Ethical Value

Ecole 42 (France)

42 program

    42 does not require a high-school diploma or give a traditional certificate at the end. The students, ages 18 to 30, get accepted into 42 through a logic-focused entrance exam (no coding experience is required). Then they come to 42 for a month-long session called "piscine" (pool). If they succeed, they enter into the program, which runs 3 to 5 years. Having completed our month-long rigorous basic training, accepted students begin the self-paced 42 program: collegiate-level courses in a unique environment. With no teachers or classes, students engage in project-based learning and peer-to-peer instruction to not only learn advanced programming skills, but to also develop valuable interpersonal skills, creativity, and problem-solving skills. 42 students complete a rigorous project-based program marked by skill-mastery levels and internships. With an innovative and industry-leading curriculum, we are proud to say that our students work for and take internships with top Silicon Valley companies, from those in the S&P 500 to startups out to change the world.

Franklin University Switzerland (Switzerland)

Sustainable Cities Program

    The Sustainable Cities Program explores different facets of urban sustainability: heritage and culture, ideas and solutions for social justice, and urban nature. It is designed for ambitious mid-level Sophomores, Juniors and Seniors who are interested in a program that offers Zurich as a classroom and the opportunity for guided undergraduate research. Its modules draw from Art History, Urban Studies, Cultural Studies, Environmental Studies, Sustainability Studies and Social Justice Studies. Students can also take immersive German courses tailored to their level of competency. Zurich is considered one of the most sustainable-oriented cities of the world. With a zealously protected cultural heritage, urban planning that integrates nature into the city fabric, and a city governance that values the just distribution of resources among its citizenry, Zurich serves as a laboratory for challenges and solutions to urban sustainability. Not incidentally it also regularly ranks among the world's most livable cities.

University of Pennsylvania (USA)

Student Projects: Wharton Impact Venture Associates

    Wharton Impact Student Experience Fellowship offers small teams at the University and Wharton to help impact investors, start-up entrepreneurs or cutting-edge researchers. Wharton Impact Venture Associates offers training to identify and conduct due diligence on companies with

a social impact mission. With oversight and training from Wharton Social Impact Initiative, Wharton and students source and conduct rigorous due diligence on high-impact start-ups, and then help facilitate companies' drive to raise capital with potential investors. The WIVA team sources early-stage companies that have both a compelling business model and the potential for significant social or environmental impact. WIVA targets early-stage for-profit companies in the United States that combine the promise of market-rate financial returns and meaningful social or environmental impact.

Harvard University (USA)

Harvard University Commitment to Sustainability

Sustainability initiatives at the University focus on implementing energy conservation and waste reduction, establishing best practices such as LEED certification, and encouraging individual behavior change. The University's Student Sustainability Associate (SSA) Program is the school's peer-to-peer education program that promotes sustainable living and working on campus. Ten SSAs are hired each year to connect with their peers and engage them in conserving energy and water, reducing waste and promoting health and well-being through activities and information sharing. They also suggest and pursue infrastructure and policy improvements that would remove barriers to student conservation. The Sustainability Club prepares MBA candidates to become better stewards of the natural and built environment. It provides a focused community for students and partners to explore the complexities of global sustainability challenges, gain exposure to emerging business solutions, and pursue professional opportunities.

Florida State University (USA)

Student Resilience Project

After a successful soft launch earlier this summer, the University fully rolled out its Student Resilience Project fall, including more interactive videos, audios and resources for all students. The "Student Resilience Project" is an online, evidence-informed toolkit developed by the Institute for Family Violence Studies at the University College of Social Work. Each audio recording and video also comes with complete transcripts for the hearing impaired, ensuring that project resources are completely inclusive and accessible. The recordings are provided by expert faculty from across the university under the heading "Real Talk" and discuss topics such as grief, loss and depression. Students can listen to these audio recordings while they are walking around campus or listen in the privacy of their own residence halls or apartments. They can pick and choose what they want to learn more about the project.

University College London (United Kingdom)

University College London innovation hub aims to improve lives of disabled people around the

The Global Disability Innovation (GDI) Hub, a collaboration of several institutions, is hosted by the University's Department of Computer Science and headquartered at Here East – part of the Queen Elizabeth Olympic Park. Born out of the legacy of the London 2012 Paralympic Games, it was launched by Mayor of London Sadiq Khan in 2016. Now, a £19.8 million project, funded by the UK's Department for International Development (DFID), will support the GDI in delivering a new program – AT 2030: Life Changing Assistive Technology for All. A University-hosted innovation hub is helping to accelerate the global development and provision of assistive technologies to improve the lives of all people with disabilities. The aim, over the next ten years, is for the GDI to become the leading place to research, study, practice and share disability innovation, globally.

