phase of the project installed remote controlled emergency alarm systems and electric light switches in 20 houses. Bang Saen Municipal joined in by providing some funding and help select the houses. Engineering and nursing students organised a frequent visit to those houses to follow up and collect feedbacks from users. The results were relatively satisfactory. The system has been proved efficient in helping elderly alert people in the vicinity if they are in need of some assistance, and allowing them to turn the light on and off from a remote controller. The device also relieves the caretaker from a necessity to have a constant watch over the elderly. This provides a great help to reduce a stress of family members taking care of the elderly. The next phase of this project includes a complete transfer all know-how to the community technicians for sustainability and introduce more aided devices.

ASSOC. PROF. TERAPATT VANNARUEMOL  
CHIANG MAI UNIVERSITY  
THAILAND

“Successful project”

From the initial base of Chiang Mai University back in 1964 until the present, priority has always been given to the development of Human Resources, Research, and Community Services. CMU is now fully recognized as one of the most successful universities in the northern part of Thailand. The Office for National Education Standards and Quality Assessment of Thailand presently ranks it as one of the Top Three Universities in the country with our mission comprise produce graduate, produce research, provide academic service to society and cultural preservation.

One of University's objectives in the dimension of community service is to provide academic services based on knowledge and research to the community as part of university responsibility to society. There are many academic services projects that CMU is supporting by our faculties and organizations in the university. In regards to projects or activities in connection with sharing and caring for a better community perspective, CMU have quit a number successful projects which could not illustrated it all, I would like to present only some as following;

"The Royal Project" One of the most prestigious project which CMU has supplied the project with our personnel in order to give training course to highland people, help and support highland people to increase crop productivity marketing, preserving fruits and vegetable, and to provide academic knowledge and assistance to them in order to develop and increase the quality of living for people in the high land areas in the north of Thailand in various aspects.

"Chiang Mai University: Society Sharing and Caring Project". In the line of policy of CMU to promote student activity and community service, this project, student has played an important role to gear the project; this project is an instrumental tool that bridge knowledge and services to society by students. This project is aimed to promote sense of sharing and caring to society, promote student activity and student leadership, students can learn from activities in the project in term of how to build relationship and cooperation among themselves and with people in the society.

"Chiang Mai Creative City" is a joint collaboration project between Consulate General of the United States of America to Chiang Mai and Chiang Mai University to create a creative city in mainly 2 pillars, first pillars is called a "Creative City", which aims to increase and generate people income by use a strong overseas IT development companies in province and etc., and the second pillar is to improve Chiang Mai's people quality of living in several

areas which include cultural and environment preservation. There is government sector, private sector, IT companies and higher education in Chiang Mai are part of the project and particularly Chiang Mai University is playing an integral role to promote this project.

“Smog Pollution”, this happens every year towards the end of the dry season, between February and April and is largely attributable to slash-and-burn farming methods. Last year the pollution levels got so high that literally thousands of people across Chiang Mai province were admitted to hospital with various respiratory illnesses. In relation of this air pollution, Chiang Mai University with different faculties such as Faculty of Agriculture, Faculty of Engineering, Faculty of Political Science, Faculty of Fine Arts, Social Research Institute are part of solving problem from policy level through community level to tackle this problem and the situation has now dramatically recover which CMU will still keep monitoring it until we can eliminate this air pollution.



BR. MICHAEL JOHN BROUGHTON FSC

DE LA SALLE UNIVERSITY

THE PHILIPPINES

*“Talim Bay Coastal Resource Management Project”*

Talim Bay is a major source of livelihood for coastal communities in Lian, Batangas, and adjacent communities. Almost half the population of the coastal barangays of Lumaniag, Binubusan and Luyahan are dependent on the resources that the bay provides, which is not only limited to food fish but also tropical aquarium fish, shells, crabs and sea cucumber. In terms of ecological value, Talim Bay is a nesting place for marine turtles, particularly the endangered species Olive Ridley turtle (*Lepidochelys olivacea*) and some species of birds which feed on its mudflat and mangrove areas. A total of 8 species of true – mangrove species can be found in the narrow, fringe mangrove areas surrounding the Bay. The total area of the coral reef ecosystem, which includes mangroves, seagrasses and coral-lined areas is approximately 21 km<sup>2</sup> (Talim Bay Participatory Coastal Resources Assessment Report).

The ecological services and economic value of Talim Bay is approximately PhP 14,437,194 based on the Participatory Coastal Resources Assessment and other published literature. These resources should be more than enough to uplift the living condition of marginalized and disadvantaged fisherfolk

and coastal dwellers in Talim Bay. Unfortunately, as in many coastal areas in the Philippines, Talim Bay is threatened by natural calamities; anthropogenic activities such as deforestation, illegal fishing, illegal cutting of mangroves, and over extraction of resources and, sedimentation.

The decline in the ecological condition of Talim Bay needs to be addressed or another center of coastal diversity will be lost. The interconnected environmental, economic, social issues and threats require not just an environmental solution but an environmental-social-economic approach. As such, De La Salle University, Manila through its Center for Social Concern and Action (COSCA) and the Br. Alfred Shields Marine Biological Station has embarked on an initiative to:

- Conduct researches and validation through participatory means the status of the major ecosystems of Talim Bay;
- Facilitate the formation of relevant community-based structures and engage the local government units of Lian, Batangas in planning and managing the coastal ecosystems of Talim Bay; and
- Formation and strengthening of the Sea Scouts, a youth environmental organization based in Talim Bay.

**Project Status:**

With minimal resources coming from the University, the project has managed to complete most of its output such as the documentation of the status of the coastal ecosystems within Talim Bay, formation of 3 local fisherfolk organizations and a municipal-wide resource management council and the formation and continued capacity building of the Sea Scouts.

As part of its sustainability mechanism, the project has successfully lobbied the local government unit to provide logistical support to be used in resource management activities. In fact, several capacity building sessions for the newly formed local structures were financed by allocation from the municipal funds.

Currently, the project is lobbying the Sangguniang Bayan of Lian, Batangas to declare Talim Bay a marine protected area.

DR. YABIT ALAS  
UNIVERSITI BRUNEI DARUSSALAM  
BRUNEI DARUSSALAM

*“We can make a difference”*

In 2006 Sultan Haji Hassanal Bolkiah Foundation (YSHHB) launched an Education Intervention Programme targeting a relocated village, namely Kampong Bolkiah A and Kampong Bolkiah B which the Foundation directly sponsored. I was called to help YSHHB to set up this programme and eventually became one of the professional volunteers' in the programme. The village was specially chosen because of their track record of over dependence on government aids. The village was located in the famous Brunei water village or Kampong Ayer, and the population were originally from various water village areas that were affected from various natural disasters such as fire. The long term objective of the project is to make sure that the children of the villages will get a proper education which will enable them to get a good job in the future. In other words, the programme is trying to break the chain of uneducated family which continuously will depend on the government or the Foundation charity. The twice a week weekend programme (Friday and Sunday) was focussing on primary 6 pupils who will set for their national exam called Penilaian Sekolah Rendah (PSR) or Primary School Evaluation.

It was a great challenge for me especially in 2006, I was the head of my department which meant besides teaching and

research I was doing an administrative works in the university. It was very often that I went home at 12 midnight because of the demanding office works. On top of that, it was weekend and I have to leave home as early as 5.40 am when everybody was still sleeping leaving my family at home. I have to be early because I have to go to Brunei river jetty on time to catch a provided boat which will bring us to the temporary school (we used a temporary religious school as there is no academic school in the village, the children have to attend to various schools to the nearby village). Another challenge which I faced was my inexperience of teaching and handling primary school children who came from various schools and families whose background were well known of putting education as not part of their priority. However, determined to make a change especially when I realized that the children really need a good future, I managed to overcome the heat or rain while sitting on a 40 minutes rides by boat to the destination. The children were very happy when they realized that a university lecturer and a head of a department came and spent his full or half day with them. All the sacrifice pays off when you see their result. Some of them pass with flying colours while some managed to at least promoted to the secondary school.

I managed to bring in more volunteers especially university students. At that time, I am the only lecturer from my university who give tuition to these pupils, the rest were volunteers from various agencies. It was proven successful as the students seem more motivated especially when they knew that the volunteers are professional. This is what we called learning through example.

Up to now, I am still an adviser for that Education Intervention programme. Infact, many of the students are in their 10<sup>th</sup> year this year.

My experience in those two villages, encourage me to go further. In June this year, I brought 16 undergraduate students from various majors to southern Thailand, that is Yala and Pattani. The students were assigned to teach English and Malay in various schools especially a community religious schools. I worked closely with Prince of Songkla University, Pattani Campus and Yala Islamic University. This one month pilot project had benefits all parties concerned, the students' gains valuable experience, the schools managed to give an exposure to their pupils on the usage of good English while the participating university makes names to the local community. We planned to continue this project with more universities including from Malaysia to joint. Thank you.



ASSOC. PROF. DR. DIAH TRI WIDAYATI

UNIVERSITAS GADJAH MADA

INDONESIA

*“Enhance the Contribution of Universitas Gadjah Mada in  
Achieving Nation Prosperity through Community Empowerment”*

As the oldest and the largest University in Indonesia, Universitas Gadjah Mada (hereafter called UGM) has a vision “to be a World Class Research University which is excellent, independent, dignified, inspired by *Pancasila*, the five-point ideology, and dedicated to the needs and welfare of the nation and the world”. The general mission is “to promote excellent teaching-learning opportunities and community service through research”, with special mission: (i) To promote excellence in educational activities, research, and community service with the interest of the Indonesian society and to participate in Indonesian socio-cultural building; (ii) To thoroughly ensure completion of the transitional period of the university management to Universitas Gadjah Mada as having a legal entity and good university governance.

Social commitment and responsibility of UGM is categorized into two groups, i.e. curricula based and non curricula based. The former is implemented through student community service

Theme: University's Community Involvement



(SCS, KKN), and the later is known as general community service (community service). It is noteworthy that UGM came up with a new form of students community service, replacing the old *Kuliah KerjaNyata* (KKN). The new KKN takes the name *KKN-PPM* (*Student Community Service-Community Empowerment Learning*). *KKN-PPM* is in line with the UGM vision to become Research University. There is an interrelationship between community service activities and student research results. While community service activities are based on research results, outcomes of community service activities provide feedback inputs for improvements in future research conducted in UGM. During 2009, UGM carried out community services that covered more than 200 activities. The services are aimed at enhancing the quality of life of the community, and foster the growth and development of integrated regions, and facilitating the adoption of advanced science and technology.

