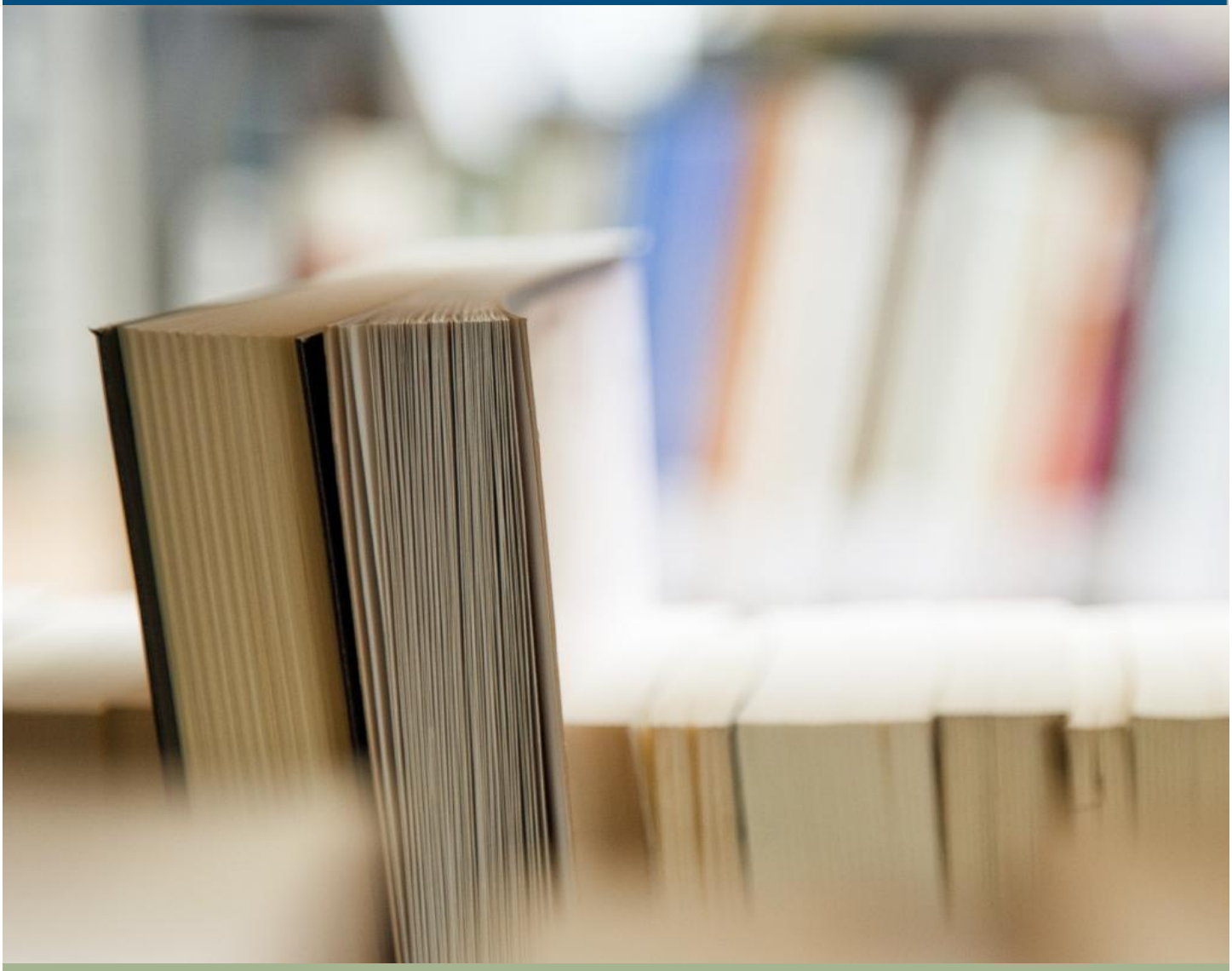


CRESD - Collaborative Research in Education for Sustainable Development

RESEARCH REPORT

Acknowledgment
The authors would like to thank the EUGREEN Alliance for the seed funding for mobility between the institutions that allowed the researchers to meet face-to-face to discuss this research study.

Copyright and License
© 2026 the Authors
This report is licensed under a Creative Commons Attribution 4.0 International License (CC BY 4.0). You are free to share and adapt the material provided that appropriate credit is given to the author.
License details: https://creativecommons.org/licenses/by/4.0/

The views and opinions expressed in this report are those of the authors and do not necessarily reflect the official position of the European Union, the European Commission, or the EUGREEN Alliance. Neither the European Union, the European Commission, nor the EUGREEN Alliance can be held responsible for any use which may be made of the information contained herein.

Authors:
Gabriela Gliga (Atlantic Technological University)
John Scahill (Atlantic Technological University)
Daniel Pust (Otto-von-Guericke University Magdeburg)
Karina Becker (Otto-von-Guericke University Magdeburg)
Frédérique Chédotel (University of Angers)
Svitlana Plotnytska (University of Angers)
Ana Maria Cristóvão (University of Évora)
Fatima Leal (University of Évora)
Hugo Rebelo (University of Évora)
Laura Victoria Fielden Burns (University of Extremadura)
Patricia Milanés Montero (University of Extremadura)
Marius Drugas (University of Oradea)
Mirabela Matei (University of Oradea)
Raluca Buhaș (University of Oradea)
Sorana Săveanu (University of Oradea)
Tomina Saveanu (University of Oradea)
Alessandra Puglisi (University of Parma)
Antonella Bachiorri (University of Parma)
Wojciech Kilian (Wrocław University of Environmental and Life Sciences)

The authors want to express their gratitude to all the colleagues who supported us during data collection, and all the students for taking the time to answer the questions!

CRESD REPORT

Table of Contents

Background 3
Introduction: the strategic imperative of Sustainable Development 3
Education for Sustainable Development: principles and goals 3
Competence frameworks: UNESCO and GreenComp 3
Education for Sustainable Development (ESD) in Higher education (HE) 4
Assessing ESD outcomes: a methodological challenge 5
The CRESD project: objectives and collaborative structure 6
References 8
AGGREGATED DATA ON EUGREEN LEVEL 9
Sample description 9
General data description 11
Awareness and sources of information 11
Values related to sustainability 13
Knowledge of sustainability 14
Attitudes toward sustainability 15
Sustainability behaviors 17
Descriptive data for UNIVERSITY OF ORADEA, ROMANIA 18
Sample description 18
Data description 18
Awareness and sources of information 18
Values related to sustainability 20
Knowledge of sustainability 21
Attitudes toward sustainability 22
Sustainability behaviors 24
Descriptive data for UNIVERSITY OF MAGDEBURG, GERMANY 25
Sample description 25
Data description 26
Awareness and sources of information 26
Values related to sustainability 27
Knowledge of sustainability 28
Attitudes toward sustainability 29
Sustainability behaviors 31
Descriptive data for UNIVERSITY OF PARMA, ITALY 33
Sample description 33
Data description 33
Awareness and sources of information 33
Values related to sustainability 35
Knowledge of sustainability 36
Attitudes toward sustainability 37
Sustainability behaviors 39
Descriptive data for Wroclaw University of Environmental and Life Sciences, POLAND 41
Sample description 41
Data description 42
Awareness and sources of information 42

Values related to sustainability 43
Knowledge of sustainability 43
Attitudes toward sustainability 45
Sustainability behaviors 47
Descriptive data for UNIVERSITY OF ANGERS, FRANCE 49
Sample description 49
Data description 49
Awareness and sources of information 49
Attitudes toward sustainability 53
Sustainability behaviors 55
Descriptive data for ATLANTIC TECHNOLOGIC UNIVERSITY (ATU), IRELAND 57
Sample description 57
Data description 57
Awareness and sources of information 57
Values related to sustainability 59
Knowledge of sustainability 60
Attitudes toward sustainability 61
Sustainability Behaviors 63
Descriptive data for UNIVERSITY OF EVORA, PORTUGAL 65
Sample description 65
Data description 66
Awareness and sources of information 66
Values related to sustainability 68
Knowledge of sustainability 69
Attitudes toward sustainability 70
Sustainability behaviors 72
Descriptive data for UNIVERSITY OF EXTREMADURA, SPAIN 74
Sample description 74
Data description 74
Awareness and sources of information 74
Values related to sustainability 76
Knowledge of sustainability 78
Attitudes toward sustainability 79
Sustainability behaviors 81
Final discussion 83
Conclusions 83
Future Perspectives 83

Background

Introduction: the strategic imperative of Sustainable Development

Higher education institutions are increasingly called upon to contribute to sustainable development not only through teaching and research, but also through their broader social and institutional responsibilities, often described in terms of a “third mission” directed towards society. This mandate positions higher education institutions as primary drivers of social, economic, and environmental transformation, acting as catalysts for "transformative change" within their regional systems. In this context, sustainability is no longer a marginal or optional concern for universities. Rather, it has become a strategic issue that affects curricula, governance, institutional culture, partnerships, and the role of universities as public actors in regional, national and international contexts.

Within this evolving scenario, Education for Sustainable Development (ESD) provides an important framework for rethinking the purposes of higher education and the forms of learning it promotes. For an alliance such as EU GREEN, this implies moving from general commitments to sustainability towards more explicit, evidence-informed approaches capable of supporting institutional learning, strategic action and inter-university dialogue. The **Collaborative Research in Education for Sustainable Development (CRESD)** project was conceived within this perspective, with the aim of generating a shared empirical basis for understanding how students relate to sustainability across different national and institutional settings.

Education for Sustainable Development: principles and goals

The educational dimension of sustainable development had been explicitly recognised in Agenda 21, adopted at the Rio Earth Summit in 1992, and was subsequently consolidated through the United Nations Decade of Education for Sustainable Development (2005–2014), coordinated by UNESCO. This was followed by the Global Action Programme on ESD and, more recently, by the ESD for 2030 framework. The 2030 Agenda has undoubtedly strengthened the international visibility of ESD, but it does not define its full meaning and should not be treated as its point of origin. In line with UNESCO (2017), ESD is understood here as an educational approach aimed at providing students “…*the knowledge and the competencies that enables them to actively involve in the achievement of the sustainable development goals in all areas* (UNESCO, 2017, p. 8). This understanding emphasises that ESD In particular: “*… aims at developing competencies that empower individuals to reflect on their own actions, taking into account their current and future social, cultural, economic and environmental impacts, from a local and a global perspective. Individuals should also be empowered to act in complex situations in a sustainable manner, which may require them to strike out in new directions; and to participate in socio-political processes, moving their societies towards sustainable development*” (UNESCO, 2017, p. 7). Such a definition makes clear that ESD is both cognitive and transformative: it concerns understanding, but also judgement, responsibility, participation and action.

Competence frameworks: UNESCO and GreenComp

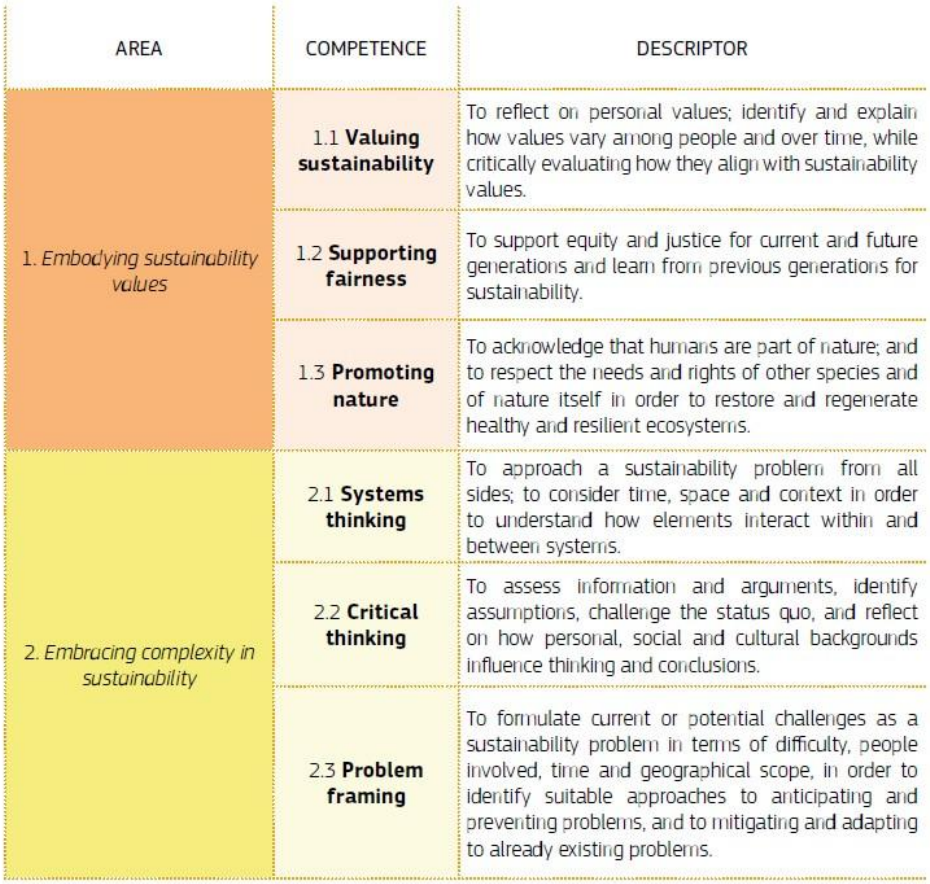
A competence-based understanding of sustainability learning has become central to contemporary ESD. UNESCO’s framework of key competences for sustainability remains a major reference point in this regard. It identifies eight interrelated competences: systems thinking, anticipatory competence, normative competence, strategic competence, collaboration competence, critical thinking, self-awareness and integrated problem-solving. Taken together, these competences make explicit that ESD is not confined to the acquisition of information; it also involves the ability to interpret interdependencies, reflect on values, imagine alternatives, work with others and act under conditions of uncertainty.

For clarity, these competences may be read through three complementary dimensions of sustainability learning:

Table a.1. Dimensions of sustainability learning

Dimension	Focus	UNESCO competences
Ways of thinking	Cognitive approaches to complexity and interdependence	1. Systems thinking; 2. Anticipatory competence; 3. Critical thinking.
Ways of being	Personal values, ethics and self-reflection	4. Self-awareness; 5. Normative competence
Ways of practising	Applied capacities for intervention and collaboration	6. Strategic competence; 7. Collaboration competence; 8. Integrated problem-solving

Alongside UNESCO, GreenComp offers an essential reference for a European higher education context. Published by the European Commission's Joint Research Centre in 2022 (Bianchi et al.,2022), GreenComp defines sustainability as a competence and organises it into four interrelated areas: embodying sustainability values, embracing complexity in sustainability, envisioning sustainable futures and acting for sustainability. The framework is especially useful because it links values, complexity, futures-thinking and action in a structured and educationally meaningful way. For the purposes of the present report, GreenComp provides a particularly relevant complementary lens through which to interpret students' responses and the broader aims of ESD within a European university alliance.



AREA	COMPETENCE	DESCRIPTOR
1. *Embodying sustainability values*	1.1 **Valuing sustainability**	To reflect on personal values; identify and explain how values vary among people and over time, while critically evaluating how they align with sustainability values.
	1.2 **Supporting fairness**	To support equity and justice for current and future generations and learn from previous generations for sustainability.
	1.3 **Promoting nature**	To acknowledge that humans are part of nature; and to respect the needs and rights of other species and of nature itself in order to restore and regenerate healthy and resilient ecosystems.
2. *Embracing complexity in sustainability*	2.1 **Systems thinking**	To approach a sustainability problem from all sides; to consider time, space and context in order to understand how elements interact within and between systems.
	2.2 **Critical thinking**	To assess information and arguments, identify assumptions, challenge the status quo, and reflect on how personal, social and cultural backgrounds influence thinking and conclusions.
	2.3 **Problem framing**	To formulate current or potential challenges as a sustainability problem in terms of difficulty, people involved, time and geographical scope, in order to identify suitable approaches to anticipating and preventing problems, and to mitigating and adapting to already existing problems.

Figure a.1. Greencomp areas, as describes in The European Sustainability Competence Framework (Bianchi, Pisiotis, & Cabrera Giraldez, 2022).

Education for Sustainable Development (ESD) in Higher education (HE)

Universities occupy a distinctive position in the field of ESD because they operate simultaneously as educational institutions, producers of knowledge and public actors. Since the 1980s, when sustainable development gained formal

recognition, higher education has progressively incorporated it into curricula and institutional strategies, with significant expansion in the 1990s and early 2000s through global declarations. Despite these advances, sustainability remains insufficiently embedded in university culture, even following the institutionalization of Agenda 2030 (González Gaudiano, Meira-Cartea & Martínez-Fernández, 2015). Their role cannot be reduced to the addition of sustainability-related topics within individual courses. Rather, higher education institutions contribute to ESD by shaping the conditions under which sustainability can be critically examined, discussed and enacted. This requires a whole-institution perspective in which curricula, pedagogies, research agendas, governance arrangements, campus operations and community engagement are aligned, progressively and coherently, with sustainability principles.

Such a perspective is especially important because universities are among the few institutions able to connect scientific evidence, critical reflection, public debate and local or regional action. They can foster interdisciplinary dialogue, make visible the interdependence of environmental, social and economic dimensions, and encourage students to address uncertainty, ethical tensions and long-term responsibility. In this sense, universities are expected not only to teach about sustainability, but also to model forms of institutional practice consistent with it. Their role within ESD is therefore both formative and exemplary.

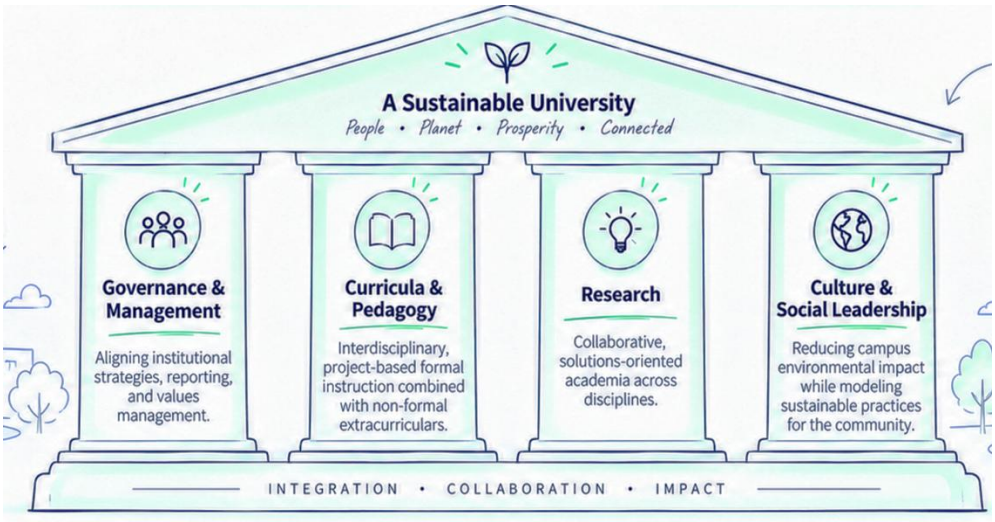


Figure a.2. Key Dimensions of Sustainable Development Integration in Higher Education

Universities, in these last years, play a central role also in advancing the Sustainable Development Goals (SDGs) through research, education, management, and social leadership, although a unified and integrated approach across these domains remains necessary (Alcántara-Rubio et al., 2022; Mallow, Toman & Van't Land, 2020; SDSN, 2020; Owens, 2017). Beyond awareness-raising and curricular integration, effective SDG implementation requires embedding these goals into governance, strategy, and institutional practices, supported by a structured process of mapping initiatives, building competencies, prioritizing focus areas, integrating actions, and continuously monitoring progress (SDSN, 2020; Alcántara-Rubio et al., 2022). The absence of a holistic and participatory approach, along with barriers such as limited knowledge, resistance to change, organizational rigidity, and external constraints, continues to hinder comprehensive SDG integration in higher education institutions (Leal Filho et al., 2019; Serafini et al., 2022; Alcántara-Rubio et al., 2022). This confirms that ESD in higher education cannot be assumed; it must be intentionally developed, supported and critically assessed.

Assessing ESD outcomes: a methodological challenge

If ESD is transformative and multidimensional, its assessment is necessarily complex. One of the main challenges identified in literature is that there is no linear relationship between what students know, what they value, the attitudes they express and the behaviors they adopt. High levels of awareness or agreement with sustainability principles do not automatically translate into sustained pro-sustainability practices, and self-reported behaviors may depend on contextual, institutional or socio-economic conditions that cannot be inferred from knowledge alone. For this reason, evaluating the outcomes of ESD through a single dimension is likely to be inadequate.

Another challenge concerns the assessment instruments themselves. Despite the growing relevance of sustainability literacy in higher education, literature still points to the absence of a universally shared and methodologically

consolidated assessment tool. Although multiple assessment approaches exist, no single consensus instrument has been established (Michalos et al., 2015; Biasutti & Frate, 2017; Atmaca, Kiray & Pehlivan, 2019; Marcos-Merino, Corbacho-Cuello & Hernández-Barco, 2020; Wendlandt Amézaga et al., 2022; Cheng et al., 2022). Existing instruments differ in their conceptual assumptions, in the balance they attribute to environmental, social and economic dimensions, and to the extent to which they address values, attitudes or actual practices. Recent studies have also highlighted recurring knowledge–action and value–action gaps, suggesting that sustainability learning should be approached as a heterogeneous and non-linear process rather than as a simple progression from cognition to behavior.

These considerations are particularly relevant for institutions aiming to evaluate the effects of ESD initiatives. Assessment is indispensable, but it is also selective: overly narrow measures risk oversimplifying the phenomenon, while excessively broad tools may lose conceptual precision. A robust approach therefore requires both theoretical clarity and multidimensional measurement, capable of capturing not only knowledge, but also orientations, priorities and forms of engagement. For an international alliance such as EU GREEN, this challenge acquires an additional dimension, since collaboration across universities creates opportunities for mutual learning, methodological development and comparative reflection across different institutional and cultural contexts.

Assessing how students understand, value and enact sustainability is therefore not a peripheral exercise, but a relevant part of institutional self-examination and of the broader effort to strengthen ESD in higher education.

The CRESD project: objectives and collaborative structure

It is precisely in response to these conceptual and methodological challenges that the CRESD project developed and refined the SKABS tool. Building on pilot work previously undertaken by the University of Oradea team, the project aimed to construct a shared instrument that could be meaningfully applied across the EU GREEN Alliance. The central assumption was that a serious assessment of ESD in higher education must go beyond factual knowingness and address several interrelated dimensions of students' sustainability literacy.

The SKABS instrument was therefore organized around four domains: knowledge, attitudes, values and behaviors related to sustainability. This architecture reflects the view that students' engagement with sustainability cannot be adequately understood if these domains are treated as interchangeable. Students may endorse sustainability in principle while remaining uncertain when faced with trade-offs, conflicts among priorities or opportunities for collective action. Conversely, some forms of behavior may be present even where conceptual understanding is partial. A multidimensional instrument is thus better suited to identifying both alignments and disjunctions among what students know, consider important and actually do.

The CRESD project was funded through the EU GREEN WP3 2024 call intended to stimulate collaborative research. It was initiated by the University of Oradea together with partners from the University of Angers, the University of Parma, the University of Évora, Otto von Guericke University Magdeburg and Atlantic Technological University. Following the pilot and testing phase of the instrument, additional alliance partners joined the wider data-collection effort, enabling translation and administration of the questionnaire across a broader range of national contexts.

The project consolidates a strategic international research network in the field of ESD in higher education and aims to strengthen research capacity within partner universities. Its main objectives were:

1. *Conduct joint research on knowledge, attitudes, and behaviors of students about sustainability*. Each partner university will collaborate with the development of an assessment tool, will collect data from their universities and will ensure that research findings will create an overall meaningful image about ESDHE.

2. *Create opportunities to drive joint research by developing standardized methodologies and instruments to collect and analyze data related to ESDHE.* Standardized methodologies, instruments, data collection analysis, and interpretation facilitate the extraction of meaningful insights related to ESDHE. We promote consistency, comparability, and efficiency across various research findings, ensuring adaptability to diverse cultural contexts.

3. *Expand knowledge of ESDHE and enhance the dissemination of project outcomes*. This objective focuses on generating reliable and comparable research results that contribute to a deeper understanding of ESDHE and an effective dissemination of the findings.

4. *Enable follow-up joint research projects supporting the growth and long-term development of the research network.* This objective strengthens the research capacity of partner universities in the field of ESDHE. By building expertise in the field and stronger institutional research profiles, CRESD enhances the international research network leading to future research initiatives.

The project team was composed of the following colleagues:

Table a.2 CRESD team members across EUGREEN universities

Institution	Team members
Atlantic Technological University	Gabriela Gliga George Onofrei John Scahill Kathryn McSweeney
Otto-von-Guericke University Magdeburg	Daniel Pust Karina Becker
University of Angers	Frédérique Chédotel Svitlana Plotnytska
University of Évora	Ana Maria Cristóvão Fatima Leal Hugo Rebelo
University of Extremadura	Laura Victoria Fielden Burns Patricia Milanés Montero
University of Gävle	Komal Singh Rambaree
University of Oradea	Maria-Madela Abrudan Marius Drugas Mirabela Matei Raluca Buhaș Sorana Săveanu Tomina Saveanu (lead)
University of Parma	Alessandra Puglisi Antonella Bachiorri
Wrocław University of Environmental and Life Sciences	Katarzyna Lech-Książkiewicz Wojciech Kilian

Concrete actions carried out by the project team included:

- development of the SKABS tool – survey questionnaire: based on a previously validated tool on Romanian students, the project team discussed the literature and empirical insights and proposed a revised tool. The main focus was the development of the 4 scales on: knowledge, values, attitudes and behaviors related to sustainability;
- pilot testing of the SKABS tool with EU GREEN students during June–September 2025, using versions in English, Italian, French, German, Portuguese and Romanian; was distributed online, using a QR code mainly to BIP attendees and students in class from partners. A total of 104 responses were gathered which allowed for testing the scales;
- revision of the instrument following the pilot phase, mainly through item reduction and adjustments to wording and translations;
- extension of the project to additional EU GREEN partners and translation of the questionnaire into Spanish, Swedish and Polish;
- full data collection between November 2025 and April 2026 through multiple dissemination channels. Invitations to respond were translated into all 9 languages of the Alliance and sent through different channels to get to students. The most efficient thing remained in all universities the administration of the questionnaire at the beginning of the class;
- data cleaning, import into SPSS, and statistical analysis conducted by the project team.

The present report draws on the data collected through the SKABS instrument in order to provide both a consortium-level overview and national-level insights. Its purpose is not to offer a reductive ranking of students or institutions, but to support a more grounded understanding of how sustainability is currently interpreted, valued and enacted by students within the alliance. In this way, the report contributes to the broader objective of strengthening ESD in higher education through comparative evidence and critical reflection.

References

Alcántara-Rubio, L., Valderrama-Hernández, R., Solís-Espallargas, C., & Ruiz-Morales, J. (2022). The implementation of the SDGs in universities: A systematic review. *Environmental Education Research,* 28(11), 1585–1615.

Atmaca, A. C., Kiray, S. A., & Pehlivan, M. (2019). Development of a measurement tool for sustainable development awareness. International Journal of Assessment Tools in Education, 6(1), 80–91.

Bianchi, G., Pisiotis, U., & Cabrera Giraldez, M. (2022*). GreenComp: The European sustainability competence framework.* Publications Office of the European Union. https://doi.org/10.2760/13286

Biasutti, M., & Frate, S. (2017). A validity and reliability study of the Attitudes toward Sustainable Development scale. *Environmental Education Research*, 23(2), 214–230.

Chen, C., An, Q., Zheng, L., & Guan, C. (2022). Sustainability literacy: Assessment of knowingness, attitude and behavior regarding sustainable development among students in China. *Sustainability*, 14(9), 4886. https://doi.org/10.3390/su14094886

Compagnucci, L., & Spigarelli, F. (2020). The third mission of the university: A systematic literature review on potentials and constraints. *Technological Forecasting and Social Change*, 161, 120284.

Décamps, A., Barbat, G., Carteron, J.-C., Hands, V., & Parkes, C. (2017). Sulitest: A collaborative initiative to support and assess sustainability literacy in higher education. *The International Journal of Management Education,* 15(2), 138–152. https://doi.org/10.1016/j.ijme.2017.03.001

González Gaudiano, E. J., Meira-Cartea, P. Á., & Martínez-Fernández, C. N. (2015). Sustentabilidad y universidad: Retos, ritos y posibles rutas. *Revista de la Educación Superior*, 44(175), 69–93.

Leal Filho, W., Shiel, C., Paço, A., Mifsud, M., Ávila, L. V., Brandli, L. L., et al. (2019). Sustainable Development Goals and sustainability teaching at universities. *Journal of Cleaner Production*, 232, 285–294.

Mallow, S., Toman, I., & Van't Land, H. (2020). Higher Education and the 2030 Agenda: Moving into the "Decade of Action and Delivery for the SDGs". IAU 2nd Global Survey Report.

Marcos-Merino, J. M., Corbacho-Cuello, I., & Hernández-Barco, M. (2020). Analysis of sustainability knowingness, attitudes and behavior. Sustainability, 12, 7445.

Michalos, A. C., Kahlke, P. M., Rempel, K., et al. (2015). Progress in measuring knowledge, attitudes and behaviours concerning sustainable development among tenth grade students in Manitoba. *Social Indicators Research*, 123(2), 303–336. https://doi.org/10.1007/s11205-014-0748-9

Owens, T. L. (2017). Higher education in the Sustainable Development Goals framework. *European Journal of Education*, 52(4), 414–420.

SDSN. (2020). Accelerating Education for the SDGs in Universities. Sustainable Development Solutions Network.

UNESCO. (2017). Education for Sustainable Development Goals: Learning objectives. UNESCO. https://doi.org/10.54675/CGBA9153

UNESCO. (2020). Education for sustainable development: A roadmap. UNESCO. https://doi.org/10.54675/YFRE1448

Waltner, E. M., Rieß, W., & Mischo, C. (2019). Development and validation of an instrument for measuring student sustainability competencies. Sustainability, 11(6), 1717.

Wendlandt Amézaga, T. R., Camarena, J. L., Celaya Figueroa, R., et al. (2022). Measuring sustainable development knowledge, attitudes, and behaviors. Environment, Development and Sustainability, 24, 765–788.