Columbia University (USA)

Master of Science in Sustainability Management Degree Program

Sustainability Management students represent a cross-section of the industries and organizations currently incorporating sustainable initiatives into their day-to-day operations, as well as those who are looking to change careers. The program's students are passionate not only to learning the management and scientific principles of sustainability, but also to put their education into practice. Students must successfully complete 36 points or twelve courses. They have the flexibility to choose from some sixty courses designed especially for them, as well as from many other courses throughout the University. The curriculum emphasizes the physical dimensions of sustainability, general and financial management, economics, quantitative analysis, and policy so that students can thrive in the job market. There is a growing demand for sustainability professionals in a range of sectors, and many managers, engineers, lawyers, marketers, communications professionals, policymakers, and scientists now have some form of sustainability responsibility in their positions.

Badr University in Cairo (Egypt)

Ethical value

BUC is a university, however, in reality it is a community which has its morals, regulations and ethical values. We are promoting active citizenship in our community to build a human being, not only an active student or Professor. We have succeeded to build an active citizen, who is involved and is participating in the society. Their main concern is the prosperity of other citizens and should be aware that we are members in one community. They represent a dynamic role in all societal constituents, starting by the family passing by neighborhoods, community, volunteering activities with (NGOs), workplace and political participation. It is a mixture of information, approach, skills,

and activities to subsidize and sustain democratic society. At the same time, BUC is providing a proper environment for scientific research characterized by dynamic interaction and creation abilities. Students will be open to the recent discoveries and to the new horizons of knowledge to realize all changes at the societal, cultural, and environmental levels. This is compatible with Egypt's 2030 Strategy for sustainable development. Moreover, our goals are highly relevant and linked to the sustainable development goals (SDGs) launched by the United Nations in September 2015.

Telkom University (Indonesia)

Waste Power Plant for Smart City

In order to participate in supporting the go green and zero waste program launched by the Telkom University campus, the Physics Engineering Undergraduate Study Program in general and the Energy Engineering and Instrumentation Expertise Group in particular, through the implementation of the Tri Dharma College has formulated a research roadmap that aims to protect environmental health, including humans. As a follow-up to the results of the 2015 community service activities, in this study the design and analysis of eco-friendly waste burning equipment was carried out for the environment and humans. Therefore, the purpose of this first phase of research is the design and analysis of waste incineration equipment based on a distillation system and combustion residue smoke reduction. In the next study, analyze the residual smoke of waste combustion based on a distillation system and reduction of combustion residue smoke. The final result of this ongoing research is the acquisition of a prototype of a waste burning device based on a distillation system and reduction of combustion residue smoke.

University College Dublin (Ireland)

My World Survey: Improving Youth Mental Health in Ireland

My World Survey (MWS) is a cross-sectional study of youth mental health in Ireland. Before 2012, there were no national data in Ireland on youth mental health in the age range of 12-25. To address this gap, Professor Barbara Dooley and Associate Professor Amanda Fitzgerald devised My World Survey, and data were collected from over 14,000 young people on a range of risk and protective factors, such as social support, quality of relationships, experience of bullying etc. These data were analyzed to identify key factors that support or hinder psychological wellbeing. The My World Survey research was a collaboration between Jigsaw (the National Centre for Youth Mental Health) and the University School of Psychology. The first wave of research was published in 2012 and the second wave of data collection was published in November 2019, with data from over 19,000 young people. The findings from My World Survey have been shared online by many organizations working with young people, and those who support young people, such as Bodywhys, Gaelic Players Association and Psychological Counsellors in Higher Education in Ireland.

Yale University (USA)

Program for Biomedical Ethics

Program for Biomedical Ethics at the School of Medicine has served as a nexus for a community of individuals from throughout the medical campus and beyond who share a common interest in education, research, and clinical practice in the field of medical ethics. The Program for Biomedical Ethics develops and presents various ethics-related educational programs throughout the academic year for medical, nursing and physician assistant students, the community, the University faculty as well as local, regional and national health care professionals. The program coordinates the ethics education of the medical students over the course of the four years, including assistance for those who choose to write their thesis in this area. In addition, educational programs are provided for other members of the medical community, such as journal clubs, working groups and special conferences.

Ajou University (Korea, Rep.)

