# UNITED NATIONS ACADEMIC IMPACT

# ACTIVITY REPORT FOR 2025

# TIMELINE OF ACHIEVEMENT 2025

**02**

## FEBRUARY 2025

President University was declared accredited "Excellent" on February 11, 2025. This accreditation is valid until December 20, 2028.

**07**

## JULY 2025

On July 10, 2025, President University secured 1st place in the WURI Top Innovation ranking in the Entrepreneurial Spirits category, and achieved 2nd place in the Crisis Management and Infrastructure/Technology categories. In addition, President University ranked 220th among the top 400 innovative universities.

**11**

## NOVEMBER 2025

At the end of 2025, specifically on November 18, 2025, President University achieved a 5-stars rating in the QS Stars assessment. This 5-stars designation is valid until July 31, 2028.

In addition, President University is proud to present its international recognition achievements based on the following events:
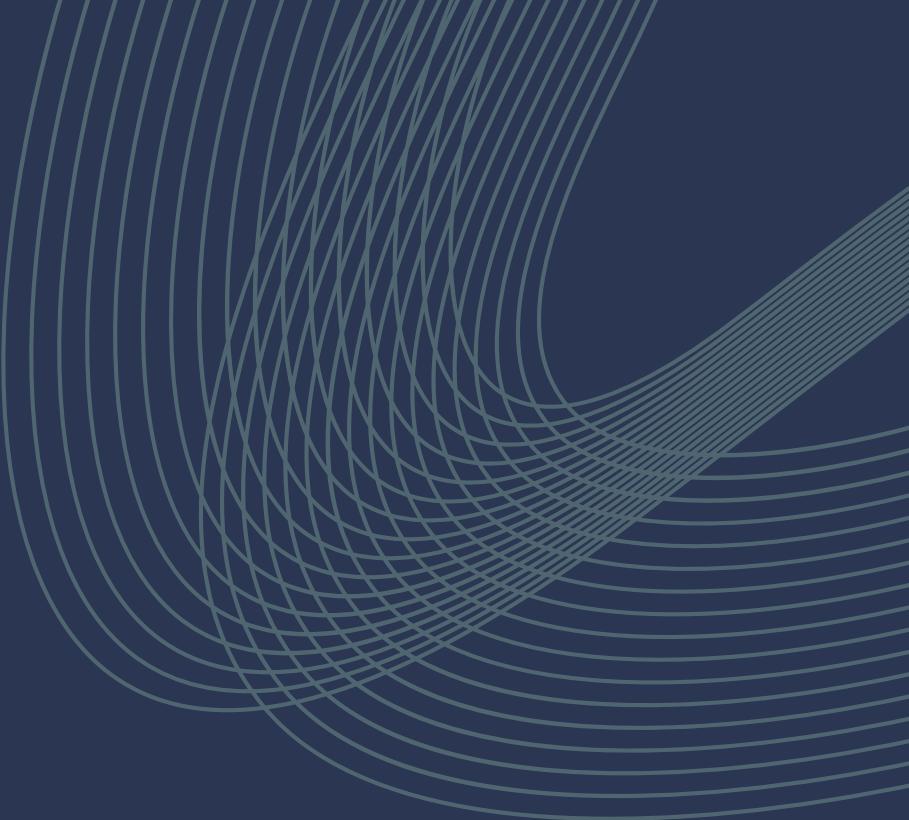
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# EXECUTIVE SUMMARY

In 2025, President University strengthened its global commitment through its official participation in the United Nations Academic Impact (UNAI). This engagement reflects the University's alignment with the UNAI principles in advancing quality education, human rights, global citizenship, peace, sustainability, and social inclusion through education. Throughout the year, President University carried out a wide range of academic, community service, and international programs that contributed directly to the achievement of the Sustainable Development Goals (SDGs).

The programs highlighted in this UNAI Final Report represent selected flagship initiatives that demonstrate the strongest alignment with key UNAI principles, including poverty alleviation through education, inclusive access to learning, higher education capacity building, global citizenship, human rights, intercultural dialogue, sustainability, peace, and the principles of the United Nations Charter. These highlighted programs serve as best-practice examples, while the University continues to implement many other supporting initiatives across faculties and study programs. Through this sustained institutional commitment, President University reaffirms its role as a globally oriented university that actively contributes to sustainable development, peace, inclusion, and international cooperation.

# INTRODUCTION

**PRESIDENT UNIVERSITY X UNAI**

President University officially became a member of the United Nations Academic Impact (UNAI) on 28 August 2025, marking a significant milestone in its commitment to global engagement and sustainable development. UNAI is a United Nations initiative that aligns higher education institutions worldwide with ten core principles centered on human rights, access to education, sustainability, global citizenship, intercultural dialogue, peace, and social responsibility through education. Through this membership, President University strengthens its role as a higher education institution that actively contributes to addressing global challenges through education, research, and community engagement.

In line with this commitment, throughout 2025 President University implemented programs and initiatives that directly support the achievement of the Sustainable Development Goals (SDGs) across multiple sectors, including quality education, innovation, social inclusion, environmental sustainability, and global partnerships. During this reporting year, President University successfully applied 10 UNAI Principles, reflecting a strong institutional alignment with the values promoted by the United Nations. These efforts demonstrate the university's dedication to fostering globally minded graduates while contributing tangible impacts toward sustainable development at local, national, and international levels.

# 10 ACADEMIC IMPACT PRINCIPLES

**President University X UNAI**

**01** A commitment to addressing issues of poverty through education.

**02** A commitment to building capacity in higher education systems across the world.

**03** A commitment to educational opportunity for all people regardless of gender, race, religion or ethnicity.

**04** A commitment to encouraging global citizenship through education.

**05** A commitment to the opportunity for every interested individual to acquire the skills and knowledge necessary for the pursuit of higher education.

**06** A commitment to human rights, among them freedom of inquiry, opinion, and speech.

**07** A commitment to promoting intercultural dialogue and understanding, and the "unlearning" of intolerance, through education.