AGGREGATED DATA ON EUGREEN LEVEL

Sample description

The study included 4067 students from nine universities in Europe, partners in the EUGREEN alliance. The largest proportion of participants are enrolled at University of Parma (Italy) (n = 1078; 26.5%), followed by University of Oradea (Romania) (n = 682; 16.8%) and University of Extremadura (Spain) (n = 636; 15.6%). Students from Otto von Guericke University Magdeburg (Germany) represented 8.7% of the sample (n = 355), while students from University of Évora (Portugal) accounted for 8.6% (n = 351). 335 participants (8.2%) were registered for Atlantic Technological University (ATU, Ireland), 311 students (7.6%) participated from Wroclaw University of Environmental and Life Sciences (Poland), while University of Angers (France) accounted for 292 participants (7.2%). The smallest proportion of respondents was recorded for University of Gävle (Sweden) with only 27 participants (0.7%). Overall, the distribution of participants indicates a broad representation across the partner universities, although participation levels varied substantially between institutions, with particularly high representation from Parma and Oradea.

Table 1.1: *What University are you based in?*

	Frequency	%
Angers	292	7.2
ATU	335	8.2
Evora	351	8.6
Extremadura	636	15.6
Gavle	27	0.7
Magdeburg	355	8.7
Oradea	682	16.8
Parma	1078	26.5
Wroclaw	311	7.6

The study participants were students enrolled in a variety of academic disciplines and study levels. Participants represented diverse fields of study, with the largest proportions coming from Social Sciences and Journalism (20.1%), Engineering, Manufacturing and Construction (16.4%), Business and Management (15.7%), and Natural Sciences and Mathematics (11.8%). Students from Medicine and Health (10.8%) and Humanities (10.4%) were also well represented, while smaller proportions were enrolled in Arts and Design, Administration and Law, Environment and Agriculture, and Computer Science and IT programs.

The distribution of academic programs varied considerably across participating universities. Students enrolled in Social Sciences and Journalism were particularly represented in Evora and Extremadura, while Engineering, Manufacturing and Construction students were predominantly from Parma and Wroclaw. Business and Management students were especially numerous in ATU and Extremadura, while Natural Sciences and Mathematics students were strongly represented in Parma and Magdeburg. Medicine and Health students were mainly concentrated in Parma and Oradea. In addition, Oradea was represented by substantial numbers of students across several disciplines, including Humanities, Computer Science and IT, and Medicine and Health. Overall, the distribution suggests a heterogeneous and academically diverse sample.

Table 1.2: *Which study program do you currently follow at the university? (European classification)*

	Frequency	Percent
Arts and Design	90	2.2
Humanities	425	10.4
Social sciences, journalism	818	20.1
Business & Management	639	15.7
Administration and law	169	4.2
Natural sciences, mathematics	481	11.8
Computer Science, IT, Information and Communication Technologies	196	4.8
Engineering, manufacturing and construction	668	16.4
Environment and agriculture	143	3.5
Medicine & health	438	10.8

Table 1.3: *Number of students according to field of study and university*

	Angers	ATU	Evora	Extremadura	Gavle	Magdeburg	Oradea	Parma	Wroclaw
Arts and Design	5	7	12	0	0	3	23	34	6
Humanities	21	13	15	28	2	66	177	102	1
Social sciences, journalism	41	6	268	347	5	47	77	23	4
Business & Management	102	172	7	137	1	30	72	101	17
Administration and law	42	4	0	92	0	1	8	20	2
Natural sciences, mathematics	44	8	25	13	1	53	22	285	30
Computer Science, IT, Information and Communication Technologies	9	22	2	0	3	33	114	9	4
Engineering, manufacturing and construction	2	95	1	11	0	72	70	192	225
Environment and agriculture	6	4	3	2	15	2	29	68	14
Medicine & health	20	4	18	6	0	48	90	244	8

Most participants were enrolled at the bachelor level (71.8%), followed by master's students (24.3%) and doctoral students (3.8%). Regarding year of study, the sample consisted primarily of first-year students (41.2%), followed by second-year (23.5%) and third-year students (15.3%). Smaller proportions were enrolled in more advanced years of study. Overall, the sample reflects a diverse student population in terms of academic specialization and educational level.

Table 1.4: *You are enrolled at…:*

	Frequency	Percent
Bachelor level	2922	71.8
Master level	990	24.3
Doctoral level	155	3.8

Table 1.5: *Year of study:*

	Frequency	Percent
1	1675	41.2
2	955	23.5
3	622	15.3
4	175	4.3
5	105	2.6
6	2	.0
7	3	.1
8	3	.1
9	14	.3
12	3	.1
13	1	.0
non valid	509	12.5

The study sample consisted predominantly of female participants (61.7%), while males represented 35.6% of the respondents. A small proportion identified as non-binary (0.9%) or other genders (0.4%), and 1.5% preferred not to disclose their gender. In terms of age distribution, taking into consideration that study participants were students, most of them registered between 18 and 20 years old (44.5%), followed by participants aged 21–23 years (28.3%). Smaller proportions were represented in the older age categories, with only 4.9% aged 36 years or above.

Regarding residence, participants were relatively evenly distributed across living environments, with 37.8% residing in rural areas, 36.3% in small urban areas small city (50,000–200,000 inhabitants), and 25.9% in urban areas big city (over 200,000 inhabitants).

Most participants were not currently employed (63.4%). Among those employed, 25.3% reported part-time employment, while 11.3% were employed full-time. Participants evaluated their family's financial situation relative to other families in the country at a moderate level, with a mean score of 5.84 (standard deviation = 1.56), suggesting moderate perceived socioeconomic status within the sample.

Table 1.6: *What gender do you identify with?*

	Frequency	%
female	2509	61.7
male	1446	35.6
non-binary	38	.9
other	15	.4
I prefer not to say	59	1.5

Table 1.7: *What is your age?*

	Frequency	Percent
18-20	1810	44.5
21-23	1149	28.3
24-26	560	13.8
27-29	176	4.3
30-32	90	2.2
33-35	82	2.0
36 and above	200	4.9

Table 1.8: *Your residence is in….:*

	Frequency	Percent
Urban area big city (over 200 000 inhabitants)	1054	25.9
Urban area small city (50 000- 200 000 inhabitants)	1475	36.3
Rural area	1538	37.8

Table 1.9: *Are you currently employed?*

	Frequency	Percent
Yes, full time	460	11.3
Yes, part time	1028	25.3
No	2579	63.4

Table 1.10: *What is your family's financial situation compared to other families in the country?*

Mean	5.84
Std. Deviation	1.557

General data description

Awareness and sources of information

Participants reported different levels of familiarity with sustainability-related concepts. Sustainable Development was the most widely recognized concept, with nearly half of the respondents indicating that they had heard about it to a large or very large extent (46.5%). In contrast, awareness of the UN Agenda 2030 and the Sustainable Development Goals (SDGs) was comparatively lower, with approximately one quarter of participants reporting no familiarity at all with these topics. Education for Sustainable Development appeared to be moderately familiar to respondents, with the majority reporting awareness to some extent (34.8%), while smaller proportions indicated either very limited or very extensive familiarity. Overall, the findings suggest that general concepts related to sustainability are more widely recognized among students than specific international policy frameworks such as Agenda 2030 and the SDGs.

Table 1.11: *To what extent have you heard about each of the following?*

	Not al all	To little extent	To some extent	To a large extent	To a very large extent
Sustainable Development	7.5%	12.8%	33.0%	30.0%	16.5%
UN Agenda 2030	26.8%	21.4%	21.4%	18.4%	12.0%
The Agenda 2030 Sustainable Development Goals (SDGs)	24.3%	21.4%	23.9%	17.8%	12.6%
Education for Sustainable Development	10.7%	24.3%	34.8%	20.5%	9.8%

Participants reported multiple sources of information regarding Agenda 2030 and the Sustainable Development Goals (SDGs). The educational context emerged as the most important source of information, with 74.4% of respondents indicating that they had learned about the SDGs through school or university. Social media also represented a major source of information, being mentioned by 57.8% of participants, followed by websites (48.9%) and books, scientific papers, and reports (42.6%).

Traditional media sources appeared to play a less prominent role. Fewer participants reported obtaining information from advertisements (39.1%) or television (37.2%), while newspapers and magazines were among the least frequently cited sources (25.1%). Interpersonal sources such as friends or colleagues (27.8%) and family members (18.6%) were

also relatively uncommon sources of information. Research results suggest that formal education and digital media are the primary channels through which students become informed about Agenda 2030 and the SDGs.

Table 1.12: *The sources of information from where you heard about Agenda 2030 and its SDGs are:*

Percent	No	Yes
Educational context (school, university etc.)	25.6%	74.4%
Family	81.4%	18.6%
Friends or colleagues	72.2%	27.8%
Advertisements	60.9%	39.1%
Books, scientific papers and reports	57.4%	42.6%
Social media	42.2%	57.8%
Websites	51.1%	48.9%
Newspapers or magazines	74.9%	25.1%
Television	62.8%	37.2%

Participants generally reported limited levels of self-perceived knowledge regarding the requirements and outcomes of sustainable development. More than half of the respondents (51.4%) indicated that they were informed only to a small extent, while 16.4% stated that they were not informed at all. 29.0% considered themselves informed, and only a small proportion (3.1%) reported being very well informed. Overall, the findings suggest moderate to low levels of perceived knowledge about sustainable development among participants.

Table 1.13: *How well-informed do you consider yourself regarding the requirements and results of sustainable development?*

	Frequency	Percent
Not at all	669	16.4
To a little extent	2092	51.4
I am informed	1179	29.0
I am very well informed	127	3.1

When asked about the main purpose of the United Nations Agenda 2030, the largest proportion of participants (39.1%) correctly identified it as promoting economic, social, and environmental transformation worldwide. However, nearly one third of respondents (31.6%) indicated that they did not know the purpose of the Agenda. Smaller proportions associated Agenda 2030 primarily with climate change action, environmental protection, or global social justice. Overall, the findings suggest moderate awareness of the broader objectives of the Sustainable Development Goals among participants.

Table 1.14: *In 2015, within the United Nations, world leaders adopted the Agenda 2030, organized in a set of 17 goals, known as Sustainable Development Goals (SDGs). The Agenda 2030 main purpose is (please check only one option):*

	Frequency	Percent
Take action to fight climate change	616	15.1
Fight for social justice on a global scale	217	5.3
Generate an economic, social and environmental transformation of today's world	1590	39.1
Apply comprehensive policies to protect life on earth	360	8.9
I don’t know	1284	31.6

Participants reported moderate exposure to sustainability-related education. While 41.7% indicated that their institution offers courses focused on sustainable development, 45.0% were unsure about the existence of such curricular units. Over half of the respondents (53.0%) reported having attended at least one class in which sustainable development was discussed.

Table 1.15: *Does your institution offer curricular units (course or module as descried in syllabus) specifically focused on sustainable development?*

	Frequency	Percent
No	539	13.3
Yes	1696	41.7
I don`t know	1832	45.0

Table 1.16: *Have you taken at least one teaching class in which sustainable development was discussed?*

	Frequency	Percent
no	1912	47.0
yes	2155	53.0

Most participants (59.4%) reported no active involvement in sustainability initiatives. 40.6% of them indicated having participated in activities promoting sustainable development during the previous two years. These findings suggest that awareness and positive attitudes toward sustainability are present among participants. However, active participation in sustainability-related activities remains limited among a substantial proportion of students.

Table 1.17: *In the last two years have you participated in any activity that promotes sustainable development?*

	Frequency	Percent
No	2415	59.4
Yes	1652	40.6

Values related to sustainability

Participants expressed strong agreement with values related to human rights, social responsibility, diversity, and environmental protection. The highest levels of agreement were observed for the statements supporting the right of all people to live free from violence (93.3% agree or strongly agree), the protection of natural resources (92.7%), and the responsibility to maintain people's rights and freedoms (89.9%). High levels of agreement were also found regarding respect for diversity of beliefs (85.3%) and social solidarity, particularly the idea that those who benefit the most should support those who benefit the least (69.0%). Comparatively lower, although still predominantly positive, agreement was observed for the equal sharing of the benefits of the global economy among nations (63.4%). Data show strong support among participants for sustainability-related social and ethical values.

Table 1.18: VALUES. *To what extent do you agree with each of the following statements?*

	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
All people have the absolute right to live their lives free from the fear of any violence	1.9%	1.5%	3.4%	14.4%	78.9%
The benefits of global economy should be shared equally among all nations.	3.0%	10.7%	23.0%	32.4%	31.0%
Those who benefit the most must help provide for those who benefit the least	2.1%	8.0%	20.9%	37.0%	32.0%
All human beings must respect the diversity of beliefs across all people	2.1%	3.7%	8.8%	32.8%	52.5%
All precautions must be taken to protect natural resources in our development efforts	0.8%	1.4%	5.2%	33.3%	59.4%
We are all responsible for assuring that all people's rights to freedom are maintained	1.1%	1.9%	7.1%	31.7%	58.2%

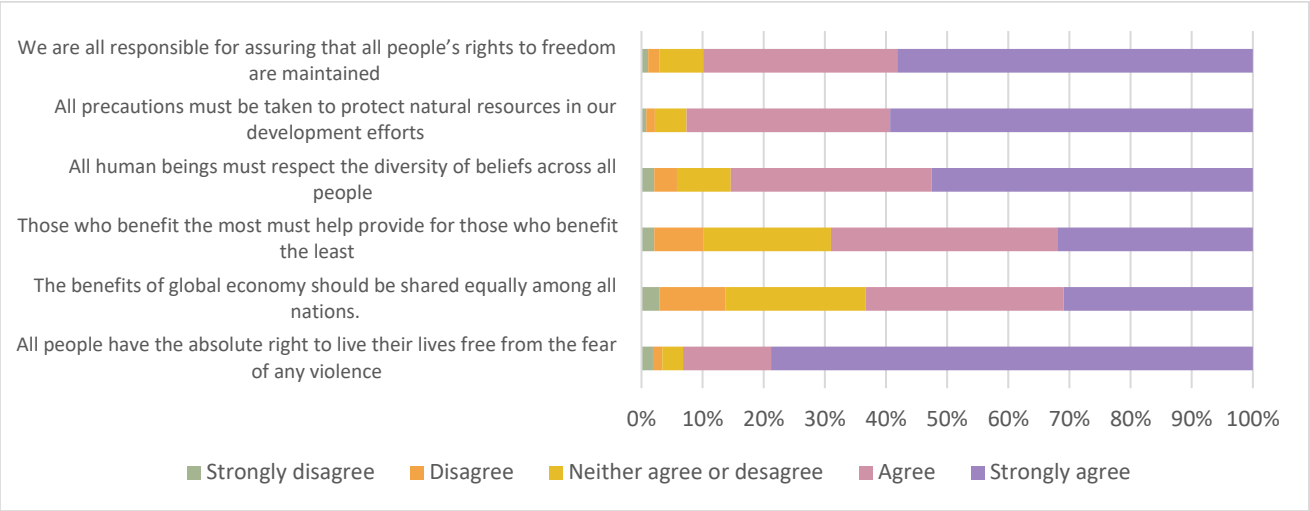


Figure 1.1: VALUES. *To what extent do you agree with each of the following statements?*

Knowledge of sustainability

Participants demonstrated high levels of agreement with key principles related to sustainable development. The strongest agreement was observed for statements emphasizing the importance of environmental protection (91.4%) and the role of human activity in climate change (89.3%). Respondents also largely agreed that sustainable development requires global partnership (85.8%), peaceful conflict resolution (84.6%), and responsible business practices (85.6%).

High levels of agreement were further observed regarding the importance of gender equality, poverty reduction, and respect for cultural diversity as essential components of sustainable development. The findings suggest that participants have substantial knowledge and awareness regarding the social, environmental, and economic dimensions of sustainable development.

Table 1.19: KNOW. *To what extent do you agree with the following statements?*

	Totally disagree	Disagree	Neither agree or disagree	Agree	Totally agree
1. Economic development is part of sustainable development (SD)	1.1%	2.3%	18.8%	52.5%	25.3%
2. SD requires businesses to behave responsibly to their employees, customers and suppliers	0.7%	1.4%	12.2%	46.0%	39.6%
3. Cell phone production consumes a lot of resources	0.8%	3.1%	22.1%	41.8%	32.2%
4. Protecting the environment is necessary for SD	0.6%	0.9%	7.2%	32.4%	59.0%
5. Human actions are contributing to changes in our atmosphere and climate systems	1.0%	1.6%	8.1%	29.7%	59.6%
6. A culture of peace where people settle conflicts by discussion is necessary for SD	0.8%	1.7%	12.9%	38.3%	46.3%
7. SD requires a global partnership	0.7%	1.1%	12.3%	36.1%	49.7%
8. Gender equality is necessary for SD	3.5%	4.8%	18.8%	31.0%	41.8%
9. The elimination of poverty is necessary for SD	1.7%	3.6%	19.6%	38.6%	36.5%
10. Respect for cultural diversity is necessary for SD	2.1%	3.1%	15.8%	37.0%	42.0%

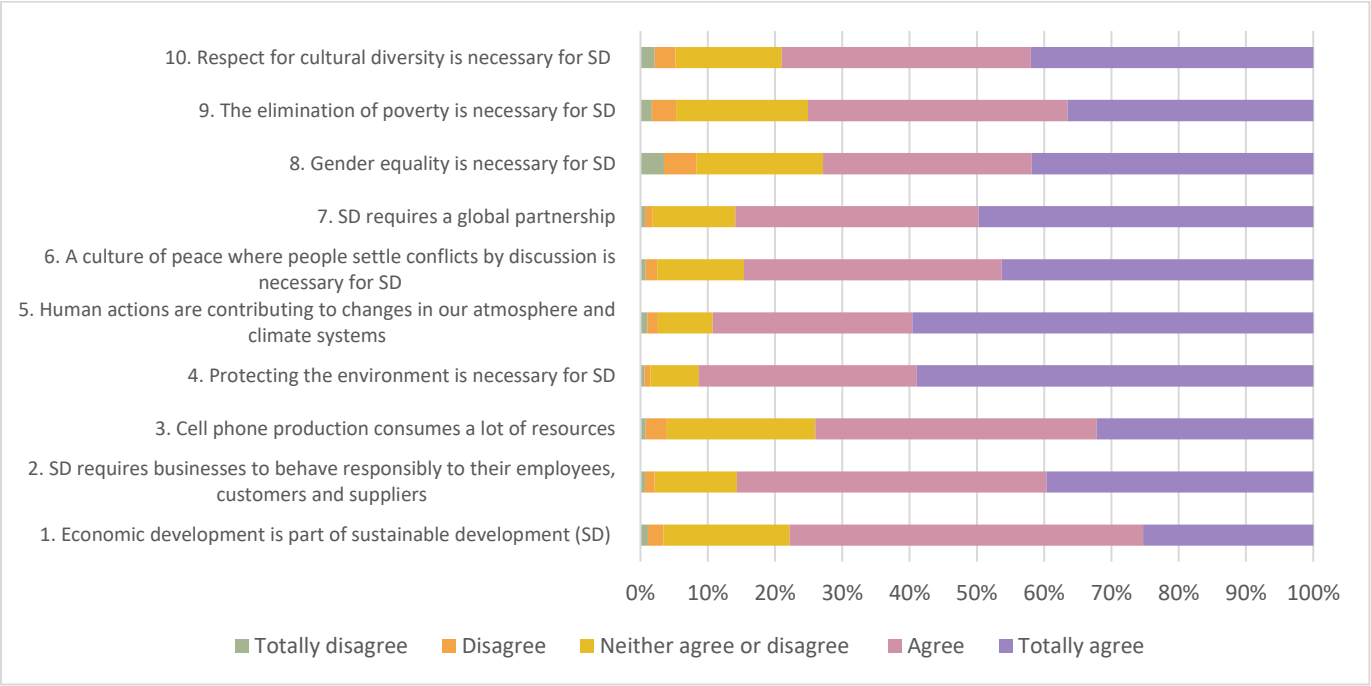


Figure 1.2: KNOW. *To what extent do you agree with the following statements?*

Attitudes toward sustainability

The highest levels of perceived importance of sustainable development were reported for future generations, with 89.5% of respondents rating sustainable development as important or very important. Similarly, strong importance was attributed to global society (82.8%) and participants' own countries (84.8%).

At the personal level, respondents also viewed sustainable development as highly important for themselves as individuals (87.0%) and as students (78.7%). High levels of importance were additionally reported for universities (82.5%) and for family and friends (79.9%). Data indicate a strong positive attitude toward the relevance of sustainable development at both personal and societal levels.

Table 1.20: *ATTITUDES1. How important do you consider sustainable development for...?*

Percent	Not important at all	Less important	Neither unimportant nor important	Important	Very important
You as a student	1.5%	3.2%	16.6%	47.7%	31.0%
You as a person	1.2%	1.8%	10.0%	43.5%	43.5%
Your family and friends	1.1%	3.6%	15.5%	45.6%	34.3%
Your university	1.1%	2.3%	14.0%	46.8%	35.7%
Your country	1.3%	3.7%	10.2%	36.4%	48.4%
Global society	1.5%	5.0%	10.7%	30.1%	52.7%
Future generations	1.1%	2.2%	7.3%	25.1%	64.4%

Participants expressed generally positive attitudes toward sustainability, social responsibility, and environmental protection. Very high levels of agreement were observed regarding equal access to education (94.7%), the responsibility to protect opportunities for future generations (92.4%), and the importance of democratic participation (91.0%). Students also strongly supported gender equality, peace promotion, and actions to address climate change and resource overconsumption.

Environmental concerns were also very present in subjects` answers. Most participants agreed that global warming is a serious threat and that biodiversity and environmental protection should be prioritized. In contrast, lower levels of agreement were observed for statements regarding migrants having the same rights as local people and for the perceived impact of one's own behavior on people from other countries. Data indicate strong pro-sustainability and socially responsible attitudes among participants.

Table 1.21: ATTITUDES2. *To what extent do you agree with each of the following statements?*

	Totally disagree	Disagree	Neither agree or disagree	Agree	Totally agree
1. Every person should have equal access to good education	0.7%	0.7%	3.9%	24.2%	70.5%
2. I believe that we, who are living now, should make sure that future generations will have the possibility to satisfy their	0.7%	1.1%	5.8%	32.1%	60.3%
3. I feel I have the responsibility to do something about the problems of the world	1.9%	4.1%	20.3%	44.8%	28.9%
4. Citizens should be well-informed and actively participate in democratic processes such as voting	0.6%	1.0%	7.4%	33.8%	57.2%
5. Society should further promote equal opportunities for males and females	1.2%	1.7%	8.2%	30.9%	58.1%
6. I believe migrants should have all the same rights as local people	5.1%	8.1%	22.8%	32.7%	31.3%
7. I think my behavior has an impact on people from other countries	3.0%	9.2%	27.7%	33.6%	26.5%
8. Each country can do a lot to maintain peace in the world	1.6%	3.1%	9.9%	40.5%	44.9%
9. As long as resources are available, using more than we need now threatens the health and welfare of future generations	1.0%	1.9%	11.1%	35.7%	50.3%
10. I think global warming poses a serious threat to the future of our world if cautions are not taken	1.1%	2.4%	9.2%	31.9%	55.4%
11. Biodiversity should be protected at the expense of industrial agricultural production	1.2%	2.9%	20.5%	39.5%	35.8%
12. Environmental protection is more important than industrial growth	1.4%	3.8%	24.3%	36.4%	34.0%
13. I think it is right to boycott companies that are known to provide poor workplace conditions for their employees.	2.1%	4.7%	20.4%	37.3%	35.6%
14. The so-called “ecological crisis” (climate change/biodiversity loss) facing humankind has been greatly exaggerated.	20.7%	23.9%	23.5%	20.0%	11.9%
15. It is possible to protect the environment and create jobs even when the economy is doing poorly	2.0%	8.5%	26.7%	41.8%	20.9%



Figure 1.3: ATTITUDES2. *To what extent do you agree with each of the following statements?*

Sustainability behaviors

Participants engage more frequently in individual sustainability-related behaviors than in organized civic or volunteer activities. The highest levels of engagement were observed for treating men and women equally with respect (92.8% often or very often) and recycling at home (74.5%). Participants also commonly reported promoting inclusion and reducing personal waste through lifestyle changes.

In contrast, participation in social, environmental, or democratic activities was less frequent. A substantial proportion of respondents reported never or rarely volunteering in social or environmental organizations, participating in equality or environmental protection activities, or engaging in democratic activities related to university life. Research results suggest that participants are more actively involved in personal and everyday sustainability practices than in collective or institutional forms of engagement.

Table 1.22: BEHAVIORS. *How frequently do you do the following?*

	Never	Rarely	Sometimes	Often	Very often
1. At home, I recycle as much as I can	3.2%	6.0%	16.3%	31.2%	43.3%
2. I have changed my personal lifestyle to reduce waste	5.3%	12.7%	35.3%	30.7%	16.0%
3. I give men and women, boys and girls the same level of respect	0.8%	1.1%	5.3%	18.9%	73.9%
4. I volunteer in social or environmental organizations	35.7%	24.7%	20.9%	10.0%	8.7%
5. I buy second-hand goods	7.5%	20.9%	36.9%	20.3%	14.4%
6. I participate in activities promoting equality between men and women	32.8%	23.2%	21.8%	12.1%	10.0%
7. I participate in activities promoting well-being for all at all ages	29.7%	21.9%	23.1%	13.8%	11.5%
8. I participate in activities in favour of environmental protection	27.4%	25.6%	27.0%	12.5%	7.5%
9. I try to promote inclusion of all (irrespective of age, sex, different abilities, race, ethnicity, origin, religion, economic or other status) in my every day life	7.3%	8.5%	20.7%	28.4%	35.1%
10. I discuss the importance of the environment, social and economic issues with my family members	9.5%	17.7%	30.0%	23.3%	19.5%
11. I participate in democratic activities related to student life at my university	36.5%	25.3%	21.0%	9.9%	7.3%

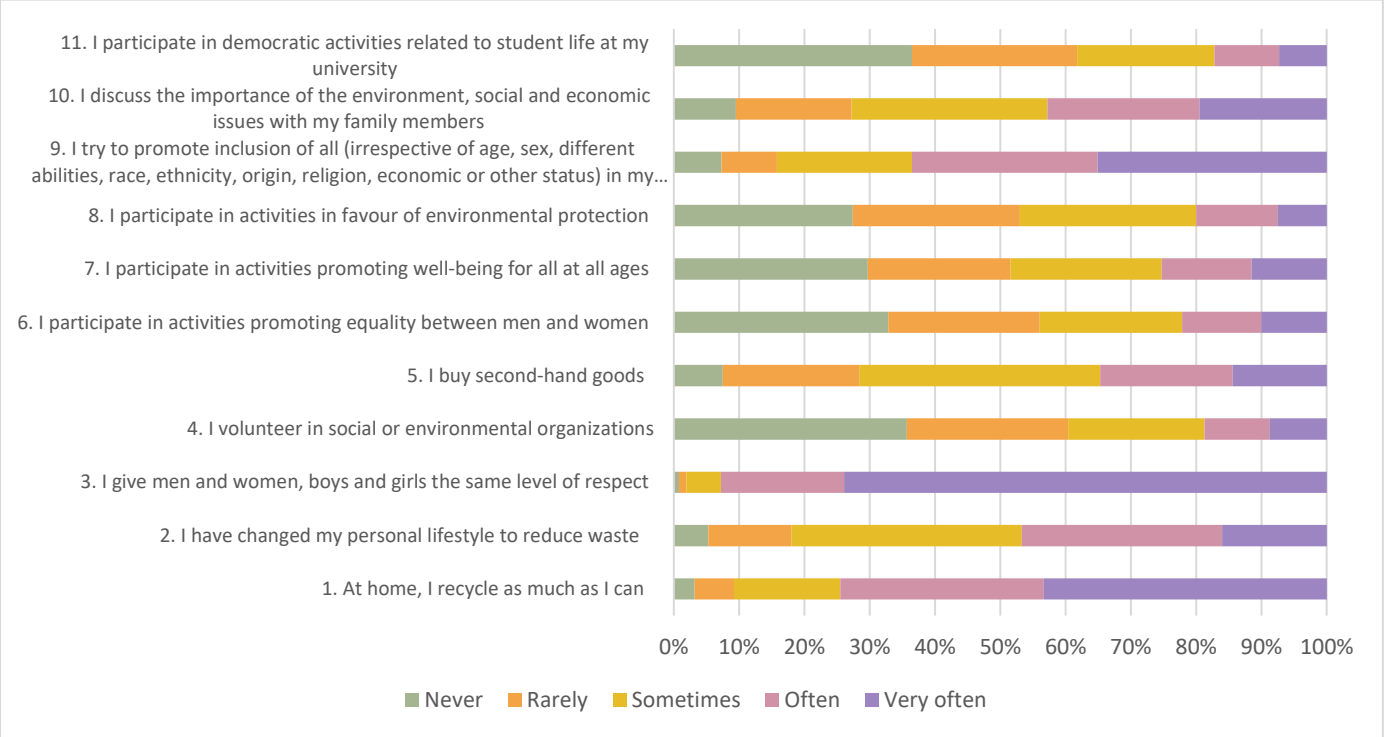


Figure 1.4: BEHAVIORS. *How frequently do you do the following?*

Descriptive data for UNIVERSITY OF ORADEA, ROMANIA

Sample description

The study included 682 students from different study programs. The sample is diverse, although it is more strongly represented by students from Humanities (26.0%), Computer Science/IT (16.7%), Medicine and Health (13.2%), Social Sciences/Journalism (11.3%), and Business and Management (10.6%). Most respondents were enrolled at Bachelor level (83.6%), while 15.0% were Master students and only 1.5% were Doctoral students. Regarding year of study, the sample is concentrated mainly in the first two years, especially Year 1 (41.3%) and Year 2 (34.5%).

