

# Higher Education Institutions best practices towards community SDGs

A collection of resource material for HEIs collaboration with local communities for SDGs implementation

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# 1 HEIs Strategies towards Community SDGs

Examples of Higher Education Institutions (HEIs) collaborating with local communities for implementation of the Sustainable Development Goals (SDGs) are found within the strategies of many different HEIs. These strategies may involve incorporating Education for Sustainable Development (ESD) into curriculum and teacher training, or using applied research for SDGs implementation on or off university campuses world. Based on a given HEI's role in its community, four types of activities were found which link SDG implementation to local communities in HEI practices: teaching and learning, research, service and knowledge exchange, and student initiatives (Figure 1).

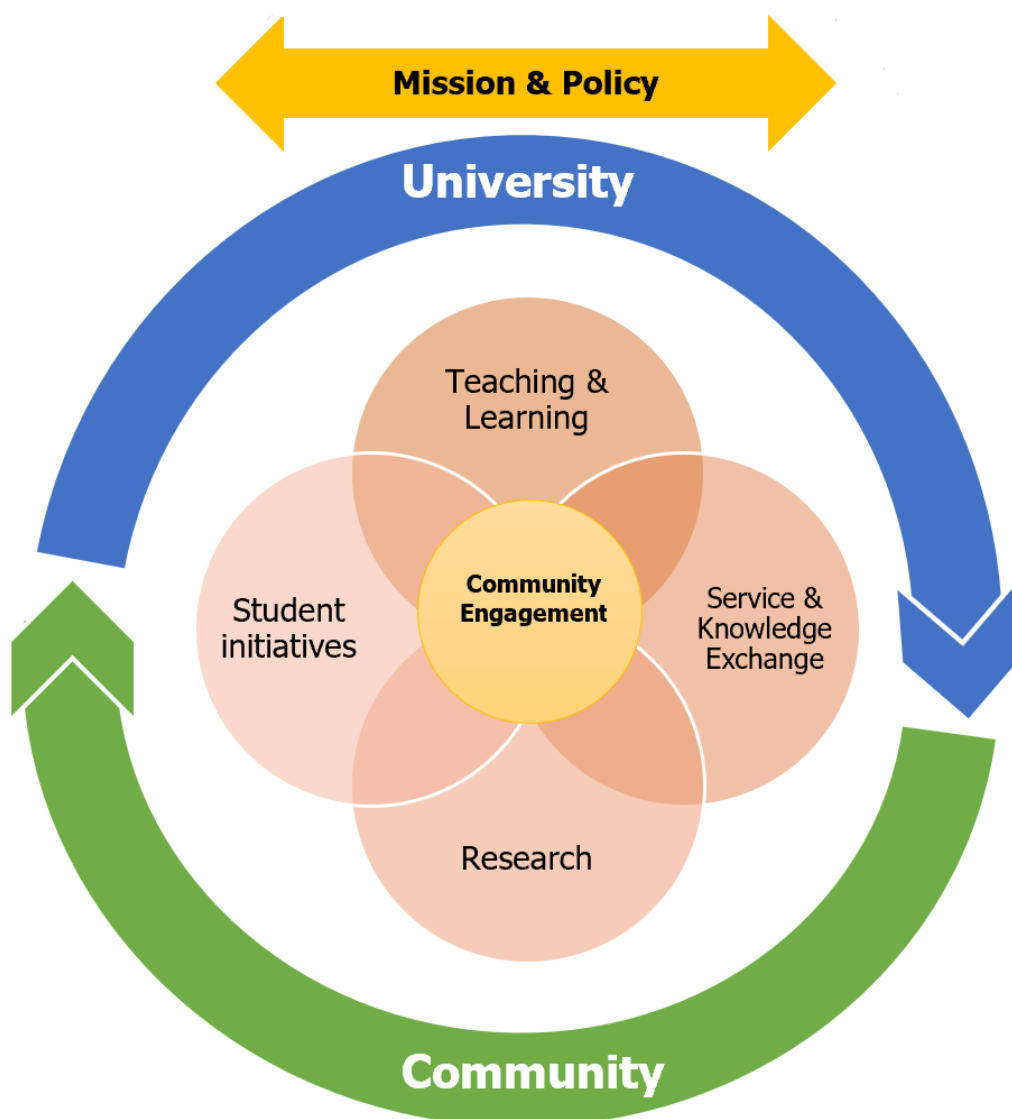


Fig. 1. HEIs strategies by community engagement towards SDGs localization

- i) **Teaching and Learning:** Community-based learning is combined with the teaching methodology through classroom instruction, community service provision, student reflections, and civic responsibility.
- ii) **Research:** Community-based research is a collaborative form of research that addresses a community-identified need, validates community knowledge, and contributes to social change.
- iii) **Service and Knowledge Exchange:** Provision of academic consultancy and capacity-building programs for community groups and contribution of expertise in socio-economic, political and cultural debates also environmental.
- iv) **Student Initiatives:** students directly address the needs of external communities by launching their own community engagement activities, either via student organizations or through activism and advocacy initiatives.

Additionally, HEIs policy is another factor effect all HEIs roles in collaborating with local communities for SDG implementation. SDGs supported HEIs policy could enhance all four HEIs strategies towards SDGs localization.

This document illustrates the practices from our study from six country case reports that the community engagement in HEIs for local implementation of the SDGs. Following is the collection of ‘best practices’ with five categories including teaching and learning, research, service and knowledge exchange, student initiatives and HEIs policy.