**08** A commitment to promoting sustainability through education.

**09** A commitment to advancing peace and conflict resolution through education.

**10** A commitment to the principles inherent in the United Nations Charter

# SPIRIT OF PRESIDENT UNIVERSITY

President University's participation in the United Nations Academic Impact (UNAI) is strongly aligned with its institutional Vision "to be an eminent university that produces leaders with entrepreneurial spirit, multicultural and global mindset." This vision is clearly reflected in the seven UNAI principles adopted by President University in 2025, including commitments to addressing poverty through education, building global higher education capacity, ensuring educational opportunities for all regardless of gender, race, religion, or ethnicity, encouraging global citizenship, widening access to higher education skills and knowledge, upholding human rights such as freedom of inquiry and expression, and promoting intercultural dialogue while unlearning intolerance through education. These principles directly reinforce the university's multicultural and global orientation, as well as its dedication to inclusive, rights-based, and transformative education.

Furthermore, the ten adopted UNAI principles are closely integrated with the Mission and Goals of President University through the delivery of high-standard education, the development of creative, innovative, inclusive, and broad-minded leaders, and the implementation of high-quality, effective, and sustainable research and community service. The university's goals to produce globally competitive graduates, foster leadership, create an inclusive and heterogeneous learning environment, advance science and technology for societal welfare, and strengthen national and international cooperation strongly reflect UNAI's values of equity, capacity building, global partnership, and sustainable development. This alignment demonstrates that President University's engagement with UNAI is not symbolic, but deeply embedded in its Tridharma Perguruan Tinggi and long-term institutional strategy to contribute meaningfully to the Sustainable Development Goals (SDGs) at the local, national, and global levels.

# BASIC DIRECTION OF PRESIDENT UNIVERSITY



The basic directions of President University are as follows:

1. The promotion of inclusive leadership values and the cultivation of a spirit that respects human dignity, diversity, and human rights.
2. Distinctive education and research with a strong focus on entrepreneurship, innovation, and interdisciplinary fields.
3. The implementation of practical, industry-oriented education and applied research to address real societal challenges.
4. Active contribution to the development and empowerment of the local community through sustainable community service programs.
5. Strategic contribution to the international community through global partnerships, multicultural engagement, and global citizenship education.

Through participation in the United Nations Academic Impact (UNAI), President University intends to further strengthen the globalization of the university and enhance the internationalization of both the academic environment and the surrounding community. Through practical education, research, and community engagement, the university continues to actively address issues of poverty, inclusion, and sustainable development in support of the *Sustainable Development Goals (SDGs).

# OBJECTIVES

To promote social responsibility and community engagement actions that strengthen the relationship between President University and society, contributing to collective well-being and sustainable human development, in line with the principles of UNAI and the SDGs established by the United Nations.

In each year, UNAI member institutions are required to undertake activities for at least one of the 10 UNAI principles and submit a yearly activity report to the secretariat of the UNAI. Since joining the UNAI Program, President University prepares and publishes a yearly activity report on UNAI-related initiatives through its official website as part of its continuous commitment to transparency, accountability, and sustainable global engagement.

# FINANCIAL PLANNING EDUCATION TO STRENGTHEN ECONOMIC RESILIENCE OF YOUNG WORKERS AT PT CJ LOGISTICS CIKARANG

## PRINCIPLES 1:
## A COMMITMENT TO ADDRESSING ISSUES OF POVERTY THROUGH EDUCATION

ASSISTANT PROFESSOR PANDU ADI CAKRANEGARA, ASSISTANT PROFESSOR LISWANDI, AND ASSOCIATE PROFESSOR DEDI RIANTO RAHADI, FACULTY OF BUSINESS, PRESIDENT UNIVERSITY



This condition was clearly observed among employees at PT CJ Logistics Cikarang, where the majority of workers are young first-time employees. Although income is regularly earned, limited understanding of budgeting, saving, and long-term financial planning threatens their financial stability and welfare. From a broader development perspective, weak financial literacy contributes to structural poverty risks, especially among productive-age workers.

Responding to this challenge, President University initiated a community service-based educational program on personal financial planning aimed at strengthening workers' financial capability as a foundation for economic security and poverty prevention through education

## BACKGROUND OF THE ACTIVITY

Cikarang is widely recognized as one of Indonesia's largest industrial areas, attracting thousands of young job seekers, particularly vocational high school graduates. Many of these young workers are entering the workforce for the first time and receiving their first regular income. Despite this milestone, most of them lack sufficient financial literacy and personal financial planning knowledge, placing them at high risk of poor financial decision-making, overconsumption, debt accumulation, and long-term economic vulnerability .

## BACKGROUND OF THE ACTIVITY

The activity was implemented at the CJ Logistics operational facility in the MM2100 industrial area, Cikarang, and was scheduled on a Saturday to avoid disrupting employees' working hours. The program adopted a two-session learning model, combining structured classroom education with participatory discussion .
In the first session, participants received theoretical instruction on:

- Basic personal financial planning,
- Income and expense management,
- Financial goal setting,
- Principles of saving and spending control.
- 

In the second session, participants were invited to engage in an interactive question-and-answer discussion related to their personal financial conditions. Since comprehensive individual financial plans require extended time and personal data, the facilitators emphasized general financial planning frameworks applicable to all participants. To reinforce learning in an engaging manner, the session concluded with a financial literacy game facilitated by students.

Throughout the program, participants demonstrated strong enthusiasm and participation, completing the full session actively and interactively. This educational approach ensured not only knowledge transfer but also behavioral awareness related to financial responsibility

## OUTPUT OF THE ACTIVITY
The main outputs of this UNAI-related activity include:

- Increased financial literacy among young employees regarding income management, budgeting, and saving.
- Improved awareness of the importance of long-term financial planning for personal and family welfare.
- Strengthened capacity of workers to make responsible financial decisions, reducing the risk of consumptive behavior and unmanageable debt.
- Enhanced relationship between President University and the industrial sector in delivering education-based social responsibility programs.
- Contribution to the economic resilience of productive-age workers, supporting poverty prevention at the early stage of employment.

