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Contents   page

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Editorial: Serving Public Good through Ethical Research, Engineering and Volunteering

One of the basic virtues of our lives is to serve the public good. This can be achieved in various ways depending on the gifts and opportunities that we each have. This is a thread that ties the four papers in this issue together. Three of the papers present descriptive bioethical studies. *EJAIB* has no particular size limit for papers, allowing authors to publish complete research studies in one paper rather than the common pratice of splitting papers into smaller papers, so some issues of *EJAIB* may have ten different papers, but this one has four over its 36 pages.

Angelina Olsen et al. present the results of a survey of academics in Malaysia that reveals some important differences in the understanding and acceptance of different examples of research misconduct. It will be interesting to see whether future studies both in Malaysia and other countries confirm these results. The fimdmings also have implications that we need to include research ethics training for all academics in all disciplines.

Christopher Ryan Maboloc discusses the disaster ethics that has been developed by Takao Takahashi in recent Kumamoto Bioethics Roundtables, and relates this also to climate justice. Ranjan Aryal presents a study of how to ethically construct rural roads with the use of bioengineering and good engineering practice in order to avoid disasters, and environmental pollution. To those of us who have driven on Nepali mountain roads, one appreciates the ethics and precaution, amd the features from the 3 cases analyzed in the field.

Bellarmee Milosi presents a study on social justice through intercontinental volunteering – in particular in the motivations, experiences and actions of volunteers from Africa helping social development in Asia. Cross-cultural experiences enrich us all, and especially the person themselves.
 - Darryl Macer

Effect of demographic variables on academicians' behaviour towards research misconduct and its predictors

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Abstract

Recent well-publicized scandals, involving unethical conduct have rekindled interest in research misconduct. The purpose of this paper is to compare the misconduct behaviour and the contributing factors across several demographic background variables including education level, age, gender, race, type of university and faculty. A survey was carried out within the Klang Valley region on 329 academicians, both male and female, with diverse background and work at either Research or Non-research Universities in Malaysia. Analyses of Variances (ANOVAs) and T-test were used to carry out the statistical analysis to compare the differences of mean score of each contributing factors across demographic variables. Overall, academicians' behaviour toward research misconduct was found to be negative. Nevertheless, academicians' behaviour toward research misconduct was found to be more positive in Research University as compare to Non-Research University. Results also showed that other demographic variables such as age, race and educational level fairly have a significant effect on some contributing factors to research misconduct. However, gender do not displayed any difference in their behaviour toward research misconduct. These findings expand the knowledge on the effect of demographic variables on academicians' behaviour toward research misconduct in Malaysia. However, more in-depth research should be carried out in order to know and understand the underlying reason of these differences.

1. Introduction

There has been a lot of interest in ethical behaviour in general and in academic misconduct in particular over the past two decades due to publicized scandals in both organizational and academic realms (Kisamore et al., 2007). There seems little doubt that research misconduct does occur, but beyond that, however, very little is known about it. Previous research information suggested that the decline of academic integrity began some time ago and still continued until today (Kisamore et al., 2007) because there are still researchers who purposely commit misconduct, although knowing it is wrong (Barlow, 2001).

Despite the increase in research on academic misconduct, relatively few studies have addressed its causes (Davis et al., 2007). Many factors have been postulated as contributing to the occurrence of academic misconduct. Previous scholars concluded that factors contributing to academic misconduct could be divided into five groups - individual, situational, organizational, structural and cultural factors (Resnik, 2010; Davis et al. 2007). An individual factor refers to one's attitude, which promotes misconduct to happen. Therefore, someone with low moral value is prone to commit academic misconduct. However, Woolf (1981) said that an honest researcher could handle pressure effectively, and focus and give their full commitments to research activities. According to Weed (1998), one's ego could lead to certain individual to engage in research misconduct.

The second factor that could influence a certain individual to engage in misconduct is structural factors, which includes pressures for promotion and tenure, competition between researchers, need for recognition and desire for financial gain (Weed, 1998).

The third contributing factor to research misconduct are organizational factors. The ethical climate of the organisation in which the research takes place is one such factor (Gaddis et al. 2003). A comfortable workplace is important to cultivate responsible atmosphere among employees and honesty in managing research (James et al. 2003). According to Morrison (1990), good relationships between employees are important to avoid research misconduct. Organizational factor also includes existence of explicit versus implicit rules, penalties and rewards, attached to such rules, access to resources and extent of on-going training (Pryor et al., 2007). Situational factors, both personal and career situation, also can contribute to research or academic misconduct. According to Davis and Riske (2002), several individuals who were found guilty of research misconduct admitted that they had experienced family and other personal problems at the time of their research. At the same time, Goodstein (2002) suggested that career pressure is the causal factor of research misconduct. For example, when researcher has to work alone for a long duration of time without supervision, they might start taking for granted

certain procedures and quality of their work (Tindemans, 2007). A final factor that contributes to research misconduct are cultural factors. An observation by Davis (2003) found that individuals who experience cultural change usually carry the norms of the culture in which they were socialized. Cultural factors are also links to questionable authorship or gift authorship.

A limited number of studies in the past years have provided information on the prevalence of misconduct, although its true extent remains unknown. A Systematic Review and Meta-Analysis of Survey Data, pooled 21 surveys for the systematic review and 18 for the meta-analysis because three of these data did not match the quality requirements to be included in the meta-analysis (Fanelli, 2009). Fifteen of the studies were from the United States, three from the United Kingdom, two from multinational samples in developed countries and one study was from Australia. It is found that on average 2% of scientists admitted to having fabricated, falsified or modified data or results at least once, a serious form of misconduct by any standard (Smith, 2000; COPE, 2000; Berk, Korenman & Wenger, 2000). And up to one third admitted a variety of other questionable research practices including "dropping data point based on gut feeling" and "changing the design, methodology or results of a study in response to pressure from a funding source". There was no such study found in Malaysia, a reflection of the dearth of studies from the nation.

Therefore, we contend that it is imperative to examine factors that influence individual misconduct behaviour. At the same time, this study also aims to evaluate the effect of demographic variables toward individual behaviour toward research misconduct. Hence, provide us with better understand of individual's propensities to engage in research misconduct. While these factors are recognised globally, the extent to which they play or interplay in any particular case of research misconduct vary and are probably context specific. To our knowledge, this study is the first of its kind in the country.

2. Methods
Subjects and sample
The respondents involved in this study were selected among the academicians from within the vicinity of Klang Valley, which is the centre of the country's economic, social development and education hub. The sample consisted of 329 academicians (n=329), whose age range is from below to above 35 years of age, and holding various academic positions (young lecturer=129, senior lecturer 106, associate professor= 50 and full professor= 44). Out of 329 respondents, 193 respondents work in Research University and 136 in Non-research University (95 respondents are from the biology, 83 respondents are from physic and 150 are from the social science). The respondents were chosen using the stratified purposive sampling technique recommended by Monroe and Monroe (1993).

Table 1 Background of respondents surveyed

Background	N	%
Gender		
Male	148	45
Female	181	55
Races		
Malay	264	80.2
Chinese	30	9.1
Indian	19	5.8
Others	16	4.8
Age		
<35	97	29.5
35-44	116	35.3
45-54	71	21.6
>54	45	13.7
Educational levels		
Non- PhD holder	134	40.7
PhD holder	195	59.3
Type of University		
Research university	193	58.7
Non-research university	136	41.3
Faculty		
Biological science	95	28.9
Physical science	83	25.2
Social science	150	45.6

Instrument
The instrument measuring specific attitudes towards research misconduct incorporated six dimensions or factors: cultural norms, workload, personal problems, behaviour to misconduct, freedom to act and competition. Each dimension or factors comprised of several items measured on five point Likert scales. Table 2 shows the results of principal component factor analyses using varimax rotation. This rotation yielded meaningful item groupings or dimensions with strong unambiguous loadings. The entire factor loading values were either equal to or greater than 0.5, which can be considered as more significant (Hair et al. 1992). The first dimension reflected individual behaviour toward research misconduct, and was named as misconduct behaviour. Seven items strongly loaded highly on it. The second dimension with three items strongly loaded on it and labelled as competition. It reflects on the competitiveness between academicians in higher institutions of learning that could possibly lead to research misconduct.

Table 2 Factor loadings and Cronbach's alpha values for measurement scale of attitude towards research misconduct

Constructs and observed variables	Factors loading	α
Misconduct Behaviour		**0.811**
Same paper in different journal	0.760	
Submitting accepted paper	0.690	
Plagiarized idea	0.678	
Plagiarism	0.597	
Denied significant contribution	0.616	
Unauthorized use of information	0.671	
Hiding information from subjects	0.734	
Competition		**0.710**
Competitiveness	0.815	
Pressure for promotion	0.829	
Pressure obtaining external fund	0.613	
Freedom to act		**0.789**
Freedom to act on what is right	0.744	
Able to follow own sense of morality	0.830	
Free to do my job as it fit	0.845	
Cultural norm		**0.574**
Everyone does research misconduct	0.788	
Reprehensive behaviour will not be denounced	0.775	
Personal Problem		**0.841**
Family problem	0.890	
Financial problem	0.888	
Workload		**0.627**
Heavy workload	0.802	
Difficult job specification	0.667	
Knowledge		**0.831**
Knowledge on research ethics	0.733	
Knowledge on responsible conduct for research	0.731	
Can differentiate between right or wrong in carrying research	0.605	
Can differentiate between right or wrong in reporting research	0.583	
Attitudes to research misconduct		**0.753**
Justified to create data without experiment	0.481	
Justified to alter data to look better	0.628	
Justified to plagiarized	0.420	
Appropriate to falsified or fabricate data	0.544	
Acceptable to use reference without mention the source	0.512	

Three items were salient to the third factor, which reflects on their freedom to act. The fourth factor, which was made up of two items, appeared to relate to the common practise of researchers from their respective work place and was interpreted as cultural norm. Another two items loaded heavily on the fifth factor and were interpreted as personal problem, reflects on the existing of personal problem that can affect one's moral judgment and pressure are not handling properly. The sixth factor, which was made up of another two items, appeared to relate to career burden and was called as workload. Four items were salient to the seventh factor, which reflects on the knowledge regarding research ethics. The last factor, which is factor eight, made up of five items, appeared to relate to attitudes toward research misconduct. Table 2 shows the standardised alpha coefficients of all dimensions were above 0.70, which can be considered as good (De Villis, 1991).

Statistical analysis

Initially, reliability tests and confirmatory factor analysis were carried out using SPSS version 12.0 to assess the consistency and uni-dimensionality of the constructs. ANOVAs were also carried out using the same statistical package to compare the differences in mean for behaviour toward research misconduct between respondents of different age, educational levels, race, gender, type of university and faculty, and T-test was carried out to see the differences in the mean value for attitudes between the different genders. When ANOVAs showed significant differences, Post Hoc test were then carried out to detect the differences between specific groups. Before running Post Hoc test, tests of homogeneity of variances were employed to determine suitable Post Hoc tests. Four variables with homogenous variances, Scheffe Post Hoc tests were chosen. On the other hand, for variables whose variances were not homogenous, Games - Howell Post Hoc tests were selected. The minimum

significant level accepted in all ANOVAs and Post Hoc tests was 0.05.

3. Results

Comparisons across ages

Misconduct behaviour across all ages is low with their misconduct behaviour ratings below the mid-point level of 3.0 (Table 3.0). ANOVA shows that misconduct behaviour during research was not significant across ages. Cultural norms across ages were higher in respondents more than 54 years of age compared to respondents younger than 35 years old. On the other hand, competition level across ages is moderate but low in respondents older than 54 years old. However, ANOVA showed significant differences in the cultural norm aspects of research misconduct across ages (F=8.357, p<0.05) but not in competition. The Scheffe Post Hoc test confirmed that the older age group (>54 years) has a higher rating for cultural norm associated with research misconduct as compared to the younger group (<35 years). This maybe because they have been in the working environment too long so that they had been exposed to various kinds of deviation from scientific norms as compared to the younger respondents.

All age group rate freedom to act as high although ANOVAs did not show any significant differences in their opinion at p<0.05. Comparing the workload across ages, the younger groups (<35 years) shows the lowest mean score (2.55) as compared to the older age group (>54 years) with mean score of 2.98. ANOVA was significant for workload across ages (F=3.590, p<0.05). The Scheffe Post Hoc test showed that the younger group of respondents perceived themselves as having a lower workload than the older group. Respondents above the age of 54 perceived themselves as having more personal and financial problems as compared to the younger respondents. ANOVA was significant for personal problem across ages (F=6.922, p<0.05). Knowledge on research ethics and responsible research conduct for research is high across age. ANOVA showed significant differences in knowledge related to research ethics across age (F=4.393, p<0.05). The Scheffe Post Hoc test confirmed that respondents aged less than 35 years old have the lowest rating for knowledge in research ethics as compared to respondents between the ages of 35-44 years old.

This is understandable because of their lack of experience conducting research as compared to academicians who have more work experiences. All age groups show more negative favourable attitude toward research misconduct where they strongly disagree toward action that fabricate, falsify or modify data, and toward those who involve in the act of plagiarism. ANOVA test showed that there is no significant differences in their rating on favourable attitude to research misconduct at p<0.05.

Table 3 Behaviour towards research misconduct across ages

Dimension	Mean score* ±Std dev.	Interpretation
Misconduct Behaviour		
<35	1.26 ± 0.478	Low
35-44	1.23 ± 0.449	Low
45-54	1.17 ± 0.360	Low
>54	1.23 ± 0.543	Low
Cultural norm		
<35	3.42 ± 0.825	Moderate
35-44	3.43 ± 0.810	Moderate
45-54	3.62 ± 0.663	Moderate
>54	4.04 ± 0.656	High
Workload		
<35	2.55 ± 0.795	Moderate
35-44	2.83 ± 0.872	Moderate
45-54	2.90 ± 0.897	Moderate
>54	2.98 ± 0.982	Moderate
Personal Problem		
<35	2.91 ± 1.102	Moderate
35-44	3.05 ± 1.082	Moderate
45-54	3.37 ± 1.215	Moderate
>54	3.74 ± 1.064	High
Freedom to act		
<35	3.69 ± 0.802	High
35-44	3.88 ± 0.816	High
45-54	3.71 ± 0.838	High
>54	3.96 ± 0.934	High
Competition		
<35	2.35 ± 0.740	Moderate
35-44	2.36 ± 0.745	Moderate
45-54	2.51 ± 0.699	Moderate
>54	2.18 ± 0.611	Low
Knowledge		
<35	3.80 ± 0.534	High
35-44	4.03 ± 0.493	High
45-54	3.99 ± 0.507	High
>54	4.04 ±0.581	High
Attitude		
<35	1.75 ± 0.645	Low
35-44	1.71 ± 0.688	Low
45-54	1.71 ± 0.610	Low
>54	1.50 ± 0.389	Low

*Mean score: 1-2.33 low, 2.34 -3.66 moderate, 3.67-5.0 high; Std dev., Standard deviation

Comparison across races

Overall results shows that misconduct behaviour across races is low. Their misconduct behaviour ratings were lower than the mid-point value of 3.0 (Table 4). ANOVA did not show any significant differences in their opinion at p<0.05. Malay and Chinese respondents rated cultural norms related to research misconduct as moderate but Indian and others respondents rated it as high (Table 4). ANOVA was significant for cultural norms of research ethics across races (F=4.178, p<0.05).

The Scheffe Post Hoc test showed significant differences in the cultural norms related to research misconduct, with the highest among the Indian respondents and lowest being among the Malay respondents.

All races perceived workload; personal problems and competition at their working place as moderate and when ANOVA was carried out there are no significant differences across races. Respondents across races rated freedom to act as high (Table 4). ANOVA was carried out and the result shows that there is significant difference in their ratings across races (F=3.109, p<0.05). The Scheffe Post Hoc test confirmed that the Indians felt that they have more freedom to conduct their own research and freedom to make their own judgment regarding their research tasks as compared to other races. All respondents rated their knowledge on research ethics as high and favourable attitude toward research misconduct as low. However, ANOVA test did not show any significant difference in their opinion at p<0.05.

Comparisons across gender

Both male and female respondents claimed to have low misconduct behaviour (Table 5). They also ranked cultural norms, personal problem and freedom to act as moderate, and knowledge related to research ethics as high. However, their favourable attitude towards research misconduct is rated as low. In order to compare differences in attitudes across gender, T-test were carried out. The results of the T-tests showed that both genders were more in agreement in their opinion on cultural norm, workload, personal problem, freedom to act, competition, misconduct behaviour, knowledge and attitude.