## **2 Teaching and Learning**





<b>Project name / activities</b>	<b>PQ033- Community projects in suburban areas to teach step-by-step composting, recycling, and sustainable livelihood.</b>	
<b>Practices</b>	Embedded into Curricular (Course, assignment & project)	
<b>Country</b>	Malaysia	
<b>Role</b>	Teaching and Learning	
<b>Objectives</b>	To increase student understanding of the sustainability concept and encourage implementation of sustainability	
<b>Details</b>	The project was embedded in the university general course on sustainability. The project was assigned for group work and was later assimilated for field work.	
<b>Lesson Learned</b>		
	<i>what went well in this project</i>	<i>how to strengthen it</i>
	<ul style="list-style-type: none"><li>• The students took ownership and credit of their own projects.</li><li>• The projects welcome student’s ideas</li></ul>	<ul style="list-style-type: none"><li>• The student could be encouraged to form partnerships with other related stakeholders</li></ul>
	<i>what should be improved by this project</i>	<i>how</i>
	<ul style="list-style-type: none"><li>• Grant allocations need to be provided</li><li>• Even though there is faculty allocation, these projects require students to use their own money as it credited as assignment/group works</li></ul>	<ul style="list-style-type: none"><li>• The students could propose their idea for stakeholder involvement and external funding</li></ul>
	<i>Other suggestions</i>	Students who attended the courses are from different disciplines. Therefore, the students might have different approach in delivering their projects which diversify the approached of each and individual projects

<b>Project name / activities</b>	<b>PQ003Awareness and sensitization of the Sustainable Development Goal component in the teacher education curriculum via in-service and professional development training.</b>	
<b>Practices</b>	Specific course, training and workshop on SDG	
<b>Country</b>	Malaysia	
<b>Role</b>	Teaching and Learning	
<b>Objectives</b>	To infuse the SDGs indirectly in curriculum through a capacity building activity for teachers	
<b>Details</b>	The program was conducted with in-service and preservice teachers via professional development courses and a capacity building activity.	
<b>Lesson Learned</b>		
<i>what went well in this project</i>		<i>how to strengthen it</i>
<ul style="list-style-type: none"><li>• The projects were intended to be online so the pandemic did not impact the project plan</li><li>• The teachers were excited to join in as the project was regarded as professional development course and serves as part of their yearly training hours</li></ul>		<ul style="list-style-type: none"><li>• The teachers might need to be included in program development for crafting their knowledge and experience</li></ul>
<i>what should be improved by this project</i>		<i>how</i>
<ul style="list-style-type: none"><li>• The projects involved partnerships with other universities. Since all universities have unique ways of conducting their own MOOC course, the projects members need to be versed with other systems of remote learning.</li></ul>		<ul style="list-style-type: none"><li>• The technical teams of partnering universities need to communicate with each other. Also, the technical team needs to advise the members and the participant time by time.</li></ul>
<i>Other suggestions</i>		The manual of technical aspect could be recorded and disseminated. A video of this could be accessed according to the need.

<b>Project name / activities</b>	<b>CU VIP</b>
<b>Practices</b>	Life-long learning program for everyone
<b>Country</b>	Thailand
<b>Role</b>	Teaching and Learning
<b>Objectives</b>	To know, discover and develop yourself to prepare yourself for the professional world and play an important role in the student development process.
<b>Details</b>	Chulalongkorn University Values Integration Program: CUVIP is a short course for students and community members who are interested in empowerment and knowledge for the 21 <sup>st</sup> century. Teachers were Chulalongkorn University staffs, alumni and external teachers.
<b>Lesson Learned</b>	
<i>what went well in this project</i>	<i>how to strengthen it</i>
<ul style="list-style-type: none"> <li>invited people from outside university to join</li> <li>sharing experiences among students</li> <li>certificate offered for future career</li> </ul>	<ul style="list-style-type: none"> <li>expand to external participants</li> </ul>
<i>what should be improved by this project</i>	<i>how</i>
<ul style="list-style-type: none"> <li>Management; difference of targets in one class</li> <li>Covid effects</li> </ul>	<ul style="list-style-type: none"> <li>online teaching</li> </ul>
<i>Other suggestions</i>	-

<b>Project name / activities</b>	<b>Thai life skills /Teaching &amp; adviser roles</b>
<b>Practices</b>	Driving education development policy in secondary schools in Saraburi Province under the approach of integrating knowledge and sciences.
<b>Country</b>	Thailand
<b>Role</b>	Teaching and Learning
<b>Objectives</b>	<ol style="list-style-type: none"> <li>1) Supporting the search for the identity through the tool "Samut Plan Chevit"</li> <li>2) Create opportunities for further education that match the characteristics, intentions, and nature of learners through authentic assessment jointly by students, teachers, education professionals and parents.</li> <li>3) Enhance teacher learning materials and learners widely through the development of online courses CU MOOCs Life Skills Development</li> </ol>
<b>Details</b>	Chulalongkorn University, in collaboration with the government agencies responsible for overseeing the education policy (Office of the Basic Education Commission) and non-profit organizations (Life Skills Development Foundation) for creating projects to make opportunities for further education that match the characteristics
<b>Lesson Learned</b>	
<i>what went well in this project</i>	<i>how to strengthen it</i>
<ul style="list-style-type: none"> <li>• Ongoing field visits to communicate and facilitate understanding of both student and teacher.</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Support and appreciation of executives</li> <li>• Correct understanding for teachers and students using the "Samut Plan Chevit"</li> <li>• Creating a network of cooperation with various organizations,</li> </ul>
<i>what should be improved by this project</i>	<i>how</i>
<ul style="list-style-type: none"> <li>• Continuity is the key to working with the community.</li> </ul>	Integrate activities as part of the curriculum or extra-curriculum to provide opportunities for students to participate in activities together in the community
<i>Other suggestions</i>	<p>The local government should have a survey. and systematically collect basic information of the area under the jurisdiction, such as the number of households demographic characteristics.</p> <ul style="list-style-type: none"> <li>• The government should allocate budgets to support ongoing operations.</li> </ul>

<b>Project name / activities</b>	<b>Teach children to save money</b>
<b>Practices</b>	Build knowledge for students about saving money.
<b>Country</b>	Thailand
<b>Role</b>	Teaching and Learning
<b>Objectives</b>	To transfer knowledge about the principles of savings and personal finance to groups of students can use. Both in activities that generate income at school and at home
<b>Details</b>	Chulalongkorn University has organized a project to teach children saving money and giving knowledge at Pak Phli Wittayalai School.
<b>Lesson Learned</b>	
<i>what went well in this project</i>	<i>how to strengthen it</i>
<ul style="list-style-type: none"> <li>Students apply their knowledge to their families and help parents to have a positive attitude towards the daily income-expense list.</li> </ul>	<ul style="list-style-type: none"> <li>expand to external participants</li> </ul>
<i>what should be improved by this project</i>	<i>how</i>
<ul style="list-style-type: none"> <li>Readiness of the school's location to organize educational activities for students.</li> </ul>	<ul style="list-style-type: none"> <li>should start from studying the actual needs of the target audience. before being used to design activities or projects in order to truly meet the needs of the target group</li> </ul>
<i>Other suggestions</i>	-