The participants expressed high satisfaction with the program and are expected to apply the acquired knowledge in their daily financial practices

## FUTURE ACTIVITIES



To ensure the sustainability and broader impact of this initiative, several follow-up plans are recommended:

- Expansion of financial literacy training programs to other company units or partner industries.
- Development of advanced financial planning modules, including debt management, investment basics, and retirement planning.
- Implementation of periodic follow-up evaluations to measure behavioral changes among participants.

Integration of financial literacy programs into student community service and internship-based empowerment activities.

- Establishment of long-term collaboration between President University and CJ Logistics in the field of worker welfare and human capital development.

These future activities aim to strengthen the long-term poverty prevention impact through continuous education and workforce empowerment.

# STRENGTHENING HIGHER EDUCATION CAPACITY THROUGH AI-BASED LESSON PLANNING TRAINING FOR TEACHERS

PRINCIPLES 2:
A COMMITMENT TO BUILDING CAPACITY IN HIGHER EDUCATION SYSTEMS ACROSS THE WORLD.

ASSOCIATE PROFESSOR ANI PUJIASTUTI, AND ASSISTANT PROFESSOR EMILIUS GERMAN ,FACULTY OF SOCIAL AND EDUCATION, PRESIDENT UNIVERSITY

## BACKGROUND OF THE ACTIVITY



Recognizing this challenge, President University through its Elementary Teacher Education Study Program initiated the Workshop "Designing Lesson Plan Using AI" to enhance teachers' pedagogical and technological competencies. The workshop aimed to equip teachers with practical skills in using AI—especially ChatGPT—to design structured, contextual, and adaptive lesson plans. This initiative directly supports higher education capacity building by strengthening the quality of teacher training, instructional methods, and long-term learning innovation within the education ecosystem
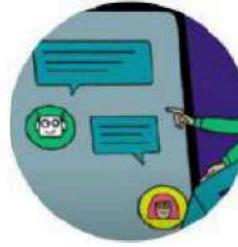
The advancement of Artificial Intelligence (AI) has reshaped many aspects of education, particularly in learning design and instructional planning. Despite this rapid development, many teachers still face challenges in utilizing AI technology effectively to support teaching and learning processes. Lesson planning remains a time-consuming task, and teachers often struggle to design innovative, engaging, and differentiated learning experiences

## PROGRESS OF THE ACTIVITY

The workshop was conducted on Thursday, March 6th, 2025, from 13.00 to 14.30 WIB at SD Presiden. The activity involved:

- Opening session by the Head of the PGSD Study Program,
- Main presentation on AI in education by the invited trainer, Emilius German, S.S., M.Pd,
- Hands-on practice session, where teachers directly designed lesson plans using AI tools (ChatGPT),
- Interactive discussion and reflection session, and
- Closing and documentation.

The material covered:

- Introduction to Generative AI,
- Types of AI tools for education (chatbots, single-purpose tools, all-in-one lesson planning tools, embedded AI),
- Prompt writing strategies for lesson planning,
- Practical examples of AI-generated lesson plans aligned with curriculum standards

All teachers of President Elementary School (SD Presiden) participated actively, engaging in direct practice using laptops and guided prompts. The workshop applied a learning-by-doing approach, ensuring that participants not only understood AI concepts but also developed real lesson plans using AI during the session.





## OUTPUTS OF THE ACTIVITY

The key outputs of this UNAI-related activity are as follows:

- Teachers acquired practical skills in utilizing AI (ChatGPT) for lesson planning.
- Increased efficiency and creativity in preparing learning materials.
- Enhanced digital pedagogical competence among elementary school teachers.
- Introduction of innovative instructional design approaches based on AI support.
- Strengthened collaboration between President University and school education institutions.
- Contribution to the long-term strengthening of the higher education system, starting from teacher quality improvement.

This activity directly supports sustainable capacity development in education by upgrading human resources at the foundational level.

## FUTURE ACTIVITIES

To ensure the sustainability and broader impact of this capacity-building initiative, the following future activities are recommended:

- Development of advanced AI-based pedagogy workshops (assessment design, adaptive learning, student analytics).
- Expansion of the program to other schools and teacher communities.
- Integration of AI-based lesson planning into teacher certification and training programs.
- Continuous monitoring of teaching innovation implementation post-training.
- Development of AI-enhanced learning modules for use in higher education teacher preparation programs.

These future plans will deepen the impact of AI integration in education and strengthen institutional capacity in a sustainable manner.

# EXPANDING EQUAL ACCESS TO EDUCATION THROUGH THE BLOSSOM BASIC ENGLISH PROGRAM FOR ORPHANAGE CHILDREN

PRINCIPLES 3:
A COMMITMENT TO EDUCATIONAL OPPORTUNITY FOR ALL PEOPLE REGARDLESS OF GENDER, RACE, RELIGION, OR ETHNICITY

ASSOCIATE PROFESSOR DEDI RIANTO RAHADI, ASSISTANT PROFESSOR PANDU ADI CAKRANEGARA, ASSISTANT PROFESSOR MARIA CHRISTINA LIEM, AND MRS. SISKA PURNAMA MANURUNG, FACULTY OF BUSINESS, PRESIDENT UNIVERSITY



The BLOSSOM program was initiated to bridge this educational access gap, by delivering free, inclusive, and interactive basic English education for orphanage children. The program was also integrated with the Citizenship course, reinforcing students' social responsibility, empathy, and commitment to educational equity. This initiative directly reflects UNAI's principle of providing equal educational opportunity for all, without discrimination of any kind

## BACKGROUND OF THE ACTIVITY

Education is a key instrument for improving quality of life and future opportunities. However, children living in orphanages often experience educational inequality, especially in accessing basic English education. At Rumah Harapan Orphanage, it was identified that children had limited exposure to English learning due to the absence of qualified teachers, inadequate learning facilities, and financial constraints. This condition placed them at a disadvantage in accessing future education, employment opportunities, and global knowledge

## BACKGROUND OF THE ACTIVITY

The activity was conducted in a one-day intensive session on 17 July 2025 at Rumah Harapan Orphanage, Bekasi. The learning process followed a structured flow:

- Pre-test to assess initial English ability of the children,
- Study session covering basic vocabulary, speaking, listening, and simple grammar (Simple Present Tense),
- Use of visual media, drilling techniques, and interactive games to facilitate learning,
- Post-test to measure learning improvement,
- Game, awarding session, donation, and stationery distribution.

