SDGs REPORT

ASSUMPTION UNIVERSITY

ACADEMIC YEAR 2024

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ประกาศมหาวิทยาลัยอัสสัมชัญ

ที่ ๕/๒๕๖๘

เรื่อง นโยบายการขับเคลื่อนเป้าหมายการพัฒนาที่ยั่งยืน

ตามที่ มหาวิทยาลัยอัสสัมชัญได้กำหนดแผนยุทธศาสตร์ประจำปีการศึกษา ๒๕๖๖ - ๒๕๗๐ (ฉบับปรับปรุง ปีการศึกษา ๒๕๖๘ - ๒๕๗๐) ที่จะเสริมสร้างการเติบโตของมหาวิทยาลัยและตอบสนองต่อความท้าทายระดับโลก โดยมุ่งเน้นให้มหาวิทยาลัยมีบทบาทในการบรรลุเป้าหมายการพัฒนาที่ยั่งยืน (Sustainable Development Goals - SDGs) และส่งเสริมให้ผู้เรียนทุกช่วงวัยมีความรู้ ทักษะ ค่านิยม และความสามารถในการตัดสินใจพร้อมลงมือปฏิบัติเพื่ออนุรักษ์สิ่งแวดล้อม และส่งเสริมการพัฒนาเศรษฐกิจและสังคมอย่างเป็นธรรมและเสมอภาค

ดังนั้น เพื่อให้การขับเคลื่อนเป้าหมายการพัฒนาที่ยั่งยืนเกิดผลเป็นรูปธรรม มีประสิทธิภาพ ตามแผนยุทธศาสตร์ของมหาวิทยาลัย และสอดคล้องกับเป้าหมายการพัฒนาที่ยั่งยืนของสหประชาชาติ มหาวิทยาลัยอัสสัมชัญจึงประกาศนโยบายการขับเคลื่อนเป้าหมายการพัฒนาที่ยั่งยืน เพื่อให้บุคลากรและนักศึกษาได้ถือเป็นแนวทางในการปฏิบัติ ดังนี้

๑. งานวิจัยเพื่อความยั่งยืน
   - ๑.๑ สนับสนุนงานวิจัยที่มุ่งเน้นการแก้ไขปัญหาสิ่งแวดล้อม เศรษฐกิจ และสังคม
   - ๑.๒ ส่งเสริมให้เกิดการสร้างนวัตกรรมและองค์ความรู้ใหม่ ทั้งในระดับชุมชน ประเทศ และสากล

๒. การศึกษาสำหรับการพัฒนาที่ยั่งยืน
   - ๒.๑ บูรณาการความยั่งยืนเข้าไปในหลักสูตรการศึกษาเพื่อให้นักศึกษามีความรู้และทักษะที่เกี่ยวข้อง
   - ๒.๒ ส่งเสริมการเรียนรู้ตลอดชีวิต (Lifelong Learning) และการศึกษาสำหรับทุกช่วงวัยในประเด็นด้านความยั่งยืน
   - ๒.๓ พัฒนาหลักสูตรฝึกอบรมและกิจกรรมที่สนับสนุนความยั่งยืน

๓. การบริหารจัดการภายในและระบบธรรมาภิบาลเพื่อความยั่งยืน

<u>มิติด้านสังคม</u>

ลดความเหลื่อมล้ำทางสังคมผ่านโครงการและมาตรการต่างๆ เพื่อสร้างความมั่นคงทางเศรษฐกิจ ความมั่นคงด้านอาหาร รวมถึงการส่งเสริมสุขภาพ การศึกษา และความเสมอภาคทางเพศ

<u>มิติด้านเศรษฐกิจ</u>

ผลิตบัณฑิตที่มีทักษะตรงตลาดแรงงาน ส่งเสริมการวิจัย และนวัตกรรม รวมถึงร่วมมือกับภาคอุตสาหกรรมเพื่อพัฒนาเทคโนโลยีและโครงสร้างพื้นฐาน พัฒนาเมืองที่ยั่งยืน ใช้พลังงานสะอาด บริหารจัดการทรัพยากรอย่างมีประสิทธิภาพ

ต่อหน้าที่ ๒ / มิติ...

มิติด้านสิ่งแวดล้อม

อนุรักษ์น้ำและการใช้ทรัพยากรน้ำอย่างยั่งยืน ลดของเสียและส่งเสริมเศรษฐกิจหมุนเวียน ส่งเสริมการบริโภคและการผลิตที่เป็นมิตรต่อสิ่งแวดล้อม รวมถึงการจัดการขยะอย่างมีประสิทธิภาพ รักษาความหลากหลายทางชีวภาพ อนุรักษ์ระบบนิเวศทางบกและทางน้ำ และฟื้นฟูพื้นที่สีเขียวในมหาวิทยาลัย

มิติด้านสันติภาพและสถาบัน

ส่งเสริมหลักธรรมาภิบาล ความโปร่งใส และการมีส่วนร่วมของทุกภาคส่วนในการบริหารจัดการ พัฒนาสภาพแวดล้อมที่ปลอดภัยและเป็นธรรม พร้อมทั้งส่งเสริมสันติภาพ สิทธิมนุษยชน และความยุติธรรมในสังคม

มิติด้านหุ้นส่วนการพัฒนา

ส่งเสริมความร่วมมือกับองค์กรภาครัฐ เอกชน และสถาบันการศึกษาทั้งในและต่างประเทศ เพื่อแลกเปลี่ยนองค์ความรู้และทรัพยากร รวมถึงการสร้างเครือข่ายความร่วมมือเพื่อการพัฒนาเศรษฐกิจ สังคม และสิ่งแวดล้อมอย่างยั่งยืน

ประกาศ ณ วันที่ ๑ เมษายน ๒๕๖๘

(ภราดา ดร. ศิริชัย ฟอนซีกา)
อธิการบดี

สำนักงานบริหารทรัพยากรบุคคล

มหาวิทยาลัยอัสสัมชัญ
ASSUMPTION UNIVERSITY

ประกาศมหาวิทยาลัยอัสสัมชัญ

ที่ ๖/๒๕๖๘

เรื่อง นโยบายการบริหารจัดการสิ่งแวดล้อมที่ยั่งยืน

ตามที่มหาวิทยาลัยอัสสัมชัญได้ประกาศนโยบายการขับเคลื่อนเป้าหมายการพัฒนาที่ยั่งยืน ลงวันที่ ๑ เมษายน ๒๕๖๘ เพื่อกำหนดแนวทางสำคัญในการดำเนินงานด้านความยั่งยืนตามแผนยุทธศาสตร์ของมหาวิทยาลัย และสอดคล้องกับเป้าหมายการพัฒนาที่ยั่งยืนของสหประชาชาติ

จากกรอบนโยบายดังกล่าว เพื่อให้การบริหารจัดการสิ่งแวดล้อมซึ่งเป็นส่วนหนึ่งในเป้าหมายการพัฒนาที่ยั่งยืน (Sustainable Development Goals - SDGs) เกิดผลเป็นรูปธรรมและมีประสิทธิภาพ มหาวิทยาลัยอัสสัมชัญจึงประกาศนโยบายการบริหารจัดการสิ่งแวดล้อมที่ยั่งยืน เพื่อให้บุคลากรและนักศึกษาได้ถือเป็นแนวทางในการปฏิบัติ ดังนี้

๑. จัดทำหลักสูตรและกิจกรรมด้านสิ่งแวดล้อมเพื่อสร้างจิตสำนึกและองค์ความรู้ในการอนุรักษ์สิ่งแวดล้อมแก่บุคลากรและนักศึกษา
๒. สร้างเครือข่ายอนุรักษ์สิ่งแวดล้อมทั้งภายในและภายนอกมหาวิทยาลัยเพื่อส่งเสริมการแลกเปลี่ยนองค์ความรู้และแนวทางปฏิบัติที่ดีด้านสิ่งแวดล้อม
๓. เพิ่มพื้นที่สีเขียวในฐานะที่เป็น "มหาวิทยาลัยในวนอุทยาน"
๔. บริหารจัดการขยะเป็นศูนย์ (Zero Waste) โดยส่งเสริมระบบการคัดแยกขยะและการใช้ประโยชน์จากขยะ รวมถึงสนับสนุนผลิตภัณฑ์ที่เป็นมิตรต่อสิ่งแวดล้อม
๕. บริหารจัดการพลังงานอย่างยั่งยืน ผ่านมาตรการประหยัดพลังงานและส่งเสริมการใช้พลังงานสะอาดและพลังงานหมุนเวียน
๖. ลดการปล่อยก๊าซเรือนกระจกเป็นกลางทางคาร์บอน (Carbon Neutrality) ภายในปี ค.ศ. ๒๐๕๐ และก้าวสู่การปล่อยก๊าซเรือนกระจกสุทธิเป็นศูนย์ (Net-Zero) ภายในปี ค.ศ. ๒๐๖๕

ประกาศ ณ วันที่ ๑ เมษายน ๒๕๖๘

(ภราดา ดร. ศิริชัย ฟอนซิกา)
อธิการบดี

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ASSUMPTION UNIVERSITY

คำสั่งมหาวิทยาลัยอัสสัมชัญ

ที่ ๓๖/๒๕๖๘

เรื่อง แต่งตั้งคณะกรรมการด้านความยั่งยืน (AU Sustainability Committee)

โดยที่เห็นเป็นการสมควรเพื่อให้การบริหารงานด้านความยั่งยืนมีประสิทธิภาพและประสิทธิผล ตอบสนองต่อแผนยุทธศาสตร์ ๕ ปี มหาวิทยาลัยอัสสัมชัญ (ปีการศึกษา ๒๕๖๖ - ๒๕๗๐) ฉบับปรับปรุง ปีการศึกษา ๒๕๖๘ - ๒๕๗๐ อธิการบดีอาศัยอำนาจตามความในมาตรา ๔๓ แห่งพระราชบัญญัติสถาบันอุดมศึกษาเอกชน พ.ศ. ๒๕๔๖ แก้ไขเพิ่มเติม (ฉบับที่ ๒) พ.ศ. ๒๕๕๐ จึงให้ยกเลิกคำสั่งมหาวิทยาลัยอัสสัมชัญ ที่ ๑๒/๒๕๖๘ ลงวันที่ ๒๐ กุมภาพันธ์ ๒๕๖๘ และมีคำสั่งแต่งตั้งคณะกรรมการด้านความยั่งยืน ชุดใหม่ ประกอบด้วย

๑.	ภราดา ดร. ศิริชัย	ฟอนซีกา	ที่ปรึกษา
๒.	รศ.ดร. ชนินทร	จิตตวิริยานุกูล	ประธานกรรมการ
๓.	ผศ.ดร. อุรีย์	เจี่ยสกุล	กรรมการ
๔.	นางสาวช้องทิพย์	นาวิกาญจนะ	กรรมการ
๕.	รศ.ดร. รวิน	วงศ์อุไร	กรรมการ
๖.	นายเอก	วงศ์อนันต์	กรรมการ
๗.	นายสหรัฐ	ดาวพิเศษ	กรรมการ
๘.	นางเบญจภรณ์	อนันต์วณิชย์ชา	กรรมการ
๙.	นายฐิตพัฒน์	วัจฉลพงษ์	กรรมการ
๑๐.	นางสาวณัฐทยามณฑ์	พยนต์รักษ์	กรรมการ
๑๑.	นายเดชวัฒน์	วาจาสุจริต	กรรมการ
๑๒.	นางสาวพิสมัย	แสนไชย	กรรมการ
๑๓.	ดร. ยุพาวดี	ห่อพิทักษ์วงศ์	กรรมการ
๑๔.	ดร. ปรีชา	เมธาวัสรภาคย์	กรรมการ
๑๕.	ดร. พรภพ	แสงทอง	กรรมการ
๑๖.	นายก้องเกียรติ	วรวงษ์	กรรมการ
๑๗.	นายกวิศ	สุระประพันธ์	กรรมการ
๑๘.	นายจักกฤช	ปานทับ	กรรมการ
๑๙.	นายกิตติ	สุวรรณะ	กรรมการ
๒๐.	ผศ.ดร. พัชนีย์	ยะสุรินทร์	กรรมการและเลขานุการ
๒๑.	นายจิรศักดิ์	สมบัติ	กรรมการและผู้ช่วยเลขานุการ
๒๒.	นางสาวจีรวดี	พิศาลวัชรินทร์	กรรมการและผู้ช่วยเลขานุการ

ทั้งนี้ ตั้งแต่บัดนี้เป็นต้นไป

สั่ง ณ วันที่ ๑ เมษายน ๒๕๖๘

(ภราดา ดร. ศิริชัย ฟอนซีกา)
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SDGs PROJECTS

Theophane Venard School of Biotechnology

Project	Detail	Related SDGs	Photo
1. One Province One Agro-Industrial Community : OPOAI-C (Nonthaburi) June-Sept 2024	This activity is part of a collaboration between School of Biotechnology and Nonthaburi Provincial Industrial Office under the Ministry of Industry to develop prototype products and packaging, while also providing knowledge about product standards and market testing. It emphasizes the use of technology and innovation to improve the quality of products and packaging, and to build knowledge for target groups. The goal is to help farmers and agricultural community enterprises upgrade their agricultural products by connecting them with the production sector The project consists of the following steps: • Organize hands-on workshops to transfer knowledge to entrepreneurs and community enterprises. • Provide consultation and guidance on product and packaging development. • Share knowledge on methods and processes for developing products and packaging, including marketing plans. • Connect with marketing channels to help promote and distribute the products. Relevant Sustainable Development Goals (SDGs): • SDG 1: No Poverty – Enhances economic resilience for farmers and community enterprises by increasing the value and marketability of agricultural products. • SDG 2: Zero Hunger – Improves agricultural efficiency and promotes access to nutritious, safe, and locally produced food through product development.	1, 2, 3, 4, 8, 9, 10, 11, 12, 13, 16, 17	

	• SDG 3: Good Health and Well-being – Promotes food safety and health-conscious product design that meets quality standards. • SDG 4: Quality Education – Provides lifelong learning opportunities and skill-building for target groups through workshops and training programs. • SDG 8: Decent Work and Economic Growth – Encourages entrepreneurship, job creation, and sustainable local economic development. • SDG 9: Industry, Innovation, and Infrastructure – Drives innovation in the development of products and packaging using biotechnology and eco-design principles. • SDG 10: Reduced Inequalities – Empowers marginalized groups, including smallholder farmers and community producers, with access to knowledge and markets. • SDG 11: Sustainable Cities and Communities – Strengthens local economies and supports sustainable livelihoods within communities. • SDG 12: Responsible Consumption and Production – Promotes sustainable production methods and encourages the use of biodegradable or recyclable packaging. • SDG 13: Climate Action – Supports climate-resilient practices by introducing eco-friendly technologies and reducing environmental impact in production. • SDG 16: Peace, Justice and Strong Institutions – Encourages inclusive and participatory development processes through community engagement and transparent partnerships. • SDG 17: Partnerships for the Goals – Exemplifies multi-stakeholder collaboration between academia, government, and local communities to achieve shared development outcomes.		

Project	Detail	Related SDGs	Photo
2. One Province One Agro-Industrial Community : OPOAI-C (Sakaeo) Feb-June 2024	Product and packaging prototype development project in collaboration with Nonthaburi Provincial Industrial Office under the Ministry of Industry. This project focuses on the development of product and packaging prototypes, while also providing knowledge on product standards and market testing. It emphasizes the integration of technology and innovation to improve product and packaging quality, as well as to enhance knowledge among target groups. The aim is to create value-added agricultural products for farmers within community enterprises, agricultural groups, and agricultural cooperatives. The project also seeks to increase competitiveness in areas such as production, product and packaging development, product standards, and marketing. At the same time, it helps strengthen the knowledge and capacity of farmers. Key Activities: • Organize hands-on training workshops to transfer knowledge to entrepreneurs and four target community enterprise groups. • Provide consultation and advice on product and packaging development. • Deliver knowledge on methods and processes for product and packaging development. • Connect with marketing channels to promote product distribution. Relevant Sustainable Development Goals (SDGs): • SDG 1: No Poverty – By enhancing income opportunities for farmers and small-scale producers. • SDG 2: Zero Hunger – By supporting improved agricultural productivity and value-added food products. • SDG 3: Good Health and Well-being – Through the promotion of food safety and high-quality, health-conscious product standards. • SDG 4: Quality Education – By providing skill-building and lifelong learning opportunities for target groups.	1, 2, 3, 4, 8, 9, 10, 11, 12, 13, 16, 17	

	• SDG 8: Decent Work and Economic Growth – By fostering entrepreneurship, increasing competitiveness, and supporting local employment. • SDG 9: Industry, Innovation and Infrastructure – Through the application of innovative processes and development of sustainable packaging technologies. • SDG 10: Reduced Inequalities – By empowering marginalized farming communities with access to markets and technical knowledge. • SDG 11: Sustainable Cities and Communities – By promoting resilient local economies and sustainable production practices. • SDG 12: Responsible Consumption and Production – Through environmentally friendly packaging and sustainable production models. • SDG 13: Climate Action – By encouraging low-impact, eco-innovative solutions in production and packaging. • SDG 16: Peace, Justice and Strong Institutions – By supporting inclusive participation, transparency, and community-based development models. • SDG 17: Partnerships for the Goals – By exemplifying effective collaboration between academia, government agencies, and community stakeholders.		

Project	Detail	Related SDGs	Photo
3. Food Safety Workshop 13 June 2023	Theophane Venard School of Biotechnology recently hosted a one-day workshop on Food Safety, led by Dr. Imran Ahmad from Florida International University (FIU), alongside Asst. Prof. Dr. Suvalak Asavasanti and Dr. Atittaya Tandhanskul. The primary goal of this workshop was to equip participants – especially members of the public with limited background in food science and local entrepreneurs – with essential knowledge of food safety principles. It also aimed to provide biotechnology students with a strong foundation in developing food safety plans in line with the latest Food Safety Modernization Act (FSMA) regulations. During the session, participants learned about the core components of preventive controls and how these can be practically applied in food-related workplaces. The training helped raise awareness and build competencies in safe food handling, production, and regulation compliance. Relevant Sustainable Development Goals (SDGs): • SDG 2: Zero Hunger – By promoting safe, nutritious, and sustainable food systems through proper food safety practices. • SDG 3: Good Health and Well-being – By reducing risks of foodborne illness and improving public health outcomes. • SDG 4: Quality Education – By providing accessible, relevant training and education to students and the public. • SDG 6: Clean Water and Sanitation – Through awareness of hygiene and sanitation practices essential to food safety. • SDG 8: Decent Work and Economic Growth – By strengthening food-related entrepreneurial capacity and workforce skills. • SDG 9: Industry, Innovation and Infrastructure – By promoting best practices and compliance standards in food processing and production systems.	2, 3, 4, 6, 8, 9, 16, 17	

	• SDG 16: Peace, Justice and Strong Institutions – Through the promotion of regulatory compliance, transparency, and safe practices in the food industry. • SDG 17: Partnerships for the Goals – By fostering collaboration between academia, international experts, and local communities.		

Project	Detail	Related SDGs	Photo
4. Workshop: How to produce heel cream with banana extract reflecting the use of BCG concept in new product development. 3-4 Aug 2023	The Faculty of Biotechnology, in collaboration with the Nonthaburi Provincial Industry Office, organized a community training workshop titled "Promoting Careers, Increasing Income, and Improving Quality of Life" at the Sri Khlong Khoi Women's Community Enterprise Group in Pak Kret District, Nonthaburi Province. The training included a hands-on demonstration on how to make banana peel extract heel cream, based on the BCG Model – a sustainable development approach focusing on Bioeconomy, Circular Economy, and Green Economy. This model encourages the use of local biological resources, promotes waste reduction through reuse, and supports environmentally friendly innovation to improve both the economy and community well-being. Relevant Sustainable Development Goals (SDGs): • SDG 1: No Poverty – By creating income-generating opportunities for local communities. • SDG 2: Zero Hunger – By adding value to agricultural by-products and strengthening food-related knowledge. • SDG 3: Good Health and Well-being – Through the development of natural, safe health-related products. • SDG 4: Quality Education – By delivering practical, hands-on training to build skills and local expertise.	1, 2, 3, 4, 5, 8, 9, 10,11, 12, 13, 15, 16	

	• SDG 5: Gender Equality – By empowering women-led community enterprises. • SDG 8: Decent Work and Economic Growth – By supporting local entrepreneurship and sustainable income generation. • SDG 9: Industry, Innovation and Infrastructure – Through innovative use of agricultural resources and product development. • SDG 10: Reduced Inequalities – By including and supporting marginalized groups in economic activities. • SDG 11: Sustainable Cities and Communities – By fostering sustainable practices at the community level. • SDG 12: Responsible Consumption and Production – By promoting reuse and waste reduction. • SDG 13: Climate Action – By encouraging low-carbon, eco-friendly innovation. • SDG 15: Life on Land – Through sustainable use of land-based biological resources. • SDG 16: Peace, Justice and Strong Institutions – By building trust and collaboration between academic and government sectors in community development.		