Project name / activities	Localizing the Sustainable Development Goals: The case of community in Toyota, Hyogo Prefecture, Japan	
Practices	Learning from community	
Country	Japan	
Role	Teaching and Learning	
Objectives	To develop a higher-education curriculum on SDG implementation	
Details	<p>Participatory workshop with local residents; discussion on:</p> <ul style="list-style-type: none"><li>1) The image of an ideal town in 2030;</li><li>2) Challenges to realize an ideal town;</li><li>3) Actions to resolve the challenges.</li></ul> <p>Interviews to collect info on the current town status:</p> <ul style="list-style-type: none"><li>• 24 parents with students in junior high school or younger</li><li>• 53 junior high school students</li></ul> <p>Applied SDGs characteristics: back-casting approach</p> <ul style="list-style-type: none"><li>1) Establish targets based on a mental image of the ideal town in 2030.</li><li>2) Select issues under the present conditions while back-casting from what is desired in the future to the present conditions.</li><li>3) Take action to resolve the issues.</li></ul>	
Lesson Learned		
what went well in this project		how to strengthen it
<ul style="list-style-type: none"><li>• Communication with local residents</li><li>• Communication between students from Keio University and junior high school students</li><li>• Local participants learnt about their local area through the lens of the SDGs</li><li>• Back casting approach was useful</li></ul>		<ul style="list-style-type: none"><li>• By assessing the progress made and developing indicators to assess the understanding of the SDGs</li></ul>
what should be improved by this project		how
Increasing such exchanges and collaboration between the university and local areas		<ul style="list-style-type: none"><li>• reduce/overcome bureaucratic barriers</li><li>• increase funds for such projects</li></ul>
Other suggestions		-

<b>Project name / activities</b>	<b>Field work in community</b>
<b>Practices</b>	Students' active engagement with communities during academic/research fieldwork
<b>Country</b>	India
<b>Role</b>	Teaching, Learning and Research
<b>objectives</b>	Sensitizing students to community needs and perspectives; understanding socio-economic and political structures building research capacities; problem-solving
<b>Details</b>	<ul style="list-style-type: none"> <li>• Fieldwork/mandated in curriculum design (DU and TERI)</li> <li>• Active/sustained engagement with communities- graduated in curriculum and need-based while undertaking research (DU and TERI)</li> <li>• Community engagement in needs identification and in problem solving/solution design- enhancing community capacities (DU, TERI, GITAM, IRMA, IIMK, XSRM)</li> <li>• Building research capacities (DU, TERI, IRMA, IIMK, ISB, Nalanda University, XSRM, GITAM)</li> </ul>
<b>Lesson Learned</b>	
<i>what went well in this project</i>	<i>how to strengthen it</i>
<ul style="list-style-type: none"> <li>• Institutional and community partnership</li> <li>• Built capacity for CE</li> </ul>	<ul style="list-style-type: none"> <li>• Formally recognize CE as curricular strength</li> </ul>
<i>what should be improved by this project</i>	<i>how</i>
<ul style="list-style-type: none"> <li>• Better funding and time allocation; incentivising faculty and student engagement</li> </ul>	<ul style="list-style-type: none"> <li>• Budgeting funds and time</li> <li>• Allocating credit to fieldwork</li> <li>• Creating incentives for faculty promoting CE</li> </ul>
<i>Other suggestions</i>	-





### **3 Research**



<b>Project name / activities</b>	<b>PQ016- The apps development for several IHL campuses. The projects specifically spread the awareness of zero waste community via best-practice shared by multiple stakeholders, bringing-in the industry (recycle companies), NGO and students' body</b>	
<b>Practices</b>	Research Grant	
<b>Country</b>	Malaysia	
<b>Role</b>	Research	
<b>Objectives</b>	To encourage the zero-waste lifestyle using digital technology	
<b>Details</b>	The project received funding from a specific grant on community engagement body under the auspices of university.	
<b>Lesson Learned</b>		
<i>what went well in this project</i>		<i>how to strengthen it</i>
<ul style="list-style-type: none"><li>• The projects are closely monitored and assisted by the funding body</li><li>• The project leader always seek for advice to better perform the project</li></ul>		<ul style="list-style-type: none"><li>• As the pandemic hit, the project were seen as very suitable due to online modality.</li><li>• The project leader encourages the member to meet various stakeholder for better understand the real issue regularly</li></ul>
<i>what should be improved by this project</i>		<i>how</i>
<ul style="list-style-type: none"><li>• The work-from-home fatigue and schedule limit the use of the computer lab for testing</li></ul>		<ul style="list-style-type: none"><li>• Scheduled visit to lab according to the Standard Operation Procedures (SOPs).</li></ul>
<i>Other suggestions</i>		-

<b>Project name / activities</b>	<b>Monitoring by Specific Division</b>
<b>Practices</b>	Adhere to the systematic reporting
<b>Country</b>	Malaysia
<b>Role</b>	Research
<b>Objectives</b>	To ensure the project is closely monitored and follow the proposed Timeline
<b>Details</b>	Division of Industry and Community Network (DICN) is established to monitor all community engagement projects progress and ensuring the project follow the proposed timeline.
<b>Lesson Learned</b>	
<i>what went well in this project</i>	<i>how to strengthen it</i>
<ul style="list-style-type: none"> <li>• DCIN monitored well all the project</li> </ul>	<ul style="list-style-type: none"> <li>• A clear guideline of schedule reporting from project leader.</li> </ul>
<i>what should be improved by this project</i>	<i>how</i>
-	-
<i>Other suggestions</i>	-