Software Education for Elementary, Middle and High School Students in Underprivileged Areas

There is an effort to disseminate the value of software education to accommodate the underprivileged class by expanding on-site programs and organizing in-person visit camps. Hands-on and effective software education is provided through diversification of programs. Software Talent Volunteers undertake volunteer activities related to software education on campus and off-campus centered on departmental clubs. They operate hands-on software education and experience programs for youths wherein the value of excellence and universality of software education coexist. Contests are held every semester to present the results of the students' software projects.

Florida Gulf Coast University (USA)

FGCU Service Learning and the UN Sustainability Development Goals

Developing engaged citizens, through service-learning, became a central tenet in the founding Mission and Guiding Principles of Florida Gulf Coast University (FGCU) before its doors opened in 1997. Because service-learning is such a powerful teaching tool and because service-learning sets the stage for continued community involvement, University founders established service-learning as an undergraduate requirement. Students admitted to FGCU as first-year students or lower-level transfers complete a minimum of 80 hours of service-learning as part of their graduation requirement and students admitted as upper-level transfers complete a minimum of 40 hours of service-learning as part of their graduation requirement. The member states of the United Nations adopted the 2030 Agenda for Sustainable Development, in 2015. Among other things, this agenda provides a shared blueprint for the future of the planet, by articulating 17 Sustainable Development

Goals (SDGs). The goals collectively aim to protect the environment, end poverty, reduce inequality, improve health and education, and spur economic growth.

Far Eastern University (Philippines)

FEU-IE Basic Education Learning Packets

Far Eastern University-Institute of Education (FEU-IE) Basic Education Learning Packets provide learners, teachers, and parents, access to free basic education learning materials crafted by the University's IE faculty members. To aid students in basic education in continuing learning, the Basic Education Learning Packets provide free-accessible workbooks. This initiative serves as one of the responses of the institution to continue learning despite circumstantial difficulty brought by the pandemic. Primarily, the FEU-IE Basic Education Learning Packets is consisted of workbooks focusing on chosen learning competencies across subject areas and in particular grade levels in K to 12. The workbooks are composed of several worksheets. The process of developing the Basic Education Learning Packets is primarily anchored on the ADDIE (Analysis-Design-Development-Implementation-Evaluation) instructional design model. Based on this model, learning materials development phase is preceded by analysis and design phase and proceeded by the implementation and evaluation phase.

Seoul School of Integrated Sciences and Technologies (Korea, Rep.)

Five-Minute Lecture on Ethics

aSSIST was established with the 4T Principles (eThics, sTorytelling, Teamwork, and Technology) as the school's philosophy. Hence, aSSIST considers ethical education as the core value for the school's vision. Our school consider ethical culture and education as the core value for the school's vision. Every class offered by our school begins with a five-minute lecture or discussion on business ethics in every single fifty-minute class regardless of class subject. This is included as one of the evaluation criteria of the lectures. The school faculty members share ethics related essays via email. In particular, full-time professors are required to write at least six ethics related essays every year and share them with all faculty and staff members. Every Monday morning, we hold the Seminar of Intellectual Exchange (SIE) for all faculty and staff members where they take turns in presenting their specialized topics. Before the presentation, the presenter is required to give a five-minute ethics-related lecture. This helps ensure that business ethics and culture are shared across the whole school.

University of Lincoln (United Kingdom)

University of Lincoln Operations: Sustainable Practice

The United Nations Sustainable Development Goals are an urgent call for action to tackle some of the world's most pressing problems. They recognize that ending poverty and other deprivations must go hand-in-hand with strategies that improve health and education, reduce inequality, and spur economic growth – all while tackling climate change and working to preserve our oceans and forests. The University has been awarded Gold by EcoCampus for their work in driving more sustainable environmental management practices across their estate. The University declared a climate emergency and made a commitment to work pro-actively towards reducing carbon emissions that contribute towards global heating. Other initiatives include the specification of the new medical school building as a carbon neutral scheme and an increase in energy efficiency of buildings on the Estate. As part of the development of the University's EMS, waste management training has been given to staff and a rolling training programme will be established to raise awareness of environmental management across the University. Students are also given opportunities to volunteer in environmentally-focused roles such as the management of the Kitchen Garden on campus.