The learning materials focused on basic daily vocabulary, including nouns such as apple, mango, fish, egg, juice, table, chair, fan, and simple sentence construction using everyday contexts. The participatory and joyful learning approach created a relaxed environment that encouraged children to actively engage during the session





## OUTPUT OF THE ACTIVITY

The key outputs of the BLOSSOM program include:

- Improved basic English skills among orphanage children (vocabulary, pronunciation, and simple sentence construction).
- Increased confidence to speak in English, even at a basic level.
- Children were able to construct simple sentences using the pattern Subject + Verb + Object.
- Equal access to learning resources, including English learning books and stationery.
- Strengthened social awareness, empathy, and communication skills among student volunteers.
- Creation of visual and narrative documentation as learning evidence and accountability.

These outputs demonstrate the successful delivery of non-discriminatory educational access to vulnerable children

## FUTURE ACTIVITIES



To ensure sustainability and wider impact, the following future activities are recommended:
- Development of regular English mentoring programs at the orphanage.
- Expansion to other orphanages and underserved communities.
- Engagement of more student volunteers from different study programs.
- Introduction of online mentoring sessions for continuous learning.
- Development of a long-term education support system in collaboration with orphanage institutions.

# ENCOURAGING GLOBAL CITIZENSHIP THROUGH COMMUNITY-BASED EDUCATION AT SHELTER HOUSE BALARENIK, BEKASI

## PRINCIPLES 4:
### A COMMITMENT TO ENCOURAGING GLOBAL CITIZENSHIP THROUGH EDUCATION

ASSOCIATE PROFESSOR GENOVEVA, ASSOCIATE PROFESSOR, MARIA JACINTA ARQUISOLA, ASSISTANT PROFESSOR GRACE AMIN, AND ASSISTANT PROFESSOR SONNY, FACULTY OF BUSINESS, PRESIDENT UNIVERSITY

## BACKGROUND OF THE ACTIVITY

President University consistently promotes global citizenship through education by integrating the Citizenship Course as a mandatory subject that must be taken by all first-year students during the short semester. This compulsory course ensures that every student is equipped with fundamental values of citizenship, democracy, social responsibility, tolerance, and national identity as the foundation of becoming a global citizen.





As the practical output of this course, students are required to implement real social projects in diverse community settings. One of these implementations was the "Small Steps to Dream Big" program at Balarenik Shelter House, Bekasi. The shelter hosts children from scavenger communities who experience limited access to education due to economic constraints. These children often spend most of their time helping their parents collect recyclable waste, reducing their learning opportunities

The program was initiated to provide equal access to education while instilling values of citizenship, tolerance, moral integrity, national insight, and social responsibility, which are core elements of global citizenship. This activity demonstrates how President University transforms classroom-based citizenship education into real-world global citizenship practice.

## PROGRESS OF THE ACTIVITY



The activity was implemented through several structured stages:

1. Initial Survey and Needs Assessment
   Students conducted field surveys, interviews with the shelter managers, and assessments of children's age range, learning needs, and available facilities.

2. Program Planning and Preparation
   The team designed play-based learning modules based on four integrated subjects:
   - Citizenship (tolerance, responsibility, cooperation),
   - Pancasila (national values and social justice),
   - Religion (moral and ethical values),
   - Indonesian Language (communication skills).

3. Implementation Stage
   The learning process used play-based learning, group discussions, storytelling, and interactive games. The students also distributed learning materials and nutritious meals for children.

4. Evaluation Stage
   Evaluation was conducted jointly with shelter managers and supervising lecturers to assess knowledge absorption, student performance, and social impact

## OUTPUTS OF THE ACTIVITY

The key outputs of this UNAI-related activity include:
- Children gained a better understanding of tolerance, national values, moral behavior, and social responsibility.
- Improved motivation to learn and dream about a better future.
- Strengthened communication and teamwork skills among children.
- Increased student awareness of social inequalities and civic responsibility.
- Strengthened collaboration between President University and community-based education institutions.
- Practical implementation of citizenship education as a real contribution to society.

This activity successfully transformed students from passive learners into active global citizens.

## FUTURE ACTIVITIES

To ensure sustainability and broader global citizenship impact, the following future activities are recommended:
- Regular mentoring and tutoring programs at the shelter.
- Expansion of similar programs to other marginalized communities.
- Integration of cross-cultural education and digital citizenship.
- Long-term collaboration between universities, NGOs, and local governments.
- Development of a citizenship-based service learning roadmap at President University.

# EXPANDING ACCESS TO TECHNOLOGICAL SKILLS FOR THE PURSUIT OF HIGHER EDUCATION THROUGH THE "MODERNIZATION FOR ALL" COMMUNITY PROGRAM

PRINCIPLES 5:
A COMMITMENT TO THE OPPORTUNITY FOR EVERY INTERESTED INDIVIDUAL TO ACQUIRE THE SKILLS AND KNOWLEDGE NECESSARY FOR THE PURSUIT OF HIGHER EDUCATION

ASSOCIATE PROFESSOR ERWIN PARASIAN SITOMPUL, ASSISTANT PROFESSOR ANTONIUS SUHARTOMO, AND ASSISTANT PROFESSOR LYDIA DARMIANTI, FACULTY OF ENGINEERING, PRESIDENT UNIVERSITY

## BACKGROUND OF THE ACTIVITY

Rapid digital transformation has created new opportunities in education and employment, but it has also widened the digital and technological skills gap, especially for students and communities in resource-limited areas. Many junior high school students and village residents in Desa Lontar had limited exposure to renewable energy technology, digital safety education, and basic English communication, which are essential foundational skills for entering higher levels of education and the modern workforce





The "Modernization for All" program was designed as a concrete response to this challenge by introducing practical, accessible, and contextual technology learning. Through hands-on electronics projects, digital literacy education, and basic English communication practice, the program aimed to ensure that every interested individual gains early exposure to knowledge and skills that support their readiness for higher education, particularly in science, technology, and engineering fields.