<b>Project name / activities</b>	<b>Alternatives electricity for community project</b>	
<b>Practices</b>	Action research and participatory action research approach to solve community problems and community based	
<b>Country</b>	Thailand	
<b>Role</b>	Research	
<b>Objectives</b>	To solve community problems with electricity To expand knowledge of alternative electricity for the community	
<b>Details</b>	The project was initiated from the problem of the community experiencing the unstable electricity supply. It is also for reducing the cost of using electricity in households and for agriculture. The project started from the first community near university and expand to other communities that far away.	
<b>Lesson Learned</b>		
<i>what went well in this project</i>	<i>how to strengthen it</i>	
<ul style="list-style-type: none"><li>• Communication with villagers to find out the problems</li><li>• Learning and practice together and villagers can be teachers</li></ul>	-	
<i>what should be improved by this project</i>	<i>how</i>	
<ul style="list-style-type: none"><li>• Budget &amp;Time</li><li>• Community engagement research is not considered as university workload.</li></ul>	<ul style="list-style-type: none"><li>• University supports the community engagement and make the University Social Responsibility (USR) as main role in university</li><li>• Add USR as academic job</li></ul>	
<i>Other suggestions</i>	Workload problem was important for researcher and lecturer to meet their job description. University can support to include engagement with the community as the main task.	

<b>Project name / activities</b>	<b>Assessing the SDG in the Northern Provinces of Thailand: “Mae Hong Son Province”</b>	
<b>Practices</b>	A project to understand how well communities understand the working principles of the SDG. The area is divided into 6 regions according to the work plan of the Office of the National Economic and Social Development Council	
<b>Country</b>	Thailand	
<b>Role</b>	Research	
<b>Objectives</b>	To understand the work and working knowledge of each province, and how the SDG can be applied in each area.	
<b>Details</b>	NESDB has supported the budget for the project to bring the data to further develop of the SDG to be able work with the community.	
<b>Lesson Learned</b>		
	<i>what went well in this project</i>	<i>how to strengthen it</i>
	<ul style="list-style-type: none"><li>• The community still doesn't understand the meaning of SDG in detail but they understand in the over all of the concept</li></ul>	<ul style="list-style-type: none"><li>• we have to try to give them an overview of how everything in society is connected and SDG wants society to be sustainable in the long term</li></ul>
	<i>what should be improved by this project</i>	<i>how</i>
	The community does not have access to information from the Internet.	Communication methods need to be adjusted. If the community is inaccessible, we must approach them instead.
	<i>Other suggestions</i>	<ul style="list-style-type: none"><li>• Government has to Look at the problem as a clear overview and solve it on the spot.</li><li>• Civil servants should put humanity into it, not look at everything as economics or finance.</li><li>• Make the policy that involve the community in term of the Bottom – up policy not Top – Down policy</li></ul>

<b>Project name / activities</b>	<b>Community Changes in the Mekong River</b>	
<b>Practices</b>	Benefiting from PAR research with the community	
<b>Country</b>	Thailand	
<b>Role</b>	Research	
<b>objectives</b>	<ul style="list-style-type: none"><li>to apply local research that can really benefit the community</li></ul>	
<b>Details</b>	<ul style="list-style-type: none"><li>The Regional Center for Social Science and Sustainable Development (RCSD) funds research in the community.</li></ul>	
<b>Lesson Learned</b>		
<i>what went well in this project</i>		<i>how to strengthen it</i>
<ul style="list-style-type: none"><li>Community is a community that is traumatized by research. There are a lot of researchers and it doesn't benefit the community.</li></ul>		<ul style="list-style-type: none"><li>Sincere communication with local people is required.</li></ul>
<i>what should be improved by this project</i>		<i>how</i>
<ul style="list-style-type: none"><li>Build a public-minded researcher who truly wants to work with the community.</li></ul>		<ul style="list-style-type: none"><li>Stakeholders should share visions and setting objectives to solve problems collectively.</li></ul>
<i>Other suggestions</i>		Central policy should meet local needs.



<b>Project name / activities</b>	<b>Project to create knowledge and awareness of chemical hazards</b>	
<b>Practices</b>	In order for potential waste management programs to be successful, it is necessary to understand the impact of waste reduction on the amount of waste at the source as well as to understand the source of each type of waste.	
<b>Country</b>	Thailand	
<b>Role</b>	Research	
<b>Objectives</b>	<ul style="list-style-type: none"><li>• To raise awareness about the toxic effects of chemicals on health</li><li>• To reduce the impact of chemicals on health by participating in education for the community.</li><li>• To promote the process of community participation in building sustainable food sources</li></ul>	
<b>Details</b>	<ul style="list-style-type: none"><li>• Raising awareness about the dangers of chemicals on health thru knowledge building Understanding the toxic effects of chemicals on health and guidelines to reduce exposure to chemicals into the body properly.</li></ul>	
<b>Lesson Learned</b>		
<i>what went well in this project</i>		<i>how to strengthen it</i>
<ul style="list-style-type: none"><li>• Create a safe food source in the community. To reduce expenses, increase income, reduce the risks associated with chemicals to health with participation.</li></ul>		<ul style="list-style-type: none"><li>• A process of community involvement in reducing the impact of chemicals on health that is appropriate for the context of the area. and continually create a safe food source.</li><li>• To create a career, increase income, reduce the risk of chemicals on the health of the community with participation.</li></ul>
<i>what should be improved by this project</i>		<i>how</i>
<ul style="list-style-type: none"><li>• Promote the creation of safe food sources for consumption in the kitchen among the elderly Reduce the risk of chemicals to health and create activities together in the household</li></ul>		<ul style="list-style-type: none"><li>• Create activities that are appropriate for the area and the ageing group and be more creative.</li></ul>
<i>Other suggestions</i>		<ul style="list-style-type: none"><li>• Consistency in organizing activities, evaluating and continuously following up on performance</li><li>• Have enough knowledge to give advice and support each activity.</li><li>• Promote policies that primarily focus on the needs of the community/area. to create sustainable solutions to problems</li></ul>