Table 2.1: *Which study program do you currently follow at the university? (European classification)*

	Frequency	Percent
Arts and Design	23	3.4
Humanities	177	26.0
Social sciences, journalism	77	11.3
Business & Management	72	10.6
Administration and law	8	1.2
Natural sciences, mathematics	22	3.2
Computer Science, IT, Information and Communication Technologies	114	16.7
Engineering, manufacturing and construction	70	10.3
Environment and agriculture	29	4.3
Medicine & health	90	13.2

Table 2.2: *You are enrolled at…:*

	Frequency	Percent
Bachelor level	570	83.6
Master level	102	15.0
Doctoral level	10	1.5

Table 2.3: *Year of study:*

	Frequency	Percent
1	282	41.3
2	235	34.5
3	116	17.0
4	24	3.5
5	2	.3
no answer	23	3.4

Data description

Awareness and sources of information

Students appear to be more familiar with the general concept of sustainable development than with specific international frameworks. About 61.0% had heard about sustainable development at least “to some extent,” but awareness of the UN Agenda 2030 and the Sustainable Development Goals was much lower. Around half of the students reported that they had not heard at all about the UN Agenda 2030 or the SDGs.

Table 2.4: *To what extent have you heard about each of the following?*

	Not al all	To little extent	To some extent	To a large extent	To a very large extent
Sustainable Development	17.2%	21.8%	35.6%	16.6%	8.8%
UN Agenda 2030	49.7%	25.1%	16.0%	4.8%	4.4%
The Agenda 2030 Sustainable Development Goals (SDGs)	50.6%	24.3%	15.2%	6.2%	3.7%
Education for Sustainable Development	22.4%	27.7%	30.9%	11.9%	7.0%

The main source of information was the **educational context**, mentioned by **61.3%** of students. Social media was also important, with **43.8%** reporting it as a source, followed by websites (**34.5%**) and advertisements (**30.4%**). Family, newspapers/magazines, and television played a smaller role.

Table 2.5: *The sources of information from where you heard about Agenda 2030 and its SDGs are:*

	no	yes
Educational context (school, university etc.)	38.7%	61.3%
Family	88.4%	11.6%
Friends or colleagues	74.0%	26.0%
Advertisements	69.6%	30.4%
Books, scientific papers and reports	78.3%	21.7%
Social media	56.2%	43.8%
Websites	65.5%	34.5%
Newspapers or magazines	88.3%	11.7%
Television	78.6%	21.4%

These results suggest that universities and schools are central channels for sustainability information, but informal and digital sources also contribute significantly. At the same time, the low familiarity with Agenda 2030 indicates that sustainability may be discussed more as a general topic than as a structured global policy framework.

Self-assessed knowledge is relatively low. A large majority considered themselves informed only “to a little extent” (47.9%) or “not at all” (38.7%) about the requirements and results of sustainable development. Only 13.3% considered themselves informed or very well informed.

Table 2.6: *How well-informed do you consider yourself regarding the requirements and results of sustainable development?*

	Frequency	Percent
Not at all	264	38.7
To a little extent	327	47.9
I am informed	80	11.7
I am very well informed	11	1.6

For the test question on students’ knowledge of Agenda 2030, the results show a relatively low level of precise information. Only 26.4% correctly identified the main purpose of Agenda 2030 as generating an economic, social and environmental transformation of today’s world, while 50.4% answered “I don’t know.” This is consistent with the previous indicators of information: around half of the students had not heard at all about Agenda 2030 or the SDGs, and most students described themselves as informed only to a little extent or not at all. Therefore, although students may be familiar with the broader idea of sustainable development, their specific knowledge of Agenda 2030 and its goals appear limited.

Table 2.7: *In 2015, within the United Nations, world leaders adopted the Agenda 2030, organized in a set of 17 goals, known as Sustainable Development Goals (SDGs). The Agenda 2030 main purpose is (please check only one option) :*

	Frequency	Percent
Take action to fight climate change	72	10.6
Fight for social justice on a global scale	44	6.5
Generate an economic, social and environmental transformation of today’s world	180	26.4
Apply comprehensive policies to protect life on earth	42	6.2
I don’t know	344	50.4

Only **33.0%** of students said their institution offers curricular units specifically focused on sustainable development, while **54.7%** did not know. Also, only **34.6%** reported having taken at least one class where sustainable development was discussed.

This indicates a possible visibility problem. Even when sustainability-related content exists, many students may not recognize it as such. The results suggest the need for clearer communication and better integration of sustainability themes across the curriculum.

Table 2.8: *Does your institution offer curricular units (course or module as descried in syllabus) specifically focused on sustainable development?*

	Frequency	Percent
no	84	12.3
yes	225	33.0
I don`t know	373	54.7

Table 2.9: *Have you taken at least one teaching class in which sustainable development was discussed?*

	Frequency	Percent
no	446	65.4
yes	236	34.6

Only **27.9%** of students reported participating in an activity promoting sustainable development in the last two years. This shows that active participation is limited.

Table 2.10: *In the last two years have you participated in any activity that promotes sustainable development?*

	Frequency	Percent
no	492	72.1
yes	190	27.9

Values related to sustainability

The value items show very strong agreement with principles connected to human rights, equality, diversity, responsibility, and environmental protection. The strongest agreement appears for the statement that all people have the right to live free from fear of violence, with **78.6% strongly agreeing**. Environmental responsibility is also very high: **54.5% strongly agreed** that precautions must be taken to protect natural resources.

Students also showed strong support for freedom, diversity, and global responsibility. However, agreement was slightly less intense regarding the equal sharing of benefits of the global economy and redistribution from those who benefit most to those who benefit least. These items had higher neutral responses, suggesting that students may support broad ethical principles more easily than more redistributive or economic justice-oriented ideas.

Overall, the value scale shows a highly positive orientation toward sustainability-related principles.

Table 2.11: *VALUES To what extent do you agree with each of the following statements?*

	Strongly disagree	Disagree	Neither agree or desagree	Agree	Strongly agree
All people have the absolute right to live their lives free from the fear of any violence	1.0%	1.3%	2.6%	16.4%	78.6%
The benefits of global economy should be shared equally among all nations.	1.2%	8.2%	22.7%	33.4%	34.5%
Those who benefit the most must help provide for those who benefit the least	1.3%	6.6%	22.7%	38.1%	31.2%
All human beings must respect the diversity of beliefs across all people	2.1%	5.3%	13.5%	37.4%	41.8%
All precautions must be taken to protect natural resources in our development efforts	0.3%	1.3%	5.0%	38.9%	54.5%
We are all responsible for assuring that all people’s rights to freedom are maintained	0.6%	3.1%	9.1%	36.1%	51.2%

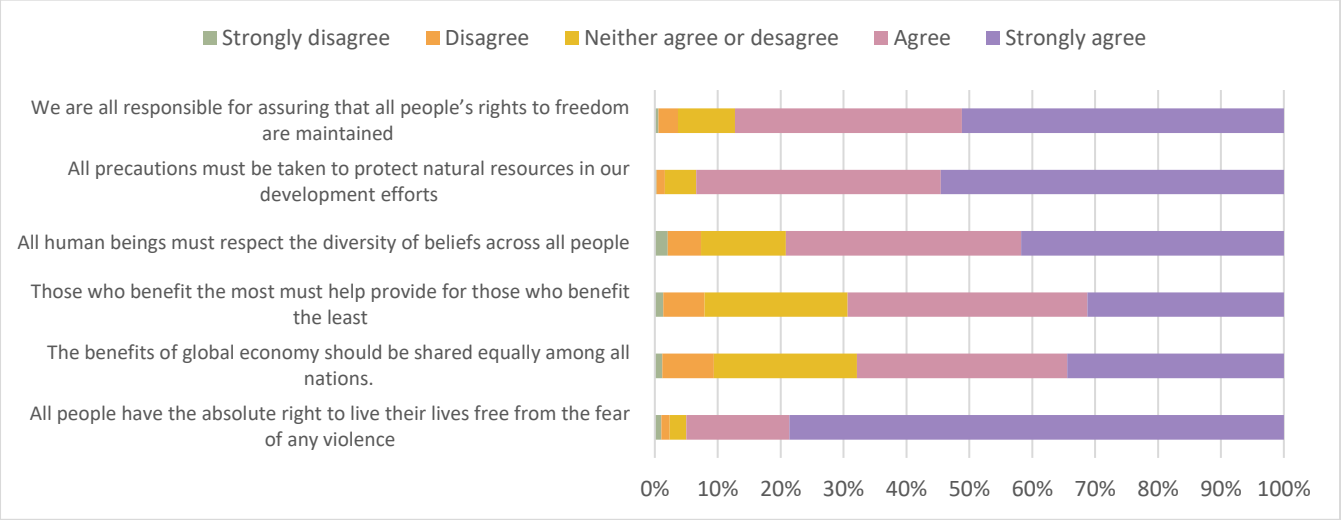


Figure 2.1. *VALUES To what extent do you agree with each of the following statements?*

Knowledge of sustainability

When asked about specific knowledge statements, students generally agreed with most sustainability-related ideas. The highest agreement was found for statements such as human actions contributing to climate change, environmental protection being necessary for sustainable development, and responsible business behavior being part of sustainable development. For example, 87.4% agreed or totally agreed that human actions contribute to changes in the atmosphere and climate systems.

A notable result is the item on cell phone production consuming many resources, where neutral responses were relatively high (37.2%). This may indicate weaker knowledge about the material and resource dimensions of consumption.

In synthesis, students may understand many core ideas of sustainability, but they do not necessarily feel confident or well-informed. This points to a gap between implicit/general knowledge and explicit sustainability literacy.

Table 2.12: *KNOW. To what extent do you agree with the following statements?*

	Totally disagree	Disagree	Neither agree or disagree	Agree	Totally agree
1. Economic development is part of sustainable development (SD)	0.7%	1.6%	21.7%	52.2%	23.8%
2. SD requires businesses to behave responsibly to their employees, customers and suppliers	0.3%	1.2%	16.7%	50.1%	31.7%
3. Cell phone production consumes a lot of resources	0.9%	7.6%	37.2%	35.0%	19.2%
4. Protecting the environment is necessary for SD	0.4%	1.3%	12.6%	42.8%	42.8%
5. Human actions are contributing to changes in our atmosphere and climate systems	0.9%	1.3%	10.4%	36.5%	50.9%
6. A culture of peace where people settle conflicts by discussion is necessary for SD	0.1%	2.5%	18.5%	39.3%	39.6%
7. SD requires a global partnership	0.9%	1.9%	18.5%	39.3%	39.4%
8. Gender equality is necessary for SD	3.5%	5.4%	20.7%	34.6%	35.8%
9. The elimination of poverty is necessary for SD	1.0%	2.9%	24.8%	39.1%	32.1%
10. Respect for cultural diversity is necessary for SD	1.2%	2.3%	17.3%	40.8%	38.4%

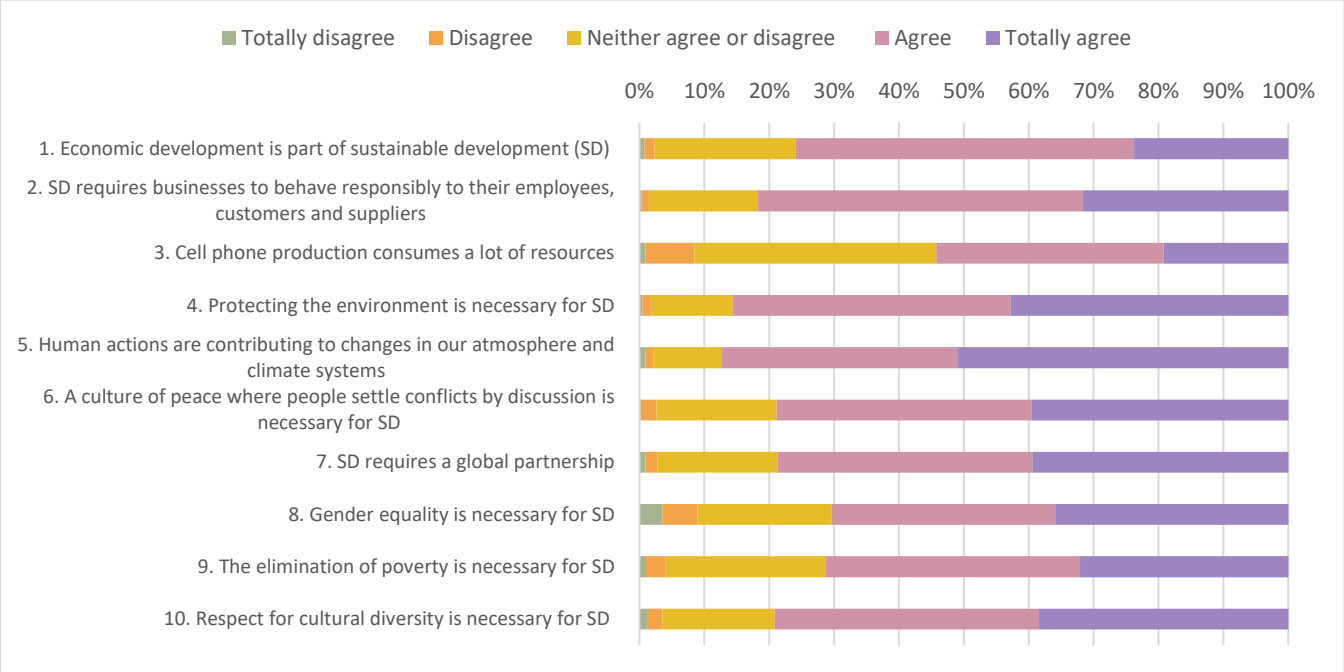


Figure 2.2. *KNOW. To what extent do you agree with the following statements?*

Attitudes toward sustainability

Students generally considered sustainable development important across different levels: personal, institutional, national, global, and intergenerational. The highest importance was attached to **future generations**, with **57.9%** considering sustainable development very important for them. Global society and the country also received high levels of importance.

Table 2.13: ATTITUDES1. *How important do you consider sustainable development for...?*

	Not important at all	Less important	Neither unimportant nor important	Important	Very important
You as a student	0.6%	1.9%	14.2%	50.4%	32.8%
You as a person	0.6%	1.3%	9.7%	50.6%	37.8%
Your family and friends	0.6%	2.6%	13.3%	47.4%	36.1%
Your university	0.9%	1.9%	12.3%	47.8%	37.1%
Your country	1.3%	1.6%	10.6%	38.9%	47.7%
Global society	0.6%	2.1%	10.4%	38.3%	48.7%
Future generations	0.6%	0.6%	7.6%	33.3%	57.9%

Students` attitudes toward sustainability are positive. They show strong support for education, future generations, democratic participation, gender equality, peace, environmental protection, and climate action. The highest agreement was for equal access to good education (71.1% totally agreed). There was also strong agreement that current generations should ensure that future generations can satisfy their needs. On the other hand, the statement that migrants should have the same rights as local people showed more divided responses, with a relatively high neutral share. Similarly, the statement that individual behavior has an impact on people from other countries had many neutral answers. This suggests that students may strongly support sustainability in abstract or local terms, but may be less certain about global interdependence and rights-based dimensions.

Table 2.14: ATTITUDES2. *To what extent do you agree with each of the following statements?*

	Totally disagree	Disagree	Neither agree or disagree	Agree	Totally agree
1. Every person should have equal access to good education	0.3%	0.7%	4.8%	23.0%	71.1%

2. I believe that we, who are living now, should make sure that future generations will have the possibility to satisfy their	0.4%	1.0%	7.5%	37.0%	54.1%
3. I feel I have the responsibility to do something about the problems of the world	1.6%	4.3%	24.6%	42.1%	27.4%
4. Citizens should be well-informed and actively participate in democratic processes such as voting	0.4%	0.6%	8.2%	34.5%	56.3%
5. Society should further promote equal opportunities for males and females	0.6%	1.9%	9.4%	33.9%	54.3%
6. I believe migrants should have all the same rights as local people	5.6%	8.8%	29.8%	32.0%	23.9%
7. I think my behavior has an impact on people from other countries	3.4%	10.3%	33.9%	30.2%	22.3%
8. Each country can do a lot to maintain peace in the world	0.6%	1.8%	12.3%	41.1%	44.3%
9. As long as resources are available, using more than we need now threatens the health and welfare of future generations	0.7%	2.8%	16.1%	41.9%	38.4%
10. I think global warming poses a serious threat to the future of our world if cautions are not taken	1.0%	3.2%	13.6%	37.7%	44.4%
11. Biodiversity should be protected at the expense of industrial agricultural production	1.0%	1.3%	21.0%	42.5%	34.2%
12. Environmental protection is more important than industrial growth	1.3%	2.3%	23.9%	39.7%	32.7%
13. I think it is right to boycott companies that are known to provide poor workplace conditions for their employees.	1.0%	2.9%	19.9%	38.7%	37.4%
14. The so-called “ecological crisis” (climate change/biodiversity loss) facing humankind has been greatly exaggerated.	8.1%	18.5%	33.7%	24.2%	15.5%
15. It is possible to protect the environment and create jobs even when the economy is doing poorly	1.6%	7.0%	26.2%	40.3%	24.8%



Figure 2.3. ATTITUDES2. *To what extent do you agree with each of the following statements?*

Sustainability behaviors

Behavioral results are mixed. Some everyday behaviors are frequent, especially recycling and equal respect for men and women. For example, 75.6% recycle often or very often, and 90.9% often or very often report giving men and women, boys and girls the same level of respect.

Other behaviors are much less common. Volunteering in social or environmental organizations, participation in activities promoting gender equality, well-being, environmental protection, and democratic activities related to student life were reported less frequently. For example, 54.9% never or rarely volunteer in social or environmental organizations, and 64.2% never or rarely participate in activities promoting equality between men and women.

This suggests a gap between personal or low-cost behaviors and more active civic or collective forms of engagement. Students may be willing to act individually but are less involved in organized sustainability-related activities.

Table 2.15: BEHAVIORS. *How frequently do you do the following?*

	Never	Rarely	Sometimes	Often	Very often
1. At home, I recycle as much as I can	1.9%	4.5%	17.9%	35.9%	39.7%
2. I have changed my personal lifestyle to reduce waste	5.1%	12.2%	29.9%	34.6%	18.2%
3. I give men and women, boys and girls the same level of respect	0.9%	1.5%	6.7%	22.6%	68.3%
4. I volunteer in social or environmental organizations	25.7%	29.2%	23.5%	12.0%	9.7%
5. I buy second-hand goods	5.1%	19.5%	32.4%	23.8%	19.2%
6. I participate in activities promoting equality between men and women	39.6%	24.6%	18.9%	8.9%	7.9%
7. I participate in activities promoting well-being for all at all ages	32.8%	24.3%	20.8%	10.7%	11.3%
8. I participate in activities in favour of environmental protection	25.4%	27.9%	26.5%	11.3%	8.9%
9. I try to promote inclusion of all (irrespective of age, sex, different abilities, race, ethnicity, origin, religion, economic or other status) in my every day life	12.3%	10.3%	23.8%	26.5%	27.1%
10. I discuss the importance of the environment, social and economic issues with my family members	10.7%	19.6%	32.4%	22.1%	15.1%
11. I participate in democratic activities related to student life at my university	32.0%	25.2%	23.2%	11.0%	8.7%

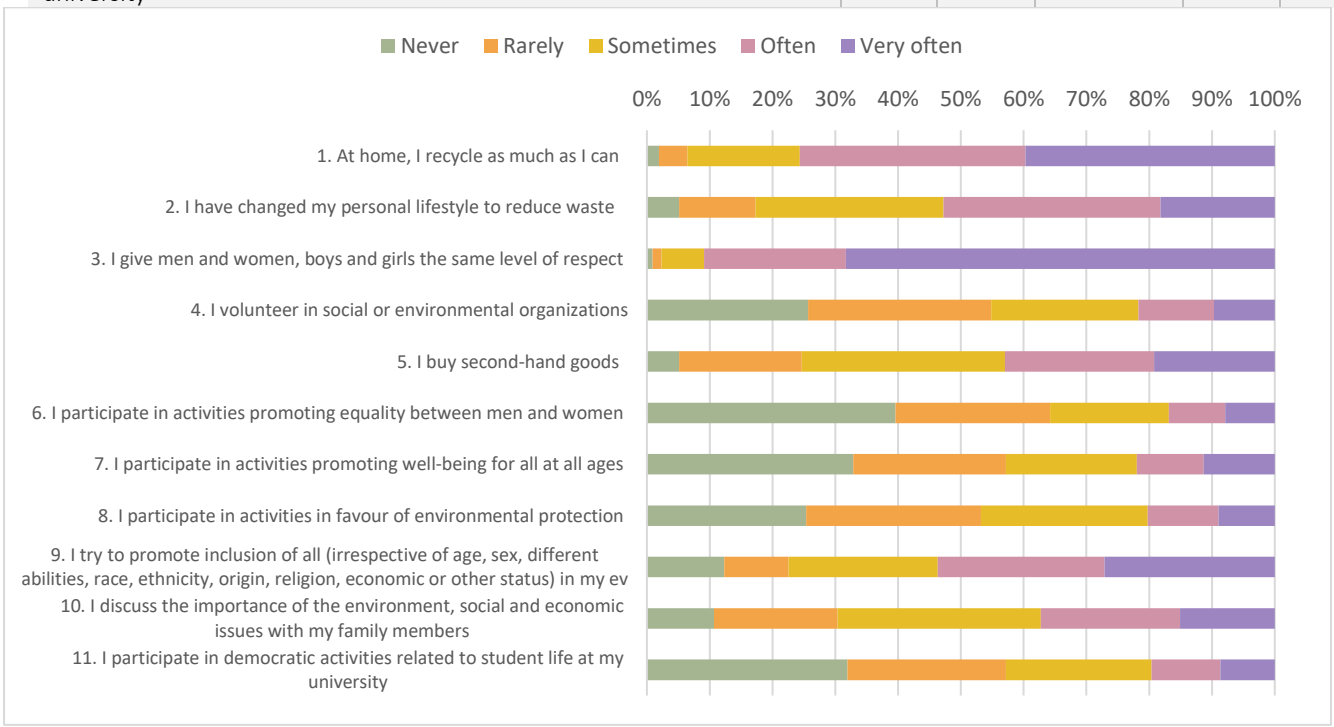


Figure 2.4. BEHAVIORS. *How frequently do you do the following?*

Descriptive data for UNIVERSITY OF MAGDEBURG, GERMANY

Sample description

A total of 355 students from the Otto von Guericke University of Magdeburg (OVGU) participated in the survey, representing a broad range of academic disciplines. The largest groups of respondents were enrolled in Engineering, Manufacturing and Construction (n = 72, 20.3%) and Humanities (n = 66, 18.6%), followed by Natural Sciences and Mathematics which constituted the third-largest group (n = 53, 14.9%). Compared with the overall project sample across the nine participating universities (N = 4,067), the local sample shows a comparatively strong representation of students from Natural Sciences and Mathematics. Similarly, although Computer Science, Information Technology, and Information and Communication Technologies (ICT) ranked only fifth among the local disciplines (n = 33; 9.3%), the OVGU was the second largest contributor of students from this field to the overall EUGREEN dataset. In comparison with the composition of the student body at the OVGU, Business and Management students were noticeably underrepresented in the survey. Although this discipline represents approximately 23.9% of all enrolled students at the university at the time of the survey (total number of matriculations: 12,627) and is the institution's second largest field of study, only 30 respondents (8.5%) in the survey came from this area.

Table 3.1: *Which study program do you currently follow at the university? (European classification)*

Field of Study	Frequency	Percent
Arts and Design	3	.8
Humanities	66	18.6
Social sciences, journalism	47	13.2
Business & Management	30	8.5
Administration and law	1	.3
Natural sciences, mathematics	53	14.9
Computer Science, IT, Information and Communication Technologies	33	9.3
Engineering, manufacturing and construction	72	20.3
Environment and agriculture	2	.6
Medicine & health	48	13.5

Regarding participants' level of study, Master's students constituted the largest group in the local sample (n = 170; 47.9%), followed by Bachelor's students (n = 145; 40.8%) and doctoral students (n = 40; 11.3%). While this distribution differs from the overall EUGREEN sample, in which Bachelor's, Master's, and doctoral students accounted for 71.8%, 24.3%, and 3.8% of respondents, respectively, it closely reflects the composition of the local student population. At the OVGU, approximately half of all students are enrolled in Master's programmes, around 45% in Bachelor's programmes, and about 5% at doctoral level. Compared with the local student body, doctoral students were therefore slightly overrepresented in the survey sample.

Table 3.2: *You are enrolled at…:*

Level of Study	Frequency	Percent
Bachelor level	145	40.8
Master level	170	47.9
Doctoral level	40	11.3

In summary, the sociodemographic composition of the local sample differs in several respects from that of the overall EUGREEN sample regarding the distribution of fields and levels of study. However, these differences largely reflect the

OVGU's disciplinary profile and programme structure. Consequently, the sample can be considered broadly representative of the local student population, providing a sound basis for the subsequent analyses.

Data description

Awareness and sources of information

Participants were asked to indicate on a five-point Likert scale the extent to which they had heard of four sustainability-related concepts. The concept of Sustainable Development was by far the most widely recognised. A large majority of respondents (85.0%) indicated that they had heard of it at least to some extent, suggesting a high overall level of familiarity with the term. In contrast, awareness of the UN Agenda 2030 and its Sustainable Development Goals (SDGs) was considerably lower. A majority of respondents reported having heard of these concepts not at all or only to a small extent (58.1% and 54.0%, respectively). Awareness of Education for Sustainable Development (ESD) was more moderate with more than half of the participants (56.0%) indicating that they had heard of the programme to a small or to some extent. Overall, the pattern of awareness observed in the local sample closely mirrors that of the overall EUGREEN sample, indicating a similar distribution of familiarity with key sustainability-related concepts across participating universities.

Table 3.3: *To what extent have you heard about each of the following?*

	Not at all	To little extent	To some extent	To a large extent	To a very large extent
Sustainable Development	5.6%	9.3%	31.8%	36.6%	16.6%
UN Agenda 2030	29.9%	28.2%	20.0%	15.2%	6.8%
The Agenda 2030 Sustainable Development Goals (SDGs)	30.1%	23.9%	22.5%	13.0%	10.4%
Education for Sustainable Development	22.0%	28.7%	27.3%	13.8%	8.2%

The limited familiarity with several sustainability-related concepts is also reflected in participants' self-assessment of their level of information regarding the requirements and outcomes of sustainable development. Asked to assess how well informed they consider themselves on a four-point Likert scale, the majority of respondents (57.7%) indicated that they felt informed only to a little extent – a pattern that is consistent with the overall EUGREEN sample.

Table 3.4: *How well-informed do you consider yourself regarding the requirements and results of sustainable development?*

	Frequency	Percent
Not at all	59	16.6%
To a little extent	205	57.7%
I am informed	81	22.8%
I am very well informed	10	2.8%

Participants were also asked to indicate the sources from which they had obtained information about sustainability-related topics. Two sources clearly stood out: educational contexts (e.g., school or university), reported by 59.7% of respondents, and social media, reported by 58.0%. The distribution of information sources closely corresponds to the pattern observed in the overall EUGREEN sample, indicating that students at the OVGU rely on similar channels for sustainability-related information.

Table 3.5: *The sources of information from where you heard about Agenda 2030 and its SDGs are:*

	no	yes
Educational context (school, university etc.)	40.3%	59.7%
Family	87.0%	13.0%
Friends or colleagues	68.2%	31.8%
Advertisements	77.2%	22.8%
Books, scientific papers and reports	65.6%	34.4%

Social media	42.0%	58.0%
Websites	62.5%	37.5%
Newspapers or magazines	75.2%	24.8%
Television	71.0%	29.0%

When asked to identify the main purpose of the UN Agenda 2030 by selecting the correct answer from four alternatives, the correct response – to "generate an economic, social and environmental transformation of today's world" – was selected by 23.7% of respondents. Notably, the largest proportion of participants (44.8%) indicated that they did not know the correct answer. Compared with the overall EUGREEN sample, respondents at the OVGU demonstrated a lower level of knowledge on this question. In the overall sample, 39.1% selected the correct answer, while only 31.6% reported that they did not know.

Table 3.6: *In 2015, within the United Nations, world leaders adopted the Agenda 2030, organized in a set of 17 goals, known as Sustainable Development Goals (SDGs). The Agenda 2030 main purpose is (please check only one option):*

	Frequency	Percent
Take action to fight climate change	53	14.9%
Fight for social justice on a global scale	22	6.2%
Generate an economic, social and environmental transformation of today's world	84	23.7%
Apply comprehensive policies to protect life on earth	37	10.4%
I don't know	159	44.8%

The final two questions in this section addressed the integration of sustainable development into the university's curriculum. When asked whether their institution offers curricular units specifically focused on sustainable development, 46.5% of respondents answered yes, while a similarly large proportion (43.4%) indicated that they did not know. This suggests that awareness of the university's sustainability-related curricular offerings is limited among a substantial share of students. Participants were also asked whether they had taken at least one course in which sustainable development had been discussed. Nearly two-thirds of respondents (64.8%) answered no, indicating that the majority had not encountered sustainability-related content in their studies. Based on the survey data, it cannot be determined whether this reflects limited participation in available sustainability-focused courses, such as those that are part of the Sustainability Certificate at the OVGU, limited integration of sustainability topics into the curricula attended by respondents, or a combination of both.

Table 3.7: *Does your institution offer curricular units (course or module as descried in syllabus) specifically focused on sustainable development?*

	Frequency	Percent
no	36	10.1
yes	165	46.5
I don`t know	154	43.4

Table 3.8: *Have you taken at least one teaching class in which sustainable development was discussed*

	Frequency	Percent
no	230	64.8
yes	125	35.2

Values related to sustainability

Participants rated their level of agreement with a series of value-related statements on a five-point Likert scale. Overall, respondents expressed strong support for fundamental sustainability-related principles. More than 90% of participants agreed or strongly agreed with statements emphasising people's right to freedom and to live without fear and violence as well as the protection of natural resources. This pattern closely mirrors the results observed across the overall EUGREEN sample. A notable difference emerged for statements promoting solidarity and tolerance. Although agreement was slightly lower than for the aforementioned core values, approximately 80% of respondents still agreed or strongly agreed with these statements. This level of agreement exceeds the overall EUGREEN average, suggesting a comparatively stronger endorsement of solidarity- and tolerance-related values among OVGU students.

