

The SDG Accord

The University and College Sector's Collective Response to the Global Goals



เรียนรู้เพื่อรับใช้สังคม



SDG Accord Case Study

Integration of SDGs in

- Institutional governance/strategic level
- SDGs in research
- SDGs in campus operations
- SDGs in curriculum development
- SDGs in student engagement activities
- SDGs into community activities
- SDGs at a whole-institution level

Focus on

- Goal 1 - No poverty
- Goal 2 - Zero hunger
- Goal 3 - Good health and wellbeing
- Goal 4 - Quality education
- Goal 5 - Gender equality
- Goal 6 - Clean water and sanitation
- Goal 7 - Affordable and clean energy
- Goal 8 - Decent work and economic growth
- Goal 9 - Industry, innovation and infrastructure
- Goal 10 - Reduced inequalities
- Goal 11 - Sustainable cities and communities
- Goal 12 - Responsible consumption and production
- Goal 13 - Climate action
- Goal 14 - Life below water
- Goal 15 - Life on land
- Goal 16 - Peace, justice and strong institutions
- Goal 17 - Partnerships for the goals

Summary:

Since attaining its university status in 1992, Huachiew Chalermprakiet University (HCU) has been conducting numerous inbound and outbound academic exchanges and mobility projects, but most of these included only the specific faculties or departments where mobility students and professors were collaborating and only a dearth of integration with other faculties and departments has been sought in those projects. In its bid to provide quality and inclusive education, develop innovative practices in inbound international student mobility, and produce graduates that are globally competitive, the university has instituted a mechanism that mobilizes the faculties, support departments, student council and other stakeholders to actively join in mobility projects that integrate academic, cultural, values and sustainability. The inbound students were from the BS in Medical Laboratory Science curriculum of our academic partner in the Philippines. The project was conducted in Academic Year 2022 and started by understanding the mission-vision and educational philosophy of the home institution and mapped with the those of HCU. While the main goal of the exchange program is to provide international clinical laboratory training grounds and exposure for the inbound students, HCU was able to integrate practices related to culture, values and sustainability, which students normally cannot obtain from traditional academic exchanges.

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Outline the 3 key benefits of integrating this theme:

1. With the integrated collaborative practices, on the one hand, the international mobility project has provided the students as well as the academic and non-teaching personnel of the host university the opportunity to meet and work with international students, which helped them enhance their skills: communication (especially in the English language), team-working, interpersonal, collaboration, critical thinking, and creativity.

2. On the other hand, the students and the accompanying professors from the home university not only developed the skills mentioned above but also obtained valuable academic experience, cultural immersion, and exposure to an international community. The mobility project has opened new educational and cultural perspectives and new insights on how the participants may perceive the world. It has also helped the students understand the concept of global citizenship and how to live in a community of international dwellers.

3. Most importantly, the participants were able to grasp the meaning of sustainability from the context of the host university, which they can apply in their home country.

Outline the barriers or challenges encountered in integrating this theme and how you overcame these:

A. Host institution barriers and solutions

1. Restrictions in conducting hospital and clinical laboratory visits

Solution: The participants were sent only to the hospitals and clinical laboratories that have MOU with the host university. As a precautionary measure, the participants underwent free COVID 19 testing every week prior to joining activities. All participants were fully vaccinated.

2. Challenges in inviting volunteers from the host institution

Solution: Volunteers were provided free COVID testing and preventive materials such as masks, gloves and alcohol were provided. They were allowed to choose which activities they preferred to join. They were not required to remove their face masks.

3. Challenges in preparing activities for cultural immersion

Solution: Cultural activities were included in the existing local cultural activities of the host university to avoid repetition and enhance cross-functionality of activities. For example, the Street Cultural Festival, the Teacher Day Cultural Festival, Medical Technology Gown Ceremony and freshmen student orientation are already scheduled to take place during their period of training, so these were used for the cultural activities.

B. Home Institution barriers and solutions

1. Worried parents, school administrators and teachers of home institution. The parents and home institution are worried that the participants will not receive proper attention because of the COVID 19 pandemic and in case of emergency, no one will help their children.

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Solutions:

1.1 A 24/7 emergency care service was set up. The group is responsible for taking care of the health and emergency needs of the students. This group was able to respond to two emergency calls for accidents and emergency help for COVID 19 infected participants.

1.2 The host university opened a designated social media site for all the relevant stakeholders (parents, teachers, school administrators, students, etc.). The participants and accompanying teachers/professors are enjoined to upload their activities synchronously and asynchronously on the social media site (Facebook) may it be academic, cultural, edutainment or any other activities that are not too personal. This has provided the parents the chance to regularly monitor their children's progress.

1.3 Parents and guardians were encouraged to visit their children. As part of HCU's commitment, we provided free roundtrip airport transfer and held free cultural activities for those who decided to visit their children. Highly discounted accommodations were also provided for those who opted to stay in the university's hotel.

2. CoViD 19 pandemic caused travel issues such the need for testing upon arrival, restrictions and quarantine in host countries and quarantine upon return to home countries.

Solution: The host university identified, liaised and constantly monitored the quarantine services for the incoming students. The host university also liaised the speedy release of the COVID-19 test. All updates were communicated to the parents and the home university immediately as they unfolded.

3. Increased cost due to additional expenses from the increased prices of return air tickets, cost needed for quarantine, cost needed for COVID-19 tests

Solution: To solve this problem, the host university volunteered to shoulder a part of the total expenses such as paying for the roundtrip airport transfer; cultural immersion activities; weekly COVID-19 testing; local transportation such transportation to clinical laboratories and hospitals; accommodation, wifi, electricity and water bills of the accompanying professors and teachers; arrival reception; closing event and awarding of certificates; and emergency services for helping sick participants.

Please outline your conclusions and recommendations to others:

Overall, both parties had engaged in a multi-win mobility project, where the benefits far outweighed the risks and costs. The cost of the project is equivalent to the cost of a regular tourist spending a month stay here in Thailand. With some of the expenses shouldered by the host institution, the expenses have become more affordable. The success of the project has been reflected by the high satisfaction ratings given by the students, parents and the home institution.

The home institution highly recommends the conduct and facilitation of similar projects involving other departments and fields of specialization. The host institution recommends that to enhance cultural immersion and values-integration, participants should bring with them small tokens from their home country as well as prepare a brief cultural presentation showing

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their local culture. For the goal of sustainability, the host university will integrate more sustainable practices (community involvement, energy-saving practices and climate change awareness campaigns, etc.) into the short-term curriculum and encourage the participants to share their local sustainability practices.