<b>Project name / activities</b>	<b>Supporting Khadi and Village Industries Commission (KVIC); handicraft project (XSRM)</b>	
<b>Practices</b>	Community based	
<b>Country</b>	India	
<b>Role</b>	Research	
<b>Objectives</b>	<ul style="list-style-type: none"><li>• Increase in employment opportunities</li><li>• Better wage</li><li>• A strong community-based organization whose capacity is built for managing the local resource like the common facility center.</li></ul>	
<b>Details</b>	<p>Support the KVIC in a cluster development programme, as part of which artisans are given training and marketing support. The concerned people are bound by the programme guidelines and there is an agreement with KVIC defining all rules and responsibilities.</p> <p>The programmes are ongoing. Following impacts are expected:</p>	
<b>Lesson Learned</b>		
	<i>what went well in this project</i>	<i>how to strengthen it</i>
	<ul style="list-style-type: none"><li>• Inculcated socially responsible behaviour in students.</li><li>• Artisans provided training and market support.</li></ul>	<ul style="list-style-type: none"><li>• Allow a 15-20 days’ field visit to faculty members periodically (at least once in three years).</li><li>• Initiate a fund that can take care of such costs.</li></ul>
	<i>what should be improved by this project</i>	<i>how</i>
	<ul style="list-style-type: none"><li>• Lessen disconnect between the larger programme goals and the community’s needs.</li><li>• Government funded programmes are target-driven and the government is more interested in spending the funds. There should be scope for customization.</li></ul>	<ul style="list-style-type: none"><li>• The local government should instruct/mandate gram panchayats and district administration that such collaborations between academics and community must be encouraged.</li></ul>
	<i>Other suggestions</i>	-



## **4 Service and Knowledge Exchange**



<b>Project name / activities</b>	<b>Service-Learning Malaysia (SULAM) policy</b>	
<b>Practices</b>	Policy for service learning at national level	
<b>Country</b>	Malaysia	
<b>Role</b>	Service & Knowledge Exchange	
<b>Objectives</b>	To solve local problems using the skills and knowledge they acquire in the lecture hall	
<b>Details</b>	Service-Learning Malaysia (SULAM) is a national-level transformative policy that combines curriculum with community service, requiring students to interact with the community	
<b>Lesson Learned</b>		
<i>what went well in this project</i>		<i>how to strengthen it</i>
<ul style="list-style-type: none"><li>• The government acknowledges the importance of community engagement in university</li></ul>		<ul style="list-style-type: none"><li>• Honorarium allocation for service learning also suggested to invite more stakeholders and students to take part in it.</li></ul>
<i>what should be improved by this project</i>		<i>how</i>
<ul style="list-style-type: none"><li>• The university could provide the guidelines to implement the policy at local level</li></ul>		<ul style="list-style-type: none"><li>• The policy should be advertised in layman understanding through public readership or social media/news.</li></ul>
<i>Other suggestions</i>		The SULAM is a great policy, but there is limited mention on SDGs. The systematic guidelines connecting the SDGs and sustainability need to be proposed.

<b>Project name / activities</b>	<b>PQ004- Skills, knowledge, financial and management support to enable indigenous community to participate in the economic activities through income generation.</b>	
<b>Practices</b>	Knowledge transfer through scale up project	
<b>Country</b>	Malaysia	
<b>Role</b>	Service & Knowledge Exchange	
<b>Objectives</b>	To facilitate the knowledge transfers, including the development of processing house located in the villages and series of in-house training for capacity-building.	
<b>Details</b>	The project includes the capacity building of indigenous community by bring in the technology and expertise from university. The experts and facilities in university mobilised to the targeted community at rural area.	
<b>Lesson Learned</b>		
<i>what went well in this project</i>		<i>how to strengthen it</i>
<ul style="list-style-type: none"><li>• The project was assisted by local government officer and local leaders.</li></ul>		<ul style="list-style-type: none"><li>• Closer communication with local government and local leader is needed</li></ul>
<i>what should be improved by this project</i>		<i>how</i>
<ul style="list-style-type: none"><li>• More grant allocation</li></ul>		<ul style="list-style-type: none"><li>• National and local funding sources should offer the related grant</li></ul>
<i>Other suggestions</i>		-

<b>Project name / activities</b>	<b>SUN- School University Network (TERI)</b>	
<b>Practices</b>	Sensitizing/building capacities among school students/faculty members/communities for sustainable environment (combining society and natural resources)	
<b>Country</b>	India	
<b>Role</b>	<b>Building capacities for sustainable living/sustainable societies</b>	
<b>Objectives</b>	To sensitize and promote the impacts and implications of sustainability and all its aspects like climate change, energy efficiency, waste management, water management, gender equality, etc. among school-going youth.	
<b>Details</b>		
<b>Lesson Learned</b>		
	<i>what went well in this project</i>	<i>how to strengthen it</i>
	<ul style="list-style-type: none"> <li>Engaged with 30+ schools, inviting students of classes 9-12.</li> <li>Multiple pedagogical tools (interactions with trainers, discussion centric deliberations; documentaries, various experiential and visual methods of learning) were used to interact with the students on various themes.</li> <li>Impact seen in schools that testified to reduce their electricity bills post session on energy.</li> </ul>	<ul style="list-style-type: none"> <li>Provision for dedicated office space and staff.</li> <li>Continue to collaborate with youth and teachers to sensitise them in the role that they can play and the actions they can take at individual, institutional, and community levels.</li> </ul>
	<i>what should be improved by this project</i>	<i>how</i>
	<ul style="list-style-type: none"> <li>Scaling up of sustainability practices.</li> <li>Awareness around major issues of our society/environment among the youth.</li> </ul>	<ul style="list-style-type: none"> <li>Continuation of such programs and trainings</li> <li>Promoting/supporting youth centric initiatives addressing current social and environmental challenges.</li> </ul>
	<i>Other suggestions</i>	-