Comparisons across educational levels

There is little difference in misconduct behaviour between education levels. Respondents rated the factors contributing to research misconduct such as cultural norms, workload and personal problem as moderate. On the other hand, both groups of respondents rated freedom to act as high, which indicated that all respondents felt that they have freedom to make their own decision and judgments when it comes to their research task.

Competition in terms of obtaining external funding, promotion among academicians and publishing academic paper are rated as low across different educational level, where respondents who are non-PhD holder showed a higher rating as comparef to respondents who are PhD holders. This showed that respondents who are non-PhD holder felt that they need to work harder than those who are already a PhD holder in terms of gaining research funds and better academic positions in institutions of higher learning. T-Test was carried out in order to compare differences in factors contributing to research misconduct behaviour across educational level. Results of the T-test show that respondents who are PhD holder have higher knowledge regarding research ethics and responsible conduct of research as compared to those who are not PhD holders (t=-4.50, p<0.05). They (PhD holder) also rated their workload as higher than those who are non-PhD holder (t=-3.44, p<0.05). However, all respondents regardless of education level were more in agreement in their opinion on cultural norm, workload, competition, working environment and misconduct behaviour.

Table 4 Behaviour towards research misconduct across races

Dimension	Mean score* ±Std dev.	Interpretation
Misconduct Behaviour		
Malay	1.24 ± 0.492	Low
Chinese	1.13 ± 0.186	Low
Indian	1.21 ± 0.310	Low
Others	1.22 ± 0.193	Low
Cultural norm		
Malay	3.49 ± 0.774	Moderate
Chinese	3.62 ± 0.795	Moderate
Indian	4.05 ± 0.832	High
Others	3.88 ± 0.791	High
Workload		
Malay	2.77 ± 0.894	Moderate
Chinese	2.82 ± 0.713	Moderate
Indian	2.79 ± 0.962	Moderate
Others	2.94 ± 0.928	Moderate
Personal Problem		
Malay	3.17 ± 1.172	Moderate
Chinese	3.35 ± 0.993	Moderate
Indian	3.03 ± 1.099	Moderate
Others	3.06 ± 1.063	Moderate
Freedom to act		
Malay	3.76 ± 0.822	High
Chinese	3.84 ± 0.791	High
Indian	4.35 ± 0.828	High
Others	3.73 ± 0.990	High
Competition		
Malay	2.37 ± 0.737	Moderate
Chinese	2.31 ± 0.631	Moderate
Indian	2.39 ± 0.650	Moderate
Others	2.38 ± 0.729	Moderate
Knowledge		
Malay	3.94 ± 0.531	High
Chinese	4.03 ± 0.510	High
Indian	4.03 ± 0.492	High
Others	4.08 ± 0.597	HIgh
Attitude		
Malay	1.73 ± 0.633	Low
Chinese	1.55 ± 0.395	Low
Indian	1.39 ± 0.323	Low
Others	1.68 ± 0.526	Low

*Mean score: 1-2.33 low, 3.34-3.66 moderate, 3.67-5.0 high; Std dev., Standard deviation

Table 5 Behaviour towards research misconduct across genders

Dimension	Mean score* ±Std dev.	Interpretation
Misconduct Behaviour		
Male	1.23 ± 0.474	Low
Female	1.22 ± 0.438	Low
Cultural norm		
Male	3.52 ± 0.819	Moderate
Female	3.57 ± 0.768	Moderate
Workload		
Male	2.78 ± 0.902	Moderate
Female	2.79 ± 0.868	Moderate
Personal Problem		
Male	3.22 ± 1.170	Moderate
Female	3.14 ± 1.127	Moderate
Freedom to act		
Male	3.80 ± 0.894	High
Female	3.80 ± 0.788	High
Competition		
Male	2.35 ± 0.689	Low
Female	2.38 ± 0.746	Low
Knowledge		
Male	4.00 ± 0.542	High
Female	3.92 ± 0.517	High
Attitude		
Male	1.74 ± 0.654	Low
Female	1.66 ± 0.604	Low

*Mean score: 1-2.33 low, 2.34-3.66 moderate, 3.66-5.0 high; Std dev.; Standard deviation

Table 6 Behaviour towards research misconduct across educational levels

Dimension	Mean score* ±Std dev.	Interpretation
Misconduct Behaviour		
PhD holder	1.23 ± 0.451	Low
Non-PhD holder	1.22 ± 0.460	Low
Cultural norm		
PhD holder	3.59 ± 0.756	Moderate
Non PhD holder	3.49 ± 0.838	Moderate
Workload		
PhD holder	2.92 ± 0.910	Moderate
Non-PhD holder	2.59 ± 0.803	Moderate
Personal Problem		
PhD holder	3.33 ± 1.125	Moderate
Non PhD holder	2.94 ± 1.140	Moderate
Freedom to act		
PhD holder	3.89 ± 0.816	High
Non- PhD holder	3.67 ± 0.851	High
Competition		
PhD holder	2.31 ± 0.698	Low
Non PhD holder	2.46 ± 0.744	Low
Knowledge		
PhD holder	4.06 ± 0.549	High
Non- PhD holder	3.80 ± 0.460	High
Attitude		
PhD holder	1.62 ± 0.594	Low
Non-PhD holder	1.79 ± 0.0.661	Low

*Mean score: 1-2.33 low, 2.34-3.66 moderate, 3.66-5.0 high; Std dev.; Standard deviation

Comparisons across the university

Although respondents who work both in a research universities or non-research universities acknowledged low level of misconduct in research, the mean score for Research University is higher than for Non-Research university (Table 7). Results showed that respondents from research universities felt that they have higher workload, higher personal problems and higher level of trust to make their own judgment related to their research task as compare to those who work in a non-research universities. This contributes to a higher probability to be involved in misconduct behaviour among research universities employees than non-research universities employees.

Table 7 Behaviour toward research misconduct across type of university

Dimension	Mean score* ±Std dev.	Interpretation
Misconduct		
Research university	1.28 ± 0.525	Low
Non-research university	1.15 ± 0.314	Low
Cultural Norm		
Research university	3.51 ± 0.832	High
Non-research university	3.61 ± 0.727	High
Workload		
Research university	2.91 ± 0.871	Moderate
Non-research university	2.61 ± 0.870	Moderate
Personal problem		
Research university	3.22 ± 1.133	Moderate
Non-research university	3.11 ± 1.163	Moderate
Working environment		
Research university	3.86 ± 0.862	High
Non-research university	3.71 ± 0.792	High
Competition		
Research university	2.32 ± 0.742	Moderate
Non-research university	2.43 ± 0.685	Moderate
Knowledge		
Research universities	4.04 ± 0.549	High
Non-research universities	3.84 ± 0.477	High
Attitude		
Research universities	1.72 ± 0.678	Low
Non-research universities	1.66 ± 0.548	Low

*Mean score: 1-2.33 low, 2.34-3.66 moderate, 3.66-5.0 high; Std dev.; Standard deviation

Cultural norms related to research misconduct are rated as high across different types of universities. In order to compare differences in behaviour toward research misconduct across different types of university, T-test was carried out. T-test results show that respondents who work in research universities are most likely to be involved in behaviour that led to misconduct in research (t=2.52, p<0.01). They also displayed slightly higher positive favourable attitudes toward misconduct as compared to non-research universities (t= 0.90, p<0.05).

Comparisons across faculty

Although misconduct behaviour of all respondents was below the mid-point value of 3.0 (Table 8), there is slight difference in terms of the mean score where academicians from the social science faculty have more positive behaviour to research misconduct. ANOVA test was carried and result shows that there is significant difference for misconduct behaviour across faculties (F=6.269, p<0.001). Respondents from the biological science faculty showed that their behaviour toward research misconduct was the lowest and Games-Howell test confirmed that their ranking was significantly lower than respondents from other faculties.

Factors such as competition for better position or obtaining research grants, workload and personal problem, which could contribute to misconduct, are rated as moderate by all respondents. ANOVA was carried out and showed no significant difference between the faculties in competition and workload but was significant for personal problem (F=4.702, p<0.05). Respondents from physical science faculty perceived themselves as having more personal problem than respondents from the social science faculty.

All respondents rated freedom to act as high, which indicate that all faculties provide freedom to the academician a certain level of trust to act and make their own judgment regarding their research task. ANOVA was carried out and results shows significant differences for freedom to act across faculties (F=5.703, p<0.001). The Scheffe Post Hoc test confirmed that respondents from the biological science felt they are given more freedom to make their own decision related to their research as compare to social science faculty. They differ in their rating of cultural norms related to research misconduct, where it is rated as moderate (Table 8) However, ANOVA showed significant differences in cultural norm across faculties (F=4.304, p<0.05). The Scheffe Post hoc test confirmed that the researchers from the biological science faculty perceived cultural norms in research misconduct as higher compared to those in the social science faculty.

Table 8 showed that respondents' knowledge on research ethics is high and their tolerance towards research misconduct is low. ANOVA test showed that there is no significant difference in their knowledge. However, ANOVA shows there is significant different in their favourable attitude to research misconduct (F=8.88, p<0.01). Games-Howell Post Hoc test confirmed that academicians from the social science favourable attitude toward research misconduct is more positive compare to those in the biological and physical.

Table 8 Behaviour towards research misconduct across faculty

Dimension	Mean score* ± Std dev.	Interpretation
Misconduct		
Biological Science	1.10 ± 0.172	Low
Physical Science	1.22 ± 0.404	Low
Social Science	1.31 ± 0.572	Low
Cultural Norm		
Biological Science	3.67 ± 0.857	Moderate
Physical Science	3.67 ± 0.750	Moderate
Social Science	3.41 ±0.750	Moderate
Workload		
Biological Science	2.86 ± 0.917	Moderate
Physic Science	2.84 ± 0.873	Moderate
Social Science	2.70 ±0.863	Moderate
Personal Problem		
Biological Science	3.25 ±1.076	Moderate
Physical Science	3.44 ±1.172	Moderate
Social Science	2.98 ±1.145	Moderate
Freedom to act		
Biological Science	4.03 ±0.788	High
Physical Science	3.77 ± 0.854	High
Social Science	3.66 ± 0.830	High
Competition		
Biological Science	2.37 ± 0.663	Moderate
Physical Science	2.27 ± 0.711	Moderate
Social Science	2.43 ± 0.757	Moderate
Knowledge		
Biological Science	3.97 ± 0.558	High
Physical Science	4.04 ± 0.517	High
Social Science	3.90 ± 0.513	High
Attitude		
Biological Science	1.56 ± 0.413	Low
Physical Science	1.57 ± 0.545	Low
Social Science	1.85 ± 0.741	Low

*Mean score: 1-2.33 low, 2.34-3.66 moderate, 3.66-5.0 high; Std dev.; Standard deviation

Discussion

This is the first Malaysian survey on research misconduct and respondents' behaviour and

attitude towards research misconduct. Overall results showed that behaviour and favourable attitudes to research misconduct among the respondents in this study are low. Factors such as individual, structural, situational, organizational and cultural have been found to effect misconduct behaviour and these factors contributing to the misconduct. Davis et al. (2007), found that individuals who experience changes in culture usually carry the norms of the culture in which they were socialized. This can be seen evidently in the findings where cultural norms related to research misconduct showed significant different in mean score across races, ages, type of universities and faculties. Cultural norms related to misconduct are seen higher in the Indian respondents, respondents older than 54 years old, in non-research universities and biological science faculty. Cultural norms can be link to the tradition, which may be practised in a research or academic community (Davis et al., 2007).

Having a heavy workload is the source of research misconduct among researchers according to Amin et al. (2012). Usually, researchers are academics who have responsibilities in teaching, researching, publishing, attending conferences and providing community services (Abidin & Ayudin, 2008). Sometimes, overload of responsibilities might cause conflict of interest, lead to burn out, thus barely meet their teaching and research obligation, and could resulted in research misconduct (Sugarman, 2005). In this study, respondents who are above the age of 54, who are PhD holder, who are working in research universities and in the Biological Science faculties, felt that they do have higher workload as compared to other respondents.

Situational factor can be divided into personal and career situation (Davis and Riske, 2002). Personal situation refers to personal pressure, which researchers go through in their normal daily life. Personal problems included loss of a loved one, relationship problems and financial pressures, all have the potential of contributing to the compromising of quality research (Davis et al., 2007). Having many personal problems is assumed to contribute to research misconduct because when pressure is not handled properly, one might lose his or her moral judgment, thus ending up choosing unethical behaviour (Broome, 2003). Respondents in this study who are above 54 years old, who hold a PhD degree, working in research universities and from the Physical Science faculties, claimed to have more personal problem than the rest of the respondents. Respondents who are above 54 years old normally has an established academic career with lots of responsibilities, workload and face more challenging problem as compare to young

academicians. For respondents with higher education level, they could face more exposure to the culture and power of science, as suggested by Priest (2000). Meaning, they felt that having higher workload with more personal or financial problem. Although these problems are hardly received lots of attention in the literature, a few commentators have mentioned them (Broome, 2003; Morrison, 1990).

The working environment in which researchers conduct their work is said to be conducive to research misconduct (Davis et al. 2007). It is the responsibility of the organization to provide a conducive and comfortable working environment for their employees to cultivate good and trusting relationship and honesty in managing research, thus to avoid research misconduct (James et al. 2003). Many respondents who are 54 years old and above, felt highly that they have the freedom to make their own judgement when conducting research as well as freedom conducting their research as deemed fit = compared to younger respondents. These rating could be due to the fact that the younger respondents were most likely newly appointed academics with little exposure to the research and academic field. Therefore, they might be still under their superior supervision and do not have the freedom to act or make sole decisions related to their research. Whereby, respondents who are above the age of 54, are mostly senior researcher who has many years of experience in conducting research. These findings concurred to a number of studies that showed the role that age plays in research/academic misconduct and generally suggests that younger students/researchers may be more likely to engage in academic misconduct than older researchers (Nonis & Swift, 2001). Results also indicated that respondents who work in research universities and those who work in the Biological Science, rated freedom to act as high as compare to the rest of the respondents. This might not be surprising because research universities and Biological Science place priority in researching task, therefore, they do not feel they should place too much pressure in structural tasks. Although knowing pressure can contribute to productivity, too much pressure and less freedom to do their job can cause someone to lose ability in making good judgments. Thus, this person is prone to commit research misconduct (Amin et al. 2007).

According to Louis (1995), there is a strong positive correlation between competition to publish or perish pressure among academics in universities. In this study, respondents who are 54 years above, the rate competition is lowest as compared to respondents younger than 35 years old. This probably because the older respondents

(>54 years old) feel that they already have a stable career and accomplished a lot in their career, thus, felt that the need to compete for promotion and greater financial rewards or tenure is a bit lesser as compare to the younger academicians, who are still in the process in building their career (Davis et al., 2007). However, respondents who are non-PhD holder and from Social Science faculty felt that the competition to gain better financial reward, more publications, getting research funding or better tenure is higher as compared to other respondents. Therefore, these pressures might cause one to be involved in misconduct behaviour. According to Anderson (1996), competitive environment in a department is positively correlated with discovery of research misconduct. Furthermore, rapid science progress and only a limited number of positions and research grant available, all researchers need to fight for the opportunities (Dhand, 2002). It is also suggested by Illingworth (2004) that competition among academicians or researchers is capable of distorting one's perception of what is ethically acceptable. However, one's gender or race did not display any effect on the need to compete in the work place.

All respondents displayed high knowledge related to research ethics and high understanding regarding responsible conduct for research, which related to their capability to differentiate what is right or wrong when conducting research, and reporting research findings. This contributes to their overall low rating on behaviour contributing to misconduct as shown in the result of this study. Respondents' attitude toward research misconduct are also low, which indicates their support to responsible conduct of research. This also shows that respondents are aware of their responsibility to conduct research ethically and to make sure that all research finding and publication are reported as it is without fabricating, falsifying or modifying any date.

