

\$8 million to facilitate our extensive Population Development Association project.

In this 21st century we are living with many new Public Health challenges, such as:

1. Population problems i) an aging population, and ii) a refugee population.
2. Emerging new epidemic diseases and new chronic diseases much as H1N1A flu, plague, and HIV etc.
3. Drug addiction and mental illnesses, and 4. An array of environmental problems, and an inadequate budget to combat these challenges.

Ladies and gentlemen while trying to solve all the above Public Health problems with the best medical and public health knowledge, compassion, appropriate technologies, alternative medicines etc., in order to achieve the goal of sustainable health development before the end of the 21st century, I strongly hope that all of you take good care of your health and also the health of your loved ones.

Exercise regularly and refrain from drinking alcohol and smoking. I also recommend that you meditate to calm your mind and body. I meditate for 10 minutes every day and it yields excellent results. Lastly, I wish you all success and happiness in all of your personal and professional endeavors.

Symposium 2 - Health and Green University

SY2-01

Education for Sustainability = Healthy Universities *Ian Thomas*

*School of Global Studies, Social Science and Planning,
RMIT University, Melbourne, Australia*

Universities play a critical role in shaping the professionals and decision-makers of the future. The education students receive, plus the physical and social situations in which they receive education at universities, guide their future practice. So we need to ensure that students gain an education that helps them to maintain their own health, and to contribute to public health, both directly and through the health of ecosystems. Such issues are not confined to the class-room, but are evident in the students' interactions with others, and with their interactions with their physical surroundings. Irrespective of their faculty or discipline, Education for Sustainability (EfS) provides a framework for making connections between the students' curriculum, the place where they study, their profession, and the community in which they live. Through EfS students are involved in educational approaches that develop a range of skills that enable students to analyse the effects that their decisions can have on the physical environment and ecosystems, on social issues (including public and their own health), and on economics. Development of these skills is assisted by use of the university campus as a 'living laboratory' where projects and internships are used to build sustainability into campus operations, and can be used to support the health of ecosystems, the human community and individuals. These skills are then

available when students graduates and make work-related decisions that can affect ecosystem health, public health, and their own health.

EfS is an important base upon which healthy universities can be established. To provide direction for implementation of EfS the presentation will identify the skills that are associated with this area of education, and examine the role of Problem Based Learning in development of skills.

SY2-02

Chemical Management System in Academic Activities- Experiences in Kyoto University on Chemicals Registration and Asbestos Control *Shin-ichi Sakai*

*Kyoto University, Environment Preservation Center
Yoshida-Honmachi, Sakyo-ku, Kyoto 606-8501, Japan*

Various kinds of chemical substances are used through research and education activities at universities. Appropriate management of the chemicals is essential for protecting students' and staffs' health and from the viewpoint of environmental pollution control. Management system in Kyoto University for many chemicals used in our daily academic life is reported together with the management of the past used asbestos. The amount of chemicals used at Kyoto University in 2006 was; Chloroform: 17tons/ Dichloromethane: 10 tons/ Toluene: 4 tons and Benzene: 0.8 tons. We try to use as little amount of chemicals as possible and have introduced a system, KUCRS (Kyoto University Chemicals Registration System), for the purpose of appropriate management of substances which are in use. This is a uniform management system using web to grasp the status of chemical substances by registering them. It enables us to calculate the transfer amount of chemicals into the air, water and wastes from the data on inventory quantity and usage of chemicals. Results obtained are reported to the PRTR (Pollutant Release and Transfer Register) system.

Health damages by asbestos are now a nationwide concern in Japan. The number of deaths due to malignant mesothelioma, mainly caused by exposure to asbestos, amounted to around 1000 person per year. The main causes of fliable asbestos, which led to its exposure to human, has shifted to the process of renovation, dismantle, rebuilding, and disposal of building from the previous manufacturing, processing and using. At universities, we still have buildings that contain asbestos, and have been trying to take measures to remove them. It is important to prevent exposure of human to asbestos and its emission into the environment during removal.