## BACKGROUND OF THE ACTIVITY

The activity was implemented on 16 July 2025 and involved 30 participants consisting of junior high school students and community members. The program followed five structured stages:

1. Pre-Test Stage
Participants' initial understanding of solar energy, online fraud risks, and basic English communication was assessed.
2. Material Delivery Session
 Three core modules were delivered:
- Renewable Energy Technology: Introduction to photovoltaic solar panels and their application for street lighting.
- Digital Awareness & Online Fraud Prevention: Identification of common online scams and digital safety strategies.
- Basic English Communication: Greetings, polite expressions, asking directions, and daily conversation.
3. Hands-On Practical Session
 Participants practiced:
- Assembling a mini solar-powered street light system,
- Simulating online fraud scenarios and responses,
- Conducting basic English role-play conversations.
4. Post-Test Stage
 Learning outcomes were measured through post-activity assessment.
5. Evaluation & Reflection
Feedback was collected through discussions and surveys to evaluate program effectiveness.

All learning activities were conducted using participatory, experiential, and community-based approaches to ensure accessibility and active engagement

## OUTPUT OF THE ACTIVITY

The key outputs of this UNAI-related activity include:
- Increased basic technological literacy, particularly in renewable energy systems.
- Improved digital awareness and cyber safety understanding, especially regarding online fraud prevention.
- Enhanced basic English communication skills for daily interactions.
- Increased confidence and motivation to continue education, particularly in science and technology-related fields.
- Strengthened interest in Electrical Engineering and applied technology among students.
- Development of a safe, inclusive, and adaptive learning culture within the community.
- Strengthened collaboration between university students and local communities.

Participants demonstrated significant improvement between pre-test and post-test results, indicating effective skill and knowledge acquisition

## FUTURE ACTIVITIES



To ensure sustainability and wider educational impact, the following future activities are recommended:

- Regular replication of technology literacy workshops in other villages and schools.
- Expansion of learning modules into coding basics, robotics, and Internet of Things (IoT).
- Establishment of long-term mentoring programs connecting university students with junior high school learners.
- Development of bilingual (Indonesian-English) learning materials.
- Integration of this program into continuous university service-learning initiatives focused on higher education readiness.

# WINGS OF RIGHTS – LET YOUR VOICE FLY: SPEAKING UP FOR YOUNG PEOPLE'S HUMAN RIGHTS

## PRINCIPLES 6:
### A COMMITMENT TO HUMAN RIGHTS, AMONG THEM FREEDOM OF INQUIRY, OPINION, AND SPEECH

PROFESSOR MOHAMMAD SYAFII ANWAR, ASSISTANT PROFESSOR VITA ELISA FITRIANA, MR. GUIDO BENNY, AND MRS. ILMI DWI ASTUTI FACULTY OF SOCIAL AND EDUCATION, PRESIDENT UNIVERSITY

## BACKGROUND OF THE ACTIVITY



This situation highlights the urgent need for early human rights education that emphasizes freedom of opinion, freedom of expression, and equality before the law. Through this program, President University positioned itself as an active agent in promoting human rights culture beyond the campus by empowering young students to understand, question, and defend their rights in everyday life

The "Wings of Rights" program was initiated based on the alarming reality that many students still experience bullying, discrimination, and silencing of opinions without realizing that these acts constitute violations of human rights. National data indicate that a significant proportion of adolescents in Indonesia have experienced repeated bullying, leading to psychological trauma, dropouts, and loss of self-confidence. At the local level, Bekasi Regency ranks among the highest regions for child and youth violence cases.

## PROGRESS OF THE ACTIVITY

The project was implemented through three main stages:

a. Preparation Stage
- Development of human rights education materials
- Coordination with SMAIT Al-Ichwan and school authorities
- Design of interactive learning tools (PowerPoint, sticky notes, debate materials, Hope Wall)
- Social media publication and promotion
- Logistic preparation for the on-site session

b. Implementation Stage (15 July 2025)
Key activities included:
- Opening session and introduction to human rights
- Story-sharing session on students' experiences related to fairness and bullying
- "My Rights" interactive game
- Debate competition on freedom of expression and peer pressure
- Hope Wall reflection session
- Award recognition and documentation

The activity lasted 1 hour and 33 minutes and involved 34 students actively participating throughout the session .

c. Evaluation and Reporting Stage
- Distribution of post-surveys
- Reflection and internal evaluation by the project team
- Poster exhibition presentation at the 3rd Social Project Exhibition
- Achievement as First Winner of the Content Poster Competition



Diagram Ringkasan Hasil *Post-Survey*
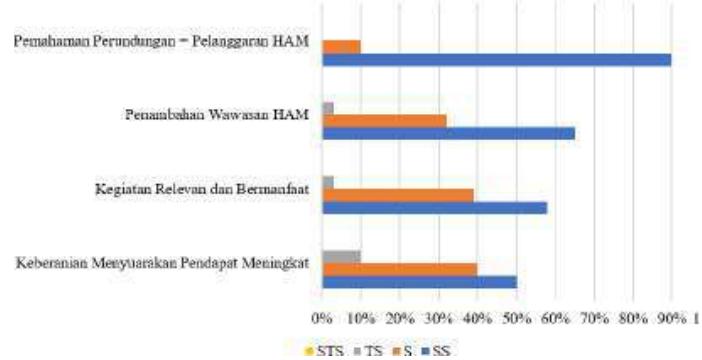


## OUTPUTS OF THE ACTIVITY

The key outputs achieved from this activity include:
- 100% of participants understood that bullying is a form of human rights violation
- 97% of students gained new insights about human rights
- 90% of participants reported increased courage to speak up
- Around 35 Hope Wall reflections expressing students' aspirations for a safe and inclusive school
- Formation of a more empathetic, critical, and expressive student mindset
- Academic recognition through the First Winner Poster Award