Conclusion

Overall, knowledge on research ethics and their understanding on responsible conduct of research are high among Malaysian academics. Therefore, leading to low rating of their attitude toward research misconduct, which indicates their low support toward behaviour that results in misconduct. Factors such as cultural, individual, situational, structural and organizational have been reported to have an impact to respondents' behaviour toward misconduct. These contributing factors have been found to be influence by demographic variables such as age, race, gender, educational level, type of university and faculty in which they work. These differences should be taken into consideration constructively by the regulators

to understand the social constructs of public behaviour towards research misconduct. These findings can and eventually will have an impact on policy and practise of ethical conduct of research in all research institution. However, in-depth study should be carried out to understand the reason that cause these differences in order to have the right measures to tackle the issues and further improve the quality of research integrity among Malaysian researchers.

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Takao Takahashi's Disaster Ethics and Climate Justice

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Introduction

The massive devastation caused by Super Typhoon Yolanda (International Name: Haiyan), the strongest to hit the Philippines, with winds of up to 195 miles per hour – the equivalent to a Category 5 storm – makes a compelling case for all of humanity to take a solid stand in confronting climate change. With a storm surge reaching as high as thirteen feet, the disaster killed more than 6,000 persons, and further injured 27,000. Sixteen million people were affected as the typhoon hit Central Visayas in the Philippines – Tacloban and Ormoc being the hardest hit areas. The Super Typhoon displaced 4.1 million individuals and reports indicate that around 1.2 million homes had been destroyed.

While discussions pertaining to climate justice have been focused on the moral burden of the West, the urgent thing to do for all countries is to find that sense of solidarity by way of a common ground. It is apparent that industrial nations should carry the heavier responsibility in terms of mitigating the impact of global warming on poor nations, but the cooperation of every government is also important in order to achieve the greater interest of humanity which is to save the planet. In relation to this, a particular concern that needs the attention of everyone is the prevalence of natural disasters. The approach to disaster management ethics is the humanitarian view. This is universally accepted. However, a philosophically enriching discussion on the role of moral virtue is warranted in view of the social and political circumstances that people are into.

Takahashi's Disaster Ethics

Takao Takahashi writes about the philosophical foundation of disaster ethics. In his analysis, it is important to consider human virtue both in disaster preparation and in responding to actual calamities. Takahashi believes that the human being as a higher species is capable of finding what is common with his fellow species. In this case, the philosopher thinks that it is *"the preservation of life itself and the maintenance of order."*[1]

Takahashi's thoughts on disaster ethics is reminiscent of Albert Schweitzer's philosophy of "reverence for life."[2] This reverence for life is built around the idea of self-realization and empathy or the ethical concern for others. Caring for others is not individualistic or egoistic. Rather, it is a nature-centered perspective that cuts across all cultures, respecting the lives of all other species as well as their environment. Ethics is paramount in human affairs. Katarina Komenska explains:

"Ethics and philosophy have always attempted to reflect on the problems people face in their lives. Despite some of these issues having belonged to human history from its very beginning, it is only recently that they have been subjected to a systematic ethical consideration. An important motive for extending the scope of ethics in this way is the development of applied ethics; in other words, the aspiration of ethics to practically reflect on issues related to the life of society and its members."[3]

Natural calamities may be unavoidable, but society can design scientific measures to protect the lives of people. In the Philippines, disaster ethics is not given enough consideration since the government maintains its focus on the efficient

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[1] Takao Takahashi, "Disaster Ethics," Plenary Lecture, 11th Kumamoto Bioethics Round Table (2017): 41.

[2] Vasil Gluchman, "Moral Theory and Natural and Social Disasters." In *Human Affairs* 26 (2016): 6.

[3] Katarina Komenska, "Ethics and Disaster in the Works of Albert Schweitzer." In *Human Affairs* 26 (2016): 34.

distribution of relief goods, although such has been without much success. No real ethical deliberation takes place in terms of deciding which areas should be prioritized when in fact, moral responsiveness will require that institutions frame their decision-making processes on ethical principles.

Takahashi explains that in responding to natural disasters, the people are not really concerned about the greatest happiness of the society or the community.[4] Rather, it is to save the life of the person who is wounded and bring the same to his family so that the said individual can continue living a normal life. Takahashi says that there are basic principles of ethical behavior that must be observed and includes "the respect for fairness and human rights."[5]

Disaster response, Takahashi notes, will require international cooperation. Natural disasters have since become large scale and in this regard, governments must not only prepare the necessary equipment to mitigate their impact. There is a need to orient people as well on the ethics of disaster management. In the case of the Philippines, the solidarity of the people is crucial and the spirit of volunteerism is as important as the resources necessary to make an effective disaster management.

Without the support or help from private individuals or institutions, the pain and suffering of disaster victims will be prolonged. In Third World nations where corruption is so rampant, training people and promoting transparency are important. Disasters, while due mostly to acts of nature, are exacerbated by human factors. People cause troubles, for instance, when they begin to hoard or raise the prices of basic commodities. Henceforth, it is wrong to ascribe the misery felt by people during calamities to fate or God's will. The human element is apparent. Vasil Gluchman writes:

"Many scientists have come to a similar conclusion regarding natural disasters…but many problems are the result of human activity. Here we might mention climatic changes, global warming, more frequent tropical storms, hurricanes and tornadoes including the overall deterioration of the environment that is the result of intense industrial activity in almost all parts of the world."[6]

The above brings us to a crucial issue. Human beings often ask themselves the right thing to do. But it is undeniable that the sheer disregard of the environment has tragic consequences. Today, a huge threat to the existence of the whole of humanity exists. This danger comes from the reality of climate change.

The Paris Climate Agreement

Given the unprecedented amounts of carbon emission, the earth's temperature is expected to rise by 2.5 degrees centigrade by 2050.[7] According to the Intergovernmental Panel on Climate Change (IPCC), *"the evidence for the warming of the climate is unequivocal."[8]* To date, as a response to global warming, the Paris Climate Agreement has been signed by 195 countries. The new Paris accord is meant to curb carbon emissions starting in the year 2020. The United Nations Framework Convention on Climate Change negotiated the said agreement, which is meant to keep the current global temperatures from rising above two (2 degrees) Celsius and lower the target to 1.5 degrees Celsius. The "bottoms-up approach" used in the agreement will require all countries to devise plans, evaluate adaptation, and develop the transfer of technology.

Like the 1997 Kyoto Protocol, the accord is intended at the fair distribution of responsibility for green gas emissions. This principle of fair distribution is called "burden sharing." The Kyoto Protocol then included proposals and policies like the curtailment of energy use in rich countries. It also provided for the implementation of stricter environmental standards. The Paris Agreement, on the other hand, recognized the differences in the ways countries adapt to strategies to mitigate the impact of climate change.

Burden sharing recognizes the historical causes of climate change. While the bigger burden lies with rich nations since they have benefitted from years of industrial expansion, it is the moral obligation of all nations to reduce their carbon emissions in order to save the planet. The human element in natural disasters is apparent. Komenska says that *"while exerting control over natural forces can support material, technological, and scientific progress, it can also lead us to misuse and destroy them."[9]*

U.S. President Donald Trump has since threatened to withdraw from the agreement. While Trump is considered a skeptic with respect to climate change, the actual reason for his threat can only be economic. For him, the setting of emission targets would not be beneficial to the US economy. He thinks that many jobs in the US would be lost if the agreement will be adopted by the world's largest economy.

The hesitance of Trump to implement the new accord is understandable from an economic or political end, but it is bereft of legitimacy from an

[4] Takahashi, "Disaster Ethics," 42.
[5] Ibid.
[6] Gluchman, "Moral Theory and Natural and Social Disasters," 3.

[7] E. Wesley and F. Peterson, "The Ethics of Burden Sharing in the Global Greenhouse." In *Journal of Agricultural and Environmental Ethics*, 1999, volume 11:3.
[8] https://climate.nasa.gov/evidence/
[9] Komenska, "Ethics and Disaster in the Works of Albert Schweitzer," 36.

ethical or moral end. In addition, the science around climate change is well-founded while the skepticism about it is just less than one per cent. For example, the data from NASA's Gravity Recovery and Climate Experiment will show that "Greenland lost 250 cubic kilometers of ice per year from 2002 to 2006."[10]

Thus, the US government should be put to task into taking greater responsibility for its past greenhouse emissions or what is called historic pollution. China though has recently surpassed the US in carbon emissions. In this regard, China's industrial regime should be asked to invest the use of environment friendly energy sources, i.e. wind and hydro. China, it should be noted though, is now the biggest producer of wind energy.

The sad reality, of course, is that climate change affects the poor regions. It is a matter of fact that the Third World has been bearing most of the misery. The citizens of rich nations benefit from their economic expansion while people in poor nations suffer from the effects of global warming. It is in this respect that the concept of climate justice is an issue that must be addressed by every government around the world.

Ethics and Climate Justice

According to Paul Ehrlich and Anne Ehrlich, the risk of global warming was anticipated but long ignored.[11] During the early nineties, people have talked about the reduction in the use of CFCs (Chlorofluorocarbons) due to the large hole in the ozone layer. The solid ground in which we can base our moral discernment on the issue is the common concern that we have for the survival of the human species. The point of the matter is that, regardless of race, we are all inhabitants of the earth. Indeed, climate change is a social justice issue. It is a social justice issue since it involves the lives of people. There is a necessity to compel all nations to fulfill their moral obligations. In this regard, we have to look into two areas of concern.

First, inter-generational justice implies a moral obligation to the future. The reason is that the future depends on the present. What people will do now affects the lives of our children. It is also morally plausible to argue that this moral obligation proceeds from the fact that we have acquired an environment that has made it possible for us to survive. The idea is that people in the past have not harmed the environment so as to enable us to inhabit a planet that is livable. On this basis, we also have a duty to pass on to the next generation a world that is habitable.

Second, the concept of intra-generational justice implies our moral obligation to the present. It is the recognition that what we do individually or collectively affects the lives of others. In this regard, it matters that we value the present for the sake of all those who are living now. Justice is founded on the idea of the moral equality of all persons. It is not fair for a young child from Bangladesh to suffer because a lot of fossil fuels are irresponsibly burnt in the US.

In the Philippines, five per cent of the annual budget of Local Government Units are allocated for disaster and emergency relief programs and projects. This includes provisions for equipment, training, and services, including relief goods during actual calamities. However, the government has not been insulated from the corrupt practices of some politicians who use calamities as means in promoting their vested interests. Relief operations have become self-serving at times.

But the gap that needs to be addressed is not only the lack of effort to ensure transparency. It is also critical to look into the ethical deficits that people have.[12] Laws are important in making people behave in a virtuous way. But most laws are limited by an emphasis on penal provisions or punishment. A more pro-active approach to disaster management is about how the government can empower communities and individuals to develop a type of solidarity that will enable people to volunteer their services for the good of others.

Min Zhang and Darryl Macer explain, however, that *"due to some traditional cultural barriers, young people across the region often remain at the margins with regard to participation in the decision-making process."*[13] In this regard, leadership and value formation will be crucial. The trust and confidence of people in their leaders can remedy the socio-cultural divide in society. The youth, while not as mature as all senior government officials, possess the enthusiasm and the important motivation to answer the call of volunteerism.

According to Darryl Macer, all "the artificial barriers that continue to stifle the progress of societies need to be addressed for the sake of all beings and the planet as a whole."[14] Takahashi's ethics of disaster, when fused with the intent of creating a truly just order in the world, is instructive as to how individuals can proceed. While this is grounded in an incontrovertible sense

[10] https://climate.nasa.gov/evidence/
[11] P. Ehrlich and Anne Ehrlich, *Risks, costs and benefits*, in Daniel Bonevac, ed., <u>Moral Issues Today</u> (Boston: McGraw-Hill, 2002), 122.

[12] Christopher Ryan Maboloc, "On the Ethical and Democratic Deficits of Environmental Pragmatism," *Journal of Human Values* 22 (2): 107.
[13] Min Zhang, "Youth Volunteerism in the Asia Pacific – YPA and LBD voice of Volunteerism," In *Eubios Journal of Asian and International Bioethics*, Volume 23 (2013): 38.
[14] Darryl Macer, "We can and we must rebuild the bridges of Interdisciplinary bioethics," Plenary Lecture, 11th *Kumamoto Bioethics Round Table* (2017): 5.

of moral responsibility, such is also founded in every human being's quest and yearning for self-realization which can only be actualized in solidarity with all types of beings.

Conclusion

Takahashi's proposal of an ethics-based disaster management system is crucial if people are to survive the impact of natural calamities. For the longest time, millions continue to suffer from the effects of environmental destruction. However, what is not obvious is the fact that unless we are able to address the moral gap in disaster response, marginal sectors will bear the burden of all disasters. Moral integrity is crucial in building a just society. The same is also needed when natural disasters happen because without it, there are people and even government instrumentalities that will take advantage of the situation and benefit from the misery of others.

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Effective Analysis of Mitigation Measures on Rural Roads of Nepal

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Abstract

Construction of rural roads started to expand in Nepal since the 1980s and is still an ongoing process, however environmental considerations have been considered since the mid 1990s. Adoption of environmental safeguards in development projects have been an important aspect of project cycle although there is lot more to do at the field level. In this study, three different ongoing projects in different regions of Nepal have been accessed at the field level and mitigation measures were examined in order to study the effectiveness of those measures. This study reviews a lot of mitigation measures that have been proposed and each of them were implemented at the field level. A successful implementation of mitigation measures was found but it still recommends that there is still a lot more room for improvement.

Key Words: Rural Roads, Bioethics, Environmental ethics, Roads, Environmental Safeguards

1. Background of the Study

Nepal is a landlocked country with diverse landscape features. From the Tarai region in South with altitude ranging below 300 m above sea level is considered at Plain Tarai region that extends along southern region bordering India. Sivalik region whose altitude ranges between 300 m to 700 m above sea level and Middle Mountain region ranging from 700-2000 m above sea level is considered as the Hilly Region that is situated in the central part of country. The high Mountain region starts at 2000 m till 2500 m above sea level. The High Himalaya region starts at 2500 m above sea level till the top of world, with Mt Everest at 8848 m. High Mountain and High Himalayas regions are generally considered Himalayan regions in the country. These physiographical characteristics of Nepal can be understood in Figure 1.

Transportation is difficult due to the topography. In such a scenario, rural roads play a crucial role in increasing connectivity among rural settlements of Nepal. Rural roads are increasing accessibility to markets, increasing trade, saving travel time and reducing administrative costs. Nepalese society is

based on agriculture so rural roads play a crucial role in linking places producing foods, vegetable with market centers where there is demand for such products. Rural Roads are the only option to create door-to-door connectivity in Nepal, and thus critical to ethical social development.
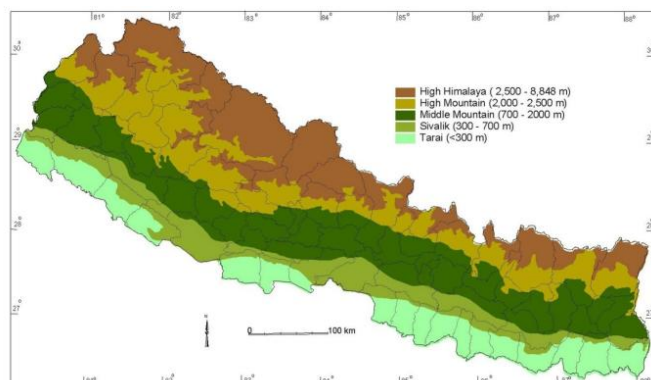

Figure 1: Physiographic regions of Nepal (Source: Topographic Survey Branch, Department of Survey, Government of Nepal, 1983)

The main source of income and employment depends directly or indirectly on agriculture. Therefore, it is envisaged that the living standards of the rural people can be improved through the construction of a reliable rural road network, through an inexpensive investment, in answer to many concerns and will be the key factor in stimulating economic activities in rural areas (DoLIDAR, 1999).

Rural roads are not only to link rural villages with headquarters, they reduce travel time and travel cost. In the same time they are playing a crucial role in reducing poverty in our hills, mountain and terrain where isolation and hardship are common. In this regard, rural roads are backbone of development and center of local economy. It is ethical to have a good road network.

The government of Nepal has given higher priority for construction of rural roads over the last few years. This can be seen through establishment of a separate body for construction and maintenance of rural roads. This is the Department of Local Infrastructure and Agriculture Roads (DoLIDAR), established in 1997, under the then Ministry of Federal Affairs Local Development (MoFALD). Ministry of Federal Affairs Local Development wasthen recognized as Ministry of Federal Local Development (MoLD). As a result, the total length of rural roads in Nepal has reached 50,844 km in 2013 (DoLIDAR Bulletin, 2013) from 14,000 km in 1999 (DoLIDAR, 1999). Details of this road in terms of standard of pavement surface are presented in Table 1.

