Cooperate Social Responsibility for lifelong learning: Ramathibodi Library for Social Project

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ABSTRACT

Ramathibodi Hospital Faculty of Medicine, Mahidol University has performed the institute’s value as “To be a Learning Organization with Integrity and Quality” Furthermore, the faculty also realizes the cooperate social responsibility (CSR). It is generally known that majority of schools in rural area in Thailand lack of budget to provide new learning resources. Most of students seldom engage the lifelong learning because the constraint of learning resources. As the reason to commit CSR and to encourage the students to engage lifelong learning so we launched CSR project named “Ramathibodi Library for Social – RLS” The project intended to donate libraries for 4 primary schools in rural area and named the library as “Ramathibodi Library for Social – RLS”.

As the project we firstly inquired and set the criteria including procedures for selection the 4 schools. Finally, we selected the appropriate 4 schools and studied the requirement for setting the libraries. We planned to design the library space in concept of learning commons-LCs. Moreover, there were so many used library materials left from Ramathibodi Medical Library e.g. bookshelves, tables and chairs. Most of them were in useful forms and beautiful. They are suitable to set in the library space. Not only to donate the used library materials, we also donated the other used materials e.g. computers, multimedia, models, toys. In addition, we also added a small sum of budget for the donation. We are so proud of our project because it was the great cooperation between the divisions in Ramathibodi Faculty of Medicine: information technology-IT, library, procurement-PC and public relation-PR. As the team-based working we had divided duties followed the specialty e.g. librarians specialized in LCs so they helped design the space and interior design, IT-staffs helped set the computers cluster, PC-staffs helped recheck the used materials and PR-staffs help announce the news. The duration for settle RLS for each school lasted 1 month. Finally, we finished the project within 2012.

Each school reported the evaluation usage of RLS. It was found that the respondents mostly satisfy to use RLS including this project can help students spark the lifelong learning.
Keywords: CSR, Cooperate Social Responsibility, Ramathibodi Hospital Library, Learning Commons, lifelong learning, Ramathibodi Faculty of Medicine

1. INTRODUCTION

The Faculty of Medicine Ramathibodi Hospital- RAMA is one of the two medical schools within Mahidol University. The older faculty is the Faculty of Medicine Siriraj Hospital, Mahidol University. RAMA is the fourth oldest medical school in Thailand. The founding project was approved in August 1964. RAMA comprises of 3 main health servicing buildings (Main Building, Queen Sirikit Building, and Somdech Phra Debaratana Building) on the medical school campus which serve at least 5,000 outpatient visits per day and in-patients with more than 1,000 beds for tertiary medical care. RAMA also initiated new project as a new big campus named Chakri Naruebodindra Medical Institute located at Samuthprakarn Povince. It is not only be a primary/secondary hospital but also be medical school. It covers the area about 126 acres which allocated by 11 buildings. RAMA realizes the cooperate social responsibility (CSR).

It is generally known that majority of schools in rural area in Thailand lack of budget to provide new learning resources. Most of students seldom engage the lifelong learning because of the constraint of learning resources. As the reason to commit CSR and encourage Thai students to engage lifelong learning so we launched CSR project named “Ramathibodi Library for Social – RLS” The project intended to donate libraries for 4 primary schools in rural area and named the library as “Ramathibodi Library for Social – RLS”.

2. COOPERATE SOCIAL RESPONSIBILITY

Cooperate social responsibility – CSR is the activities which industry, company need to share and give to social. There are so many methods to embark the social activities. Nevertheless, industry/company most concern to also relate the activities with industry, company. CSR of any business encompasses the economic, legal, ethical & discretionary expectation placed on the organization by society at a given point of time(Chattu, 2015). The topic of impact has been taken up by companies primary in the context of CSR. In developing country Shepherd realizes new paradigm in CSR that it should present in which they need to create a strategic partnership with supply chain members, support their strategic partners and understand the effect of their bought-in product on the society as a whole(Shepherd, 2014). Moreover, new CSR paradigm refer the principle “The More The More”. The detail of the principle as following: the more a business organization prioritizes the discretionary responsibilities, the more resources it allocates to meet satisfy these responsibilities, the more adaptive and competitive it becomes, the more market-share is gained, the more revenue and return on investment is generated and the more satisfied will be the shareholders and the higher will be their propensity to expand that business(Shepherd, 2014) Accordingly the principle “The More The More” RAMA try to initiate CSR project. In Thailand RAMA is not only hospital but also be the famous medical school. Apart of serving good health, we also help support education by launching many CSR projects including RSL project.
3. LIFELONG LEARNING