Project	Detail	Related SDGs	Photo
5. Workshop: Herbal soap 28 July 2024	School of Biotechnology organized this workshop to support the United Nations Sustainable Development Goals (SDGs) by encouraging sustainable practices and community development. The main activity is making herbal soap from used coffee grounds. These coffee grounds usually come from coffee shops and are often thrown away. The workshop shows participants how to reuse them to make useful products. This helps reduce waste and create new ways to earn money in the community. Relevant Sustainable Development Goals (SDGs): • SDG 1: No Poverty – By providing new livelihood opportunities and skill-building activities. • SDG 2: Zero Hunger – By supporting sustainable practices that can complement food-related economic activities. • SDG 3: Good Health and Well-being – Through the use of natural ingredients and the promotion of personal hygiene. • SDG 4: Quality Education – By offering hands-on training and knowledge-sharing on sustainable product development. • SDG 5: Gender Equality – By empowering women through entrepreneurial skills. • SDG 8: Decent Work and Economic Growth – By creating green jobs and encouraging sustainable small businesses. • SDG 9: Industry, Innovation and Infrastructure – Through low-tech innovation and resource-efficient production. • SDG 10: Reduced Inequalities – By involving diverse community groups in income-generating activities. • SDG 11: Sustainable Cities and Communities – By promoting circular economy practices at the community level. • SDG 12: Responsible Consumption and Production – By reusing waste materials and reducing reliance on new resources.	1, 2, 3, 4, 5, 8, 9, 10, 11, 12, 13, 15, 16	

	• SDG 13: Climate Action – By reducing waste and promoting low-carbon production methods. • SDG 15: Life on Land – By encouraging responsible use of land-based resources and reducing pollution. • SDG 16: Peace, Justice and Strong Institutions – By fostering collaboration and capacity-building in local communities.		

Project	Detail	Related SDGs	Photo
6. Consult Booth at 'DIPROM × BCG Economy Model' 8 Aug 2024	The Technology Transfer Center (TTC) at Assumption University's Faculty of Biotechnology set up a booth to offer science and product development consultations for entrepreneurs. This initiative aims to strengthen the community's foundation through the DIPROM × BCG Economy Model, which focuses on enhancing community industries. The event is part of a program to elevate community businesses and promote networking, business negotiations, and new business opportunities. It also inspires and encourages other entrepreneurs to improve their production capabilities through the BCG Economy Model. Relevant Sustainable Development Goals (SDGs): • SDG 1: No Poverty – By enabling entrepreneurs to generate income and build more stable livelihoods. • SDG 2: Zero Hunger – By supporting agro-based community enterprises to improve food security and nutrition. • SDG 3: Good Health and Well-being – Through support of safe and health-conscious product development. • SDG 4: Quality Education – By delivering practical knowledge and training in science and technology.	1, 2, 3, 4, 5, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17	

	• SDG 5: Gender Equality – By promoting equal access to opportunities for female entrepreneurs. • SDG 8: Decent Work and Economic Growth – By enhancing local economies through innovation and entrepreneurship. • SDG 9: Industry, Innovation and Infrastructure – Through scientific consulting and technological development. • SDG 10: Reduced Inequalities – By supporting small and medium-sized community enterprises in underserved areas. • SDG 11: Sustainable Cities and Communities – By encouraging local production that is environmentally sustainable. • SDG 12: Responsible Consumption and Production – By promoting efficient use of resources and sustainable manufacturing practices. • SDG 13: Climate Action – Through integration of green economy practices and awareness. • SDG 14: Life Below Water – By encouraging environmentally safe production that avoids water pollution. • SDG 15: Life on Land – Through sustainable use of natural resources and ecological balance. • SDG 16: Peace, Justice and Strong Institutions – By promoting inclusive and participatory approaches to local development. • SDG 17: Partnerships for the Goals – By fostering cooperation among universities, government agencies, and communities.		

Project	Detail	Related SDGs	Photo
7. Thai food for Chinese students 22 Aug 2023	Thai Food for Chinese Students is a one-day workshop organized to promote cultural exchange through food. The activity is designed for exchange students from China to experience Thai culture by learning how to cook Thai dishes and Thai desserts. During the workshop, students had hands-on experience preparing traditional Thai food. This activity helped build friendships and understanding between Thai and Chinese students through cooking and sharing food together. Relevant Sustainable Development Goals (SDGs): • SDG 4: Quality Education – By providing experiential learning opportunities that foster intercultural understanding and life skills. • SDG 17: Partnerships for the Goals – By promoting international cooperation and exchange among students and institutions.	4, 17	

Project	Detail	Related SDGs	Photo
8. Technology transfer for วิสาหกิจชุมชนกลุ่มแม่บ้านเกษตรกรตำบลบางขนุน จ.นนทบุรี 8 Nov 2023	Technology Transfer Center of Theophane Venard School of Biotechnology, Assumption University, in collaboration with the Nonthaburi Provincial Industrial Office under the Ministry of Industry, co-organized the project “One Province One Agro-Industrial Community (OPOAI-C).” to transfer the technology from research to real products. It helps increase the value of agricultural materials and supports local communities. The goal is to create jobs, add value to local products, and support the grassroots economy in a sustainable way. The project focused on developing a plant-based bacon made from banana peels. This product is healthy, environmentally friendly, and uses local ingredients that are often wasted. Relevant Sustainable Development Goals (SDGs): • SDG 1: No Poverty – By creating jobs and generating income for local communities. • SDG 2: Zero Hunger – Through innovation in food production and improved nutrition. • SDG 3: Good Health and Well-being – By promoting healthy plant-based food alternatives. • SDG 4: Quality Education – By transferring knowledge and skills related to biotechnology and sustainable food innovation. • SDG 6: Clean Water and Sanitation – Through responsible use and management of agricultural by-products. • SDG 12: Responsible Consumption and Production – By reducing food waste and utilizing local resources. • SDG 16: Peace, Justice and Strong Institutions – By fostering inclusive community participation and empowering grassroots groups.	1, 2, 3, 4, 6, 12, 16	

Project	Detail	Related SDGs	Photo
9. การสร้างประสบการณ์ทางประสาทสัมผัสส่วนบุคคล Sensory Adventurers 4 Feb 2024	Theophane Venard School of Biotechnology, Assumption University organized a workshop titled "Sensory adventurers: creating your own sensory experience" as part of Thailand Inventors' Day 2024, at BITEC Bangna. The workshop was supported by the National Research Council of Thailand (NRCT). This hands-on activity introduced participants to the basics of sensory testing, allowing them to explore how the five senses (taste, smell, touch, sight, and hearing) affect the way we experience food and the world around us. Participants had the chance to try simple sensory experiments, develop their own sensory profiles, and better understand individual differences in sensory perception. The session aimed to promote curiosity and scientific thinking in a fun and engaging way. Relevant Sustainable Development Goals (SDGs): • SDG 3: Good Health and Well-being – Encouraging awareness of how sensory perception influences healthy eating and lifestyle choices. • SDG 4: Quality Education – Promoting lifelong learning through interactive and inclusive science education. • SDG 9: Industry, Innovation and Infrastructure – Supporting a culture of research, creativity, and innovation through science fairs and public engagement. • SDG 10: Reduced Inequalities – Creating accessible educational opportunities for diverse participant groups. • SDG 17: Partnerships for the Goals – Strengthening collaboration between academic institutions and national agencies such as NRCT.	3, 4, 9, 10, 17	

Project	Detail	Related SDGs	Photo
10. Workshop: Pomelo wine 2 Mar 2024	School of Biotechnology, Assumption University, in collaboration with The Community Industry Entrepreneur Development Division, Department of Industrial Promotion, organized a training session on pomelo wine production for the local tourism community enterprise of Koh Lat E Tan, Bang Toey Sub-district, Sam Phran District, Nakhon Pathom Province. The main purpose of this workshop was to add value to local agricultural products by using science, innovation, and technology. It was part of the project to upgrade local businesses and community enterprises under the fiscal year 2024 budget, with early funding from the 2023 fiscal year. Participants learned about the step-by-step process of making pomelo wine, including preparation, fermentation, and quality control. This hands-on training also allowed students to connect classroom learning with real community needs. During the event, the organizers also discussed future collaboration by turning local problems into learning opportunities, encouraging students to apply their knowledge to develop real solutions for communities. Relevant Sustainable Development Goals (SDGs): • SDG 1: No Poverty – Supporting income generation for local communities. • SDG 2: Zero Hunger – Promoting value-added agricultural processing. • SDG 4: Quality Education – Connecting academic learning with community-based experiential education. • SDG 8: Decent Work and Economic Growth – Enhancing entrepreneurial skills and local job opportunities. • SDG 10: Reduced Inequalities – Empowering marginalized or rural communities through economic development. • SDG 11: Sustainable Cities and Communities – Strengthening local tourism and community resilience.	1, 2, 4, 8, 10, 11, 12, 17	

	• SDG 12: Responsible Consumption and Production – Promoting efficient use of natural resources and minimizing waste. • SDG 17: Partnerships for the Goals – Encouraging academia–government–community partnerships for sustainable outcomes.		

Project	Detail	Related SDGs	Photo
11. กิจกรรมการพัฒนาศักยภาพผู้ประกอบการหรือวิสาหกิจด้วยเศรษฐกิจ BCG Model ภายใต้โครงการส่งเสริมและพัฒนาอุตสาหกรรมที่ยั่งยืนตามแนวคิด BCG ประจำปีงบประมาณ พ.ศ. 2567 กระทรวงอุตสาหกรรม	Technology Transfer Center, Theophane Venard School of Biotechnology, Assumption University joined the workshop and presented the results of the project "Sustainable Industry Development Based on the BCG Economy Model". The event was organized by the Nonthaburi Provincial Industry Office. The main goal of the project is to promote sustainable industries that grow alongside local communities, following the BCG (Bio-Circular-Green) Economy Model. The project also supports the development of a Community of Practice (CoP) in applying BCG concepts to real situations. Activities included presenting product innovation projects that add value to local resources, sharing experiences, and exchanging ideas among participants. This project encourages local businesses and communities to use science, innovation, and technology to improve products and build a strong and sustainable local economy. Relevant Sustainable Development Goals (SDGs): • SDG 1: No Poverty – By supporting local industries and improving income-generating opportunities.	1, 2, 3, 4, 8, 9, 10, 11, 12, 13, 16, 17	

	• SDG 2: Zero Hunger – Through agricultural innovation and food-related product development. • SDG 3: Good Health and Well-being – Ensuring product safety and quality for consumers. • SDG 4: Quality Education – Promoting learning through real-world innovation and CoP development. • SDG 8: Decent Work and Economic Growth – Strengthening local economies through innovation-driven industry. • SDG 9: Industry, Innovation and Infrastructure – Supporting industrial modernization and sustainable infrastructure. • SDG 10: Reduced Inequalities – Empowering marginalized communities through technology transfer. • SDG 11: Sustainable Cities and Communities – Promoting sustainable local development models. • SDG 12: Responsible Consumption and Production – Enhancing the value of local resources and promoting circular use. • SDG 13: Climate Action – Supporting environmentally friendly production practices. • SDG 16: Peace, Justice and Strong Institutions – Fostering collaboration, good governance, and inclusive participation. • SDG 17: Partnerships for the Goals – Facilitating strong multi-sectoral partnerships for sustainable development.		

Project	Detail	Related SDGs	Photo
12. Soft Power	Theophane Venard School of Biotechnology, Assumption University, works together with the Department of Industrial Promotion on Soft Power project. This project aims to improve production capacity using local ingredients to create higher-value community food products. It promotes the use of appropriate technology and scientific knowledge to upgrade community dishes into consistent, quality-controlled products that reduce waste, lower costs, and extend shelf life. The project supports the development of new product concepts from local recipes, helping communities turn them into market-ready products. It also encourages eco-friendly production and uses Soft Power to boost marketing opportunities, leading to a "DPROM Community." Activities include: 1. Providing advice to improve production efficiency 2. Recommending suitable technology or ways to add value to local ingredients 3. Analyzing production and market feasibility 4. Creating new product prototypes with packaging and labels The implementation of activities to promote the application of appropriate production technologies in driving communities toward becoming "DEE PROM" communities has been successfully completed. It was found that the target groups were encouraged and supported to enhance their capabilities in the production process through the use of appropriate technologies or scientific knowledge. This aimed to enable them to produce with quality and consistency, and to align with future certification requirements for production standards or products, ultimately elevating them to become DIPROM communities.	1, 2, 3, 4, 8, 9, 10, 11, 12, 13, 16, 17	

	The outcomes include an average reduction in waste by 60%, equivalent to approximately 132,000 baht per year; an average cost reduction of 30.03%, equivalent to approximately 208,000 baht per year; and an average increase in sales value of 124.65%, amounting to approximately 6,355,200 baht per year. The total economic value generated is approximately 6,695,200 baht, representing a return of approximately 10.63 times the allocated budget. Relevant Sustainable Development Goals (SDGs): • SDG 1: No Poverty – By improving local income through value-added products. • SDG 2: Zero Hunger – By enhancing food production and sustainability. • SDG 3: Good Health and Well-being – Through safer, standardized food production. • SDG 4: Quality Education – Via knowledge transfer and skill development in communities. • SDG 8: Decent Work and Economic Growth – Supporting local employment and entrepreneurship. • SDG 9: Industry, Innovation and Infrastructure – Applying appropriate technologies in production. • SDG 10: Reduced Inequalities – Empowering grassroots communities with tools to compete economically. • SDG 11: Sustainable Cities and Communities – Encouraging resilient and thriving local economies. • SDG 12: Responsible Consumption and Production – Reducing waste and promoting sustainable food systems. • SDG 13: Climate Action – Lowering environmental impact through efficiency. • SDG 16: Peace, Justice and Strong Institutions – Promoting good governance and inclusive growth. • SDG 17: Partnerships for the Goals – Through collaboration between academia and government.		

Project	Detail	Related SDGs	Photo
13. Sustainnovation Center 'recycup project'	Recy-CUP Project Organized by Sustainnovation Center in collaboration between Theophane Venard School of Biotechnology and Albert Laurence School of Communication Arts. This project aims to help save the world and reduce carbon footprint in daily life. Activity: Bring your own cup to get coffee at Uncle Bob Coffee (Hua Mak Campus) and receive 1 free Coffee Grounds Scrub Soap made from recycled coffee waste. Relevant Sustainable Development Goals (SDGs): • SDG 3: Good Health and Well-being – Promoting natural, skin-safe recycled products. • SDG 4: Quality Education – Encouraging awareness and behavioral change through student-led activities. • SDG 8: Decent Work and Economic Growth – Supporting green product creation and innovation. • SDG 9: Industry, Innovation and Infrastructure – Applying sustainable production techniques. • SDG 11: Sustainable Cities and Communities – Reducing urban waste through better practices. • SDG 12: Responsible Consumption and Production – Promoting reuse and circular economy concepts. • SDG 13: Climate Action – Reducing waste and emissions from single-use products. • SDG 17: Partnerships for the Goals – Collaboration across faculties to foster sustainability.	3, 4, 8, 9, 11, 12, 13, 17	

Project	Detail	Related SDGs	Photo
14. Sustainnovation Center 'Nan project'	Sustainnovation Center by Theophane Venard School of Biotechnology and Albert Laurence School of Communication Arts, in collaboration with Research and Academic Services Affairs, worked with the Innovative Village Community Enterprise in Nan Province. This project aims to transfer innovative technology to increase the value of herbal products and boost household income. The group's essential oils and other agricultural products were developed into various items, such as: • Rose Syrup • Rose Jam • Balm • Sesame Bread • Matuem Sesame Cookies This initiative helps improve local products and supports community growth. Relevant Sustainable Development Goals (SDGs): • SDG 1: No Poverty – Enhancing income for community members. • SDG 2: Zero Hunger – Supporting local food products and food security. • SDG 3: Good Health and Well-being – Promoting natural, herbal-based products. • SDG 4: Quality Education – Transferring practical knowledge and skills to communities. • SDG 5: Gender Equality – Empowering women-led community enterprises. • SDG 8: Decent Work and Economic Growth – Creating income-generating opportunities. • SDG 9: Industry, Innovation and Infrastructure – Fostering rural innovation and small-scale production.	1, 2, 3, 4, 5, 8, 9, 10, 11, 12, 13, 15, 17	

	• SDG 10: Reduced Inequalities – Supporting inclusive economic development in rural areas. • SDG 11: Sustainable Cities and Communities – Strengthening resilient rural communities. • SDG 12: Responsible Consumption and Production – Promoting value-added, local, and sustainable products. • SDG 13: Climate Action – Encouraging eco-friendly production using local materials. • SDG 15: Life on Land – Promoting sustainable use of biodiversity and local natural resources. • SDG 17: Partnerships for the Goals – Academic–community partnership for sustainable impact.		

Project	Detail	Related SDGs	Photo
15. Mangrove forest Project	The Mangrove Forest Project is a program that takes students to study nature at the Khung Kraben Bay Royal Development Study Center, a royal initiative located on the eastern coast of Thailand (northeast of the Gulf of Thailand). The center covers parts of Khlong Khut Subdistrict, Tha Mai District. The project aims to: 1. Study sustainable coastal resource management. 2. Learn about coastal resource management practices. 3. Explore the development of fisheries and coastal aquaculture to increase the country's production. 4. Understand the mangrove ecosystem and how to use resources efficiently. Students learn about the ecosystem through an 1,800-meter nature trail, which takes 30-45 minutes to complete. The trail helps them understand the mangrove forest ecosystem, local herbal resources, and natural food sources. It also teaches how to use these resources effectively, such as sea mangrove trees that grow well in sandy soil and help accumulate marine silt to prepare land for other plants to grow, creating a cycle of benefits. Relevant Sustainable Development Goals (SDGs): • SDG 4: Quality Education – Providing experiential learning on environmental and ecological literacy. • SDG 14: Life Below Water – Supporting marine conservation and sustainable fisheries. • SDG 17: Partnerships for the Goals – Collaborating with royal development centers and local experts.	14	

Project	Detail	Related SDGs	Photo
16. Promoting and Developing Sustainable Industries Based on the BCG Model Project	According to the National Strategy on Creating Growth Based on Environmentally Friendly Quality of Life, one of the key development goals is to promote the utilization and growth based on natural resources and the environment in a manner that maintains balance within the ecosystem's capacity. This aligns with the National Strategy Master Plan, Issue (18): Sustainable Growth, and the 13th National Economic and Social Development Plan (2023–2027), Milestone 10, which targets the development of a circular economy and a low-carbon society. The overarching aim is to foster sustainable growth within a green economy framework, emphasizing sustainable consumption and production, promoting environmentally friendly industrial development, increasing value from circular economy principles, and enhancing resource efficiency. Investments in clean energy are encouraged to boost the efficiency of goods and services production, in accordance with circular economy and low-carbon society guidelines. These efforts also respond to international environmental and sustainability regulations, especially those concerning green production processes. Many countries now implement environmental laws as mandatory trade requirements, and non-compliance can directly impact exports and act as non-tariff barriers. Due to these factors, Thailand must drive its economic growth using the BCG Economy Model, applying scientific, technological, and innovative concepts to sustainably enhance the competitiveness of target industries. This will contribute to an integrated economy that develops three interconnected pillars: Bioeconomy – focusing on adding value to biological resources, particularly through the development of high-value products. Circular Economy – emphasizing the reuse and maximization of materials.		

	Green Economy – integrating economic development with environmental sustainability and social balance for long-term, resilient growth. In response, the Nonthaburi Provincial Industry Office has implemented the BCG Model by promoting sustainability in the economy, society, and environment. The initiative aims to reduce the use of natural and environmental resources while addressing the rapidly changing business and industrial landscape, requiring businesses to adopt more environmentally conscious and socially responsible practices. This initiative has been adapted for greater effectiveness and societal value, aligning with national policies and advancing the industrial sector toward a "new industrial paradigm" under the theme: "Good Industry, Living in Harmony with Communities and Sustainability", while aligning with global commitments to carbon neutrality and net zero greenhouse gas emissions. Project Implementation Outcomes Following consultation, the company enhanced its waste management process, particularly in handling papaya peels and seeds—previously discarded in large quantities during the preparation of raw papaya for fruit salad production alongside fresh soy milk tofu manufacturing. The improvements were guided by the Bioeconomy principle to increase the value of biological resources, aligned with the Circular Economy to maximize resource efficiency and lifespan, and the Green Economy to ensure sustainable environmental development. As a result, the company developed a value-added product: “Meat Tenderizer Powder”, using biotechnology to transform waste into a food ingredient for the food and beverage industry. This innovation diverted waste from disposal, generating added value and reducing greenhouse gas (GHG) emissions by 18.038 tons of CO_2 equivalent per year, or a 27.359% annual reduction.		