These outputs demonstrate that the program successfully strengthened students' awareness of freedom of expression, freedom of inquiry, and respect for human dignity

## FUTURE ACTIVITIES

To ensure sustainable impact, several follow-up actions are recommended:

- Integration of human rights education and anti-bullying programs into regular school agendas
- Establishment of student-friendly reporting mechanisms for bullying cases
- Expansion of similar programs to other schools in Bekasi and surrounding regions
- Development of training-of-trainers (ToT) for teachers and student ambassadors
- Periodic evaluation and longitudinal studies on behavioral change

These future activities aim to strengthen the institutionalization of human rights values and freedom of expression in school environments.

# "KNOW THE WORLD" CLASS: LEARNING THE WORLD THROUGH STORIES AND CULTURE

PRINCIPLES 7:
A COMMITMENT TO PROMOTING INTERCULTURAL DIALOGUE AND UNDERSTANDING,
AND THE "UNLEARNING" OF INTOLERANCE, THROUGH EDUCATION.

PROFESSOR MOHAMMAD SYAFII ANWAR, ASSISTANT PROFESSOR VITA ELISA FITRIANA, MR. GUIDO BENNY, AND MRS. ILMI DWI ASTUTI
FACULTY OF SOCIAL AND EDUCATION, PRESIDENT UNIVERSITY

## BACKGROUND OF THE ACTIVITY

The rapid development of digital technology has created a visually oriented generation (Gen Alpha) that learns more effectively through interactive and visual methods rather than traditional text-based approaches. However, limited access to such learning models in community learning centers such as TBM Bintang Raharja has resulted in gaps in children's exposure to global knowledge and cultural diversity. Many children grow up with limited awareness of other nations, cultures, and global citizenship values.



The "Know the World" Class was designed to address this challenge by using storytelling and cultural visualization as tools to build early intercultural awareness. The program also aimed to counter intolerance from an early age by fostering appreciation for diversity, mutual respect, and open-mindedness. This background aligns directly with the UNAI principle of promoting intercultural dialogue and unlearning intolerance through education.

## BACKGROUND OF THE ACTIVITY

a. Planning and Preparation Stage
- Needs assessment and coordination with TBM Bintang Raharja
- Development of culturally inclusive learning materials
- Preparation of visual slides via Canva
- Design of matching-card games and storytelling scripts
- Division of tasks among facilitators and student volunteers
- 

b. Implementation Stage
The one-day activity included:
- Introduction to global themes and selected countries
- Interactive visual presentation of flags, climate, landmarks, and traditions
- Focus Group Discussion (FGD) with small mentoring groups
- Matching card games linking countries with cultural elements
- Storytelling sessions to stimulate imagination and empathy
- Reflection and knowledge-sharing session among participants

The children actively engaged in discussions, games, and storytelling, demonstrating high enthusiasm and curiosity toward global cultures

c. Evaluation and Reporting Stage
- Observation of students' active participation
- Informal assessment through matching games and sharing sessions
- Internal team reflection and reporting
- Documentation through photos and activity records

## OUTPUT OF THE ACTIVITY

The tangible and intangible outputs of the program include:
- Increased global awareness and intercultural understanding among children
- Children successfully identified multiple countries and cultural elements
- Improved confidence in expressing opinions and sharing ideas
- Strengthened values of tolerance, respect, empathy, and diversity awareness
- Introduction of Global Citizenship Education (GCE) in a non-formal learning environment
- Strengthened collaboration between university students and community learning centers

These outputs demonstrate that the program effectively supported the unlearning of intolerance by replacing ignorance with cultural understanding and dialogue

## FUTURE ACTIVITIES
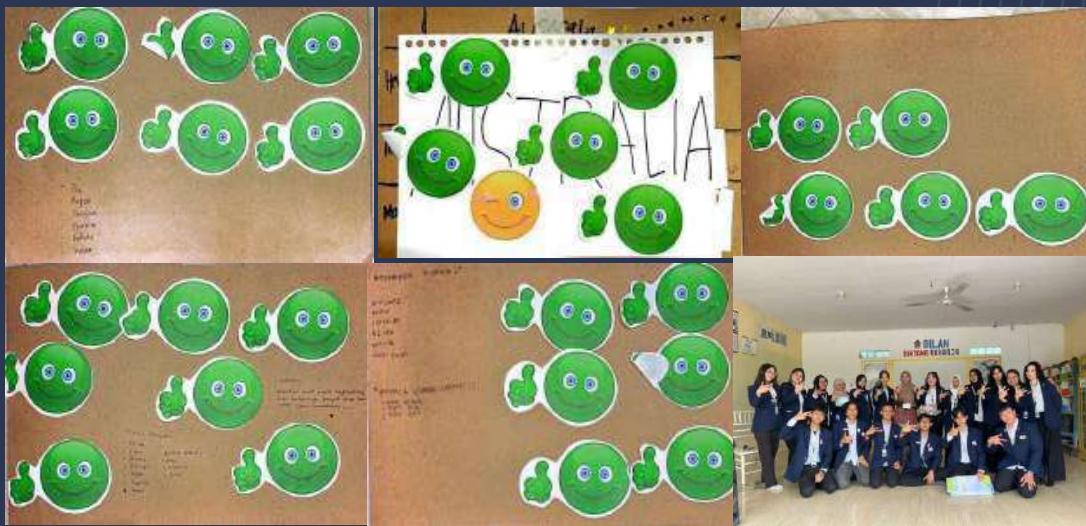


To ensure sustainability and broader impact, the following future actions are recommended:

- Expansion of the "Know the World" Class to other TBMs and elementary schools
- Development of multi-session intercultural learning modules
- Inclusion of local culture exchange sessions alongside global cultures
- Training community volunteers as intercultural education facilitators
- Integration with digital storytelling platforms for wider outreach

These future plans will strengthen the ecosystem of intercultural learning and tolerance education beyond a single activity.