University of Split (Croatia)

Implementation of the Service Learning at the University of Split, Croatia

Service learning is a way of the modern pedagogy that responds to the need to develop the competencies of the students themselves. The student contributes to the realization of the mission and vision of the associate organization, at the same time acquiring new special knowledge and skills under the mentorship of employees and achieves learning outcomes planned for certain courses. By including students in society in the context of solving social problems, they are becoming co-creators and at the same time contributors to the creation of a knowledge-based society. In this way, a circle is created through which the academy returns to the community. Students are more aware and more active citizens ready for the challenges of tomorrow. A special contribution can be seen in the student's development of civic and social competence, making the helping to create civic-engaged society.

Griffith University (Australia)

Community Internship

The Community Internship course (CI) has now been offered across 15 semester (three offering per year) and over 2,000 students have completed the course, providing over 100,000 hours of course-based service to around 190 community organizations, with 60% of students continuing to volunteer following the course. Between 150 and 250 students presently select the course in each trimester. To date, this course, as well as being offered centrally as a free-choice elective has been utilized as a listed elective in 17 different degree programs, including a Masters program, and is

also a core unit in a Masters program, and undergraduate program. The assessment strategy is constructively aligned with the internship through three assessment tasks which support the students to be in control of their learning opportunities, with specific reflection points. The Masters Community Internship course provides students with an opportunity to combine their scholarly learning with real world experience in a community-based organization that supports their professional and personal development. The University will provide students with the opportunity to select a volunteer position of their choice from a range of community not-for-profit organizations.

Monash University (Australia)

Revitalising Informal Settlements and their Environments (RISE)

RISE is trialing the water-sensitive-cities approach in 24 informal settlements in Makassar, Indonesia and Suva, Fiji. The aim is to demonstrate that 'nature-based solutions' – such as constructed wetlands and bio-filtration gardens – can deliver sustainable, cost-effective health and environmental improvements. In the first phase of the trial, six settlements in each country are undergoing a water and sanitation upgrade with nature-based solutions and infrastructure. The impacts of the upgrades on the health of the environment and the health of the communities will be monitored, and compared against the other six settlements in each country. In the second phase of the trial, the other six settlements in each country will be upgraded.

Polytechnic Institute of Bragança (Portugal)

10% Up to You! – Ethical and STEAM Skills

10% Up to You! Project is based on ethical education, cocreation, cooperation, integrity, social consciousness and responsibility. This project motivates students to produce real impact out of their curricular path, real hands-on learning opportunities that respond to real needs of the society that our team of professors transform into learning opportunities, and social innovation, through User Centered Design and Design thinking methodologies. The project team invested in a first phase in the promotion of teacher training in methodologies that respond to real world current and future scenario challenges. Until this day more than 80 teachers were involved in teacher training initiatives, and this is a growing number as the training activities are ongoing. 10% Up to You! Project is also implementing curricular and extracurricular initiatives to develop students' transversal skills (ethics, social awareness, communication, organization, critical analysis, team-working, customer handling, problem solving, learning and planning, sense of initiative, entrepreneurship, resilience, cultural responsiveness and expression) alongside with technical and professional skills during academic years.

Cranfield University (United Kingdom)

<u>The Game of Life 2050</u>

The Game of Life 2050 is one of the examples of the activities that take place on the course for Management and Corporate Sustainability MSc students. It is an interactive board game developed as part of EU-InnovatE (an EU funded project in which the university collaborated) and ran for the first time this year. The players engaged, first-hand, with the waves of change that occur on the pathways to these sustainable future scenarios and imagined how they might respond. Students took on the role of a particular actor in society (an established business, a policymaker, a start-up business or an NGO) and made choices about how to respond to big changes that were occurring in the economy and society. They collaborated with other players and explored how they could use their influence to shape the future individually and collectively. Their objective was to attract as many resources as possible to realize their own vision. But, as they discovered, achieving that didn't necessarily make them a winner.

Lac Hong University (Vietnam)

<u>Robots for Carrying Essential Commodities in Quarantined Areas</u>

From the beginning of 2020 until now, the COVID-19 pandemic has spread to provinces and cities in Vietnam. Many epidemic prevention measures have been implemented to protect the health of the people and the community. Several places such as hotels, schools and public buildings have been used to quarantine infected people. However, the supply of essential commodities in such places is really challenging due to the high risk of getting infected. The fact that a high number of people working in such areas actually got infected resulted in the lack of people serving in the quarantined places. Therefore, to provide enough supplies for those quarantined, the team proposed creating a robot that can help to carry and deliver essential supplies to avoid the risk of getting infected and prevent the spread of Coronavirus. The robot can carry essential commodities to the quarantined area and the hospitals to replace the team of doctors, nurses, volunteers and anti-epidemic participants working continuously every day, helping increase the ability to provide goods in time to people, reduce close contact and the risk of cross-infection.