	Additionally, the company achieved Green Industry (GI) Certification Level 2, upgraded from no certification status, with an estimated economic value of 620,000 THB per year. Development Outcomes: • Cost Reduction from Waste Management: Improved disposal of papaya peels and seeds during production reduced landfill costs by 120,000 THB per year *(0.5 tons × 12 months × 20,000 THB)*. • GHG Reduction from Waste Elimination: GHG emissions were reduced by 0.75 TonCO_2e/year *(6,000 kg × 0.1250 / 1,000)*, equivalent to a 100% reduction from this waste stream. • Increased Revenue from By-product Sales: Sales of meat tenderizer powder generated an additional 500,000 THB per year *(500 kg × 1,000 THB)*. • Planned Solar Energy Installation: Expected to reduce electricity consumption by 3,600 kWh/year *(300 kWh/month)*, resulting in a GHG reduction of 17.996 TonCO_2e/year, or 25.001% annually. • Alternative Fuel from Organic Waste: Remaining biomass was used in a smokeless incinerator, reducing LPG use to 100 kg/year, cutting emissions by 0.042 TonCO_2e/year, or 50% annually. • Total GHG Reduction from Full Environmental Plan Implementation: A cumulative reduction of 18.038 TonCO_2e/year, representing a 27.359% decrease. Relevant Sustainable Development Goals (SDGs):		

	• SDG 1: No Poverty – Enhancing income opportunities through value-added products and sustainable local business development. • SDG 2: Zero Hunger – Promoting food innovation by converting agricultural waste into usable food ingredients. • SDG 3: Good Health and Well-being – Supporting safe food production and reducing environmental pollution from waste. • SDG 7: Affordable and Clean Energy – Integrating solar energy and alternative fuel use to reduce reliance on fossil fuels. • SDG 8: Decent Work and Economic Growth – Improving production efficiency, reducing costs, and increasing revenue in local industries. • SDG 9: Industry, Innovation and Infrastructure – Driving innovation in green production and sustainable industrial development. • SDG 12: Responsible Consumption and Production – Applying circular economy principles to maximize resource efficiency and reduce waste. • SDG 13: Climate Action – Reducing greenhouse gas emissions through cleaner production and waste transformation. • SDG 17: Partnerships for the Goals – Collaborating with provincial industry offices and local enterprises to implement BCG initiatives.		

Montfort del Rosario School of Architecture and Design

Project	Detail	Related SDGs	Photo
1. Awakening Festival Chiangmai "SA-TI"	Montfort del Rosario School of Architecture and Design collaborated with the Tourism Authority of Thailand and Time Out Bangkok to participate in the "Awakening Festivals Chiangmai" under the theme "Polar-Rise คิดเหนือ" from November 11–19, 2023, at Wat Chompoo, Chiangmai. Two lecturers, Mrs. Apinantaya Bua-iem and Ms. Daruswat Wattanarojananikorn, showcased their project, "SA-TI" is an interactive art installation designed to promote mindfulness through the integration of architecture, lighting design, and technology. The installation features a meditation mat equipped with a heart rate sensor and LED lighting, all controlled by a microcontroller using Arduino coding. By combining art with technology, this project encourages meditation as a tool for enhancing personal well-being, allowing visitors to immerse themselves in a tranquil, reflective environment. Objective: "SA-TI" aims to create an immersive experience that fosters mindfulness and mental clarity. The project brings together various disciplines—architecture, lighting design, and technology—to offer individuals a brief but meaningful moment of peace amidst the distractions of modern life. Concept and Impact: In today's fast-paced world, many people face constant distractions and mental fatigue. "SA-TI" offers a space for visitors to practice mindfulness, inviting them to turn inward and observe their mental state. The short meditation sessions foster awareness, helping individuals manage stress and emotional turbulence. Over time, this practice aims to enhance concentration and cultivate wisdom. The	3 ,17	

	meditation circle created by "SA-TI" provides a reflective space for participants to develop emotional resilience and inner peace. Event Summary: The Awakening Festival Chiangmai is a significant event aimed at promoting local tourism and enhancing Chiangmai's position as a cultural hub in Northern Thailand. The festival, organized by TimeOut Bangkok (part of TimeOut England Limited) and sponsored by the Tourism Authority of Thailand and Thai Beverage Company, introduced the region's first "Light and Art" festival. This collaborative effort between artists, public and private sectors highlights the importance of partnerships in achieving sustainable tourism and cultural development (SDG 17). Over the course of 10 days, more than 1,000 visitors attended the festival, experiencing the "SA-TI" installation. The installation offered a peaceful space for meditation and mental relaxation, set against the serene backdrop of Buddha alley, accompanied by soothing music. This initiative directly contributes to SDG 3 (Good Health and Well-being) by providing an environment conducive to mindfulness practice. The concept of utilizing new media in meditation sparked discussions among visitors, including monks, Buddhist practitioners, students, and the general public. The installation received positive feedback, with the abbot of the temple officially recognizing "SA-TI" as an innovative approach to modern meditation, enhancing mindfulness practices in today's fast-paced world.		

Project	Detail	Related SDGs	Photo
2. AAU Bridging the Gap with Prospective High School	Montfort del Rosario School of Architecture and Design PR teams create a roadshow and workshop to promote an understanding in architectureal design among young generation and participated parents both on campus and out of campus. Objectives: • Enhance understanding of basic architectural knowledge among young adults and the general public. • Promote the Montfort del Rosario School of Architecture and Design's programs, introducing students and parents to the architecture field and its impact on daily living. • Encourage an appreciation for architectural design as a way to improve people's quality of life and make informed decisions about the spaces they inhabit. SDG Goals: • SDG 4: Quality Education – The program aims to provide young adults with foundational knowledge in architecture, promoting access to quality education and inspiring the next generation of architects. • SDG 5: Gender Equality – Encourages equal participation and engagement in architectural education for all genders. • SDG 9: Industry, Innovation, and Infrastructure – The roadshow emphasizes the role of architecture in creating innovative and sustainable infrastructure. • SDG 10: Reduced Inequalities – By making architectural knowledge more accessible, the program works to reduce educational disparities, ensuring that a broader range of students has the opportunity to pursue a career in architecture. • SDG 11: Sustainable Cities and Communities – Highlights the importance of sustainable architectural design in building	4	

communities that are resilient, eco-friendly, and capable of withstanding the challenges of modern life.

- SDG 13: Climate Action – Promotes sustainable architectural practices that consider environmental impact and climate action, encouraging future architects to create eco-friendly designs.

Summary:
The "J Knowledge" roadshow and workshop initiative was developed as part of Montfort del Rosario School of Architecture and Design's public relations strategy. This project aimed to bridge the gap between young prospective high school students and the field of architecture. Through engaging presentations and workshops, students, parents, and the public gained a deeper understanding of architectural design and its importance in shaping the built environment.

The roadshow reached diverse audiences, both within and outside of campus, fostering awareness of how architecture influences everyday living. Participants were introduced to key concepts in architecture, which enabled them to make more informed decisions about their living spaces. The project's impact aligns with the university's commitment to providing quality education, promoting sustainable and inclusive practices, and encouraging innovation in the field of architecture.

Project	Detail	Related SDGs	Photo
3. AAU Collaborate for business expansion x Lasanya	The AAU Collaborate for Business Expansion x Lasanya program is a collaborative initiative led by the School of Architecture and Design. The project integrates summer academic services with the furniture design course offered by the Department of Interior Architecture. This collaboration brings together students from four different majors across three faculties: the Faculty of Business Administration and the School of Architecture and Design. The program includes critiques and insights from industry professionals, including: • Miss Chanya Charung Chainanon (Brand Director) • Mr. Suparit Charung Chainanon (Managing Director) • Mr. Somchai Thanapolkiat (Interior Designer and D&A Design Director). These experts serve as committee members to provide feedback and guide students' work, aiming to foster innovation and further the growth of the creative economy. SDG Goals: • SDG 8: Decent Work and Economic Growth – By engaging students in practical industry projects, this program encourages the development of skills and creativity, contributing to a vibrant creative economy and promoting job creation in the design industry. • SDG 9: Industry, Innovation, and Infrastructure – The program promotes innovation in the design sector and fosters collaboration between academia and industry to create sustainable business solutions in architecture and design. • SDG 11: Sustainable Cities and Communities – Focuses on sustainable design practices, ensuring that the furniture and	8, 9, 11, 12	

	interior design solutions created are in line with the principles of sustainable cities and communities. • SDG 12: Responsible Consumption and Production – Encourages the creation of responsible and sustainable products, teaching students to consider environmental impact in their design process. Summary: The AAU Collaborate for Business Expansion x Lasanya initiative is a multi-disciplinary collaboration that merges academic learning with practical industry experience. It aims to empower students by integrating creative design with business practices, contributing to the development of the creative economy. By working alongside industry leaders, students gain valuable insight into real-world design challenges, with a focus on sustainable, responsible design practices. This program helps foster a culture of innovation while addressing global goals of sustainability, responsible production, and economic growth.		

Project	Detail	Related SDGs	Photo
4. AAU Design Fun Workshop	Assumption University's Montfort del Rosario School of Architecture and Design, in collaboration with Nawaminthrachinuthit Satriwitthaya Phatthanakan School and Chaloem Phra Kiat Princess Sirindhorn's School, launched an innovative training program focused on architectural design. This initiative aims to enhance creative design skills among high school students and inspire the next generation of architects and designers. Program Leadership: The program is led by esteemed faculty from the School of Architecture and Design, including: • Ms. Orn-laor Homsettee • Mr. Prap Chaiwattana Additionally, faculty from Assumption University's Institute for Research and Academic Services (IRAS) contributed their expertise: • Mr. Kunchpisit Prasert • Ms. Jirawadee Pisalawachrin • Mr. Chirasak Sombat Together, they delivered a comprehensive curriculum designed to provide high school students with foundational knowledge in architectural design, equipping them with essential skills for their future educational and career pursuits. Objective: This program is aligned with Assumption University's commitment to fostering creativity and practical skills in architectural design. It serves as a platform for students to bridge academic knowledge with real-world applications, preparing them to tackle future challenges in the field of architecture. Through collaborative workshops and interactive learning experiences, students gain insight into the	4	

	architectural design process, encouraging innovation and critical thinking. SDG Goal: • SDG 4: Quality Education – This program directly contributes to SDG 4 by enhancing access to quality education in architectural design for high school students. It provides them with foundational knowledge and creative skills that will serve them in their academic and professional futures, helping to nurture the next generation of architects and designers. Summary: The AU Design Fun Workshop is a collaboration between Assumption University's Montfort del Rosario School of Architecture and Design and high schools in the region, aimed at developing students' skills in architectural design. By providing hands-on training and mentorship from university faculty, this program bridges the gap between theoretical knowledge and practical application. It underscores Assumption University's ongoing commitment to educational excellence, community engagement, and fostering creativity and innovation among young learners.		

Project	Detail	Related SDGs	Photo
5. AAU Annual Charity	The AAU Annual Charity event is a tradition of Montfort del Rosario School of Architecture and Design, where faculty members and students come together to give back to the community in honor of the school's anniversary. In 2024, the charity event took place at Wat Kalhong School, located in the Bangor District of Samutprakarn. The initiative reflects the university's commitment to social responsibility and community engagement, with the goal of fostering goodwill and unity within the educational environment and beyond. Objective: To commemorate the anniversary of the establishment of Montfort del Rosario School of Architecture and Design by engaging in charitable activities that benefit local communities. This event emphasizes the importance of fostering positive relationships and doing good for both the institution and its surrounding community. SDG Goals: • SDG 4: Quality Education – By supporting local schools and contributing to the education sector, the event promotes accessible and quality education for all. • SDG 5: Gender Equality – Encourages equal participation of all genders in charitable and community-driven activities. • SDG 9: Industry, Innovation, and Infrastructure – The initiative contributes to the development of social infrastructure by enhancing community support. • SDG 10: Reduced Inequalities – Aims to bridge gaps in educational opportunities and resources for communities in need. • SDG 11: Sustainable Cities and Communities – Supports sustainable community development through charity and social responsibility efforts.	4, 5, 9, 10, 11	

	Summary: The AAU Annual Charity event marks the anniversary of Montfort del Rosario School of Architecture and Design's founding, where members of the faculty and students unite for a meaningful cause. Held at Wat Kalhong School, this event serves as an opportunity for the school to contribute to the local community, embodying the spirit of giving and shared responsibility. The charity aligns with the university's long-standing tradition of making merit and creating positive impacts not only within the institution but also for the broader society. Through such initiatives, the university continues to exemplify its commitment to community engagement, educational values, and the spirit of social good. Venue: Wat Kalhong School, Bangor District, Samutprakarn, Thailand Time Frame: 18th January 2024 Participants: • Asst. Prof. Suparath Valaisathien • Asst. Prof. Prima Viriyavadhana • A. Vatcharat Samakkamai • A. Klairung Attanatho • A. Satanan Chanowanna • A. Chananya Apiwatphong • A. Vilasinee Teparut • A. Piyanat Dabbhasuta • A. Prap Chaiwattana • A. Nataporn Thipayavatna • A. Dichala Pasanta • And Students		

Project	Detail	Related SDGs	Photo
6. 3D digital design workshop	On March 26, 2024, the 3D Digital Design Workshop was held at Assumption University, organized by the Multidisciplinary Design Program, Faculty of Architecture and Design, and the Faculty of Arts, in collaboration with Digitech One Co., Ltd. and ARIT. Designed for high school students from Assumption College Sriracha. The 3D Digital Design Workshop was organized to provide high school students with an opportunity to develop their skills and knowledge in 3D digital design. The primary objective of the workshop was to foster design skills, enhance creative thinking, and equip students with foundational digital design techniques. Workshop Program: • Introduction to 3D Digital Design • Hands-on Training in 3D Design Software • Basic 3D Modeling Techniques • Tools and Techniques for 3D Design • Presentation and 3D Model Printing Expected Outcomes: The workshop aimed to enhance students' access to high-quality, hands-on learning experiences in digital design. By providing training in 3D design software, 3D modeling, and 3D printing, the workshop aimed to prepare students for future opportunities in design, technology, and innovation-driven industries. Beyond technical skills, the workshop emphasized collaborative learning, teamwork, and presentation skills, including in English, which helped students develop important communication and problem-solving abilities essential for the modern workforce. This program reflects Assumption University's commitment to promoting inclusive, equitable, and high-quality education by preparing students for success in academic and professional fields.	4	

	SDG Goal: • SDG 4: Quality Education – The workshop aligns with SDG 4 by offering an opportunity for high school students to gain valuable, practical skills in digital design. This initiative enhances their education by providing exposure to innovative tools and concepts in the field of design, promoting creativity and critical thinking. Summary: The 3D Digital Design Workshop is part of Assumption University's ongoing efforts to provide students with practical, high-quality educational experiences. This initiative gave high school students from Assumption College Sriracha the chance to learn from industry experts and faculty members, offering them an introduction to the exciting world of digital design. Through hands-on experience with 3D design software and model printing, students were equipped with the skills and knowledge necessary to succeed in technology and design fields, while also enhancing their teamwork and communication abilities. The workshop demonstrates Assumption University's commitment to fostering inclusive, high-quality education and preparing students for future academic and career opportunities.		

Project	Detail	Related SDGs	Photo
7. Re-Verb Fashion Runway Show	The REVERB RUNWAY SHOW was organized by Assumption University in collaboration with the Department of Product Design and SENKA, to showcase upcycled fashion design and sustainable design practices. The event featured student-designed garments and accessories, all made from discarded materials that were transformed into valuable and innovative pieces. The runway show highlighted the intersection of creativity and sustainability, emphasizing the importance of reimagining waste as a resource for fashion innovation. Objective: The primary objective of the REVERB RUNWAY SHOW was to showcase the upcycled fashion designs created by students, demonstrating their ability to transform discarded materials into new, valuable, and aesthetically compelling garments and accessories. The event also aimed to raise awareness about the role of sustainable design practices in addressing environmental challenges within the fashion industry. SDG Goals: • SDG 5: Gender Equality – The event aligned with SDG 5 by promoting gender equality through the empowerment of women and girls in the field of fashion design. The showcase provided a platform for diverse voices and perspectives in the design community, ensuring equal opportunities for all participants. • SDG 9: Industry, Innovation, and Infrastructure – The event contributed to SDG 9 by highlighting innovation in sustainable fashion design. By transforming discarded materials into high-quality, fashionable items, the event demonstrated how the fashion industry can evolve to	5, 9	

	incorporate sustainable practices and promote the development of more eco-friendly infrastructures. Summary: The REVERB RUNWAY SHOW served as a significant platform for students from Assumption University's Department of Product Design to showcase their creativity and commitment to sustainable fashion. The event demonstrated how innovative design can breathe new life into discarded materials, aligning with global efforts to promote sustainability in the fashion industry. Through this initiative, Assumption University reinforced its commitment to educational excellence and social responsibility, while empowering students to make a tangible impact in the world of fashion and design.		

Project	Detail	Related SDGs	Photo
8. Paper Sculpture Workshop	The Paper Sculpture Workshop: The Art of Light and Shadow is a hands-on learning experience designed to teach participants the delicate art of creating intricate paper sculptures, specifically floral designs, using only plain white paper. The workshop emphasizes the exploration of light and shadow, enabling participants to enhance the depth, texture, and dimension of their creations. By engaging in various paper manipulation techniques, including cutting, folding, bending, and curling, attendees will bring delicate, lifelike flowers to life. The workshop's focus on white paper allows participants to hone their understanding of form, structure, and composition without the influence of color. This foundational experience equips participants with the necessary skills and insights to advance to more complex paper sculpture projects in the future. Objective: • Develop an Understanding of Paper as a Medium: Teach participants the techniques of paper manipulation to create intricate, lifelike forms. • Enhance Artistic Perception: Encourage participants to understand how light and shadow create depth, contrast, and dimension in art. • Improve Handcrafting Skills: Foster precision, patience, and dexterity through detailed cutting and sculpting. • Encourage Creative Thinking: Inspire participants to consider more advanced paper sculpture techniques and projects. • Promote a Meditative and Therapeutic Experience: Provide participants with a mindful, engaging, and therapeutic artistic process. Target Audience:	4	

	• Art and design students • Hobbyists and DIY craft enthusiasts • Artists and sculptors exploring new techniques • Anyone interested in developing patience, precision, and creativity through tactile mediums Expected Outcomes: • A finished white paper flower sculpture created by each participant. • A deeper understanding of the influence of light and shadow on art. • Mastery of fundamental paper sculpting techniques. • Increased inspiration and confidence to pursue advanced paper sculpture projects in the future. SDG Goal: • SDG 4: Quality Education – The workshop supports SDG 4 by providing an inclusive and quality educational experience for participants to develop technical skills in the art of paper sculpture, fostering creativity, craftsmanship, and critical thinking.		

Project	Detail	Related SDGs	Photo
9. Extreme Service Training	The Extreme Service Training Project, led by A. Klairung Attanatho from Montfort del Rosario School of Architecture and Design. Held on November 14, 2023, during 'Patient Experience Week' at Bumrungrad Hospital. The Training program is an intensive and comprehensive training initiative designed to deepen participants' understanding of exceptional service across various industries. This program goes beyond traditional customer service training by integrating real-world case studies, in-depth industry analysis, and interactive learning experiences. It aims to equip participants with advanced knowledge of service excellence, customer engagement strategies, and practical problem-solving techniques. Objectives: • Enhance Service Knowledge: Provide participants with a comprehensive understanding of superior service strategies across different industries. • Improve Problem-Solving Skills: Equip trainees with practical, actionable techniques for addressing diverse customer service challenges effectively. • Increase Customer Satisfaction: Teach employees how to exceed customer expectations, thereby improving customer loyalty and brand reputation. • Develop a Service-Oriented Mindset: Instill a proactive, empathetic, and continuous improvement-driven service culture among employees. • Encourage Innovation in Service Delivery: Foster creative thinking and innovative approaches to delivering outstanding customer experiences. • Strengthen Crisis Management Abilities: Teach employees how to manage service failures, transforming negative experiences into positive ones.	4	

	• Standardize Service Excellence: Promote a consistent and high-quality service standard across various sectors. Target Audience: • Customer service representatives • Frontline employees in hospitality, healthcare, retail, and other service-driven industries • Managers and supervisors responsible for service quality • Business owners seeking to enhance customer experience Expected Outcomes: • A more customer-centric workforce with enhanced service delivery skills. • Improved service ratings and greater customer retention rates. • A stronger brand reputation and increased market competitiveness. • Boosted employee confidence and motivation in handling service-related tasks and challenges. SDG Goal: • SDG 4: Quality Education – The program supports SDG 4 by providing high-quality educational opportunities to participants, enhancing their service-related skills, and fostering an environment of continuous learning and improvement.		