Currently, UGM has developed the approach ++ of *KKN PPM* through *PHKI*-national competitive grants. In this model, lecturer, community and local government have responsibility to conduct the accelerating regional development based on indigenous wisdom and local potential simultaneously. The successful stories of research centres, faculties, and departments of UGM in community services, especially after earthquake in Yogyakarta and Central Java on 27 Mei 2006, have inspired UGM to develop model of community services based

on indigenous wisdom and local potential by utilizing research results for empowering society in order to achieve sustainable prosperity. Some of these successful stories among other, the Centre for Regional and Rural Development Studies conducted *Strengthening economy and disaster risk potency comprehension of earthquake disaster victims in Ceporan and Gesikan village, Gantiwarno, Klaten district, Central Java*, Faculty of Animal Science carried out *Improvement of technical and financial performance of Bligon goat farmer group in Kwarasan, GunungKidul district, Yogyakarta*, Faculty of Engineering conducted *Exploration and exploitation of clean water at Plawan Cave in GiriCahyo Village, GunungKidul district, Yogyakarta*.

UGM will strengthen as trend-setter in the higher education in Indonesia by conducting the community services based on indigenous wisdom and local potential by down streaming research results for empowering society in order to achieve sustainable prosperity as a national model.

DR. BAGUS ARYO

UNIVERSITAS INDONESIA

INDONESIA

“University’s Social Responsibility and Sustainability (USR&S):

Universitas Indonesia (UI)”

Universitas Indonesia (UI) has several successful stories of USR&S, which can be divided into three parts:

- Student Scholarships ‘Beasiswa 1000 anakbangsa’ (One thousand scholarships for students from low income families). Every year UI’s provide one thousand scholarships for new students that come from low income family. It is UI’s policy to open its door for low income students who have strong will, intellectual capacity and leadership to benefit from high quality of education at UI.
- Community services for Depok city.

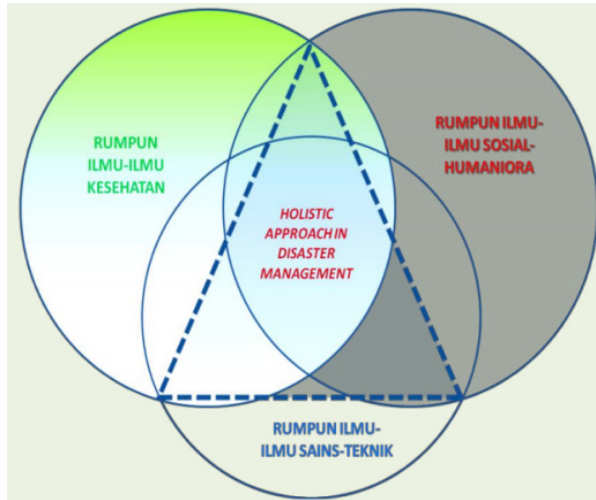
The objective of the USR is to assist and provide solution to the problems of Depok City. The process was started with a meeting between UI and Depok City to assess what kind of assistancethat UI can offer to Depok City. The assistance was set based on UI’s capacity as a research and teaching University. At the end of the process, both parties identified three main problems that needed to

be solved, such as problem of dengue fever, women empowerment in accessing credit and cultivation of star fruit.

From university perspective, it is a moral obligation of UI to contribute to the welfare and wellbeing of the individuals/communities in the Depok City. Beside that UI is located in Depok City. Those three problems became three projects of community services. UI's applying its knowledge and research capacity to overcome the problems and aiming to enhance the welfare and health of Depok residence.

- Disaster Management Centre (DMC).

DMC is one of the program in the UI's Strategic Plan 2007-2012. Through DMC, UI's aimed to build, develop dan implement a comprehensive disaster management system as a realization of university social responsibility. In the implementation of disaster management, UI's blend all of its intellectual resources (interdisciplinary approach) to develop a holistic approach of disaster management. At UI, there are three groups of science: *rumpunsosial-humaniora* (social-humanities group), *rumpunkesehatan* (health group) and *rumpunsains-teknik* (science-engineering group). Those three groups are united and complement each other to provide holistic services in a disaster incident.



DMC team also help Indonesian government to help people when earthquake occurred at West Java (2 Sept 2009) and West Sumatra (2 October 2009). Assistance and aid from UI including: health services, psychology services, infrastructure and logistic. At the earthquake area, those assistance and aid was executed through three phase: 1) rapid assessment of situation and emergency response, 2) short term program: medical/doctor, psychologist and logistics , 3) long term program: infrastructure and logistics.





DR. ISMI ARIF ISMAIL  
UNIVERSITI PUTRA MALAYSIA  
MALAYSIA

*“Sharing and Caring for a Better Community: The Universiti Putra  
Malaysia Success Story”*

Universiti Putra Malaysia (UPM) (formerly known as University of Agriculture Malaysia) is one of Malaysia's oldest agricultural institutions. Over the years, UPM has evolved into a comprehensive university, offering a vast array of courses in numerous fields of study. To date, UPM has successfully commercialized 13 products and technologies valued at RM28m, the highest among other universities in Malaysia. UPM is also proud to be involved in Malaysia's 2007 Space Program. In the spirit of 'unity in diversity', UPM has strategically forged strong linkages with other universities in Malaysia and across the globe. Research and development in UPM provided a launching pad for a number of breakthrough 'spin-off' discoveries in fields such as engineering, medical science, education and biotechnology.

What is UPM's commitment beyond the conventional organization strategy that aims for the social goods in a long run?



UPM also takes great pride in its social responsibility and sustainability (USR&S) initiatives. In the spirit of 'university for the community', UPM seeks to supply quality human capital that adds value not only to industries, but also to the lives of both rural and urban communities. This spirit is manifested in the following selected success stories encompassing the establishment of a cancer education research laboratory, a gerontology research institute, and a centre for extension, entrepreneurship and professional advancement.

The establishment of a Cancer Education and Services Research Laboratory (CaEd) in 2003 was a 'spin off' initiative via the joint venture research project between Universiti Putra Malaysia and Cornell University, US. Research on cancer patients and survivors, cancer workers and other related stakeholders were used to sustain cancer education and support services in Malaysia and across the globe.

Inspired by the need for more information on cancer in languages that can be understood by Malaysian community for instance Malay, Mandarin, Tamil and others, CaEd, with the help of its newly established cancer support group NGO under the name of KanWork, translated material related to cancer provided by their partners in Cornell University, provided a telephone and email based support services, carry out cancer education road tours to hospitals, schools and community centers and has ultimately brought a new life and support to cancer patients, survivors and

their family members.

With the help of the private sectors like Boeing, and the ministries such as ministry of health, ministry of women, family and community development, ministry of higher education and ministry of education, this research and development initiative has sustained through the test of time and has become one of the UPM signature USR&S program. Bringing together university citizen, private sectors and government agencies, the volunteers (KanWork), cancer patients, cancer survivors and their families via a strong Cancer Network Community of Practice is a success story worth telling.

The second success story involves a gerontology research institute which not only carried out research on the senior citizens, but also provided short courses for them to come back to campus and enrich their knowledge and living skills. The participants of this program have benefited a lot and eventually are empowered to extend their knowledge to their larger local communities.

The final success story involves a centre for extension, entrepreneurship and professional advancement (APEEC) which played the role as the bridge between the university citizens namely staff and students, and the community. Sharing of information in the form of interfacing programs, short courses, seminar, and youth camps empower both the university community and society at large to work together, linking theory to practice and vice versa.

These three success stories clearly provided a true picture of how the emphasis on caring and sharing for a better community enrich and nurture university's social responsibility and sustainability.





PROF. LIM KOON ONG  
UNIVERSITI SAINS MALAYSIA  
MALAYSIA

*"Puncak Educational and Community Engagement Club"*



**PUNCAK EDUCATIONAL AND  
COMMUNITY ENGAGEMENT CLUB**

*Team:*

Haji Romli Bakar (Project Founder/Director)

*Sponsor(s)/ Collaborator(s):*

**Personal Donations from:**

Professor Tan Sri Dato' Dzulkifli Abdul Razak

Prof. Dato' Sharom Ahmad

Tun Daim Zainuddin

Assoc. Prof. Dr. Mustafa Kassim

**Members of USM staff:**

Division of Industry and Community Network, USM

Ministry of Rural Development

Metro Specialists Hospital

Sungai Petani Sports Club

Theme: University's Community Involvement

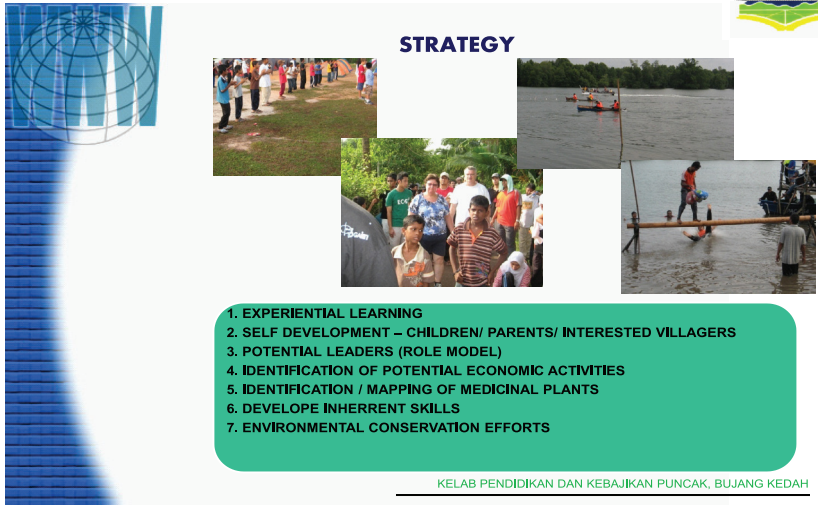
Asian Institute of Medicine, Sciences and technology (AIMST)  
Universiti Technology MARA (UiTM) Kedah

**Target Group:**

3 villages at Bujang Valley, Kedah (Kampung Bujang, Kampung Sungai Batu Besi and Kampung Belau)

**Objectives:**

- To render supportive educational assistance to children in order to help eradicate poverty
- To identify sustainable economic activities that generate supplementary income to the local community
- To support environmental conservation efforts



**STRATEGY**

1. EXPERIENTIAL LEARNING
2. SELF DEVELOPMENT – CHILDREN/ PARENTS/ INTERESTED VILLAGERS
3. POTENTIAL LEADERS (ROLE MODEL)
4. IDENTIFICATION OF POTENTIAL ECONOMIC ACTIVITIES
5. IDENTIFICATION / MAPPING OF MEDICINAL PLANTS
6. DEVELOPE INHERENT SKILLS
7. ENVIRONMENTAL CONSERVATION EFFORTS

KELAB PENDIDIKAN DAN KEBAJIKAN PUNCAK, BUJANG KEDAH

A true champion for the rights of the poor, Haji Romli Bakar, a former USM Deputy Registrar, founded this noble project in 1996. With personal financial contribution, Haji Romli, started three teaching and learning centres which provide tuition, guidance and motivation programmes free of charge for the deprived rural children in the the Bujang Valley area.

The first tuition centre opened in Kampung Bujang, Kedah in March 1996, with Haji Romli himself teaching English and his wife teaching mathematics. The original teaching and learning centre was built with used building materials and carpentry skills of the parents of participating students. The initial number of students was 11. Out of this original 11 students, 8 gained entries into local universities, 2 into Polytechnics and one became a jail warden.

