

APAIE 2024



PERTH, AUSTRALIA 4-8 MARCH 2024

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Collaborating for sustainable impact: partnerships across the Asia Pacific

APAIE Perth 4 - 8 March 2024



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Session 16C: Thurs 7th March, 12:00 – 12:30

Promoting the UN SDGs through Innovative Study- Abroad Programs

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Promoting the UN SDGs through Innovative Study-Abroad Programs



Presenter



**Dr. Anitha
Ramanna**
COO, Authentica



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Manager, Learning Abroad
(Short Programs)
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Perth, Australia | 4-8 March 2024



Sustainable Development in Learning Abroad



Steve McDonald's Guide to the SDGs: Participants beware, fact-checking may be required!





What are SDGs and their
relevance to this story?

The Genesis and Aims of the Sustainable Development Goals (SDGs)



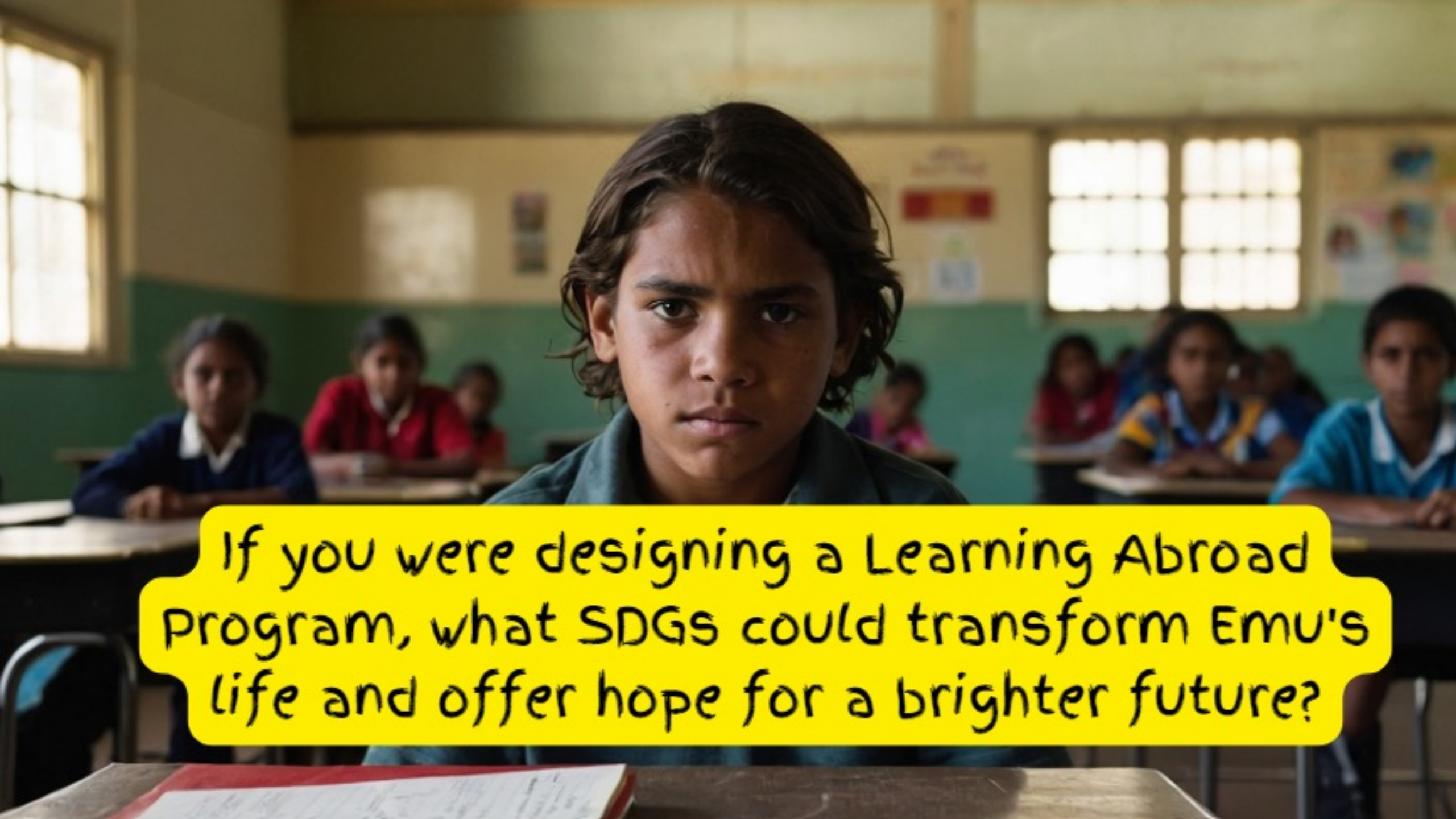
- 2015: UN discussed SDGs in NY
- Aims: tackle social, economic, environmental issues by 2030.
- SDGs were born out of previous initiatives
- Addressed short coming of the MDGs



- 1970s: Dr. Suez, Lorax, Environmental movement start.
- 1980: International Union for Conservation of Nature.
- 1992: Earth Summit, Agenda 21, Rio Declaration.
- 2000: Introduction of Millennium Development Goals (MDG).