Project	Detail	Related SDGs	Photo
10. Fibonacci Sequence' workshop	The Fibonacci Sequence Training Project, led by A. Klairung Attanatho from Montfort del Rosario School of Architecture and Design, was an insightful program held on July 21, 2023, at Prince of Songkla University. This project explores the origins, mathematical significance, and practical applications of the Fibonacci sequence and the Golden Ratio (Φ). This engaging and insightful program helps participants understand how these mathematical principles manifest in nature, art, architecture, and design. By examining their impact on aesthetics, efficiency, and structural harmony, participants will learn how to apply these concepts in various fields such as graphic design, architecture, finance, and technology. Objectives: • Understand the Origin and Importance: Educate participants on the mathematical history and significance of the Fibonacci sequence and the Golden Ratio. • Recognize the Presence in Nature: Demonstrate how the Fibonacci sequence naturally appears in biological and environmental structures. • Enhance Design Knowledge: Train participants to incorporate Fibonacci principles in design, architecture, and visual arts to enhance aesthetic appeal. • Improve Structural Efficiency: Show how Fibonacci-based designs improve balance and functionality in engineering and architecture. • Boost Creativity in Various Fields: Encourage innovative thinking by applying Fibonacci concepts to branding, product design, and digital interfaces. • Develop Mathematical Appreciation: Foster an appreciation for the link between mathematics and real-world applications.	4	

	Target Audience: • Designers, architects, and artists • Engineers and product developers • Finance professionals using Fibonacci retracements • Anyone interested in the intersection of mathematics, nature, and design Expected Outcomes: • A solid understanding of the Fibonacci sequence and Golden Ratio. • Practical knowledge of how to apply these concepts in creative and technical fields. • Improved design skills with a heightened sense of proportion and balance in various disciplines. SDG Goal: • SDG 4: Quality Education – This project supports SDG 4 by providing high-quality learning opportunities, offering participants a comprehensive understanding of mathematical concepts and their application in real-world fields.		

Project	Detail	Related SDGs	Photo
11. Design Practice Training	**Design Practice Training: "Taste of Design"** The Faculty of Architecture and Design at Assumption University has organized the "Taste of Design" workshop, an academic service project for the community. This hands-on training aims to provide knowledge and insight into architecture and design education and careers. The target participants are Grade 8–10 students from schools across the country. This workshop is designed to offer students a practical design experience by working on real design tasks, allowing them to explore basic design concepts and problem-solving approaches. In addition to hands-on activities, the program includes an informative lecture on academic pathways and career opportunities in architecture and design. The total duration of the workshop is 4 hours. **Objectives** • Introduce Students to Architecture and Design Fields – Provide an overview of academic programs and career opportunities in architecture and design. • Develop Basic Design Skills – Teach fundamental design principles and encourage hands-on practice. • Encourage Career Awareness – Help students determine their interest in pursuing further studies in architecture and design. • Enhance Creativity and Critical Thinking – Foster problem-solving and innovative thinking through real-world design exercises. • Provide a Realistic Experience – Allow students to engage in a short yet immersive design process, helping them assess their passion for the field. Workshop Schedule (4 Hours) 13:00 - 13:30 | Introduction & Overview Lecture on architecture and design studies. Discussion on academic programs and career paths.	4	

	13:30 - 13:45 | Design Fundamentals & Project Briefing Explanation of essential design principles. Presentation of the design task. 13:45 - 16:00 | Hands-on Design Workshop Students work on their design projects based on the given task. Guidance from instructors throughout the process. 16:00 - 16:30 | Project Review & Critique Evaluation and feedback on students' design work. Discussion on design improvements and creative approaches. 16:30 - 17:00 | Program Introduction & Conclusion Overview of architecture and design programs at Assumption University. Q&A session and final remarks. **Expected Outcomes** Students gain a clearer understanding of architecture and design studies. Participants develop basic design skills through hands-on experience. Students discover their potential interest in pursuing a design-related career. Increased awareness of academic and professional opportunities in the design field. Date: 20 January 2024 Venue: SATIT PIM Panyapiwat Institute of Management Demonstration School		

Project	Detail	Related SDGs	Photo
12. The Foundation for the Promotion of Supplementary Occupations and Related Techniques of Her Majesty Queen Sirikit, the Queen mother	Montfort del Rosario School of Architecture and Design, in collaboration with the Support Foundation of Her Majesty Queen Sirikit, The Queen Mother (Silpacheep), at Kaeng Som Maew, Ratchaburi Province, invited Dr. Krisaya Luenganantakul to conduct training on ceramic hand-building techniques for the villagers and local community. Objectives: To empower the villagers and community members of Kaeng Som Maew, Ratchaburi Province, through hands-on training in ceramic hand-building and stamp-making techniques. This program aims to preserve traditional craftsmanship, enhance creative skills, promote sustainable livelihoods, and encourage local economic development, while fostering cultural pride and self-reliance. Project Goals and SDGs Alignment: • SDG 1: No Poverty – By equipping the community with ceramic hand-building skills, the program helps create opportunities for income generation, reducing poverty in the area. • SDG 2: Zero Hunger – Promoting sustainable livelihoods through craft-based entrepreneurship improves household income, contributing to better food security and reducing hunger. • SDG 4: Quality Education – Providing practical, skill-based education fosters lifelong learning, helping the community improve creativity and self-development. • SDG 5: Gender Equality – Encouraging equal participation of both men and women, the program empowers women to become economically independent through craft-based enterprises. • SDG 8: Decent Work and Economic Growth – Supporting entrepreneurship and local businesses, this initiative contributes	1, 2, 4, 5, 8, 9, 10, 16, 17	

	to sustainable economic growth through the development of ceramic products. • SDG 9: Industry, Innovation, and Infrastructure – Integrating innovative techniques with traditional craftsmanship promotes sustainable industrial development and creative industries in rural communities. • SDG 10: Reduced Inequalities – The program creates equal learning and economic opportunities, especially for marginalized groups, reducing social and economic disparities. • SDG 16: Peace, Justice, and Strong Institutions – Strengthening community bonds through shared learning experiences promotes social cohesion, cultural appreciation, and peaceful development. • SDG 17: Partnerships for the Goals – The collaboration with the Support Foundation of Her Majesty Queen Sirikit highlights the importance of partnerships among governmental, non-governmental, and community organizations to achieve sustainable development goals effectively. Program Summary: The two-day training session aimed at empowering the local community through ceramic hand-building and stamp-making techniques. The program was divided into two parts: Day 1: Assessment, Guidance, and Lecture • Ceramic Works Observation: The training began by assessing the villagers' current ceramic skills. Constructive feedback focused on refining craftsmanship, improving surface finishing, and achieving consistency in form and structure. • Exploring Other Crafts: Participants also engaged in observing other traditional crafts, such as embroidery, weaving, and Lipa grass bag-making, to gain insights into the diverse artistic practices within the community. • Lecture Session: A two-hour lecture was delivered, covering the fundamentals of hand-building ceramics, design principles		

(balance, proportion, and form), and the integration of cultural identity into their craftwork. This knowledge aimed to add value and uniqueness to the products.

Day 2: Practical Demonstration and Hands-on Workshop

- Demonstration of Techniques: Dr. Krisaya demonstrated various ceramic hand-building techniques such as slab construction, coiling, and pinch pot methods. Additionally, stamp-making techniques were shown for creating custom decorative patterns on ceramics.
- Workshop Session: Participants spent the day practicing these techniques, applying new skills, exploring creative ideas, and receiving personalized feedback. They were encouraged to combine traditional methods with new ideas, refining their craft.
- Creative Exploration and Feedback: Throughout the workshop, individualized guidance was provided to help participants improve their work, address challenges such as cracking or uneven thickness, and refine design and technique.

Expected Outcomes:

- Empowerment of local villagers with valuable ceramic hand-building and stamp-making skills.
- Enhanced creativity and craftsmanship, leading to potential new economic opportunities and sustainable livelihoods.
- Strengthened sense of cultural identity through craft-based practices and innovation in product designs.
- Improved community collaboration and increased awareness of sustainable entrepreneurship and economic growth.

This initiative exemplified Assumption University's dedication to using education as a tool for social change, cultural preservation, and sustainable development.

Project	Detail	Related SDGs	Photo
13. AAU Design Build 2023 (Building for community in Thailand)	AAU Design + Build was initiated by Montfort del Rosario School of Architecture and Design in 2014 as a platform for students to apply classroom knowledge and creativity to actual constructions for the development of communities and society. Objectives: The primary objective of the Mitr-Sala project is to enhance students' knowledge, creativity, and practical experience in design and construction through real-world projects. The initiative focuses on revitalizing the use of local materials, specifically bamboo, while incorporating modern construction techniques to create contemporary designs. By engaging in this hands-on project, students gain a comprehensive understanding of architecture and construction, while contributing positively to society and rural communities. Goals and SDGs Alignment: • SDG 4: Quality Education – Ensuring inclusive and equitable quality education through project-based learning that integrates practical knowledge and creative problem-solving for architecture students. • SDG 10: Reduced Inequalities – Addressing inequalities within and between communities by providing high-quality infrastructure and learning spaces in underfunded rural areas. • SDG 11: Sustainable Cities and Communities – Creating inclusive, safe, resilient, and sustainable communities by constructing eco-friendly buildings and engaging in community-based projects. • SDG 17: Partnerships for the Goals – Strengthening global partnerships by collaborating with local stakeholders, community leaders, the private sector, and educational institutions to implement sustainable development initiatives. Project Overview: AAU Design + Build is an initiative by the Montfort del Rosario	4, 10, 11, 17	

	School of Architecture and Design, established in 2014. This program provides students with a unique opportunity to apply classroom knowledge to real-life construction projects aimed at developing and enhancing communities. The Mitr-Sala project, a bamboo sunshade and playground refurbishment, was built at Baan Nong Wua Dam School in Ratchaburi Province, Thailand, as a sustainable and community-driven effort. Expected Outcomes: • Improved Educational Environment: A functional and safe outdoor learning space that improves the quality of education at Baan Nong Wua Dam School. • Sustainable Practices in Architecture: The project showcased the use of locally sourced bamboo as a sustainable material, promoting eco-friendly construction in rural areas. • Community Empowerment: The involvement of local stakeholders in the design and construction process fostered a sense of ownership and pride within the community. • Student Learning: Architecture students gained hands-on experience in designing, developing, and constructing a real-world project, while enhancing their understanding of architecture's social and cultural impact. Summary: The Mitr-Sala project at Baan Nong Wua Dam School is a prime example of how education can be applied to solve real-world problems. By utilizing bamboo as a sustainable material and incorporating community involvement, the project aligns with several Sustainable Development Goals (SDGs), including quality education, reducing inequalities, sustainable cities, and fostering partnerships. Through this initiative, Montfort del Rosario School of Architecture and Design continues to connect academic learning with community development, offering valuable opportunities for students to apply their skills while contributing to the well-being of rural communities.		

Theodore Maria School of Arts

Project	Details	Related SDGs	Photos
1. “Agents of Change” Ethics Camp	The “Agents of Change” Ethics Camp and the 14th Annual World Peace Ethics Contest 2023: “The World Peace International Youth Ambassador Camp” reflect Assumption University’s dedication to ethics, peace, and global collaboration. Through these events, the university engages students from diverse cultural backgrounds, fostering the development of universal values and ethical living, thus promoting peace and moral growth. Ethics is one of Assumption University's core identities, integrated into both curriculum and extracurricular activities. The Group Ethics Meeting, held each semester, is led by Rev. Bro. Dr. Amnuay Yoonprayong, who provides structured guidance for student development. Additionally, Assoc. Prof. Dr. Sureepong Phothongsunan, Dean of the School of Arts, continuously inspires efforts to achieve moral goals, foster peacebuilding, and implement strategic action plans. In the 2023 semester, the Department of General Education, under Dr. Jaruwan Puangmaleep, Chairperson, encouraged students with a strong interest in ethics and peaceful living to participate in the 14th Annual World Peace Ethics Contest. Thirty-four students from diverse nationalities—including India, Nigeria, Germany, and Thailand—participated in the event held from January 26-28, 2023, at the Khao Kaew Sadet Education Center in Prachin Buri. This diverse representation highlights the global reach and impact of the program. For 16 years, the Dhammakaya Foundation and the World Peace Ethics Club have worked to instill universal ethics in youth, helping them cultivate inner peace. In this year’s contest, five teams participated, including those from North Chiang Mai University, Sripratum University, St. Theresa International College, Tue Duc	3, 4, 5, 7, 11, 12, 13, 14, 15, 16	

Vabis International College, and Assumption University. The program included concentration exercises, lectures based on the book *Family Day by Day*, and group presentations on ethical concepts.

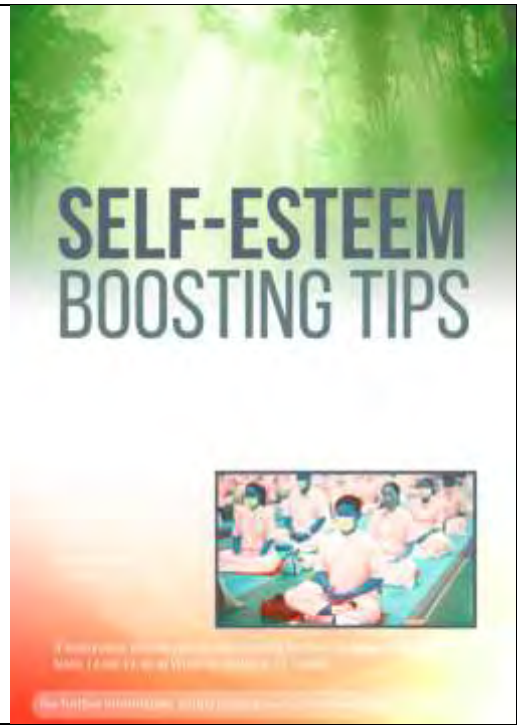
The camp's focus on experiential learning helps students develop good habits through practical activities, encouraging moral reflection and inner peace. This commitment from Assumption University's leadership and partner institutions plays a crucial role in promoting peace and ethical growth among youth globally.

The program aligns with several Sustainable Development Goals (SDGs), including:

- SDG 3: Good Health and Well-being – Promotes mental wellness through ethical practices.
- SDG 4: Quality Education – Enhances students' learning by integrating ethics into education.
- SDG 5: Gender Equality – Encourages equal participation of all genders.
- SDG 16: Peace, Justice, and Strong Institutions – Focuses on peacebuilding and ethical leadership.

By promoting these SDGs, the Ethics Camp contributes to fostering peace, sustainability, and moral growth among future leaders, encouraging cross-border collaboration.

Project	Details	Related SDGs	Photos
2. Self-esteem Boosting Tips	The special lecture, “Self-Esteem Boosting Tips,” presented by Dr. Vichuda Lochaya, aimed to empower students through positive thinking and concentration meditation practices. Dr. Lochaya, with over 40 years of experience in leading meditation in various communities in Jordan, provided valuable insights into boosting self-esteem. The lecture was organized by the Department of General Education on August 22, 2023, from 12:00 to 1:30 p.m. at Wiset Si Samut in the CL Lobby, and was designed for students enrolled in the course GE2210: Love and the Art of Living. The primary objective of the lecture was to reinforce positive and empowering thoughts, guiding students on how to improve their self-esteem through concentration meditation. This session was a collaborative effort, involving not only the Department of General Education but also guest speakers, students, lecturers, IT technicians, and audio staff, ensuring its smooth execution. The event received significant appreciation and valuable feedback from participants, reflecting its impact on the students. This initiative aligns with several Sustainable Development Goals (SDGs): • SDG 3: Good Health and Well-being – Promoting mental wellness and emotional well-being through meditation. • SDG 4: Quality Education – Enhancing students' educational experience by integrating self-esteem and meditation into the curriculum. • SDG 7: Affordable and Clean Energy – Fostering mindfulness and well-being through non-material practices like meditation. • SDG 12: Responsible Consumption and Production – Encouraging students to focus on personal growth and well-being, indirectly promoting a responsible, conscious lifestyle.	3, 4, 7, 12, 16	

	• SDG 16: Peace, Justice, and Strong Institutions – Supporting personal peace and strengthening emotional resilience, contributing to overall well-being and social harmony. Through this lecture, Assumption University continued its commitment to nurturing well-rounded students who are mindful, confident, and equipped to lead ethical and peaceful lives.		

Project	Details	Related SDGs	Photos
3. Spotlight on GE: “BCG NextGen” Ways of Working	The Two-Day Spotlight on GE's “BCG Next Gen Ways of Working” took place on February 28 and 29, 2024, at AU Plaza in the CL Building from 9:30 AM to 4:00 PM. The event aimed to reflect on how the knowledge gained from GE courses is applied in real-world scenarios. It also highlighted how extracurricular activities, through collaboration with both internal and external units, have enriched students' learning experiences. Throughout the program, students gained knowledge in a wide array of areas, including ethics, intercultural performance, personality development, improving daily living, and current global issues. They explored political views related to the French Revolution, participated in a CPR demonstration, and engaged in cardio exercises. These activities encouraged students to consider diverse perspectives, promoting respect for cultural and ideological differences. This event not only helped students apply academic learning in practical situations but also fostered a well-rounded and holistic educational environment. The program aligns with several Sustainable Development Goals (SDGs): • SDG 3: Good Health and Well-being – Promoting physical well-being through CPR demonstrations and cardio exercises. • SDG 4: Quality Education – Enhancing learning experiences by integrating diverse topics and practical applications. • SDG 5: Gender Equality – Encouraging equal participation and learning for all genders. • SDG 7: Affordable and Clean Energy – Raising awareness of sustainable energy through global issues discussions. • SDG 10: Reduced Inequality – Fostering respect for diversity and inclusivity in all areas. • SDG 12: Responsible Consumption and Production – Encouraging mindful and responsible living.	3, 4, 5, 7, 10, 12, 13, 14, 15, 16, 17	

	• SDG 13: Climate Action – Addressing global issues related to sustainability and environmental challenges. • SDG 14: Life Below Water – Educating students about environmental sustainability. • SDG 15: Life on Land – Promoting respect for biodiversity and responsible environmental practices. • SDG 16: Peace, Justice, and Strong Institutions – Cultivating respect for ethics, justice, and peaceful living. • SDG 17: Partnerships for the Goals – Strengthening collaborations between internal and external units to improve learning environments and contribute to global issues. The event reflected Assumption University's commitment to fostering well-rounded, socially responsible students capable of thinking critically and working towards a sustainable and peaceful future.		