In the second year, the number of students grew to 80, whose



classes were conducted in a new premise built from the personal donation of Prof. Tan Sri Dzulkifli Abdul Razak, Vice-Chancellor, USM and with used lecture furniture and equipment from USM. The second tuition centre was set up at Kampung Sungai BatuBesi in 2006 and due to the close proximity to the Merbok River, a fresh water fish culture project was also initiated with the guidance from Dr. Eddy Tan, School of Biological Sciences, USM and the local Fishery Department.

With sponsorship from USM, an environmental centre was also established to educate local people and visitors about the delicate ecosystems of the mangrove forest in the areas. The centre, the walkway into the mangrove forest and a small mosque were funded by USM. Donations of a boat and two outboard engines from TunDaim, Zainuddin, former Finance minister, and the Strategic Division of the Ministry of Rural Development, further supported the conservation efforts and research activities. The involvement of USM and other dignitaries has instilled in the villagers a stronger sense of pride in their existence and way of lives.

The project has been a real test of perseverance, hardship and patience for the founder, Haji Romli, who has tirelessly

championed this cause since 1996. A few students have gone to England for university education under the Malaysian government scholarships. A number of former students returned to contribute to the continuation of the centre after obtaining their degrees/diplomas and acquiring employment nearby.

In June 2008, the third centre was set up at Kampung Belau by twin students from the 1998 batch of the first centre, who graduated as an aeronautical engineer and a mechanical engineer. The latter, Hafiz Ishak, now manages and teaches mathematics at the centre which has a mini library and equipped with a computer lab from computers donated by USM. To ensure that the activities are more organized, effective and legal, the **Puncak Educational and Community Engagement Club** was formed in 2004.

With more than one hundred members to date, the Club has become a vital force for change. Activities of the Club have attracted attention from local and international institutions to the centres. Mont Kiara International School, Kuala Lumpur, has participated in the conservation activities around the area. Students from the University of Santiago, California have frequented the centres not only for an exposure to local culture but also to be involved in motivational activities for the children as well as to help map and identify plants and herbs with medicinal qualities.



DR. NGUYEN THI TUYET  
VIET NAM NATIONAL UNIVERSITY, HANOI  
VIET NAM

*“Green Summer”*

This is a lesson I have learnt from Green Summer of Vietnam National University, Hanoi (VNU) in Son La province, Vietnam since last summer holiday. Every year VNU students go to Urban provinces at summer holiday with volunteering activities contributing to the universities social development objectives.

*Objectives*

- Promote students' innovation, volunteering activities contributing to the universities social development objectives.
- Increase teamwork, socializing, education of students creating an environment for students to interact, gain valuable social experience.
- Promote students' youth and enthusiasm contributing to social- economic development. Strengthening the image of Vietnam National University, Hanoi.

*Operating policies*

- Safe-Teamwork-Productive-Conservative
- Promote students volunteering skills
- Volunteer work while delivering professional objectives
- Socializing students' volunteering activities

*Main activities*

- Social study classes for students of all levels. Especially, IT education for youth of volunteering areas.
- Building local libraries: books and magazines increasing social, political awareness, agricultural production
- Building social welfare houses for poor and in need families
- Promoting , instructing Family planning programs and adolescent health care; organizing health care seminars, food safety to prevent diseases and infectious diseases, educate on Malaria, promote environment friendly practices, forest protection, protecting clean water supplies, sewage maintenance, planting trees, maintaining clean village environments.
- Promote HIV-Aids and social diseases protection, drugs, gambling, superstitions through radio, flyers, banners and drama reenactments.
- Collaboration with local Youth associations to organize sporting events, summer clubs for local youth.
- Promote up to date production practices and engineering developments into agricultural production to improve the standard of living.
- Contribute economic studies to help develop local strategies to improve overall economic standards.
- Improve the local youths' knowledge and vision to promote social economic development, avoid social problems.
- Organise meaningful summer activities for local youth.
- Build local libraries and promote reading habits.

- Introduce, improve Hanoi National University's reputation.
- Build a positive reputation for Hanoi National University students.

ASSOC. PROF. DR. IAN MCLOUGHLIN

NANYANG TECHNOLOGICAL UNIVERSITY

SINGAPORE

**“University Social Responsibility and Sustainability”**

*Note: the following are the personal reflections of the NTU delegate, based upon some of his recent experiences at Nanyang Technological University (NTU). They do not in any way reflect the official position of the university, or reflect NTU's official sustainability efforts, which are extensive, well planned and focussed.*

**Sustainability:** many of us at NTU take sustainability very seriously, and are actively pursuing green and sustainable projects. As just one example, right now, I am running a programme to try to get people out of their cars and onto electric bicycles on campus. My undergraduate teams are building a large selection of electric bicycles, designed by us at NTU. These use standard frames equipped with electric motors and lithium ion batteries, plus very intelligent Android touch screen computer controllers. Bicycles will be parked in solar powered charging stations located at convenient points across campus. Students and staff can reserve a bicycle on the Internet, and then use their staff cards to unlock one from the charging station.

The NTU campus is quite hilly, so the electric motors are mostly used to help riders who are travelling up hill. But we don't want riders to become unfit, so we also require them to pedal, before the motor will start, and for it to continue running. In fact, they must contribute the same amount of energy as if they were walking – our motor does all the remaining work for them. So people will not get overweight riding these machines.

Right now, we have 10 electric bicycles under test, and several student groups volunteered to assist. There is a great deal of interest in this project – we are bidding for funds to operate 100 bikes with 10 charging stations scattered in the most useful places on campus. The student groups include: Earthlink, green and sustainable society, the IET student section (Institution of Engineering and Technology). The project is promoted by ERI@N (energy research institute at NTU).

***Project rationale;***

- This project saves on fossil fuels (because most people currently drive in petrol-engined cars or take diesel-engined buses right now). Singapore has to import all fossil fuels at great cost.
- It also gets people a little more exercise than they currently have (but not so much that they get sweaty – we use the motor to prevent that).



- It encourages greater movement around campus. Since it is so hot here, people tend not to move around campus so much – something that stifles inter-school interaction. However using an electric bicycle to travel is actually very pleasant; it feels nice and cool with air rushing past as you travel almost effortlessly at 30km/h. This should actually encourage people to move around campus more. Promoting more meetings between people from different schools leads to innovation and better inter-disciplinary co-operation.
- This is also just one example of a research thread at NTU on electro-mobility. Within electromobility research, we have many faculty working on green and sustainable transport and power options.

**Social responsibility:** in 2008, I managed to collect 80 PCs from within the university (40 quite new ones, Pentium IV with LCD screen, and 40 Pentium III machines) that were being written off because they were already three years old. NTU was very happy for these PCs to be donated to a registered charity. At first, I teamed up with “Support Children” in Pakistan, who wanted to build computer learning centres for youngsters from disadvantaged communities. However in the end we sent the computers to an organisation called “Crossroads” in Hong Kong who specialise in matching donors to needy charities. Crossroads

reconditioned the computers and sent half of them to a charity in Kazakhstan, and half of them to a charity in Tanzania. In these two locations, they are now being used to educate the disadvantaged local population, increasing their levels of computer literacy. Local company KC Dat generously handled the international shipment for us free of charge.

A few months later, we managed to gather 100 good quality steel and wood computer desks in response to the China earthquake appeal. We passed these to the Salvation Army who sold the desks and used all proceeds to support reconstruction efforts in Sichuan, China.

MS. LINA GOH PEN LIN

NATIONAL UNIVERSITY OF SINGAPORE

SINGAPORE

*“Successful Recycling At NUS”*

Marcus Tay G. H., Goh P. L.

Can you recycle your pizza box after finishing your pizza?

This is an important question as quoted in Straits Times article “What Rubbish” (Yeo, 2009), a survey found non-recyclable waste in 80 recycling bins located all around Singapore. In the same article, a National Environmental Agency (NEA) spokesman commented that up to about one-fifth of all materials deposited in recycling bins in Singapore could not be recycled.

In Singapore, although there is the door-to-door collection of recyclables under the National Recycling Programme, people also dispose recyclables in public recycling receptacles. Unlike door-to-door collection, where the user may make a deliberate effort to sort out the recyclables from the non recyclables or even rinse the plastic recyclables, people are given the option to discard the recyclables as they would rubbish into either a recycling receptacle or trash bin.

Likewise, people may often throw trash into recycling bins, which is a common sight. Venue owners must either then commit staff to separate recyclables from waste, or eliminate recycling programs altogether since a high level of contamination in recycling bins may render the materials collected unrecyclable. A team comprising staff from the Office of Safety Health & Environment (OSHE), Office of Estate & Development (OED) and Office of Environmental Sustainability (OES), together with an active student environmental group, Students Against Violation of the Earth (SAVE), embarked on a project to survey and reduce the contamination level found in NUS recycling bins.

A contamination survey was conducted in Oct 2008 and it was found that almost all the recycling bins were severely contaminated. As mentioned by Richard Thaler and Cass Sustein in their book “Nudge – Improving Decisions about Health, Wealth and Happiness”, a successful policy or program has to “expect error” from the user. In addition, McKenzie-Mohr<sup>1</sup> pointed that out that for labels and posters to be effective, they need to be specific in instructing the desired behaviour to be performed. Simple words such as “Paper”, “Plastic” and “Cans” may not suffice as people may unwittingly contaminate the recyclables although their action maybe in good will. Take for instance wrongful recycling of

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1 McKenzie-Mohr, D. & Smith, W. (1999). *Fostering sustainable behavior: An introduction to community-based social marketing* (2nd ed.). Gabriola Island, British Columbia, Canada: New Society.

pizza packaging in paper recycling bins. Thus, the first step in the revamp of the recycling system in NUS was to provide information at the point of throwing – that is, help people decide if the item to be discarded can be recycled. This was done by installing proper and visible labelling with concise instructions on the recycling bins.

The second step was to provide a means for users not to throw un-recyclables into recycling bins. Employing the Nudge theory again, we paired every set of recycling bins in NUS with a general waste bin to make it convenient for users to perform the right behaviour. This measure may also serve to increase the amount of recyclables as users who were initially looking for trash bin may now be prompted to recycle with the presence of these recycling bins.

The last step was to encourage commitment from the housekeepers and student population.

Trainings were conducted for the housekeepers to educate them basics such as correct orientation of the bins (labels and holes of the receptacles must face front to allow users ease of access) and proper storage of recyclables. Talks on proper recycling behaviour were also conducted by SAVE during lecture breaks, which reached out to majority of the student population.

The focused campaign, which was executed over a period of three months, produced a better than expected result as our post-project survey revealed that correct recyclables were above 75% of the total volume of items collected in the recycling bins. The success of this project underpinned one crucial point – that human behaviour can be influenced positively by providing the appropriate physical measures and information at the point of action.