<b>Project name / activities</b>	<b>Upscaling Community Forest Resource (CFR) Rights and governance in India (ISB)</b>
<b>Practices</b>	Community based
<b>Country</b>	India
<b>Role</b>	Research
<b>Objectives</b>	To expand collective tenure over large contiguous forest areas in selected geographies of India through political and administrative involvement with identified civil society stakeholders to enable sustainable forest governance, strengthen community institutions, and increase livelihood security.
<b>Details</b>	The project aimed to look beyond the temporary systems of sustenance and community development, creating a reformed outlook and approach towards rights over land and forest resources as enshrined in the Forest Rights Act, as the basis for rebuilding and strengthening indigenous communities with significantly enhanced livelihoods forming new structures of community-controlled forest governance (based on, to repeat, on Secure Titles to such common property as the forest.
<b>Lesson Learned</b>	
<i>what went well in this project</i>	<i>how to strengthen it</i>
<ul style="list-style-type: none"><li>Local and state level governance supported the implementation of the FRAs.</li><li>Rebuilding and strengthening indigenous communities with significantly enhanced livelihoods forming new structures of community-controlled forest governance.</li></ul>	<ul style="list-style-type: none"><li>Building trust with the communities.</li></ul>
<i>what should be improved by this project</i>	<i>how</i>
<ul style="list-style-type: none"><li>Empowering forest dependent communities with awareness of their rights related to forest access and use</li></ul>	<ul style="list-style-type: none"><li>Partnering with local organizations is important here to build that trust. Women can be easily organized if they see benefit in being engaged.</li><li>Awareness building programmes</li></ul>
<i>Other suggestions</i>	-

## **5 Student Initiative**



<b>Project name / activities</b>	<b>P022- Food for homeless</b>	
<b>Practices</b>	<b>CE as part of Extra-curricular activity &amp; student volunteerism</b>	
<b>Country</b>	Malaysia	
<b>Role</b>	Student initiatives	
<b>Objectives</b>	To encourage volunteerism	
<b>Details</b>	Volunteerism projects of providing food and medical assistance to the urban homeless.	
<b>Lesson Learned</b>		
<i>what went well in this project</i>		<i>how to strengthen it</i>
<ul style="list-style-type: none"><li>• The project received external grant from multiple stakeholder</li><li>• The students bring in innovative ideas to gather more sponsorship and volunteers via social club and influencers</li></ul>		<ul style="list-style-type: none"><li>• The project is a pilot project and should sustained before impact measuring</li></ul>
<i>what should be improved by this project</i>		<i>how</i>
<ul style="list-style-type: none"><li>• The project is small scale and one-off.</li><li>• The proper risk guidelines and bring more impact program for social well-being.</li></ul>		<ul style="list-style-type: none"><li>• Includes the experts such as counsellor, economist, and researcher to do the need analysis.</li></ul>
<i>Other suggestions</i>		The project has a very fresh idea of young minds, resonates with the youngsters’ trends, however having expert as partners could upgrade the projects.

<b>Project name / activities</b>	<b>PQ 011- Exposure to the Science, Technology, Engineering and Mathematics (STEM) problem-based education to the indigenous community.</b>	
<b>Practices</b>	Student Internship	
<b>Country</b>	Malaysia	
<b>Role</b>	Student initiatives	
<b>Objectives</b>	To expose the indigenous people with fun learning in STEM by using the available resources.	
<b>Details</b>	The project partnered by faculty member and interns for community works.	
<b>Lesson Learned</b>		
<i>what went well in this project</i>		<i>how to strengthen it</i>
<ul style="list-style-type: none"><li>• The projects include several post program partnerships as it involved the local leaders</li></ul>		<ul style="list-style-type: none"><li>• The continuation of program of next batch of interns</li></ul>
<i>what should be improved by this project</i>		<i>how</i>
<ul style="list-style-type: none"><li>• More impactful program by training the local youth from the same communities as the facilitators to aid in communication</li></ul>		<ul style="list-style-type: none"><li>• Engaging with the local leader and youth through teacher and schools</li></ul>
<i>Other suggestions</i>		-

<b>Project name / activities</b>	<b>University Housekeepers Survey</b>	
<b>Practices</b>	Student-led research	
<b>Country</b>	Thailand	
<b>Role</b>	Student initiatives	
<b>Objectives</b>	To expose the working condition of housekeeping staffs as subcontractors’ employees in Chulalongkorn university and give recommendation to HEIs policy makers.	
<b>Details</b>	Chulalongkorn University was run the project partnered by student in faculty of Political Science and student council.	
<b>Lesson Learned</b>		
	<i>what went well in this project</i>	<i>how to strengthen it</i>
	<ul style="list-style-type: none"><li>• Informants included several university staffs who were low paid workers and had poor work conditions.</li><li>• Visibility of the working poor in the university.</li><li>• Exposure of subcontract work as precarious work.</li><li>• Student engagement with inequality issues in everyday life.</li></ul>	<ul style="list-style-type: none"><li>• Promote and encourage student initiatives involving community based research.</li></ul>
	<i>what should be improved by this project</i>	<i>how</i>
	<ul style="list-style-type: none"><li>• Invite other lecturers and other policy makers to get involved.</li></ul>	-
	<i>Other suggestions</i>	-

<b>Project name / activities</b>	<b>University Security Guards Survey</b>	
<b>Practices</b>	Student-led research	
<b>Country</b>	Thailand	
<b>Role</b>	Student initiatives	
<b>Objectives</b>	To expose the quality of life of security guards in Thammasat University and give recommendation to university policy makers.	
<b>Details</b>	Thammasat University student project was run by student council.	
<b>Lesson Learned</b>		
<i>what went well in this project</i>		<i>how to strengthen it</i>
<ul style="list-style-type: none"><li>• Empowerment the university staff who have low status positions on campus.</li></ul>		<ul style="list-style-type: none"><li>• Expand to a larger population of staff in the university.</li></ul>
<i>what should be improved by this project</i>		<i>how</i>
<ul style="list-style-type: none"><li>• Increase the impact by inviting university policy makers to get involved.</li></ul>		<ul style="list-style-type: none"><li>• Develop the project as a joint project with university administration’s support.</li></ul>
<i>Other suggestions</i>		-