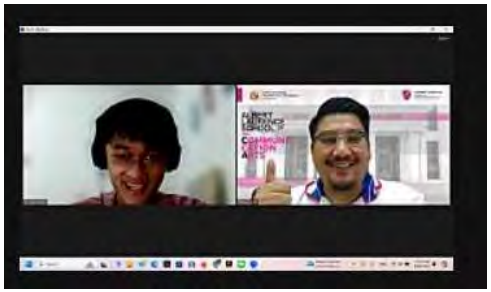
Albert Laurence School of Communication Arts

Project	Detail	Related SDGs	Photo
1. Consultation and Assistance in Designing Publicity Boards and Public Services for Bang Sao Thong Police Station	On January 5, 2024, the Albert Laurence School of Communication Arts provided consultation and design assistance for public service announcement signs at the Bang Sao Thong District Police Station. This initiative aimed to enhance the clarity of the police station's service procedures for both Thai citizens and foreigners, thereby improving operational efficiency, reducing service times, and increasing user satisfaction. The collaboration aligns with the university's commitment to fostering meaningful, long-term partnerships that drive both local and global progress. Goals and SDGs Alignment: • SDG 10: Reduced Inequalities – The development of clear and user-friendly public communication materials that accommodate diverse user groups—especially foreigners or individuals with language barriers—helps reduce inequalities in access to public services, particularly among vulnerable populations and those who do not speak Thai as their first language. • SDG 16: Peace, Justice, and Strong Institutions – The design of clear and accessible public service signs enables both Thai citizens and foreigners to better understand the procedures at the police station. This contributes to reducing misunderstandings, enhancing transparency, and building trust in the justice process at the community level—thereby promoting effective, transparent, and accountable institutions. • SDG 17: Partnerships for the Goals – This project reflects a collaborative effort toward sustainable development between an academic institution (Assumption University) and a government agency (the police station)	10, 16, 17	

Project	Detail	Related SDGs	Photo
2. Guest Lecturer for "The 2nd Agricultural Product Innovation and Intellectual Property Protection Project"	The Albert Laurence School of Communication Arts has initiated as part of the ongoing efforts to promote sustainable agricultural practices and innovation, the 2nd Agricultural Product Innovation and Intellectual Property Protection Project presents a unique opportunity to address the intersections of agriculture, innovation, and education. One of the key components of this initiative is the involvement of guest lecturers, who can play a pivotal role in advancing SDG 4: Quality Education by providing specialized knowledge and fostering capacity-building among students, researchers, and agricultural entrepreneurs. These sessions will introduce cutting-edge agricultural technologies, best practices for innovation, and the legal frameworks required to safeguard intellectual property. This aligns with SDG 4, which focuses on ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all.	4	

Project	Detail	Related SDGs	Photo
3. Little Hands Can Help XII	The "Little Hands Can Help" project is an ongoing initiative led by Public Relations (PR) students who aim to contribute to the achievement of Sustainable Development Goals (SDGs) 3, 4, and 6. By working on various community-driven projects, the students use their skills in communication, public engagement, and social responsibility to address pressing issues related to health, education, and water access, making a tangible difference in local communities while fostering youth empowerment. 1. Promoting Health and Well-Being (SDG 3) Aligned with SDG 3: Good Health and Well-being, the "Little Hands Can Help" project tackles public health challenges. Through health education programs, the project helps to promote healthier lifestyles and increase access to critical health information. By engaging local communities, particularly young people, the project creates an environment where health education becomes an ongoing dialogue, fostering a more health-conscious society. 2. Advancing Quality Education (SDG 4) The project also supports SDG 4: Quality Education, focusing on enhancing access to education and promoting lifelong learning opportunities for all. Through awareness campaigns, fundraising drives, and collaborative efforts with local schools, the "Little Hands Can Help" project focuses on supporting initiatives like school supply drives, scholarship programs, and educational workshops designed to engage and inspire the younger generation. By doing so, the project helps to empower individuals with the skills and knowledge needed for personal and professional success.	3, 4, 6	

	3. Ensuring Clean Water and Sanitation (SDG 6) With access to clean water and sanitation being a critical challenge in many regions, the "Little Hands Can Help" project also contributes to SDG 6: Clean Water and Sanitation. PR students partner with organizations focused on providing clean drinking water, improving sanitation infrastructure, and raising awareness about water conservation practices. 4. Fostering Youth Empowerment and Participation An essential aspect of the "Little Hands Can Help" project is its focus on youth empowerment. By involving students in real-world community projects that directly contribute to the achievement of SDGs 3, 4, and 6, the initiative fosters a sense of responsibility and social impact among young people. The project empowers students to be agents of change, developing their leadership, communication, and problem-solving skills, which are critical for their future success. Additionally, the project emphasizes the importance of SDG 17: Partnerships for the Goals, encouraging students to collaborate with local organizations, government agencies, and community groups. This collaborative approach amplifies the impact of each initiative, driving positive social change at the grassroots level		

Project	Detail	Related SDGs	Photo
4. Training for Thai students for The 2nd World Skills Asia - Abu Dhabi 2023.on Topic “Logo Design and Illustration”	Asst. Prof. Nattanan Naewmalee, lecturer from the Albert Laurence School of Communication Arts, Assumption University, were invited by the Department of Skill Development, Ministry of Labor, to conduct a “Training workshop on logo design and illustration” for the Thai youth representative, Mr. Kamolthep Rukmanee, in preparation for "The 2nd World Skills Asia - Abu Dhabi 2023." This training focused on equipping the participant with knowledge and skills in logo design principles and visual communication, emphasizing how illustrations can enhance information systems by making complex data more accessible, clear, and engaging. This collaboration aligns with Sustainable Development Goals (SDGs) 4 (Quality Education) and 9 (Industry, Innovation, and Infrastructure), contributing to both academic and professional development while promoting sustainable and innovative design education. 1. Promoting Quality Education (SDG 4) The training on logo design and illustration aligns with SDG 4: Quality Education by providing an opportunity for students to develop design skills essential for effective communication in today’s world. The workshop emphasized hands-on practice in logo design principles and illustration development for use across various media platforms. Through this training, participants gained a deeper understanding of Logo design, Illustration and visual communication, ensuring that logos are purposefully designed to fit the context of products, specific projects or activities. These skills are widely applicable in fields such as marketing, advertising, and digital communication. The practical learning approach also fostered analytical thinking and problem-solving skills, essential components of SDG 4.4, which focuses on enhancing technical and vocational skills among youth and adults. 2. Supporting Industry and Innovation (SDG 9) The training contributed to achieving SDG 9: Industry, Innovation, and Infrastructure by highlighting the role of design thinking in	4	 

	fostering innovation and sustainable practices in logo design and illustration. Participants were encouraged to critically analyze how information design can enhance industries, particularly by improving communication systems and knowledge sharing. In an era where businesses and organizations rely heavily on brand identity design, art direction and user-centered digital solutions has become a crucial skill. The workshop introduced participants to cutting-edge tools and techniques that enable innovation across various industries, including technology, media, design, and entrepreneurship. Additionally, the integration of sustainable design principles into visual communication supports the long-term goal of building resilient infrastructure through intelligent and innovative design solutions that effectively address societal challenges. 3. Strengthening Institutional Collaboration and Networks Beyond the direct learning outcomes, this training played a vital role in fostering collaboration between academic institutions and governmental organizations. The partnership between the Department of Skill Development, Ministry of Labor, and the Albert Laurence School of Communication Arts reflects SDG 17: Partnerships for the Goals by facilitating academic knowledge exchange and technical training. This collaboration provided opportunities for lecturers, committee members, and educational personnel to share expertise, strengthening academic networks and expanding the global community focused on innovative design education. By participating in this training, the Thai youth representative gained an international perspective and a broader understanding of design approaches applicable to different cultural and social contexts. This exposure enhances their preparedness for the global job market and equips them with the skills needed to navigate diverse professional challenges in the future.		

Project	Detail	Related SDGs	Photo
5. Matters of Cultural Influences guest lecturer for visiting lecturer at Hannam University, South Korea under the Faculty Mobility Scheme Program of the Association of Christian Universities and Colleges in Asia (ACUCA)	The "Matters of Cultural Influences" guest lecturer, Dr. Khonteeneung Saenghiruna delivered lectures under the Faculty Mobility Scheme Program of the Association of Christian Universities and Colleges in Asia (ACUCA), represents a significant educational exchange initiative aimed at fostering cross-cultural understanding and intellectual collaboration. Held at Hannam University in South Korea, this program serves as a dynamic platform for sharing knowledge on the complex and diverse ways in which culture shapes societal values, behaviors, and global interactions. Through this initiative, the guest lecture not only addresses cultural influences but also contributes to achieving Sustainable Development Goals (SDGs) 4 and 17—Quality Education and Partnerships for the Goals. 1. Promoting Quality Education (SDG 4) Aligned with SDG 4: Quality Education, the guest lecture serves as an invaluable educational resource for both students and faculty at Hannam University, promoting inclusive and equitable quality education and providing lifelong learning opportunities for all. The lecture explores cultural influences in shaping education systems, social development, and global perspectives. The exchange of ideas between the guest lecturer and local students allows for critical thinking on how cultural frameworks impact learning styles, pedagogical methods, and even global educational policies. This supports the development of cultural competence among students, equipping them with the skills and knowledge needed to navigate an increasingly interconnected world. By fostering these discussions, the lecture promotes diverse, inclusive, and adaptive education systems, encouraging students to become global citizens who respect and understand cultural diversity. Moreover, the lecture directly contributes to SDG 4.7, which emphasizes the importance of education for sustainable development, human rights, and intercultural understanding. Through engaging	4, 17	

	discussions on the interplay between culture and education, students are better equipped to think critically, engage with diverse cultures, and contribute to inclusive growth in their respective communities and beyond. 2. Strengthening Partnerships for the Goals (SDG 17) The Faculty Mobility Scheme Program under ACUCA is rooted in the principle of SDG 17: Partnerships for the Goals, which emphasizes the importance of building strong partnerships and fostering collaboration across borders to achieve sustainable development. By bringing together academics and students from different cultural and educational backgrounds, this program encourages cross-cultural learning and knowledge-sharing. Through the guest lecture at Hannam University, faculty and students from different Christian universities and colleges across Asia are exposed to new insights and perspectives, enhancing academic partnerships and facilitating future collaborations. These partnerships, whether in research, education, or community outreach, are vital for addressing global challenges, fostering sustainable development, and achieving the SDGs. Furthermore, the lecture also highlights how cultural exchange contributes to mutual respect and understanding, fostering an environment where universities collaborate rather than compete. By promoting this sense of shared responsibility and solidarity, the lecture supports the goals of SDG 17, which calls for multi-stakeholder partnerships to enhance the means of implementation and revitalize the global partnership for sustainable development. 3. Intercultural Exchange and Global Citizenship A key aspect of the "Matters of Cultural Influences" lecture is its role in facilitating intercultural exchange, a central tenet of both SDG 4 and SDG 17. In today’s interconnected world, understanding cultural		

	differences is crucial for building peaceful societies and working toward common goals. The lecture encourages students to think globally, engaging with cultural narratives and values that shape global cooperation and governance. Through discussions on cultural diversity, students are encouraged to become responsible global citizens—individuals who understand the importance of cultural sensitivity, collaboration across borders, and sustainable solutions that account for local contexts while addressing global challenges. These exchanges foster the development of empathy and respect for different cultural viewpoints, which are essential for the collective advancement of the SDGs.		

Project	Detail	Related SDGs	Photo
6. Calligraphy and Lettering Design at Faculty of Decorative Arts, Silpakorn University	Lecturers from the Albert Laurence School of Communication Arts recently participated in the Calligraphy and Lettering Design workshop at the Faculty of Decorative Arts, Silpakorn University. This engaging academic exchange provided an opportunity for faculty members to collaborate with students and faculty from one of Thailand's premier art and design institutions, enhancing the field of communication arts and contributing to the achievement of Sustainable Development Goals (SDGs), particularly SDG 4: Quality Education. 1. Promoting Quality Education (SDG 4) Aligned with SDG 4: Quality Education, the Calligraphy and Lettering Design workshop served as an educational initiative that promoted inclusive and quality education in the realm of art and design. By engaging with traditional calligraphy and modern lettering techniques, lecturers and students explored the evolving practices in the field of visual communication, expanding their technical skills and creative insights. This hands-on workshop provided both lecturers and students with opportunities to deepen their understanding of design aesthetics, typography, and cultural traditions in written expression. Through this experience, participants enhanced their knowledge and developed practical skills in lettering design that can be applied across various media platforms. The collaboration encouraged creativity, innovation, and technical precision, crucial components for artistic development in contemporary communication fields. Moreover, the session emphasized interdisciplinary learning, providing students with valuable insights into the intersection of art, communication, and design theory. By bridging traditional and modern techniques, the workshop fostered an environment where students could explore their creative potential while gaining exposure to international practices in design.	4	

Project	Detail	Related SDGs	Photo
7. The meeting in committee of "13th World Skills Asean Singapore: Graphic Design Technology" by Department of Skill Development, Ministry of Labor	Lecturers from the Albert Laurence School of Communication Arts attended the 13th World Skills ASEAN Singapore: Graphic Design Technology meeting, organized by the Department of Skill Development, Ministry of Labor, Thailand. The meeting, which gathered experts and educators from across Southeast Asia, focused on advancing graphic design technology and professional skill development, fostering a spirit of collaboration and innovation in the creative industries. This significant participation aligns with several Sustainable Development Goals (SDGs), specifically SDG 4: Quality Education, SDG 10: Reduced Inequality, SDG 11: Sustainable Cities and Communities, SDG 16: Peace, Justice, and Strong Institutions, and SDG 17: Partnerships for the Goals. 1. Promoting Quality Education (SDG 4) In line with SDG 4: Quality Education, the 13th World Skills ASEAN Singapore meeting served as a valuable opportunity for the lecturers to engage in the latest developments in graphic design technology, ensuring that the curriculum and training programs at the Albert Laurence School of Communication Arts are aligned with international standards. By attending this meeting, the lecturers gained insights into the evolving skills requirements in the design field, which they can incorporate into their teaching practices to ensure students receive a high-quality, relevant education that equips them with the necessary skills for the global job market. The meeting also emphasized skills-based learning, encouraging institutions to integrate technical expertise with creative thinking, which is essential for fostering an innovative and effective educational environment. This contributes to SDG 4.4, which seeks to increase the number of youth and adults with relevant skills for employment and entrepreneurship in creative sectors like graphic design.	4, 10, 11, 16, 17	

	2. Reducing Inequality (SDG 10) The meeting focused on enhancing access to vocational training and skills development across the ASEAN region, a core aspect of SDG 10: Reduced Inequality. By participating, lecturers learned about programs and strategies aimed at addressing inequalities in education and training opportunities for young professionals and marginalized communities. Through this platform, the goal is to ensure inclusive growth, where every individual has the opportunity to gain relevant skills regardless of background or location. Through exposure to this initiative, the Albert Laurence School of Communication Arts can integrate equity-focused teaching methods and outreach programs to ensure that all students, especially those from disadvantaged backgrounds, have access to top-quality education in graphic design and related fields. 3. Building Sustainable Communities (SDG 11) The 13th World Skills ASEAN Singapore meeting highlighted the role of graphic design in shaping sustainable cities and communities. Through the design of public spaces, communications infrastructure, and environmental awareness campaigns, graphic designers play a key role in advancing SDG 11: Sustainable Cities and Communities. The meeting encouraged the integration of sustainable practices in design, such as eco-friendly materials and design solutions that promote sustainable urban development. By attending this meeting, the lecturers gained new knowledge on how graphic design can directly contribute to building sustainable communities, helping students understand the broader impact of their work on society and the environment. This will help shape the next generation of design professionals who are equipped to create not just beautiful, but meaningful and sustainable designs for the future.		

	4. Strengthening Peace, Justice, and Strong Institutions (SDG 16) The meeting provided a platform for regional collaboration and knowledge exchange, directly contributing to SDG 16: Peace, Justice, and Strong Institutions. By bringing together educators, policymakers, and industry leaders from across ASEAN, the event promoted the importance of strong institutions that support the development of skilled professionals in creative industries. Lecturers learned about the importance of strong educational frameworks, professional ethics, and inclusive governance in ensuring that the creative industries remain transparent, ethical, and just. This experience allowed them to engage in discussions about the role of education and training in promoting social justice and creating opportunities for all individuals to succeed, particularly in regions where access to quality education is limited. 5. Enhancing Global Partnerships (SDG 17) Finally, the meeting was a prime example of SDG 17: Partnerships for the Goals. By bringing together representatives from various institutions, governments, and industries across ASEAN, the event fostered the spirit of collaboration and knowledge-sharing among key stakeholders. For the Albert Laurence School of Communication Arts, this provided an opportunity to strengthen its academic networks and explore future partnerships with institutions across Southeast Asia. These partnerships facilitate the exchange of best practices, joint research opportunities, and faculty exchange programs, which will enrich the learning experience for students and create stronger ties within the global academic community. Through these collaborations, the school can advance its academic mission and contribute to regional and global development goals by sharing expertise, resources, and ideas that align with the SDGs.		

Project	Detail	Related SDGs	Photo
8. Information Design Workshop for PSUIC Prince of Songkla University International College Hatyai Campus	Lecturers from the Albert Laurence School of Communication Arts recently led a dynamic Information Design Workshop at PSUIC (Prince of Songkla University International College, Hatyai Campus). The workshop, which gathered students and faculty from the international college, provided valuable insights into the principles of information design, with a particular focus on how design can communicate complex data in accessible, clear, and engaging ways. This collaborative effort aligns with Sustainable Development Goals (SDGs) 4 (Quality Education) and 9 (Industry, Innovation, and Infrastructure), contributing to the academic and professional development of the participants while advancing the goals of sustainable design and innovative education. 1. Promoting Quality Education (SDG 4) Aligned with SDG 4: Quality Education, the Information Design Workshop provided students with an opportunity to enhance their design skills in the context of information communication. The session focused on the creation of visual aids, infographics, and data-driven designs that are essential in the modern world, where clear and effective communication is crucial in nearly every sector. The workshop aimed to empower students to engage with complex information in a visually appealing and intellectually engaging manner. By learning the foundational principles of information design, participants gained practical skills that are directly applicable in a wide range of fields such as marketing, advertising, and digital communication. This type of hands-on, skills-based learning fosters critical thinking and problem-solving abilities in students, crucial elements of SDG 4.4, which calls for increased training in technical and vocational skills for youth and adults. 2. Fostering Industry Innovation (SDG 9) The Information Design Workshop also contributes to SDG 9: Industry, Innovation, and Infrastructure by emphasizing the role of	4, 9	

	design thinking in fostering innovation and developing sustainable practices in communication design. Participants were encouraged to think critically about how information design can enhance industries by improving communication systems and knowledge sharing. As businesses and organizations increasingly rely on data visualization, interactive design, and user-centered digital solutions, the ability to design meaningful information has become a critical skill in modern industries. This workshop highlighted the technological tools and innovative techniques currently shaping the field of information design. By equipping students with these cutting-edge skills, the session encouraged them to innovate within their chosen fields, whether they are pursuing careers in technology, media, design, or entrepreneurship. Furthermore, by promoting the integration of sustainable design principles into information visualization, the workshop supports the long-term goal of building resilient infrastructure through smart, innovative design solutions that can address societal challenges effectively and sustainably. 3. Building Cross-Institutional Collaboration and Networks Beyond the immediate learning outcomes, the workshop also contributed to fostering collaboration between academic institutions, a key aspect of SDG 17: Partnerships for the Goals. The partnership between the Albert Laurence School of Communication Arts and PSUIC provided a platform for knowledge exchange between lecturers, students, and faculty members. These cross-institutional collaborations help to build a stronger academic network, encourage mutual learning, and expand the global academic community focused on innovation in design education. By participating in such workshops, students also gain a broader international perspective and a greater understanding of how design practices can be adapted and implemented across different regions and cultures. This helps them become more prepared for the global job market and the diverse challenges it presents.		

Project	Detail	Related SDGs	Photo
9. “Formalist Pioneer." 20 undergraduate and graduate students from the School of Arts and Humanities, Sichuan Fine Art Institute	The “Formalist Pioneer” workshop, conducted for 20 undergraduate and graduate students from the School of Arts and Humanities at the Sichuan Fine Art Institute, serves as an academic and creative initiative that not only enhances artistic exploration but also contributes significantly to the achievement of several Sustainable Development Goals (SDGs). This workshop, held under the guidance of lecturers from the Albert Laurence School of Communication Arts, aligns with the following SDGs: SDG 4 (Quality Education), SDG 5 (Gender Equality), SDG 9 (Industry, Innovation, and Infrastructure), SDG 10 (Reduced Inequality), and SDG 17 (Partnerships for the Goals). 1. Promoting Quality Education (SDG 4) Aligned with SDG 4: Quality Education, the “Formalist Pioneer” workshop provides an opportunity for students from diverse educational backgrounds to engage deeply with artistic theories, particularly the formalist approach that focuses on structure, design, and the intrinsic elements of art. The session promotes inclusive, equitable, and quality education by encouraging creative inquiry, critical thinking, and problem-solving skills in art and communication. By fostering interdisciplinary learning, the workshop empowers students to expand their artistic horizons while learning from global perspectives. This exposure supports lifelong learning opportunities by encouraging students to question, experiment, and innovate in their craft. Through this approach, students not only refine their technical skills but also gain a broader understanding of how cultural and theoretical influences shape the world of communication and art. 2. Achieving Gender Equality (SDG 5)	4, 5, 9, 10, 17	

	In alignment with SDG 5: Gender Equality, the workshop promotes gender equality through inclusive practices. Lecturers and students are encouraged to engage with art that reflects a diverse range of gender identities, perspectives, and lived experiences. By ensuring equal participation of students regardless of gender and fostering an environment that promotes gender-inclusive conversations, the workshop empowers female and male students equally to pursue leadership roles in the creative industries. Additionally, the Sichuan Fine Art Institute is actively committed to promoting gender equality by supporting equal access to opportunities for both men and women in the arts. The workshop promotes inclusive discussions and exposes students to gender-sensitive art critiques, encouraging them to question traditional gender roles and representations in art, media, and communication. 3. Supporting Industry, Innovation, and Infrastructure (SDG 9) The “Formalist Pioneer” workshop also contributes to SDG 9: Industry, Innovation, and Infrastructure by exploring the intersection of art and technology. The session introduces students to modern design thinking, technological tools, and the latest innovations in art, ensuring that students are prepared to engage with innovative industries and the rapidly changing creative sectors. By incorporating innovative methodologies and interdisciplinary practices, the workshop enhances students’ ability to create cutting-edge art that can drive social change, innovation, and sustainable development in their future careers. Students are encouraged to think beyond traditional boundaries, developing solutions and artworks that are not only innovative but also meaningful in a globalized, interconnected world. 4. Reducing Inequality (SDG 10)		

	Aligned with SDG 10: Reduced Inequality, the workshop aims to break down barriers to education and opportunity for students from diverse socio-economic and cultural backgrounds. By providing access to high-quality education in a global context, students are empowered to overcome inequalities that may have limited their access to resources or professional networks. The workshop emphasizes the importance of inclusive art education, allowing students from all walks of life to express themselves freely and develop their creative potential. Furthermore, the collaboration between institutions from different countries ensures that students are exposed to a global network, providing them with the tools and connections needed to overcome systemic inequalities in the arts. 5. Fostering Global Partnerships (SDG 17) One of the key objectives of the "Formalist Pioneer" workshop is to build strong, international academic partnerships as outlined in SDG 17: Partnerships for the Goals. Through collaboration between the Albert Laurence School of Communication Arts and the Sichuan Fine Art Institute, the workshop enhances cross-cultural exchange and promotes the sharing of knowledge, expertise, and resources between institutions. This partnership creates opportunities for faculty mobility, joint research projects, and further academic collaboration, which is essential for fostering a global academic community. It highlights the power of international cooperation in achieving sustainable development goals, particularly through educational exchanges that enhance cultural understanding and knowledge-sharing across borders. The workshop also empowers students to develop a global mindset, encouraging them to connect with peers from different cultures, thus fostering mutual respect and collaboration that transcends geographical and cultural boundaries.		