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ASSOC. PROF. DR. RUZITA ABD. TALIB

UNIVERSITI KABANGSSAN MALAYSIA

MALAYSIA

*“Students’ Life in Tun Syed Nasir Residential College of Universiti  
Kebangsaan Malaysia”*

Syed Nasir Residential College, Universiti Kebang Jalan  
Temerloh, 53200 Kuala Lumpur, Malaysia.

Theme: Campus Life

KolejTun Syed Nasir is a hall of residence for students of Universiti Kebangsaan Malaysia in the field of health, including Health Sciences, Pharmacy, Dentistry and Medicine, located in the heart of Kuala Lumpur city. In addition to study their field of expertise on campus, they often organize educational and health promotion programs which directly implement social responsibility in mind and enhance the soft skills in them.

At each session of study, student’s residential committee will plan a program in which all the students who stay in this residential hall can use the knowledge of their expertise to serve the community. Among the services they provide include health screening (blood tests, eye test, determination of nutritional status, hearing screening, clinical examination and drugs consultation).

In addition to highlight their areas of expertise in the program, they also conduct motivational workshops and academic excellence to primary and secondary schools students. The programs are systematically evaluated to determine the effectiveness and sustainability as well as making improvements for future programs.



PROF. DR. HIROSHI ESAKI  
UNIVERSITY OF TOKYO  
JAPAN

*“Green University of Tokyo Project for green campus and beyond”  
--Smart camps and smart city using advanced ICT technologies --*

The goal of Green University of Tokyo Project (GUTP), established in June of 2008, is sharing any digital information over the globe to achieve higher efficiency on human and social activities and to establish the digital network infrastructure to achieve sustainable innovations, while contributing to the University of Tokyo's Todai Sustainable Campus Project (TSCP), which aims to reduce CO<sub>2</sub> by 15% by 2012 and by 50% by 2030 compared to the levels in 2006.

Building No.2 of the Faculty of Engineering, where demonstration testbed is being conducted for the Green University of Tokyo Project, is a twelve-story building completed in 2005, including lecture rooms, offices, and research laboratories. It has successfully been installed the smart meter system, which can monitor, in real-time, how much electricity is being consumed by each of the research rooms and laboratories in Building No.2, and been installed the Building-2-Grid system, that is of energy aware smart building as the terminology of Smart Grid discussed all around the world.

The GUTP is a joint research consortium, consisted academia (e.g., Nagoya University and Keio University), local government (e.g., Tokyo Metropolitan government), IT-related NPOs and about thirty five private companies. The participating enterprises include building owners, developers, general contractors, architectural design offices and equipment vendors. By allowing diverse to participate, it has been possible to clearly set the objective of developing technologies that society needs for the project. When these initiatives were undertaken throughout Japan (and world), the structure of facilities-related industries would change significantly, i.e., the system is opened up for fair competition and the subsequent creation of new services and industries.

The structure of consortium has been successfully established in Beijing (China), with the leadership by Tsinghua University. Also, the GUTP is proposing it's technical specifications, that enable the interconnection of any digital devices in facility system, for global standards. By referring to these technical specifications, the costs for constructing energy-conserving buildings can be significantly reduced in the future. One of the important goals of the GUTP is to expand corporate and social activities and promote their functions with less energy through increased efficiency and innovation, instead of restraining corporate and social activities. The GUTP is led mainly by industry and academia, with no financial assistance provided by the

government. The reason for this is that we need to be independent from the government supporting so that we are to make it a sustainable project.

Finally, the GUTP is aiming to go beyond the energy conservation in an university campus. We aim to deliver a innovate space where information related to energy is shared in a city or in a metropolis, so as to achieve efficient social activities by optimizing the energy flow.

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PROF. ARMIN B. SARTHOU JR.

UNIVERSITY OF PHILIPPINES

THE PHILIPPINES

*“Social Responsibility and Sustainable Development Initiatives in  
UP Diliman”*

The University of the Philippines, the country’s national university, is composed of seven (7) campuses – UP Manila, UP Los Banos, UP Baguio, UP Visayas, UP Mindanao, the UP Open University, and the flagship campus, UP Diliman. Each constituent university is headed by a Chancellor, and is autonomously governed. UP Diliman sits on 493 hectares of prime land in the heart of the Quezon City, the largest local government unit among the thirteen cities and municipalities that comprise Metro Manila.

Among the many initiatives of UP Diliman in the areas of social responsibility and sustainability are as follows:

- **The Child Care Center.** This was founded by UP women professors, and was set up with the express purpose of taking care of the toddlers and young children of UP faculty and staff. It has evolved to become a very competitive preparatory school for entry into elementary school.

- **UP Shopping Center.** While this would seem like a straightforward commercial initiative of the University, the UP Shopping Center has in fact allowed members of the community to find livelihood in the myriad of student support facilities that provide employment, which in turn provides much-needed services for students and faculty at sharply lower rates than similar services outside.
- **The University Health Service,** otherwise known as the UP Infirmary. This was set up to cater to the immediate medical concerns of the faculty and staff, and had long ago opened its doors to the rest of the UP community as well, providing much needed primary health care within the confines of the University, at rates considerably lower than similar facilities outside. Among the services offered are family planning services, annual medical examinations, radiology, and electro cardiography.
- **IkotJeepneys.** The ubiquitous jeepney forms the backbone of the decades-old transport system of the Diliman campus, and allows students, faculty and staff convenient and quick access to widely-separated buildings in the sprawling 493-hectare campus. The system provides livelihood to the 200 or so jeepney drivers who ply the different franchise routes on campus.

- **UP CDC infant care program.** This program, under the Child Development Center of the Family Life and Child Development (FLCD) department of the College of Home Economics, takes in a number of infants six months and above as practice cases for FLCD students, in the process providing *de facto* child care services for volunteer parents, who are also members of the UP community.
- **Gender Issues and the Center for Women Studies.** This college educates both students and faculty on vital gender issues.
- **National Center for Public Administration and Governance,** which focuses on governance issues and directly assists government officials in the performance of their functions, from the top posts all the way down to the *barangay* level. The college initiates short programs relevant to many governance issues and has seen many known personalities pass through its halls. The Local Government Center (LGC), on the other hand, is primarily a technical and service organization, which emphasizes practical and specific solutions to problems encountered by local government.

- **Free Legal Assistance and the UP Law Center.** The College performs the research and extension functions of the Law Complex (which includes the College of Law) and is composed of the following institutes: *Institute of Government and Law Reform, Institute of Human Rights, Institute of Judicial Administration, Institute of International Legal Studies* and *Office of the National Administrative Register*. The College's extension services include free legal assistance to qualified members of the community.

By and large, all of the University's colleges and academic units are mandated to provide extension services over and above the expected teaching and research functions. As the national university (defined by its new charter, Republic Act 9500), the University has a public service agenda that extends well beyond the confines of its immediate community and well into the national fabric, in areas such as governance, gender issues, health care, education, and even microfinance and cooperatives.

In the recent past, the University has become increasingly aware of ecological and sustainability concerns, and has started bold initiatives in the areas of ecologically-friendly transportation, green and sustainable energy resources, and reducing the carbon footprint. Recent initiatives include plans for a campus monorail

system that would run on electricity and not on diesel, as well as a pilot solar power plant that would initially generate 400 kwts of electricity on campus, offsetting a portion of the campus' power needs, and slowly moving the campus away from fossil-fuel based energy sources.



MRS. THIPPHAKHAN BOUTCHANTHALAD

NATIONAL UNIVERSITY OF LAOS

LAO, PDR

*“Story in Experienced”*

After I finished Bachelor of Education of English at NUOL, I worked at Academics Affaire Office for my main job, I used to register to the students who enter the University are mainly students finishing secondary school. Others are staff from University and else where, who want to upgrade their Education there are two courses: Normal and Special course. The normal course is for students who pass the entrance exam, and for government officials who are accepted as part of a quota system for studying at the NUOL. The special course is for students who hold at least a secondary school diploma and have pass the entrance exam to study. Special course students have to pay fees for their study. There are also foreign students, particularly Vietnamese and Chinese, study lao Literature for foreign student who have to take a pre-course for one year study lao Literature. Before entering their main courses or registered field and, of course, before students go to study at any faculties, they have to register at the registration center of NUOL. The Registration center plays an important role in management and information services for the NUOL. It also maintains student data related to their academics

status in terms of whether the students are successful, re-graded, failed, or withdrawn.

MR. LAY KONG

ROYAL UNIVERSITY OF LAW AND ECONOMICS

CAMBODIA

*“Successful Story on Royal University of Law and Economics  
(RULE)’s Social Responsibility and Sustainability”*

Royal University of Law and Economics (RULE) is the first higher education institution in Cambodia. It is originally founded in 1949 as the National Institute of Law, Politics and Economics, and then it was renamed as the Faculty of Law and Economics Science and integrated into the University of Phnom Penh in 1957. Unfortunately, the university was closed during the Khmer Rouge Regime (1975-1979), and re-opened in 1982 as the Administrative and Judicial School. In 1992, the school was renamed as Faculty of Law. In 1994, it was named again as the Faculty of Law and Economics and integrated into the University of Phnom Penh under the control of the Ministry of Education Youth and Sports. In 2003, the Faculty was recognized as a university status and named the Royal University of Law and Economics (RULE). *More detail in attached power point slides.*

Regarding to learning and teaching, RULE has created conditions where students and staff develop their knowledge, skills and experience to engage with and contribute effectively to tackle challenges and fulfill the need of human resources to both public and private sector in supporting the development of

Cambodia. This is the main contribution to our country to become the rule of law, which is the urgent need for our country. Besides the role of supplying competent human resources to Cambodia's society, RULE serves another role as gateway of Cambodia to the world. This role is proved by a vast cooperation with international institutions and universities through the exchange of students and faculty members.

In fact, RULE has founded international program (French Cooperation Program); that is, RULE has cooperated with Lyon 2 University (France) since September 2001; this program offers a French Degree in Economics and Management. This diploma from Lyon 2 University has the same value as the diploma that students get in France. 'This program has provided competent human resources to both public and private sector in Cambodia. This is one of our successful programs that RULE has done in Cambodia. Through this success, one of universities in Vietnam has also followed this example since this early year (2010).

Moreover, RULE has also founded another International Program (English Language Based Bachelor of Law—ELBBL). This program was founded in 2002 by Rector Yuok Ngoy, LL.M University of San Francisco, and Margaret Ryan, JD Stanford University, in response to a widely perceived need for attorneys capable of practicing law in venues where English is the predominant language.

As a result, ELBBL graduates have achieved nearly universal employment upon graduation. ELBBL students have had outstanding success in qualifying for scholarships in developed countries: Japan (Nagoya University, University of Yokohama, Singapore (National University of Singapore), South Korea (Transnational Law and Business University), United States (Florida State University, University of Michigan, Temple University, Columbia University, University of Hawaii, University of San Francisco).