<b>Project name / activities</b>	<b>Covid Task Force</b>
<b>Practices</b>	Student-led outreach for those affected by the pandemic
<b>Country</b>	India
<b>Role</b>	Student initiatives
<b>Objectives</b>	
<b>Details</b>	Students of TERI SAS came forth to establish a network that grew to include several Indian states, which helped those affected by Covid-19 inside the TERI student and faculty bodies and those who reached out for help from outside the campus community.
<b>Lesson Learned</b>	
<i>what went well in this project</i>	<i>how to strengthen it</i>
<ul style="list-style-type: none"> <li>• Support from faculty, university staff, public figures and established NGOs and organisations.</li> <li>• Grew to become a multi-state effort.</li> <li>• Able to help people financially and provide medical support and assistance amid a brutal pandemic.</li> <li>• Assisted those who were stranded during the second-wave of the pandemic in India.</li> <li>• Provided information and tackled misinformation using OTT platforms.</li> </ul>	<ul style="list-style-type: none"> <li>• Educational institutions cannot do a lot in terms of tackling such a mass crisis, but they can take supportive actions for their own students and faculties.</li> <li>• Support and robust planning of governments required.</li> </ul>
<i>what should be improved by this project</i>	<i>how</i>
<ul style="list-style-type: none"> <li>• Preparedness for such crisis.</li> <li>• Opening new communications channels.</li> </ul>	<ul style="list-style-type: none"> <li>• Help and support of government required for dealing with such a huge crisis.</li> <li>• Mobilizing support and funds from various sources using goodwill/clout of organization</li> </ul>
<i>Other suggestions</i>	-



<b>Project name / activities</b>	<b>DHWANI; EKTA NAGAR PROJECT entailing engagements with slums, blood donation drives, etc. (IRMA)</b>	
<b>Practices</b>	Using technology for social change (DHWANI); Student-led initiatives to tackle issues like enrolment in schools, blood donations, etc. (EKTA NAGAR)	
<b>Country</b>	India	
<b>Role</b>	Student initiatives	
<b>Objectives</b>	To push for engagement outside the scope of the classroom walls, which encourages students to think about societal issues with a problem-solving lens.	
<b>Details</b>	The HEIs should be aware that they are not an “island” but a part of the community. IRMA tries to develop long term engagement that also creates impact.	
<b>Lesson Learned</b>		
	<i>what went well in this project</i>	<i>how to strengthen it</i>
	<ul style="list-style-type: none"><li>• “Dhwani Rural Information System” platform, founded by former students who perceived the “need” for “harnessing the power of technology for social change”. In order to reduce technological roadblocks for NGOs, CSOs, and other non-profit organizations by providing tailor-made technology.</li><li>• Pushed for education among the residents of a slum in Ekta Nagar, Anand due to which the community witnessed a jump of up to 10% more enrolment in the primary schools for its children.</li><li>• Blood donation drives on campus with institutional support.</li><li>• Students acted as volunteers for spreading information about free “homecare services” of a local hospital for low income Covid positive patients.</li></ul>	<ul style="list-style-type: none"><li>• Better communication between the institution and the target communities. Build trust by making the intent of the exercises clear to the communities.</li><li>• Proactive engagement with communities in order to assess what ails them the most.</li></ul>
	<i>what should be improved by this project</i>	<i>how</i>
	<ul style="list-style-type: none"><li>• Increase in awareness and knowledge among the public about certain issues.</li><li>• Trust between the local community and the institution.</li></ul>	<ul style="list-style-type: none"><li>• Connect local institutions with knowledge-centres like IRMA is paramount.</li><li>• It is imperative that the Government, local administration, NGOs as well as institutions like IRMA collaborate in terms of their intellectual and organizational prowess and come up with unique solutions to various challenges being posed by crises like the COVID-19 pandemic.</li></ul>
<i>Other suggestions</i>		
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## **6 HEIs Policy**



<b>Project name / activities</b>	<b>Apply a whole System Approach</b>	
<b>Practices</b>	USM Sustainability Policy	
<b>Country</b>	Malaysia	
<b>Role</b>	HEIs Policy	
<b>Objectives</b>	To embed sustainability with all institutional matters of USM	
<b>Details</b>	Sustainability needs to be included in all activities and matters in USM including Teaching and Learning, research, community engagement and institutional arrangement.	
<b>Lesson Learned</b>		
<i>what went well in this project</i>		<i>how to strengthen it</i>
<ul style="list-style-type: none"><li>• USM is well aware of sustainability</li></ul>		<ul style="list-style-type: none"><li>• To review and amend the policy that embedded sustainability and SDGs in all activities</li></ul>
<i>what should be improved by this project</i>		<i>how</i>
<ul style="list-style-type: none"><li>• The policy produced must be disseminated to all university community (staffs and students)</li></ul>		<ul style="list-style-type: none"><li>• Change mindset of university community via talk and webinar on sustainability awareness and practice</li></ul>
<i>Other suggestions</i>		Usually, a good plan will not succeed if it is not implemented and monitored. Therefore, monitoring is important to ensure that all the policies outlined are achieve and practice.

<b>Project name / activities</b>	<b>Chiang Mai University (CU) Community Engagement</b>	
<b>Practices</b>	Study of community forest routes and raise awareness of the importance of community forests	
<b>Country</b>	Thailand	
<b>Role</b>	HEIs Policy	
<b>Objectives</b>	<ul style="list-style-type: none"><li>• Collect knowledge about community forest management</li><li>• Build a nature study route in the Ban Boon Rueang Community Forest Area, Nan Province</li><li>• Organize problem-based learning activities for students.</li></ul>	
<b>Details</b>	<ul style="list-style-type: none"><li>• CU Community Engagement program has supported the budget under the Accommodation of researchers and faculty and event space at the Center for Learning Networks for Regions, Chulalongkorn University (Lai Nan Subdistrict)</li></ul>	
<b>Lesson Learned</b>		
<i>what went well in this project</i>		<i>how to strengthen it</i>
<ul style="list-style-type: none"><li>• Youths have a greater understanding and participation in forest ecosystem conservation activities</li><li>• Built good relationship in the community</li></ul>		<ul style="list-style-type: none"><li>• Expand the project area to other community forests</li></ul>
<i>what should be improved by this project</i>		<i>how</i>
<ul style="list-style-type: none"><li>• Delays in operations related to withdrawing money to use for activities regulations of government agencies causing lack of flexibility in field work.</li></ul>		<ul style="list-style-type: none"><li>• There should be a waiver on budget disbursement. Especially community work that sometimes cannot be controlled according to project documentation.</li></ul>
<i>Other suggestions</i>		Local governments should have public relations channels to disseminate the results. and expand to other communities to bring more public awareness around the issue of community forest management and conservation.