Project	Detail	Related SDGs	Photo
10. Donation to Yellow Canary Foundation	The Student Committee is actively involved in a range of continuous projects designed to garner donations for the needy, working in partnership with various foundations to address critical issues such as poverty, hunger, health, education, and gender equality. Through these initiatives, the committee aligns its efforts with several key Sustainable Development Goals (SDGs), making a meaningful impact in local communities and beyond. 1. Eradicating Poverty (SDG 1) The Student Committee's donation projects play a crucial role in supporting SDG 1: No Poverty, which seeks to end poverty in all its forms everywhere. Through fundraising campaigns, supply drives, and community outreach efforts, students mobilize resources to assist families and individuals living in poverty. These donations often include food, clothing, school supplies, and other essential goods to help improve the daily lives of those in need. In addition to material support, the committee collaborates with local foundations to provide financial aid to underprivileged families, helping them access essential services and break the cycle of poverty. 2. Ending Hunger (SDG 2) Aligned with SDG 2: Zero Hunger, the Student Committee also focuses on addressing hunger and malnutrition, particularly in underserved communities. One of the primary objectives is to provide nutritious meals and food assistance to those who are food insecure, especially vulnerable groups such as children, the elderly, and low-income families. Through regular food drives and collaborations with local food banks, the students ensure that surplus food reaches those who need it most. Additionally, by raising awareness about sustainable agricultural practices and food security, these projects help promote long-term solutions to hunger and malnutrition. 3. Promoting Health and Well-Being (SDG 3)	1, 2, 3, 5	

	In alignment with SDG 3: Good Health and Well-being, the Student Committee focuses on supporting initiatives that improve public health outcomes. Donations often include medical supplies, hygiene kits, and support for healthcare facilities, especially in areas lacking adequate healthcare infrastructure. The committee also partners with health organizations to raise awareness about critical health issues, such as mental health, maternal care, and preventive healthcare, ensuring that vulnerable populations receive the information and resources they need to stay healthy. Through these initiatives, the committee works to reduce health disparities and ensure that no one is left behind. 4. Ensuring Quality Education (SDG 4) The Student Committee is deeply committed to supporting SDG 4: Quality Education by providing educational resources and opportunities for children and young adults in need. Donations often include books, stationery, uniforms, and scholarships, helping students from disadvantaged backgrounds access quality education. The committee also organizes tutoring programs and career counseling sessions to support the academic and professional development of underprivileged students. By ensuring access to education, these projects contribute to breaking the cycle of poverty and empowering future generations to build better lives for themselves. 5. Achieving Gender Equality (SDG 5) SDG 5: Gender Equality is another core focus of the Student Committee's donation projects. The committee works with foundations that support gender-based initiatives, ensuring equal access to resources and opportunities for all individuals, regardless of gender. This includes providing support for women and girls in need, addressing gender-based violence, and promoting women's empowerment in education and the workplace. Through awareness campaigns, fundraising for women's shelters, and partnerships with gender equality organizations, the committee helps promote social and economic equality for women and girls, fostering an environment where everyone has the opportunity to thrive.		

Project	Detail	Related SDGs	Photo
11. Consultant for Social Enterprise Sarn-nara	As a consultant for Social Enterprise Sarn-nara, Dr. Chulamani Aggadhamvong has the primary goal to foster sustainable business practices that not only contribute to the economic growth of the social enterprise but also promote social inclusivity, environmental sustainability, and the well-being of marginalized communities. Through this partnership, Sarn-nara aligns its operations with several key Sustainable Development Goals (SDGs), particularly SDGs 1, 8, 9, 10, and 11, ensuring long-term social and economic impact. 1. Eradicating Poverty (SDG 1) In alignment with SDG 1: No Poverty, Sarn-nara works on initiatives that aim to eradicate poverty and provide sustainable livelihoods for low-income communities. As a social enterprise, Sarn-nara integrates inclusive business models that empower individuals from disadvantaged backgrounds, including women, rural farmers, and people with disabilities. By offering livelihood training and creating employment opportunities, Sarn-nara helps reduce economic inequality, ensuring that marginalized groups have the support they need to break the cycle of poverty. This includes connecting individuals to the enterprise's supply chain, creating stable income streams, and promoting self-sufficiency through skills development. 2. Promoting Decent Work and Economic Growth (SDG 8) Sarn-nara directly supports SDG 8: Decent Work and Economic Growth by creating job opportunities and fostering a fair, inclusive labor market for underserved communities. The enterprise offers sustainable employment and ensures fair wages and benefits for its employees, while also promoting entrepreneurship and small business development in local communities.	1, 8, 9, 10, 11	

	The consulting efforts focus on scaling up operations by increasing productivity, improving supply chains, and ensuring that the enterprise adheres to ethical labor practices. Additionally, Sarn-nara helps other social enterprises and small businesses establish themselves and grow, thereby contributing to the broader economic development of the region. 3. Building Industry, Innovation, and Infrastructure (SDG 9) Aligned with SDG 9: Industry, Innovation, and Infrastructure, the consultant role at Sarn-nara plays a crucial role in enhancing local industries and promoting innovative, sustainable business models. The consulting strategies focus on building resilient infrastructure that supports sustainable industrialization and the growth of small businesses. Sarn-nara also collaborates with local artisans and farmers to innovate products and improve their access to markets, which fosters technology transfer and the growth of local industries. By strengthening local value chains and helping enterprises adopt more efficient practices, Sarn-nara contributes to increasing industrial diversity and supporting eco-friendly infrastructure development. 4. Reducing Inequality (SDG 10) Through its initiatives, Sarn-nara directly supports SDG 10: Reduced Inequality by fostering inclusive economic growth. The enterprise is committed to ensuring equal opportunities for all individuals, regardless of their gender, race, socio-economic background, or disability. Sarn-nara focuses on breaking down barriers to economic participation for marginalized groups, particularly through diversity and inclusion initiatives in its workforce. Additionally, it works to ensure that communities in remote and underserved areas have access		

	to skills training and entrepreneurial opportunities, empowering individuals to contribute to and benefit from the broader economy. 5. Sustainable Cities and Communities (SDG 11) Aligned with SDG 11: Sustainable Cities and Communities, Sarn-nara focuses on developing solutions that contribute to the sustainability of urban and rural areas. The consulting efforts focus on promoting environmentally responsible practices, such as the use of eco-friendly materials, and integrating sustainable design into products and services. Additionally, Sarn-nara works with local communities to develop sustainable housing solutions and green spaces. The enterprise also provides education and resources on environmental conservation, working with local authorities to implement practices that help cities and towns become more resilient to environmental challenges such as climate change and pollution. By promoting sustainable living, access to clean energy, and community-driven solutions, Sarn-nara contributes to building safe, resilient, and inclusive urban environments.		

Vincent Mary School of Engineering

Project	Detail	Related SDGs	Photo
1. Collaboration with External School for Promoting of VME	In a bid to bridge the gap between education and real-world engineering skills, the Vincent Mary School of Engineering has introduced a specialized engineering class for M.4 to M.6 students at Saint Joseph Thiphawan School. This innovative program combines lectures and hands-on workshops, offering students a deeper understanding of engineering principles and practices. By participating in this course, students gain academic credit while acquiring valuable experience in the engineering field, enabling them to make informed decisions about their future educational paths. This initiative provides an opportunity to explore diverse engineering disciplines, inspiring the next generation to pursue careers in science, technology, and innovation. The program contributes directly to several of the United Nations' Sustainable Development Goals (SDGs): • SDG 4: Quality Education – By offering access to high-quality engineering education, the program equips students with the knowledge and skills necessary to prepare for their future careers. • SDG 7: Affordable and Clean Energy – The curriculum includes a focus on energy-efficient technologies, aligning with the school's EV (Electric Vehicle) program, and providing students with insight into sustainable energy solutions for the future. • SDG 10: Reduced Inequalities – The program fosters inclusivity, ensuring all students, regardless of background, have the opportunity to explore engineering and its potential to drive societal change.	4, 7, 10 11, 13	

	• SDG 11: Sustainable Cities and Communities – The workshops emphasize the role of engineers in shaping sustainable urban environments, from green building practices to eco-friendly infrastructure, especially relevant to the school's proximity to industrial areas. • SDG 13: Climate Action – Students are introduced to engineering solutions designed to mitigate climate change, such as renewable energy technologies and environmentally sustainable practices. Through this collaboration, Vincent Mary School of Engineering and Saint Joseph Thiphawan School are not only transforming education but also empowering students to make a lasting positive impact on society and the environment		

Project	Detail	Related SDGs	Photo
2. Collaboration with External School for Promoting of VME – ACEP	In a bid to bridge the gap between education and real-world engineering skills, the Vincent Mary School of Engineering has introduced a specialized engineering class for students at Assumption College English Program School. This innovative program combines lectures and hands-on workshops, offering students a deeper understanding of engineering principles and practices. By participating in this course, students gain academic credit while acquiring valuable experience in the engineering field, enabling them to make informed decisions about their future educational paths. This initiative provides an opportunity to explore diverse engineering disciplines, inspiring the next generation to pursue careers in science, technology, and innovation. The program contributes directly to several of the United Nations' Sustainable Development Goals (SDGs): • SDG 4: Quality Education – By offering access to high-quality engineering education, the program equips students with the knowledge and skills necessary to prepare for their future careers. • SDG 7: Affordable and Clean Energy – The curriculum includes a focus on energy-efficient technologies, aligning with the school's EV (Electric Vehicle) program, and providing students with insight into sustainable energy solutions for the future. • SDG 10: Reduced Inequalities – The program fosters inclusivity, ensuring all students, regardless of background, have the opportunity to explore engineering and its potential to drive societal change. • SDG 11: Sustainable Cities and Communities – The workshops emphasize the role of engineers in shaping sustainable urban environments, from green building practices to eco-friendly infrastructure, especially relevant to the school's proximity to industrial areas. • SDG 13: Climate Action – Students are introduced to engineering solutions designed to mitigate climate change, such as renewable energy technologies and environmentally sustainable practices.	4, 7, 10 11, 13	

Project	Detail	Related SDGs	Photo
3. Training on Solar Cell Technology and Energy Saving for Teachers and Students at Ban Rakat Community School	On January 19th, 2024, lecturers and students from the Vincent Mary School of Engineering, in collaboration with IRAS, visited Ban Bang Rakat School in Bang Bao, Samutprakarn as part of the academic service projects. The purpose of the visit was to engage and educate both students and teachers at the school on the importance of solar-cell technology. The session was designed to provide hands-on experience with an actual solar-cell system, allowing participants to gain practical knowledge about renewable energy solutions. During the event, the students and teachers had the opportunity to learn about solar energy, its applications, and how it can be used to promote sustainability in their communities. This collaboration not only introduced the concepts of clean energy but also aimed to inspire the next generation to consider the role of renewable energy in their future careers and communities. The initiative directly supports several Sustainable Development Goals (SDGs): • SDG 4: Quality Education – By providing hands-on learning experiences in solar technology, the program enhances educational opportunities in science and engineering for students and teachers alike. • SDG 7: Affordable and Clean Energy – The focus on solar-cell systems aligns with the global need for affordable, reliable, and clean energy solutions, helping to raise awareness of sustainable energy alternatives. This is in line with the knowledge that students can gain from the expertise of faculty members. • SDG 10: Reduced Inequalities – This initiative ensures that students from all backgrounds, including those in rural or underprivileged areas, are exposed to the benefits of solar energy and sustainable technologies. The technology is critical for bringing energy to more homes and businesses in need.	4, 7, 10 11, 12, 13	

	• SDG 11: Sustainable Cities and Communities – Educating students about solar power encourages the development of sustainable practices in communities, helping to build environmentally-friendly urban and rural environments. • SDG 12: Responsible Consumption and Production – By promoting solar energy, the program fosters the responsible use of resources and the importance of sustainable production methods in the face of global energy challenges. It highlights the importance of alternative energy. • SDG 13: Climate Action – Through hands-on experience with solar technology, students gain valuable insights into how renewable energy solutions can contribute to mitigating climate change. • SDG 16: Peace, Justice, and Strong Institutions – This initiative fosters a sense of civic responsibility and collective action, encouraging students and teachers to take part in efforts for sustainable development and equitable access to clean energy. This visit is a step forward in empowering future leaders with the knowledge and skills needed to address the world's most pressing environmental challenges. The collaboration between the Vincent Mary School of Engineering, IRAS, and Ban Bang Rakat School exemplifies a shared commitment to education, sustainability, and innovation for a better future.		

Vincent Mary School of Science and Technology

Project	Detail	Related SDGs	Photo
1. LINE Chatbot for WSTN (Developed a LINE Chatbot for Wat Sao Thong Nok School)	On November 28, 2023, the Vincent Mary School of Science and Technology provided consultation and assistance to the teachers of Wat Sao Thong Nok School in the development of an innovative LINE chatbot application designed for incident reporting. This application aims to help the school quickly identify and respond to incidents, reduce risks and severity, and leverage the collected data to plan and implement policies that enhance school safety moving forward. The LINE chatbot simplifies the process for teachers to report incidents, ensuring a prompt response from the administration. By tracking and analyzing incidents over time, the school can gain valuable insights into potential safety concerns and take proactive measures to address them. This initiative directly contributes to several Sustainable Development Goals (SDGs): • SDG 3: Good Health and Well-Being – By improving incident reporting and response times, the application contributes to creating a safer and healthier school environment for both students and staff. • SDG 4: Quality Education – The chatbot provides teachers with a tool that helps them focus on delivering quality education by ensuring that school safety concerns are quickly addressed and managed. • SDG 9: Industry, Innovation, and Infrastructure – The development of the chatbot is an example of leveraging	3, 4, 9, 16	

	technology and innovation to enhance the safety infrastructure of educational institutions. • SDG 16: Peace, Justice, and Strong Institutions – The application fosters transparency and accountability within the school, promoting peace and safety for all members of the school community. This collaboration between Vincent Mary School of Science and Technology and Wat Sao Thong Nok School exemplifies the power of technology in improving safety standards, ensuring that schools can provide a secure environment conducive to learning and development.		

Thomas Aquinas School of Law

Project	Detail	Related SDGs	Photo

Seminar on Personal Data Protection Act (PDPA) "A Brief Sharing for Lasting Protection"	The Thomas Aquinas Faculty of Law, Assumption University, in collaboration with the National Anti-Corruption Commission (NACC) Thailand, organized a special seminar on "A Brief Sharing for Lasting Protection" on April 10, 2024 at Assumption University, Huamak Campus.
	
	In an era where data drives economies and industries, the phrase "Data is the New Oil" has never been more relevant. The increasing risks associated with the misuse of personal data have led to the enactment of the Personal Data Protection Act, B.E. 2562 (2019) in Thailand. Organizations across both public and private sectors are now required to comply with this legislation. While achieving compliance poses numerous challenges, the first step is to understand the critical elements that necessitate transformation.
	
	Key Discussion Points:
	
	• The Significance of Personal Data Protection Laws
	• Top Five Compliance Challenges and Best Practices:
	  ○ DPO Responsibilities and Strategic Management
	  ○ Data Mapping and Inventory Optimization
	  ○ Consent Management Frameworks
	  ○ Effective Data Subject Rights Management
	  ○ Data Breach Notification Protocols
	
	This seminar provided valuable insights from industry experts, equipping participants with the necessary strategies and best practices to ensure comprehensive compliance with PDPA regulations.
	
	• SDG 4: Quality Education
	This seminar contributes to enhancing knowledge and skills
		4, 10, 16

	related to personal data protection, ensuring participants gain a comprehensive understanding of compliance requirements and best practices in this critical area. It is a step toward fostering quality education for professionals in the legal, business, and compliance sectors. • SDG 10: Reduced Inequalities By addressing personal data protection, the seminar promotes equitable treatment and safeguards against potential misuse of personal information. It ensures that all individuals, regardless of their background, are protected from data exploitation, thereby reducing inequalities in data access and usage. • SDG 16: Peace, Justice, and Strong Institutions This seminar helps to strengthen institutions by promoting strong, ethical governance in managing personal data. It supports justice by ensuring organizations comply with regulations that protect individual rights, fostering peace in a digital environment where data privacy is respected		

Project	Detail	Related SDGs	Photo
1.ALSA AU and KU Talk 2023 ”Law in Challenging Issues”	The Thomas Aquinas School of Law, Assumption University, in collaboration with the School of Law, Kasetsart University, organized the ALSA AU and KU Talk 2023 “Law in Challenging Issues” on november 24, 2023, at Auditorium Assumption University Hua-Mak campus, the event commenced with an eloquent welcome address by Asst. Prof. Dr. Sthianrapab Naluang, Dean of the Thomas Aquinas School of Law, setting the stage for a day of insightful discussions and academic engagement. Participants had the opportunity to gain valuable insights from distinguished speakers, including Asst. Prof. Dr. Nattapong Suwan-in, who delivered an in-depth analysis on *“IP Law and Thailand in Transition,”* and A. Yuranan Yuvanont, who explored the implications of *“Digital Law and National Development.”* A key highlight of the event was an engaging session on *“PDPA: Guarding Your Information, Empowering Your Rights,”* presented by Asst. Prof. Dr. Preeda Showtimanon from Ramkhamhaeng University. Additionally, Assoc. Prof. Dr. Pisawat Sukonthapan provided a thought-provoking discussion on *“Coping with a Child’s Misconduct,”* offering a nuanced perspective on juvenile justice, further enriched by contributions from ALSA representatives. The event also featured a dynamic Q&A session, fostering an interactive exchange of ideas among attendees. The day concluded with a relationship-building activity between ALSA AU and KU, further strengthening the ties between these esteemed law student communities. Alignment with Sustainable Development Goals (SDGs): • SDG 4: Quality Education The event contributed significantly to quality education by providing students and professionals in the legal field with deep insights into pressing legal issues. The diverse range of	4, 10, 16	

	topics—from IP law to juvenile justice—equipped attendees with the knowledge to navigate and address current challenges in the legal landscape. • SDG 10: Reduced Inequalities By addressing digital law and data protection, the event emphasized the importance of protecting individuals' rights in the digital age, promoting equal access to legal protection for all. Discussions on juvenile justice also highlighted the importance of equitable treatment of young people, contributing to reduced inequalities in the legal system. • SDG 16: Peace, Justice, and Strong Institutions The seminar reinforced peace and justice by engaging in discussions on laws that are vital to societal well-being, such as data protection (PDPA) and juvenile justice. It contributed to stronger institutions by fostering dialogue on evolving legal frameworks in Thailand, ensuring they reflect modern challenges and uphold justice for all.		