Table 3.9: VALUES. *To what extent do you agree with each of the following statements?*

	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
All people have the absolute right to live their lives free from the fear of any violence	2.0%	1.4%	2.8%	12.1%	81.7%
The benefits of global economy should be shared equally among all nations.	6.5%	13.0%	25.1%	30.1%	25.4%
Those who benefit the most must help provide for those who benefit the least	2.0%	3.7%	10.7%	40.0%	43.7%
All human beings must respect the diversity of beliefs across all people	3.7%	5.9%	11.0%	40.3%	39.2%
All precautions must be taken to protect natural resources in our development efforts	1.1%	2.0%	6.5%	33.0%	57.5%
We are all responsible for assuring that all people's rights to freedom are maintained	2.3%	1.7%	5.1%	26.8%	64.2%

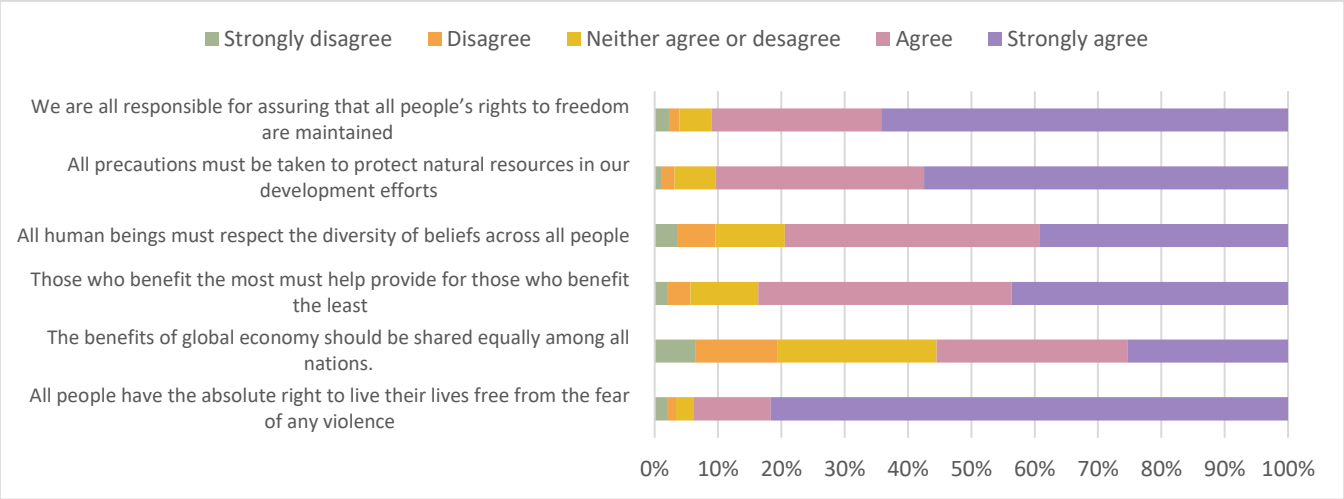


Figure 3.1. VALUES. *To what extent do you agree with each of the following statements?*

Knowledge of sustainability

This section assessed students' knowledge-related beliefs ("knowingness") by asking them to indicate their level of agreement with a series of statements on sustainable development using a five-point Likert scale. The highest level of agreement was observed for the statement that protection of the environment is necessary of sustainable development. Similarly, statements concerning human-induced climate change and the importance of global partnerships for sustainable development all received very high levels of agreement, with more than 90% of respondents agreeing or strongly agreeing. Compared with the overall EUGREEN sample, the local sample showed a general tendency to select the extreme response categories (esp. 'strongly agree') rather than the more moderate options across the statements, indicating a stronger expression of their knowledge-related beliefs.

Table 3.10: *KNOW. To what extent do you agree with the following statements?*

	Totally disagree	Disagree	Neither agree or disagree	Agree	Totally agree
1. Economic development is part of sustainable development (SD)	1.4%	3.4%	12.4%	52.1%	30.7%
2. SD requires businesses to behave responsibly to their employees, customers and suppliers	1.1%	1.7%	7.9%	38.6%	50.7%
3. Cell phone production consumes a lot of resources	0.3%	1.4%	12.4%	42.3%	43.7%
4. Protecting the environment is necessary for SD	0.0%	1.4%	3.4%	24.2%	71.0%

5. Human actions are contributing to changes in our atmosphere and climate systems	0.8%	0.8%	5.1%	16.9%	76.3%
6. A culture of peace where people settle conflicts by discussion is necessary for SD	0.6%	1.7%	11.5%	32.1%	54.1%
7. SD requires a global partnership	0.8%	1.1%	4.8%	33.0%	60.3%
8. Gender equality is necessary for SD	2.5%	5.6%	15.8%	23.4%	52.7%
9. The elimination of poverty is necessary for SD	1.7%	3.7%	16.1%	31.5%	47.0%
10. Respect for cultural diversity is necessary for SD	2.3%	4.5%	18.0%	30.7%	44.5%

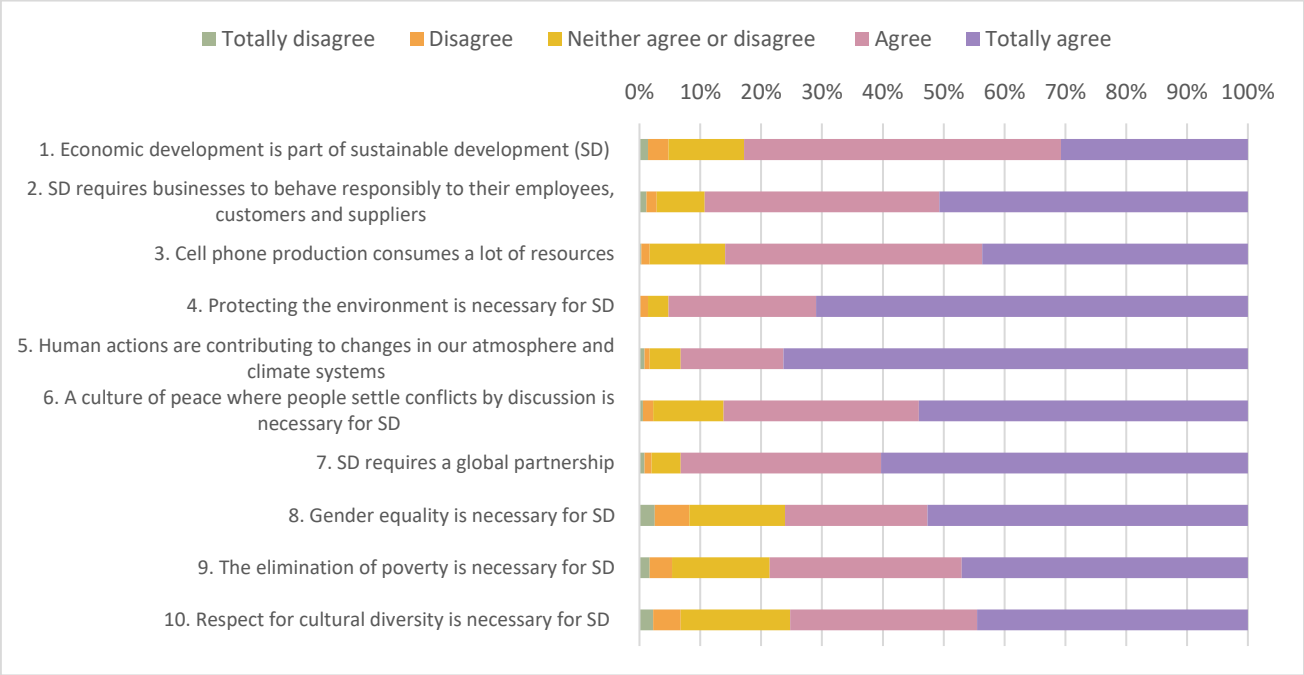


Figure 3.2. *KNOW. To what extent do you agree with the following statements?*

Attitudes toward sustainability

Participants were asked to rate the importance of sustainable development for various stakeholder groups using a five-point Likert scale. Overall, respondents attached a high level of importance to sustainable development across all groups considered. The strongest endorsement was observed for future generations, with 95.2% of respondents rating sustainable development as important or very important for this group. This was followed by global society (89%) and their own country (88.1%). Sustainable development was also considered highly important for the participants themselves, with 88.7% rating it as important or very important. Overall, the responses indicate that participants attributed particular importance to sustainable development from a broader societal and intergenerational perspective, while the more immediate local contexts (e.g., the university or family) were rated somewhat less strongly.

Table 3.11: *ATTITUDES1. How important do you consider sustainable development for...?*

	Not important at all	Less important	Neither unimportant nor important	Important	Very important
You as a student	2.5%	5.6%	14.1%	46.8%	31.0%
You as a person	1.4%	1.7%	8.2%	42.8%	45.9%
Your family and friends	0.8%	5.4%	11.0%	49.3%	33.5%
Your university	1.1%	3.9%	11.8%	45.4%	37.7%
Your country	1.4%	4.8%	5.6%	30.4%	57.7%
Global society	2.0%	4.2%	4.8%	19.4%	69.6%
Future generations	0.6%	1.4%	2.8%	15.8%	79.4%

Participants expressed consistently positive attitudes towards sustainability-related issues. The strongest backing was observed for the principle of equal access to good education, with 78.0% of respondents strongly agreeing with this statement, closely matching the pattern found in the overall EUGREEN sample. Several statements revealed more pronounced attitudes among respondents in the local sample. In particular, substantially larger proportions of participants strongly agreed with statements supporting gender equality (73.8%) and societal equality (50.4%), exceeding the corresponding proportions in the overall EUGREEN sample by approximately 15-20 percentage points.

A similarly pronounced difference emerged for the statement "The so-called 'ecological crisis' (climate change/biodiversity loss) facing humankind has been greatly exaggerated." In contrast to the overall EUGREEN sample, OVGU students rejected this statement much more strongly, with the proportion of strongly disagree responses exceeding the overall sample by more than 20 percentage points. This finding further underscores the comparatively strong attitudes expressed by the local sample across sustainability-related issues.

Table 3.12: *ATTITUDES2. To what extent do you agree with each of the following statements?*

	Totally disagree	Disagree	Neither agree or disagree	Agree	Totally agree
1. Every person should have equal access to good education	1.1%	0.6%	2.8%	17.5%	78.0%
2. I believe that we, who are living now, should make sure that future generations will have the possibility to satisfy their	2.0%	2.3%	7.0%	30.1%	58.6%
3. I feel I have the responsibility to do something about the problems of the world	3.7%	8.5%	15.8%	43.4%	28.7%
4. Citizens should be well-informed and actively participate in democratic processes such as voting	.8%	1.1%	4.5%	29.3%	64.2%
5. Society should further promote equal opportunities for males and females	0.8%	0.6%	3.1%	21.7%	73.8%
6. I believe migrants should have all the same rights as local people	3.4%	5.9%	15.8%	24.5%	50.4%
7. I think my behavior has an impact on people from other countries	5.4%	9.9%	12.4%	35.2%	37.2%
8. Each country can do a lot to maintain peace in the world	4.2%	6.2%	5.1%	36.9%	47.6%
9. As long as resources are available, using more than we need now threatens the health and welfare of future generations	1.1%	2.5%	7.0%	31.5%	57.7%
10. I think global warming poses a serious threat to the future of our world if cautions are not taken	1.4%	2.0%	5.1%	25.1%	66.5%
11. Biodiversity should be protected at the expense of industrial agricultural production	1.7%	2.8%	17.5%	34.6%	43.4%
12. Environmental protection is more important than industrial growth	2.3%	3.1%	19.2%	34.9%	40.6%
13. I think it is right to boycott companies that are known to provide poor workplace conditions for their employees.	1.4%	3.1%	15.2%	35.8%	44.5%
14. The so-called “ecological crisis” (climate change/biodiversity loss) facing humankind has been greatly exaggerated.	42.5%	23.1%	13.5%	11.3%	9.6%
15. It is possible to protect the environment and create jobs even when the economy is doing poorly	4.5%	10.7%	22.8%	38.3%	23.7%



Figure 3.3. *ATTITUDES2. To what extent do you agree with each of the following statements?*

As a bridge between attitudes and behaviour, participants were asked whether they had taken part in any activity promoting sustainable development during the previous two years. Responses were almost evenly divided between yes and no, indicating that engagement in sustainability-related activities was widespread among only about half of the respondents. This balanced pattern suggests that, despite the generally positive attitudes towards sustainability reported above, active participation in sustainability-related initiatives is less universal. The following section on sustainability-related behaviours provides a more differentiated picture of how this engagement is expressed in everyday practices and organised activities.

Table 3.13: *In the last two years have you participated in any activity that promotes sustainable development?*

	Frequency	Percent
no	178	50.1
yes	177	49.9

Sustainability behaviors

Participants reported how frequently they engaged in a range of sustainability-related activities on a five-point Likert scale. The most common behaviour was treating people of all ages and genders with equal respect (74.6%), a pattern that is consistent with the overall EUGREEN sample. By comparison, some individual environmental practices were reported less frequently. For example, only 31.5% of respondents indicated that they very often recycled waste. Beyond these individual practices, respondents reported relatively low levels of participation in more organised or collective forms of sustainability engagement, which were undertaken rarely or never by a narrow majority of participants. This pattern is consistent with the preceding finding that respondents were almost evenly divided in reporting participation in sustainability-promoting activities during the previous two years. An exception was the discussion of sustainability-related issues within the family, with 54.1% of respondents indicating that they engaged in such conversations often or very often. This suggests that families may function less as a source of information (see above) than as a context in

which sustainability-related topics are discussed and reflected upon. Overall, the findings indicate that participants are more actively involved in personal and everyday sustainability practices than in collective or institutional forms of engagement.

Table 3.14: *BEHAVIORS. How frequently do you do the following?*

	Never	Rarely	Some-times	Often	Very often
1. At home, I recycle as much as I can	1.7%	7.3%	20.8%	38.6%	31.5%
2. I have changed my personal lifestyle to reduce waste	4.8%	16.6%	31.3%	33.8%	13.5%
3. I give men and women, boys and girls the same level of respect	0.8%	1.1%	3.1%	20.3%	74.6%
4. I volunteer in social or environmental organizations	32.1%	22.5%	19.2%	12.7%	13.5%
5. I buy second-hand goods	6.2%	20.8%	33.0%	20.3%	19.7%
6. I participate in activities promoting equality between men and women	34.1%	21.7%	21.1%	12.7%	10.4%
7. I participate in activities promoting well-being for all at all ages	33.5%	25.9%	18.3%	13.0%	9.3%
8. I participate in activities in favour of environmental protection	25.9%	25.6%	27.6%	14.4%	6.5%
9. I try to promote inclusion of all (irrespective of age, sex, different abilities, race, ethnicity, origin, religion, economic or other status) in my everyday life	6.5%	12.1%	20.8%	31.0%	29.6%
10. I discuss the importance of the environment, social and economic issues with my family members	5.9%	11.5%	28.5%	29.6%	24.5%
11. I participate in democratic activities related to student life at my university	29.9%	24.5%	21.4%	14.9%	9.3%

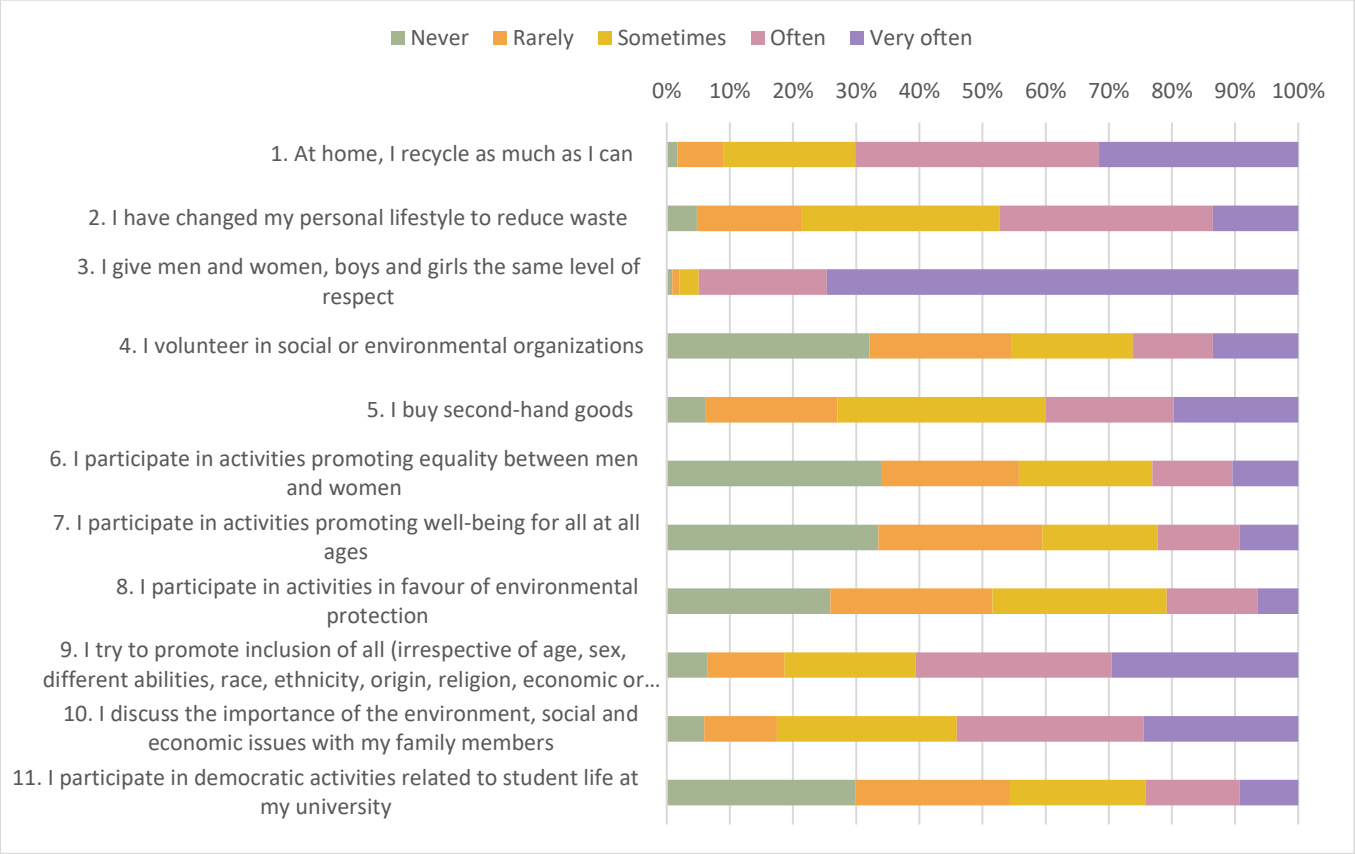


Figure 3.4. *BEHAVIORS. How frequently do you do the following?*

Descriptive data for UNIVERSITY OF PARMA, ITALY

Sample description

The study included 1078 students from a range of academic programs. The distribution of fields of study within the sample was uneven, with a stronger representation from Natural Sciences and Mathematics (26.4%), followed by Medicine and Health (22.6%), Engineering, Manufacturing and Construction (17.8%), Humanities (9.5%), and Business and Management (9.4%).

Most respondents were enrolled in Bachelor's degree programs (59.6%), while 35.5% were Master's students and only 4.8% were pursuing Doctoral studies.

In terms of year of study, the sample was primarily concentrated in the early stages, particularly in Year 1 (41.2%) and Year 2 (29.0%).

Table 4.1: *Which study program do you currently follow at the university? (European classification)*

	Frequency	Percent
Arts and Design	34	3.2
Humanities	102	9.5
Social sciences, journalism	23	2.1
Business & Management	101	9.4
Administration and law	20	1.9
Natural sciences, mathematics	285	26.4
Computer Science, IT, Information and Communication Technologies	9	.8
Engineering, manufacturing and construction	192	17.8
Environment and agriculture	68	6.3
Medicine & health	244	22.6

Table 4.2: *You are enrolled at…:*

	Frequency	Percent
Bachelor level	643	59.6
Master level	383	35.5
Doctoral level	52	4.8

Table 4.3: *Year of study:*

	Frequency	Percent
1	444	41.2
2	313	29.0
3	160	14.8
4	30	2.8
5	22	2.0
missing	109	10.1

Data description

Awareness and sources of information

Students appear to be relatively familiar with the general concept of sustainable development and its associated international frameworks. Approximately 62.3% reported having heard about sustainable development at least "to some extent," and awareness of the UN Agenda 2030 and the Sustainable Development Goals (SDGs) was similarly high. Only a small proportion of respondents (7.3-7.8%) indicated that they had never heard of the UN Agenda 2030 or the SDGs.

Education for Sustainable Development (ESD) was moderately familiar to participants, with the largest share reporting at least some level of awareness (35.7%), while only a very small percentage (4.7%) reported very limited familiarity.

Overall, these findings suggest that core sustainability concepts, including Agenda 2030 and the SDGs, are widely recognized among students, although levels of familiarity vary.

Table 4.4: *To what extent have you heard about each of the following?*

	Not al all	To little extent	To some extent	To a large extent	To a very large extent
Sustainable Development	6.3%	11.4%	28.5%	34.2%	19.6%
UN Agenda 2030	7.3%	13.3%	24.0%	32.9%	22.4%
The Agenda 2030 Sustainable Development Goals (SDGs)	7.8%	20.0%	28.3%	26.3%	17.6%
Education for Sustainable Development	4.7%	23.9%	35.7%	24.2%	11.4%

The primary source of information was the educational context (schools, universities, etc.), reported by 89.0% of students. Social media also played a significant role, with 71.2% identifying it as a source, followed by books, scientific papers, and reports (63.3%), and websites (62.0%). In contrast, family, friends or colleagues were mentioned with a low frequency.

Table 4.5: *The sources of information from where you heard about Agenda 2030 and its SDGs are:*

	no	yes
Educational context (school, university etc.)	11.0%	89.0%
Family	77.3%	22.7%
Friends or colleagues	66.0%	34.0%
Advertisements	53.2%	46.8%
Books, scientific papers and reports	36.7%	63.3%
Social media	28.8%	71.2%
Websites	38.0%	62.0%
Newspapers or magazines	62.5%	37.5%
Television	53.4%	46.6%

These results indicate that universities and schools serve as primary channels for disseminating sustainability-related information, while informal and digital sources, such as social media and websites, also play a significant complementary role.

Self-assessed knowledge indicates that most students considered themselves either “to a little extent” informed (45.6%) or “informed” (44.2%) about the requirements and outcomes of sustainable development. Only a small proportion perceived themselves as very well informed (4.7%), while a similarly limited share (5.4%) reported being not at all informed.

Table 4.6: *How well-informed do you consider yourself regarding the requirements and results of sustainable development?*

	Frequency	Percent
Not at all	58	5.4
To a little extent	492	45.6
I am informed	477	44.2
I am very well informed	51	4.7

For the knowledge test on Agenda 2030, the results indicate a relatively high level of accurate understanding. Most respondents (54.5%) correctly identified the main purpose of Agenda 2030 as promoting economic, social, and environmental transformation, while only 11.2% selected “I don’t know.”

These findings are consistent with the previous indicators of awareness: a large proportion of students had heard of Agenda 2030 or the SDGs, and nearly half of the sample (48.9%) described themselves as informed or very well informed.

Table 4.7: *In 2015, within the United Nations, world leaders adopted the Agenda 2030, organized in a set of 17 goals, known as Sustainable Development Goals (SDGs). The Agenda 2030 main purpose is (please check only one option):*

	Frequency	Percent
Take action to fight climate change	199	18.5
Fight for social justice on a global scale	32	3.0
Generate an economic, social and environmental transformation of today's world	587	54.5
Apply comprehensive policies to protect life on earth	139	12.9
I don't know	121	11.2

A total of 51.3% of students reported that their institution offers curricular units specifically focused on sustainable development, while a substantial proportion (42.9%) indicated that they were unaware of such offerings. In addition, 53.8% of respondents stated that they had attended at least one class in which sustainable development was addressed.

These findings suggest a generally positive situation but also point to a potential issue of visibility. Even when sustainability-related content is present, many students may not explicitly recognize it as such. Overall, the results highlight the need to strengthen communication and to make the integration of sustainability themes across the curriculum more explicit and clearly identifiable

Table 4.8: *Does your institution offer curricular units (course or module as described in syllabus) specifically focused on sustainable development?*

	Frequency	Percent
no	62	5.8
yes	553	51.3
I don`t know	463	42.9

Table 4.9: *Have you taken at least one teaching class in which sustainable development was discussed*

	Frequency	Percent
no	498	46.2
yes	580	53.8

Values related to sustainability

Participants expressed strong agreement with values related to environmental protection, human rights, and respect for diversity of beliefs.

The highest levels of agreement were observed for statements supporting the protection of natural resources (96.5% agree or strongly agree), the right to live free from violence (96.2%), and the responsibility to uphold people's fundamental freedoms (93.4%). High levels of agreement were also found regarding respect for diversity of beliefs (92.6%).

Comparatively lower levels of agreement, though still predominantly positive, were observed for the idea that those who benefit the most should support those who benefit the least (80.2%) and for the equitable distribution of the benefits of the global economy among nations (76.5%). These items were associated with higher proportions of neutral responses, suggesting that students may more readily endorse general ethical principles than positions related to redistribution or economic justice.

Overall, the findings indicate strong support, among University of Parma students, for environmental and social values associated with sustainability.

Table 4.10: *VALUES. To what extent do you agree with each of the following statements?*

	Strongly disagree	Disagree	Neither agree or desagree	Agree	Strongly agree
All people have the absolute right to live their lives free from the fear of any violence	1.2%	0.7%	1.9%	10.2%	86.0%
The benefits of global economy should be shared equally among all nations.	1.6%	6.1%	15.9%	34.8%	41.7%
Those who benefit the most must help provide for those who benefit the least	1.7%	3.6%	14.6%	40.3%	39.9%
All human beings must respect the diversity of beliefs across all people	0.7%	1.1%	5.6%	33.3%	59.3%
All precautions must be taken to protect natural resources in our development efforts	0.6%	0.6%	2.2%	22.4%	74.1%
We are all responsible for assuring that all people's rights to freedom are maintained	0.8%	0.8%	4.9%	27.8%	65.6%

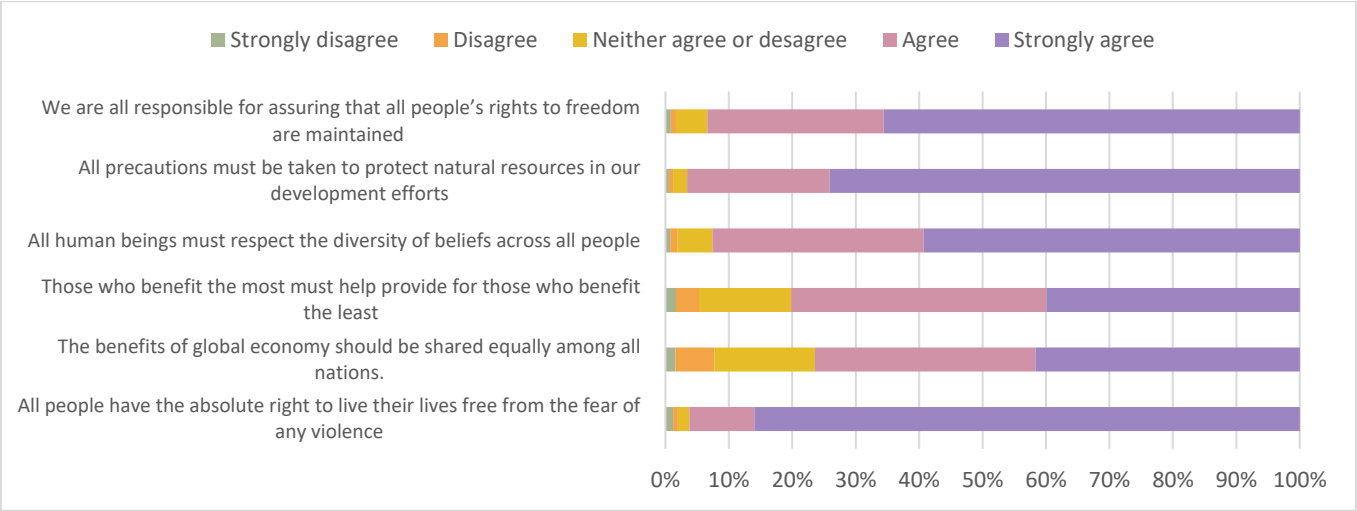


Figure 4.1. *VALUES. To what extent do you agree with each of the following statements?*

Knowledge of sustainability

When asked about specific knowledge statements, students showed a generally high level of agreement with the most sustainability-related ideas. The strongest consensus emerged for items highlighting the importance of environmental protection (94.6% agree or totally agree), responsible business behavior (92%), global partnerships (91.6%), and the promotion of a culture of peace (91%). A similarly high level of agreement (90.9%) was observed regarding the recognition of human activities as a key driver of climate change.

A high level of agreement (over 80%) was also recorded for statements concerning the resource intensity of mobile phone production, as well as for those emphasizing economic development, gender equality, poverty eradication, and respect for cultural diversity as fundamental components of sustainable development.

Overall, these findings indicate that participants possess a good level of knowledge and awareness of the social, environmental, and economic dimensions of sustainable development.