Table 1: Rural roads in Nepal till August 2013

Standard of pavement	Length (Km)	
	2013	1999
Earthen	34,666.00	7,400.00
Graveled	14,602.00	6,600.00
Black topped	1,576.00	0.00
Total	50,844.00	14,000.00

(Source: DoLIDAR Bulletin, 2013)

Environmental and social considerations should be taken into account prior to road construction and operation for the sustainability of project. The first initiative to environmental conservation and management in Nepal was formulated during the Eighth Five-year Plan (1992-1997). This five year plan generated a wave of environment concern. The Environment Protection Act (1996) and Environment Protection Regulation (1997) were enacted. The EPA & EPR are legal instrument to carry Initial Environmental Examination (IEE) or Environment Impact Assessment (EIA) for development projects including rural roads.

Apart from EPA and EPR, the Forest Act (1993) and Regulation (1995) requires permission from related authorities for any intervention in forest area. Similarly, the National Park and Wildlife Conservation Act (1972) demands permission for any intervention within National Park and Conservation Area from Ministry of Forest and Soil Conservation (MoFSC) after recommendation from Department of National Park and Wildlife Conservation (DNPWC).

Environment Assessment (EA) including EIA or IEE is also mandatory in donor's policy. Asian Development Bank (ADB), World Bank (WB) and Department for International Development (DFID) are major donors in rural road sector. ADB's safeguard policy statement (2009) seek to avoid, minimize or mitigate adverse environmental and social impacts, including protecting the rights of those likely to be affected marginalized by the development process. World Bank Policy and DFID policy also make it mandatory to undergo environmental screening process and mitigate the adverse impacts.

2. Rationale for ethical development

All development activities should ultimately enhance human livelihood in accordance with the ethical principle of beneficience, however they may have some adverse impacts on the environment, and construction of rural roads is not an exception. While meeting its aim of ensuring access to community with social centers and market place and fostering the economic development in communities, rural roads are more likely to disrupt existing environmental conditions till some extent. For a least developing nation like Nepal, road

construction often changes the social structure because of poverty, remote rural region, vulnerable communities etc. Environmental degradation is also another impact due to road construction because of fragile geology, numerous forest areas, rich natural bio diversity etc. Thus road construction can bring significant adversities to local, regional and national environmental setting and socio-cultural fabric of the affected population (ESMF, 2007)

A common weakness generally observed in Nepal rural road development programs is in adequate integration of environmental and social recommendations into project plans, designs and Bill of Quantity (BoQ). This is partly because of late commissioning of environmental and social studies. In some case, implementation of project without social and environmental expert is also cause of problem (ESMF, 2007).

Road construction activities bear the risks for potential environmental impacts likely to occur in the physical, biological, social cultural and sometimes archeological spheres. Landslides, slope failure, soil erosion, loss of national park, forest and agricultural land, interference with water bodies & irrigation facilities are among major impacts resulting from road construction (ESMF, 2007). These are major problems that are required to be addressed in design and BoQ. These same issues should be mentioned in EA (IEE or EIA) study report. Presence of mitigation measures for these mentioned issues can ensure one the project has given compliance during road construction.

The main objective of this study was to describe whether the proposed mitigation measures are effective enough to maintain environment safeguard at proposed site. This study has the following objectives:

- To ensure if mitigation measures are proposed or not in rural road construction project
- To examine if proposed mitigation measures are suitable of not
- To examine if proposed mitigation measures are implemented or not,
- To identify why proposed measures are not effectively implemented,
- To recommend site specific suggestion for effective implementation

3. The Site and Scope of the Study

This study has been conducted in three different sections of the country. In this study, three rural roads are considered which represent three different ecological and geographical regions. Roads selected for study are:

- Surunga-Lasune Rural Road of Jhapa District in Eastern Development Region in Terai plain areas.
- Kagbeni –Jhaite Rural Road of Mustang District

in Western Development Region in Himalayan areas.
- Bagbazar-Bagarkot Road of Dadeldhura District in Far Western Development Region in Hilly areas.

These roads were selected for study for the following reasons:

- These sites represent three roads from various ecological and geographical regions of Nepal.
- Diverse socio-economic and cultural environment
- Rural roads being constructed at present in all these places
- To make comparative analysis of similar issues at different geographical and ecological regions.

Due to limited resources, time constraints and lack of sufficient budget it was unable to carry the study till road project completion. As a result, mitigation measures that will be provided after completion of project weren't analyzed.

4. Environmental Assessment and Roads
4.1 Environment Assessment

A narrow definition of Environmental Impact Assessment (EIA) describes it as a systematic process of identifying, predicting, analyzing, evaluating and mitigating the direct and indirect environmental effects of a proposed activity before permission is given for it to commence. A broader definition stresses the need to identify and assess the potential impacts, not only of projects, but also of legislative proposals, policies, programs and operational procedures, on the environment, human health and well-being, and to communicate information about those impacts to the general public. Within the context of this broader definition, several studies on sustainable development (World Bank, 1991) recommend that in addition to assessing impacts on the physical and biological environment, EIA should address socio-economicimpacts,includingthoseonethnicminoritie s,women,and community governance (Bhatt and Khanal, 2009).

Environment Assessments are carried in order to ensure that the development options under consideration are environmentally sound and sustainable and that any environmental consequences are recognized early and then into account in project design. Nepal environmental Policy and Action Plan 1993, which was endorsed by Environment Protection Council, was the first program to comprehensively articulate the environmental policies of Nepal. The main points of policies include:
I. Manage natural and physical resources efficiently and sustainably;
II. balance development efforts and environmental conservation for sustainable fulfillment of

people's basic needs;

III. safeguard national heritage;

IV. mitigate the adverse environmental impacts of development projects and human actions

V. integrate environment and development through appropriate institutions, adequate legislation and economic incentives, and sufficient public resources;

VI. foster environmental education and awareness at all levels; and

VII. facilitate participatory involvement of private sector, NGOs, INGOs, and Civil Society with government efforts in environmental protection.

Environment Assessment been defined as a tool to assist task masters in making good decisions to screen projects efficiently for their environment impacts, to clarify to government what is needed for sustainable projects and to design them effectively (World Bank, 1991).

Environment Assessment is defined as a tool to identify and predict the impacts of the environment and on our health and well being of legislative proposals, policies, programs, projects and operational procedure and to interpret and to communicate about the impacts (Munn, 1979).

Mitigation measures are recommended actions to reduce, avoid or offset the potential adverse impacts environmental resulting from proposed activities of projects. The objectives of mitigation measures are to minimize and remove undesirable impacts and maximize the project benefits. It aims to achieve both environmental and economic benefit (Khadka, 2008).

4.2 Environment Assessment in Nepal

In Nepal, environment assessment (EA) was started in early 1980s, particularly in donor – assisted projects, in 1982; Nepal established the Environmental Impact Study Projects (EISP) under the Ministry of Forests and Soil Conservation to initiate the activities for formulation of necessary policies and laws to create public awareness on the environmental matters. It also carried out EA of some projects. Its usage was ramified after implementation of the National EIA guidelines 1993, separate EIA guidelines for forestry and industry sectors in 1995 and inclusion of several provisions in the legal regime on the environment in 1996 (Uprety, 2005).

According to EPA and EPR, Ministry of Science, Technology and Environment (MoSTE) is the administrator for action. Being based on formulated acts, policies, guidelines and regulations, MoSTE has clearly defined the type of project that requires EIA or IEE. In this system, Screening is carried out initially to examine if project requires EIA or IEE. To make the screening process, a certain level of

information about the project is required such as nature of project, scale of process and location of project. EPR provides list of projects that require an application of IEE in Schedule 1 pertaining to rule 3 projects that require an application of EIA in Schedule 2 pertaining to rule 3. Projects not listed in the list have been considered from financial threshold point of view such as project costing 10 to 100 million requires an application of IEE while project costing beyond 100 million requires application of EIA. (Khadka, 2011, Process EA application in SA.). Ministry of Science, Technology and Environment is responsible authority for approval of EIA while IEE are approved from concerned ministry.
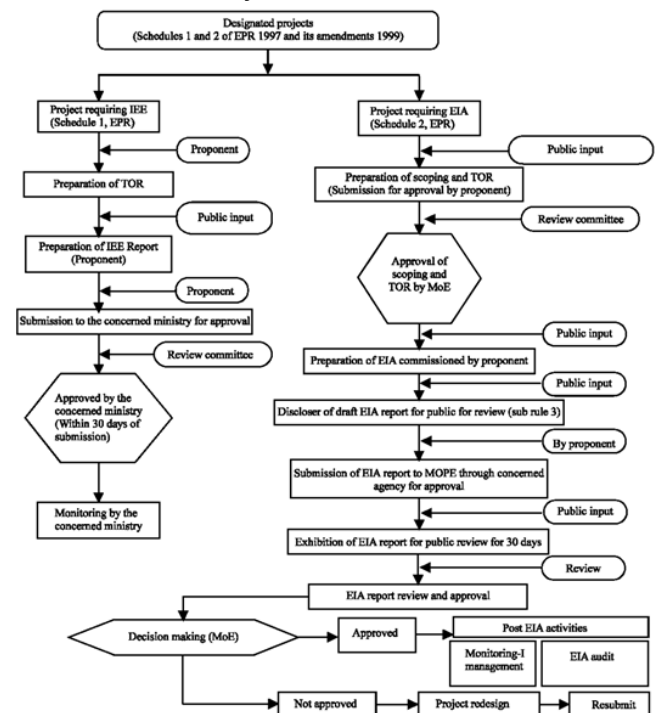

Figure 2: Environment Assessment Steps in Nepal. (Source: Khadka, R. B. 2011)

4.3 Environment Assessment in the Road Sector in Nepal

Existing EPA 1994, Section 4 states that no Proposal (i.e. Physical development project) can be implemented without the approval of the agency or the concerned ministry or Ministry of Science, Technology and Environment. Section 5 states that the every proposal must be submitted with an EIA and IEE report carried out by proponent. Section 6, sub section 1, states that in case of the proposal which required only IEE, it the study shows that the project doesn't appear to have significant adverse environmental impact; concerned ministry may grant approval for the project. Sub section 3, 4 and 5 states that on receiving proposal accompanied by and EIA expert, the ministry of Science, Technology and Environment makes report available for public review. It may also arrange for its review by a committee of experts. It these reviews don't reveal

any significant adverse environmental impacts and then the ministry will also approve the proposal. Sub section 6 states that if it appears that any identified significant adverse environmental impact can be mitigated or controlled, then the concerned ministry or Ministry of Science, Technology or Environment can give conditional approval to the proposal (Shrestha, 2003).

Table 2: Screening Criteria of Road Projects in Nepal (Government of Nepal)

	Type of Project	Type of Environment Assessment Required
1	Construction of National highways	EIA
2	Construction of Major feeder roads	EIA
3	Construction of Minor feeder roads	IEE
4	Construction of district road	IEE
5	Construction of Urban Road	IEE
6	Construction of Rural Road	IEE
7	Construction of 1-5 km long Ropeways	IEE
8	Construction of more than 5 km long ropeway	EIA
9	Construction of 1-5 km long cable car	IEE
10	Construction of more than 5 km long cable car	EIA
11	Construction of major bridges	IEE
12	Construction of minor or medium bridges	Exempted
13	Construction of Tunnels	IEE
14	Routine, Recurrent, Periodic or Emergency maintainace	Exempted
15	Upgrading, rehabilitation and reconstruction of national highways and feeder roads	IEE
16	Any project that requires deforestation, clearance felling or rehabilitation of national forest of and area up to 5 hectors	IEE
17	Any project that requires deforestation, clearance felling or rehabilitation of national forest of and area up more than 5 hectors	EIA
18	Any project which is to be constructed within sensitive areas (historical, cultural and archeological sites; ecologically sensitive and wet land areas; National Park, Wildlife Sanctuaries and conservation areas; Semi arid, Mountainous and Himalayan Regions; Flood prone and other dangerous areas; Residential, school, and Hospital areas; Areas that are main sources of Public water supply)	EIA
19	Project with investment cost of Rs 10 million to 100 million	IEE
20	Project with investment cost of over 100 million.	EIA

(Source: ESMF, 2007)

Geo-Environment and Social Unit (GESU) under Department of Roads (DoR) has set following legal criteria for selecting IEE or EIA in the road sector as presented in Table 2.

5. Environment Assessment of roads under study

In this study, three rural roads located in three different ecological regions were selected for study. These roads were upgraded by DoLIDAR under the Rural Reconstruction and Rehabilitation Sector Development Program (RRRSDP). RRRSDP is implemented under a grant of Asian Development Bank (ADB Grant 0093 NEP). Other financial partners for the program are Department for International Development (DFID), Swiss Development Cooperation (SDC) and OPEC fund for International Development (OFID). EA was pre-requisite for project prior to implementation for all donor agencies and GoN, thus IEE study has been completed prior to project implementation. Project has received approval from concerned ministry i.e. Ministry of Federal Affairs Local Development (MoFALD).

Details of Environment Assessment of roads in this study is presented in Table 3.

5.1.   Surunga-Sarnamati-Taganduba-Digalbank Rural Road

This road is located in the Jhapa district of eastern region. It is terai road that starts at from East-west national highway towards south till Indian boarder at Digalbank via Lasune Bazar. This proposal upgrades existing earthen gravel road to blacktopped standard ensuring all weather accessibility, reduction in travel time and travel cost. The anticipated environmental concerns in this particular sub project were:

- Acquisition of public and private and public land for short term during road construction.
- Emission of smoke during burning of charcoal for blacktopping.
- Emission of dust during construction and operation of road.
- Clearance of trees.
- Disruption on water bodies.
- Change in land use during construction and campsite management.
- Impacts on health and safety of construction workers.
- Encroachment of road due to expansion of market place.
- Safety of travelers during operation of road.

5.2. Kagbeni-Jhaite Rural Road

This road is located in the Mustang district which is completely inside Annapurna Conservation Area Project (ACAP) at Himalayas

region in Western Development Region. Mustang is also located in Himalayan region hence EIA study was required prior to road construction. However due to high demand of local people and lack of patience, it was officially recommended that IEE study could be sufficient for the project. 30% of road track is already opened by DDC and VDC and 70% of track especially at hard rocky section was yet to open. This region is also a center of attraction among travelers and tourists so it was very important to ensure travelers and tourist will not be disturbed by project.

The anticipated environmental concerns in project implementation were:

- Change in land use due to opening of new track.
- Management of spoil due to fresh cutting and existing road widening works.
- Loss of tree and vegetation.
- Pollution of air, sound and water during construction and operation.
- Influx of labor.
- Change in land use during construction and operation.
- Impact on water bodies.
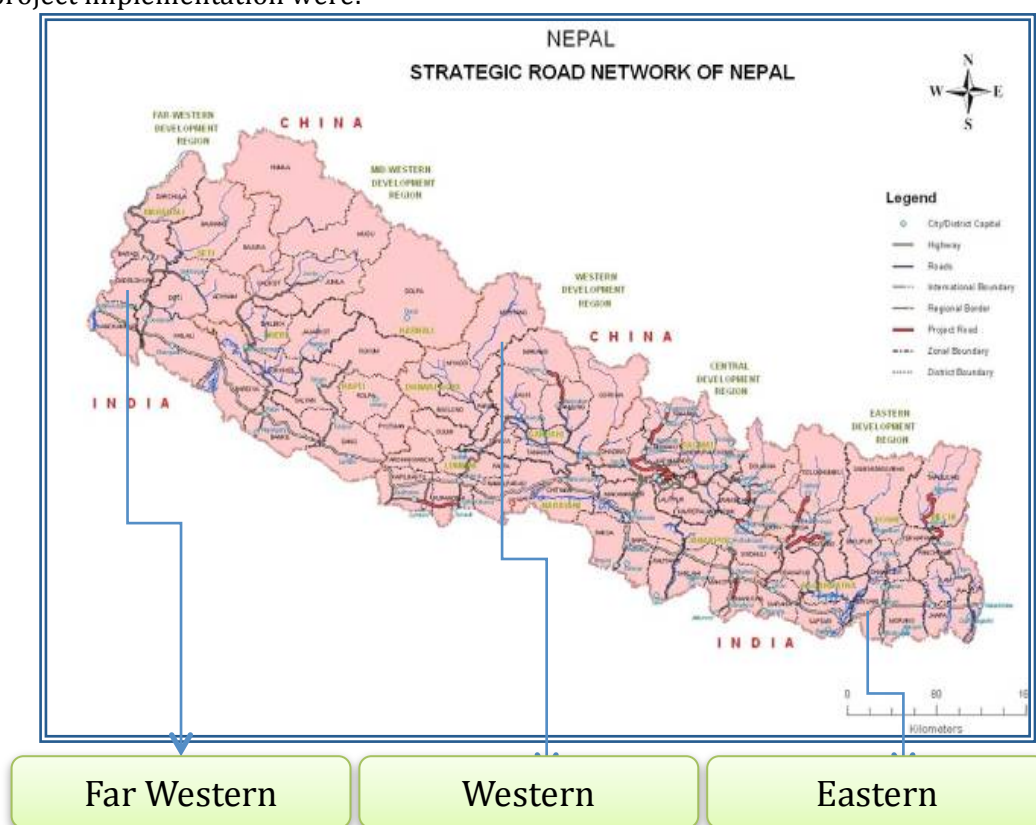- Disturbance on trekkers and travelers during road construction.