2015-2030: UNSDGs 17 goals, 169 targets, and
231 unique indicators



A young boy with dark, wavy hair and a serious expression is the central focus, looking directly at the camera. He is wearing a greyish-blue school uniform. He is seated at a wooden desk in a classroom. In the background, several other children in school uniforms are seated at their desks, some looking towards the camera and others looking away. The classroom has light-colored walls with a green lower section, and there are windows with multiple panes. The lighting is natural, coming from the windows. A yellow speech bubble with a scalloped edge is overlaid on the bottom half of the image, containing text.

If you were designing a Learning Abroad Program, what SDGs could transform Emu's life and offer hope for a brighter future?

If you were designing a Learning Abroad Program, what SDGs could transform Emu's life and offer hope for a brighter future?



1. No Poverty: End poverty in all its forms everywhere.

2. Zero Hunger: End hunger, achieve food security and improved nutrition, and promote sustainable agriculture.

3. Good Health and Well-being: Ensure healthy lives and promote well-being for all at all ages.

If you were designing a Learning Abroad Program, what SDGs could transform Emu's life and offer hope for a brighter future?



4. Quality Education: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

5. Gender Equality: Achieve gender equality and empower all women and girls.

6. Clean Water and Sanitation: Ensure availability and sustainable management of water and sanitation for all.

If you were designing a Learning Abroad Program, what SDGs could transform Emu's life and offer hope for a brighter future?



7. Affordable and Clean Energy: Ensure access to affordable, reliable, sustainable, and modern energy for all.



8. Decent Work and Economic Growth: Promote sustained, inclusive, and sustainable economic growth, full and productive employment, and decent work for all.

9. Industry, Innovation, and Infrastructure: Build resilient infrastructure, promote inclusive and sustainable industrialization, and foster innovation.

If you were designing a Learning Abroad Program, what SDGs could transform Emu's life and offer hope for a brighter future?



10. *Reduced Inequality: Reduce inequality within and among countries.*



11. *Sustainable Cities and Communities: Make cities and human settlements inclusive, safe, resilient, and sustainable.*

12. *Responsible Consumption and Production: Ensure sustainable consumption and production patterns.*

If you were designing a Learning Abroad Program, what SDGs could transform Emu's life and offer hope for a brighter future?



13. Climate Action: Take urgent action to combat climate change and its impacts.

14. Life Below Water: Conserve and sustainably use the oceans, seas, and marine resources for sustainable development.



15. Life on Land: Protect, restore, and promote sustainable use of terrestrial ecosystems, manage forests sustainably, combat desertification, and halt and reverse land degradation and halt biodiversity loss.

If you were designing a Learning Abroad Program, what SDGs could transform Emu's life and offer hope for a brighter future?



16. Peace and Justice Strong Institutions: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all, and build effective, accountable, and inclusive institutions at all levels.



17. Partnerships for the Goals: Strengthen the means of implementation and revitalize the global partnership for sustainable development.

SUSTAINABLE DEVELOPMENT GOALS





#1

UNI IN THE WORLD
2 YEARS IN A ROW.
AND COUNTING.

TIMES HIGHER EDUCATION IMPACT RANKINGS 2022 & 2023

Why Western
Sydney University?

WHAT?

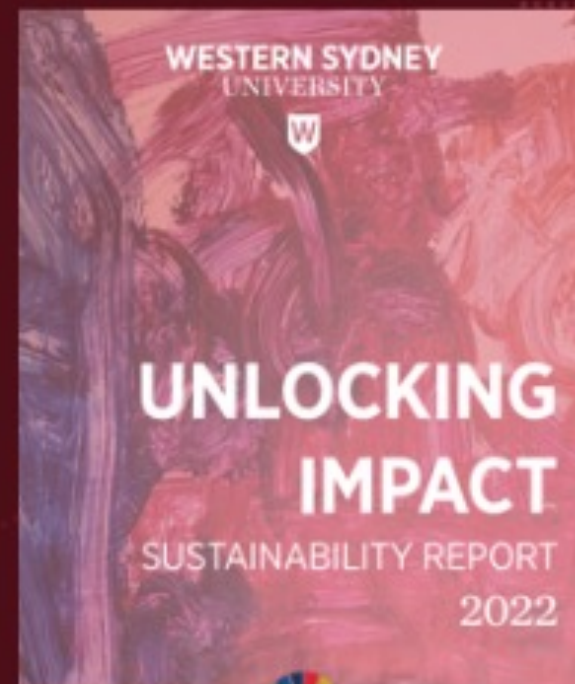




Top 5 ranked universities in the world for the
THE University Impact Rankings 2023:

