WALAILAK UNIVERSITY

SDG REPORT 2025-2026



Times Higher Education Sustainability Impact Ratings 2026

SUSTAINABLE DEVELOPMENT GOALS

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4 QUALITY EDUCATION

SDG 4 : QUALITY EDUCATION

PROMOTING LIFELONG LEARNING THROUGH FREE EDUCATIONAL OPPORTUNITIES AND LEARNING RESOURCES

The university is committed to promoting lifelong learning by identifying the diverse learning needs of people of all ages, including those who are not enrolled at the university, and providing free access to educational opportunities and learning resources. Through a wide range of certificate-based training courses, access to educational facilities and equipment, and freely available online learning resources, the university supports continuous personal and social development.

Free Courses Leading to Certificates



The university offers a variety of free training courses and capacity-building activities for external participants. One notable initiative is the Young Scientist Competition (YSC) 2025. The competition provides training and mentoring courses in science, technology, and the application of Generative AI to prepare participants for the national competition.

The university also offers the Teacher Capacity Enhancement through Educational Innovation Course, jointly organized by the School of Education and the Center for Academic Services. This course is provided free of charge and aims to strengthen teachers' professional competencies through innovative teaching approaches.



In addition, the Local Storytelling Lab: Communication – Storytelling – Local Communities and various cross-media storytelling courses provide opportunities for community members and the general public to develop communication and storytelling skills.



Upon successful completion of these courses, all participants receive a Certificate of Completion as formal recognition of their participation and learning. These certificates provide participants with evidence of the knowledge and skills they have gained through the training and can support their continued personal, academic, and professional development. To further expand lifelong learning opportunities, WU supports self-paced online learning through WU MOOC and courses available on the Thai MOOC platform. Members of the public can enroll free of charge and receive certificates upon successful completion of the required assessments.

Free Access to University Educational Facilities and Equipment



Walailak University also provides external users with free access to educational facilities and equipments including scientific laboratories, computer laboratories, and advanced educational technologies through academic services programmes, educational visits, workshops and Open House activities at the Center for Scientific and Technological Equipment, Informatics Studio, the Center for Digital Innovation. These activities enable school students and teachers to gain practical experience in computer technology, artificial intelligence (AI), Google Workspace applications, scientific instruments, and medical technology through hands-on workshops and demonstration activities.





Moreover, the Center for Library Resources and Educational Media also welcomes members of the public to access its extensive learning resources, including more than 103,355 printed books, 177 Smart Classrooms, and Studio Classrooms designed to support collaborative learning, educational media production, and innovative teaching and learning activities.

Free Online Educational Resources

To ensure learning opportunities are accessible anytime and anywhere, Walailak University continuously develops and expands its free online educational resources. Through the university's digital library system, users have free access to 246,725 e-books, 23 online databases, and 782 electronic journals. The university also disseminates academic knowledge through WU Blogs, covering a wide range of topics including education, health sciences, technology, finance, and other academic disciplines.





การบริการที่ดียุคดิจิทัล: เมื่อเทคโนโลยีต้องมาคู่กับความใส่ใจ



อย่ามุ่งพัฒนาแค่ IQ หรือ EQ จนลืมสร้าง RQ ให้แข็งแกร่งในยุคนี้



Everyday English

In addition, educational content is freely available through Walailak Channel, which features programmes such as Walailak Moving Forward, Walailak Research and Innovation, Walailak Global, and Walailak News. Other educational media, including Walailak Health Care, Everyday English, and recorded training sessions from Young Scientist Competition (YSC) 2025, are also publicly accessible, enabling lifelong learning for individuals regardless of time or location.

PUBLIC EVENTS FOR LIFELONG LEARNING: EDUCATIONAL OPPORTUNITIES FOR THE GENERAL PUBLIC

WU promotes lifelong learning by providing educational events and public learning spaces that enable members of the general public to access knowledge and expertise from the university. These events cover a range of topics, including nature and environmental conservation, research and innovation, and agricultural technology. The activities are developed based on the needs and interests of target groups and societal issues, with an emphasis on practical knowledge, knowledge exchange, and opportunities for participants to apply what they have learned.



One of the key activities was the SIRIN MUSEUM Grand Opening, which was designed not only as an opening ceremony but also as a public educational event. The event provided participants with opportunities to learn about nature, ecosystems, and environmental conservation through learning experiences covering the natural system from upstream to downstream. By connecting scientific knowledge with real-world environmental contexts, the museum serves as a public learning space where visitors can develop a better understanding of natural resources, ecosystems, and the importance of conservation.