Lifelong learning -LLL is particularly compatible with adult education (Óhidy, 2008). The learners should embark the activity to enhance their knowledge. Moreover, LLL can help learners continue their education through the end of life. LLL is the non-stopped education so learners can gain continuing education by themselves. Accordingly learners can enhance their knowledge, they can improve the skill, competency and thinking. The outcome from LLL can help learners criticize and synthesize the hard situation. There are many benefits from LLL as following: increase wisdom, open minded, socialization, self-fulfillment including adaptive relationship. Firstly, LLL serves the development and fulfillment of personality; secondly, it assists in the accomplishment of social, political and economic goals (Óhidy, 2008). As preparing children to concern LLL, we should create and share the activity which relate to LLL to them. Library is the first information resources where students often use. As library is the most popular CSR activity so there are so many CSR activities about library donation. However, they are not enough to support the social need. RAMA then initiate CSR activities about library donation for primary school in rural area. Hopefully RSL project can help teachers encourage LLL for students to follow the class learning of curriculum including learning environment.

4. LEARNING COMMONS

Learning commons-LCs is not only library but also integrate a place for discussion/learning/tutoring/self-learning/creativity and feeling home. LCs brings together in one place all resources and tools needed for students to complete projects. Technology is pervasive in the LCs, and students are able to attain, manage, and produce information all in one place. There is a hum of activity with students talking, learning, searching for information on a variety of devices (Reierson and Davies, 2012). There are group study areas, multimedia spaces, comfortable seating, creation spaces, and often eating areas. Other services such as technology help and tutoring are also available. Flexible, movable furniture and multipurpose spaces are available for meetings, professional development, showcasing of student projects (Board of School District, 2013). Most school libraries in US/UK/Australia/Canada including Asia has accept LCs concept as one part of them. Some fully transform their role in to LCs (Schader, 2008). Moreover, LCs as a place where teachers and students collaborate, inquiry-based learning is promoted, and teacher-librarians provide instructional support to every teacher in the school while fostering a thriving reading culture (Hayes, 2014). RSL project also touched LCs concept. We realized that LCs can help students relate good learning environment. They can not only read books but also use computers. RSL project also set the space for discussion/learning/tutoring/self-learning/creativity and feeling home as LCs.
5. AIM OF THIS PROJECT

This project aim was to donate libraries for 4 primary schools in rural area to relate LLL for students.

5.1 Methodology

1) We set the criteria for selection the 4 schools as following: the most poor primary school, location was not far from Bangkok than 200 km. and could accept the name Ramathibodi Library for Social-RLS as the library name. They should willing to follow the detail in the preliminary fill form. Moreover, they should report the evaluation of library usage to RAMA every 6 months.

2) Then we inquired the schools by launching little preliminary inquired form via the online media. It was found that the respondents really need library including the others support materials e.g. computers, books and budget.

Finally, we selected the appropriate 4 schools as following:

- Sakhad 80 in Chachoengsao province
- Wat Pho Prasit in Ayutthaya province
- Wat Lin Thong in Ang Thong province
- Baan Pri Ngam in Kanchanaburi province

3) We visit all 4 selected primary schools to inspect the building for setting RLS. It was found that many buildings were very old and be discard. Some walls and floors were damaged. We measured the space and noted all in order to plan how to design the RLS. We also took a picture because they are very important to help us for designing RLS.

4) As Ramathibodi Medical Library moved to situate in new building so there were so many used library materials left e.g. bookshelves, tables and chairs. Most of them were in useful forms and beautiful. Therefore, we try to look up the suitable materials and adjust in the RLS planning design. As we realize the best learning environment can help develop knowledge for students. So we intended to set the theme of design was learning commons-LCs concept. We also donated other used materials e.g. computers, multimedia, models, toys. We realized that rural primary school need the best learning environments. Moreover, LCs can help input lifelong learning to students. Lifelong learning may be broadly defined as learning that is pursued throughout life:
learning that is flexible, diverse and available at different times and in different places. 
Lifelong learning is a continuously supportive process which stimulates and empowers 
individuals to acquire all the knowledge, values, skills and understanding they will 
require throughout their lifetimes and to apply them with confidence, creativity and 
enjoyment, in all roles circumstances, and environments.” (Watson 2003: 3)

We also added a small sum of budget for the donation to the 4 primary schools. 
Teacher can most understand detail of curriculum. Budget can support needs by acquiring 
the extra materials which most related the learning. We also aimed to help providing the 
environment to support learning by using user-based center Therefore, they can control 
the acquiring by themselves and really relate to curriculum. In addition, teachers can 
challenge students with enriching lesson by acquiring related material or accelerate them 
through the curriculum.