Chungbuk National University (Korea, Rep.)

<u>Program for Improving Regional Values and Leading Social Innovation by Community Problem Solving and Share-Community Activation</u>

Chungbuk National University (hereinafter CBNU) operates projects including various projects in order to respond to the social needs of universities to enhance their social responsibilities and ethical values. The project is promoting regional-specialized talent development projects, regional innovation projects to solve local problems, and SCR (Service-Culture-Resource) projects through regional and university connections. Accordingly, CBNU intends to further strengthen the public role

of national universities and contribute to regional educational functions and regional revitalization. Programs include 1) Regional Specialized Human Resources Development, 2) Boosting Local Innovative Lining Lab, 3) Activating the Regional-University SCR Sharing Community, and 4) Expanding Higher Education Opportunities.

James Cook University (Australia)

TropEco Interns Program

TropEco is the University's sustainability program, celebrating Sustainability in Action by supporting students and staff to create a culture of sustainability at the University. The TropEco internship involves a student: undertaking a minimum of 10 hours volunteer work on a project of their choice, participating in at least one professional development activity (internal or external), undertaking the the University sustainability induction modules, and assisting at one TropEco event. At the end of the internship the students are asked to fill in a project completion report and reflect on their experiences. The program provides students with an opportunity to gain real world experience through working on a project they are passionate about. It further encourages the development of new skills and abilities that may not be gained from coursework, providing opportunities to collaborate with staff, fellow students and the local community. This collaborative engagement allows the development of networks in the professional world, often leading to employment either within or external to the University.

Hanbat National University (Korea, Rep.)

C+U200 System

Hanbat National University has introduced the HBNU talents certificate. This program certified students as HBNU talents who have reached certain level of credits and units by participating language learning program, obtaining job related licenses, volunteer activities, and taking learning method program. Based on the HBNU talents certificate, we are developing the C+U200 system, which require mandatorily taking the extracurricular activities to enhance the quality of educational achievement for graduation. The C+U200 System helps cultivate global professionals possessing 6 core abilities (Humanity and ethics, communication, problem solving, practical professionalism, global, leadership) by taking various extracurricular activities as well as regular course. The main purpose of this program is to cultivate outstanding talents with creative convergence problem-solving abilities through integrating regular credit courses and the extracurricular activities.

IEDC-Bled School of Management (Slovenia)

World Institute for Sustainability and Ethics in Rising Economies (WISE)

Business Schools play an important role in shaping their students' skills, mind-sets and attitudes, and, in essence, creating the leaders of tomorrow – today. These leaders will one day be the most important change makers of business and even the broader society. With this in mind, business schools all around the world should aim to provide business students of today with the understanding and ability to deal with pressing social challenges and deliver positive change already tomorrow. With a long history of being at the forefront of efforts to push forward and advance CSR, Sustainability and Ethics, IEDC established the WISE Institute for Sustainability end Ethics in Rising Economies to bring these crucial topics to the highest level of importance and to enhance and support international cooperation that is much needed to address global challenges. Through the WISE Institute, IEDC launched several groundbreaking projects and initiatives.

Rutgers University (USA)

Student Projects: Women BUILD

Women BUILD (Business Undergraduates in Leadership Development), formerly known as Women's Business Leadership Initiative (WBLI), is a leadership program for high-achieving, motivated, and talented women undergraduates at the University. The initiative of the Women BUILD Proram is to develop women business leaders by removing barriers and empowering them with the confidence and expertise necessary to enter and succeed in a continuously evolving workforce. Students earn points by participating in each aspect of the program. Those students who earn 50 points by completing all components of the program will earn the Women BUILD Certificate in Women's Business Leadership.

National University of Management (Cambodia)

NUM's Community Project for Higher Education Curriculum Development and Quality Assurance

To contribute to the country's social and economic growth, the Ministry of Education, Youth and Sport has included comprehensive curriculum development in compliance with Cambodia Qualification Framework (CQF) and market needs in its strategic plan. As comprehensive curriculum development with the use of CQF and Outcomes-Based Education (OBE) are new to many higher education institutions in the country, some of them are seeking assistance and consultations from experienced local and international experts. Seeing this need and having the idea that we need to grow together for the sake of national interest, NUM, which has a few experienced curriculum development experts from its Internal Quality Assurance Office and faculties, has developed a community project to provide training and consultations to those institutions in need. This project mainly aims to train, give technical consultations, and contribute ideas on curriculum development and quality assurance practice to the target institutions so that they can revise their academic programs and produce their own trainers.