Table 4.11: *KNOW. To what extent do you agree with the following statements?*

	Totally disagree	Disagree	Neither agree or disagree	Agree	Totally agree
1. Economic development is part of sustainable development (SD)	0.9%	1.6%	16.1%	50.0%	31.4%
2. SD requires businesses to behave responsibly to their employees, customers and suppliers	0.5%	0.6%	6.9%	40.7%	51.3%
3. Cell phone production consumes a lot of resources	1.0%	1.3%	13.1%	45.1%	39.5%
4. Protecting the environment is necessary for SD	0.6%	0.2%	4.5%	27.8%	66.8%
5. Human actions are contributing to changes in our atmosphere and climate systems	1.1%	1.9%	6.0%	23.7%	67.2%
6. A culture of peace where people settle conflicts by discussion is necessary for SD	0.9%	0.7%	7.3%	34.5%	56.5%
7. SD requires a global partnership	0.5%	0.4%	7.5%	33.1%	58.5%
8. Gender equality is necessary for SD	1.9%	3.1%	14.9%	28.8%	51.2%
9. The elimination of poverty is necessary for SD	0.9%	2.5%	13.7%	37.9%	44.9%
10. Respect for cultural diversity is necessary for SD	1.1%	2.0%	10.9%	36.3%	49.7%

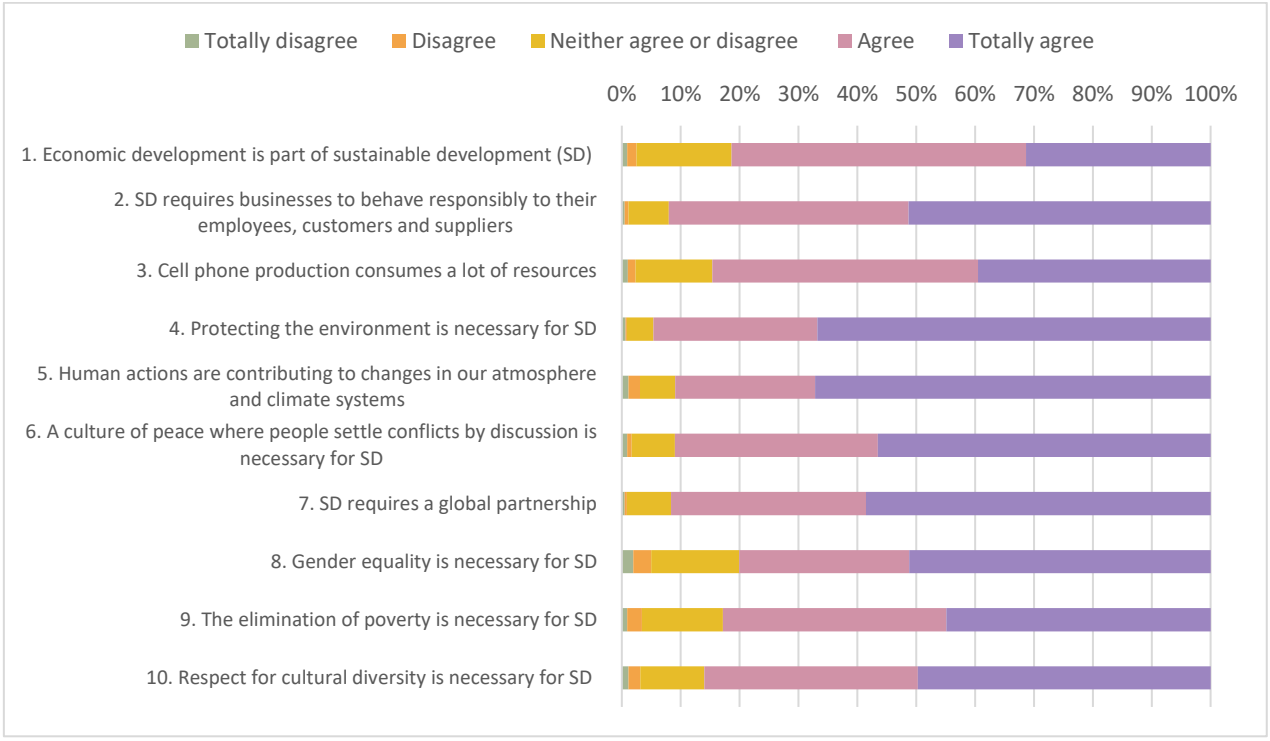


Figure 4.2. *KNOW. To what extent do you agree with the following statements?*

Attitudes toward sustainability

Students generally perceived sustainable development as important across multiple levels, including personal, institutional, national, global, and intergenerational dimensions. The highest level of importance was attributed to future generations, with 77% of respondents considering sustainable development to be very important for them. Global society and the individual level were also rated highly, with 63.5% and 61.9% of responses, respectively.

Table 4.12: *ATTITUDES1. How important do you consider sustainable development for...?*

	Not important at all	Less important	Neither unimportant nor important	Important	Very important
You as a student	0.6%	1.9%	10.1%	46.1%	41.3%
You as a person	0.3%	0.8%	4.0%	33.0%	61.9%
Your family and friends	0.6%	1.9%	9.5%	42.8%	45.3%
Your university	0.3%	1.0%	8.4%	43.9%	46.4%
Your country	1.1%	5.0%	8.5%	29.5%	55.8%
Global society	1.7%	5.9%	6.5%	22.4%	63.5%
Future generations	0.6%	1.4%	4.1%	17.0%	77.0%

Students generally displayed positive attitudes toward sustainability. They expressed strong support for education, concern for future generations, gender equality, democratic participation, and climate action. The highest level of agreement was recorded for the statement on equal access to quality education, with 74.6% of respondents totally agreeing. Strong agreement was also found for the idea that present generations should ensure that future generations are able to meet their own needs (71.7%).

By contrast, responses were more mixed for the statements that environmental protection and job creation can both be achieved even during periods of economic downturn, and that individual behavior can affect people in other countries. Both items showed relatively high shares of neutral responses (25.3% and 23.7%, respectively).

Similarly, the statements asserting that environmental protection should take precedence over industrial growth and that migrants should enjoy the same rights as local people also received a substantial proportion of neutral responses (19.2% and 18.8%, respectively). These findings suggest that, while students strongly endorse sustainability in broad and general terms, they may be less certain when considering issues related to global interdependence, the balance among ecological, economic, and social priorities, and rights-based dimensions of sustainability.

Table 4.13: *ATTITUDES2. To what extent do you agree with each of the following statements?*

	Totally disagree	Disagree	Neither agree or disagree	Agree	Totally agree
1. Every person should have equal access to good education	0.7%	0.5%	2.6%	21.6%	74.6%
2. I believe that we, who are living now, should make sure that future generations will have the possibility to satisfy their	0.5%	0.8%	2.1%	24.9%	71.7%
3. I feel I have the responsibility to do something about the problems of the world	1.5%	1.7%	12.2%	48.3%	36.3%
4. Citizens should be well-informed and actively participate in democratic processes such as voting	0.6%	0.8%	3.9%	27.9%	66.7%
5. Society should further promote equal opportunities for males and females	0.6%	0.9%	4.2%	26.2%	68.1%
6. I believe migrants should have all the same rights as local people	3.1%	4.2%	18.8%	37.0%	36.9%
7. I think my behavior has an impact on people from other countries	1.4%	7.1%	23.7%	36.4%	31.4%
8. Each country can do a lot to maintain peace in the world	1.1%	3.3%	7.2%	38.5%	49.8%
9. As long as resources are available, using more than we need now threatens the health and welfare of future generations	0.6%	0.6%	3.5%	28.1%	67.1%
10. I think global warming poses a serious threat to the future of our world if cautions are not taken	0.6%	0.7%	4.4%	26.6%	67.6%
11. Biodiversity should be protected at the expense of industrial agricultural production	0.8%	2.0%	17.2%	37.3%	42.7%
12. Environmental protection is more important than industrial growth	0.8%	3.2%	19.2%	36.0%	40.7%
13. I think it is right to boycott companies that are known to provide poor workplace conditions for their employees.	2.1%	6.0%	18.5%	36.8%	36.5%
14. The so-called “ecological crisis” (climate change/biodiversity loss) facing humankind has been greatly exaggerated.	26.9%	33.8%	14.7%	13.8%	10.8%
15. It is possible to protect the environment and create jobs even when the economy is doing poorly	1.8%	9.0%	25.3%	41.7%	22.2%



Figure 4.3. *ATTITUDES2. To what extent do you agree with each of the following statements?*

Sustainability behaviors

Participants reported engaging more frequently in individual sustainability-related behaviors than in organized civic or volunteer activities. Indeed, only 43.6% of respondents stated that they had participated in any activity promoting sustainable development over the previous two years. The highest levels of engagement were observed in behaviors such as treating men and women equally and with respect (96.2% often or very often) and recycling (85.8%). Participants also frequently reported promoting inclusion (74.5%) and reducing personal waste through lifestyle changes (52%).

By contrast, other forms of engagement were much less common. Volunteering in social or environmental organizations, participating in activities that promote gender equality, well-being, environmental protection, and engaging in democratic activities related to student life were all reported less frequently. For instance, 61.8% of respondents reported never or rarely participating in democratic activities related to student life at their university, 60.4% said they never or rarely volunteered in social or environmental organizations, and 53% reported never or rarely taking part in activities promoting equality between men and women.

These findings suggest the existence of a gap between personal, relatively low-cost behaviors and more active civic or collective forms of engagement. While students appear willing to adopt individual sustainable practices, they seem less involved in organized activities related to sustainability.

Table 4.14: *In the last two years have you participated in any activity that promotes sustainable development?*

	Frequency	Percent
no	608	56.4
yes	470	43.6

Table 4.15: BEHAVIORS. *How frequently do you do the following?*

	Never	Rarely	Sometimes	Often	Very often
1. At home, I recycle as much as I can	1.8%	3.9%	8.5%	28.3%	57.5%
2. I have changed my personal lifestyle to reduce waste	1.3%	6.7%	40.0%	33.0%	19.0%
3. I give men and women, boys and girls the same level of respect	0.6%	0.6%	2.6%	16.0%	80.2%
4. I volunteer in social or environmental organizations	36.7%	23.8%	20.6%	9.3%	9.6%
5. I buy second-hand goods	8.3%	22.7%	37.8%	19.6%	11.6%
6. I participate in activities promoting equality between men and women	32.4%	22.8%	22.1%	11.7%	11.0%
7. I participate in activities promoting well-being for all at all ages	33.4%	22.8%	20.9%	12.7%	10.2%
8. I participate in activities in favor of environmental protection	27.9%	23.6%	28.7%	12.3%	7.5%
9. I try to promote inclusion of all (irrespective of age, sex, different abilities, race, ethnicity, origin, religion, economic or other status) in my everyday life	3.0%	4.9%	17.6%	31.2%	43.3%
10. I discuss the importance of the environment, social and economic issues with my family members	7.0%	14.3%	28.2%	27.3%	23.3%
11. I participate in democratic activities related to student life at my university	46.3%	22.8%	17.3%	7.8%	5.8%

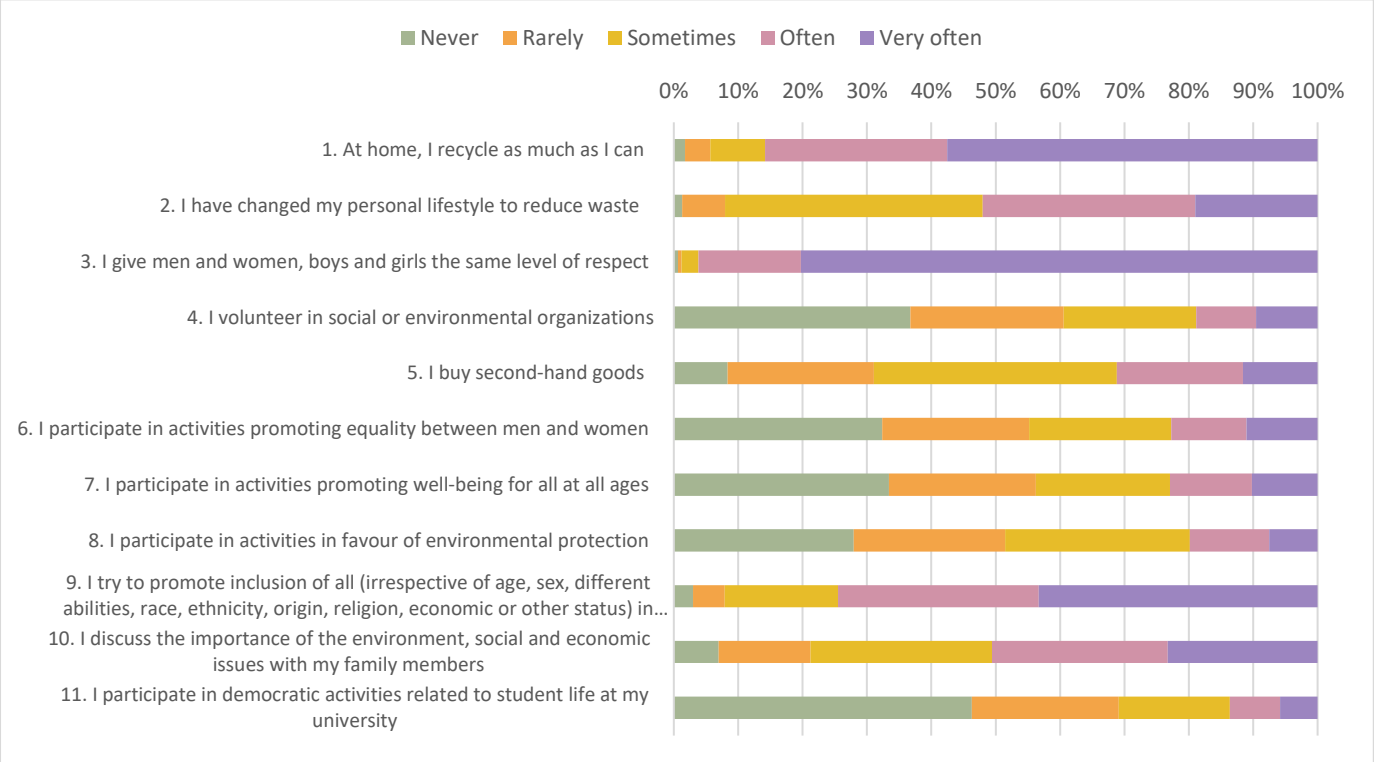


Figure 4.4. BEHAVIORS. *How frequently do you do the following?*

Descriptive data for Wroclaw University of Environmental and Life Sciences, POLAND

Sample description

The sample consisted of 311 cases. Most participants were enrolled at bachelor's level (n = 239; 76.8%), followed by master's students (n = 66; 21.2%) and doctoral students (n = 6; 1.9%). Regarding year of study, almost half of the participants were in their first year (n = 141; 45.3%). Second-year students accounted for 28.3% of the sample (n = 88), while 12.9% were in their third year of study (n = 40). Only small proportions of respondents reported being in the fourth (n = 7; 2.3%) or fifth year (n = 7; 2.3%). Information on year of study was missing for 28 participants (9.0%).

The analysis of the distribution by study programme reveals a strong concentration in Engineering, Manufacturing and Construction, which accounts for 72.3% of the cases (n = 225). Considerably lower representation is observed in Natural Sciences and Mathematics, accounting for 9.6% of the sample (n = 30), followed by Business and Management with 5.5% (n = 17) and Environment and Agriculture with 4.5% (n = 14). Medicine and Health represents 2.6% of the cases (n = 8), while Arts and Design accounts for 1.9% (n = 6). Social Sciences and Journalism and Computer Science, Information Technology and Information and Communication Technologies each represent 1.3% of the sample (n = 4). Administration and Law accounts for 0.6% of respondents (n = 2), while Humanities is represented by only one participant (0.3%). Overall, the data reveal a markedly uneven distribution, with a clear predominance of Engineering, Manufacturing and Construction students and only limited representation of the social sciences, humanities, health, and technology-related fields. This disciplinary profile should be considered when interpreting the findings, as the results mainly reflect the perspectives of students enrolled in engineering-oriented programmes.

Table 5.1: *Which study program do you currently follow at the university? (European classification)*

	Frequency	Percent
Arts and Design	6	1.9
Humanities	1	.3
Social sciences, journalism	4	1.3
Business & Management	17	5.5
Administration and law	2	.6
Natural sciences, mathematics	30	9.6
Computer Science, IT, Information and Communication Technologies	4	1.3
Engineering, manufacturing and construction	225	72.3
Environment and agriculture	14	4.5
Medicine & health	8	2.6

Table 5.2: *You are enrolled at…:*

	Frequency	Percent
Bachelor level	239	76.8
Master level	66	21.2
Doctoral level	6	1.9

Table 5.3: *Year of study:*

	Frequency	Percent
1	141	45.3
2	88	28.3
3	40	12.9
4	7	2.3
5	7	2.3
missing	28	9.0

Data description

Awareness and sources of information

Students appear to be more familiar with the general concept of sustainable development than with the specific frameworks associated with Agenda 2030. Around two thirds of respondents reported having heard about Sustainable Development at least to some extent, while awareness of the UN Agenda 2030 and the Sustainable Development Goals (SDGs) was considerably lower. More than half of the students indicated that they had not heard at all about either Agenda 2030 or the SDGs. Education for Sustainable Development showed intermediate levels of recognition, suggesting that sustainability is more familiar as a general concept than as a structured international framework.

Table 5.4: *To what extent have you heard about each of the following?*

	Not al all	To little extent	To some extent	To a large extent	To a very large extent
Sustainable Development	16.1%	19.3%	35.0%	19.6%	10.0%
UN Agenda 2030	55.6%	22.5%	13.8%	5.8%	2.3%
The Agenda 2030 Sustainable Development Goals (SDGs)	52.4%	23.2%	15.1%	6.1%	3.2%
Education for Sustainable Development	19.6%	31.2%	29.6%	14.8%	4.8%

Table 5.5**:** *The sources of information from where you heard about Agenda 2030 and its SDGs are:*

	no	Yes
Educational context (school, university etc.)	36.7%	63.3%
Family	89.4%	10.6%
Friends or colleagues	81.7%	18.3%
Advertisements	74.9%	25.1%
Books, scientific papers and reports	75.2%	24.8%
Social media	56.6%	43.4%
Websites	59.8%	40.2%
Newspapers or magazines	92.6%	7.4%
Television	86.8%	13.2%

The main source of information was the educational context, reported by 63.3% of respondents. Social media (43.4%) and websites (40.2%) were also frequently mentioned, while family, newspapers, magazines and television played a relatively minor role. These findings suggest that universities and schools remain the central channels through which students encounter sustainability-related information, although digital media increasingly contribute to awareness and dissemination.

Table 5.6: *Does your institution offer curricular units (course or module as descried in syllabus) specifically focused on sustainable development?*

	Frequency	Percent
no	22	7.1
yes	138	44.4
I don`t know	151	48.6

Table 5.7: *Have you taken at least one teaching class in which sustainable development was discussed*

	Frequency	Percent
no	175	56.3
yes	136	43.7

Only 44.4% of respondents reported that their institution offers curricular units specifically focused on sustainable development, while almost half stated that they did not know whether such courses exist. Similarly, only 43.7% indicated that they had attended at least one teaching class in which sustainable development had been discussed. These findings suggest limited visibility of sustainability-related educational opportunities and point to the need for making existing initiatives more explicit and more accessible to students.

Values related to sustainability

The value items reveal strong support for principles related to human rights, environmental responsibility and individual freedoms. Particularly high levels of agreement were observed for the right of all people to live free from violence and for the protection of natural resources. Students also generally endorsed responsibility for maintaining people's rights and freedoms. However, lower levels of agreement and substantially higher neutral responses appeared for statements concerning redistribution and global economic equality. This pattern suggests that while fundamental human rights and environmental protection are broadly shared values, more economically redistributive principles generate greater uncertainty and diversity of opinion.

Table 5.8*: VALUES To what extent do you agree with each of the following statements?*

	Strongly disagree	Disagree	Neither agree or desagree	Agree	Strongly agree
All people have the absolute right to live their lives free from the fear of any violence	4.8%	2.6%	3.5%	25.7%	63.3%
The benefits of global economy should be shared equally among all nations.	3.9%	24.1%	43.1%	21.2%	7.7%
Those who benefit the most must help provide for those who benefit the least	5.5%	27.3%	37.3%	21.2%	8.7%
All human beings must respect the diversity of beliefs across all people	5.8%	10.6%	16.4%	38.9%	28.3%
All precautions must be taken to protect natural resources in our development efforts	2.6%	4.2%	16.4%	48.9%	28.0%
We are all responsible for assuring that all people's rights to freedom are maintained	1.9%	4.8%	13.5%	45.3%	34.4%

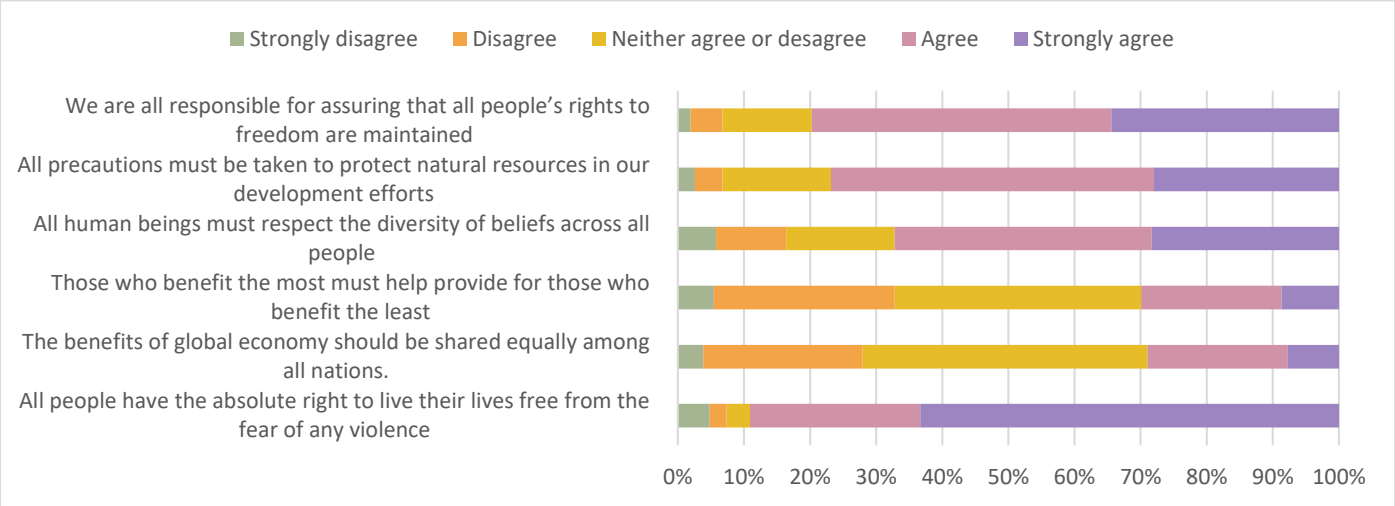


Figure 5.1. *VALUES. To what extent do you agree with each of the following statements?*

Knowledge of sustainability

Results indicate relatively low levels of both objective and perceived knowledge concerning Agenda 2030 and sustainable development. More than half of the respondents selected "I don't know" when asked about the primary purpose of Agenda 2030, while only 15.1% correctly identified its broader goal of generating economic, social and environmental transformation. Similarly, the vast majority considered themselves informed only to a little extent or not at all regarding sustainable development. Together, these findings point to limited familiarity with sustainability as an integrated policy framework, despite some general awareness of sustainability-related topics.

Table 5.9: *In 2015, within the United Nations, world leaders adopted the Agenda 2030, organized in a set of 17 goals, known as Sustainable Development Goals (SDGs). The Agenda 2030 main purpose is (please check only one option) :*

	Frequency	Percent
Take action to fight climate change	42	13.5
Fight for social justice on a global scale	40	12.9
Generate an economic, social and environmental transformation of today's world	47	15.1
Apply comprehensive policies to protect life on earth	15	4.8
I don't know	167	53.7

Table 5.10: *How well-informed do you consider yourself regarding the requirements and results of sustainable development?*

	Frequency	Percent
Not at all	87	28.0
To a little extent	171	55.0
I am informed	43	13.8
I am very well informed	10	3.2

Despite relatively low self-assessed knowledge, students showed substantial agreement with most sustainability-related statements. The highest levels of agreement concerned environmental protection, the role of human activity in climate change, responsible business behaviour, and the importance of peaceful conflict resolution. Nevertheless, higher levels of neutrality were observed for topics such as poverty reduction, gender equality, cultural diversity and the economic dimensions of sustainable development. These results suggest that environmental aspects of sustainability may be better understood than its broader social and economic components.

Table 5.11: *KNOW. To what extent do you agree with the following statements?*

	Totally disagree	Disagree	Neither agree or disagree	Agree	Totally agree
1. Economic development is part of sustainable development (SD)	1.3%	1.9%	24.1%	59.8%	12.9%
2. SD requires businesses to behave responsibly to their employees, customers and suppliers	1.0%	1.0%	24.8%	55.9%	17.4%
3. Cell phone production consumes a lot of resources	2.3%	6.1%	33.8%	41.8%	16.1%
4. Protecting the environment is necessary for SD	2.3%	3.9%	17.0%	48.6%	28.3%
5. Human actions are contributing to changes in our atmosphere and climate systems	1.9%	1.3%	16.7%	44.4%	35.7%
6. A culture of peace where people settle conflicts by discussion is necessary for SD	1.9%	2.6%	17.7%	52.7%	25.1%
7. SD requires a global partnership	1.3%	2.3%	24.4%	48.9%	23.2%
8. Gender equality is necessary for SD	6.4%	8.0%	26.0%	33.8%	25.7%
9. The elimination of poverty is necessary for SD	2.3%	7.1%	32.5%	42.1%	16.1%
10. Respect for cultural diversity is necessary for SD	3.9%	6.8%	23.8%	42.1%	23.5%

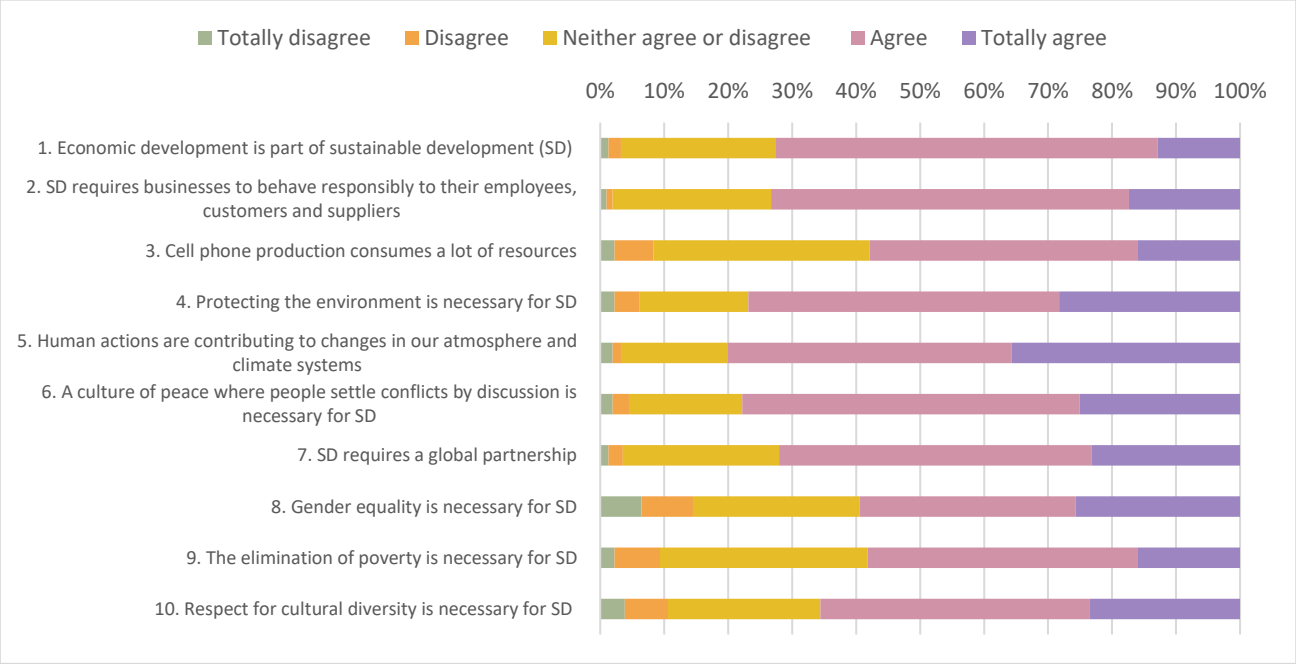


Figure 5.2. *KNOW. To what extent do you agree with the following statements?*

Attitudes toward sustainability

Students generally considered sustainable development important across all levels of analysis. The greatest importance was attributed to future generations, followed by the country, global society and the university. Sustainable development was also regarded as important at the personal level, although respondents appeared to perceive its relevance somewhat less strongly in their role as students. Overall, the findings indicate a positive orientation towards sustainability and a broad recognition of its societal significance.

Table 5.22: *ATTITUDES1. How important do you consider sustainable development for...?*

	Not important at all	Less important	Neither unimportant nor important	Important	Very important
You as a student	2.6%	4.8%	28.3%	52.7%	11.6%
You as a person	3.2%	4.2%	21.2%	53.7%	17.7%
Your family and friends	2.6%	6.8%	23.8%	51.4%	15.4%
Your university	1.6%	3.2%	23.5%	53.4%	18.3%
Your country	2.3%	4.2%	20.3%	50.8%	22.5%
Global society	2.3%	7.1%	25.1%	46.6%	19.0%
Future generations	1.6%	3.2%	16.4%	43.1%	35.7%

Attitudes toward sustainability were generally positive, particularly regarding equal access to education, democratic participation, intergenerational responsibility and environmental protection. Strong support was also observed for actions addressing climate change and resource overconsumption. However, several items generated more divided responses, notably those concerning migrants' rights, the impact of individual behaviour on people from other countries, and the balance between environmental protection and economic growth. These findings suggest that students strongly endorse sustainability in principle, while issues involving global responsibility, economic trade-offs and social inclusion remain more contested.

Table 5.13: *ATTITUDES2. To what extent do you agree with each of the following statements?*

	Totally disagree	Disagree	Neither agree or disagree	Agree	Totally agree
1. Every person should have equal access to good education	1.9%	1.6%	10.6%	40.5%	45.3%
2. I believe that we, who are living now, should make sure that future generations will have the possibility to satisfy their	1.9%	1.9%	10.9%	50.5%	34.7%
3. I feel I have the responsibility to do something about the problems of the world	3.2%	10.0%	39.5%	36.0%	11.3%
4. Citizens should be well-informed and actively participate in democratic processes such as voting	1.3%	1.6%	14.5%	48.9%	33.8%
5. Society should further promote equal opportunities for males and females	2.6%	3.5%	20.6%	42.4%	30.9%
6. I believe migrants should have all the same rights as local people	16.7%	27.0%	30.5%	18.0%	7.7%
7. I think my behavior has an impact on people from other countries	5.1%	18.6%	37.0%	30.5%	8.7%
8. Each country can do a lot to maintain peace in the world	4.2%	7.1%	21.2%	48.6%	19.0%
9. As long as resources are available, using more than we need now threatens the health and welfare of future generations	1.3%	5.1%	28.9%	43.7%	20.9%
10. I think global warming poses a serious threat to the future of our world if cautions are not taken	3.2%	9.6%	23.5%	40.5%	23.2%
11. Biodiversity should be protected at the expense of industrial agricultural production	2.3%	5.8%	31.8%	45.3%	14.8%
12. Environmental protection is more important than industrial growth	4.5%	13.8%	40.2%	28.3%	13.2%
13. I think it is right to boycott companies that are known to provide poor workplace conditions for their employees.	2.3%	4.2%	19.0%	43.7%	30.9%
14. The so-called “ecological crisis” (climate change/biodiversity loss) facing humankind has been greatly exaggerated.	8.0%	19.3%	37.3%	26.0%	9.3%
15. It is possible to protect the environment and create jobs even when the economy is doing poorly	1.3%	12.2%	40.8%	37.3%	8.4%



Figure 5.3. *ATTITUDES2. To what extent do you agree with each of the following statements?*

Sustainability behaviors

Only 19.3% of respondents reported having participated in an activity promoting sustainable development during the previous two years. This finding suggests that student engagement in organized sustainability initiatives remains limited.