In the area of research and innovation, the university organized Walailak Research Day 2025 to make research knowledge more accessible to the public. The event featured Insight Talks where experienced university academics shared knowledge and practical experiences related to research achievement, research funding, and academic publication. It also included exhibition sessions presenting research and innovation from different areas, including the Research Excellence Showcase, Fundamental Fund Highlights, Emerging Researchers Zone, and Innovation by WU Science Park. These activities provided opportunities for participants to learn directly from research projects and innovations developed within the university and to better understand how academic knowledge can contribute to society and economic development.



For the agricultural sector, the university organized the seminar “Off-Season Durian Production Plan: Koon Formula 2026-2027” to provide practical knowledge responding to the needs of farmers and people interested in durian production. The seminar covered precise production planning for the 2026-2027 season, the use of technologies and performance-enhancing inputs to produce premium-grade durians,

and the application of the “Koon Formula” innovation to improve productivity and product quality. The event brought together fruit-production specialists, academics, product developers, and local farmers. In addition to receiving expert knowledge, participating farmers were able to share their own experiences and discuss practical approaches to orchard management, creating a two-way learning environment between academic experts and local practitioners.

Together, these activities demonstrate a continuous approach to developing public learning opportunities, beginning with the identification of community and societal learning needs, followed by the development of appropriate educational content and formats, engagement with diverse groups of participants, and monitoring of participation and outcomes. The University documents these activities through event information, photographs, participation records, and public communications, allowing the activities and their educational content to remain accessible to the wider public beyond the events themselves.

EDUCATIONAL OUTREACH ACTIVITIES BEYOND CAMPUS: PROMOTING LIFELONG LEARNING AND COMMUNITY LEARNING

WU is committed to providing educational outreach activities beyond campus to create lifelong learning opportunities for members of the public. Through vocational training, short courses, tailored lectures, demonstrations, and knowledge-transfer activities, the university provides communities and local schools with access to academic knowledge and practical skills that support education, employment, and everyday life. These activities integrate expertise from different disciplines and are designed to respond to local contexts and community needs.



In 2025, the university implemented a range of programmed educational outreach activities. These included the ECEEP Programme, which provided teachers and childcare providers with knowledge and practical guidance on assessing and promoting children's Executive Functions (EF) and motor development to improve early childhood learning; the Thai and English Literacy Development Programme through Self-Regulated Learning, led by Assistant Professor Dr. Patcharee Imsri, which strengthened the capacities of teachers and students across a network of 10 schools and received an outstanding award under the U-School project; the English Learning Materials Development Programme for Young Children, led by Assistant Professor Dr. Worrarat Wanjit, which provided early childhood teachers with practical approaches to using English-language learning materials and storytelling; and the Livestock Occupation Promotion Programme, which delivered training on pig farm management, pork product processing, and biogas production from pig manure to strengthen the skills and income-generating capacity of community livestock enterprises.



The university delivered ad-hoc educational outreach activities in response to local needs. These included the STEM Environmental Learning on Climate Change, which provided students with STEM and environmental issues knowledges, contributing to their success at the Asia-Pacific level, where they were recognised as regional winners of the IVSS Asia-Pacific Competition. Additionally, the ad-hoc included training on animal sterilization and rabies prevention, combining community education with practical demonstrations for pet owners and community volunteers; Volunteer Veterinary Activities, which transferred knowledge on animal health desease prevention, and livestock management to farmers and community member; and the expansion of the Sufficiency Economy Programme, which provided practical knowledge on agriculture, resource management, and sustainable living based on the Sufficiency Economy Philosophy, enabling communities to apply the knowledge in their daily lives and strengthen self-reliance.





Through programmed and ad-hoc outreach activities, WU extends learning beyond campus to schools and communities, supporting lifelong learning, skills development, knowledge transfer, and practical applications in education, livelihoods, health, and sustainability. These efforts strengthen communities and promote inclusive learning opportunities.

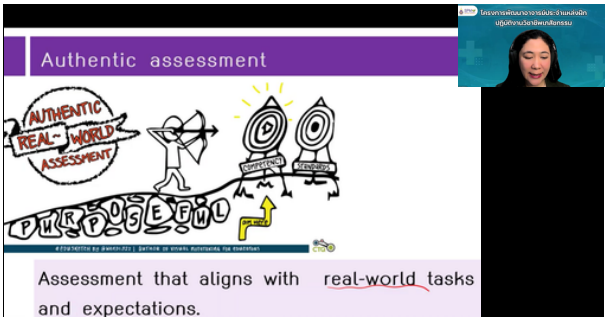
VOCATIONAL TRAINING EVENTS FOR LIFELONG LEARNING

Walailak University promotes lifelong learning by providing vocational training and professional development opportunities for people outside the University. The activities are designed to respond to the knowledge and skill development needs of different professional groups, including practicing professionals, teachers, educational personnel, and individuals interested in developing new skills. The University provides both planned and continuing Program activities and specific Ad-hoc training activities in response to emerging or targeted learning needs.