<b>Project name / activities</b>	<b>Create a student club to help communities around the university.</b>	
<b>Practices</b>	Kasetsart University helps drive the goal of cultivating students to help society.	
<b>Country</b>	Thailand	
<b>Role</b>	HEIs Policy	
<b>Objectives</b>	Volunteer Animal Husbandry to help outside communities	
<b>Details</b>	Organize a business incubator training Intellectual patents. Focus on Social Business.	
<b>Lesson Learned</b>		
<i>what went well in this project</i>	<i>how to strengthen it</i>	
<ul style="list-style-type: none"><li>• The community has benefited from farm and business development.</li></ul>	<ul style="list-style-type: none"><li>• Continue the project to expand more target groups.</li></ul>	
<i>what should be improved by this projec</i>	<i>how</i>	
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<i>Other suggestions</i>	It is very important to create awareness among students to want to help the community.	

<b>Project name / activities</b>	<b>Unnat Bharat Abhiyan</b>
<b>Practices</b>	SDGs mission
<b>Country</b>	India
<b>Role</b>	<b>HEIs Policy</b>
<b>Objectives</b>	To bring in social responsibility and community engagement in the vision and mission and recommend development of institutional mechanisms to achieve a holistic and applied approach to community engagement in order to encapsulate the three functions of HEIs: teaching, research, and service.
<b>Details</b>	Unnat Bharat Abhiyan evolved in 2018, wherein a “Subject Expert Group” on educational institutions’ social responsibility was set up. This group developed a report on “Fostering Social Responsibility and Community Engagement in HEIs in India”. This expert panel’s report talks about forms of community engagement and operational guidelines for implementing a national curriculum along with a module.
<b>Lesson Learned</b>	
<i>what went well in this project</i>	<i>how to strengthen it</i>
<ul style="list-style-type: none"> <li>Guidelines for introducing community engagement in curricula.</li> <li>The report provided key principles to guide community engagement.</li> </ul>	<ul style="list-style-type: none"> <li>Make sure that the changes are not adopted just on paper to fulfil governmental mandates.</li> </ul>
<i>what should be improved by this project</i>	<i>how</i>
<ul style="list-style-type: none"> <li>The understanding of CE and how to employ it for the benefit of the community as well as the HEI.</li> </ul>	<ul style="list-style-type: none"> <li>Incentives for implementing successful community engagement practices.</li> </ul>
<i>Other suggestions</i>	-

<b>Project name / activities</b>	<b>Leadership and mission/vision of the HEIs</b>	
<b>Practices</b>	Mainstreaming SDGs; working towards achieving SDGs	
<b>Country</b>	India	
<b>Role</b>	<b>HEIs Policy (TERI)</b>	
<b>Objectives</b>		
<b>Details</b>	<p>Through its mandate to promote sustainable practices in every sector, TERI empowers various stakeholders like students, teachers, and the community in general with programs such as:</p> <ul style="list-style-type: none"> <li>• “Google Earth Education” (which was an online training program conducted in June of 2020, with an aim to train teachers on the use of Google Earth Tools and Applications as teaching aids for integrating Environment Sustainability education in the school curriculum),</li> <li>• Programs also target sustainability issues directly like SUN, SWASH and WASH initiatives</li> </ul>	
<b>Lesson Learned</b>		
<i>what went well in this project</i>	<i>how to strengthen it</i>	
<ul style="list-style-type: none"> <li>• Support from institutional leadership.</li> <li>• Enthusiasm among the target communities. Changes were implemented and the impacts were measurable.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue with the same zeal with every project.</li> <li>• Emphasis on the importance of sustainability and the UN SDGs should be reinforced.</li> </ul>	
<i>what should be improved by this project</i>	<i>how</i>	
<ul style="list-style-type: none"> <li>• Increase in stakeholder engagement</li> <li>• Capacity building of stakeholders.</li> <li>• Awareness about sustainability and SDGs.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase in training programs.</li> <li>• Increase in the diversity and number of stakeholders to be trained.</li> </ul>	
<i>Other suggestions</i>	-	



<b>Project name / activities</b>	<b>NATIONAL SERVICE SCHEME</b>	
<b>Practices</b>	National policy & organizations support to Community Engagement	
<b>Country</b>	India	
<b>Role</b>	Policy for community engagement	
<b>objectives</b>	<p>The main objectives of National Service Scheme (NSS) are:</p> <ul style="list-style-type: none"> <li>• to understand the community in which they work</li> <li>• understand themselves in relation to their community</li> <li>• identify the needs and problems of the community and involve them in problem-solving</li> <li>• develop among themselves a sense of social and civic responsibility</li> <li>• utilise their knowledge in finding practical solutions to individual and community problems</li> <li>• develop competence required for group-living and sharing of responsibilities</li> <li>• gain skills in mobilising community participation</li> <li>• acquire leadership qualities and democratic attitudes</li> <li>• develop capacity to meet emergencies and natural disasters and</li> <li>• practise national integration and social harmony</li> </ul>	
<b>Details</b>	<p>Launched by the Ministry of Youth and Sports Affairs in 1969, National Service Scheme is present in 37 universities, where the students and teachers established constructive relationships with the communities. As of 2015, NSS covers over 298 universities and its volunteers work in villages, slums, and other voluntary communities to complete a set number of hours during an academic year.</p>	
<b>Lesson Learned</b>		
	<i>what went well in this project</i>	<i>how to strengthen it</i>
	<ul style="list-style-type: none"> <li>• The students and faculty engage in activities that promote engagement with community among the students.</li> <li>• It becomes an extension of teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Broadening the scope of activities to branch out to contemporary problems like gender disparity and environmental sustainability.</li> <li>• Need to modernize the organisation while moving away from traditional pedagogy.</li> </ul>
	<i>what should be improved by this project</i>	<i>how</i>
	<ul style="list-style-type: none"> <li>• Sensitising youth members towards the issues of communities.</li> <li>• Introducing social service and community engagement.</li> </ul>	-
	<i>Other suggestions</i>	-