Figure 3: Location of study area

Table 3: Details of Environment Assessment of roads under study

	Name and District of Road project under study	Ecological Region	Length (km)	Date of Terms of Reference (ToR) approval	Date of Environment Assessment Approval
1	Surunga-Sarnamati-Taganduba-Digalbank Rural road, Jhapa	Terai	23.704	2066-06-22	2067-04-23
2	Kagbeni-Jhaite Rural Road, Mustang	Himalayas	38.8	2066-01-15	2068-01-23
3	Bagbazar-Bagarkot Rural Road, Dadeldhura	Hills	18.2	2066-01-22	2067-0129

(Source: Approved IEE Study reports and field visit 2012)

Table 4: Environmental Acts, Regulations and Guidelines

	Environmental Acts, Regulations and Guidelines	Description of Requirements
1	Three Years Interim Plan, 2007/08-2009/10, GoN	Requires all projects will be formulated and constructed based on methods that optimally utilize the local skill and resources and generate employment opportunities.
2	Environmental Protection Act, 2053 BS (1997 AD), GoN	Any development project, before implementation, shall pass through environmental assessment, which will be either IEE or an EIA depending upon the location, type and size of the projects.
3	Environmental Protection Rule 2054 BS (1997 AD) (amendment, 2007), GoN	The EPR and its schedules clearly provide various step-wise requirements to be followed while conducting the IEE study. It also obliges the Proponent to timely consult and inform the public on the contents of the proposal and IEE study.
4	Forest Act, 2049 BS (1993 AD) (amendment, 2007), GoN	Requires decision makers to take account of all forest values, including environmental services and biodiversity, not just the production of timber and other commodities. It includes several provisions to ensure development, conservation, management, and sustainable use of forest resources based on approved work plan.
5	Forest Rules, 2051 BS (1995 AD), GoN	Elaborates legal measures for the conservation of forests and wildlife. Expenses incurred for cutting trees and transportation shall be borne by proponent.
6	Batabaraniya Nirdesika-in Nepali Language (Nepal; MOFALD), 2057, GoN	The directive is focused in the practical implementation of small rural infrastructures through the minimization of environmental impacts. This directive includes the simple methods of environmental management in the different phases of the project cycle.
7	Local Self Governance Act 2055 BS (1999 AD) (1999) and Regulation 2055 BS (1999 AD), GoN	Empowers the local bodies for the conservation of soil, forest and other natural resources and implements environmental conservation activities
8	Land Acquisition Act, 2034 BS (1977 AD) and Land Acquisition Rules, 2026 BS (1969 AD), GoN	Specifies procedural matters on land acquisition and compensation
9	National Environmental Impact Assessment Guidelines, 1993 (2050 BS), GoN	Provides guidance to project proponent on integrating environmental mitigation measures, particularly on the management of quarries, borrow pits, stockpiling of materials and spoil disposal, operation of the work camps, earthworks and slope stabilization, location of stone crushing plants etc.
10	APPROACH for the Development of Agricultural and Rural Roads, 1999 (2055 BS), GoN	Emphasizes labor based technology and environmental friendly, local resource oriented construction methods to be incorporated actively in rural infrastructure process.
11	RRRSDP Environmental Assessment & Review Procedures (EARP), 2007, GoN	For preparation of environmental assessments of future subprojects under Rural Reconstruction and Rehabilitation Sector Development Program (RRRSDP), this EARP includes: i) The process to be adopted while preparing environmental reports, ii) the potential environmental impacts that could result from undertaking the Project based on the Initial Environmental Examinations (IEEs) of sample core subprojects; iii) the proposed mitigation measures to avoid the identified impacts; iv) institutional capacity assessment and strengthening arrangements; v) legal framework for environmental assessment, domestic and the Asian Development Bank (ADB) environmental assessment and review procedures; and finally vi) the approaches to be adopted during implementation of the Project in order to ensure that environmental aspects are dealt with in a comprehensive manner.
12	Reference Manual for Environmental and Social Aspects of Integrated Road Development, 2003 (2060 BS), GoN	Suggests stepwise process of addressing environmental and social issues alongside the technical, financial and others
13	Green Roads in Nepal, Best Practices Report: An Innovative Approach for Rural Infrastructure Development in the Himalayas and Other Mountainous Regions, 1999 (2055 BS), GoN	Focuses on participatory, labor based and environment friendly technology with proper alignment selection, mass balancing, proper water management, bioengineering and phased construction
14	Environmental Assessment Guidelines, 2003, ADB	Requires that environmental considerations be incorporated into ADB operations where environmental assessment is the primary administrative tool to integrate environmental considerations into decision-making of all types of development initiatives
16	The Interim Constitution of Nepal, 2063 (2007).	Has provision of right regarding environment - Every person shall have the right to live in clean environment.
17	The Labor Act, 2048 BS (1992 AD)	Regulates the working environment and deals with occupational health and safety.

- Hunting and poaching of Himalayan species during construction and operation period.
- Slope instability and chances of landslide.
- Loss of public and private property.
- Encroachment of road due to expansion of market and business centers.

5.3. Bagbazar-Bagarkot Rural Road

This road is located in the Dadeldhura district of hilly region of far western development region. It involved upgrading of existing rural track to all weather graveled road. Extra widening, geometry correction at turning, grade improvement and construction of drainage structures were major project component. Safe disposal of cut material, change in land use, loss of trees, demolition of public and private properties are major issues identified in approved IEE study report for this rural road project.

The anticipated environmental concerns in project implementation were:

- Acquisition of public and private and public land for short term during road construction.
- Change in land use during construction and

operation of road
- Emission of dust during construction and operation of road.
- Clearance of local trees and protected species.
- Disruption on water bodies.
- Influx of labor at local environment
- Change in land use due to campsite management.
- Impacts on health and safety of construction workers.
- Encroachment of road due to expansion of market place.
- Safety of travelers during operation of road.

5.4. Review of approved IEE and relevant laws

During the study, approved IEE reports, design reports and Detailed Project Report (DPR) were reviewed separately for each rural road. An environmental Management Plan (EMP) prepared for each road was studied. It was noticed weather issues mentioned in ToR were incorporated in study report or not. Mitigation measures for all issues were noted down.

Meantime, existing legal regulations were reviewed. In addition to EPA and EPR, National Conservation Strategy (1988), Nepal Environment Policy and Action Plant (1993),Solid Waste Management Policy (1996), National Water Supply Sector Policy (1998), Revised Forest Sector Policy (2000), Three Year Interim Plan (200708-2009/10), Forest Act (1993, amendment 2007), Batabaraniya Nirdeshika (2057), National Park and Wildlife Conservation Act (1973), Land Acquisition Act (1977), Labor Act (1992), APPROACH for the development of Agricultural Roads (1999), RRRSDP Environmental Assessment and Review Procedure (ERAP) (2007), Environment Assessment Guidelines (ADB) (2003), Safeguard Policy Statement (ADB) (2009) were also reviewed. Table 4 presents the list of legislations that were reviewed. In addition to the laws listed in Table 4, several formal and informal reports, news paper article related to study were also reviewed.

5.5. Field Observation

Field observation was carried in May 2015 to compare to earlier field observations conducted between September to November of 2014. Each road was visited in order to find first hand data from field. Project activity during the field was observed. The main thing considered during the visit was project status. It was noticed in which phase the project was running and how many in mitigation measures are implemented till then. It was noticed where were mitigation measures implemented actually?

Figure 4: Consultation with stakeholders

In some cases mitigation measures were already provided while other compliances were yet to be provided according to project schedule. Indicators of provided mitigation measures were searched during the field observation. Indicators and parameters as mentioned in the approved IEE study report were observed in field visit. Tools such as checklist and photography were used in order to record the findings.

During field visits, interaction with local stakeholders, project members and working laborers was done. Formal and informal interactions were done in order to inspect the implementation of measures.

5.6. Consultation with local stakeholders

Construction of rural roads and incorporation of environmental measures is team work involving numerous stakeholders. However in this study, contractors (including laborers), local residents around road site and project officials were the major stakeholders. Representatives from these stakeholders interacted in order to examine social acceptability of the project. Onsite discussion was done with these stakeholders with formal and informal meetings and talk.

5.7. Data Analysis

Field information was collected which was then analyzed by comparing with mitigation measures mentioned in the IEE reports. It was carefully analyzed if there is presence of mitigating structures such as river training gabion wall, drainage structures, safety sign board, tools of occupational safety and personal protection as mentioned in the report. Parameters and indicators of implementation were examined.

Table 5: Percentage of Total project cost allocated for Environment Management Cost

	Name of Rural Road	Mitigation Cost (NRs)	Total Project cost	% allocated Environment Management Cost
1	Surunga-Digalbank, Jhapa	3,680,000.00	1,33,543,085.00	2.75%
2	Kagbeni-Jhaite, Mustang	27,260,972.00	258,237,524.00	10.55%
3	Bagbazar-Bagarkot, Dadeldhura	1,408,000.00	50,492,663.00	2.78%

(Source: IEE Study Report)

6. Analysis of IEE Study report

The approved IEE study reports were obtained from the project implementation office and all included proposals for site specific and practical mitigation measures, with cost estimates (Table 5).

From the information in Table 5, it is seen that environment mitigation costs exceeded 2 percent of the project cost in all the road projects. In case of Kagbeni-Jhaite Rural Road, Mustang, the Environment Management cost is more than 10% because of higher sensitivity of the Himalayan environment. Until sufficient money is allocated to Environment Management costs, mitigation measures are completely insignificant. In case of rural road under consideration, it is seen that sufficient amount of cost is allocated for implementation of mitigation measures. In case of Mustang, additional cost is allocated regarding sensitivity of ACAP.

7. Analysis of Mitigation Activities in Rural Road Project

Most mitigation measures are common for all road projects as project activities are common for all rural roads. However the cost and extent of mitigation activities are different for each road. The following activities were analyzed separately for each road project.

Table 6: Selection of suitable alignment to avoid land use change in farmland, settlement and forest

Road	Impact due to project	Implementation of measures
Surunga-Digalbank, Jhapa	Upgrading of existing alignment hence no impact on land use change	No mitigation measures required
Kagbeni-Jhaite, Mustang	Loss of 0.55 ha of farmland and 4.21 ha of barren/bushy areas	Compensation provided to farmer. Re-plantation works will be done at the end of project

7.1 Selection of Suitable alignment to avoid land use change especially at farmland, settlement and forest

This is a crucial activity in order to forbid loss during construction and operation of roads. In most cases it is desired to use existing tracks for widening as long as there are no issues of compensation or debate in land use. Constructions of new tracks are more vulnerable for geological issues and also produce a lot of debris material. Table 6 presented below analyzes accomplishments of this mitigation measure.

7.2. Proper Management of Spoilt Environment

In Nepal, road construction is carried out by cutting of slopes in hills. In this case, earth materials are generated in an excess amount. Haphazard disposal of earth materials are likely to disrupt land and water quality at disposal area. In most of case, there is random deposition of debris in valley side of road. It is always desired to transfer debris to spoil bank which is considered as safe place for relocation of spoils and preservation of top soil. Table 7 shows the site specific condition for accomplishment of this measure during the project activity.

Table 7: Proper Management of Spoils (Waste)

Road	Impact due to project	Implementation of measures
Surunga-Digalbank, Jhapa	Soil material not generated in Terai	No mitigation measures required.
Kagbeni-Jhaite, Mustang	Generation of Spoils material during cutting of hill slope	Some amount of spoil is deposited at spoil bank while most of spoil is deposited at valley side.
Bagbazar-Bagarkot, Dadeldhura	Generation of Spoil materials during cutting of hill slope	Spoil bank is not used enough.

7.3. Bioengineering Activities

Bioengineering activities refers to use of civil structures and vegetative plants constructed along road sides in order to prevent loss of road from natural influence like rain, land slide or soil erosion. Since rural roads are constructed with a limited budget, extensive attention is provided in use of vegetative measures over civil structures. Environmental assessment report suggests in using local species of plants because they are more likely to sustain and grow ensure higher protection. Table 8 shows if suitable bioengineering measures have been taken or not.

7.4. Construction of suitable structures for drainage management in each rural road project

Water is a major threat for sustainability of rural roads. Water from rain or river should be allowed

to pass suitably without causing any disturbance.

Table 8: Implementation of bioengineering measures

Road	Impact due to project	Implementation of measures
Surunga-Digalbank, Jhapa	Instability in embankment	Road side plantation was done.
Kagbeni-Jhaite, Mustang	Instability due to fresh cut hill slope	Trenmendioius bioengineering work will be done at the end. Nursery is already established for the purpose.
Bagbazar-Bagarkot, Dadeldhura	Instability due to fresh cut hill slope	Nursery establishment work is under process.

Table 9: Drainage management works

Road	Impact due to project	Implementation of measures
Surunga-Digalbank, Jhapa	Existing drainage structures such as Hum pipe and side drain are demolished partially during project activities.	Reconstruction of demolished drain and new side drain is being carried.
Kagbeni-Jhaite, Mustang	Road crosses Kaligandaki river	Bridge construction at Kaligandaki river is under process. Side drain and cross drain are under construction. Irrigation canal is relocated already.
Bagbazar-Bagarkot, Dadeldhura	Road passes along numerous kholsis and irrigation structure	Side-drain and cross drain are under construction. Irrigation crossing is relocated at Aitabazar.

Road or any of its structures like access road protecting structures should never disturb regular flow of water. In case if road alignment and natural water channels intersect among each other, suitable drainage structures like bridge, culverts, side drain or underground drain should be constructed. Table 9 shows implementation of such mitigation measures applied on roads under consideration.

7.5. Use of personal protective equipment by laborers during construction time at site

In these roads, uses of heavy machineries were replaced by human labor in order to create jobs for people. Machines were used in cases where it was impossible to complete task by human labor. This was really appreciated by the local people but at the same time occupational safety of workers has to be considered. Environmental assessment reports have suggested using of personal protective equipment like helmets, face masks and gloves. However, local labors were never comfortable in using these. Table 10 shows how effectively this measure was conducted.

Table 10: Use of personal protective equipment

Road	Impact due to project	Implementation of measures
Surunga-Digalbank, Jhapa	Noise due to heavy machines and emission of smoke from construction equipments.	Laborers don't use helmet, ear plug and facemask complaining that they are not comfortable.
Kagbeni-Jhaite, Mustang		
Bagbazar-Bagarkot, Dadeldhura		

Table 11: Use of safety and informatory boards.

Name of Rural Road	Impact due to project	Implementation of measures
Surunga-Digalbank, Jhapa	Disturbance existing vehicular movement	Limited use of informatory and safety signboard noticed during field visit.
Kagbeni-Jhaite, Mustang	Disturbance to trekkers and tourist.	
Bagbazar-Bagarkot, Dadeldhura	Disturbance to local pedestrian and vehicle.	

7.6. Use safety sign boards and informatory boards (such as No Horn, Diversion)

In order to ensure safety of local travelers, visitors and community living within the construction sites, it was advised to use safety sign such at diversion, danger zone or construction area to ensure the safety of travelers and workers. Table 11 shows adoption of mitigation measures during the construction and operation of road.