St. Paul University Philippines (Philippines)

SPUP Employees' Human-centric Engagement Anchored on Resiliency and Thriving (SPUP e-HEART)

With the implementation of community quarantine due to COVID-19 pandemic, SPUP has advanced human-centered approach for the employees of its academic community. Highlighting the value of empathy, the approach focuses on identifying opportunities, solutions, experiences, and transformative strategy that promotes the total wellbeing of persons. SPUP Employees' Human-centric Engagement Anchored on Resiliency and Thriving (e-HEART) project realizes the University's mission - "optimum access to Paulinian service in an atmosphere of compassionate caring and responsive and innovative management processes." This emphasizes the commitment of SPUP to foster an environment conducive to working, human development, and total well-being. The SPUP e-HEART project is developed with an understanding that employee engagement and resiliency come from meeting their underlying needs and giving the employees and the University management the tools, they need to thrive. As it is integrated in the University Family Welfare Program, the SPUP e-HEART project endeavors a holistic development that promotes employees' quality of life by adopting a family-centered technique in the University.

La Trobe University (Australia)

Upstart: The Magazine for Emerging Journalists

The Upstart Hub will be new home of upstart – the digital media network run by Journalism, Media and Communication students at the University. Live broadcasts, news and our online magazine will be produced there from 2017 onwards. The new facility and the Upstart Media Network (UMN) position the University as a leader in the field of journalism education, further emphasising our department's dedication to practice-based teaching and learning. The venue is also an opportunity to showcase the whole university through programming on the UMN. It will provide a platform for our ground-breaking research, innovative projects and creative approaches to teaching and learning in live broadcasts and via the upstart website as well as the UMN's social and on-demand channels.

Dublin City University (Ireland)

Dublin City University Operations: Sustainable Practice

Efforts to achieve sustainability are driven by a special council. Identifying and repairing leaks on every campus has led to a 14% reduction in water consumption. It is the first Irish university to go 'plastic-free' and will phase out single-use plastics by 2020. The University is committed to placing sustainability at the core of all the University's activities. The University's sustainability program seeks to embed a sustainability ethos at the University that will underpin all our activities

here. Our academics and researchers are working on many of the related issues from Education for Sustainable Development, Green Finance and Business models to Water, Waste and Energy research in our new Sustainable Economies and Societies Research Hub. Our Estates Office works hard to not only save financial resources but also to reduce our impact on the environment through energy efficiencies, greater waste management and enhancing the green environment on campus. Our An Taisce Green Campus Committee supports many initiatives across campus engaging both the students and staff in projects where we can together have an impact on increasing the sustainability of our campus.

University of Liberal Arts Bangladesh (Bangladesh)

Teaching Ethics using Real Life Situations: The Curriculum Integration Programme

University of Liberal Arts Bangladesh (ULAB) is a private liberal arts-based university in Dhaka, Bangladesh. Founded in February 2002, permission to open was received from the University Grants Commission (UGC) of Bangladesh in November 2003, pursuant to the Private University Act 1992. ULAB was formally launched at a ceremony on October 1, 2004. The Curriculum Integration Program is a key distinctive feature of the Media Studies and Journalism Department at the University of Liberal Arts Bangladesh. It is the embodiment of its liberal arts philosophy and active learning approach. As an educational institution, ULAB is devoted to developing young minds to their fullest potential through the free and creative pursuit of knowledge. It is firmly committed to helping young men and women to become responsible and caring citizens of their nations and the world. The core values that ULAB promotes and practice are: Love of Lifelong Learning, Practicing Integrity and Leadership, Encouraging Innovation, Promoting Tolerance, and The Pursuit of Excellence.

National Chi Nan University (Taiwan, China)

Development of Green Shui Sha Lien: Intelligence×Pollution Reduction×Circulation

Based on the current status and future imagination of urban and rural water resources, environmental conservation, and local development in the catchment areas upstream, the NCNU teams use past promotion experience to connect with the communitiesin Shui Sha Lian area, and conduct experimental trials of local issues such as river patrol, Taumi Eco-Village water quality survey, and water environment, culture, society, industry and ecological survey in the greater Puli area, and jointly host ecological festivals. With respect to water resources conservation, environmental protection, and local development compatibility issues in the catchment area upstream, the NCNU teams take the practical experience gained from Taumi community, Lancheng community and Bakei Tribe as the foundation to advocate for awareness and education and the continuous attention and active innovation and practice in Shui Sha Lian area. The goal is that the mindset and practices of co-existence of water resources conservation and local development in the upstream catchment

area can be extended to entire Nantou or other urban and rural areas in Central Taiwan.