Moreover, ELBBL students have begun to compete in international law competitions. In 2008 and 2009, ELBBL students won the national rounds of the International Client Counseling Competition and went on to the international rounds. This year (2010), the ELBBL students advanced to the semi-finals, defeating teams from Canada, New Zealand, Scotland and Ireland, and ELBBL also sent Cambodia's first team to the International Jessup Moot Court Competition in Washington DC. This is the successful performance that RULE has achieved. *More detail of Academic Program is in attached power point slides.*

RULE also focuses on the role of **research and development by cooperating** with local, civil society, and global partners and getting resources from **World Bank**. The aim of the research is to contribute to the economic, social, cultural and environmental development of Cambodia and to provide solutions to Cambodian government about global challenges and their implications.

Regarding to university's governance and administration, it is briefly mentioned in *attached power point slides*

**In conclusion**, although RULE has succeeded in its performance for Cambodia's society need, it has to promote international collaboration, promote academic research activity, to build more school buildings and renovation for improving campus life, to upgrade libraries and facilities, upgrade academic curriculum, and promote quality of teaching and learning in order to catch up with the world tendency and global challenges.

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DR. OUM RAVY

ROYAL UNIVERSITY OF PHNOM PENH

CAMBODIA

*“The Challenge of the RUPP’s Social Responsibility and  
Sustainability in Cambodia”*

The Royal University of Phnom Penh(RUPP) founded in 1960. The university was closed during the Khmer Rouge regime from 1975 to 1979. The university was brought back to life in the early 1980 after the collapse of the Khmer Rouge. Over the past decade, the university has devoted significant time and tremendous efforts to rehabilitate and improve the university with the support of the Royal Government of Cambodia, particularly the Ministry of Education, Youth and Sport. As the result, the university has established Faculty of Science, Faculty of Social Sciences and Humanities, Institute of Foreign Languages, Cambodia-Japan Cooperation Centre (CJCC), and other research centres. The university has also created Career Advising Office/Educational Advising Centre to assist RUPP students in developing an understanding of the process involved in looking for and obtaining work: and assist RUPP and other institution students and staff to continue their studies in other countries.

The Royal University of Phnom Penh has signed the

Memorandum of Understanding with many international universities and research institutions, which provided academic cooperation between the universities, including students and staff exchange and curriculum development assistance; and RUPP became a member of the ASEAN University Network in 1999.

To strengthening cooperation between Cambodia and Japan, the Cambodia-Japan Cooperation Centre (CJCC) was established in 2004. The Centre seeks to promote market economy in Cambodia by developing human resources, to apply Japanese experience and knowledge to the Cambodian context, and to promote mutual understanding and cooperation between both countries. The great achievement of CJCC has brought about significant contributions to develop the country's economy, as well as to enhance competence knowledge and skills of students and participants to meet the need for future sustainable economic growth and social responsibilities.

The Royal Government has set out a comprehensive strategy on education, which aims to enhance capacity of human resources; and strengthening the quality of education has been and remains a high priority of the Royal Government of Cambodia. To respond to the government policy, the university has develop its strategic plan and implementation to enhance the capacities of students and staff with high technical and scientific skills to be future generators of sustainable value for social responsibility and



sustainable economic development. The university has improve conditions where students and staff have opportunities to develop their knowledge , skills ad experiences, and contribute effectively to tackling local and regional challenges.

The significant progress has brought about this Cambodia's oldest and largest university became the first leading university in Cambodia in the fields of science, social science and humanities particularly the university's achievements and performance are locally and internally recognised as a necessary and critical contribution for human resource development, social responsibility, and sustainability economic development.





PROF. DR. SARAN KAUR GILL

UNIVERSITI KABANGSSAN MALAYSIA

MALAYSIA

*“Enhancing Research, Education and Service through Strategic  
Engagement at UKM”*

As a research university, Universiti Kebangsaan Malaysia (The National University of Malaysia) takes its community engagement responsibilities very seriously. This is driven by the eight niche research areas of the university which include climate change, and regional sustainable development and incorporates both basic and applied research. It is the applied nature of research which fits in with helping to solve problems that exist in communities, both at the national and regional levels.

A defining feature of our research-based community engagement initiatives, is recognizing the need to engage and convince both internal (academics and students) and external (industry, NGOs, govt. agencies) stakeholders of the value of community engagement. Internally, this is done by establishing clear governance structures and developing reward systems to recognize excellence for the time and effort required for community based engagement. Externally, we help industry fulfil their corporate social responsibilities by working in partnership

with UKM on community based initiatives. All of these engagement initiatives aim to enhance and enrich the central roles of the university – education, research and service. Higher education should take the lead role in this as it is the knowledge generator and researcher that develops critical knowledge and information on various areas that impact on communities.

One such initiative is UKM's collaboration with the foundation of a major Oil Palm industry player, the Sime Darby Foundation, to establish a **Chair for Climate Change**. The aim of this chair is to develop further the scientific knowledge of tropical climate change systems which is the underlying knowledge essential for ascertaining how nations and communities would be able to address and mitigate their future problems.

An essential plan for climate change and the community is to spread awareness and to develop lifestyle changes in communities to mitigate climate change effects. The Chair provides a much-needed platform for critical knowledge generation and facilitates mechanisms for students to be trained as climate change ambassadors to reach out to the communities. Such partnerships facilitate a two-way flow of expertise and resources that benefits all stakeholders, and enriches education, research and service.

In response to the educational needs of children in rural communities in Malaysia, UKM initiated the Microcontroller School

**Innovation Mentoring Project.** This community education project was driven by academicians who decided to use their expertise on microcontroller technology (small integrated circuits that can be programmed using computers) to enhance the education of children in marginalised communities. The academicians trained university students to become mentors for school children to develop their creativity, ICT and problem solving skills.

To ensure sustainability of the project over the long term, UKM worked to establish strategic collaboration with a like-minded industry player, UEM Group, (a leading conglomerate in the construction of infrastructure) as part of their corporate social responsibility commitments.

The aim of the project is to get children engaged in experiential creative learning processes that enable them to relate the theoretical knowledge that they have gained in schools to address real-world projects and problem solving situations. The school children are carefully mentored by UKM students via face-to-face and cyber discussions. With the guidance of the student mentors, the children's innovative ideas are developed into workable prototype products. This project successfully advances the university's expertise, fulfils the industry's philanthropic commitment and creates an innovative culture amongst children who would otherwise not have this opportunity.



PROF. DR. NASRUDDIN JAAFAR

UNIVERSITY OF MALAYA

MALAYSIA

*“Abstract For AUN Workshop On University’s Social  
Responsibility”*

University of Malaya (UM) is a public funded university where the government subsidizes almost 90% of tuition fees for all undergraduate programs including high cost professional courses, such as medicine and dentistry. As such, the issue of “social responsibility” is defined more towards how the university academic staff can contribute to transform abstract ideas, philosophies and research findings for the betterment of society by proposing, testing, refining and eventually implementing and evaluating these ideas. In other words, its main goal is turning “theory into action” which actually improves the nation’s quality of life, social well-being and human capital potential. This is UM’s social responsibility. In contrast, private institutions must ensure a reasonable profit return for its shareholders. Thus, their social responsibility may include free education for selected students who cannot afford university fees for example. It is UM’s policy to encourage all its academic staff to be involved in applied research, consultancy and policy making bodies especially to government agencies, usually for free, in projects and formulating policies that



make a difference to people's lives. In addition, student's activities are also geared towards fulfilling social justice and equity.

For eg.in the spirit of UM'ssocial responsibility which I am involved in is implementing the philosophy of equity and access to health education for all children regardless of social circumstances. The concept is through the WHO's health promoting school but how this can be implemented is unclear. Through consultations, collaborations and research between many stakeholders in the spirit of the Ottawa Charter (1986), academics were involved in jointly developing, testing and evaluating pragmatic and practical models of delivery of health education. Finallyan innovative model of delivery of a health education program suitable for the Malaysian school system, called the *Doktor Muda* program (or Junior Doctors Program),was mooted.

It first started as a very small pilot project in the early 1990's. Theidea was tested, refined, adapted, evaluated and had since grown from strength to strength. After 16 years of trial and tribulations, it received officialrecognition as a national co-curriculumprogram by the Ministry of Education in 2006. The innovativeness of this programhas won international recognition by winning two prestigious awards at the international level i.e. The International Association for Dental Research South-East Asian Division (IADR-SEA Div) Social and Behavioural Science Research Award in2004 and the South-East Asian Ministers of Education

Organization (SEAMEO-JASPER) Award in Singapore in 2005. To date, the program has benefitted more than 29,000 school children by training them to be peer-to-peer health educators and promoters. The benefit to the children extends not only in improving their own health knowledge, attitudes and behaviors as well as their friends, but also greatly enhanced their personal development, self-esteem, self-confidence, communication skills and their overall school environment. The University of Malaya's intellectual capital has thus contributed to the development of precious human capital for young Malaysians by using health issues as a convenient vehicle.

I have also contributed to national development by being one of the main architects to develop strategies for Malaysia's National Oral Health Plan (NOHP 2000-10) as well as its successor (NOHP 2011-20), as a non-paid consultant for the Oral Health Division, Ministry of Health. It is the university's social responsibility to put their staff expertise to good use for the betterment of society. I was also a committee member to draft the Global Oral Health Goals 2020 for the Paris-based International Dental Federation (FDI).

Similarly many towering academic personalities in UM have contributed ideas, time and effort as a matter of social responsibility, which affected millions of Malaysians and their way of life, such as Prof Just Faaland (for poverty eradication, New Economic Policy), Royal Professor U. Aziz (Pilgrims Fund Management, FELDA

land development schemes, National Co-operatives Movement etc), Prof Lam SK (for virus detection), Prof Adeeba (for HIV/AIDS NGO's) and others too many to mention. It is only recently, that organized efforts to streamline and make UM's social responsibility more visible has been done by the establishment of a secretariat to identify priority areas where academics and students can play a role in the university's social responsibility.

/c: Abstract AUN workshop Thailand 30 September 2010 (by Nasruddin Jaafar, UM)

DR. SOE TINT  
UNIVERSITY OF YANGON  
MYANMAR

*“Higher Education in Myanmar”*

Higher education has to play a vital role in designing and pursuing sustainable society, because the higher education allow to create leaders who will be involved in decision- and policy-making processes in the future.

Education, since the early days, has been highly regarded in Myanmar. The monastery served as the centre of education and culture where all children could learn the 3 R's (writing, reading and arithmetic). That formal schooling was introduced into Myanmar with the coming of the British. In 1876, the Government High School was upgraded and became University College, Rangoon. In 1920, the two existing colleges – University College, Rangoon and Judson College – were combined to form the University of Rangoon. The University of Yangon and the University of Mandalay became arts and science universities and most of their faculties became professional institutes.

Under the Ministry of Education, there are the Department of Higher Education and Department of Basic Education. The structure for basic education is 5-4-2 with eleven years. In the higher education sub-sector, there are altogether 156 higher education institutions and these are administered by 13 different

ministries.