Table 5.14*: In the last two years have you participated in any activity that promotes sustainable development?*

	Frequency	Percent
no	251	80.7
yes	60	19.3

Behavioral results indicate a clear distinction between personal everyday practices and collective forms of engagement. Recycling and treating all people with equal respect were among the most frequently reported behaviors, while lifestyle changes aimed at reducing waste were also relatively common. In contrast, participation in environmental organizations, equality-related initiatives, democratic activities within the university and volunteering were reported much less frequently. These findings suggest that students are generally willing to engage in individual sustainability practices but are less involved in organized civic, environmental or institutional activities. The behavioral data therefore reflect a potential gap between positive attitudes toward sustainability and active collective engagement.

Table 5.15: *BEHAVIORS. How frequently do you do the following?*

	Never	Rarely	Sometimes	Often	Very often
1. At home, I recycle as much as I can	2.6%	5.5%	11.6%	37.0%	43.4%
2. I have changed my personal lifestyle to reduce waste	7.7%	19.9%	37.6%	22.5%	12.2%
3. I give men and women, boys and girls the same level of respect	2.3%	2.3%	6.8%	29.6%	59.2%
4. I volunteer in social or environmental organizations	47.6%	25.4%	15.1%	7.7%	4.2%
5. I buy second-hand goods	8.0%	18.6%	40.8%	20.6%	11.9%
6. I participate in activities promoting equality between men and women	45.0%	20.9%	17.4%	10.0%	6.8%
7. I participate in activities promoting well-being for all at all ages	41.8%	19.6%	19.9%	12.2%	6.4%
8. I participate in activities in favour of environmental protection	40.8%	21.9%	20.3%	11.9%	5.1%
9. I try to promote inclusion of all (irrespective of age, sex, different abilities, race, ethnicity, origin, religion, economic or other status) in my ev	22.5%	20.6%	23.8%	21.5%	11.6%
10. I discuss the importance of the environment, social and economic issues with my family members	15.1%	26.0%	29.6%	18.0%	11.3%
11. I participate in democratic activities related to student life at my university	37.9%	26.0%	21.2%	10.0%	4.8%

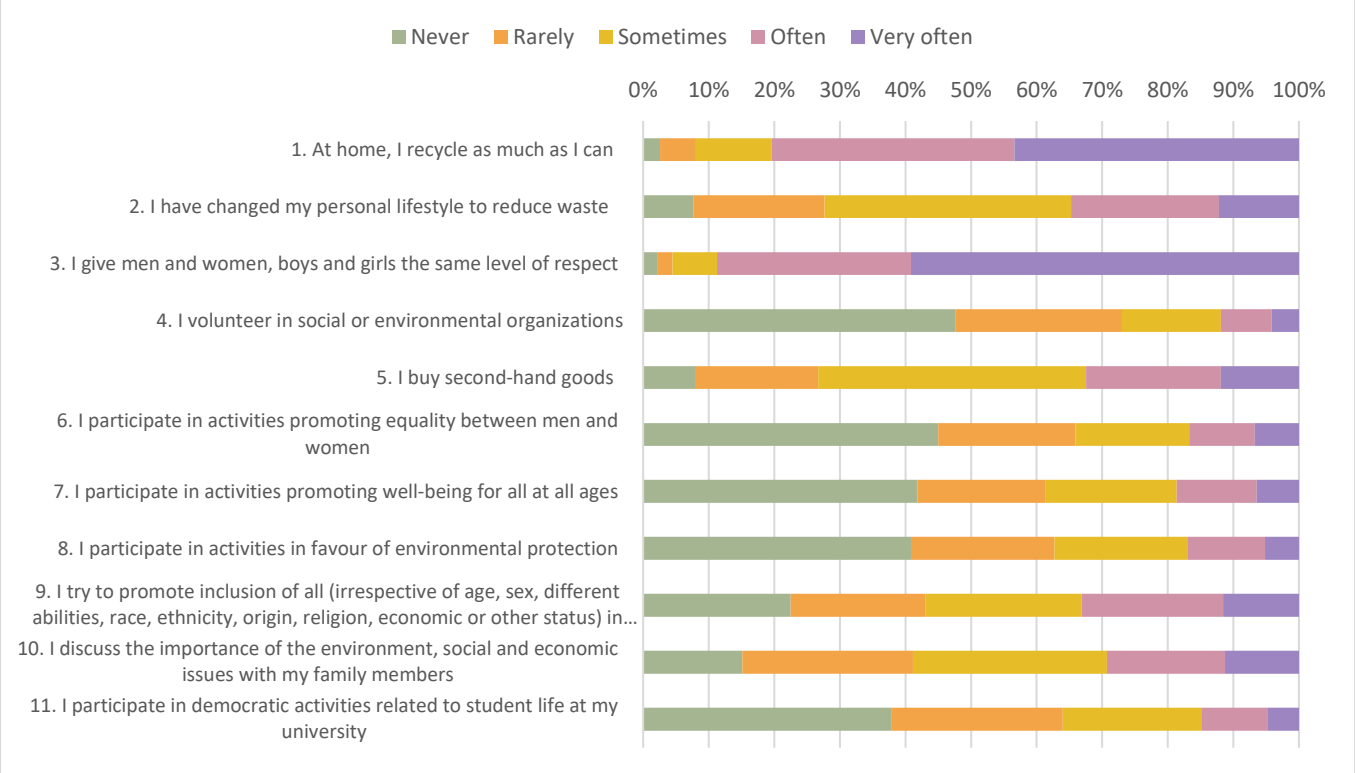


Figure 5.4. BEHAVIORS. *How frequently do you do the following?*

Descriptive data for UNIVERSITY OF ANGERS, FRANCE

Sample description

The study included 292 students from different study programs. The sample is diverse, although it is more strongly represented by students from Business and Management (34.9%), Natural sciences, mathematics (15.1%), Administration and law (14.4%), and Social Sciences/Journalism (14.0%). Most respondents were nearly evenly distributed between Bachelor's (51.4%) and Master's students (47.3%), with only 1.4% enrolled at the Doctoral level. Regarding the year of study, the sample is concentrated mainly in the first two years, especially Year 1 (32.9 %) and Year 2 (26.4%).

Table 6.1: *Which study program do you currently follow at the university? (European classification)*

	Frequency	Percent
Arts and Design	5	1.7
Humanities	21	7.2
Social sciences, journalism	41	14
Business & Management	102	34.9
Administration and law	42	14.4
Natural sciences, mathematics	44	15.1
Computer Science, IT, Information and Communication Technologies	9	3.1
Engineering, manufacturing and construction	2	0.7
Environment and agriculture	6	2.1
Medicine & health	20	6.8

Table 6.2: *You are enrolled at…:*

	Frequency	Percent
Bachelor level	150	51.4
Master level	138	47.3
Doctoral level	4	1.4

Table 6.3: *Year of study:*

	Frequency	Percent
1	96	32.9
2	77	26.4
3	53	18.2
4	9	3.1
5	19	6.5
7	1	0.3
8	1	0.3
12	1	0.3
missing	35	12.0

Data description

Awareness and sources of information

Students appear to be more familiar with the general concept of sustainable development than with specific international frameworks. About **77.0%** had heard about sustainable development "to a large extent," but awareness of the UN Agenda 2030 and the Sustainable Development Goals was much lower. 65.7% and 60.6% of the students reported that they had not heard of the UN Agenda 2030 or the SDGs at all or had only heard of them to a limited extent, respectively.

Table 6.4: *To what extent have you heard about each of the following?*

	Not al all	To little extent	To some extent	To a large extent	To a very large extent
Sustainable Development	0.7%	3.8%	18.5%	36.6%	40.4%

UN Agenda 2030	34.9%	30.8%	24.7%	6.5%	3.1%
The Agenda 2030 Sustainable Development Goals (SDGs)	30.8%	29.8%	24.7%	10.6%	4.1%
Education for Sustainable Development	5.5%	14.0%	36.0%	26.4%	18.2%

The **educational context** was the main source of information, reported by **56.8%** of students. Social media also represented a significant source, cited by **53.4%.** This was followed by books, scientific papers and reports (39.0%), television (30.1%), and websites (29.5%). On the other hand, family (16.1%) and advertisements (20.9%) were identified as the least common sources of information.

Table 6.5 *The sources of information from where you heard about Agenda 2030 and its SDGs are:*

	no	yes
Educational context (school, university etc.)	43.2%	56.8%
Family	83.9%	16.1%
Friends or colleagues	74.0%	26.0%
Advertisements	79.1%	20.9%
Books, scientific papers and reports	61.0%	39.0%
Social media	46.6%	53.4%
Websites	70.5%	29.5%
Newspapers or magazines	75.0%	25.0%
Television	69.9%	30.1%

These results indicate that the educational context remains the primary channel for information on sustainability-related topics, with social media also playing a nearly comparable role. Traditional academic sources such as books, scientific papers and reports remain influential, although to a lesser extent. Nevertheless, family and advertisements emerge as the least influential sources of information, suggesting that both personal and commercial channels contribute minimally to respondents' awareness in this area.

Meanwhile, limited knowledge of Agenda 2030 suggests that sustainability is likely to be addressed in broad conceptual terms, rather than being associated with a formalized international policy agenda.

Self-assessed knowledge of sustainable development is relatively low among respondents. A large majority reported being informed only "to a little extent" (53.8%), while 35.6% stated that they are informed about the requirements and outcomes of sustainable development. Only a very small proportion (3.4%) considered themselves very well informed.

These results suggest a limited level of confidence in students' own understanding of sustainable development, indicating that perceived knowledge remains moderate to low overall despite some degree of awareness.

Table 6.6: *How well-informed do you consider yourself regarding the requirements and results of sustainable development?*

	Frequency	Percent
Not at all	21	7.2
To a little extent	157	53.8
I am informed	104	35.6
I am very well informed	10	3.4

For the test question on students' knowledge of Agenda 2030, the results indicate a moderate level of awareness. While 38.4% of respondents correctly identified its main purpose as generating an economic, social and environmental transformation of today's world, 29.1% answered "I don't know", highlighting persisting gaps in knowledge and understanding of the Agenda.

This observation corroborates earlier results on awareness levels, which showed that a majority of students had heard about Agenda 2030 or the SDGs only "to a little extent" or "not at all". The results highlight the need to strengthen students' understanding of the international frameworks that guide sustainable development, beyond general awareness of sustainability issues.

Table 6.7: *In 2015, within the United Nations, world leaders adopted the Agenda 2030, organized in a set of 17 goals, known as Sustainable Development Goals (SDGs). The Agenda 2030 main purpose is (please check only one option):*

	Frequency	Percent
Take action to fight climate change	58	19.9
Fight for social justice on a global scale	9	3.1
Generate an economic, social and environmental transformation of today's world	112	38.4
Apply comprehensive policies to protect life on earth	28	9.6
I don't know	85	29.1

Most students (**51.4%)** indicated their institution offers curricular units specifically focused on sustainable development, while 34.6 % did not know. Also, the majority of respondents (**76.7%)** reported having taken at least one class where sustainable development was discussed.

This indicates a possible issue of clarity. While sustainability-related content exists within the curriculum, many students may not clearly recognize or be aware of its presence. The results suggest the need for clearer communication about existing curricular offerings and a more explicit integration of sustainability themes across courses.

Table 6.8: *Does your institution offer curricular units (course or module as descried in syllabus) specifically focused on sustainable development?*

	Frequency	Percent
no	41	14.0
yes	150	51.4
I don`t know	101	34.6

Table 6.9: *Have you taken at least one teaching class in which sustainable development was discussed*

	Frequency	Percent
no	68	23.3
yes	224	76.7

56.2% of students reported participating in an activity promoting sustainable development in the last two years, reflecting a certain level of active engagement with sustainable development issues.

Efforts to promote participation may benefit from improved communication, stronger links between curricular and extracurricular sustainability initiatives, and the development of inclusive opportunities that encourage broader student involvement.

Table 6.10: *In the last two years have you participated in any activity that promotes sustainable development?*

	Frequency	Percent
no	128	43.8
yes	164	56.2

Values related to sustainability

The value items show very strong agreement with principles connected to human rights, equality, diversity, responsibility, and environmental protection. The strongest agreement appears for the statement that all people have the right to live free from fear of violence, with **79.8% strongly agreeing**. Students also show strong support for diversity (72.9%), environmental responsibility (70.5%) and freedom (70.2%).

However, agreement decreases by nearly half regarding the equal sharing of benefits of the global economy and the redistribution of resources from those who benefit most to those who benefit least. These items also received higher

levels of neutral responses, suggesting that these aspects of global justice are less strongly internalized or more contested among students. In general, the findings point to a strong alignment with sustainability-related values.

Table 6.11: *VALUES To what extent do you agree with each of the following statements?*

	Strongly disagree	Disagree	Neither agree or desagree	Agree	Strongly agree
All people have the absolute right to live their lives free from the fear of any violence	2.7%	2.4%	2.7%	12.3%	79.8%
The benefits of global economy should be shared equally among all nations.	4.5%	15.4%	28.4%	23.6%	28.1%
Those who benefit the most must help provide for those who benefit the least	1.7%	9.2%	22.6%	32.2%	34.2%
All human beings must respect the diversity of beliefs across all people	1.7%	1.7%	2.7%	20.9%	72.9%
All precautions must be taken to protect natural resources in our development efforts	1.0%	0.3%	3.1%	25.0%	70.5%
We are all responsible for assuring that all people's rights to freedom are maintained	1.0%	0.3%	6.2%	22.3%	70.2%

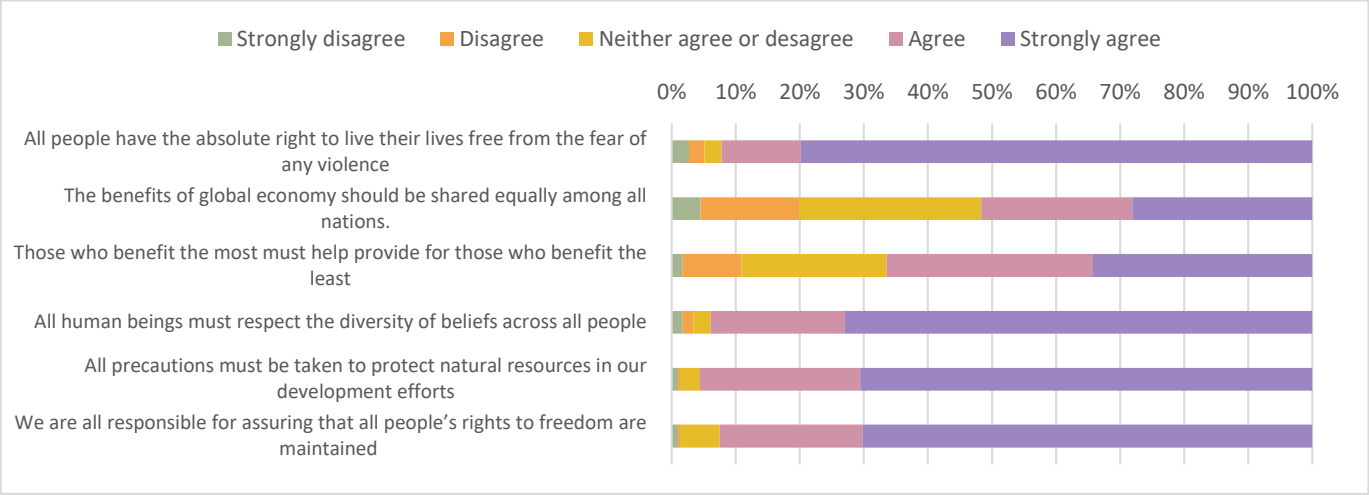


Figure 5.1. *VALUES. To what extent do you agree with each of the following statements?*

Knowledge of sustainability

Regarding specific knowledge statements, students generally agreed with most sustainability-related ideas. Indeed, almost all respondents (**99.0%)** agreed or strongly agreed that protecting the environment is necessary for sustainable development (SD), while 98.6% agreed that human actions contribute to changes in the atmosphere and climate systems. A high proportion of students also agreed that sustainable development requires global partnership (90.5%).

At the same time, the statements "Economic development is part of sustainable development" and "Elimination of poverty is necessary for sustainable development" received the lowest levels of agreement (agree and totally agree), at 73.2% and 71.6%, respectively.

A particularly notable finding concerns the statement that the production of mobile phones requires significant amounts of natural resources. The overwhelming majority of students (94.1%) agreed with this statement, indicating a high level of awareness of the environmental impacts associated with everyday consumer products.

The findings suggest that students possess a relatively strong environmental understanding of sustainability, whereas the social and economic pillars of sustainable development appear to be less prominent in their perceptions. This highlights the need for educational initiatives that present sustainable development as an integrated concept encompassing environmental protection, social justice, and economic development.

Table 6.12: *KNOW. To what extent do you agree with the following statements?*

	Totally disagree	Disagree	Neither agree or disagree	Agree	Totally agree
1. Economic development is part of sustainable development (SD)	2.7%	6.8%	17.1%	47.9%	25.3%
2. SD requires businesses to behave responsibly to their employees, customers and suppliers	1.4%	2.7%	7.9%	41.4%	46.6%
3. Cell phone production consumes a lot of resources	0.0%	0.3%	5.5%	27.7%	66.4%
4. Protecting the environment is necessary for SD	0.0%	0.0%	1.0%	20.9%	78.1%
5. Human actions are contributing to changes in our atmosphere and climate systems	0.0%	0.3%	1.0%	24.3%	74.3%
6. A culture of peace where people settle conflicts by discussion is necessary for SD	1.4%	4.1%	12.3%	31.8%	50.3%
7. SD requires a global partnership	1.0%	1.7%	6.8%	27.1%	63.4%
8. Gender equality is necessary for SD	6.2%	5.5%	17.8%	24.7%	45.9%
9. The elimination of poverty is necessary for SD	4.1%	5.1%	19.2%	32.9%	38.7%
10. Respect for cultural diversity is necessary for SD	4.1%	4.5%	17.1%	29.1%	45.2%

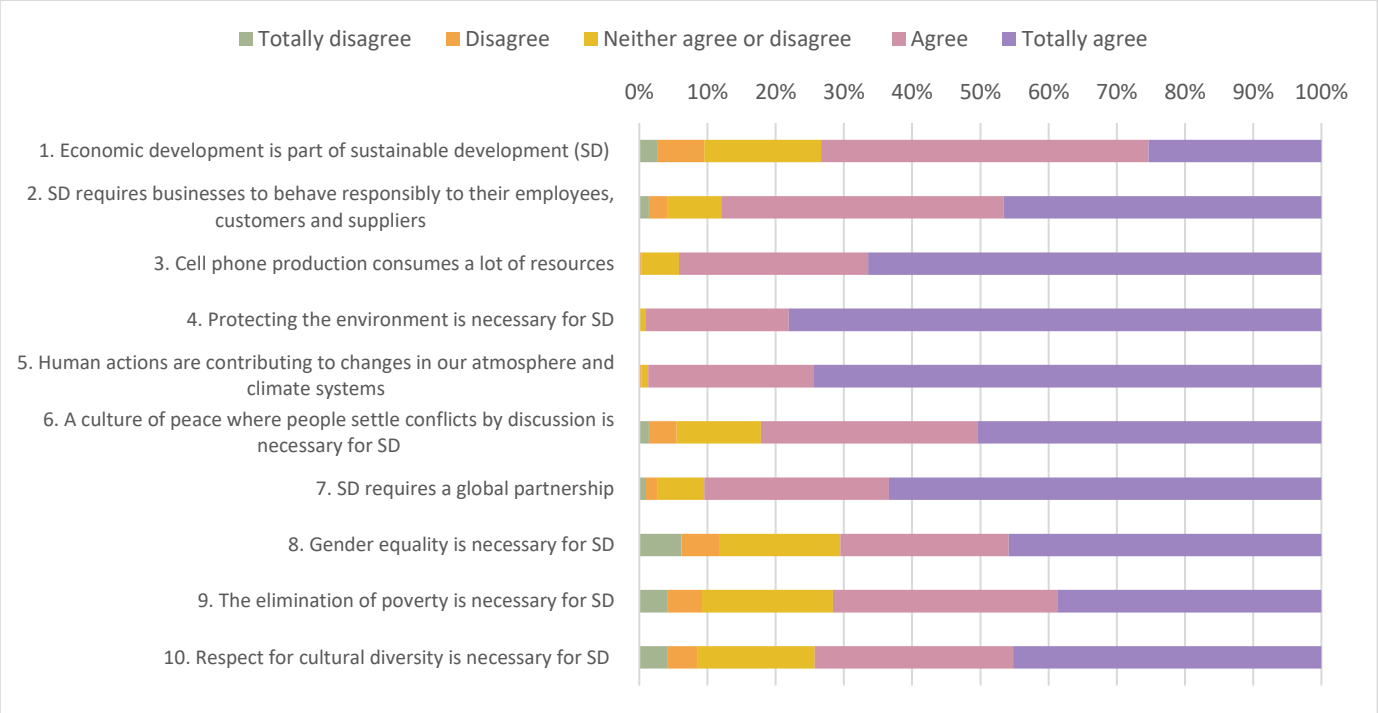


Figure 6.2. *KNOW. To what extent do you agree with the following statements?*

Attitudes toward sustainability

Overall, students expressed strong recognition of the importance of sustainable development across different scales, from the individual to the global and intergenerational. The highest importance was attached to **future generations**, with **66.8%** considering sustainable development very important for them. Global society (46.6%), student personality (42.1%) and the country (41.8%) also received high levels of importance.

Table 6.13: *ATTITUDES1. How important do you consider sustainable development for...?*

	Not important at all	Less important	Neither unimportant nor important	Important	Very important
You as a student	1.7%	3.4%	17.1%	47.9%	29.8%
You as a person	1.4%	2.1%	6.5%	47.9%	42.1%
Your family and friends	2.1%	5.1%	17.8%	45.5%	29.5%
Your university	3.8%	2.1%	24.0%	45.9%	24.3%
Your country	2.1%	7.9%	10.3%	38.0%	41.8%
Global society	4.5%	10.6%	13.0%	25.3%	46.6%
Future generations	0.7%	1.7%	5.8%	25.0%	66.8%

Students show strong support for education, future generations, democratic participation, gender equality, peace, environmental protection, and climate action. The highest level of agreement was observed for the statement that everyone should have equal access to good education, with 78.8% of respondents totally agreeing. There was also strong agreement that global warming poses a serious threat to the future of our world if appropriate action is not taken (70.9%). Students also strongly rejected the statement that the so-called "ecological crisis" (climate change and biodiversity loss) facing humankind has been greatly exaggerated, with 51.7% totally disagreeing. On the other hand, the statements that it is possible to protect the environment and create jobs even when the economy is performing poorly, and that migrants should have the same rights as local people, received relatively high proportions of neutral responses.

Taken together, the findings reflect generally positive attitudes toward sustainability, with some hesitation regarding specific social and economic dimensions.

Table 6.14: *ATTITUDES2. To what extent do you agree with each of the following statements?*

	Totally disagree	Disagree	Neither agree or disagree	Agree	Totally agree
1. Every person should have equal access to good education	0.0%	0.7%	2.1%	18.5%	78.8%
2. I believe that we, who are living now, should make sure that future generations will have the possibility to satisfy their	0.3%	0.7%	6.2%	24.3%	68.5%
3. I feel I have the responsibility to do something about the problems of the world	3.4%	5.1%	22.3%	42.8%	26.4%
4. Citizens should be well-informed and actively participate in democratic processes such as voting	0.0%	1.4%	8.6%	31.8%	58.2%
5. Society should further promote equal opportunities for males and females	2.1%	0.7%	6.5%	25.3%	65.4%
6. I believe migrants should have all the same rights as local people	4.5%	8.6%	25.7%	27.4%	33.9%
7. I think my behavior has an impact on people from other countries	3.8%	8.2%	24.3%	31.8%	31.8%
8. Each country can do a lot to maintain peace in the world	1.7%	4.8%	7.9%	36.6%	49.0%
9. As long as resources are available, using more than we need now threatens the health and welfare of future generations	1.0%	0.7%	3.4%	25.7%	69.2%
10. I think global warming poses a serious threat to the future of our world if cautions are not taken	0.7%	1.4%	3.1%	24.0%	70.9%
11. Biodiversity should be protected at the expense of industrial agricultural production	1.4%	5.8%	21.2%	37.0%	34.6%
12. Environmental protection is more important than industrial growth	1.0%	3.8%	22.6%	30.8%	41.8%
13. I think it is right to boycott companies that are known to provide poor workplace conditions for their employees.	0.7%	3.1%	13.4%	29.8%	53.1%
14. The so-called "ecological crisis" (climate change/biodiversity loss) facing humankind has been greatly exaggerated.	51.7%	24.7%	13.0%	7.9%	2.7%
15. It is possible to protect the environment and create jobs even when the economy is doing poorly	2.7%	9.6%	26.7%	42.1%	18.8%



Figure 6.3. *ATTITUDES2. To what extent do you agree with each of the following statements?*

Sustainability behaviors

Behavioral results are mixed. Several sustainability-related behaviours appear to be well established among students. **95.9%** stated that they treat men and women, boys and girls with equal respect, while recycling was reported by **84.6%** of respondents, making these the most commonly reported behaviours. The situation is quite different regarding participation in activities such as involvement in social or environmental organizations, as well as events aimed at promoting gender equality, well-being, environmental protection, and democratic participation in student life, as such engagement was reported infrequently. For instance, 70.2% of respondents reported never or very rarely engaging in volunteering, while 62.3% reported never or very rarely participating in events supporting gender equality.

Overall, the results point to stronger engagement in low-effort personal practices compared to more demanding forms of social or civic participation.

Table 6.15: *BEHAVIORS. How frequently do you do the following?*

	Never	Rarely	Sometimes	Often	Very often
1. At home, I recycle as much as I can	1.0%	6.2%	8.2%	23.3%	61.3%
2. I have changed my personal lifestyle to reduce waste	4.1%	13.0%	29.5%	33.2%	20.2%
3. I give men and women, boys and girls the same level of respect	0.7%	1.0%	2.4%	11.0%	84.9%
4. I volunteer in social or environmental organizations	36.6%	21.2%	22.9%	8.6%	10.6%
5. I buy second-hand goods	2.1%	11.3%	33.6%	25.7%	27.4%
6. I participate in activities promoting equality between men and women	41.1%	21.2%	21.9%	6.8%	8.9%

7. I participate in activities promoting well-being for all at all ages	36.6%	24.0%	21.2%	7.5%	10.6%
8. I participate in activities in favour of environmental protection	31.5%	22.3%	28.4%	9.2%	8.6%
9. I try to promote inclusion of all (irrespective of age, sex, different abilities, race, ethnicity, origin, religion, economic or other status) in my every day life	6.2%	9.2%	18.8%	27.7%	38.0%
10. I discuss the importance of the environment, social and economic issues with my family members	4.5%	14.0%	25.0%	29.5%	27.1%
11. I participate in democratic activities related to student life at my university	43.8%	26.4%	17.1%	5.8%	6.8%

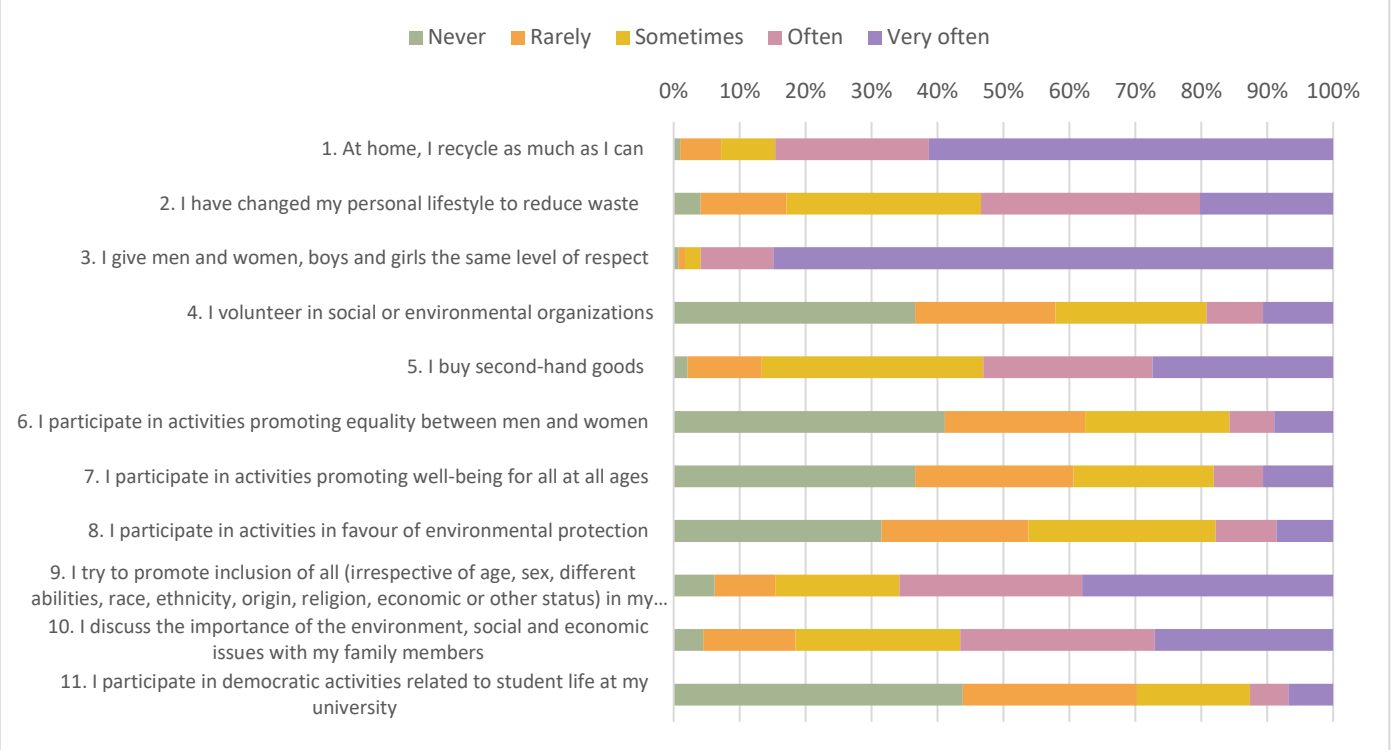


Figure 6.4. BEHAVIORS. *How frequently do you do the following?*

Descriptive data for ATLANTIC TECHNOLOGIC UNIVERSITY (ATU), IRELAND

Sample description

ATU's student respondents (335 cases) have a distinctive profile within the CRESD study: the sample is heavily concentrated in Business & Management (51.3%) and Engineering (28.4%), together accounting for approximately 80% of respondents. This disciplinary distribution differs from the overall alliance average and from profiles at other partner institutions.