5) In regards to affective work, we also concerned Team-based work. Team-based work means teams work together. Team-based work is believed not only to improve performance outcomes, such as efficiency and productivity, but also to enhance job autonomy, responsibility, and job enrichment in order to meet the success. We are so proud of our project because it was the great cooperation between the divisions in Ramathibodi Faculty of Medicine. The divisions aimed to build RLS as quickly as possible and it should be useful for student support learning. As the team-based working, we had divided duties followed the specialty. The tasks of each division were as following:

**Division Information Technology-IT**
- Technician staff prepared the computers/ printers and wired the computer line in RLS.

**Division Library**
- Librarians designed and decorated the LCs for primary school including classified the books and arrange into shelves.

**Division Procurement-PC**
- There were many used library materials which could be adjust in the RLS. The detail in each used materials must be vacant in PC process.
- The staff help transport the materials to set in RLS

**Division Public Relation-PR**
- The outcome from the project should be informed to public so PR help to communicate via television broadcasting and newspaper including web blog.

The duration in settle RLS for each school lasted 1 month. Finally, we finished the project within 2012.
5.2 Evaluation

As each school promised to cooperate for helping the project to be succeed. After the RLS has been finish they should report the evaluation within 6 months. The outcome of the evaluation comprised of the RLS usage and book usage including the response of the assignment. The teachers promised to collect the data by observing the manners of their students that related to them daily learning. The detail as following:

- Teachers help collect by checking the RLS usage and books usage as the following table.

Table 1: RLS usage and books usage

<table>
<thead>
<tr>
<th>School name</th>
<th>RLS usage</th>
<th>Book usage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sakhad 80 School</td>
<td>Mostly use</td>
<td>Mostly use</td>
</tr>
<tr>
<td>Wat Pho Prasit School</td>
<td>Mostly use</td>
<td>Mostly use</td>
</tr>
<tr>
<td>Wat Lin Thong School</td>
<td>Mostly use</td>
<td>Mostly use</td>
</tr>
<tr>
<td>Baan Pri Ngam School</td>
<td>Mostly use</td>
<td>Mostly use</td>
</tr>
</tbody>
</table>

The teachers kept forwarding the assignments to the students. Moreover, they encouraged their students to use RLS. As RSL project also set the space for discussion/learning/tutoring/self-learning/creativity and feeling home as LCs. From all teachers’ reports, it was found that the students mostly use RLS and they were eager to search and find out the information from books, computers including in RLS. The teachers were satisfied with the
outcome. It was shown that all students realized the benefit from using RLS.

6. CONCLUSION

The RLS project well finished by the cooperative work from multi divisions in RAMA. It is generally known that RAMA is not only hospital but also be medical institute. RAMA always realizes that education is very important then, RAMA tries to set best resources to support education. As majority of schools in rural area in Thailand lack of budget to provide new learning resources. Therefore, education supporting should be launched for students who could not afford. RAMA then initiated the RLS project which was the supportive resources for education. RAMA hoped this project will be the good resources to support the education. After the project finish, four RLS were already set up in four primary schools. As the cooperation from the teachers who realized that RLS can help support the education. They tried to encourage their students to keep on cultivating the self directed learning in RLS. Moreover, students can have self decision to access the information. It was shown from the evaluation that this project can attract students to enhance their learning and students accustomed to find out and use information in RLS. It was known that LLL can help learners continue their education through the end of life. RLS truly relate to LLL because students can prepare themselves to find out and use information in RLS. As LLL is the non-stopped education so learners can gain continuing education by themselves. RLS can also encourage students in concept of non-stopped education. Moreover, we also designed RLS as LCs to help students relate good learning environment for students leading to LLL. Students can not only read books but also use computers. RLS comprised of the space for discussion/learning/tutoring/self-learning/creativity and feeling home. Students can enhance their knowledge, they can improve the skill, competency and thinking. We hope that when the students grow up and pass to the higher level of class, they can remind the way how to use and get the immense benefits from RLS. We also hope that the students can proceed and preserve their behaviors in non-stopped education. Accordingly the outcome from using RLS, we are so proud of our project which can help students spark the lifelong learning.

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