IUBAT—International University of Business Agriculture and Technology (Bangladesh)

<u>Knowledge Based Area Development: A Step Towards Self-Reliance (KBAD)</u>

Under the KBAD, young men/women from each village/ward would be given an opportunity to go for higher education and acquire a degree/diploma/post-higher secondary certificate in marketable knowledge and skills. Such educated/trained persons would be expected to make efforts to pull up their family, neighbors and the village community through access to knowledge for economic and social development. The achievement of the individual will also have a demonstration effect in the village and act as an eye opener to other young people in the village. This can also bring hopes and dreams to the impoverished village community. The young men or women should have the minimum qualification or equivalent to gain entry to a university level institution. IUBAT has set out the long-term vision of producing at least one professional graduate from each village/ward under the KBAD concept as a step towards community self-reliance. To materialize this vision and to translate the concept into reality, IUBAT has special provision for supplementing the family resources of a student through scholarship, grant, fee waiver, deferred payment, campus job, and educational financing.

MIT World Peace University (India)

<u>World Peace Program</u>

Aligning ourselves with our new role as "World Peace University", along-side the core academic content of each and every discipline, "The Peace Program" is intrinsically blended across the University and has made an integral part of all academic delivery. In fact, The Peace Program has now become the very DNA of the University transforming students into the responsible citizens of the World. MIT World Peace University has a 'Faculty of Peace Studies', which has created all the 'Peace Studies Subjects' specifically designed for an individual to move from 'peace within' to 'peace without'. To define these phrases– peace within means one's own inner peaceful state of mind, and peace without means peaceful coexistence amongst all sections of the society, among all nations of the World and its people, free from conflicts.

Centrum PUCP Business School (India)

<u>Periodismo Responsable (Responsible Journalism)</u>

The "Responsible Journalism" training program is an initiative from Centrum PUCP aimed for journalists that has a dual purpose. The first purpose is to train our country's communicators on issues related to sustainability and social responsibility. The second purpose is to generate awareness

on the importance of addressing issues of current and future interest from understanding and recognizing the fundamental role that journalists play in society, promoting culture and development in an ethical, responsible, clear and transparent way based on real facts, seeking objectivity and impartiality. To achieve these goals, we pursue to develop training programs for journalists every six months, presenting a series of topics relevant to their professional development and the country's growth.

Luther University (Korea, Rep.)

Every Service is For God. This *Service as Strategy* is carried out in two significant ways: Curricular and Co-Curricular

Luther University is desired to build on previous practices that resulted in added-value for the individual learners, the school community and its local area communities as a whole. The current initiative, ES4G, is similar to the project mentioned above, which required the development and implementation of improved university practices. However, in this initiative, the Diakonia Center is governed by a guiding strategy and has a unique way of being carried out by participants. The participants are namely our learners. The design is intended to guide and oversee service learning and volunteering opportunities. These teaching-learning experiences will be managed by keeping the three core elements of "ESG" (Environment, Social Responsibility and Governance) at the forefront of every step of the process. This project is being done with the hope of being qualified with ISO 26000/45001:2018.

University of Amikom Yogyakarta (Indonesia)

Scholarships for Poor Students: BIDIK MISI

Indonesia's underprivileged population was 10.14% in March 2021. This has only decreased by 0.05% compared to September 2020 which was 10.19%. This less significant decrease was due to the impact of the COVID-19 pandemic on the economy. The opportunity for the underprivileged in accessing higher education is certainly also influential. The Covid-19 pandemic has had an impact on the decline in the number of new students at private universities (PTS) in the country. The decline reached up to 20-30 percent. SCHOLARSHIPS FOR POOR STUDENTS (BIDIK MISI) is a tuition assistance for prospective students who are economically disadvantaged and have the good academic potential to pursue higher education in superior study programs until they graduate on time. The vision of University of Amikom Yogyakarta is to be the world's leading university in the field of the creative economy, based on entrepreneurship that spreads virtue.

University of Waterloo (Canada)

Student Refugee Program

The Student Refugee Program (SRP) is administered by World University Service of Canada (WUSC). WUSC is a Canadian international development non-profit organization dedicated to improving education, employment and empowerment opportunities for youth, women and refugees in more than 25 countries around the world. Local Committees are collaborative, campus-based groups of students, faculty, staff, and alumni who share our vision of a more inclusive, equitable, and sustainable world. Local Committees make up the largest network of student groups of its kind in Canada. They provide students with the resources, trainings, and experience to contribute to sustainable global development. With the right tools, youth can make a difference today and for years to come.