While this section presents ATU's specific findings, we must acknowledge these disciplinary contextual differences when interpreting ATU results, as well as for comparisons to other institutions.

Table 7.1: *Which study program do you currently follow at the university? (European classification)*

	Frequency	Percent
Arts and Design	7	2.1
Humanities	13	3.9
Social sciences, journalism	6	1.8
Business & Management	172	51.3
Administration and law	4	1.2
Natural sciences, mathematics	8	2.4
Computer Science, IT, Information and Communication Technologies	22	6.6
Engineering, manufacturing and construction	95	28.4
Environment and agriculture	4	1.2
Medicine & health	4	1.2

Table 7.2: *You are enrolled at…:*

	Frequency	Percent
Bachelor level	296	88.4
Master level	21	6.3
Doctoral level	18	5.4

Table 7.3: *Year of study:*

	Frequency	Percent
1	159	47.5
2	46	13.7
3	45	13.4
4	36	10.7
5	3	0.9
missing	46	13.7

Data description

Awareness and sources of information

ATU students reported awareness of general sustainability concepts comparable to or slightly higher than the alliance average. Sustainable Development was widely recognized, with 84.2% reporting awareness to at least some extent (vs. 79.5% alliance average).

However, awareness of formal international frameworks was more limited: only 35.9% of ATU students had heard of Agenda 2030 (vs. 48.6% alliance average), and 46.0% reported familiarity with the Sustainable Development Goals (vs. 51.8% alliance average). Education for Sustainable Development was more familiar, with 66.0% reporting at least some awareness, which is on par with the 65.1% alliance average. These patterns suggest that while general sustainability concepts reach ATU students, formal or explicit ESD terminology may be less integrated.

Table 7.4: *To what extent have you heard about each of the following?*

	Not al all	To little extent	To some extent	To a large extent	To a very large extent
Sustainable Development	3.0%	12.8%	44.2%	29.9%	10.1%
UN Agenda 2030	38.2%	26.0%	21.5%	9.3%	5.1%
The Agenda 2030 Sustainable Development Goals (SDGs)	26.9%	18.2%	24.2%	18.2%	12.5%
Education for Sustainable Development	10.7%	23.3%	40.9%	19.1%	6.0%

The sources through which ATU students access sustainability information about Agenda 2030 and the SDGs show a distinct pattern compared to the alliance average. Educational contexts (schools, universities) remain the dominant source for both ATU (76.4%) and the alliance (74.4%), suggesting that classroom-based learning is a primary channel through which formal sustainability frameworks reach students.

However, ATU students show lower engagement with several other key information sources compared to alliance peers. For example, Social media: ATU 50.4% vs. Alliance 57.8% (-7.4 percentage points); Books, scientific papers, and reports: ATU 33.7% vs. Alliance 42.6% (-8.9 percentage points) and Television: ATU 24.8% vs. Alliance 37.2% (-12.4 percentage points)

This suggests that ATU students' information channels are more narrowly concentrated on the direct educational context.

Table 7.5: *The sources of information from where you heard about Agenda 2030 and its SDGs are:*

	no	yes
Educational context (school, university etc.)	23.6%	76.4%
Family	86.3%	13.7%
Friends or colleagues	77.3%	22.7%
Advertisements	63.0%	37.0%
Books, scientific papers and reports	66.3%	33.7%
Social media	49.6%	50.4%
Websites	54.3%	45.7%
Newspapers or magazines	81.8%	18.2%
Television	75.2%	24.8%

Curriculum Integration and Exposure

ATU students report higher exposure to sustainable development in their curricula compared to the alliance average. A majority of ATU students (58.5%) report that their institution offers curricular units specifically focused on sustainable development, compared to only 41.7% across the alliance.

Furthermore, 80.6% of ATU students have taken at least one class in which sustainable development was discussed, substantially exceeding the alliance average of 53.0%. This finding suggests that ATU has successfully integrated sustainability content across its curriculum (however, this is representative for the Business and Engineering fields, given the sample structure).

The fact that SD content is present, but students do not recognise formal frameworks like Agenda 2030 and the SDGs (as shown in the Awareness section above) suggests that ATU might need to make more explicit the links to international policy frameworks and terminology, i.e. deepen students' understanding of how their field-specific sustainability knowledge connects to global goals.

Table 7.6: *Does your institution offer curricular units (course or module as descried in syllabus) specifically focused on sustainable development?*

	Frequency	Percent
no	28	8.4
yes	196	58.5
I don`t know	111	33.1

Table 7.7: *Have you taken at least one teaching class in which sustainable development was discussed*

	Frequency	Percent
no	65	19.4
yes	270	80.6

34.9% of ATU students correctly identified the main purpose of Agenda 2030 as promoting economic, social, and environmental transformation, compared to 39.1% across the alliance, and 32.8% reported not knowing the answer.

ATU students' self-perceived knowledge of sustainable development requirements mirrors the alliance profile exactly: 51.3% feel informed "to a little extent," 29.0% feel "informed," and only 3.3% consider themselves "very well informed," indicating deeper understanding of formal sustainability frameworks remains limited.

Table 7.8: *In 2015, within the United Nations, world leaders adopted the Agenda 2030, organized in a set of 17 goals, known as Sustainable Development Goals (SDGs). The Agenda 2030 main purpose is (please check only one option):*

	Frequency	Percent
Take action to fight climate change	65	19.4
Fight for social justice on a global scale	13	3.9
Generate an economic, social and environmental transformation of today's world	117	34.9
Apply comprehensive policies to protect life on earth	30	9.0
I don’t know	110	32.8

Table 7.9: *How well-informed do you consider yourself regarding the requirements and results of sustainable development?*

	Frequency	Percent
Not at all	55	16.4
To a little extent	172	51.3
I am informed	97	29.0
I am very well informed	11	3.3

Values related to sustainability

ATU students express strong agreement with sustainability-related values that are essentially aligned with the alliance average. High levels of agreement are observed for environmental protection (92.9%), the right to live free from violence (90.1%), and responsibility for maintaining freedom (87.7%). Support for values related to economic redistribution is comparatively lower but still majority-level (equal economy benefits: 65.0%; supporting those who benefit least: 65.7%), mirroring the alliance pattern. Overall, ATU students demonstrate commitment to core sustainability values comparable to their peers across the alliance.

Table 7.10: *VALUES. To what extent do you agree with each of the following statements?*

	Strongly disagree	Disagree	Neither agree or desagree	Agree	Strongly agree
All people have the absolute right to live their lives free from the fear of any violence	2.1%	2.7%	5.1%	15.2%	74.9%
The benefits of global economy should be shared equally among all nations.	3.0%	10.1%	21.8%	32.5%	32.5%
Those who benefit the most must help provide for those who benefit the least	2.1%	8.7%	23.6%	39.7%	26.0%

All human beings must respect the diversity of beliefs across all people	3.0%	3.3%	11.3%	35.2%	47.2%
All precautions must be taken to protect natural resources in our development efforts	0.0%	1.5%	5.7%	46.0%	46.9%
We are all responsible for assuring that all people's rights to freedom are maintained	0.9%	3.6%	7.8%	36.7%	51.0%

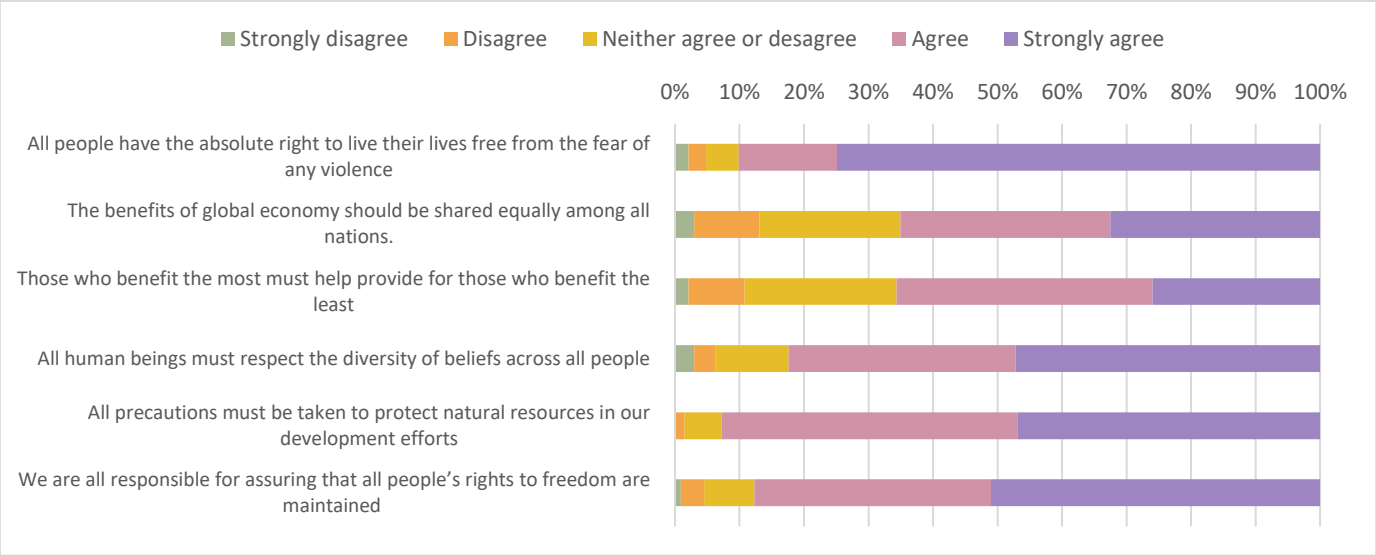


Figure 7.1. *VALUES. To what extent do you agree with each of the following statements?*

Knowledge of sustainability

ATU students demonstrate strong understanding of sustainability's environmental dimensions, with 90.7% agreeing that environmental protection is necessary for SD and 89.5% recognising human actions' role in climate change, both aligned with alliance averages. Agreement is also high for responsible business behaviour (84.8%) and economic development as part of SD (77.3%). ATU students show slightly lower agreement on several social and systemic dimensions: global partnership (81.8% vs. 85.8% alliance), culture of peace (80.0% vs. 84.6%), and gender equality (69.5% vs. 72.8%). Overall, ATU students possess solid sustainability knowledge with particular strength in environmental understanding.

Table 7.11: *KNOW. To what extent do you agree with the following statements?*

	Totally disagree	Disagree	Neither agree or disagree	Agree	Totally agree
1. Economic development is part of sustainable development (SD)	1.5%	1.5%	19.7%	54.3%	23.0%
2. SD requires businesses to behave responsibly to their employees, customers and suppliers	1.2%	2.7%	11.3%	48.4%	36.4%
3. Cell phone production consumes a lot of resources	0.6%	4.2%	22.1%	51.6%	21.5%
4. Protecting the environment is necessary for SD	0.9%	0.6%	7.8%	35.5%	55.2%
5. Human actions are contributing to changes in our atmosphere and climate systems	0.9%	2.1%	7.5%	32.5%	57.0%
6. A culture of peace where people settle conflicts by discussion is necessary for SD	0.6%	2.1%	17.3%	42.4%	37.6%
7. SD requires a global partnership	0.6%	1.8%	15.8%	37.0%	44.8%
8. Gender equality is necessary for SD	3.0%	6.9%	20.6%	31.6%	37.9%
9. The elimination of poverty is necessary for SD	1.5%	5.4%	19.4%	38.2%	35.5%
10. Respect for cultural diversity is necessary for SD	1.5%	4.2%	17.9%	36.7%	39.7%

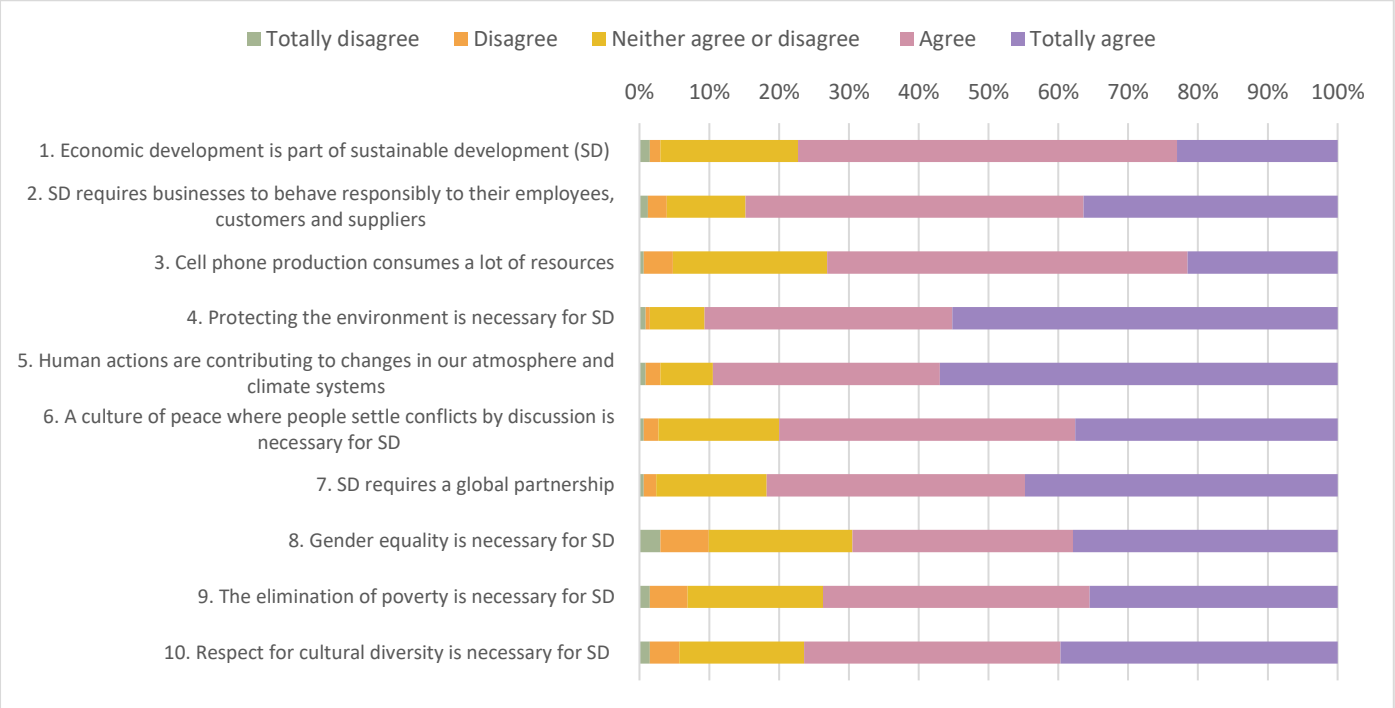


Figure 7.2. *KNOW. To what extent do you agree with the following statements?*

Attitudes toward sustainability

ATU students consider sustainable development important across all contexts, with particularly strong emphasis on broader societal and intergenerational dimensions. Importance attributed to future generations is highest (95.2%), followed by their country (93.4%) and global society (90.4%), all exceeding alliance averages by 5–9 percentage points. Sustainable development is also rated as important for the university (84.5%) and personal identity (84.2%). The lowest rating, though still majority-level, is for their role as students (78.6%), suggesting ATU students may see SD as a societal imperative more readily than as directly relevant to their academic experience. This indicates strong global consciousness but points to the opportunity to connecting SD to students' immediate educational contexts in order to strengthen personal engagement.

Table 7.12: *ATTITUDES1. How important do you consider sustainable development for...?*

	Not important at all	Less important	Neither unimportant nor important	Important	Very important
You as a student	1.8%	4.5%	15.2%	49.0%	29.6%
You as a person	1.5%	3.6%	10.7%	47.2%	37.0%
Your family and friends	1.2%	3.6%	13.1%	49.0%	33.1%
Your university	0.9%	3.0%	11.6%	45.1%	39.4%
Your country	0.9%	0.9%	4.8%	40.3%	53.1%
Global society	0.6%	2.4%	6.6%	32.8%	57.6%
Future generations	0.9%	1.2%	2.7%	23.9%	71.3%

ATU students demonstrate strong support for core sustainability principles, with attitudes largely aligned with the alliance. Near-universal agreement appears for equal access to education (94.7%), safeguarding future generations' needs (91.9%), and gender equality (89.2%). The majority of respondent also recognise global warming as a serious threat (87.1%) and affirm responsible resource use (87.5%).

Some differences from the alliance averages. ATU students are less likely to prioritise democratic participation in environmental decisions (85.4% vs. 91.0% alliance), suggesting lower engagement with governance dimensions of

sustainability. Conversely, ATU students show stronger support for corporate accountability through boycotts (79.7% vs. 72.9%) and more agreement that migrants deserving equal rights (68.3% vs. 64.0%). There is also lower rejection of the claim that the ecological crisis is "exaggerated" (37.0% disagree vs. 44.6% alliance), possibly indicating higher skepticism about the severity of environmental challenges, although the negatively-worded phrasing of this item raises the possibility that some respondents may have misread it.

Table 7.13: *ATTITUDES2. To what extent do you agree with each of the following statements?*

	Totally disagree	Disagree	Neither agree or disagree	Agree	Totally agree
1. Every person should have equal access to good education	0.9%	1.2%	3.3%	29.9%	64.8%
2. I believe that we, who are living now, should make sure that future generations will have the possibility to satisfy their	1.8%	0.9%	5.4%	34.9%	57.0%
3. I feel I have the responsibility to do something about the problems of the world	1.2%	5.7%	18.2%	48.1%	26.9%
4. Citizens should be well-informed and actively participate in democratic processes such as voting	0.9%	2.7%	11.0%	41.2%	44.2%
5. Society should further promote equal opportunities for males and females	0.6%	2.7%	7.5%	36.4%	52.8%
6. I believe migrants should have all the same rights as local people	4.2%	10.4%	17.0%	36.1%	32.2%
7. I think my behavior has an impact on people from other countries	2.7%	11.0%	27.8%	33.1%	25.4%
8. Each country can do a lot to maintain peace in the world	1.8%	2.1%	9.3%	44.5%	42.4%
9. As long as resources are available, using more than we need now threatens the health and welfare of future generations	0.6%	0.9%	11.0%	42.1%	45.4%
10. I think global warming poses a serious threat to the future of our world if cautions are not taken	0.6%	1.5%	10.7%	34.0%	53.1%
11. Biodiversity should be protected at the expense of industrial agricultural production	0.9%	5.7%	21.8%	38.2%	33.4%
12. Environmental protection is more important than industrial growth	0.9%	4.5%	22.7%	39.1%	32.8%
13. I think it is right to boycott companies that are known to provide poor workplace conditions for their employees.	0.6%	3.6%	16.1%	40.9%	38.8%
14. The so-called “ecological crisis” (climate change/biodiversity loss) facing humankind has been greatly exaggerated.	14.3%	22.7%	29.9%	20.9%	12.2%
15. It is possible to protect the environment and create jobs even when the economy is doing poorly	1.8%	9.3%	26.6%	41.2%	21.2%



Figure 7.3. *ATTITUDES2. To what extent do you agree with each of the following statements?*

Sustainability Behaviors

Table 7.14: *In the last two years have you participated in any activity that promotes sustainable development?*

	Frequency	Percent
no	140	41.8
yes	195	58.2

ATU students demonstrate higher engagement in several individual sustainability practices compared to the alliance average. They recycle at higher rates (82.1% vs. 74.5%), buy second-hand goods more frequently (39.7% vs. 34.7%), and participate more in gender equality activities (30.7% vs. 22.1%) and well-being promotion (35.8% vs. 25.3%). These findings suggest strong personal commitment to concrete sustainability actions.

However, ATU students show lower engagement in family-based dialogue about environment and social issues (33.4% vs. 42.8% alliance), suggesting limited intergenerational or informal knowledge-sharing. Participation in organised environmental protection and democratic activities at university remains modest, comparable with the alliance averages.

Table 7.15: *BEHAVIORS. How frequently do you do the following?*

	Never	Rarely	Sometimes	Often	Very often
1. At home, I recycle as much as I can	1.5%	3.0%	13.4%	37.9%	44.2%
2. I have changed my personal lifestyle to reduce waste	5.4%	13.1%	35.8%	29.9%	15.8%
3. I give men and women, boys and girls the same level of respect	0.9%	1.5%	8.1%	21.5%	68.1%
4. I volunteer in social or environmental organizations	26.6%	29.3%	25.1%	11.6%	7.5%

5. I buy second-hand goods	5.4%	15.2%	39.7%	25.7%	14.0%
6. I participate in activities promoting equality between men and women	25.1%	22.7%	21.5%	18.8%	11.9%
7. I participate in activities promoting well-being for all at all ages	20.9%	14.9%	28.4%	20.3%	15.5%
8. I participate in activities in favour of environmental protection	23.9%	23.6%	28.7%	15.2%	8.7%
9. I try to promote inclusion of all (irrespective of age, sex, different abilities, race, ethnicity, origin, religion, economic or other status) in my every day life	8.7%	9.0%	22.4%	28.4%	31.6%
10. I discuss the importance of the environment, social and economic issues with my family members	13.7%	22.4%	30.4%	19.1%	14.3%
11. I participate in democratic activities related to student life at my university	27.2%	27.2%	24.8%	12.8%	8.1%

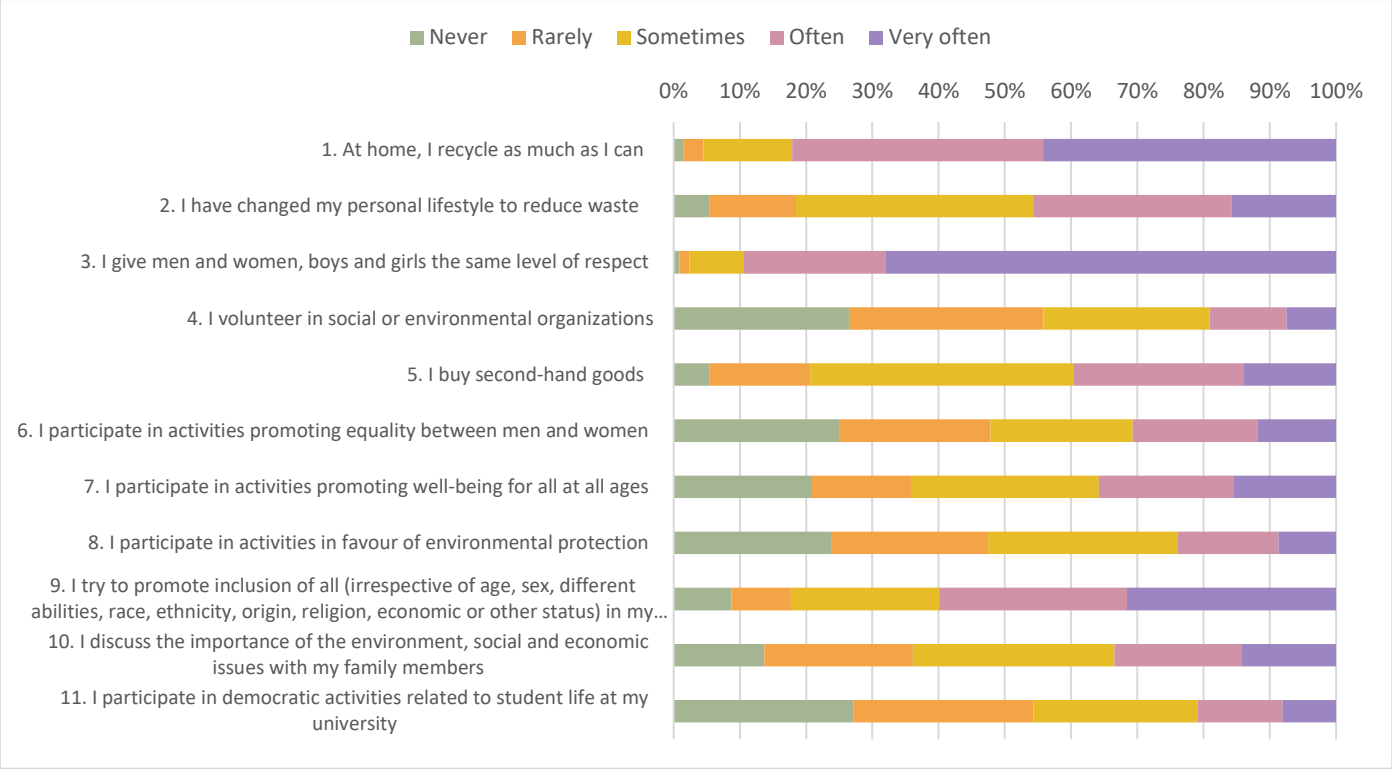


Figure 7.4. BEHAVIORS. *How frequently do you do the following?*

Summary

ATU students demonstrate leadership in several sustainability dimensions. They recycle and adopt eco-friendly practices at rates exceeding the alliance average, engage more actively in gender equality and well-being initiatives and show strong egalitarian values. This behavioural strength reflects successful integration of sustainability into their educational experience.

However, there are also opportunities to strengthen ATU's approach to sustainability education and engagement. Firstly, while ATU has successfully embedded sustainability content into its curricula, awareness of formal international frameworks remains limited. Only 35.9% of ATU students had heard of Agenda 2030 to any extent, and 34.9% correctly identified its purpose. This suggests that sustainability teaching may emphasise discipline-specific applications without explicit connection to the integrated, transformative vision of the SDGs. Strengthening this connection could deepen students' understanding of how their field-specific knowledge relates to global sustainability goals. Secondly, while ATU students do well at personal sustainability actions, they show limited involvement in organised initiatives or institutional participation. Only 20.9% engage in democratic activities related to university life, and 33.4% discuss sustainability with family, both below alliance averages. Expanding student-led collective engagement could translate individual commitment into more systemic impact.

Descriptive data for UNIVERSITY OF EVORA, PORTUGAL

Sample description

The sample consisted of 351 cases. Most participants were enrolled at bachelor's level (n = 240; 68.4%), followed by master's students (n = 90; 25.6%) and doctoral students (n = 21; 6.0%). Regarding year of study, more than half of the participants were in their first year (n = 202; 57.5%). Second-year students represented 23.1% of the sample (n = 81), while 11.7% were in their third year (n = 41). Only a small proportion reported being in later years of study. Information on year of study was missing for 24 participants (6.8%). The analysis of the distribution by study program reveals a strong concentration in Social Sciences and Journalism, which account for 76.4% of the cases (n = 268). These are followed, although with considerably lower representation, by Administration and Law, accounting for 7.1% (n = 25), and Environment and Agriculture, with 5.1% (n = 18). Humanities represent 4.3% of the cases (n = 15), while Arts and Design account for 3.4% (n = 12). The remaining fields have only marginal representation: Business and Management accounts for 2.0% of the cases (n = 7), Engineering, Manufacturing and Construction for 0.9% (n = 3), Natural Sciences and Mathematics for 0.6% (n = 2), and Computer Science, Information Technology, and Information and Communication Technologies for 0.3% (n = 1). Overall, the data reveal a markedly uneven distribution, with a clear predominance of Social Sciences and Journalism and limited representation of technological, mathematical, and engineering fields.

Table 8.1: *Which study program do you currently follow at the university? (European classification)*

	Frequency	Percent
Arts and Design	12	3.4
Humanities	15	4.3
Social sciences, journalism	268	76.4
Business & Management	7	2
Administration and law	25	7.1
Natural sciences, mathematics	2	0.6
Computer Science, IT, Information and Communication Technologies	1	0.3
Engineering, manufacturing and construction	3	0.9
Environment and agriculture	18	5.1
Total	351	100

Table 8.2: *You are enrolled at…:*

	Frequency	Percent
Bachelor level	240	68.4
Master level	90	25.6
Doctoral level	21	6

Table 8.3: *Year of study:*

	Frequency	Percent
1	202	57.5
2	81	23.1
3	41	11.7
4	1	0.3
5	2	0.6
Missing /invalid answer	24	6.8

Data description

Awareness and sources of information

Table 8.4: *To what extent have you heard about each of the following?*

	Not al all	To little extent	To some extent	To a large extent	To a very large extent
Sustainable Development	3.1%	14.0%	49.9%	23.9%	9.1%
UN Agenda 2030	29.3%	32.8%	21.9%	11.4%	4.6%
The Agenda 2030 Sustainable Development Goals (SDGs)	16.0%	30.2%	29.9%	17.9%	6.0%
Education for Sustainable Development	7.7%	26.5%	39.9%	20.8%	5.1%

The results reveal varying levels of familiarity with the concepts presented. «Sustainable Development» is the most widely recognised concept: 82.9% of respondents reported having heard about it at least “to some extent”, including 33.0% who selected “to a large extent” or “to a very large extent”. This is followed by «Education for Sustainable Development», recognised at least to some extent by 65.8% of respondents. Familiarity with the «Agenda 2030 Sustainable Development Goals» is more moderate, at 53.8%. In contrast, the UN Agenda 2030 shows the lowest level of recognition, with 62.1% reporting that they had either not heard about it at all or had heard about it only to a limited extent.