The vision of education in Myanmar is “to create an education system that can generate a learning society capable of facing the challenges of the Knowledge Age”. With the accordance of the vision, the University of Yangon has collaborated with the ASEAN University Network and laid down the criteria of quality assurance for new course curricula and learning environment to create conditions which students and staff develop their knowledge, skills and experience to engage and contribute effectively to solving global challenges.

In addition, in order to carry out many research works to fulfil community needs, many departments have collaborated with international institutions. For example, Department of Geography partners with Colon University in Germany and conducts joint urban research in Yangon on rural and urban sustainability and exchanges students between two universities. Department of Zoology have partnerships with University of Essex and Southern California.

At present, the University of Yangon and other institutions are planning to implement to meet the needs of society in the context of sustainability through their Human Resource Development Programmes. But the Centres for Human Resource Development at the various universities, institutes, degree colleges and colleges have started new programmes since the year 2000. These programmes aim to train future leaders who can contribute to

create a sustainable society. Those who completed this program are awarded “diploma” such as Diploma in Environmental Studies, Diploma in Development Studies and Diploma in Geographic Information System.

I hope the outcomes of workshop will contribute to sustainability of universities in Southeast Asia as well as the next steps for development planning in Myanmar’s Higher Education System.

PROF. DR. SARAN KAUR GILL

UNIVERSITI KEBANGSAAN MALAYSIA

MALAYSIA

*“Management and Governance Systems to Facilitate Regional  
Stakeholder Engagement”*

At UKM

The drive for HEIs to reach out to industry and community is nothing new. University, industry and community liaison offices have existed in the public universities for many years. However, efforts to form partnerships with industry and community have largely been conducted on an ad hoc basis. Linkages happen mostly through the actions of individual lecturers or through the industrial arm of the university.

Realizing the need for dedicated governance mechanisms to develop strategic academia-industry-community partnerships, the Ministry of Higher Education established a new senior management portfolio in September 2007. This is the portfolio of Deputy Vice-Chancellor for industry and community engagement, for the four research universities – Universiti Kebangsaan Malaysia, University Malaya, Universiti Sains Malaysia, Universiti Putra Malaysia - and an additional university – Universiti Teknologi Mara (UiTM).

At Universiti Kebangsaan Malaysia, this portfolio is titled Deputy Vice-Chancellor (Industry and Community Partnerships). The role of the Deputy Vice-Chancellor (Industry and Community Partnerships) is service-oriented. In the process of developing partnership activities with industry and community, it serves to support the research, education and service thrusts of the university. The nature of this portfolio is such that it enhances the portfolios of the other deputy vice-chancellors. Thus, it is very important for strong understanding and cooperation to exist between the various deputy vice-chancellors to ensure smooth, strategic and constructive engagement with industry and community.

At UKM, this Deputy Vice Chancellor's role is to develop, maintain and sustain the university as a leading player in the establishment of mutually beneficial partnerships between the university, industry and community. This will be carried out not only at the national levels but also through regional and global partnerships. We strive to achieve this through structured governance, innovative policy and effective implementation:

**Governance:** HEJIM works systematically and in a mode of mutual support with the Vice Chancellor and Deputy Vice Chancellors for Research & Innovation, Academic & International Affairs and Student Affairs & Alumni. HEJIM is directly supported by 3 engagement offices - the Industry Liaison Office, Office of



University-Community Partnerships, the Chancellor's Foundation – as well as the Heads of Industry-Community Partnerships at the faculties.

**Policy:** UKM has developed a **Strategic Plan for Engagement** to set out strategies, operational systems and processes for effective engagement with all stakeholders across research, education and service.

**Implementation:** All our initiatives are driven by the university's strengths in 8 niche research areas i.e. regional sustainable development, climate change, content-based informatics, nanotechnology and advanced materials, biodiversity for biotechnology development, multiculturalism, globalisation and self-identity, as well as health technology and medicine. Within this infrastructure of expertise, we focus our efforts on developing targeted programmes for human capital development, enhancing graduate employability, developing industry / community based collaborative research and responding to the challenges of the community and the nation.

**In ASEAN**

**ASEAN - TALLOIRES NETWORK of ENGAGED UNIVERSITIES**

This will be an ASEAN regional chapter of the Talloires Network, a global association of over 160 institutions in 55

countries committed to strengthening the civic roles and social responsibilities of higher education globally. In March 2010, the Talloires Network brought together 20 higher education leaders at the Rockefeller Foundation in Bellagio, Italy for a unique discussion on “Higher Education Responding to Social Needs”. UKM was represented at the conference by the Deputy Vice Chancellor (Industry & Community Partnerships). The Bellagio Conference stressed the Talloires Network’s vision that universities around the globe will be a vibrant and dynamic force in their societies, incorporating civic engagement and community service into their research and teaching missions. UKM was invited to lead in the development of an **ASEAN-TALLOIRES Network of Engaged Universities** to help realize this vision regionally.

The above network aligns very strongly with the Roadmap for an ASEAN Community 2009-2015 which was launched in 2008 with the tagline ‘One Vision, One Identity, One Community’. The Roadmap sets out the ASEAN Socio Cultural Community Blueprint (ASCC) which addresses “the region’s aspiration to lift the quality of life of its peoples through cooperative activities that are people-oriented and environmentally friendly geared towards the promotion of sustainable development, contribute to building a strong foundation for greater understanding, good neighbourliness and a shared sense of responsibility”.

The proposed ASEAN-TALLOIRES Network of Engaged Universities will act as an enabling mechanism to support the ASCC's vision and leapfrog regional collaborative efforts between HEIs and diverse stakeholders to contribute to the social, economic and environmental development of the ASEAN community.

The proposed network would work in close consultation with the Malaysian Ministry of Higher Education, which recently launched the 'Strategic Enhancement Plan for University-Industry and Community Collaboration'. This plan provides a firm infrastructure on which universities, industries and communities can build an innovative network of collaboration to drive the vision of Malaysia's New Economic Model. The proposed ASEAN-TALLOIRES Network will act as a catalyst to leapfrog such collaborations.

The proposed ASEAN-TALLOIRES Network of Engaged Universities will also work in partnership with existing regional and international higher education networks as well as industry associations and community foundations that have a regional focus so as to harness the wealth of resources, experiences and connections, and catalyze engagement initiatives that can reach a broader spectrum of the regional and global community for greater development.

### Objectives:

The ASEAN-TALLOIRES Network of Engaged Universities aims to achieve the following objectives:

- Identify the **shared challenges and concerns of communities across ASEAN**, examine the key priority action areas based on the strategic objectives set out in the ASCC Blueprint and explore mechanisms to enhance the well-being and livelihood of the peoples of ASEAN through HEI-Industry-Community collaborative efforts.
- Facilitate the **engagement of regional universities with key industry organizations** in order to create and sustain strategic partnerships that address the ASEAN community's social, economic and environmental challenges.
- Undertake **capacity building initiatives at a regional level** to create an institutional culture which supports and enables HEIs to connect with relevant stakeholders for community development.
- Devise mechanisms to **evaluate the social impact and the social return on investment** for regional engagement initiatives.

- Develop a comprehensive and 'live' regional database and information portal to identify, match and facilitate strategic collaborations between various stakeholders in ASEAN.
- Undertake initiatives to reward and recognise regional engagement initiatives by diverse stakeholders.
- Implement strategies to leapfrog regional collaborative research, professional engagement of academics in industries/communities and processes to enhance the student learning experience through regional engagement initiatives.
- Drive regional sustainable student-community engagement initiatives that will contribute towards the development of the ASEAN community.

PROF. LIM KOON ONG

UNIVERSITI SAINS MALAYSIA

MALAYSIA

*“University-Community Engagement Champions Cluster  
(UCECC)”*

## INTRODUCTION

Traditionally universities were considered as ivory towers whose members (faculty and students) were less concerned with the everyday life of the world outside and were instead preoccupied with so called lofty and intellectual pursuits, though not always with self gain in mind. Universities therefore undertook research in any area they desired, all seemingly without a need for accountability to any authority as universities believed that any search for the ‘truth’ must be undertaken without hindrance.

However the social and egalitarian awakening at the beginning of the 20th century has resulted in universities gradually moving away from this traditional concept and to display a stronger commitment to the welfare of the society they are in. Universities are now expected to cultivate closer and more meaningful relations with the world outside i.e. universities need to engage with industry and the community lest their existence becomes irrelevant.

Besides being the conscience of a civil and democratic society, universities must also play a strong leadership role in their

country's development policy and a proactive role in catalysing the participation of all stakeholders in the development process. Thus the social responsibility of universities is beyond mere human resource development (though this is still a core mission), and they are expected to always serve and protect the public good.

As the university seeks mutually beneficial relationships with communities to address communities' issues and needs, the approach to engagement must be effective with high impact and must go beyond outreach and extension or service. In tandem with the Apex agenda that focuses on outreach and engagement to transform and develop the world's marginalised groups, commonly called the 'Bottom Billion', the **Division of Industry and Community Network**, USM has taken proactive approaches in networking and partnering with industry and community with the aim to make the difference by being the agent that brings industry, government agencies and NGOs together to strengthen and empower communities.

### UNIVERSITY- COMMUNITY ENGAGEMENT CONFERENCE (UCEC2009)

In November 2009, in collaboration with the Global Alliance for Community Engaged Research (GACER) and UNESCO-APEID, the Division of Industry and Community Network (DICN), USM organised the **University-Community Engagement Conference (UCEC2009)** with the objectives of enhancing the social responsibilities and changing roles of universities and exploring

methods, experiences and strategies for community development. One resolution that came out at the end of UCEC2009 was that future UCECs be held in rotation among participating countries with USM as a permanent co-organiser. The **UCEC Secretariat** was then set up to coordinate the organisation of these conferences as well as other related activities. As the responsibilities of the Secretariat expanded it was deemed necessary to form a bigger and better defined group of individuals who could take charge of ensuring sustainable and effective implementation of community engagement programmes. Hence the University-Community Engagement Cluster was formed to helm the UCEC Secretariat and to champion activities that focus on establishing the university as a relevant and active partner of the community in addressing the needs of society, both at the national and international levels. The cluster is now known as the **University-Community Engagement Champions Cluster (UCECC)**.

## OBJECTIVES

- To raise awareness of what community engagement is and to share experiences of good practices in community engagement
- To promote methods, strategies and an environment that is conducive for community engagement to take place and to flourish



- To build capacities for university-community partnerships
- To initiate, monitor and facilitate USM's community projects
- To establish a network of universities for future university-community flagship projects
- To co-organise biennial university-community engagement conferences with other universities in the network

## COMMUNITY PROJECTS

Starting in 2008 right through 2010, the Division of Industry and Community Network has been actively funding a number of community based projects. Not all of them fully utilise engagement-type approaches, but they basically serve the needs of the marginalised and vulnerable groups such as the poor and handicapped.