SY2-03

Integrating Health, Diversity, and Environment through Building Campus Cultures of Sustainability **Harold Glasser**

Western Michigan University, USA

In January of 2008, President John M. Dunn set out to make WMU an international campus sustainability leader by creating a “culture of sustainability”. President Dunn’s vision consists of integrating “Three Pillars”: Health and Wellness, Diversity and Inclusivity, and Sustainability into one over-arching approach to use higher education to help improve quality of life for all. Building on the tremendous, but under publicized campus greening efforts of our staff, the requirement of our university mission “To advance responsible environmental stewardship”, and a 2003 “Environmental Mission Statement” approved by the Faculty Senate and Western Student Association, President Dunn signed the Talloires Declaration. He also created a Universitywide Sustainability Committee (PUSC)—consisting of key administrators, operations staff, students, and faculty from across the campus—to help assess our progress on sustainability and to begin to chart a course for our future. As a first-step toward developing a full-scale sustainability strategic plan, he charged the Committee with the task of identifying a catalog of strategic sustainability initiatives. In an effort to develop a baseline for our campus greening efforts and to systematically identify opportunities for new initiatives, the President’s Universitywide Sustainability Committee reviewed each of the Talloires Declaration’s ten action plan items and assessed the status of WMU’s activities in relation to them. Our university’s activities mirror national campus sustainability trends as documented by the “National Report Card on Sustainability in Higher Education” and the “College Sustainability Report Card” in many ways. During a series of meetings and workshops from March through October 2008, the PUSC engaged in a process of brainstorming, prioritizing, and refining potential sustainability initiatives. Our criterion for culling and prioritizing the initiatives was our collective perception of their ability to fill key gaps and leverage significant, positive change over time. The initiatives fall into five general categories: (1) Governance and Administration, (2) Operations & In-reach, (3) Community Service & Outreach, (4) Curriculum, and (5) Research. Each initiative is also characterized by whether we considered it to be technical (T) or planned (P). Technical initiatives are generally amenable to relatively easy, straightforward implementation, which results in a positive payback or only demands a modest allocation of funds. The decision to move forward on technical initiatives typically involves a small number of campus decision-makers. Planned initiatives, on the other hand, often require an extended, ongoing conversation among several campus constituencies; complex, high-levels of coordination; long lead times; or significant allocation of resources. The majority of the recommended initiatives are technical and all of them can be started within the next three years. The Report was presented to the President’s

Senior Leadership Team in January, 2009 and made public on WMU’s Sustainability Website in February, 2009. An ambitious and achievable set of initiatives are already being built up incrementally as resources become available and as organizational capacity is developed. Because certain combinations of these initiatives dovetail synergistically, they can support an integrated planning process that considers WMU’s systems, mission, goals, and strengths and weaknesses in a systematic, anticipatory manner. Finally, because progress resulting from introducing these initiatives will be readily apparent and measurable, it can help facilitate capacity building and create a foundation for seamlessly integrating sustainability considerations into the university’s long-term strategic and master planning processes—thus fostering President Dunn’s vision of creating a campus culture of sustainability by modeling WMU’s sustainability commitments.

SY2-04

Green University Initiatives for Promoting Health of Human Ecology in Taiwan

Shin-Cheng Yeh¹, Yue-Hwa Yu², Cheng-Jou Hsu³

1. Graduate Institute of Environmental Education, National Taiwan Normal University, Taipei, Taiwan, ROC

2. Graduate Institute of Environmental Engineering, National Taiwan University, Taipei, Taiwan, ROC

3. Chinese Society for Environmental Education, Taipei, Taiwan, ROC

As sustainability becomes the general consensus for the core idea of human society development, higher education institutes are inevitably playing the key role in promoting and implementing it. Since 1970s, universities in many countries in the world have shaped operation, maintenance, and development with the idea of sustainability. Conferences were held, declarations were signed, and organizations were established for linking colleges and universities in sustainability related issues. In Taiwan, the need for higher education institutes in taking sustainability into consideration in all aspects is also urgent, especially in recent years as citizens is becoming more and more environmentally literate.