Martin de Tours School of Management and Economics

Project	Detail	Related SDGs	Photo
5. Professional Service, Business Consultant: VP for Academic of Thailand Marketing Research Society (TMRS) (2023-2024)	Led by Asst. Prof. Dr. Jirayu P. Kasemsant, the Thailand Marketing Research Society (TMRS) project aims to promote and protect the professional interests of market research professionals and the users of their services. The initiative, ongoing since 2023, operates from the Lumpini Tower office, located on the 23rd floor. The project focuses on fostering ethical market research practices, enhancing industry standards, and ensuring the credibility and reliability of research insights. This effort is driven by continuous professional engagement, policy advocacy, and collaboration with industry stakeholders to address challenges and advance the field of market research. The project aligns with the following Sustainable Development Goals (SDGs): • SDG 8: Decent Work and Economic Growth – By establishing fair and ethical market research practices, the project supports the creation of a more sustainable and equitable industry, fostering decent work opportunities and contributing to economic growth within the sector. • SDG 9: Industry, Innovation, and Infrastructure – The project encourages the adoption of advanced research methodologies and the integration of technological innovations in the market research field. This fosters the growth of a more robust and future-ready infrastructure, enhancing the industry's capacity to adapt to evolving market needs. Through these efforts, the TMRS project contributes to building an ethical, efficient, and innovative market research industry, positioning it for continued success in an ever-changing global landscape.	8, 9	

Project	Detail	Related SDGs	Photo
6. Faculty of Journalism and Mass Communication, Thammasat University, Thailand. Description: Guest Speaker on Case Study: Digital Marketing	On March 19, 2024, Dr. Tipa Sriyabhand led a dynamic session on Digital Marketing at the Faculty of Journalism and Mass Communication, Thammasat University, from 13:30 to 16:40. The session aimed to inspire students, bridge the gap between theory and practice, and provide practical insights into the ever-evolving digital marketing landscape. Throughout the session, Dr. Sriyabhand guided students through a series of case studies that examined key challenges in digital marketing funnels, the online marketplace, creative communication, and customer retention strategies. By exploring real-world examples, students developed a deeper understanding of the strategic role of digital marketing processes and technologies in crafting effective marketing plans. The session was designed to ensure that students left with practical knowledge and actionable takeaways, preparing them for success in the digital age. This initiative aligns with the following Sustainable Development Goals (SDGs): • SDG 4: Quality Education – The session provided students with high-quality learning experiences, integrating real-world case studies to make digital marketing education more practical, engaging, and relevant. It contributed to skill development and better prepared students for the modern workforce. • SDG 5: Gender Equality – The session promoted equal access to education in digital marketing for both male and female students, fostering inclusivity in a field where gender diversity can drive innovation and create opportunities for all. • SDG 8: Decent Work and Economic Growth – By equipping students with in-demand digital marketing skills, the session enhanced their employability and entrepreneurial potential,	4, 5, 8	

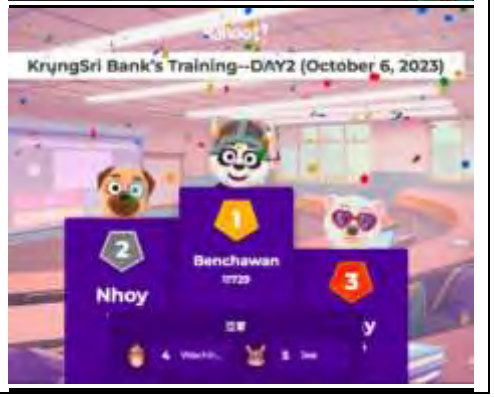
	contributing to sustainable economic growth and job creation in the digital economy. This session exemplifies how academia can contribute to the development of practical skills that empower students, support inclusive education, and foster economic opportunities in the fast-paced world of digital marketing.		

Project	Detail	Related SDGs	Photo
7. Brand & Communications Consultant Business Development Consultant	Tanvir Hakim led a re-branding project for an expanding agriculture-based company, with contributions from a faculty member. The primary objective was to enhance the company's competitiveness in the global market while strengthening its commitment to the local agricultural economy. The project focused on restructuring and re-branding a network of lemon and mandarin farms in China, integrating modern farming technologies and sustainable agriculture practices. Conducted online on October 2, 2023, between Thailand and China, the initiative involved a comprehensive refresh of the company's logo, color palette, brand philosophy, values, and corporate identity materials. This rebranding effort aimed to empower local farmers, expand the company's market reach, and foster economic growth in the region. By aligning with Sustainable Development Goal (SDG) 8: Decent Work and Economic Growth, the project contributed to local agricultural communities by promoting sustainable farming practices, improving business opportunities, and fostering economic resilience. Through strategic branding and modernization, the initiative helped position the company for long-term success while uplifting the surrounding agricultural economy.	8	

Project	Detail	Related SDGs	Photo
9. Training's topic: "Agricultural Marketing"	On August 30, 2023, Dr. Punnaluck Satanasavapak, Director of the St. Thomas Aquinas Center for Business Solutions, led a special lecture on "Agricultural Marketing" at Assumption University, Suvarnabhumi Campus. The session, organized by the Marketing Department of MSME Business School, brought together 85 students from Assumption University. The lecture aimed to educate students on sustainable marketing strategies for agricultural products, with a focus on innovation and responsible practices that align with global sustainability efforts. The objective of the session was to equip students with knowledge about market trends in the agricultural sector, the significance of sustainable farming practices, and how marketing can play a transformative role in addressing food security challenges. Dr. Punnaluck highlighted practical case studies on eco-friendly agricultural product distribution, consumer behavior trends toward organic produce, and marketing strategies that promote sustainability across the agricultural value chain. The session directly supported several Sustainable Development Goals (SDGs): • SDG 1: No Poverty – By emphasizing how effective agricultural marketing can empower small-scale farmers, improve livelihoods, and reduce economic inequalities, the session highlighted the potential of marketing to alleviate poverty in rural areas. • SDG 2: Zero Hunger – The lecture focused on market systems that encourage sustainable food production and improve access to healthy food options, helping to tackle global hunger. • SDG 4: Quality Education – By providing students with in-depth knowledge and critical insights into a crucial sector, the session contributed to enhancing quality education and	1, 2, 4, 12, 13	

	preparing students to address real-world challenges in agricultural marketing. • SDG 12: Responsible Consumption and Production – The focus on marketing strategies that reduce post-harvest waste and promote responsible consumption helped students understand the importance of sustainability in the agricultural value chain. • SDG 13: Climate Action – Dr. Punnaluck's discussions on reducing carbon footprints in food supply chains through sustainable marketing practices directly contributed to efforts aimed at mitigating climate change.		

Project	Detail	Related SDGs	Photo
10. Training's topic: "How to tell the results of complex analysis in an easy-to-understand way in marketing research: Techniques and Tips	Asst. Prof. Dr. Jirayu P. Kasemsant led a project aimed at enhancing the communication of marketing research findings by sharing techniques and tips for presenting complex analysis in an easy-to-understand manner. Conducted online via Zoom on September 22, 2023, from 13:30 to 15:00, the session focused on simplifying data interpretation and making research insights more accessible to a wider audience. The project was structured as an interactive session, incorporating practical demonstrations, case studies, and best practices for effective data storytelling. By aligning with Sustainable Development Goal (SDG) 4—Quality Education—the initiative contributed to improving research literacy, fostering better knowledge-sharing practices, and equipping professionals with the skills needed to communicate data-driven insights more effectively. Through this project, participants gained valuable strategies to enhance their presentations, ensuring that research findings are both impactful and easily comprehensible.	4	

Project	Detail	Related SDGs	Photo
11. KrungSri Bank's Training Project for Employees "Fundamental Knowledge on the Banking business and Financial Markets in Thailand"	The Department of Finance conducted an online training session for Bank of Ayudhya Public Company Limited (KrungSri Bank) personnel on the Fundamental Knowledge on the Banking Business and Financial Markets in Thailand. This training, which has been a continuous initiative since 2017, covered a range of important topics, including: • Financial Institutions in Thailand • Commercial Banks • Bank of Thailand • Financial Markets (Money Market, Capital Market, Bond Market, Derivatives Market) • Depository Projection Agency (DPA) • Digital Banking • Credit Management The primary objective of the training was to provide the bank's personnel with a comprehensive understanding of the banking industry and the financial markets in Thailand. This initiative promotes global partnerships between educational institutions and the banking industry, ensuring that employees across different departments have equal access to quality education. By improving employees' knowledge of the banking business and the financial markets, the training helps participants understand the interconnections within the bank's operations and how their roles contribute to the overall success of the bank. This awareness not only enhances individual employees' skills but also improves the productivity, efficiency, and sustainability of the bank. The ultimate goal is to foster economic growth in Thailand by strengthening the financial sector's stability and operations.	4, 8, 17	 

	This training project supports several Sustainable Development Goals (SDGs): • SDG 4: Quality Education – Providing high-quality education to enhance employees' skills and understanding of the financial industry. This allows them to better serve the needs of their consumers, who stand to benefit from their expertise. • SDG 8: Decent Work and Economic Growth – Contributing to the development of a knowledgeable workforce that can effectively manage and grow the financial sector. This is an important initiative in raising the bar for quality personnel in the finance sector. • SDG 17: Partnerships for the Goals – Strengthening collaborations between educational institutions, financial institutions, and other stakeholders to build capacity and drive sustainable development. This showcases the strength of a strong network and relationship that has been built over time. This project empowers employees with the knowledge they need to contribute to the bank's growth and the country's economic development.		

Project	Detail	Related SDGs	Photo
12. SCG Business Financial Management Training	The Department of Finance conducted a series of training sessions for SCG Public Company Limited's personnel on Business Finance Management. The sessions provided employees from various departments with equal access to high-quality education on core financial concepts, enhancing their understanding of business finance. The training covered the following key areas: • The objectives of doing business • The role of financial managers • Financing decisions: How to raise capital, sources of funds, capital structure, and the cost of capital • Liquidity management: Focus on working capital management • Financial statement analysis: Including financial ratio analysis • Investment decisions: Project evaluation and capital budgeting By participating in these sessions, SCG employees gained critical insights and practical skills necessary for effective decision-making within the organization, including better resource management, financing, liquidity management, and investment evaluation. This knowledge is essential for ensuring business sustainability, enabling employees to make informed decisions that contribute to the organization's growth and stability. This initiative promotes partnerships between educational institutions and the business sector, helping enhance financial literacy among employees. It fosters a culture of continuous learning, empowering staff with the knowledge and skills needed to improve their job performance and contribute to the overall success of the company. This ongoing professional development ensures employees are better positioned to secure their jobs or access further employment opportunities, leading to economic growth.	4, 8,17	

	This training supports the following Sustainable Development Goals (SDGs): • SDG 4: Quality Education – Offering employees valuable financial education that enhances their skills and capabilities. This allows them to better serve the needs of their consumers, who stand to benefit from their expertise. • SDG 8: Decent Work and Economic Growth – Equipping employees with the necessary skills to enhance job performance, business sustainability, and economic growth. • SDG 17: Partnerships for the Goals – Strengthening collaborations between the business sector and educational institutions as well as various stakeholders to create a more sustainable future. This showcases the strength of a strong network and relationship that has been built over time. In conclusion, this project not only empowers SCG's employees but also contributes to broader economic development and sustainability, positioning the company as a key player in fostering long-term growth and innovation.		

Project	Detail	Related SDGs	Photo
13. Training's topic "Global Trends in Leadership Management"	In today's rapidly changing global corporate environment, effective leadership is more important than ever. The Global Trends in Leadership Management (GTLM) 2024 program, scheduled from October 21 to 25, 2024, at The Column Hotel and Assumption University, Bangkok, Thailand, is designed to empower Nepali professionals with the essential skills and insights needed to navigate contemporary leadership challenges. This marks the second season of the GTLM program, originally introduced by Dr. Jenette Villegas-Puyod, a faculty member from Global Business Management, MSME, at Assumption University. The program is organized and coordinated by Dr. Punnaluck Satanasavapak, Director of the St. Thomas Aquinas Center for Business Solutions, and Acharn Kaimook Numgaroonaroonroj, Deputy Chairperson of the Department of Global Business Management, with support from Dr. Radha Sirianukul, Director of the Department of Global Engagement and Partnerships, as well as Dr. Nichanan Sakolvieng, Asst. Prof. Dr. Vasa Buraphadeja, and Dr. Muhammad Azhar Khalil. From Leadership Academy Nepal (LAN), Mr. Jayendra Rimal, COO, alongside Mr. Suman Neupane, Principal Consultant, and Mr. Pravakar Pradhan, Senior Program Manager, have also played a pivotal role in organizing the program. Primary Objectives of GTLM 2024: The program aims to equip participants from a variety of Nepali organizations with cutting-edge leadership and management skills. The key focus areas are: • Enhancing Understanding: Providing participants with a comprehensive understanding of modern leadership trends and best practices in management. • Innovative Strategies: Preparing participants to implement innovative strategies that drive organizational success. • Leadership Excellence: Empowering individuals to thrive in leadership roles, allowing them to tackle the complexities of the global marketplace.	3, 4, 16	

	Throughout the program, participants will engage in a series of interactive workshops, discussions, cultural excursions, industry visits, and networking opportunities that foster collaboration and idea-sharing. With a cohort of 24 professionals, GTLM 2024 promises to be a transformative experience filled with valuable insights and practical applications. Impact on Nepali Leaders: GTLM 2024 represents a significant step forward in the professional development of Nepali leaders. By combining the expertise of Leadership Academy Nepal and Assumption University, this initiative is not only focused on enhancing participants' leadership skills but also on contributing to the broader goal of leadership excellence in Nepal. SDGs Aligned: The GTLM 2024 program aligns with the following Sustainable Development Goals (SDGs): • SDG 3: Good Health and Well-being – Promoting leadership that prioritizes the well-being and mental health of employees and the community. • SDG 4: Quality Education – Providing high-quality educational experiences to participants and enhancing their leadership skills. • SDG 16: Peace, Justice, and Strong Institutions – Encouraging the development of strong and ethical leadership that fosters peace, good governance, and justice. As the program date approaches, anticipation is building for what promises to be a highly impactful week in Bangkok, nurturing the leaders of tomorrow. Participants will leave not only with enhanced knowledge but with a renewed sense of purpose and the tools necessary to succeed in their respective fields.		

Project	Detail	Related SDGs	Photo
14. Guest speaker on the topic “AI for research”	Asst. Prof. Dr. Vasa Buraphadeja, a faculty member from the Martin de Tours School of Management and Economics at Assumption University, was invited as a distinguished guest speaker. On July 3, 2024, the Research and Development Institute of Chiang Rai Rajabhat University hosted a full-day workshop titled "AI for Research" at The Mantrini Chiang Rai Resort. This exclusive event brought together 50 faculty members, equipping them with essential AI-driven research skills and fostering meaningful collaborations between academic institutions and practitioners. The workshop focused on providing faculty with the knowledge and hands-on experience needed to integrate artificial intelligence (AI) into research methodologies. By delving into practical applications, participants were empowered to enhance their academic output through AI tools and techniques, ensuring that research in various disciplines remains innovative and data-driven. Key Outcomes: • SDG 4: Quality Education: The workshop directly contributed to enhancing faculty capabilities in AI applications for research, improving the overall quality of academic work and promoting innovation in education. • SDG 8: Decent Work and Economic Growth: By upskilling participants, the event ensured that faculty members remained competitive and relevant in an evolving digital landscape, fostering growth and supporting long-term professional development. At the conclusion of the session, participants walked away with the knowledge and skills needed to leverage AI tools in their research, positioning them as pioneers in AI-integrated research methodologies.	4, 8	

Project	Detail	Related SDGs	Photo
15. Guest speaker on the topic “AI: Learning to Coexist”	Asst. Prof. Dr. Vasa Buraphadeja, a faculty member from the Martin de Tours School of Management and Economics at Assumption University, was invited as a distinguished guest speaker. Held at the Faculty of Education, Chulalongkorn University, the panel discussion "AI: Learning to Coexist" gathered 50 teachers for an insightful discourse on the intersection of artificial intelligence (AI) and pedagogy. The discussion highlighted the growing need for educators to adapt to AI-enhanced learning environments while preserving the fundamental human aspects of teaching, ensuring that technology serves as a tool to enrich, rather than replace, traditional educational values. Key Highlights: • SDG 4: Quality Education: The event supported educators in devising effective strategies to incorporate AI into classrooms, ensuring that AI tools complement traditional teaching methods. By promoting adaptive and forward-thinking teaching techniques, the session helped enhance the overall quality of education. • SDG 8: Decent Work and Economic Growth: The panel provided frameworks for teachers to optimize AI tools for key areas such as lesson planning, assessment, and personalized learning. This equips educators with the skills to thrive in a digitally evolving landscape, fostering economic growth through more efficient and innovative educational practices. The session encouraged a balanced perspective on AI adoption, acknowledging both the challenges it presents and its potential to significantly enhance the educational experience. Teachers left the event with a deeper understanding of how to coexist with AI, preparing them to integrate it meaningfully into their teaching practices.	4, 8	

Project	Detail	Related SDGs	Photo
16. Guest speaker on the topic “AI Forsight Predict. Prepare. Prevail”	Asst. Prof. Dr. Vasa Buraphadeja, a faculty member from the Martin de Tours School of Management and Economics at Assumption University, was invited as a guest speaker. On November 19, 2024, KBTG hosted an engaging panel discussion, "AI Foresight Predict", at the K+ Building in Pathum Wan. With an audience of 100 attendees, this session served as a platform to showcase the school's expertise in AI, reinforcing its thought leadership in the field. Key Highlights: • SDG 8: Decent Work and Economic Growth: The session played a significant role in promoting AI’s transformative potential for business and technology. By inspiring the audience to explore AI's impact, the event contributed to economic growth and job creation through the adoption of AI technologies in various sectors. • SDG 12: Responsible Consumption and Production: A major focus of the panel was the ethical deployment of AI. Discussions centered around data governance, ethical AI practices, and sustainable innovation. This aspect encouraged the audience to consider responsible AI practices, fostering sustainable development in technology. The panel discussion was not only a demonstration of KBTG's forward-thinking approach but also a catalyst for promoting informed decision-making and responsible AI integration. It cultivated a culture where AI innovation is aligned with sustainability and ethical standards, ensuring long-term positive impacts on both the industry and society.	8, 12	

Project	Detail	Related SDGs	Photo
17. Guest speaker on the topic “How AI is redefining skills and education”	Asst. Prof. Dr. Vasa Buraphadeja, a faculty member from the Martin de Tours School of Management and Economics at Assumption University, was invited as a distinguished guest speaker. During the DigiTech ASEAN International Exhibition on November 20, 2024, a high-impact panel discussion titled "How AI is Redefining Skills and Education" took center stage at IMPACT Arena. Drawing a diverse audience of 500 participants amidst an exhibition attended by over 8,000 professionals, the discussion illuminated the shifting landscape of education and workforce demands in the AI era. The session provided valuable insights into how AI-driven innovations are reshaping skill development, emphasizing the need for educational institutions and businesses to adapt to emerging technological advancements. Key Highlights: • SDG 8: Decent Work and Economic Growth: The panel explored how AI is revolutionizing skill development and reshaping career pathways in various sectors. By addressing the evolving workforce demands and the need for continual reskilling, the discussion supported economic growth and the creation of new job opportunities in the AI-driven future. • SDG 12: Responsible Consumption and Production: The dialogue also highlighted sustainable practices in AI-driven education models. The panel emphasized the importance of developing ethical AI solutions in education, promoting lifelong learning, and ensuring that AI tools are implemented in a way that benefits all stakeholders without compromising environmental or social responsibilities. This session provided industry leaders, educators, and policymakers with a strategic roadmap for integrating AI into lifelong learning initiatives. The insights offered aimed at preparing the future workforce to thrive in the AI era while ensuring that education systems are adaptable, ethical, and aligned with sustainable development goals.	8, 12	

Louis Nobiron School of Music

Project	Detail	Related SDGs	Photo
1. See by Ears, Hear by Heart II: Empowering Visually Impaired Musicians through Music Entrepreneurship	On September 7, 2023, the "Hearing with Ears, Knowing with Heart" project, organized by the Louis Nobiron School of Music at Assumption University, took place at Samyan Mitrtown. This initiative aimed to support visually impaired musicians by equipping them with the necessary skills to become successful Music Entrepreneurs. The program empowered participants to create, produce, and distribute their music through digital platforms, enabling them to generate sustainable income while promoting social inclusivity. The event featured a charity concert, hands-on workshops, and fundraising efforts, all designed to showcase the talents of visually impaired musicians and raise public awareness of their potential. The project was key in reducing social inequality, highlighting that people with disabilities are just as capable of being artists as anyone else. This initiative contributes to two important Sustainable Development Goals (SDGs): • SDG 5: Gender Equality – While not explicitly gender-focused, the project provided equal opportunities for all musicians, regardless of gender, encouraging inclusivity and empowering visually impaired individuals, especially women, to pursue careers in music and entrepreneurship. • SDG 10: Reduced Inequalities – By providing a platform for visually impaired musicians, the initiative worked to reduce social and economic inequalities, ensuring that people with disabilities had the tools and opportunities to participate fully in the creative economy and society. This enables them to bring out their potential and become confident members of society.	5, 10	

	In addition to its social impact, the project fostered economic sustainability by helping musicians tap into digital platforms for income generation and visibility. The inclusion of digital marketing and online content distribution workshops equipped the musicians with essential skills to reach a wider audience. The initiative also emphasized environmental sustainability by promoting eco-friendly practices and minimizing resource consumption in the production and distribution of music. By integrating social, economic, and environmental aspects, the project serves as a model for addressing global challenges with long-term sustainability and inclusivity in mind.		

