



We recognise that as an SDG Accord signatory your institution has a greater story to tell regarding how SDGs are being integrated within your community, and as part of your institutional SDG Accord reporting, we are now asking signatories to submit one or more case studies to share good practice, celebrate and/or outline barriers of how your institution is integrating the SDGs. ***Please tick the relevant Case Study Themes you would be interested in providing case studies for.***

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
- 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

Please use this template for each of the SDG frameworks you wish to submit a case study for. We ask SDG Accord Signatories to submit **at least one** case study by Friday 7th May 2021 to Teodora Axente - taxente@eauc.org.uk if you would to have it included in the overall SDG Accord reporting. You can continue to provide case studies throughout the year and these will be added to the [SDG Accord](#) website.

SDG Accord Reporting 2021 CASE STUDY

INSTITUTION – University of Winchester

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JOB TITLE – Environmental & Sustainability Manager

For each of the themes selected, please provide the relevant case study following the structure below:

Describe briefly how the theme selected was implemented within your institution – **max 300 words.**

SDGs 4 & 17: Cultural Exchange Programme with Amity University, New Delhi.

In spring 2021, students and researchers from the University of Winchester's Business School took part in a virtual cultural exchange programme with Amity University in New Delhi, northern India.

The exchange was designed to offer meaningful opportunities for students from both universities to enhance their international knowledge around the United Nations Sustainable Development Goals (SDGs) in action, both in the UK and India. Around 25 (UK) and 50+ (India) undergraduate students from each institution participated, all studying business management courses. The emphasis was on comparing and contrasting the UK and India through a mix of interactive lectures, workshops, seminars and discussions in January and February. Business strategies, economics, diverse cultural traditions, values, personal relationships and family life will all formed part of the comparisons and discussions.

Dr Simon M Smith, Senior Lecturer in Leadership and Management in the Faculty of Business, Law and Digital Technologies, designed Winchester's part of the programme, supported by Dr Karen Cripps and Dr Duncan Connors. Dr Smith said: "Working with Amity University created a dynamic way to engage in discussions around the Sustainable Development Goals.

"The interaction between staff and students from both Winchester and Amity provided a unique platform to integrate cultural learning during these tough times where travel is usually restricted to the virtual format. We want to be recognised as leaders within the SDGs domain and bring new partners together, leading to greater impact on these crucial sustainable development agendas."

Outline the barriers (***if any***) encountered in integrating this theme and how you overcame these.

1. The event took place during a pandemic. In many ways, this made the sessions more accessible and inclusive to students, being delivered virtually. However, it was more difficult for the students to form long lasting bonds and connections. Many of the Indian students have connected with us via LinkedIn and we hope to build on and deepen our connection with Amity University by applying for funding to repeat the event.

2. As always, time and financial constraints mean lecturers end up organising such events on top of their teaching commitments, which can put additional time pressure on them.

3. A downside of a series of virtual events is occasionally being met with a wall of silence. A fantastic speaker is secured, students are rallied to turn up but screen fatigue sets in and at the end of the talk, no-one asks questions and the event risks taking a downturn.

SDG Accord Reporting 2021 CASE STUDY

OPTIONAL – Include **TWO** images (max.) that are relevant to your SDG case study example. These will be used as part of your case study permission, so please ensure you have permission to use the images. the case study *Insert – Picture and add a brief description of what is included in images.*

Please outline your conclusions and recommendations to others – max 200 words

Within our cultural learning exchanges, we embedded the Sustainable Development Goals (SDGs) at the heart of our sessions and discussions. We brought in a vast range of speakers from academia and industry, as well as allowing numerous students to lead on relevant debates. Thus, those students (and staff) involved came to learn about each other's culture and expand their knowledge and thinking around SDGs both in theory and action (examples spanning the UK and India as base points, but also included other international examples). Of course, the emphasis was often driven from the culture of origin and then the discussion moved into comparisons with the other culture. Thus, sessions were often started with a particular topic and specialism, and then moved into grander discussions with the students and speakers.

The 5 hours of projects and presentations reflects where students took the lead in specific sessions – a great confidence and CV builder. The remaining 25 hours were led by specific subject experts (whether academic or industry) and we had a vast range of speakers to offer and keep the programme diverse and interesting. Feedback included the following:

"I'm so honoured and delighted with the participation experience in the Virtual Cultural Exchange Programme and to be part of the University of Winchester team is a great opportunity for my academic experience and my professional resume."

"I really enjoyed being involved and learning more about the Indian Culture."

"I'm happy I got the opportunity to be part of the programme as I learnt a lot about both the Indian and British cultures as well as the responsible/sustainable change topics which were covered. I will surely miss the sessions as they had become a major part of my weekly routine."

Dr Simon M Smith.

