

10 REDUCED INEQUALITIES



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GOVERNANCE AND OPERATIONS

UCSI University demonstrates its commitment to Sustainable Development Goal 10 (Reduced Inequalities) through institutional policies, governance structures and support mechanisms that promote equity, diversity and inclusion across the university community. The University implements a non-discriminatory admissions policy, ensuring equal access to education regardless of gender, ethnicity, socio-economic background or disability. Admissions and student demographic data are monitored to identify and support underrepresented groups, including students from B40 (Bottom 40% income) households and other disadvantaged communities.

To promote inclusive participation, UCSI provides targeted recruitment initiatives, scholarships and financial aid programmes that reduce socio-economic barriers to higher education. Institutional policies on anti-discrimination, anti-harassment and diversity, equity and inclusion further guide the development of a respectful and inclusive campus environment.

The University also maintains dedicated offices responsible for student welfare, accessibility and inclusion, providing mentoring, counselling and peer support programmes. UCSI further ensures accessible campus facilities, disability support services and reasonable academic accommodations for persons with disabilities. Through these coordinated policies and support systems, UCSI promotes equitable access and participation while addressing systemic inequalities in higher education.

TEACHING AND LEARNING

1. ECHOES OF HOPE, MELODIES OF PEACE MUSICAL NIGHT 2025

UCSI University hosted the “Echoes of Hope, Melodies of Peace Musical Night 2025,” a concert and fundraiser supporting the refugee community and addressing social inequalities, directly contributing to SDG 10. The event featured performances by Chancellor Tunku Zain Al-'Abidin, alumni artists Suzanne Ling and Lim Yuet Kim, and storytelling by refugee children, highlighting resilience and lived experiences. Proceeds were directed to refugee welfare, education and empowerment initiatives.

Immediate outcomes included increased awareness, empathy and social responsibility among participants, fostering advocacy and volunteerism. At a broader level, the initiative promotes social inclusion, amplifies marginalised voices and supports national and global efforts to reduce inequalities. The programme also advances SDG 4 by supporting refugee education and SDG 16 by strengthening social cohesion and inclusion.



2. HANDS OF HOPE

Hands of Hope is a university-led outreach programme organised by Chong Che Zhi from UCSI Youth Beyond Boundaries aimed at reducing social and educational inequalities faced by refugee children, directly supporting SDG 10. The initiative provided free academic support classes to address barriers to formal education and promote inclusive learning opportunities.

Immediate outcomes included improved access to supplementary education for refugee pupils and increased awareness among university volunteers of the challenges faced by displaced communities. At a broader level, the programme contributes to reducing educational disparities, fostering inclusive community development and supporting marginalised groups. It also advances SDG 4 by expanding quality education opportunities for children who encounter legal, financial and social barriers to schooling.



3. EMPOWERED WORKSHOP

EmpowerED Workshop is a university-supported outreach programme led by Iris Hii Shiuan Ni and Vianca Faye Wiratama from Youth Beyond Boundaries aimed at reducing social and educational inequalities faced by refugee children, directly supporting SDG 10. The initiative provided structured self-development sessions to enhance confidence, critical thinking and interpersonal skills, addressing barriers to formal education and personal growth.

Immediate outcomes included increased participation, improved self-confidence and greater engagement in learning and personal development activities among refugee children. At a broader level, the programme contributes to reducing inequalities by providing equitable access to education and mentorship, fostering skill-building and preparing youth for future opportunities. It also advances SDG 4 through inclusive learning and SDG 8 by equipping children with foundational skills for long-term employability and societal participation.



RESEARCH AND DISCOVERY

1. LOAN LOSS PROVISIONS AND BANK VALUE IN THE UNITED STATES: A MODERATION ANALYSIS OF ECONOMIC POLICY UNCERTAINTY

(Economics, Volume 19 Issue 1, (2025). Asst Prof Dr Jeff Lai Wan Fe)

Macroeconomic conditions are often neglected in bank valuation models. We find that economic policy uncertainty significantly reduces bank value by using a panel data regression model with data on the US banks. Economic policy uncertainty also affects bank value through its moderating role in the relationship between loan loss provisions and bank value. The findings remain robust across various endogeneity and robustness tests. This moderating role is particularly significant for small and medium-sized banks, banks with higher levels of non-performing loans and during the financial crisis period. This study contributes to the understanding of a macroeconomic determinant shaping bank valuation models. The moderation analysis offers new insights into economic policy uncertainty that appears to mitigate the impact of loan loss provisions on bank value by advocating stronger risk governance practices when economic conditions are challenging. Policymakers should address the uncertainties stemming from economic policies to bolster the financial stability of banks.