Program

The university develops vocational training programs based on the needs and professional contexts of target groups, with an emphasis on practical knowledge and skills that can be applied in real-world work settings.

One example is the Professional Pharmacy Practice Training Site Instructor Development Program 2025, organized by the School of Pharmacy to strengthen the competencies of instructors at professional pharmacy practice training sites. The program aimed to improve their ability to support students' practical training effectively and



consistently with national higher education qualification standards. The training covered Authentic Assessment and the use of the pharmacy professional practice assessment system. It was delivered online via Zoom Meeting and provided free of charge, allowing external professional practitioners to access professional development opportunities without financial barriers.



In the culinary field, the University organized the practical training workshop “Coastal Seafood Product Processing Skills Training.” The activity focused on developing practical skills for transforming locally sourced seafood into value-added food products. Participants learned the complete production process, from selecting and preparing raw materials and seasoning to producing products such as shrimp dumplings and fish rolls. The training combined lectures, demonstrations, and hands-on practice, with academics and students from the Professional Culinary Arts program providing close guidance.

Moreover, the university organized the free training workshop, namely “The Enhancing Teacher Capacity through Educational Innovation” to strengthen teachers’ skills in educational innovation, learning-material development, and educational research. Following the workshop, all participants received certificates of completion, and participant feedback was used to improve future training activity.



Ad-hoc



In addition to planned vocational training programs, Walailak University also provides Ad-hoc training activities to respond to specific and emerging skill-development needs. One example is “Design Thinking for Research and Development #2,” which was organized to strengthen skills related to research, innovation, entrepreneurship, and business development.

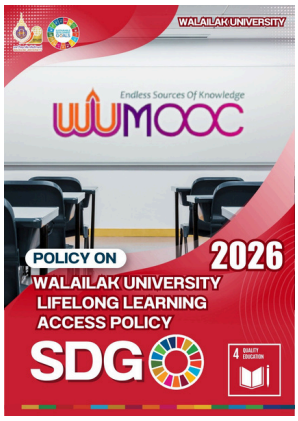
The activity included sessions on Innovation Ecosystem Design and Design Thinking: From Business Perspectives to Entrepreneurship, together with practical workshops. Participants engaged in the Empathize stage to understand users and stakeholders, followed by Define to identify and clearly formulate user problems. The activity concluded with Creative and Critical Problem Solving, enabling participants to apply design-thinking tools and approaches rather than relying solely on lecture-based learning.

Across both Program and Ad-hoc activities, the University monitors training outcomes through post-training evaluations, participant feedback, requests for additional learning topics, participation records, and certificates of completion where applicable. Feedback and evaluation results are used to refine existing programs and develop future training activities, creating a continuous cycle of identifying learning needs, developing relevant training, engaging participants through practical learning, and measuring outcomes.

Through these activities, Walailak University demonstrates its role in providing vocational training events for lifelong learning that extend beyond its regular student population. By making professional knowledge, practical skills, and expert guidance accessible to external participants, the University supports continuous professional development, employability, entrepreneurship, and lifelong learning within the wider community.

LIFELONG LEARNING ACCESS POLICY: ENSURING INCLUSIVE AND EQUITABLE ACCESS TO LEARNING OPPORTUNITIES

WU has established a Lifelong Learning Policy to provide a framework for promoting and expanding learning opportunities for university personnel, alumni, students, and the general public. The policy aims to position the University as a lifelong learning resource where everyone can access educational opportunities equitably. The policy was formally announced on 8 November 2022, placing it within the 2022-2025 period specified by the indicator.





The policy was developed from the university's vision of becoming an "Educational Park" and a learning hub that supports formal, non-formal, informal, and lifelong learning. It defines lifelong learning as an important mechanism for developing people's knowledge, quality of life, and capacity for continuous self-development. This provides a clear institutional framework for responding to the learning needs of people across different age groups and backgrounds.



A key principle of the policy is to provide learning opportunities for everyone based on democracy and diversity. The university explicitly states that access to lifelong learning should not be restricted by race, religion, skin colour, physical status, gender, economic status, immigration status, or political views that do not conflict with the Constitution. This principle provides an institutional basis for designing learning activities and services that are inclusive, equitable, and free from discrimination.