Graduate School of Business and Advanced Technology Management

Project	Detail	Related SDGs	Photo
1. Integration Workshop for Graduating Students under Comprehensive	The Comprehensive Graduate School of Business and Advanced Technology Management (GS-BATM) conducts integration workshops for graduate students who are newly enrolled in the programs at the beginning of each semester, as well as for graduating students at the end of each trimester. These workshops are designed to allow students to practically apply concepts and techniques learned in class. They focus on promoting responsible participation, collaboration, and ethical decision-making in real-world scenarios. Key Features of the Workshop: 1. Interactive Lectures and Discussions: The lectures are designed to be highly interactive, encouraging students to ask questions, participate in discussions, and share their perspectives. Discussions aim to promote critical thinking and in-depth analysis of management concepts and theories, enhancing students' understanding of complex topics. 2. Team-Based Learning: Students collaborate on projects and assignments in groups, fostering collaboration, communication, and collective problem-solving skills. The emphasis on peer accountability and group work promotes a sense of responsibility and teamwork, helping students develop skills essential for success in the professional world. 3. Ethical Decision-Making: Simulations and exercises within the workshops often include ethical issues, requiring students to apply ethical principles when making decisions. This encourages students to consider the impact of their	4, 8, 10, 16, 17	

	actions on various stakeholders and to make decisions that align with ethical standards. Relevant Sustainable Development Goals (SDGs): • SDG 4 (Quality Education): The workshop enhances the quality of education by providing students with practical learning opportunities and preparing them for their professional careers. • SDG 8 (Decent Work and Economic Growth): The focus on team-based learning, ethical decision-making, and collaboration equips students with the skills necessary to thrive in the workforce, contributing to their employability and career success. • SDG 10 (Reduced Inequalities): By providing equal opportunities for all students to engage in workshops, regardless of background, the program promotes inclusivity and addresses educational inequalities. • SDG 16 (Peace, Justice, and Strong Institutions): The ethical decision-making component of the workshop helps instill values of integrity, fairness, and justice, which are essential for building strong institutions and fostering trust in leadership. • SDG 17 (Partnerships for the Goals): The collaboration between faculty, students, and the community promotes partnerships, enabling the university to contribute to sustainable development goals through educational initiatives. By organizing and conducting these integration workshops, the GS-BATM program ensures that students are well-prepared for both their professional careers and their roles as responsible global citizens.		

Project	Detail	Related SDGs	Photo
2. AU Hybrid International Conference: Entrepreneurship and Sustainability in the Digital Era 26 April 2024	The Graduate School of Business and Advanced Technology Management (GS-BATM) is organizing the annual AU Hybrid International Conference on April 26, 2024 to support the school's strategic plan of strengthening multidisciplinary education quality and experiences toward international standards. This conference serves to provide a global educational platform for Assumption University students while highlighting research, entrepreneurship, and sustainability in the digital era. Objectives of the Project: 1. Create a Distinctive International Educational Experience: This conference will blend Thai and international cultures, enriching students' global understanding and perspectives. 2. Promote Research and Publications: The conference underscores research and academic publications as key components of the university's mission, contributing to the growth of scholarly work. 3. Increase Faculty Recognition: The conference aims to increase the number of faculty members receiving national or international awards for research each academic year. Relevant Sustainable Development Goals (SDGs): • SDG 4 (Quality Education): The conference enhances educational quality by providing a platform for knowledge sharing, research, and the exchange of innovative ideas in entrepreneurship and sustainability. • SDG 8 (Decent Work and Economic Growth): By focusing on entrepreneurship, the conference promotes sustainable business practices and explores how digital tools can drive economic growth and job creation. • SDG 9 (Industry, Innovation, and Infrastructure): The theme of sustainability in the digital era aligns with	4, 8, 9, 12, 16, 17	

	fostering innovation in industries, focusing on digital transformation and resilient infrastructure. • SDG 12 (Responsible Consumption and Production): The conference emphasizes sustainable practices in entrepreneurship, discussing the role of businesses in promoting responsible consumption and production. • SDG 16 (Peace, Justice, and Strong Institutions): The event encourages academic and professional engagement, fostering collaboration among institutions, researchers, and industry leaders for sustainable development. • SDG 17 (Partnerships for the Goals): The conference creates opportunities for partnerships among universities, businesses, and institutions across the world, contributing to a collaborative approach to global challenges. This hybrid international conference aims to further the university's vision of advancing global education, research, and collaboration toward sustainability and entrepreneurship in the digital age.		

Project	Detail	Related SDGs	Photo
3. Thai Arts Culture: Thai Language Course for International Community	The Graduate School of Business and Advanced Technology Management (GS-BATM) organizes the Thai Arts and Culture Project to provide graduate students and faculty members with opportunities to engage with and learn about Thai culture, enhancing the international community's understanding and appreciation of Thailand's rich heritage. This project aims to promote Thai language learning and cultural immersion, allowing foreign students and faculty to connect more deeply with the local culture while strengthening international ties. Key Components of the Project: 1. Thai Language Class (TLC): This course offers foreign students, faculty, and interested individuals the opportunity to learn the Thai language, facilitating better communication and integration into Thai society. The course is designed to provide a foundation in speaking, reading, and writing Thai. 2. Thai Culture Immersion Program: MBA students from partner universities are invited to visit Assumption University to understand how Southeast Asian businesses operate and gain deeper insights into the region's culture. This program helps foster international understanding and collaboration. 3. Bai Sri Ceremony: A traditional Thai welcome ceremony that honors new students and faculty, promoting Thai customs and hospitality. This event plays a key role in integrating international participants into the community while fostering a sense of belonging. Relevant Sustainable Development Goals (SDGs): • SDG 4 (Quality Education): The project enhances the quality of education by offering language and cultural	4, 10, 16, 17	

courses that improve cross-cultural communication and understanding, contributing to the personal and academic development of international students and faculty.

- SDG 10 (Reduced Inequalities): By providing foreign students with access to cultural learning and experiences, the project reduces social and cultural barriers, fostering inclusivity and mutual respect within the diverse academic community.
- SDG 16 (Peace, Justice, and Strong Institutions): The Thai Arts and Culture project fosters understanding and respect across different cultures, promoting peace, social cohesion, and the strengthening of educational institutions by creating a more harmonious environment for all participants.
- SDG 17 (Partnerships for the Goals): The program supports partnerships with international universities, promoting cultural exchange and collaboration between Assumption University and its partner institutions, helping to build stronger global connections.

This project not only strengthens Assumption University's international reputation but also cultivates a deeper appreciation for Thai culture among the global academic community, ensuring that participants return with a broader perspective and understanding of Southeast Asia.

Student Affairs

Project	Detail	Related SDGs	Photo
1. The Annual Voluntary Camp by Rotaract Club	Making mobiles with the children at Wat Phuttha Udom Wihan School, Chachoengsao. Recreation among participants and elderlies, learning to make Roti with the elderlies, cleaning the toilets at Darul Khirot Mosque and learning to plant seedlings, visiting the rice mill and getting to know the OTOP products at Mon Thong Subdistrict Community State Enterprise, Chachoengsao. Making sandwiches and preparing survival bags and giving the sandwiches and survival bags to the homeless people at Dong Tan Community, Chachoengsao. Relevant Sustainable Development Goals (SDGs): SDG 1: No Poverty Preparing and distributing survival bags to the homeless helps alleviate poverty among vulnerable groups. SDG 2: Zero Hunger Making and giving out sandwiches to people in need supports access to sufficient and nutritious food. SDG 3: Good Health and Well-being Engaging in recreational activities with children and the elderly, as well as cleaning toilets at the mosque, contributes to both physical and mental well-being in the community. SDG 4: Quality Education Teaching children and elderly participants how to make mobiles fosters informal learning and life skills development.	1, 2, 3, 4, 10, 11, 12, 17	

	SDG 10: Reduced Inequalities Interacting with vulnerable populations—such as the elderly, children, and homeless individuals—promotes social inclusion and helps reduce inequality. SDG 11: Sustainable Cities and Communities Collaborating with local schools, temples, mosques, and community enterprises strengthens community engagement and fosters inclusive, resilient communities. SDG 12: Responsible Consumption and Production Learning about rice milling and local OTOP products supports sustainable production and consumption practices. SDG 17: Partnerships for the Goals Working alongside local communities, religious organizations, and educational institutions reflects strong partnerships toward achieving sustainable development goals.		

Project	Detail	Related SDGs	Photo
2. AR Induction camp 2023 by Architecture and Design Student Council	Joining community service at Teacher Boonchoo Home for Special Children, Sattahip, Chon Buri – by teach the students, color and decorate the space and donate foods, snacks and water which encourage the freshmen to involve in society and bring close relationship with their friends. Relevant Sustainable Development Goals (SDGs): SDG 3: Good Health and Well-being Supporting the well-being of children with special needs through meaningful interaction, creative activities, and a positive environment contributes to their mental and emotional health. SDG 4: Quality Education Teaching and engaging in learning activities with children promotes inclusive and equitable quality education, especially for students with special needs. SDG 10: Reduced Inequalities Involving students in community service at a home for special children promotes social inclusion and raises awareness of the challenges faced by marginalized groups. SDG 11: Sustainable Cities and Communities Encouraging students to engage with and contribute to their local community helps build inclusive and cohesive communities. SDG 12: Responsible Consumption and Production Donating appropriate items like food, snacks, and water reflects a mindful approach to meeting community needs sustainably. SDG 17: Partnerships for the Goals The collaboration between the university, student council, and Teacher Boonchoo Home exemplifies partnership in action for sustainable development.	3, 4, 10, 11, 12, 17	

Project	Detail	Related SDGs	Photo
3. 7th Volunteer Induction Camp by Rotaract Club	Providing AU students with experiential learning through social service activity; lacquer paint and scrub the moss at Taladklongsuan School, Bangbo, Samut Prakan. Relevant Sustainable Development Goals (SDGs): SDG 4: Quality Education Enhancing the school environment contributes to creating a safe and stimulating learning space, which supports inclusive and quality education for students. SDG 11: Sustainable Cities and Communities Engaging university students in improving local infrastructure promotes sustainable and resilient community development. SDG 3: Good Health and Well-being Cleaning and maintaining school facilities helps prevent accidents and reduces health risks for students and staff. SDG 13: Climate Action *(indirectly)* Promoting awareness among students of their environmental impact through maintenance activities may encourage more sustainable habits and environmental consciousness.	3, 4, 11,13	

Project	Detail	Related SDGs	Photo
4. CSR for Home school by Assumption University Organization (AUSO)	Sending clothes, study equipment, and personal items to Home School students in Samoeng, Chiang Mai. This initiative aimed to support underprivileged students in remote areas by providing basic necessities and educational supplies, helping to improve their quality of life and learning environment. Relevant Sustainable Development Goals (SDGs): SDG 1: No Poverty Reducing hardship by offering essential personal items to children in need. SDG 4: Quality Education Enhancing educational opportunities through the donation of study materials. SDG 10: Reduced Inequalities Supporting students in remote and marginalized communities to reduce disparities.	1, 4, 10	

Project	Detail	Related SDGs	Photo
5. CSR for Pattaya Orphanage by Assumption University Organization (AUSO)	Raising funds through an annual event and donating personal items, household products, and food ingredients to Pattaya Orphanage, Pattaya, Chonburi. This activity reflects the students' commitment to community service by organizing a fundraising initiative and delivering essential goods to support the well-being of orphans. Relevant Sustainable Development Goals (SDGs): SDG 1: No Poverty Providing basic needs to improve the quality of life for underprivileged children. SDG 2: Zero Hunger Donating food ingredients helps address food insecurity among children. SDG 10: Reduced Inequalities Supporting vulnerable groups and promoting social inclusion. SDG 12: Responsible Consumption and Production Encouraging mindful use and redistribution of resources.	1, 2, 10, 12	

Project	Detail	Related SDGs	Photo
6. CSR for Children's Day @ Marialai Ladkrabang by Assumption University Organization (AUSO	Supporting prizes for organizing Children's Day activities at Marialai Ladkrabang, Bangkok. This initiative aims to bring joy, motivation, and a sense of inclusion to children in the local community by contributing prizes for Children's Day celebrations, fostering child development and community engagement. Relevant Sustainable Development Goals (SDGs): SDG 3: Good Health and Well-being Promoting mental and emotional well-being through recreational and inclusive community activities. SDG 4: Quality Education Encouraging learning through fun and engaging activities that support informal education. SDG 10: Reduced Inequalities Ensuring that children from diverse backgrounds have access to joyful experiences and equal opportunities.	3, 4, 10	

Project	Detail	Related SDGs	Photo
7. CSR for Children's Day @ Thammanuraks Community by Assumption University Organization (AUSO)	Supporting prizes for organizing Children's Day activities for Thammanuraks Community, Bangkok. This community outreach aimed to provide joy and inclusive participation opportunities for children by donating prizes for Children's Day celebrations. The activity fosters positive child development and strengthens ties between the university and local communities. Relevant Sustainable Development Goals (SDGs): SDG 3: Good Health and Well-being Encouraging emotional well-being and happiness among children through inclusive, recreational events. SDG 4: Quality Education Promoting the value of learning through play and social engagement during Children's Day. SDG 10: Reduced Inequalities Supporting equal access to enriching experiences for children in underserved communities.	3, 4, 10	

Project	Detail	Related SDGs	Photo
8. CSR for Children's Day @ Bangbo Subdistrict Administrative Organization by Assumption University Organization (AUSO)	Supporting prizes for organizing Children's Day activities at Bangbo Subdistrict Administrative Organization, Samut Prakan. This initiative aimed to create joyful and inclusive experiences for children in the Bangbo community by providing prizes for Children's Day celebrations. It reflected the university's commitment to community engagement and child well-being. Relevant Sustainable Development Goals (SDGs): SDG 3: Good Health and Well-being Promoting mental and emotional well-being through recreational and social activities for children. SDG 4: Quality Education Encouraging informal learning and development through interactive celebrations. SDG 10: Reduced Inequalities Helping ensure that children from all backgrounds have access to meaningful and joyful experiences.	3, 4, 10	

Institute for Research and Academic Services

Project	Detail	Related SDGs	Photo
1. Collaborative Community Service Projects by Assumption University for the 2023 Academic Year	The Institute for Research and Academic Services (IRAS), in collaboration with various faculties, organized an event to foster relationships between Assumption University and the surrounding communities on August 25, 2023, at the Suvarnabhumi Campus. The event was attended by representatives from local organizations in Bang Sao Thong and Bang Bo districts of Samut Prakan province, including district offices, local administrative organizations, police stations, health promotion hospitals, and schools. The activities included an introduction to Assumption University's academic services to society, presentations highlighting the expertise of different faculties in providing academic services, and a platform for hearing the community's issues and needs for academic support from the University. After receiving feedback on the community's needs and concerns, Assumption University developed academic service projects to address these issues. The specific projects implemented by each faculty during the 2023 academic year are as follows: 1. First Aid Training for Teachers/Students at Wat Khotharam School and Talat Pak Khlong Chao School (Faculty of Nursing Science) 2. "Arts Social and Cultural Connect" Activity at Bang Bo School (Faculty of Arts) 3. Singing Skills Training for Students from Bang Bo 2 School Group, covering 18 schools (Faculty of Music) 4. Training on Solar Cell Technology and Energy Saving for Teachers and Students at Ban Rakat Community School (Faculty of Engineering)	1, 3, 4, 7, 9, 11, 12, 13, 16, 17	

	5. Consultation and Assistance in Designing Publicity Boards and Public Services for Bang Sao Thong Police Station (Faculty of Communication Arts) 6. Basic Knowledge Training in Creative Architectural Design for Students at Nawaminthrachinuthit Triam Udomsuksa Pattanakarn School (Faculty of Architecture and Design) 7. Consultation and Assistance in Developing a School Emergency Notification App for Teachers at Wat Sao Thong Nok School (Faculty of Science and Technology) 8. Training on Personal Financial Management for Grade 11 Students at Nawaminthrachinuthit Triam Udomsuksa Pattanakarn School (Faculty of Business Administration and Economics) Alignment with Sustainable Development Goals (SDGs): • SDG 1: No Poverty The various educational initiatives, such as financial management training and skills development in renewable energy, help equip individuals with the knowledge and tools to improve their economic circumstances and reduce poverty. • SDG 3: Good Health and Well-being The First Aid Training project addresses public health by providing crucial skills to teachers and students in the event of health emergencies, ensuring better well-being within the community. • SDG 4: Quality Education The projects implemented by the faculties directly contribute to quality education by offering specialized training, workshops, and academic support, thus enriching the educational experiences of students in local schools. • SDG 7: Affordable and Clean Energy The Training on Solar Cell Technology initiative promotes sustainable energy solutions and the adoption of clean		

	energy technologies in schools, thus advancing energy efficiency and sustainability. • SDG 9: Industry, Innovation, and Infrastructure The various training programs, such as Creative Architectural Design and Emergency Notification App Development, foster innovation and the development of technical skills that contribute to infrastructure improvement in local communities. • SDG 11: Sustainable Cities and Communities The community service projects, including designing publicity boards and developing emergency notification systems, contribute to enhancing the resilience and sustainability of communities by improving public services and infrastructure. • SDG 12: Responsible Consumption and Production The energy-saving training in solar technologies promotes responsible consumption and encourages sustainable practices in the community, reducing the carbon footprint and promoting environmental sustainability. • SDG 13: Climate Action Through the training on solar energy and energy-saving practices, the university encourages actions that mitigate climate change by promoting clean energy and reducing environmental impact. • SDG 16: Peace, Justice, and Strong Institutions The collaboration with local authorities and the development of emergency notification systems help strengthen institutions and promote safety, justice, and the rule of law within communities. • SDG 17: Partnerships for the Goals The collaboration between Assumption University and local communities exemplifies partnerships for sustainable development, as the academic expertise is effectively used to address community challenges and contribute to long-term goals.		

Project	Detail	Related SDGs	Photo
2. Polling Methodology Training for AU Students	The Institute for Research and Academic Services (IRAS) at Assumption University organized a workshop on polling for 21 interested students between September 2023 and March 2024. The objective of the workshop was to equip students with the necessary knowledge and skills related to the methods and procedures involved in conducting polls. During the training, students were provided with opportunities to practice conducting polls on various topics, receiving guidance and support from researchers at the IRAS. The workshop covered everything from the design and structure of polls to the analysis and presentation of results. The students were mentored closely throughout each step of the polling process. They ultimately presented the poll results to reflect the opinions and needs of the student body, disseminating these findings through various media channels. This initiative was aligned with SDG 4 (Quality Education) by enhancing the students' research skills, fostering an environment of experiential learning, and preparing them for real-world applications of polling and data collection methods. It also promoted analytical thinking and allowed students to engage with their peers' opinions, thereby contributing to a better understanding of their needs and perspectives.	4	

Project	Detail	Related SDGs	Photo
3. Action Research on AU Green University Development.	The Institute for Research and Academic Services (IRAS) launched the project 'Action Research for Developing Assumption University into a Green University' to support and promote the transformation of Assumption University into a green university. This initiative aims to align the university with sustainable practices that contribute to environmental and societal well-being. The project includes the following steps: 1. Conducting a Study on Green University Criteria: The first step involved studying the criteria for green university rankings using the UI Green Metric World University Ranking 2023 standards. This provided a framework for assessing and improving sustainability practices at the university. 2. Meeting with the University's Executive Team: The project engaged in discussions with the University's executive team to outline strategies for advancing the university's green initiatives and aligning them with global sustainability standards. 3. Engaging with Schools and Supporting Units: The project focused on fostering collaboration with various Schools and supporting units to build relationships and ensure cooperative efforts for the green university development. 4. Planning and Preparing Activities for Communication: This step included planning activities to communicate information supporting the green university initiative. It involved organizing the UI Green Metric indicators by Schools and supporting units and creating forms for data recording and presentation of each indicator. 5. Organizing Meetings for Communication and Awareness: Meetings were organized with Schools and supporting units to communicate the UI Green Metric ranking information, aiming to foster understanding, cultivate positive attitudes,	3, 6, 7, 9, 11, 12, 13, 14, 15	

	and encourage behavioral changes among stakeholders to develop Assumption University into a green university. This project directly supports the following Sustainable Development Goals (SDGs): • SDG 3 (Good Health and Well-being): Promoting a healthy environment for students, faculty, and staff. This would support the vision of having "happy" students as proposed by the university. • SDG 6 (Clean Water and Sanitation): Ensuring sustainable water management practices on campus, which would be beneficial to the community close to the campuses as well. • SDG 7 (Affordable and Clean Energy): Supporting the use of clean, renewable energy sources at the university. • SDG 9 (Industry, Innovation, and Infrastructure): Encouraging sustainable infrastructure and innovation at the university. • SDG 11 (Sustainable Cities and Communities): Contributing to the development of sustainable campus communities. • SDG 12 (Responsible Consumption and Production): Reducing waste and promoting sustainable resource use within the university. • SDG 13 (Climate Action): Actively engaging in climate action through the green university initiative. • SDG 14 (Life Below Water): Promoting practices that protect water ecosystems on campus. • SDG 15 (Life on Land): Supporting biodiversity and green spaces on the university grounds. This is aligned with the concept of "university in the park", which supports the growth of mind and bosy.		