



- 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

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NCKU's primary goal was to secure the health and safety of all its students, faculty, and staff. This was followed by the students' right to receive an education and the continuity of their studies.

At the onset of the pandemic, the Director of the NCKU Health Center promptly referred to the five action areas in the World Health Organization (WHO)'s Ottawa Charter for Health Promotion and implemented the components into NCKU's framework of epidemic prevention and response. This effort established a process for the emergency epidemic response, and set up a chain of command for the actions.

The five health promotion action areas identified in the Ottawa Charter include:

1. Build healthy public policy
2. Create supportive environments
3. Strengthen community action
4. Develop personal skills
5. Re-orient health services

Once an appropriate policy is formulated, it is necessary to create a supportive environment for the policy and to create a united front to achieve the goals. Once the policy is done, all the following actions can be carried out correctly.

In planning the NCKU COVID-19 Prevention Caucus, the Hospital Incident Command System employed by NCKU Hospital was adopted. This meant that the relevant offices and departments, such as the Student Affairs Office, Academic Affairs Office, Office of International Affairs, General Affairs Office, Office of Finance, and Campus Security Division were enlisted as participants. The Housing Services Division was tasked with the huge responsibility of quarantine/isolation, and the Computer and Network Center, which analyzed pandemic information, played a supporting role. The Accounting Office and Personnel Office offered administrative support in the form of cash flow.

Meanwhile, the director who has a background in nursing and public health, tweaked NCKU Hospital's epidemic prevention framework to ensure that it could meet the school's needs. In NCKU's epidemic prevention framework, NCKU Hospital and the NCKU College of Medicine worked jointly as consultants. They offered their services as medical and health education experts in the field of epidemic prevention and liaised directly with NCKU's President.

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Outline the benefits of integrating this theme.

1. Applying goals of SDG3: to ensure healthy lives and promote well-being for all at all ages. The integration makes the institution aware of the impacts of COVID-19 on our education and well-being of our stakeholders at the very early stage of the pandemic.
2. Setting up an emergency task force with a science-based approach to limit the impacts of COVID-19 which, in turn, ensures the progress of SDG3
3. Following the guideline of WHO as an imperative which provides the principles and guidance to assist the university in responding to the pandemic.

Outline the barriers (***if any***) encountered in integrating this theme and how you overcame these.

1. The COVID-19 pandemic creates an unclear and evolving situation. With a high degree of uncertainty, it is impossible to have definite measures to respond to the pandemic. However, solid scientific research and support lead to informed and evidence-based decisions during the policy-making process. In addition, all actions in various phases were executed with a high level of consideration toward human well-being.
2. Real-time and prompt communication proves to be absolutely critical both at the central government level as well as educational level within our institution.

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OPTIONAL – Include **TWO** images (max.) that are relevant to your SDG case study example. These will be used as part of your case study permission, so please ensure you have permission to use the images. the case study *Insert – Picture and add a brief description of what is included in images.*



To pursue the values of environmental sustainability and justice for all, we went on to complete the world's first Quarantine Units for Recovery, Emergency and Ecology (QurE) within five day



HEARTThermo Smart Bracelet Monitors Body Temperature and Builds an Epidemic Prevention Firewall

CONCLUSIONS

NCKU is the first university in Taiwan to have its university strategic planning aligned with the UN's Sustainable Development Goals (SDGs). The university developed its policies, research education, and industrial and social engagement in the framework of SDGs. During the pandemic, NCKU understands how our scientific knowledge shored up Taiwan and global society in this critical period and we continue to strive toward creating hope for our common future. In the above case study for the goal of SDG3, it indicates how we fully support the healthcare professions and the health of our students and staff members from different levels.