# PROMOTING SUSTAINABILITY THROUGH EDUCATION VIA COMMUNITY-BASED SUSTAINABLE AGRICULTURE PROGRAM IN DESA HEGARMANAH

PRINCIPLES 8:
A COMMITMENT TO PROMOTING SUSTAINABILITY THROUGH EDUCATION

ASSISTANT PROFESSOR AGUS FERNANDO, AND MR. J. BUDHI SUSETIYO,
FACULTY OF BUSINESS, PRESIDENT UNIVERSITY

## BACKGROUND OF THE ACTIVITY

Climate change, food insecurity, urban land limitations, and environmental degradation have become critical global and local challenges. In Desa Hegarmanah, although the soil is fertile, residents face limited access to knowledge and skills related to environmentally friendly and sustainable farming practices. Most residents still rely on conventional agricultural methods, which are less efficient and potentially harmful to the environment.





To address this issue, President University initiated a Sustainable Agriculture Education Program as a practical implementation of sustainability education. This program aimed to introduce:

- Urban farming techniques,
- Hydroponic systems using recycled materials, and
- Environmentally responsible agricultural practices.

This initiative is part of President University's broader sustainability ecosystem, supported by 108 sustainability-related courses offered across 12 study programs, ensuring strong alignment between academic sustainability education and community empowerment

## PROGRESS OF THE ACTIVITY



The program was implemented on 17 July 2025 through several key stages:

a. Preparation Stage
- Community needs assessment in Desa Hegarmanah
- Coordination with village officials and Bhavana Farm
- Preparation of training materials, hydroponic prototypes, and recycled planting media

b. Implementation Stage

Activities included:
- Educational seminar on sustainable agriculture and urban farming
- Hands-on demonstration of hydroponic vegetable planting (using gallons and cocopeat)
- Training on recycling household waste into planting containers
- Interactive discussion on food security, environmental protection, and green entrepreneurship

The program involved 30 community participants, who actively engaged in both the theory and practice sessions.

c. Evaluation Stage
- Community feedback collection
- Observation of skill adoption
- Reflection session with student facilitators and supervising lecturers

## OUTPUTS OF THE ACTIVITY

The key outputs achieved include:
- Increased community knowledge of sustainable agriculture practices
- Improved practical skills in hydroponic and urban farming systems
- Enhanced environmental awareness and responsibility
- Strengthened local food security through household-scale farming
- Community motivation to develop small-scale green businesses
- Strengthened collaboration between university, students, and rural communities

This program also created a sustainable mindset shift, encouraging communities to see sustainability as both an environmental responsibility and an economic opportunity

## FUTURE ACTIVITIES

To ensure sustainability and wider impact, the following future plans are recommended:
- Replication of the sustainable agriculture program in other villages
- Development of advanced training modules on composting, organic fertilizers, and climate-smart agriculture
- Establishment of student-led sustainability mentoring programs
- Integration with local MSMEs for green entrepreneurship
- Long-term monitoring of food security and household farming productivity
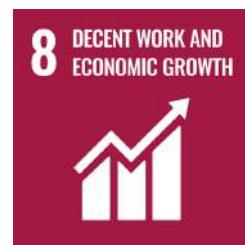
# PRESIDENT UNIVERSITY AMBASSADOR LECTURE: ADVANCING PEACE AND CONFLICT RESOLUTION THROUGH EDUCATION

PRINCIPLES 9:
A COMMITMENT TO ADVANCING PEACE AND CONFLICT RESOLUTION THROUGH EDUCATION

ASSOCIATE PROFESSOR HANDA S. ABIDIN, ASSOCIATE PROFESSOR ADHI SETYO SANTOSO, PRESIDENT UNIVERSITY

**BACKGROUND OF THE ACTIVITY**

In a world increasingly shaped by geopolitical tensions, armed conflict, humanitarian crises, and diplomatic disputes, universities play a critical role in cultivating a deeper understanding of peace, diplomacy, and conflict resolution among young generations. Students of international relations require not only theoretical knowledge but also direct exposure to practitioners who actively navigate conflict dynamics on the global stage.

To respond to this need, President University established the Ambassador Lecture Series as a core experiential learning platform. The program aims to bridge the gap between classroom learning and real-world diplomacy by allowing students to interact directly with ambassadors and senior diplomats. Through this initiative, peace is not taught as a static concept, but as a dynamic process involving negotiation, diplomacy, mutual respect, and international cooperation, fully aligned with the UNAI commitment to peace and conflict resolution through education

## BACKGROUND OF THE ACTIVITY

During 2025, President University successfully conducted at least 18 ambassador lecture sessions as part of the 2024–2025 academic cycle. Key 2025 highlights include:

January – March 2025

- Ukraine (24 Jan 2025): Diplomacy amid war and international solidarity
- Singapore (6 Feb 2025): Regional stability and ASEAN diplomacy
- Timor-Leste (13 Feb 2025): Post-conflict nation building
- Japan (18 Feb 2025): Strategic partnership and regional peace
- Rwanda (27 Feb 2025): Reconciliation after genocide
- Somalia (20 Mar 2025): Fragile states and peacebuilding
- Palestine (25 Mar 2025): Historical conflict and international diplomacy

April – July 2025

- Iran (2 Apr 2025): Historical diplomacy and bilateral relations
- Kazakhstan (22 Apr 2025): Peaceful regional cooperation
- Kenya (25 Apr 2025): Diplomatic cooperation and development
- Romania (7 May 2025): Europe-ASEAN relations
- Ukraine (16 Jul 2025): Ongoing conflict diplomacy
- Hungary (18 Jul 2025): Central Europe and global partnerships
- Syria (22 Jul 2025): Conflict, recovery, and international mediation
- Peru (24 Jul 2025): Latin America-Southeast Asia cooperation
- 