In late 1990s, the Ministry of Education (MOE) of Taiwan conducted environmental systems management (EMS) projects on safety and health issues in university laboratories. This can be treated as the pioneer work in campus sustainability issues because in the past a major part of the hazardous waste produced in these laboratories was discharged into the environment without proper treatment. In 1998, the MOE initiated a “sustainable campus” program for elementary and high schools by promoting green building together with sustainability oriented curricula. However, campus sustainability issues in colleges and universities were not in the agenda at that time. Later in 2002, the term “Green University” was presented in the area of

environmental education as a project for developing an evaluation index system on campus sustainability. In 2003, the first workshop on Green University was held at National Kaohsiung Normal University. These were the milestones for initiation and development of campus sustainability in Taiwan.

As the government, industries, and citizens gave more and more concern on global warming and GHG reduction, carbon neutrality issues for universities caught the intention of MOE in the following years. On the World Environment Day in 2007, the minister of education declared that energy conservation would be one of the priorities in operation of higher education institutes. In late 2007, the first Green University project sponsored by the MOE was contracted. The administrative power in the higher education system firstly showed its critical role in promoting campus sustainability for universities.

The Green University Initiatives in Taiwan then took actions in promoting the concept and practices related to campus sustainability among universities. A Green University Committee under MOE was formed, which includes government officials of EPA and other agencies, university presidents, and scholars/experts. This committee offered guidelines on scoping and goal setting of the Green University project. In 2008, several university educators and ex-ministers of education were also interviewed for collecting ideas on how to promote the concept and implement action plans. Basically, both top-down and bottom-up strategies would be employed, and all aspects in terms of human ecology, including the environmental health of the campuses, the environmental management of the administrations, and environmental education for students.

In 2009, thirteen universities were selected as the first group of modeling green universities of Taiwan and twelve of them signed the Talloire Declaration. An evaluation system serving the administrative purposes of the MOE is also currently being developed based on the previous evaluation framework developed several years ago. It is anticipated that in several years more and more universities can be green and the triple bottom lines for sustainability, environmental, societal, and economical health will be taken into account in operation, maintenance, and development of the universities.

Symposium 3- Health, Peace and Harmony

SY3-01

Building Bridges for Peace in Conflict- The Vital Contribution of the Health Sector

Nigel Pearson

Freelance Consultant, but works with: UNICEF, UNHCR, UNFPA, DFID, Merlin, LSHTM, Oxford University and EC consultancies, UK

SY3-02

Taiwanese Experience of Public Health & Peace Work in Africa

Hou-Chaung Chen

Center of Health Action for New Global Equity, Taiwan

(More detail will be presented during the talk)

SY3-03

Capacity Building for Public Health Personnel from Thailand Perspectives

Phitaya Charupoonphol

Faculty of Public health, Mahidol University, Thailand

The health of all peoples is fundamental to the attainment of peace and world's security. The highest attainable standard of health is one of the fundamental rights of every human being, without distinction of race, religion, political belief, and economic or social condition. Since a few decades ago, key areas of communicable disease control, basic minimum needs, and primary health care have been focused with the collaboration between the Royal Thai Government and several organizations. In the 21st century, the ability to live harmoniously in a changing and challenging world is essential to all world population. Public health, focusing on health promotion and protection, has played a significant role as basic principles to strengthen people's happiness, harmonious relations, and world's security. In addition, workforce shortage has been globally recognized as a major mismatch between population needs and the available health workforce in terms of overall numbers, relevant training, practical competencies, and sufficient diversity (World Health Report 2006). Similar to other countries, capacity building for public health personnel is proposed in this paper as a lesson learnt from Thailand perspectives. In Thailand, King's philosophy of sufficient economy has been used to guide country development since the 10th national health plan. People are encouraged to help each other, strengthen the community, maintain unity, and develop a learning process that stems from a stable and strong foundation. In order to create sustainable benefits and to develop the nation's stability progressively, moderation, reasonableness, and self immunity are proposed as three main principles of sufficient economy.

Capacity building for Thai public health personnel have also been shifted to the improvement of a balance in the state of mind, social affairs, managing natural resources and the environment, as well as encouragement of the villagers' local wisdom and technology development. In Thailand, schools of public health, public health training centers, and other educational programs are encouraged to be more responsive to the recruitment and training needs of local public health agencies, particularly those in remote locations. Collaboration between relevant educational programs and local public health agencies are strengthened. International network in public health education has been developed to