In summary most of these projects can be categorised into five themes or areas which employ multi and trans-disciplinary teams. The five themes are:-

- Education
- Economic enhancement
- Health
- Environment
- Heritage and Culture

## Number of Community Projects Funded By Division of Industry & Community Network

Year	Education	Economic Enhancement	Health & Social Issues	Environment	Heritage & Culture	Total
2008	13	2	3	2	4	24
2009	19	3	5	6	7	40
2010	26	13	17	7	2	65

## NETWORKING WITH UNIVERSITIES

Besides initiating, monitoring and facilitating USM's community projects and encouraging active university-community partnerships, UCECC also aims to establish a network of universities for future flagship university-community projects to promote the concept of engagement as well as co-organising future University-Community Engagement Conferences (UCECs). Thammasat University, Thailand has officially accepted to be the next host of the second UCEC in 2011 and Universitas Brawijaya, Indonesia has expressed a keen interest to host UCEC2013.

As of September 2010, local and foreign universities in the UCECC's network are:-

### **National Universities**

Universiti Malaysia Pahang  
 Universiti Sultan Zainal Abidin  
 Universiti Malaysia Kelantan  
 Universiti Pendidikan Sultan Idris  
 Universiti Malaysia Terengganu  
 Universiti Teknologi Malaysia  
 Universiti Malaysia Perlis  
 Universiti Utara Malaysia  
 Universiti Sains Islam Malaysia  
 Universiti Tun Hussein Onn Malaysia

### **International Universities**

Thammasat University, Thailand  
 Walailak University, Thailand  
 Surat-Thani Rajabhat University, Thailand  
 Universitas Brawijaya, Indonesia

## **PUBLICATION**

The coffee table book *"Reaching Out...Making THE Difference"* is the Division of Industry and Community Network's first attempt at documenting USM's commitment to community empowerment over the years. The book contains past and

present community projects conducted at different levels (service, outreach and engaged) by the various Schools and Centres of USM. 70 projects categorised into 4 groups (empowerment, health, education and conservation) are presented, half of which were funded by the Division whereas funding for others were from the Schools/Centres, USM departments and/or in collaboration with local private and public as well as international organisations.



**SCG**



## CSR's Success Story from SCG

SCG, previously known as Siam Cement Group, is the long established Thailand-based company with recognised achievements in terms of business, corporate governance and social responsibility. SCG involves in various businesses including but not limited to construction industry. One of the well-known aspects of SCG is its embedded philosophy of social responsibility in corporate core values. The concept of social sustainable development is also implanted in its business strategy. During the Burapha Workshop on University Social Responsibility, Ms. Venus Asavasitthithavorn, the Director of Corporate Communications Office, SCG, had shared among the Workshop's participants the success stories of SCG's CSR activities. These activities illustrate the ingredients for successful implementation as well as the element of sustainability.

### SCG's philosophy on CSR

A strong message of the SCG's commitment in Social Responsibility can be found in its core values. The "Concern for Social Responsibility" is integrated as an essential part in SCG's business philosophy. This can be exemplified from the statement made during the Burapha Workshop, "if the society fails, so does the business". The statement suggests that, in SCG's view, the concept of Social Responsibility and the healthy progression of society are closely intertwined with the business strategy and

success. In this sense, sustainable growth of business must go hand-in-hand with social well-being of the local communities since a business company is a unit within a society; therefore, while the business is progressing, its success also depends on the development and sustainable growth of local communities. In this connection, the company's endeavour in CSR aims to contribute to the promotion of sustainable development not only in Thailand but also in the local communities elsewhere in ASEAN and beyond where the company is operating.

SCG's success is built from within. One of the striking examples of SCG's success in implementing CSR activities comes from its solid strategy in building a strong foundation of social responsibility and ethics among its employees. It aims to build and inculcate work ethic and code of conduct among employees to value integrity, honesty and especially social responsibility. Through internship programme and content-rich SCG Orientation, to name but a few, SCG has successfully built strong minds among its employees to deliver excellent business performance while taking into account ethic and code of conduct in keeping with the concept of CSR. Also, the nurturing of CSR initiative among employees can be seen in the One Cell One Project and other employee volunteer programs which grants funding to qualified CSR projects proposed by employees, individually and collectively. The project's aims can be proposed from both internal

employees and local communities.

Moreover, the examples can be traced back to the company's CSR alignment which takes its employees and their family as the centre of its internal CSR process. This suggests the effort to first apply the CSR concept from within the company as part of its corporate governance. This would help establish a process of leading by good example; then, the employees would be well and gradually developed into a positive force of good will for social responsibility ready to both further strengthen CSR inside the company and deliver the CSR activities elsewhere in the local communities.

## **SCG's CSR Activities**

### *CSR Activities Grouping*

SCG has long been implementing the CSR activities incorporating corporate governance, environment and society as the main components of its overall implementation keeping in line with the notion of sustainable development.

- **Corporate Governance**

This type of activities aims at building ethics of corporate governance for business-related activities. That is, the company attempts to establish a set of organisational culture in line with the shared values, ethics and principles of corporate governance. For example, SCG determinedly conducts business in adherence to the principles of fairness, accountability and



transparency. It also takes into account the stakeholders' expectations on the basis of balanced and sustainable development. This type of activities can be illustrated in the SCG Excellence Internship Programme which aims at embedding the concept of corporate governance and code of conduct at workplace among undergraduate students. The programme is conducted during summer period. This Internship programme would help build network of quality personnel among younger generation.

- Environment

The SCG's environmental activities focus on water conservation. Considering water as the important resource for ecosystem, agriculture and industrial sector, SCG has dedicated significant part of its CSR activities to environmental conservation in relation to natural water conservation. SCG's environmental activities are conducted in connection with the livelihood of local communities. One of the most illustrated projects on water conservation project, among other, is the check dam building project. Since 2003, SCG has built over 20,000 check dams for communities across the country. This programme on check dam building has also encouraged the involvement of the locals to join with SCG team in the implementation.

For the business activities, the environmental concern has been, in fact, one of the core organisational values of SCG. The company believes in the balanced relation between economy

and ecology. This concept has materialised in the increase of manufacturing of environmental friendly products in accordance with the concept of eco-process and eco-use. SCG is the first Thai conglomerate indicates which products and services are friendly to the environment under its own “SCG eco value” label, in accordance with the ISO 14021 standard. Also, SCG has instilled the notion of 3R-Reduce, Reuse & Recycle and Replenish-within business process with the aim for sustainable development. The employees are actively encouraged to follow the 3R concept.

- Human Development

The activities in social category essentially emphasise on human capacity development. Considerable of funds have been donated for the vulnerable and needy community in the attempt to help raise standard of living. The funds are made in accordance with the concept of empowerment. This can be seen in the form of scholarships provided for students from the poor family and students who are academically excellent. The funding reflects idea of providing opportunities for long-term impact and sustainability. Other specific projects on human capacity development are also in operation. These specific projects aim to promote human development in various disciplines such as Science, Arts and Sports. SCG also focuses on development among young children as it can be seen from the successful programme of SCG Early Child Development. Some of the highlighted human development programme will be further elaborated in the next section.

- Public Benefits

Last but not least, SCG has been actively engaged in a number of social programme including volunteer camps and relief programmes for communities. The illustrated examples of the programmes include the SCG Relief Fund for Tsunamis victims and aid programmes for communities affected by disasters.

*Success Story on SCG Rescue Robot Thailand Championship*

One of the celebrated projects of SCG's human development activities among younger generation is the SCG Rescue Robot Thailand Championship.

The origin of this project is quite interesting as it in fact the attempt to help solve the problem caused by scuffle among vocational students which has long been one of the social problems in the Thai society. The project starts small by trying to bring together the scientific calibre students to utilise their talents in the competition in the hope that it will help direct the focus of the students to an activity that would hopefully diverse them from potential risks of involving in a fight. It is also hoped that this would establish a trend of leading by good example and help motivate the other students to give up on the delinquent path. From small competition featuring small groups of students, the project has gradually attracted public attention with various organisations and several vocational institutions country-wide has expressed their strong interest for the project. After the inaugural event, the project

has evolved and transformed itself into a platform of opportunity for the youth. Since then, the competition has finally become a big success with strong participation which raises the profile of the project. SCG has further this activity by supporting the winner groups to go beyond homeland and compete in the international stages. Thai representative teams have won the world rescue robot championship for five consecutive years. Since then, SCG Rescue Robot Thailand Championship has become one of the flagship programmes that help promote the company's CSR activities.

It is of importance to looking into the ingredients for success of this project. The philosophy of this project implementation is neither about spending nor organising a one-shot event. Spending is not the main ingredient for success as it would render the project fallible from severely lack of the sustainability element. This project, however, has focused target groups and a well-planned objective which gradually generates long-term positive impacts. It is evident that this project is a successful example of the activity that, through providing opportunity to younger generation, nurtures inspiration of the youth. The positive force of inspiration together with the practice of leading by good example would further multiply the interested youth wanting to join the project. This helps create positive impact in the society as it helps build a pool of capable human resources in robotic

and scientific fields. Inspiration could help bring about the change of behaviour and good example could also help enable consciousness. This would help create positive repercussion in the wider society in the long run. With strong participation, well-reception from public and solid commitment, this commendable project has set sail towards success and sustainability.

Reflecting the success of SCG's CSR activities, it is evidently clear that, in the case of SCG, its success naturally comes from within. Building a strong foundation of CSR and social consciousness among employees, setting clear direction on social accountability of business process and strong CSR philosophy and determined commitment of the company are all the main ingredients and they markedly have contributed to the sustainable success of the company in the field of CSR.



# HONDA

The Power of Dreams



## CSR's Success Story from Honda

Honda Motor Co., Ltd. is one of the global leading companies in automobile industry. The company spans its operation and affiliates into the 6 regions around the globe with autonomous headquarter in each region. In this section, our focus will be directed towards the CSR activities of Honda in Asia and Oceania region.

It is evident that Honda has a clear and consolidated policies and direction on CSR based on the company's vision and core values. To begin with, Honda's fundamental beliefs offer a clear direction on how the business operates in connection with stakeholders and communities. In addition to the respect of individual qualities and creativity, Honda values the principle of 'the Three Joys' which are the Joy of Selling, the Joy of Buying and the Joy of Creating. This principle encompasses business operation for the whole process taking into account their employees, customers and other stakeholders in the communities. Taking this principle further, Honda generates the corporate vision 2020 based on the company's belief categorising into Value Creation, Globalisation and Eco-Solution. As far as CSR is concerned, the component of the company's mission on globalisation is to bring their existence closer and more deeply involved in each of the community where the company is operating in. Also, with the



goal for a more sustainable development scheme for future, Honda strives to become a company whose products and manufacturing process are environmental-friendly with safety as their top priority for the present and future generations worldwide.