7.7. Location of Camp sites at suitable areas

All the roads were planned to be constructed using local human resources to the maximum extent possible but for some machine based sophisticated task it was necessary to import skilled labor. Those laborers live in camps. The study report suggested placing the camp close to construction site and not to use productive lands or forest for camping purpose. It was noticed that local house at suitable location were rented and no farmland or forest were occupied for construction of camp site. There was an impact of a change in land and sanitation problem used due to campsite

establishment. The measures used in all sites were that local house is taken in rent for camp site operation and storage depots. Temporary camps were made at the construction site for taking rest in daytime.

7.8. Facility of toilets and drinking water at camp

Defecating at public places will not only pollute but also spread communicable diseases hence all labors are required to provide toilets at accessible location. At sometime all camps are required to be connected with source of palatable water. The impacts at all sites included sanitation problems for laborers. Degradation of health/hygiene of worker. Measures included Houses with facility of toilet are taken in rent. It was found at all stes that temporary toilets are not constructed in sufficient amount at working site.

7.9. Water sprinkling as a dust trap

It is very necessary to sprinkle the construction site with water at least three times a day in order to trap dust. Emission of dust has serious consequences on public health and local aesthetics hence this measure was recommended however this option was not taken seriously. The impact was emission of dust during construction time, especially at afternoon. This impact was seen neglected. Water sprinkling activities were not noticed.

Table 13: Discussions for implementation of mitigation measures

Issues examined	Name of Rural Roads		
	Surunga-Lasune Rural Road of Jhapa District	Kagbeni –Jhaite Rural Road of Mustang District	Bagbazar-Bagarkot Road of Dadeldhura District
Selection of suitable alignment in order to avoid land use change especially at farmland, settlement and forest.	√	√	√
Proper Management of Spoils	√	√	√
Bioengineering Activities	√	√	√
Construction of suitable structures for drainage management in each rural road project	√	√	√
Use of personal protective equipments by labors during construction time at site	X	X	X
Use safety sign board and informatory boards (such as No Horn, Diversion)	√	√	√
Location of Camp sites at suitable areas	√	√	√
Facility of toilets and drinking water at camp	X	X	X
Water sprinkling as dust trap	X	X	X
Compensatory Plantation	√	√	√
Working at day time only	√	√	√
Relocation/Reconstruction of demolished private/public structures	√	√	√

Table 12: Compensatory Plantation

Name of Rural Road	Impact due to project	Implementation of measures
Surunga-Digalbank, Jhapa	Loss of tree within formation width.	Compensatory plantation work was completed in some packages
Kagbeni-Jhaite, Mustang		Plantation works will be done after completion of earth works.
Bagbazar-Bagarkot, Dadeldhura		

7.10. Compensatory Plantation

Construction of new roads or upgrading of existing roads often requires tree clearance. The government of Nepal is very strict in tree clearance. Several of trees species are protected by national act which are not allowed to be cut however others can be cleared for road construction. It is a rule for every one tree cleared during road construction compensatory plantation should be done in the ratio of 1:25. Table 12 shows adoption of these measures.

7.11. Working at day time only

All the road construction activities were recommended to be done in day time only to ensure safety of labor and restrict noise from heavy machineries. It was clearly seen as a measure in all sites that entire of road construction work were done in daytime only. The impact is that working in night time can cause accident among the workers.

7.12. Relocation/Reconstruction of demolished private/public structures

Construction of new tracks, widening works and geometrical correction are often required to disrupt public private properties partially or wholly. In either of case, suffering parties must be given due compensation. The impact at all sites was public and private property within formation width are demolished. The measure was that compensation

is paid already in all road projects.

8. Discussion

Rural people are given priority in road construction. Road construction was done using a Labor Based and Environment Friendly and Participatory (LEP) approach. Road Building Committees (RBGs) were formed at the local level. RBGs were assigned for soft engineering works such as site clearance, construction of toe wall and construction of drain while specific engineering tasks such as grading, leveling, breaking of hard rock and blacktopping works at Surunga-Digalbank Rural Road, Jhapa was done by contractor approach. The integration of LEP and Contractor approach increased the sense of ownership at local level. It was very useful in creating employment for locals.

In the case of Kagbeni-Jhaite Rural Road in Mustang, Local people were desperately waiting for road construction. They could open a track anyway using blasting technology. In this road, RRRSDP worked following ACAP norms with local participation, hence track opening was possible without blasting. It was not an easy task to carry out the development projects at grass level, and social disputes and confusion among stakeholder was often recorded. However by incorporating social and environmental compliance, projects were noticed to run smoothly.

Selection of suitable alignment in order to avoid land use change especially at farmland, settlement and forest is important, and the existing route was selected for Surunga-Digalbank Rural Road, Jhapa and Bagbazar-Bagarkot Rural Road, Dadeldhura. An existing narrow road was used in widening purpose in Kagbani-Jhaite Rural Road, Mustang. In case of new construction, private land were avoided if at all possible. However, attention to maintain higher Himalayan aesthetics was not provided in sufficient amount.

Proper Management of Waste is important and Spoil (waste) was not a problem for Terai road. In the case of Kagbeni-Jhiate Rural Road, Mustang, spoil banks were used in order to reduce disturbance at Kaligandaki river. Haphazard dumping of spoil in the valley was noticed often at Bagbazar-Bagarkot Rural Road, Dadeldhura. Spoil banks are located at considerably far places from construction site hence operation of spoil bank weren't seen in a satisfactory amount.

Bio-engineering works at the embankment are carried already in Surnga-Dialbank Rural Road, Jhapa. Nurseries are already established for bio-engineering purposes in both of the roads. Side-drain and cross drain are already included in Design, BoQ and DPR. Construction of drainage structures are in progress in all rural road project.

Although personal protective equipments are provided by projects for laborers in the project, the laborers don't feel comfortable to use such personal protective equipment. We can say that this activity wasn't successful at all.

In all of the projects, uses of safety sign boards were used. These informatory boards were installed at least 20 meters ahead of construction site to ensure diversion for local travelers and vehicles. The most common safety sign boards used were "Men at work", "Diversion", and "Chances of rock fall" (especially in the hill and mountain roads under study).

Private houses were rented in order to avoid impact on natural environment. However, temporary sheds were constructed at the construction site where laborers take rest during mid day break. Thus adverse impact due to establishment was not identified. During the field visit, it was seen that private houses with facility of drinking water storage and toilet were chosen in order to establish as camp. However, the sanitation condition at camps looked miserable. In rural areas there is not any provision of sophisticated toilets and drinking water supply system.

Water sprinkling as a dust trap was mostly seen at settlements areas. Contractors often carried sprinkling of dust to trap it in order to avoid nuisance due to dust and air pollution.

After completion of project, compensatory plantation was especially made at the road side. It was reported that compensatory plantation would work as a dust shield and prevent road encroachment.

Demolished public and private structures were relocated and constructed. Private structures that were demolished during the road construction were paid with compensation. All these issues are presented in Table 13.

9. Conclusions

Environmental Assessment is a pre-requisite for development projects not only from a legal point of view but also for sustainability of project. It is essential in order to be an ethical project and to enhance the bioethical responsibility of the community and society. An effective EA can forecast all possible adverse and beneficial impacts of project. As a result it will be easy for decision makers to implement project enhancing the beneficial impacts and mitigating the adverse ones in order to ensure the sustainability of the project. Three quarters (73%) of mitigation measures for environmental consideration were implemented.

In each of these rural road projects, the IEE study was carried according to EPA and EPR and mitigation measures were proved. In conclusion it can be said that site specific and practical

mitigation measures were proposed for the rural road construction, and mitigation measures are implemented to reasonable extent except with some issues such as use of personal protective equipment and availability of access to clean during water and toilets in rural areas. Society has to determine how much money shold be allocated to occupational safety, education, and biorestoration. There are mitigation measures available and engineers are becoming familiar with these,

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Social justice advocacy and its challenges: Case studies of International African volunteers serving in the Asia-Pacific Region

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Abstract

This research examines challenges faced by youth vonlunteers from Africa serving in the Asia Pacific Region. These challenges are present on both the side from the youth volunteer and from the host organization or communities. This research found that half of the volunteer sample affirmed that the Asia Pacific was not their preferred choice for doing advocacy.

Misunderstanding of social justice advocacy from both sides, of youth volunteers and their host organizations was another cause of unexpected challenges. Some youth went into service without having a strong understanding of what social justice advocacy is. Only one quarter had a clear understanding of what social justice is, and most never had an advocacy experience before. Host organizations also did not have a clear understanding of social justice. Each hosting organization should select young people who's objectives align with the organization objectives and goals. Language barrier is one of the expected challenges, as is the weather. On the culture difference, youth volunteers tend to cope up very well with the culture shock as few confessed that the culture was too difficult for them. However, there are concerns about stereotypes which affected the aptitude of some youth, as well as some inappropriate or unacceptable behavior toward the youth volunteers.

1. Social Justice and Bioethics

Love of life is the simplest and most all-encompassing definition of bioethics (Macer, 2015). This love is not restricted to human beings only but it is extended to all forms of life found in the universe, ranging from big mammals to small organisms. Social science is the scientific study of human society and social relationship (*according to the Oxford dictionary*); therefore when talking about human society and relationships, this comes along with all ranges problems, challenges and difficulties that human beings face on a daily basis. For instance, due to human thirst of power, greed of money; unprecedent wrestling for natural resources, depleting the natural reserves. In the process, this has also created social life gaps which has resulted into discrimination, marginalization amongst people; as people with resources, power and money tend to be more privileged than others. Such situation has affected millions of people all around the world, as people with privileges are fewer than the rest of the population. With such situations, some international organizations have decided to invest their resources, time, and talents to redress the balance of social life through initiatives such as social justice advocacy.

According to Swartz (2012), social justice is cast in terms of our generosity and charity to others who are presumably less fortunate than us. As part of the society, everybody is allowed to succeed in life, but not by oppressing others. Many organizations in the world which advocate for social justice around the world. Each organization has its own requirements, strategies of recruitment and placement for it workers in terms of age, gender, country of origin. There are challenges which come along while advocating for social justice especially when one's is advocating in a country which is different from his or her country

of origin. Therefore this research will address some of the challenges that youth volunteer from Africa face in advocating for social justice in the Asia Pacific region.

Social justice is cast in terms of our commitment to alleviating the injustices against persons from various marginalized and disenfranchised groups (Swartz, 2012). Therefore, social justice advocacy is as critical as the rest of the cases that international organizations are trying to solve. When a lot of resources are mobilized by these organizations, success is highly expected. But, unfortunately there are few measures of social justice advocacy success; communities has been hardly impacted by the work while social justice advocacy has been there for long time.

2. Significance of this Research

Looking at the failure of social justice advocacy in this paper will focus on one issue, the presence of foreigners advocating for social justice. This research will provide a basis based on which we can determine whether or not humanitarian donors should invest as much as they are doing in recruiting foreigners in advocating for social changes abroad no matter the motivation behind their strategies. To some extent, this research will also provide a set of recommendations based on which organizations can draw conclusions on. This will also help reducing the cost related to unproductive investment, bearing in mind that social justice commitment is to alleviate the injustice against people from various marginalized and disenfranchised groups as stated by Swartz (2012), therefore all efforts have to be mobilized to reach the overall goal.

The objectives of this study include:
1. Identify possible challenges encountered by foreigners as they advocate for social justice.
2. Investigate to what extend are these challenges affecting the advocacy work.
3. Evaluate these challenges, and providing a set of recommendations as to whether or not the foreign strategy should be used for social justice advocacy in the Asia-pacific.
4. Examine concepts of social justice in the selected populations

The study aims to answer the following questions:
1. Are there any challenges being faced by foreigners while advocating for social justice?
2. What are the challenges encountered while advocating for social justice?
3. What are the possible causes and nature of these challenges?
4. Is it adequate for foreigners to advocate for social justice in a foreign land?

5. How is the attitudes of local persons in the Philippines relate to those of the foreigners advocating for social justice?

We note that the target group for this research has a very limited number. The physical distance might be another limitation for this survey. Due to the distance, the internet was the only means through which surveys were shared to the willing participants. An assumption of the research is that each participant in this survey will contribute as much as they can, and in all honesty for the success of our research. The research also ensured that participant's anonymity as well as privacy and independency is preserved for them to have the freedom to answer freely to our survey. Respondents are identified using numbers.

3. Youth Volunteers Results
3.1. Sample Characteristics
Of the 8 respondents, 75% of the sample were male. 7/8 were young people between 25- 29 years old, with one younger. 25% of the sample had a Master's education (RN# 3, 8). The rest had an undergraduate degree.

Five were Congolese (DR Congo) [RN 1, 3, 4, 5, 6]. Two were Zimbabwean [RN 2, 8] with one Malagasy (from Madagascar) RN 8. Half of the sample served in the Philippines (RN 4, 5, 7, 8). 25 % of the sample served in Japan (RN 3, 6). The others served in Cambodia [RN 2] and South Korea [RN 1]. 75% of the sample had lived outside their home countries before serving as volunteers in Asia.

3.2. Awareness about respondents' knowledge on Social justice

The respondents were asked Q8. *"What motivated you to be an advocate for social justice?"* Respondents provided the following answers:

RN 1:*"I grew up in country where Political leaders once elected or nominated (as is often the case) become millionaires in their first two or three years of serving, while the majority of the people continues to be poor. Most communities don't have basic infrastructures, simple clinic or public school education for children. In a rich country like the Democratic Republic of Congo the government cannot even provide primary and secondary education to all children. Only children of people who have money are able to receive education. So my motivation to be an advocate for social justice is advocate to the government for that poor community, by asking the government that, why community living poverty without the electricity, health care and education facilities, so that the government will find the solution to the problems that facing the poor community".*

RN 2:*"I was motivated to become a volunteer because of the inherent challenges we face in my home country. Precisely I wanted to learn and get a better understanding of what social injustice is really about. I was also motivated by the desire to advance my career through*

getting experience in the field of food security and poverty alleviation".

RN 3:*"God's heart for it, and His commandment of it".*

RN 4:*"The social injustices that my country the DR Congo faces and the passion to serve and to engage with marginalized, underprivileged and oppressed people especially young people and women so that they can be one day the change they want to see in their respective communities".*

RN 5:*"My main motivation to be an advocate for social justice was community development course I took at university. This course helped me to look at my community in another perspective, I start asking so many questions about the community where I lived. For example why some people can afford so many things and others cannot? Why some youth are studying while others are selling in local market to support their families? These question push me be more involve in my community in quest to understanding its dynamics".*

RN 6:*"My motivation was to work for Gender justice and all related issues".*

RN 7:*"Injustice is everywhere. The world is not sticking in the same old situation, it is moving, it is changing and all situations are getting worst and worst. The future is not for the old, it is for us "young adults". We still have energy even if we do not have the power and role to change anything. At least we are ambitious for the best of our planet. If we do not take part of creating peace, who is going to do that for us? The old persons have money but do not have energy. Together we can eradicate all forms of inequality and exclusion in our society and in ensuring that the voices of the excluded and marginalized to be heard. We are all human beings. We are all the same; why not create a peaceful environment for the best of every one of us. That is what motivated me to be an advocate for social justice".*

RN 8:*"Passion for social justice work. To get experience and to grow in the Humanitarian field. A calling to do so".*

Respondents were asked, Q9. *"Before serving in the Asia-Pacific, have you ever advocated for social justice in any form?".* 75% answered *'No'.*

3.3. Respondents awareness about South Asia

Half affirmed that their first choice was Asia Pacific as placement (RN 1, 3, 6, 8). The majority of the sample who answered '*Yes*' said that they chose South Asia because of the culture in this region.

Half of the sample had/have lived more than 6 months in the Asia Pacific, but not more than a year (RN 1, 2, 7, 8). The rest of the sample have lived in the region for one year or more, as was the case of RN 5 who have lived in the region for more than two years. RN 6 and 4 have lived for more than one year but not up to two years. RN 3 has lived for a year in the region.

3.4. Awareness about respondents understanding of Advocacy

Respondents were asked about how they would rate their performance as social justice advocates (Q13). Half (RN 1, 2, 6, 8) rated their performance

as *'good'*. 25% of the sample said *'very good'* (RN 4, 5). One person rated their performance as *'poor'* (RN 3) and the other as *'fair'* (RN 7). Respondents were also asked, how they would rate their impact in their host community (Q14). Three answered 'Good' [RN 1, 2, 4], three answered '*fair*' [RN 7, 8], one each answered '*Poor*' [RN 3], *'very good'* [RN 6] and *'excellent'* [RN 5].