2. COUPLING BETWEEN SUSTAINABLE DEVELOPMENT OF CROSS-BORDER E-COMMERCE AND E-COMMERCE LAW UNDER THE BELT AND ROAD INITIATIVE: EVIDENCE FROM CHINA

(International Journal of Asian Business and Information Management (IJABIM), 16(1), (2025) Huanhuan Ding (UCSI Graduate Business School)

Driven by technological advancements and economic integration, digital trade is reshaping transaction and production paradigms. Amidst the decline in conventional foreign trade, cross-border e-commerce (CBE) is a vital force in China's trade landscape. This paper presents a legal risk analysis model using deep learning to examine key factors affecting the sustainability of CBE within the Belt and Road Initiative framework. Through simulation experiments and grey correlation analysis, it explores the coupling and evolution of legal supervision mechanisms with e-commerce activities. Findings reveal that enhanced regulatory oversight, policy optimisation and information disclosure significantly improve legal supervision. The study shows a stable upward trend in the coupling of legal oversight with CBE, offering theoretical insights to mitigate legal risks and foster sustainable development in cross-border trade under the Belt and Road Initiative.

COMMUNITY AND PARTNERSHIP

1. EMBRACE DIFFERENCES, SHINE TOGETHER

The Inclusive Interaction Programme with Special Needs Children was organised and led by UCSI Faculty of Medicine and Health Sciences Asst Prof Dr Siti Fatimah Kader Maideen to promote social inclusion and engagement for marginalised children, directly supporting SDG 10. The programme aimed to provide interactive, skill-building activities that enhance motor, social and emotional development while fostering understanding and empathy among participating medical students.

Immediate outcomes included increased confidence, happiness and engagement among the children, and improved communication, empathy and teamwork skills among students. At a broader level, the initiative strengthened university-community relationships, promoted inclusive practices and raised awareness of marginalised groups' needs. It also advances SDG 3 by supporting the physical, emotional, and social development of children with special needs and SDG 4 through inclusive learning opportunities.



2. EDUCATIONAL GAMEBOARD FOR CROWDFUNDING IN COMMUNITY ARCHITECTURE INITIATIVES

Students from the Diploma in Architecture and Interior Architecture at UCSI University's School of Architecture and Built Environment (SABE) participated in Community Architecture initiatives led by lecturers from SABE, Noor Fatehah Mat So'o and Ilyana Sujak. The project aimed to support educational facilities for the Myanmar Refugee Learning Centre and KAFA School at Masjid Ibnu Al-Awwam while promoting sustainability and community engagement. As part of the initiative, students designed and produced educational board games using leftover timber as a crowdfunding tool to raise funds for building materials.

The project generated financial support for community infrastructure and resulted in the donation of the board games to the learning centres, extending their educational value for children. The initiative enhanced students' practical design skills, empathy and community awareness. At a broader level, it demonstrates how design education can contribute to social impact, contributing to SDG 10 whilst supporting SDG 4, SDG 9 and SDG 11 through education, innovation and community-focused development.



3. ORPHANS ZOO NEGARA TRIP

Children's Day Out at Zoo Negara was organised by UCSI University's Leo Club on 18 October 2025, bringing together over 100 children from six orphanages, including children from the National Cancer Society Malaysia. The programme aimed to address social inequality by providing marginalised children with recreational and educational experiences, fostering inclusion, well-being and community engagement, directly supporting SDG 10.

Immediate outcomes included enhanced social inclusion, enjoyment and exposure to educational content on wildlife and conservation. At a broader level, the initiative strengthened community engagement, promoted a culture of social responsibility and encouraged informal learning opportunities. The programme also advances SDG 4 by combining recreational enjoyment with educational enrichment for underprivileged children, nurturing awareness and engagement with nature and the environment.

