



*This image is of an Instagram Reel posted as part of our marketing for an upcoming Global Leaders Experience with EAIE. We asked students to share their experience of the GLE in the previous year, to show other interested students what it was like from day to day.*

### Integration of SDGs in

- Institutional governance/strategic level
- SDGs in research
- SDGs in campus operations
- SDGs in curriculum development
- SDGs in student engagement activities
- SDGs into community activities
- SDGs at a whole-institution level

### Focus on

- Goal 1 - No poverty
- Goal 2 - Zero hunger
- Goal 3 - Good health and wellbeing
- Goal 4 - Quality education
- Goal 5 - Gender equality
- Goal 6 - Clean water and sanitation
- Goal 7 - Affordable and clean energy
- Goal 8 - Decent work and economic growth
- Goal 9 - Industry, innovation and infrastructure

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- Goal 10 - Reduced inequalities
- Goal 11 - Sustainable cities and communities
- Goal 12 - Responsible consumption and production
- Goal 13 - Climate action
- Goal 14 - Life below water
- Goal 15 - Life on land
- Goal 16 - Peace, justice and strong institutions
- Goal 17 - Partnerships for the goals

### ***Summary:***

The Global Leaders Experience (GLE) was implemented at the University of Exeter in 2016 as an opportunity for students to undertake short-term outbound mobility separate to their degree programmes. This portfolio of activity is designed and provided to students with the aim of increasing intercultural skills and interdisciplinary knowledge which are highly sought out by employers in the UK and International job market.

Our GLEs are an intensive experiential and place-based learning programme, typically a week in length that combines an educational, cultural and 'real world' learning experience in collaboration with a significant partnership. Throughout the week students take part in a series of valuable activities depending on the programme, such as specialist career workshops, negotiation training, visits to significant buildings or historical sites and challenge-based group work with a set of external companies.

*"Each year, we partner with students from Exeter to serve as our onsite "conference assistants." Exeter students are instrumental to the success of our conference, serving as speaker support, registration assistants and providing information and help to our 6,000+ participants. We have been very grateful for our partnership with Exeter and hope to continue working together for years to come."* - Jackie Van Doorn, European Association for International Education.

This year we are providing GLE opportunities for around 115 students across three online programmes and 6 European cities. This is accomplished with the support from 5 close partnerships from across Europe and beyond. To continue our international reach and contribute towards improving sustainability within the University, we have cut our travel carbon costs by 4/5<sup>ths</sup> since the introduction in 2016. To support this further we are continuing to provide online training which not only allows students to work around extra-curricular responsibilities but allows us to host longer programmes, up to a month in length.

### ***Outline the 3 key benefits of integrating this theme:***

**1.** There is an increasing need for graduates to develop intercultural skills to meet the demands of an increasingly global environment. By providing these opportunities for students to develop we are promoting a better understanding of cultural, national and socio-economic backgrounds. This in turn increases their awareness of global situations including sustainability, and peace and international justice.

## *SDG Accord Case Study*

2. Our GLE partnerships with organisations have been so successful that we are able to increase our work and engagement with them, with the introduction of funded internships and an extension into other areas of Career's activity, such as EAIE (European Association of International Activity) offering Internships through our Green Consultants programme. Our activity in these areas gives us many more opportunities to engage with students and expand their international skillsets.

3. The introduction of online programmes since the pandemic have allowed us to increase the capacity of our programmes as we are not as restricted by overall costs, travel, accommodation and carbon costs. Online programmes allow us to reach students who would be otherwise unable to travel abroad while still giving them the opportunity to develop their intercultural skills, of which communicating across time zones is an exclusive skill not tested in an in-person programme.

### ***Outline the barriers or challenges encountered in integrating this theme and how you overcame these:***

1. Providing these opportunities has the unfortunate side-effect of contributing to our carbon emissions. We are mindful of our impact on climate change and making steps to combat this, we have eliminated long haul trips to the America and APAC regions. This has hugely reduced our impact and allows us to look at more sustainable methods such as train travel through European cities where we have strong partnerships. We are making use of online programmes in APAC regions which provides more opportunities to cut down on global travel and improve accessibility.

2. To reduce inequalities we want to engage students who need opportunities like Global Leaders the most. This is a challenge in that there are many barriers to those students applying, such as confidence or resources. Something put in place to help, is that the programme is completely funded by the University except for certain subsistence on the trip itself. However, we do have ongoing challenges with marketing towards, and recruiting these students. We are aiming to help this by collecting student case studies to share widely and encourage participation, making the process clearer and removing barriers.

### ***Please outline your conclusions and recommendations to others (Max 200 words):***

The Global Leaders Experience has successfully provided hundreds of students with unique opportunities to gain an immersive and real-world experience in a variety of disciplines, ranging from International Relations to Engineering. By taking part in a GLE, students have been able to develop their soft employability skills, meet new people, travel abroad (sometimes for the first time) and have a unique and incredibly valuable experience to add to their CVs. We are delighted to continue supporting online programmes as this continues their development while also focusing on sustainability and accessibility, ensuring that a wide range of students with additional responsibilities and commitments can still take part. Being able to gain insights into, often hidden, career paths have renewed students' drive to forge their own careers and engage more with existing careers provisions within the University to support this.