Stanford University (USA)

<u>The Center on Poverty and Inequality</u>

The Supplemental Poverty Measure (SPM) reveals substantial post-1970 reductions in poverty under a constant (i.e., "anchored") threshold, but this trend masks worrisome developments at the very bottom of the distribution. Although the overall SPM has trended downward since 1970, the SPM for households with less than half of the anchored threshold level (i.e., "deep poverty") has remained stable since 1968. Even more worrying, the most extreme forms of poverty, such as living on less than $2 per day (per person), have in fact increased over the last two decades. The main tasks of our Poverty and Deep Poverty RG are to describe trends in poverty and deep poverty, to assess the effectiveness of current anti-poverty programs, and to examine the likely payoff to introducing new anti-poverty programs.

Burapha University (Thailand)

<u>Model Prison Project at Chonburi Central Prison, Under the Memorandum of Understanding (MOU) between Burapha University and the Department of Corrections</u>

The program consists of 3 operational groups: Group 1 - Upgrading Prison Operations, Group 2 - Education and Mind Development, and Group 3 - Vocational Training and Entrepreneurship. Group 1 is composed of development of digital prison layouts and geospatial information for intelligent management, comprehensive model for solid waste management, the 'New Normal' environmental health and public health risk assessment during the COVID-19 Epidemic in the prison, training on the use of medicines and herbs for firstaid procedure, and cataract surgery for the inmates to offer as royal meritto His Majesty the King. Group 2 is composed of 21st-century skills learning, math in everyday life, development physical and mental strength to promote the path of faith and value of life, "Ruenjai" – the music and performances for aesthetics and cultivating mind power, life and dreams, and art for mind development. Group 3 is composed of vocational training and entrepreneurship, NB Café – the training of beverage and snack entrepreneur, and sports coach and

recreation leader.

American International University-Bangladesh (Bangladesh)

Adaptive Solutions in Climate Resilient Dwelling for Slum Dwellers

Urban migration is becoming an increasing issue in the cities in Bangladesh. Since the migrants are mostly poverty affected, they have no other opportunity than to move to urban slums, where, there is no decent infrastructure. The high density of built-forms and lack of understanding about ventilation strategies and thermal insulation are some of the reasons for their sufferings during the summer and winter months. The constant need for health treatment, infrastructure repairing, increasing utility bills due to lack of daylight and ventilation is affecting their extremely marginal economic condition. This project includes investigation of existing built-forms, socio-economic assets, and living conditions in a particular slum area, located in Dhaka, Bangladesh; and, suggests some adaptive solutions in the form of minor and affordable interventions to upgrade their infrastructure, mostly focusing on the inclusion of daylight and ventilation by retrofitting the existing condition. The research addresses multiple SDG goals like, Goal number 3 (Good Health and Well-being) & 17 (Partnerships for the goals) for betterment of living condition.

Hankuk University of Foreign Studies (Korea, Rep.)

Expansion of Critical Foreign Language

HUFS CFL team seeks to develop close cooperation with foreign governments and build a platform critical foreign language education in Korea. In additional objective is to provides various specialized educational opportunities to HUFS stakeholders and people who wish to learn critical foreign languages in Korea. CFL education programs for citizens provide opportunities for diversified and specialized education to citizens who wish to learn critical foreign languages, and establishes the 1st 5-Year Basic Plan (2017~2021) for the Promotion of Critical Foreign Languages Education. All programs are organized for students who wanted to learn one of the 11 Critical Foreign Languages available, and each of the programs has been designed for students who desire to acquire a language from the Critical Foreign Languages list.

Abdullah Gul University (Türkiye)

Empowering Immigrants and Refugees in Social Life

Among the UN Sustainable Development Goals (SDGs), Abdullah Gul University focuses especially on "SDG 10: Reduced Inequalities" in the context of this project. AGU's Policies on Equality and Freedom recognizes all individuals' rights without discrimination or harassment on the basis of race, colour, creed, religion, gender, national origin, citizenship, ethnicity, marital status, age, disability,

sexual orientation, gender identity and expression, or any other status protected by applicable law to the extent prohibited by law. Among the underrepresented groups, AGU has policies, strategies and activities particularly serving the needs of immigrants/refugees. These activities are related with AGU's three mission: education, research and societal impact.