1. Western Sydney University (Australia)
2. University of Manchester (United Kingdom)
3. Queen's University (Canada)
4. Universiti Sains Malaysia (Malaysia)
5. University of Exeter (United Kingdom)





Visionary and proactive

The University's work has been recognised in the following SDG categories:

- 1st in the world for SDG 5 Gender Equality, SDG 12 Responsible Consumption and Production, and SDG 17 Partnership for the Goals
- 2nd in the world for SDG 6 Clean Water and Sanitation and SDG 15 Life on Land
- 3rd in the world for SDG 10 Reduced Inequalities
- 4th in the world for SDG 3 Good Health and Wellbeing
- 5th in the world for SDG 11 Sustainable Cities and Communities
- 7th in the world for SDG 13 Climate Action



C.O.R.E

- Curriculum, Operations, Research and Engagement (CORE) focus.
- All have an alignment with the SDGs.



WESTERN SYDNEY
UNIVERSITY





Learning Abroad Project Proposal





9. United Nations Sustainability Development Goals (UNSDG)

This project aligns with and supports several United Nations Sustainable Development Goals (UNSDGs). Please select all that apply:

- Quality Education (Goal 4):** Learning abroad programs directly contribute to this goal by providing inclusive and equitable quality education. They offer students diverse learning environments and exposure to different educational systems, promoting lifelong learning opportunities.
- Reduced Inequalities (Goal 10):** These programs can help reduce inequalities within and among countries. By enabling students from diverse backgrounds to study abroad, they foster an understanding of different cultures and socio-economic backgrounds, encouraging a more inclusive world.
- Sustainable Cities and Communities (Goal 11):** Students participating in learning abroad programs often engage with local communities, contributing to sustainable urbanisation. They can participate in projects that promote cultural heritage, sustainable urban development, or community-based learning.
- Responsible Consumption and Production (Goal 12):** Learning abroad can educate students about sustainable lifestyles. Exposure to different cultures and practices can inspire students to adopt and promote sustainable consumption and production patterns in their home countries.
- Climate Action (Goal 13):** These programs can include courses or projects focused on climate change mitigation, adaptation, and impact reduction. Students can learn about global environmental challenges and solutions, and bring this knowledge back to their home countries.
- Peace, Justice, and Strong Institutions (Goal 16):** Studying abroad fosters a deeper understanding of global issues, promoting peaceful and inclusive societies. It can also enhance knowledge of global governance structures, law, and human rights.
- Partnerships for the Goals (Goal 17):** Learning abroad programs are often the result of international partnerships between educational institutions. These collaborations can further the goals of the UNSDGs by sharing knowledge, expertise, and resources across borders.
- Other (specify):** [For additional goals, refer to: <https://sdgs.un.org/goals>]

Learning Abroad Student Registration





NEW COLOMBO PLAN

Connect to Australia's future - study in the region

- New Colombo Plan (NCP) initiated by the Australian in 2014
- Approximately 10,000 students participate in the program annually
- Immersive study tours are very popular





Social Innovation Lab

Program

A 2-week program to enable students develop essential theoretical and practical skills for working in impact-focused social organizations serving those at the base of the pyramid

Focus

Students experience first-hand the way local innovations can be applied to promote the UN Sustainable Development Goals (SDGs).

Format

Students work in teams on projects with local host organizations to solve real-world problems that bear on the organization's impact and sustainability

Outcomes

Develop critical skills to be global leaders

Images from the field



Social Innovation Lab-India, 2024

Dates

Location

University

Disciplines

Host
Companies

**Australian
Summer**

January 12-28,
2024

India

Mumbai and
Pune

**University of
Canberra**







7 students + 1
Faculty

Multidisciplinary

- Education
- Law
- public policy)

- Samuchit Enviro Tech, Ltd.
- CLEAN
- SPAcECE

Social Innovation Lab: Projects and SGDs

| Organization | Areas | Project | SGDs |
|--------------------------|--|--|---|
| Samuchit Enviro Tech | Climate Change/Waste Management / Clean Energy | Developing an outreach strategy with materials highlighting their biochar solution products to present to donors, companies, and various organizations |   |
| CLEAN | Climate Change | Developing a social media strategy to educate stakeholders about the CLEAN network |   |
| SpacECE India Foundation | Education/Community Building | Improving the effectiveness of the Home-as-a-Learning-SPACE (HAALS) program |   |