3.5. Awareness about respondents understanding of Social Justice

Respondents were asked in Q15. *"How would you rate your understanding of social justice before you started advocating for it in Asia-Pacific?"*. Half affirmed to have a *'Good'* understanding of social justice [RN 4, 5, 6, 8]. Three rated it as *'fair'* [RN 1, 2 7]; one rated their understanding of social justice as *'poor'*. This was the case of RN 3 who generally seemed unsatisfied with themselves and their performance.

Asked in Q16. *"In your own words, please explain what you understand by social justice?"* The respondents gave the following responses:

RN 1:*"My understanding of Social justice is the view that everyone deserves equal access to life-sustaining resources, such as health, education, food, employment, a clean environment, legal protection from discrimination and economic opportunity".*

RN 2:*"In my definition, social justice means equitable distribution of national resources. It also means freedom and access".*

RN 3:*"God's demand that all men have everything restored to them that was divinely appointed to them".*

RN 4:*"For me, social Justice is simply when people are fairly and equitably treated in the society regardless of their identity, race, sex, etc... In addition, it is also when people are provided with the resources as well as the competences they need to use the given resources in order to develop their respective communities without any constraints".*

RN 5:*"Social justice to me means doing what is good for the person, both individually and in association with others. Social justice is about serving the interest of others without putting your in jeopardy".*

RN 6:*"It is the equitable allocation of wealth, opportunities and privileges in the community or society. It is the understanding that all human beings are created equally and should be treated as such. Social justice is not limited to human being, it encompasses the all creation".*

RN 7:*"Social justice is the form of equality in a society. It may be inter-social treatment issues, legal segregation, and unequal government policies".*

RN 8:*"It implies fairness in the availability and access to and distribution of resources and opportunities".*

Respondents were asked, Q17. *"In your own words. Please explain what you understand by social justice advocate"* The respondents provided the following answers:

RN 1:*"My understanding of Social justice advocate is the act of speaking on the behalf of or in support of another person's right, so that they can have access to life-*

sustaining resources, such as health, education, food, employment, a clean environment, legal protection from discrimination and economic opportunity".

RN 3:*"A social justice advocate is a person who listens and learn from the voices of the people. An advocate promotes non-violent protests/demonstrations. An advocate creates new ideas that make the old ideas obsolete".*

RN 4:*"Like the Isaiah's and Jeremiahs of their day, it is becoming an obedient instrument of God".*

RN 5:*"Social justice advocate is someone who publicly support or suggest an idea according to what they believe is right. For example He/ She can stand in solidarity with indigenous people to support their rights to education and the protection or conservation of their land".*

RN 6:*"A social justice advocate is every person who stand for justice, who speaks out against any form of injustice whether through police making or raising awareness of a certain issue of inequality in the community where he/she is part of".*

RN 7:*"Social justice advocate is being a person who can plan sustained actions for the equality of all. Actions that can break all boundaries of any type of segregation in a society".*

RN 8:*"Advocacy to ensure that everyone has equal access to resources and opportunities".*

3.6. Awareness of respondents about their work

Respondents were asked in Q18. *"What was your objective while joining the social justice advocacy work?"* Respondents gave the following answers:

RN 1:*"My objective while joining the social justice advocacy work was advocating and being that prophetic voice so that the least and the marginalized find their place at the table of God's resources and grace".*

RN 2:*"To bring about transformation – restoring people's dignity and identity".*

RN 3:*"To witness God's work of redemption; even through this unworthy instrument".*

RN 4:*"My first objective was to be a good student to the people I served so that I can better serve them".*

RN 5:*"My objective was to learn as much as can from the people so that I can better understand the challenges their face and address those challenges together as community".*

RN 6:*"My objective was to make a difference".*

RN 7:*"My objective was making everyone feel how important they are so that they understand the equality existing between us. To help them to find the pride they lost because of some financial status or family cast".*

RN 8:*"Have more experience in justice advocacy, knowledge gathering Change someone`s life Ensure that justice prevails".*

Respondents were then asked in Q19. *"How would rate the achievement of your goal?"*. Half of the sample rated *'Good'* [RN 1, 2, 7, 8]. Two rated it *'Very good'* [RN 4 , 5], and one rated *'Poor'* [RN 3].

Respondents were asked in Q20. *"Will you be interested to continue social justice advocacy? Even after the time frame provided by your organization?"*. Seven answered *'Yes'*, with RN 3 answering *"I don't know"*.

Respondents were asked in Q21. *"How would you rate your work?"*. Half rated their work to be difficult [RN 1, 4, 5, 6]. Two rated *'Average'* [RN 2, 8] and the other two rated their work *'Very difficult'* [RN 3 7]. When asked why they found it difficult or very difficult, they said:

RN 1 stated, that *"Because of the people in the word place do not speak in English and I cannot speak Korean very well, so sometimes is very hard to communicate well".*

RN 3:*"I tried to do God's work in my human strength".*

RN 4 did not provide further as to why the work is difficult.

RN 5:*"Because I learned more about issues related to social justice, but the implementation or the solutions to those issues did not satisfy my expectations".*

RN 6 did not also provide further explanation as to why the work was difficult.

RN 7 did not provide further explanation as to why the work was very difficult.

3.7. Awareness about the challenge in the community

Respondents were asked in Q22. *"What are the areas that challenged you the most? Please rank them in order of most difficult to least difficult from 1 being the most difficult. Please explain why?" -1- Culture -2- Weather -3- Food -4- People -5- Language*. Out of 8 respondents, 6/8 provided their rating. Respondents provide the following rating:

RN 1 ranked as followed: *5-2-3-1-4 (language, weather, Food, Culture and People)*;

RN 2 ranked as followed: *5-1-3-2-4 (Language, Culture, Food, Weather and people)*;

RN 3 ranked as followed: *3-2-1-5-4 (Food, Weather, Culture, Language, and People*);

RN 5 ranked as followed: *5-3 (Language, food)*;

RN 7 ranked as followed: *1-4-5-2-3 (Culture, People, Language, Weather and Food)*;

RN 8 ranked as followed: 5-2-1-4-3 (Language, Weather, Culture, People and Food);

Out of 8 respondents, half of the sample provided an explanation to their rating as follows:

RN 1:*"Language barriers, the weather is very cold, the food is spacy, the culture is little bit different and people are good".*

RN 2:*"It takes time to learn the language and the culture is really different - somewhat traditional, mythical and is shaped by religious beliefs".*

RN 5:*"Because the language spoken in Philippines is totally different from English especially the way they structure the sentences is totally opposite to English sentence structure".* RN 6:*"The challenge I got was mostly on language because I had no clue of the Japanese language and it took me six months to learn and I couldn't master it all. Also, by the time my Japanese was improving, it was time to leave".*

RN 7:*"As we are from different context, there might be some activities to make them understand some other policies about social justice but not conform to their culture. You have to skip that part. Wherever we go, we will never really understand the people who we are working with, sometimes it is so embarrassing and making us feel uncomfortable in their zone. We do all have some language barriers sometimes and it needs a translator*

that it's not easy sometimes as the translation turn into something else or the aim is not so deep and relevant in the language we are speaking".
RN 8:*"Difficulties in communication made even simple things difficult, humid hotness made me feel tired and took time to adjust, difficult to relate to people of a different race especially when they are racially biased".*

3.8. Awareness of the language spoken in the host communities

Respondents were asked in Q23. *"How would you rate your language proficiency?"* Most of the respondents rated *'fair'* [RN 1, 2, 3, 7,, 8]. Two rated *'Good'* [RN 4 , 6]. One [RN 5] rated *'very good',* but nobody answered excellent or poor.

Respondents were asked in *Q25. "Do you think language was/is an important tool in fulfilment your work as a social justice advocate?".* All the respondents answered *"yes"* to this question; and when asked why, the following reasons were cited:
RN 1:*"Because it helps me to communicate very well with the people that I am working with".*
RN 2 stated by, *"By understanding the language, you are breaking many cultural barriers since there is a lot in the way they speak that explains their culture".*
RN 3:*"People need to understand the message you have to communicate".*
RN 4:*"I was mostly engaged in indigenous communities where the local language is spoken fluently".*
RN 5:*"Because if you speak English to people here especially the economically disadvantage you won't be able to get certain information that is essential to your work, you can't even integrate with them therefore you won't accomplish your goals because of language barriers".*
RN 6:*"It is very crucial for social justice worker to know the language of the people you're working with because that is how you build relationship and engage in the community which in return helps you understand the issues of justice that you want to work for and work with the people themselves for a radical change".*
RN 7:*"Because if you really want to let them understand what your purpose is for them, it is much better to speak their language. Teach them in their local language makes everyone comfortable so that it will be easier to catch it and put it into practice".*
RN 8:*"Made it Easier to communicate with various people".*

3.9. Awareness about culture

Respondents were asked, Q26. *"How would you rate your cultural integration?".* Three rated it, *"very good"* [RN 1, 4, 6], and another three rated *'Good'* [RN 2, 5, 8]*.* One rated it *'fair'* [RN 7], and another rated it as *'poor'* [RN 3].

Respondents were asked, do they agree that, *"Asian Pacific Culture is difficult to live in".* Three [RN 3, 5, 8] *"Strongly disagree",* two said *"Somewhat disagree"* [RN 1 and 4], while another two replied *"Somewhat agree"* [RN 2, and][. RN 6 *"Strongly agreed".*

Respondents were asked in Q28. *"Some cultural norms or practice have/had impeded me to advocate fully in my communities".* Two *"Somewhat disagreed"* [RN 4 7] and another two [RN 3 , 5] *"Strongly disagreed".*
RN 2:*"At grassroots level communities are somewhat traditional, not open to change. Fear of stepping on political lines. A patriarchal society in which gender roles are stereotyped/ traditional gender roles. Men don't attend several gatherings – except weddings, parties and funerals etc."*
RN 5:*"Because even I speak the local language, I am still a foreigner so there things that only a local can be able to do them very well and will well represent the local".*
RN 7:*"I think people was born without culture, they got it from their family, neighbor. So they live with it, it is hard to change their culture. If you touch their culture, it is like you touch their life so I think; it is kind of crucial part. Because if someone do the same to my culture, I will be choked".*

Respondents were asked to rate how they agree to this question *"Q.29. Some cultural beliefs confuses/ed me".* Three disagreed [RN 1,3, 6] and three agreed [RN 2,5,7]. They answered:
RN 2:*"Some people don't have a clear understanding about Africa. They identify Africa with lack and poverty only. They are skeptical about what I have to offer until I start speaking in front of them".*
RN 4 was *"Not really sure"* about his answer*.*
RN 5:*"For Filipino if you are foreigner it means you have a lot of money therefore they win try to take advantage of that by increasing the price if you are buying things in local market and you are not careful".*
RN 7:*"May be I do not just understand why they are doing such a things, or why they are still doing this. I can give one example. As a Christian, we should not sacrifice any animals for ancestral prayers. But here in the Philippines, they start any event on killing hen and pray the ancestors led by the tribal leader (datu), then continue the ceremony with a Christian prayer. Is it compatible? I don't think so. That is part of the things I do not really understand and confused me so far".*

Respondents were asked in Q30. *"The culture shock was too strong for me, and I could not deal with it."* All except RN answered No.

Respondents were asked Q31*. "Were there any kind of stereotypes about you due to your gender, race, and origin?"* Half answered *'Yes'* [RN 2, 4, 6, 8]. Three responded *'I don't know'* [RN 1, 5, 7]. RN 3 answered *'No'.*
RN 2:*"Most Cambodians I met don't have a clear understanding about Africa. I have been asked this question for the umpteenth time – Is Africa very hot/close to the sun? They believe I'm dark because of the heat. The major cause for concern is how they identify themselves with Africans. Cambodia went through a tough time from the 70s through 90s. Genocide and civil war left the country impoverished. Many Cambodians I have met read the book Cry Freedom which basically talks about Steve Biko and apartheid in South Africa. I assume what they feel for Africans is pity and they relate their challenges of poverty with those of Africa. They don't really expect an*

African to speak English and have capabilities. In the city Africans are believed to be criminals".

RN 4:*"Race".*

RN 6:*"Like being an African woman, I was supposed to be very strong and handle all the physical work in the organization".*

RN 8:*"Dark skin whether foreign or local is not desirable. It's associated with low social class, detestable".*

Respondents were asked, Q32. *"If you answer YES to question No.31. Did this affect your performance at work?"* Three said *"No"* [RN 3, 7, 8]. Two answered *'yes'* [RN 2, 5]. Some explanations were:

RN 2:*"To a certain extent it takes time for people to have trust in what I have to offer but since my supervisors are foreigners and more exposed they have a clear understanding of what all people are capable of".*

RN 5:*"I did not understand fully the language because certain things they speak has an historical context that I did not know of, so I was not fully engaging them in the above mentioned situations".*

RN 8:*"trust issues about the people`s stance on racism".*

Respondents were asked in Q33. *"Some behaviors were unacceptable and inappropriate to you".* 70% answered *'Yes'* [RN 1, 2, 6, 7, 8]. Two answered *'No'* [RN 3, 5]. RN 4 answered *'I don't Know'*. Respondents who answered *'Yes'* wrote:

RN 1:*"Some people were touching me without my permission".*

RN 2:*"Questions about my private life – how much do I pay for rent, what do I eat every day, age, etc. A culture which is not so open". Cleaning the shelter was not part of my job description but was forced to it.*

RN 6:*"Cleaning the shelter was not part of my job description".*

RN 7:*"They do not great each other at the office, they do not respect people. Even if they crushed you, it is like it so expensive from them to say sorry".*

RN 8:*"Invasion of privacy".*

3.10. Awareness on the weather

Respondents were asked to give their agreement on *Q.34. "I found the climate too hot for me."*. Five said *"Strongly agree"* [RN 2, 3, 4, 8], while two said, *"Somewhat agree"* [RN 1, 7]. One each said *"neither agree nor disagree"* [RN 5] and *"strongly disagree"* [RN 6]. When asked to give their agreement on *Q35. "I found the climate is too cold for me".* Six said that they *"Strongly disagree"* [RN 2, 3, 4, 5, 7 8]; while two said *"strongly agree"* [RN 1, 6].

Respondents were asked in Q37 *"Is the weather different from your home country? How?"* Seven answered *'Yes'*, while RN 5 answered it was the same. Only two persons said yes to, *"If yes, does the change in weather affect you physically?"* When asked in Q38 *"In your view, has weather/climate ever affected your health (physical, mental etc.)?"* Three answered *'No'* [RN 1, 3, 7], three answered *'Yes'* [RN 2, 6, 8].

3.11. Awareness on other general questions

Respondents were asked Q39. *"What is Bioethics?"*. Half provided the answer, while one respondent answered *"No idea"* [RN 3] and another respondent answered *"I don't know"* [RN 4].

RN 2:*"I am not really sure but Bio could mean living organisms or environments. Ethics perhaps is a socially acceptable code of conduct that's moral and everybody is supposed to adhere to it. Bioethics could mean a responsible way of living, having a sense of accountability to the ecological and physical environmental around us – It involves Public health, food, WASH, wildlife, forests etc".*

RN 5:*"Is the study of what is right or wrong in biological progress".*

RN 7:*"It is a field of study about ethics and philosophical impact of some implication of biological medicines".*

RN 8:*"A field of ethics that focuses on biology".*

Respondents were asked Q40. *"Were you involved in Public Health activities? Please Describe."* Five answered *'No'* [RN 1, 3, 4, 5, 7]. The rest answered *"Yes"* [RN 2. 6 8] and provided the following;

RN 2:*"Public health I am involved at CHAD with the WASH initiatives. We teach people about wash behaviors. We give loans for latrines and water filters. Some of our staff are involved in water referrals".*

RN 6:*"I walk every morning for about 25 min and an hour every Wednesday, I ran every Saturday morning for 30 min plus Zumba dance every other day. I did yoga every Friday at my work. I would say I was very active. I also did my medical checkup every other months".*

RN 8:*"Just trainings which were health related".*

Respondents were asked, Q41. *"How would you rate the communication at your workplace (Communication among co-workers)"*. Half rated *'fair'* [RN 4, 6, 7, 8], and half *'Good'* [RN 1, 2, 3, 5].

Respondents were asked,Q42.*"Have you ever feel that you were not important at your organization?"*. Half answered *'No'* [RN 1, 3, 6, 7], while two answered *'Yes'* [RN 4, 8].