### **Honda's CSR Philosophy**

As one can see from the company's philosophy, Considerable component of its business manoeuvre has been in compliance with how the company could positively offer to the society. Moving to more specific field of CSR, Honda sets and synchronises its strategies and CSR visions for further implementation in each operating region. The strength of Honda's CSR scheme comes from the clear and synchronised strategy which the regional offices could then, based on the worldwide strategy, tailor the activities to suit the local context of each region and country. Honda has clearly stated its CSR definition as the activities that "meet the expectations of society based on global policies and goals, sharing joys with society, and becoming a company that continues to exist with society". According to its definition, the company determines, through corporate social responsibility, to invest for the betterment of society which strengthen its position as the company whose existence is welcomed by society. Taking the core business activities as the example, Honda takes immense efforts in responsible for its customers and for the whole society to the

large extent by producing best-quality products with latest technology that could help ensure the reduction of CO<sub>2</sub> emission and enhance traffic safety.

## The Social Contribution



Beside its core business activities, the aspect of Social Contribution is embedded within the company's mission. Honda dedicates one of its missions as 'looking after communities' with the concept entitled 'Together for Tomorrow'. The whole concept on social contribution also derives from Honda global direction on sharing joy with people and to live side by side with the communities. The concept of Together for Tomorrow encompasses the aspects of environmental conservation, traffic safety, nurturing youth and the next generations and other social aids. In this regard, the company tries to build a strong foundation of the society as the steps in its greater manoeuvre to help establish better society in the future where people could enjoy accessible opportunities and

improved standard of living. These activities can be elaborated more into four categories, namely, environment, education, safety and humanitarian activities. In implementing the activities, Honda seeks to cooperate with various organisations in relevant fields which can be further elaborated in the following examples.

For environmental activities, Honda aims to conduct activities that promote environmental awareness. In Thailand, Honda has conducted a number of environment-related activities. This includes tree and coral planting. A number of activities aiming to build environmental consciousness are also within the company's scheme such as energy saving training, green camp and various school projects aiming to establish a good ethics of environmental concerns among the youth; this includes the Miracle Green Project by Honda Automobile (Thailand) targeting primary school students to engage in environmental workshop and tree-planting in Bangkok since 2009.

The significant environmental project elsewhere in Asia and Oceania are also in motion. The striking example can be seen in the case of Honda Staff Re-Vegetate Local Park in Australia where Honda Australia staff in cooperation with the Brimback City Council put immense efforts in re-vegetation project covering 230-hectare area. The project saw 250 indigenous plants of different varieties planted at Sydenham Park Reserve in the attempt to restore the natural ecosystem with the hope to attract wildlife to the area. Also, in cooperation with WWF (World Wide

Fund for Nature), Malaysia, Honda greatly contributes to the establishment of Fund for Sumatra Rhino. The Fund is the initiative to help save Sumatran Rhino and raise public awareness of the conservation.

For the Education component, Honda aims to provide opportunities for the youth who will then help contribute to the society in the future. In investing with the youth, Honda Malaysia in close partnership with UNDP Malaysia has established the scholarships for excellent students to support their academic pursuit in colleges, universities and vocational institutions. The project has been launched since 2007 and 60 scholarships in total have been awarded to local students. Aside from scholarship and other training projects, competition events are also among the main activities of human capacity building. This includes sport events, such as 31 legs racing and ASIMO Super Idea Contest, to name but a few.

Traffic Safety component is regarded as the programme closely related to its business. A number of campaigns for road safety have been launched across the region. The campaigns include safety and driving skill training for motorists, equipment donation to traffic police and other public activities aiming to help raise road-safety awareness among the local communities. The Bong Voyage Campaign during the long holiday in Thailand and Bukit Batok Driving Centre's Ride Safe for Riders in Singapore are among the examples of this type of activities. The

road-safety campaigns are organised in cooperation with the local traffic police department in each country.

Last but not least, the Humanitarian component is seen as the activities based on the concept of philanthropy as well as disaster-relief efforts. Honda initiated and supported a number of charity programme in different countries. For example, in the South Korea, the project entitled “promoting the bazaar inside the company” is the internal programme participated by employees. The event set up a market selling and environmental friendly products and the auction session for used items to help raise charity fund to be used as donation to the Forest of Life, which is also the organising partner of this event. Another charity activity can be seen in Pakistan where Pakistan-based Atlas Honda organised the Blood Donation Camp, co-organised by Fatmid Foundation, the local charity organisation. This programme aims to collect and donate blood to the poor Thalassaemia patients. The programme successfully collect 307 pints of blood which is the highest donation ever received by Fatmid Foundation.

In the field of disaster-relief efforts, Honda involves in many local natural disaster relief programmes. Through Honda Foundation, the immediate assistance of 200,000 AUD was granted to the Victorian Bushfire Appeal Fund to help support the families affected by the bushfire in Australia. Also, in Taiwan, during the time when the Morakot Typhoon hit the country, Honda

Taiwan has helped the Taiwanese government agencies through the large financial contribution of 5 million NTD for disaster relief effort. Later, Honda Taiwan continues on a fund raising campaign among Honda affiliate companies and dealers to gather more financial support with a total of 8.6 million NTD contributed to the government's relief mission.

Overall, the case of Honda presents an approach which the vision and strategy have been set on the global scale. The implementation of CSR activities, though based on the same strategy, has been suitably adapted to fit in the each different local context across different regions. This enables the company to maintain the goals and clear directions of organisational CSR plan while each of the autonomous regional office utilise their creativity to suit specific social priority and respond timely to the event or unique circumstance in different time and places. By establishing global direction, it is more feasible to ensure the scope of activities and that resources allocated for the company's CSR objectives.

Another significant feature of Honda's CSR activities is cooperation with various agencies in each project. The partner agencies may be varied from field to field such as school, local administrative agency, police department, civil society and international development agencies. This partnership would not only bring about the pool of resources and expertise but it could also help foster the network for further CSR implementation. The

four components of Honda's CSR cover fundamental areas of various societies. Especially, the large portion of its activities is dedicated to trainings and capacity building. This can add up to the aspiration for the long-term impacts in the future. In all, the success story of Honda is a unique case. It may be differ at the implementation level but every individual office utilised their local knowledge and expertise in contributing and moving towards the same goal worldwide.







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## About ASEAN University Network



At the Forth ASEAN Summit in 1992, the ASEAN Leaders directed that ASEAN should help “hasten the solidarity and the development of a regional identity by considering ways to further strengthen the existing network of the leading universities and institutions of higher learning in the region”. The idea was later developed into ASEAN University Network (AUN) which was established in November 1995 through the signing of AUN Charter by the Ministers responsible for Higher Education from ASEAN countries, and the signing of the Agreement on the Establishment of the AUN by the presidents/rectors/vice-chancellors of participating universities and the formation of the AUN Board of Trustees.

The main objective of the AUN is to strengthen existing network of co-operation among leading universities in ASEAN by promoting co-operation and solidarity among ASEAN scholars, and academics, developing academic and professional human resources, promoting information dissemination among ASEAN academic community and serving as the policy-oriented body in higher education in the ASEAN region. Indeed, the network has

galvanised the individual ASEAN countries' quests for academic collaboration in collectively defined priority areas that would deepen understanding of the dynamic of ASEAN, and thereby accelerate the development of regional identity and solidarity.

Currently, AUN comprises 26 Member Universities from 10 ASEAN Countries and undertakes more than 30 collaborative projects. Our activities grouped by themes include:

### **Youth**

The main activities are Student and Faculty exchange, AUN Educational Forum, and Young Speakers Contest, ASEAN Youth Cultural Forum, ASEAN Studies Programme,;

### **Faculty Members**

AUN Quality Assurance (AUN-QA), AUN Distinguished Scholar Programme, AUN Collaborative Research, SEE Forum;

### **The Executive Level**

AUN Board of Trustees Meeting, AUN Rectors' Conference, AUN Rectors' Meeting, ASEAN-China Rectors' Conference and ASEAN+3 Rectors' Conference;

### **The Thematic Networks**

The AUN's network of cooperation continuously expands through various AUN Thematic Networks. The Thematic Networks essentially are the sub-network of specific field of cooperation, namely,

AUN Southeast Asia Engineering Education Development Network (AUN/SEED-Net)<sup>1</sup>

ASEAN Graduate Business and Economics Programme Network (AGBEP)

AUN Human Rights Education Network (AUN-HREN)

AUN Inter-Library Online (AUNILO)

AUN Credit Transfer System (ACTS) and;

AUN Intellectual Property (AUNIP)

These Thematic Networks are the AUN's attempt to promote wider cooperation in the region in specific disciplines and topics.

In addition to the above mentioned cooperation, AUN also extends its cooperation beyond the region. AUN has been actively involved with the Dialogue Partner Countries, namely China, Japan, Republic of Korea (ROK), European Union (EU) and the United States in higher education cooperation in various fields as follows:

**China:** ASEAN-China Academic Cooperation and Exchange Programme including China-AUN Scholarship

**Japan:** SEE Forum  
Japan-ASEAN Students Conference

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<sup>1</sup> The AUN/SEED-Net is implemented in close collaboration with Japanese partners, namely, JICA and Japan Supporting University Consortium (JSUC).

- ROK:** ASEAN – ROK Academic Exchange Programme  
International College Student Exchange Programme  
Promotion of ASEAN and Korean Studies  
ASEAN-Korean Youth's Asian Cross-Cultural  
Exploration (ACCE) Programme
- EU:** AUN Intellectual Property Network (AUNP); later the  
programme further continues in the form of Thematic  
Network, AUNIP.  
Academic Cooperation Europe-Southeast Asia  
Support (ACCESS)  
Cooperation on Doctoral Education between Africa,  
Asia, Latin America and Europe (CODOC)
- US:** ASEAN Studies Curriculum Design Workshop

The AUN is now playing a significant role in fostering human resource development and academic communities.

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## Profile of the Japan Foundation




The Japan Foundation was established in 1972 as a special legal entity to engage in international cultural exchange and, was subsequently reorganized as an independent administrative institution in October 2003. The Japan Foundation consists of a head office located in Tokyo, a branch office in Kyoto, two Japanese-language institutes (Urawa and Kansai), and 23 overseas offices situated in 21 countries (as of August 2010).

The purpose of the Japan Foundation is “to contribute to a better international environment, and to the maintenance and development of harmonious foreign relationships with Japan, through deepening other nations’ understanding of Japan, promoting better mutual understanding among nations, encouraging friendship and goodwill among the peoples of the world, and contributing to the world in culture and other fields through the efficient and comprehensive implementation of international cultural exchange activities.” (Independent Administrative Institution Japan Foundation Law, Article 3)

The Japan Foundation carries out its programs and activities in the following three major categories: 1) Art and Cultural Exchange, 2) Japanese Language Education Overseas,

and 3) Japanese Studies Overseas and Intellectual Exchange. In addition, the Japan Foundation Information Center (JFIC) was established in May 2004 to encourage and provide information on international exchange.



A large, irregular red shape serves as the background. A white hand is positioned on the left side, with the index finger pointing towards the text. A white line extends from the hand, following the text's layout.

**USR&S knows no  
bounds in terms of  
nationality, scope,  
target, discipline,  
educational level,  
economic impact,  
size envisaged  
or imagination.**