Each lecture included:

- Formal diplomatic presentations
- Interactive Q&A discussions
- Student reflections and academic integration

This continuous sequence of engagements ensured that peace education was embedded throughout the academic year, not delivered as a one-time event



## OUTPUT OF THE ACTIVITY

The Ambassador Lecture Program generated the following key outputs:

- Strengthened student understanding of global conflicts and peace processes
- Enhanced ability to analyze bilateral and multilateral conflict dynamics
- Improved diplomatic communication, negotiation awareness, and policy analysis skills
- Direct exposure to real-life peacebuilding, post-conflict reconciliation, and mediation frameworks
- Increased student motivation to pursue careers in diplomacy, international organizations, and peace studies
- Strengthened international academic-diplomatic networks for the university

From an educational perspective, the program successfully transformed peace and conflict resolution from theoretical classroom material into living knowledge grounded in real international practice.

## FUTURE ACTIVITIES



To further strengthen the impact of the Ambassador Lecture Program, President University plans to:

- Expand lecture themes to focus more on:
  - Conflict mediation and humanitarian diplomacy
  - Post-conflict recovery and reconciliation
  - Preventive diplomacy and peace negotiation techniques
- Integrate simulation-based conflict resolution workshops following ambassador lectures
- Encourage joint research and student exchanges with diplomatic institutions
- Publish policy briefs and student reflections derived from ambassador lecture discussions
- Strengthen collaboration with embassies, UN agencies, and peace institutes

These future initiatives aim to institutionalize peace education more deeply within the academic ecosystem.

# STRENGTHENING COMMITMENT TO THE UNITED NATIONS CHARTER THROUGH PRESMUN 2025 AND INTEGRATED MUN CAPACITY BUILDING PROGRAMS

## PRINCIPLES 10:
## A COMMITMENT TO THE PRINCIPLES INHERENT IN THE UNITED NATIONS CHARTER

PROFESSOR MOHAMMAD SYAFII ANWAR, ASSISTANT PROFESSOR MOHAMMAD SIGIT ANDHI RAHMAN, AND MR. GUIDO BENNY, FACULTY OF SOCIAL AND EDUCATION, PRESIDENT UNIVERSITY

## BACKGROUND OF THE ACTIVITY

The United Nations Charter emphasizes the importance of peaceful relations among nations, international cooperation, collective security, diplomacy, and respect for sovereignty. As future diplomats, policymakers, and global leaders, university students must not only understand these values theoretically, but also practice them through experiential learning.



To respond to this educational need, President University established an integrated Model United Nations learning ecosystem under the guidance of the Diplomacy Lab. This ecosystem was designed to simulate the real working mechanisms of the United Nations, allowing students to experience:

- Multilateral negotiation,
- Conflict resolution through dialogue,
- Resolution drafting,
- Consensus-based decision-making.

Through this structure, the university provides direct, practice-based education on the operationalization of the UN Charter in real diplomatic processes

## PROGRESS OF THE ACTIVITY

a. Model United Nations Coaching Series (Oct–Nov 2024)

The Coaching Series functioned as the foundational training stage. Students received structured training on:

- UN committee structures (General Assembly, Security Council, ECOSOC, WHO, UNESCO),
- Rules of procedure,
- Public speaking and General Speakers' List (GSL),
- Multilateral negotiation strategies,
- Draft resolution and consensus-building.

Through mock sessions and role-play exercises, students learned how diplomacy transforms conflict into cooperation through dialogue and compromise
.

b. PUMUN Workshop 2025 (25–26 April 2025)

The PUMUN Workshop served as the intermediate application stage for President University students. This internal simulation introduced:

- Parliamentary debate,
- Lobbying and bloc formation,
- Mini-MUN simulations.

The workshop strengthened leadership, teamwork, and diplomatic confidence, preparing participants for national and international forums and embodying the UN Charter's emphasis on peaceful dialogue and cooperation.

c. President International Model United Nations (PRESMUN) 2025 (18–20 July 2025)

PRESMUN 2025 functioned as the flagship international implementation stage. Participants acted as official country delegates, representing national interests while negotiating:

- Global security,
- International cooperation,
- Collective peace frameworks.

Committees were guided by academic chairs under formal UN-style procedures. Delegates drafted working papers, formed alliances, negotiated resolutions, and reached consensus through peaceful diplomatic means. Cultural exchange and cross-national networking further strengthened global citizenship and mutual understanding.



## OUTPUTS OF THE ACTIVITY

The integrated MUN platform generated significant educational and institutional outputs:

- Strengthened student competence in diplomacy, negotiation, and multilateral policy-making
- Increased student understanding of the UN Charter, UN organs, and global governance
- Improved abilities in:
  - Peaceful conflict resolution
  - Consensus-building
  - International public speaking
- Formation of a strong global citizenship mindset
- Enhanced President University's international academic profile
- Readiness of students to represent the university in national and international MUN forums

These outcomes demonstrate that students did not merely learn about the United Nations system—they practiced the living principles of the UN Charter in structured diplomatic simulations.

## FUTURE ACTIVITIES

To strengthen long-term impact, President University plans to:
- Expand PRESMUN as a regular international annual conference
- Introduce advanced mediation and crisis simulation formats
- Strengthen collaboration with:
  - Embassies
  - UN agencies
  - International academic partners
- Publish policy briefs and student resolutions as academic outputs
- Integrate MUN activities more deeply into the formal International Relations curriculum

These future steps aim to institutionalize UN Charter education as a core identity of President University's global engagement.

# QUESTIONS?
# CONTACT US.

**PRESIDENT UNIVERSITY**
Where tomorrow's leaders come together

president.ac.id
info@president.ac.id
0815100239990