Respondents were asked in Q43. *"Your organization never needed you for doing the advocacy"* Two *"Somewhat agreed"* with the statement [RN 5, 7]. Two *'disagreed'* [RN 1, 6]. Respondents were asked in Q44. *"Have you ever regretted to have accepted the offer of being a social justice advocate"* Only one answered *'Yes'* [RN 2]. A more detailed case discussion of the respondents is available from the authors (Milosi, 2018).

4. Motivations

The motivation behind a given action can reveal how committed somebody is toward that action. Motivation is a reason or reasons for acting or behaving in a particular way (*Oxford Dictionary*). While in such situation, people always have some expectations as well. According to the *Oxford Dictionary*, the word expectation is defined as a strong belief that something will happen or be the case. This can also be understood as a predisposed situation about something. These can all affect the performance of young people in their service. The

motivation of these young people differs from one to another. Personal experience with situation occurring in one's country was important for RN 1. In DR Congo (where RN 1 comes from), according to Latif (2017) President Joseph Kabila's family – especially his siblings Jaynet and Zoe – has established a vast business empire that has interest in dozens of companies and brings in hundreds of millions of dollars every year. From a different country, RN 2 stated that they wanted to understand more about social justice. While referring to Africa in general Kimemia (2016):for many decades, Africa has experienced both economic and political instability, leading to a fragile continent overall.

Africa is known to be very spiritual and religious at the same time. This can explain the motivation of RN 3, which has is based on his spiritual or religious belief, as he:"*God's heart for it, and His commandment of it".*

Schools are the right places were most young people get inspired and motivated about real life. Some find the passion early in their education, while others build up their passion, late in their education such as college. Thus, an education experience can become a source of motivation in pursuing social justice advocacy, as Khare and Hurst (2018):as a means to achieving a specific job or promotion or position, the extrinsic value of education can motivate students to engage more fully in co-creation. This was the case for RN 5*.*

Africa is one of the continents which has striven on issues regarding gender equality and equity. Truth be told, the continent is making some great improvement, as Prah (2013):African countries have made progress in the area of bridging gender equity, equality and power relations between men and women. However, things doesn't mean that, equality among genders are evenly distributed. This reveals the reason why, the issue of gender became a source of motivation for one of the female respondents, as she stated that *"My motivation was to work for Gender justice and all related issues"* (RN 6). However, according to Prah (2013), the expected transformations of a change in gender stereotypes and patriarchal attitudes, power relations, institutional structures and the division of labour in and outside the home have not occurred to make a significant difference in gender issues in almost all sub-Saharan African countries. However, RN 6 has had advocacy experience prior to her moving to South Asia region. "*Through the volunteers in mission student club at Africa University"* (RN6).

From respondents' responses, the spirit of curiosity and youth energy motivated other respondents to immerse themselves in the new adventure of social justice advocacy (e.g. RN 7)*.*

When young people begin to gain consciousness about the leadership of the world, they become involve in possible activities which can lead them to goal. Some have the passion to serve, which become their motivation afterwards, as RN 8 stated, *"Passion for social justice work. To get experience and to grow in the Humanitarian field. A calling to do so".*

Despite all motivations stated above. RN 4 was among the 25% of the sample, who have actually being involved in social justice advocacy prior to the moving to the South Asia region. In the case of RN 4, he was part of a program held in Washington DC where he was assigned to work with an Organization called Men Can Stop Rape, as RN 4:"*I was assigned to work with Men Can Stop Rape which is an organization that promotes healthy masculinity to end violence, especially violence against women. Besides that, I conducted trainings in my home country about this issue in order to equip men and boys with skills that will help them to fight against violence that women face*".

5. Advocacy and Social Justice

Bearing in mind that, adaptation differs from one person to another and the time they spent advocating differs as well. Respondents provided a rating about their performance. Overall, 50% of the sample rated their performance as *'good'*, with few rating *'very good'* and the rest rated *'poor'* and *'fair'*. For Instance, RN 4 and 5 rated their performance as *'very good'*, although these two respondents are among the 50% whom rated their work as difficult.

No matter how interested somebody might be in something, that does not always mean they will perform better in their committment. For instance, RN 1, 6 and 8 had Asia pacific as their preferred place where they wanted to serve. But, they rated their performance as just *'good'*.

Social justice is a broad concept which does not have a singled agreed definition. However, most people have a working definition of social justice which will be used as a baseline. According to Sensoy and DiAngelo (2017), it is commonly understood as the principles of "fairness" and "equality" for all people and respect for their basic human rights. Form the common understanding of what social justice is all about, we can deduct four core words, which include fairness, equality, respect and human right.

In as much as respondents had different motivations to advocate for social justice, only two respondents said that they had been involved in prior justice service. In fact, only 50% of the sample affirmed that, they have a good understanding of what social justice is, prior to their service. Therefore, lack of understanding of social justice or misconception around this concept cannot be

excluded as a plausible reason why actually there are some poor performance rate of some respondents. For instance, among the respondents who affirmed to have a good understanding of social justice, in his own understanding RN 8 defined social justice by stating that, "*It implies fairness in the availability and access to and distribution of resources and opportunities*". The respondents mentioned *access to* and *distribution of resources and opportunities*, which are core values of basic human right. It is a human right for people to have fair access to the same opportunities and resources like other people. While talking about fairness and equality/equitable, another respondent stated that "*For me, social Justice is simply when people are fairly and equitably treated in the society regardless of their identity, race, sex, etc.*(RN 4).

On the other hand, Sensoy and DiAngelo (2017) seldom the following questions are discussed, and even less seldom are they agreed upon. Thus the definition itself is our first challenge. What are those basic human rights? From whose perspective is something fair and equitable? Might something be fair for one person while actually having an unfair outcome for another? What does 'respect' actually mean in practice? While some say it is to treat others as we would like to be treated, some say that it is to treat others as 'they' would like to be treated (Sensoy and DiAngelo, 2017). When analyzing the working definition, we can also realize the challenge that the definition itself is portraying. However, the challenge seems to be in almost every definition, which respondents provided. For instance, while RN 5:"*Social justice to me means doing what is good for the person, both individually and in association with others. Social justice is about serving the interest of others without putting your in jeopardy*".

Sensoy and Di Angelo (2017) questioned "*From whose perspective is something fair and equitable?*", in other words, we would question this definition as from whose perspective are we going to abide that something is good or bad while serving? RN 6:"*It is the equitable allocation of wealth, opportunities and privileges in the community or society. It is the understanding that all human beings are created equally and should be treated as such*". Sensoy and Di Angelo (2017) questioned, "*while some say it is to treat others as we would like to be treated, some say that it is to treat others as 'they' would like to be treated*", and yet the above definition just mentioned that" In other words, how this treatment should go, based on the person who treating or the other person who is being treated.

However, although very spiritual, RN 3 rated his understanding of social justice as '*poor*' prior to his service. This might also explain his poor performance that's he rated earlier on, due to poor understanding of what social justice is, although Asia was his preferred place to serve.

For respondents who rated their understanding as 'fair', they mainly rely on the common definition, which focus on the four core words (*fairness, equality, respect and human right*). For instance, RN 2:"*In my definition, social justice means equitable distribution of national resources. It also means freedom and access*", and RN 7:"*Social justice is the form of equality in a society. It may be inter-social treatment issues, legal segregation, and unequal government policies*". All of these definition reveal the challenge that's surround the concept of social justice.

6. Awareness of respondent about their work

In the quest of figuring out what aspect of advocacy might stand out as potential challenges which affect young people to advocate effectively, we also wanted to look the objectives which motivated these young people to join social service. Although the goals differed from one respondent to another, some respondents aimed at serving their communities which they will be serving up until they impact, and if possible transform them. For instance, RN 1:"*My objective while joining the social justice advocacy work was advocating and being that prophetic voice so that the least and the marginalized find their place at the table of God's resources and grace*". Which can be contrasted with RN 2 who aimed at, "*To bring about transformation – restoring people's dignity and identity*". These two respondents are part of the 50% of the respondents who rated '*good*', the achievement of their goal. Meaning that these respondents had an opportunity to immerse in the community and impact the community in which there were serving. These results might be contrasted with community their performance rate, as both RN 1 and 2 rated '*good*' their community's impact.

Some respondents actually came in service with the objective to learn first in order to serve. Which was the case of RN 4 and 5 who rated '*very good*' the achievement of their goals. This can be contrasted also by the fact that, they rated their performance as '*very good*', which might also mean that they learned a lot. RN 4:"*My first objective was to be a good student to the people I served so that I can better serve them*". While, RN 5:"*My objective was to learn as much as can from the people so that I can better understand the challenges their face and address those challenges together as community*".

On the same line of thinking, RN 8:"*Have more experience in justice advocacy, knowledge gathering Change someone's life Ensure that justice prevails*", although RN 8 objective was not literally about

learning, but having experience which is just another form of learning.

RN 3's objective was more driven by his belief, as he:*"To witness God's work of redemption; even through this unworthy instrument"*. After rating as '*poor*' his performance and his impact on his host community, he also rated the achievement of his objective as '*poor*'. This really shows, that he missed out on his service to some extent. From all the respondents, RN 3 answered, '*I don't know*' to the question Q20. which:*"Will you be interested to continue social justice advocacy? Even after the time frame provided by your organization?"* While all the remaining respondents answered '*Yes*'.

For the remaining respondents, they had different objectives, for instance RN 6:*"My objective was to make a difference"*. While, RN 7 who rated the achievement of his goal as '*good*' (Table 11), also:*"My objective was making everyone feel how important they are so that they understand the equality existing between us. To help them to find the pride they lost because of some financial status or family cast"*.

7. Awareness about community challenges

Respondents were given five critical aspects of a community to rank. Out of the 6 respondents who provided their ranking, 4 of them ranked '*language*' as the most challenging. We had 3 respondents ranking '*weather*' as the second most challenging aspect. As the least challenging was '*people*' or socializing with people.

At a very conservative estimate some 4,000 languages are spoken today (Comrie, 2005). Local languages play a very important role in the service of these young people. Because you can't make a whole community learn to speak to you in English, but you have to learn how to speak their language. As a matter of fact, all the respondents answered '*yes*' to question 25, which asked, *"Do you think language was/is an important tool in fulfilment your work as a social justice advocate?"* . This shows how and why language was ranked as the most challenging aspect in their community, not because for some it was hard to learn and it is different from other Africa languages but because it is a necessity to your service. RN 2 who served in Cambodia:*"It takes time to learn the language and the culture is really different"*. But, still with community services, these young people are expected to speak local languages, as RN 4 who served in the Philippines:*"I was mostly engaged in indigenous communities where the local language is spoken fluently"*, this is despite the fact that people can also speak English fluently.

With the concept and the spirit of serving others. In order to make the people that you are serving to feel very comfortable with you, international social workers are expected to learn local languages which can be very challenging and stressful at the same time. *The challenge I got was mostly on language because I had no clue of the Japanese language and it took me six months to learn and I couldn't master it all* (RN 6). RN 6, was among the 30% of the sample which rated their language proficiency as '*good*'; while the majority of the sample rated '*fair*' their language proficiency, with only RN 5 who rated '*very good*' his language proficiency, as it is shown in table 15. While trying to explain why the language is so crucial, RN 5:*"Because if you speak English to people here especially the economically disadvantage you won't be able to get certain information that is essential to your work, you can't even integrate with them therefore you won't accomplish your goals because of language barriers"*.

According to RN 6, "*It is very crucial for social justice worker to know the language of the people you're working with, because that is how you build relationship and engage in the community which in return helps you understand the issues of justice that you want to work for and work with the people themselves for a radical change"*. RN 7 stated that "*If you really want to let them understand what your purpose is for them, it is much better to speak their language. Teach them in their local language makes everyone comfortable so that it will be easier to catch it and put it into practice"*.

The weather tends to be also something challenging for these young people. As one of the respondents who picked weather as the second most challenging aspect, RN 8 who is serving in the Philippines,:"*humid hotness made me feel tired and took time to adjust"*, while RN 1who served in Korea:"*the weather is very cold"*.

The social conditions or People was ranked to be the least challenging. Asian people are known to be very friendly toward foreigners, as RN 1 affirmed this while referring to Asian people, and specifically Korean people, he:"*people are good". A*lthough this is not an attitude that one might expect from all Asian people, as RN 8:"…… *difficult to relate to people of a different race especially when they are racially biased"*, just a reminder that, RN 8 served in the Philippines. But overall they are welcoming, friendly people. This might justify the fact that living with Asian people was one of the least challenging aspect during the service for these young people.

For instance people who served in the country such as the Philippines, language had the highest rank as the most challenging, as RN 5:"*Because the language spoken in Philippines is totally different from English especially the way they structure the sentences is totally opposite to English sentence structure". F*ood was the least challenging.

8. Awareness about culture

According to Peoples and Bailey (2012), an enormous range of cultural diversity was and is found on all continents and regions of the world. If the Asia culture became one of the main attractive aspect of some respondents. This does not exempt the difficulty to embrace this culture. The word *'culture'* is defined by the Oxford Dictionary as the ideas, customs, and social behavior of a particular people or society. Thus, Africa customs and Asian customs are really different from each other. 40 % of the sample *"Strongly disagree"* that the Asia Pacific Culture is difficult to live in; while RN 6 which makes 10% of the sample *'strongly agree'*. Overall, we can say that the Asian culture is easy to live. However, 40% of the sample rated their cultural integration "*very good*", and another 40% rated "*good*"; which really shows that these young people have integrated culturally easily.

When asked if there were some cultural norms or practices that could have/had impeded youth volunteers to advocate fully in their communities, 40% of the sample said, *"Neither agree nor disagree.* 25% of the sample *"Somewhat disagree"*, like RN 7 who:"*I think people was born without culture, they got it from their family, neighbor. So they live with it, it is hard to change their culture. If you touch their culture, it is like you touch their life so I think; it is kind of crucial part. Because if someone do the same to my culture, I will be choked".* 25% of the sample *"Strongly disagree",* like RN 5 who was among those who strongly disagreed that the Asian Pacific culture is difficult to live in, or that some cultural norms or practices have/had impede him to advocate fully in his communities. He:"*Because even I speak the local language, I am still a foreigner so there things that only a local can be able to do them very well and will well represent the local"* (RN 5)*.* With 10% of the sample "*Somewhat agree"*, in the like of RN 2 who stated that *"At grassroots level communities are somewhat traditional, not open to change. Fear of stepping on political lines. A patriarchal society in which gender roles are stereotyped/ traditional gender roles. Men don't attend several gatherings – except weddings, parties and funerals etc."*, this might explain why this respondent somewhat agree that the Asian Pacific culture is difficult to live in, and that some cultural norms or practices have/had impede him to advocate fully in his communities, RN 5 strongly agree that some cultural beliefs confused him, as he:*For Filipino if you are foreigner it means you have a lot of money therefore they win try to take advantage of that by increasing the price if you are buying things in local market and you are not careful".*

When asked if the culture shock was too strong for youth volunteer, such that they could not deal with it, the majority of the respondents answered '*No*', except RN 2 who answered *'yes'* and:"*It's unexplainable but it was intense – sounds from the gongs, greetings, gatherings, etc I can deal with it to a certain extend now".* As far as other people are concerned, RN 1:"*Because we have almost the same culture"*, which idea was support by RN 8, who:"*There still similarities with my own culture so it was not too strong for me".* While, RN 5 explained that, "*Because I researched about the Philippines before, so many things experience I already read them and new them".* On the other hand RN 6 defend his explanation by stating that, "*Because I was able to do my work and finish my term, if the culture shock was too strong I would have left before the end of my term".*

According to Houghton (2014), Lippmann's (1922) basic definition of stereotypes as *"pictures in our heads"* remains the generally accepted and classical sociological definition to date. Stereotypes are those misconceptions which people have about other people, for several reasons be it their race, their origins or continents. Therefore, there might be some misconceptions about Africans that Asian people would have had, and that would have impede youth volunteers to work effectively. 50 % of the sample agreed to have faced stereotypes in their host communities.

9. Conclusions and Recommendations

This study described the cases of eight African volunterrs to Asia, and they all are working for social justice both in their home country and in the Asian country they served (or still serve) in Asia. There were challenges faced by youth volunteers while serving in the Asia Pacific Region as described in this study. The points made could be tested by other studies, in different regions of the world, and in larger numbers.

We hope that this study will break down some of the stereotypes which affected the attitudes of youth. We thank all who participated in this research.

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