Lessons for Promoting UN SDGs

Design

Program design should enable students **to understand the challenges and needs of beneficiaries** and include **exposure visits** that enable students to have a well-rounded view of the project domain (e.g., visits to waste management plant, eco factory)

Outcome Alignment

Projects must be defined with **outputs and deliverables tied to the UN SDGs**. This are ideally done in **consultation with the organizations**

Format

Programs ideally **provide for consultation and engagement with users, organizations and Faculty** at various stages of the project

Preparation

Orientation should provide students opportunities to engage in reflective exercises such as **empathy mapping, asset mapping**, etc.

Delivery

Program team on the ground should be **well trained and familiar with issues** to be able to guide students and **provide important background and context specific information**

DESIGN A PROGRAM



Study Tours / Internships / Clinical Placements

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Enhancing Learning Abroad with UNSDGs

By Steven McDonald 

Learning abroad presents a unique opportunity for individuals to engage with global issues, fostering cross-cultural understanding and contributing to the achievement of the United Nations Sustainable Development Goals (UNSDGs). Click on the following to begin.

<https://chat.openai.com/g/g-x9hTfyidl-enhancing-learning-abroad-with-unsdgs>

What are the SDGs?

CREATE INTERNSHIP PROGRAM

DESIGN A STUDY TOUR

PROVIDE EXISTING PROGRAM DESCRIPTION



Message Enhancing Learning Abroad with UNSDGs...



INPUT



- **Host Location:** India
 - **Host Regions or Cities:** Mumbai and surrounding region
 - **Overseas host universities:** No
 - **Overseas host organisations:** Authentica
 - **Level of study:** Undergraduate
 - **Discipline:** Business and innovation
 - **Duration:** 2 weeks
-
- **Brief Description:** Cultural Workshops and Immersion, Community Engagement and Service Learning, Industry Visits, Skill-based Volunteering and Internships, Reflective and Integrative Learning Sessions

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OUTPUT



Project Overview:

This two-week study tour to Mumbai, India, is designed for undergraduate students specializing in business and innovation. The program aims to immerse students in India's rich cultural and business landscape, offering hands-on learning experiences that blend academic theory with real-world application. Through a series of cultural workshops, community engagement activities, industry visits, and skill-based volunteering, students will gain a comprehensive understanding of global business practices, innovation in emerging markets, and the importance of sustainable development.

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OUTPUT (continued)



Educational Objectives:

1. To provide students with an immersive learning experience that enhances their understanding of global business dynamics and innovation in an emerging economy.
2. To develop students' skills in cross-cultural communication, teamwork, and problem-solving in diverse environments.
3. To inspire students to consider sustainable business practices and their impact on societal development.

Powered by  OpenAI

OUTPUT (continued)



Alignment with UNSDGs:

The program aligns with several United Nations Sustainable Development Goals, including:

- Quality Education (Goal 4)
- Reduced Inequalities (Goal 10)
- Industry, Innovation, and Infrastructure (Goal 9)
- Sustainable Cities and Communities (Goal 11)
- Partnerships for the Goals (Goal 17)

These alignments underscore the study tour's commitment to contributing to global efforts to foster sustainable development, equity, and inclusive growth.

OUTPUT (continued)



Suggested Activities:

1. Cultural Workshops and Immersion: Engage in workshops on Indian business etiquette and participate in local cultural events to deepen understanding of the host country's social and business environment.
2. Community Engagement and Service Learning: Partner with local NGOs to contribute to educational and environmental initiatives, fostering a sense of global citizenship among students.
3. Industry Visits: Explore Mumbai's innovation ecosystem through visits to startups, business incubators, and companies leading in sustainable practices.
4. Skill-based Volunteering and Internships: Undertake short-term projects with local organizations, applying business and innovation knowledge to address real-world challenges.
5. Reflective and Integrative Learning Sessions: Conduct daily debriefs and end-of-tour presentations to consolidate learning and share insights gained from the experience.

OUTPUT (continued)




Expected Outcomes:


Participants will return with enhanced global perspectives on business and innovation, practical skills in applying sustainable development principles, and enriched cultural understanding. The program aims to inspire future leaders who are equipped to contribute positively to their communities and the global business landscape.

Conclusion:


This study tour represents a unique opportunity for students to bridge the gap between academic learning and practical application in a global context. By engaging directly with the challenges and opportunities of sustainable development in India, students will be better prepared to contribute to a more equitable and sustainable world.

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[EXPAND | REWRITE | IMPROVE]



10 minutes
work



Your a genius!



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