The policy identifies diverse target groups–including children, youth, students, workers, and older adults–and addresses their professional, life, and specialized learning needs. Thus, lifelong learning at Walailak University extends beyond enrolled students to external learners and the wider community.

To translate the policy into practice, the University established strategies covering knowledge and technology transfer, lifelong-learning-oriented teaching and learning, supportive management systems, learner services and facilitation, and collaboration with external partners and networks. These strategies provide mechanisms for developing accessible learning opportunities and responding to changing needs within society.





The implementation of the policy also supports continuous improvement through the use of information from learning activities, target-group needs, participant feedback, and service outcomes. Such information can be used to improve courses, activities, services, and learning formats, ensuring that lifelong learning provision remains relevant and accessible to diverse groups.

Through this policy, Walailak University demonstrates a clear institutional commitment to inclusive and equitable access to lifelong learning. The policy identifies the needs and diversity of learners, establishes institutional strategies to develop appropriate learning opportunities, engages different groups through accessible learning provision and partnerships, and supports continuous improvement based on implementation and feedback. Formally approved in 2022, the policy provides documented evidence that the University had an institutional framework for ensuring that lifelong learning opportunities were accessible to all within the 2022-2025 assessment period.

BRIDGING THE GAP BETWEEN AWARENESS AND PRACTICE: UNDERSTANDING SDG 4 AMONG UNIVERSITY STUDENTS

Sustainable Development Goal 4 (SDG 4: Quality Education) is a key global goal that seeks to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. Achieving SDG 4 requires more than improving educational systems; it also requires developing students' knowledge, understanding, and sustainability skills. University students are particularly important stakeholders because they will become future professionals, decision-makers, and contributors to sustainable development.



A recent systematic review examined SDG 4 literacy among university students by synthesizing quantitative evidence from nine studies involving 4,679 university students across Asia, Europe, and Africa. The review followed the PRISMA 2020 guidelines and assessed the methodological quality of the included studies using Joanna Briggs Institute critical appraisal tools. Overall, the findings revealed an important gap: although students generally recognized SDG 4 as highly important, their actual knowledge and literacy regarding the goal remained mostly at low to moderate levels.

The key challenge therefore extends beyond whether students are aware of SDG 4. More importantly, students need to understand its core concepts, targets, and implications and be able to apply this knowledge in real-life contexts. The review identified a gap between awareness, knowledge, and practice. Students generally valued inclusive and quality education, but many had limited understanding of specific SDG 4 targets, sustainability policies, and how quality education can be translated into practical action.



Another important finding concerns the integration of SDG 4 into university curricula. Across the reviewed studies, curriculum integration varied considerably and was often ad hoc or indirect, appearing through individual subjects or learning contexts such as global citizenship, teacher education, or English language courses. In many cases, SDG 4 was not systematically embedded into curriculum structures, learning outcomes, or competency development across disciplines.

The review also highlighted challenges in measuring SDG 4 literacy. The studies used different definitions, measurement approaches, and assessment instruments, while psychometric properties were incompletely reported in some cases. Such inconsistencies make it difficult to compare students' levels of SDG 4 knowledge across studies and contexts. They also demonstrate the need for more reliable and clearly defined measurement tools for assessing students' sustainability-related knowledge and competencies.

These findings suggest that universities should move beyond simply raising awareness of SDG 4 toward the systematic development of sustainability knowledge and skills. SDG 4 and broader sustainability concepts should be integrated into curricula and learning outcomes while providing students with opportunities for experiential learning. Activities such as community-based projects, problem-solving, collaborative initiatives, and engagement with external stakeholders can help students connect academic knowledge with real-world challenges.



Measurement should also extend beyond asking whether students know about or recognize the importance of SDG 4. Universities should consider assessing knowledge, understanding, knowledge retention, sustainability skills, and the ability to apply sustainability concepts in practice. A systematic assessment approach can help institutions identify learning gaps, design appropriate educational interventions, and monitor students' development over time.

The systematic review demonstrates that awareness does not necessarily translate into knowledge or action. Although WU students generally recognize the importance of SDG 4, significant gaps remain in deeper understanding, curriculum integration, and systematic assessment. Addressing these gaps requires universities to connect knowledge with practical learning experiences and establish reliable approaches to measuring students' sustainability competencies. So, higher education institutions can help students move beyond simply understanding the importance of quality education toward applying their knowledge and skills to create meaningful change and contribute to a more sustainable society.