Table 8.5: *The sources of information from where you heard about Agenda 2030 and its SDGs are:*

	no	yes
Educational context (school, university etc.)	33.6%	66.4%
Family	84.6%	15.4%
Friends or colleagues	77.2%	22.8%
Advertisements	66.4%	33.6%
Books, scientific papers and reports	65.8%	34.2%
Social media	51.0%	49.0%
Websites	53.8%	46.2%
Newspapers or magazines	78.9%	21.1%
Television	65.2%	34.8%

The educational context, such as schools and universities, emerges as the main source of information about the UN Agenda 2030 and its SDGs, reported by 66.4% of respondents. Digital sources also play an important role, particularly social media (49.0%) and websites (46.2%). More traditional sources were mentioned less frequently, including television (34.8%), books, scientific papers and reports (34.2%), and advertisements (33.6%). Interpersonal and print-based sources appear to have a more limited influence: friends or colleagues were identified by 22.8%, newspapers or magazines by 21.1%, and family by only 15.4%. Overall, the findings highlight the central role of educational institutions and digital media in raising awareness of the Agenda 2030 and the SDGs.

Table 8.6: *In 2015, within the United Nations, world leaders adopted the Agenda 2030, organized in a set of 17 goals, known as Sustainable Development Goals (SDGs). The Agenda 2030 main purpose is (please check only one option) :*

	Frequency	Percent
Take action to fight climate change	34	9.7
Fight for social justice on a global scale	21	6.0
Generate an economic, social and environmental transformation of today's world	134	38.2
Apply comprehensive policies to protect life on earth	26	7.4
I don’t know	136	38.7

Table 8.7: *How well-informed do you consider yourself regarding the requirements and results of sustainable development?*

	Frequency	Percent
Not at all	51	14.5
To a little extent	204	58.1
I am informed	90	25.6
I am very well informed	6	1.7

The findings indicate limited knowledge of the overarching purpose of the UN Agenda 2030. Only 38.2% of respondents correctly identified its broad aim as promoting an economic, social and environmental transformation of today's world. A slightly higher proportion (38.7%) selected "I don't know", while 23.1% chose narrower objectives associated with specific dimensions of the SDGs, such as climate action (9.7%), protection of life on Earth (7.4%) or global social justice (6.0%). This suggests that many respondents may recognise individual sustainability themes without fully understanding the integrated and transformative scope of the Agenda 2030.

This result is consistent with respondents' self-assessed level of knowledge. Most considered themselves informed only to a limited extent (58.1%), while 14.5% reported not being informed at all. By contrast, 25.6% described themselves as informed and only 1.7% as very well informed. Overall, 72.6% reported little or no knowledge of the requirements and outcomes of sustainable development.

Taken together, the findings point to a substantial knowledge gap concerning both the conceptual scope of the Agenda 2030 and the practical requirements of sustainable development. They also reinforce the need for educational initiatives that present sustainability as an integrated framework combining economic, social and environmental dimensions, rather than as a set of isolated goals. A direct association between objective knowledge and self-perceived knowledge would, however, require cross-tabulation of the two variables.

Table 8.8: *Does your institution offer curricular units (course or module as descried in syllabus) specifically focused on sustainable development?*

	Frequency	Percent
no	101	28.8
yes	94	26.8
I don`t know	156	44.4

Table 8.9: *Have you taken at least one teaching class in which sustainable development was discussed*

	Frequency	Percent
no	179	51.0
yes	172	49.0

Table 8.10: *In the last two years have you participated in any activity that promotes sustainable development?*

	Frequency	Percent
no	209	59.5
yes	142	40.5

The results indicate limited awareness of the formal inclusion of sustainable development in institutional curricula. Only 26.8% of respondents reported that their institution offers a curricular unit or module specifically focused on sustainable development, whereas 28.8% stated that no such provision exists. Most notably, 44.4% did not know whether their institution offered this type of curricular unit, suggesting either limited visibility of existing provision or insufficient communication about sustainability-related educational opportunities.

Regarding actual exposure to the topic, the results are almost evenly divided: 49.0% of respondents reported having attended at least one class in which sustainable development was discussed, while 51.0% had not. Taken together, the findings suggest that sustainable development may be addressed within broader courses rather than through dedicated curricular units. Nevertheless, approximately half of the students had not encountered the topic in their classes, indicating considerable scope for strengthening the systematic and visible integration of sustainable development across the curriculum. A direct relationship between the two variables cannot, however, be established without a cross-tabulation of the responses.

The results show that 40.5% of respondents had participated in an activity promoting sustainable development during the previous two years, whereas 59.5% had not. Thus, although participation is substantial, most respondents had not recently engaged in this type of activity. When considered alongside the strong support for sustainability principles observed in the previous tables, this finding suggests a possible gap between positive attitudes and active participation. However, non-participation should not necessarily be interpreted as a lack of interest or commitment, as it may also reflect limited opportunities, insufficient information about available initiatives, or practical constraints. The results highlight the importance of creating accessible activities and communicating them more effectively to students

Values related to sustainability

The results reveal strong support for values associated with human rights, social responsibility, diversity and environmental sustainability. Agreement is highest regarding the need to protect natural resources in development efforts, with 97.5% of respondents agreeing or strongly agreeing. Similarly, 95.1% support the absolute right to live free from fear of violence, while 93.4% agree that everyone shares responsibility for safeguarding people's rights and freedoms. Respect for diversity of beliefs also receives broad support, with a combined agreement rate of 91.5%. Support is comparatively lower for statements related to economic redistribution and global solidarity. Nevertheless, 77.2% agree that the benefits of the global economy should be shared equally among nations, and 71.2% believe that those who benefit the most should help those who benefit the least. These two statements also record the highest levels of neutral responses (15.7% and 19.7%), and disagreement, suggesting greater uncertainty or diversity of opinion concerning distributive justice.

Overall, respondents demonstrate a strong commitment to environmental protection, human rights and respect for diversity. Although social and economic solidarity is also supported by a clear majority, it generates less consensus than the other dimensions assessed.

Table 8.11: *VALUES To what extent do you agree with each of the following statements?*

	Strongly disagree	Disagree	Neither agree or desagree	Agree	Strongly agree
All people have the absolute right to live their lives free from the fear of any violence	1.7%	1.1%	2.0%	14.8%	80.3%
The benefits of global economy should be shared equally among all nations.	1.4%	5.7%	15.7%	37.9%	39.3%
Those who benefit the most must help provide for those who benefit the least	1.4%	7.7%	19.7%	37.0%	34.2%
All human beings must respect the diversity of beliefs across all people	0.6%	2.0%	6.0%	23.4%	68.1%
All precautions must be taken to protect natural resources in our development efforts	0.6%	0.3%	1.7%	27.1%	70.4%
We are all responsible for assuring that all people's rights to freedom are maintained	0.9%	0.9%	4.8%	27.6%	65.8%

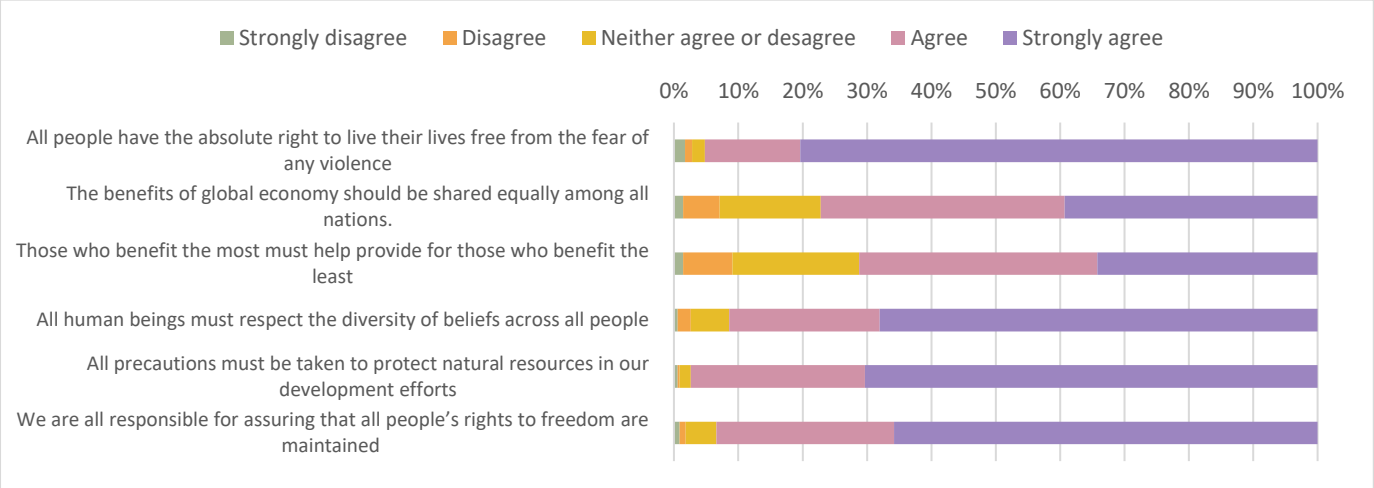


Figure 8.1. *VALUES. To what extent do you agree with each of the following statements?*

Knowledge of sustainability

The results indicate a broadly strong understanding of the different dimensions of sustainable development. Agreement is particularly high for its environmental aspects: 95.8% of respondents agree or totally agree that environmental protection is necessary for sustainable development, while 95.2% recognise that human activities contribute to changes in atmospheric and climate systems. Global partnership is also widely recognised as essential (92.3%), followed by peaceful conflict resolution (90.9%) and responsible business behaviour (89.1%).

Social dimensions also receive substantial support. Respect for cultural diversity is considered necessary by 86.6% of respondents, while 79.2% recognise the importance of poverty elimination and 76.6% acknowledge the relevance of gender equality. Similarly, 79.2% identify economic development as part of sustainable development, and 78.1% recognise the resource-intensive nature of mobile phone production. Nevertheless, comparatively higher levels of uncertainty are observed regarding mobile phone production (20.5% neutral), the economic dimension of sustainable development (19.1%), gender equality (17.4%) and poverty elimination (16.2%). Gender equality also records the highest combined disagreement rate, although this remains low at 5.9%.

Overall, respondents demonstrate particularly strong awareness of the environmental and global cooperation dimensions of sustainable development. Knowledge of its economic and social dimensions is also generally high, but appears less consolidated. Interestingly, these results suggest that respondents recognise many specific principles of sustainable development even though, as shown in the previous table, most perceive themselves as having limited knowledge of the subject. Confirming this relationship at the individual level would require cross-tabulation of the variables.

Table 8.12: *KNOW. To what extent do you agree with the following statements?*

	Totally disagree	Disagree	Neither agree or disagree	Agree	Totally agree
1. Economic development is part of sustainable development (SD)	0.6%	1.1%	19.1%	52.1%	27.1%
2. SD requires businesses to behave responsibly to their employees, customers and suppliers	0.3%	1.4%	9.1%	50.4%	38.7%
3. Cell phone production consumes a lot of resources	0.0%	1.4%	20.5%	42.5%	35.6%
4. Protecting the environment is necessary for SD	0.0%	0.6%	3.7%	25.4%	70.4%
5. Human actions are contributing to changes in our atmosphere and climate systems	0.3%	1.1%	3.4%	27.1%	68.1%
6. A culture of peace where people settle conflicts by discussion is necessary for SD	0.6%	0.9%	7.7%	35.9%	55.0%
7. SD requires a global partnership	0.6%	0.3%	6.8%	29.1%	63.2%
8. Gender equality is necessary for SD	3.1%	2.8%	17.4%	33.0%	43.6%
9. The elimination of poverty is necessary for SD	2.0%	2.6%	16.2%	41.9%	37.3%
10. Respect for cultural diversity is necessary for SD	1.7%	1.4%	10.3%	37.0%	49.6%

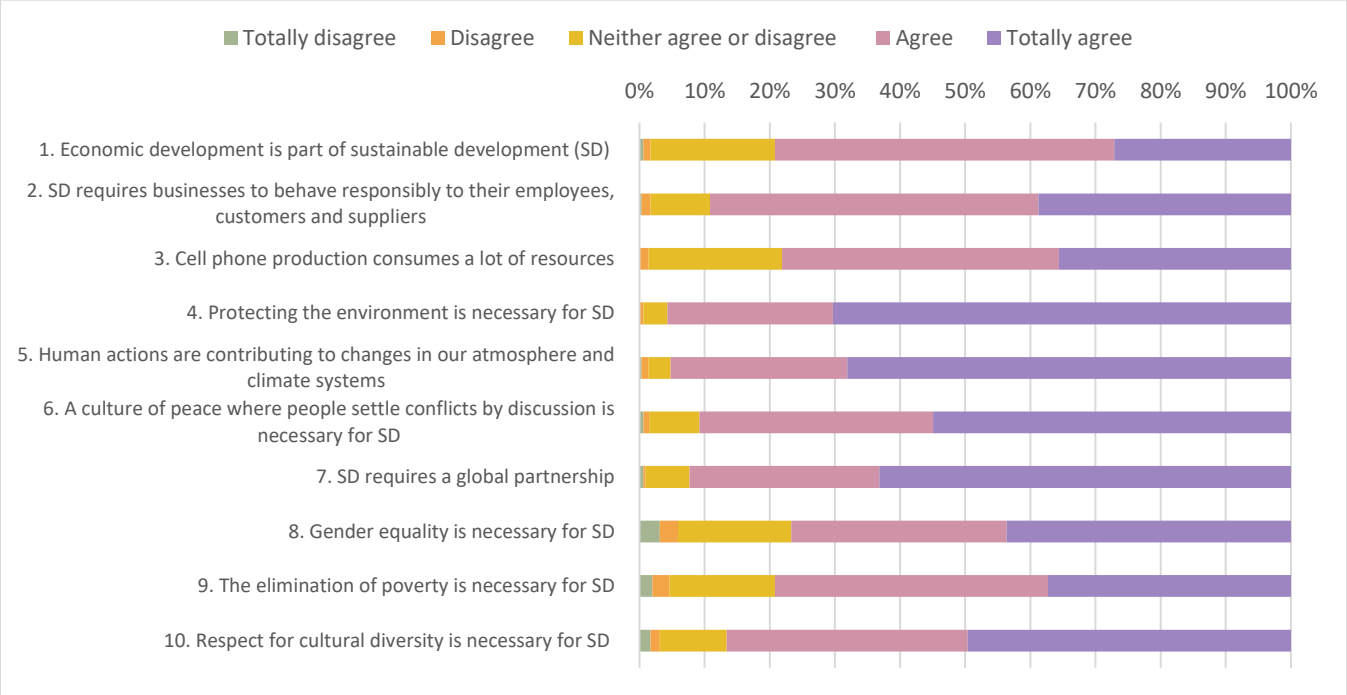


Figure 8.2. *KNOW. To what extent do you agree with the following statements?*

Attitudes toward sustainability

The results reveal an overwhelmingly positive attitude towards the importance of sustainable development across all the contexts assessed. In every case, more than 87% of respondents consider it important or very important. The highest combined level of importance concerns future generations (96.1%), followed by global society (94.3%) and the respondent's country (94.0%). Future generations also receive the highest proportion of "very important" responses, at 74.4%. Sustainable development is also regarded as important or very important at the personal and institutional levels: 93.7% in relation to respondents as individuals, 90.6% for their family and friends, and 90.6% for their university. The lowest, but still very high, combined proportion is recorded for respondents in their role as students (87.7%). This item also has the highest neutral response rate (9.7%), which may indicate that some respondents find the personal academic relevance of sustainable development less evident.

Overall, the perceived importance of sustainable development appears to increase as the focus shifts from respondents' immediate educational context towards broader societal and intergenerational concerns. The findings therefore demonstrate particularly strong concern for the long-term and collective implications of sustainable development, while also indicating a need to make its relevance to students' everyday academic experiences more explicit.

Table 8.13: *ATTITUDES1. How important do you consider sustainable development for...?*

	Not important at all	Less important	Neither unimportant nor important	Important	Very important
You as a student	0.9%	1.7%	9.7%	46.7%	41.0%
You as a person	1.1%	0.9%	4.3%	39.6%	54.1%
Your family and friends	0.9%	2.0%	6.6%	47.0%	43.6%
Your university	0.6%	1.7%	7.1%	49.0%	41.6%
Your country	1.1%	1.1%	3.7%	33.0%	61.0%
Global society	0.9%	1.7%	3.1%	29.1%	65.2%
Future generations	1.1%	1.4%	1.4%	21.7%	74.4%

The results indicate very strong support for broad social, democratic and intergenerational principles. Almost all respondents agree or totally agree that everyone should have equal access to good education (98.6%), that citizens should be informed and actively participate in democratic processes (97.5%), and that present generations must safeguard the ability of future generations to meet their needs (96.6%). Support for equal opportunities for men and women is similarly high (95.4%). However, agreement is lower regarding equal rights for migrants (74.4%), with 17.4% selecting the neutral option. Environmental attitudes are also generally positive. Most respondents recognise global warming as a serious threat (95.7%) and agree that current resource consumption should not compromise the health and welfare of future generations (90.8%). Clear majorities also support protecting biodiversity at the expense of industrial agricultural production (79.7%) and prioritising environmental protection over industrial growth (76.9%). Lower levels of agreement emerge when statements concern personal agency or concrete action. Although 81.8% feel responsible for addressing global problems, only 68.1% recognise that their behaviour affects people in other countries. Similarly, 67.2% support boycotting companies that provide poor working conditions, while 24.2% remain neutral. Agreement that environmental protection and job creation are compatible during periods of economic difficulty is lower still, at 61.3%, accompanied by 23.4% neutral responses.

The statement claiming that the ecological crisis has been "greatly exaggerated" produces the most divided responses: 42.5% disagree, 41.0% agree and 16.5% remain neutral. As this is a negatively worded item, disagreement represents greater environmental concern. Overall, the findings show strong endorsement of general sustainability principles, but comparatively less consensus when these principles involve personal responsibility, behavioural commitments or potential economic trade-offs. This pattern suggests a possible gap between support for sustainability as an abstract value and willingness to accept its practical implications.

Table 8.14: *ATTITUDES2. To what extent do you agree with each of the following statements?*

	Totally disagree	Disagree	Neither agree or disagree	Agree	Totally agree
1. Every person should have equal access to good education	0.6%	0.6%	0.3%	18.8%	79.8%
2. I believe that we, who are living now, should make sure that future generations will have the possibility to satisfy their	0.6%	1.1%	1.7%	28.8%	67.8%
3. I feel I have the responsibility to do something about the problems of the world	1.4%	1.7%	15.1%	45.0%	36.8%
4. Citizens should be well-informed and actively participate in democratic processes such as voting	0.9%	0.3%	1.4%	29.1%	68.4%
5. Society should further promote equal opportunities for males and females	1.1%	0.6%	2.8%	24.5%	70.9%
6. I believe migrants should have all the same rights as local people	2.8%	5.4%	17.4%	36.8%	37.6%
7. I think my behavior has an impact on people from other countries	2.3%	3.7%	25.9%	34.5%	33.6%
8. Each country can do a lot to maintain peace in the world	1.1%	0.3%	2.8%	35.3%	60.4%
9. As long as resources are available, using more than we need now threatens the health and welfare of future generations	3.1%	0.9%	5.1%	31.3%	59.5%
10. I think global warming poses a serious threat to the future of our world if cautions are not taken	0.9%	0.6%	2.8%	30.2%	65.5%
11. Biodiversity should be protected at the expense of industrial agricultural production	0.9%	2.0%	17.4%	37.0%	42.7%
12. Environmental protection is more important than industrial growth	0.9%	2.0%	20.2%	37.9%	39.0%
13. I think it is right to boycott companies that are known to provide poor workplace conditions for their employees.	3.1%	5.4%	24.2%	35.6%	31.6%
14. The so-called "ecological crisis" (climate change/biodiversity loss) facing humankind has been greatly exaggerated.	19.1%	23.4%	16.5%	25.9%	15.1%
15. It is possible to protect the environment and create jobs even when the economy is doing poorly	4.0%	11.4%	23.4%	40.5%	20.8%

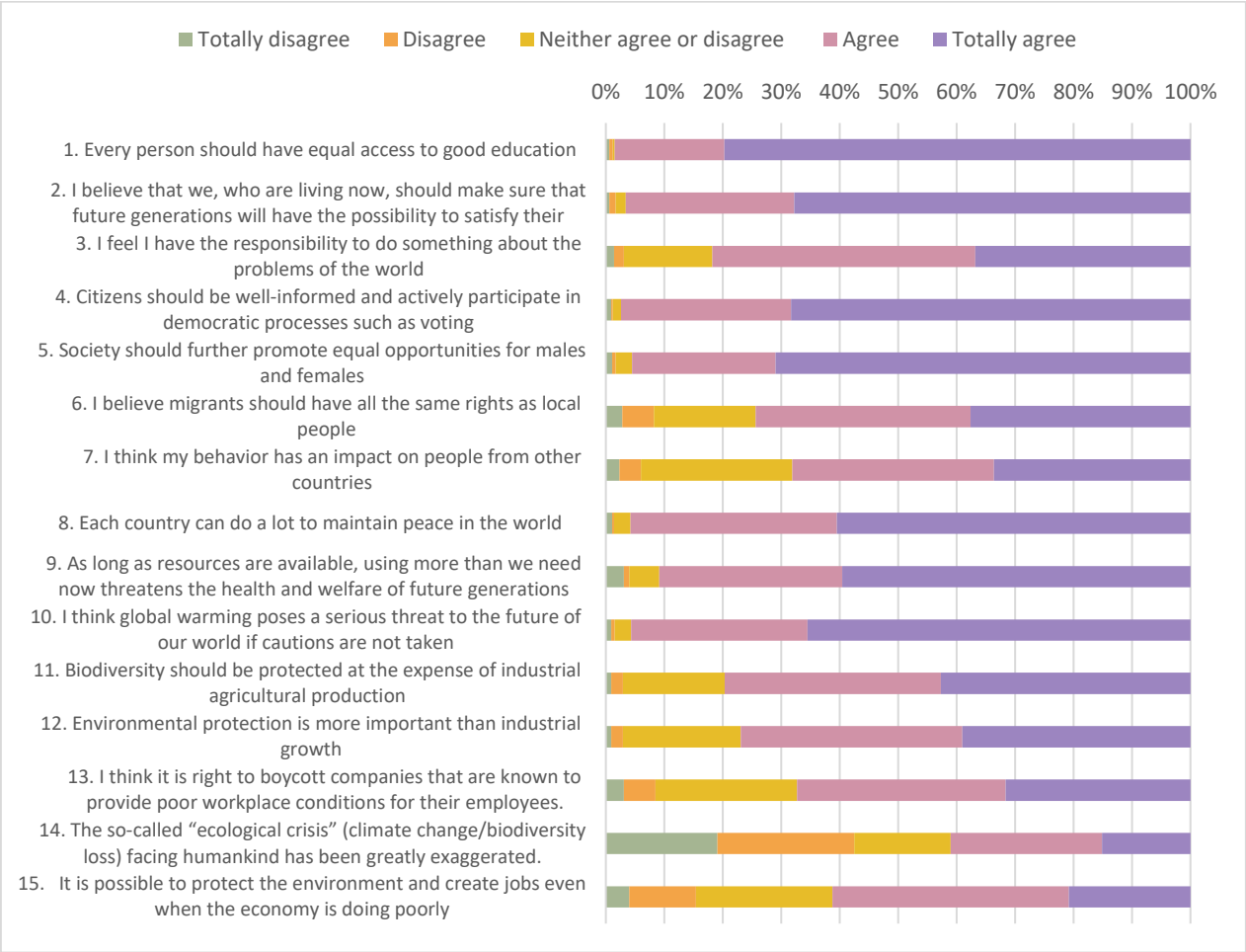


Figure 8.3. *ATTITUDES2. To what extent do you agree with each of the following statements?*

Sustainability behaviors

The results show that sustainable behaviours are more frequent when they can be incorporated into respondents’ everyday personal and interpersonal practices. The most common behaviour is treating men and women, boys and girls with equal respect, reported as occurring often or very often by 95.8% of respondents. Similarly, 78.9% frequently promote inclusion in their daily lives. Environmentally oriented household practices are also relatively common: 65.0% frequently recycle as much as possible, while 59.6% report having changed their lifestyle to reduce waste. Moderate levels of engagement are found for discussing environmental, social and economic issues with family members (47.2% often or very often) and participating in activities promoting well-being for people of all ages (40.1%). Buying second-hand goods is less frequent, with only 31.3% doing so often or very often and 32.2% doing so sometimes. Participation in organised or collective activities is considerably lower. Only 27.6% frequently participate in activities promoting gender equality, 26.2% volunteer in social or environmental organisations, and 23.4% regularly participate in environmental protection activities. Democratic participation related to university life is the least frequent behaviour: only 18.8% engage often or very often, whereas 63.5% report doing so rarely or never.

Overall, the results reveal a clear contrast between individual everyday behaviours and collective or institutional engagement. Respondents are highly likely to express sustainability through interpersonal respect, inclusion, recycling and waste reduction, but are less involved in organised environmental, social or democratic activities. This pattern is consistent with the previous finding that most respondents had not participated in a sustainable development activity during the preceding two years, reinforcing the existence of a possible gap between positive attitudes, individual practices and collective action.

Table 8.15: *BEHAVIORS. How frequently do you do the following?*

	Never	Rarely	Sometimes	Often	Very often
1. At home, I recycle as much as I can	6.6%	8.3%	20.2%	26.8%	38.2%
2. I have changed my personal lifestyle to reduce waste	1.7%	4.6%	34.2%	36.8%	22.8%
3. I give men and women, boys and girls the same level of respect	0.0%	1.7%	2.6%	19.4%	76.4%
4. I volunteer in social or environmental organizations	22.2%	21.7%	29.9%	15.1%	11.1%
5. I buy second-hand goods	9.7%	26.8%	32.2%	18.8%	12.5%
6. I participate in activities promoting equality between men and women	23.4%	25.9%	23.1%	15.1%	12.5%
7. I participate in activities promoting well-being for all at all ages	14.8%	16.5%	28.5%	22.2%	17.9%
8. I participate in activities in favour of environmental protection	19.4%	29.1%	28.2%	15.7%	7.7%
9. I try to promote inclusion of all (irrespective of age, sex, different abilities, race, ethnicity, origin, religion, economic or other status) in my every day life	1.7%	4.3%	15.1%	28.2%	50.7%
10. I discuss the importance of the environment, social and economic issues with my family members	6.0%	17.4%	29.3%	23.6%	23.6%
11. I participate in democratic activities related to student life at my university	33.6%	29.9%	17.7%	10.3%	8.5%

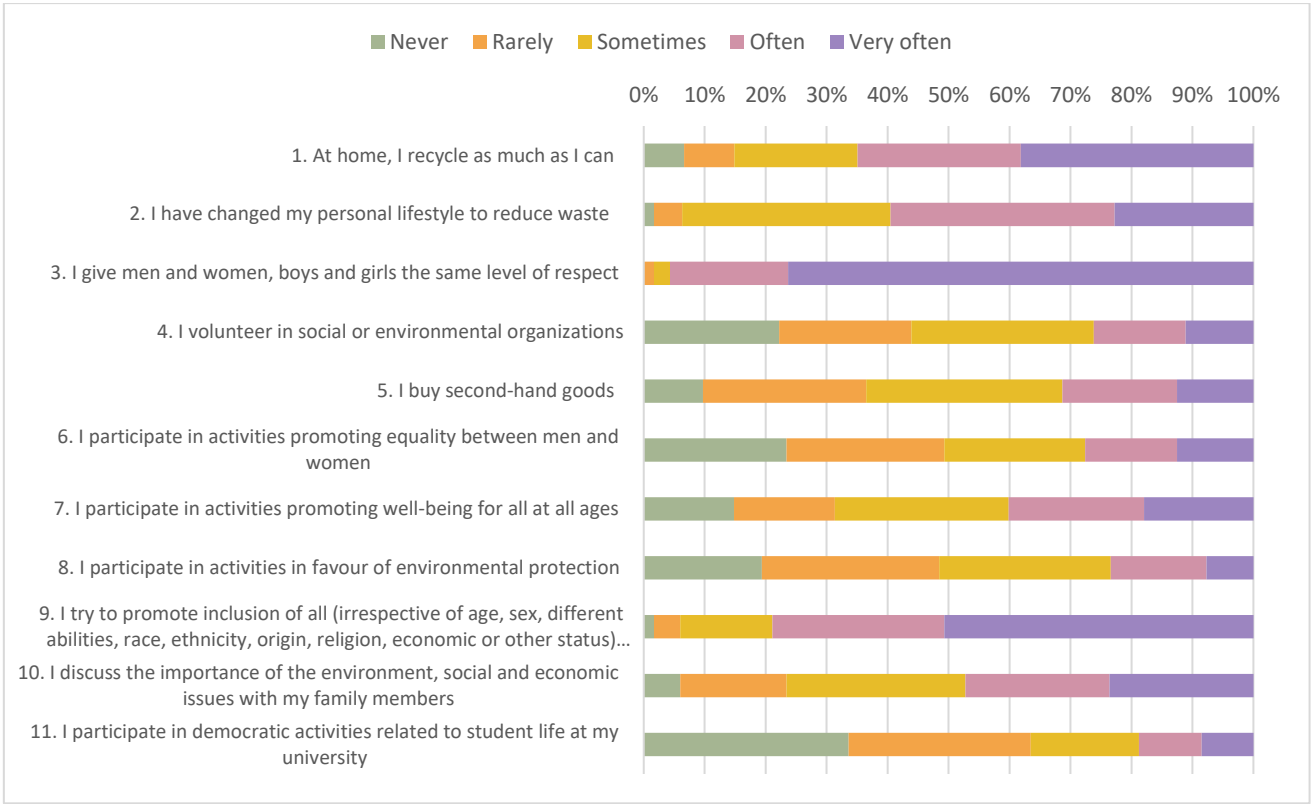


Figure 8.4. BEHAVIORS. *How frequently do you do the following?*

Descriptive data for UNIVERSITY OF EXTREMADURA, SPAIN

Sample description

The study included 636 students from a range of academic programs. The sample was dominated by students from the Social Sciences, with over half of the respondents enrolled in Social Sciences and Journalism (54.6%). Business and Management (21.5%) and Administration and Law (14.5%) also accounted for substantial shares of the sample, whereas Humanities represented 4.4%. The remaining fields of study were represented by only small proportions of respondents, including Natural Sciences and Mathematics (2.0%), Engineering, Manufacturing and Construction (1.7%), Medicine and Health (0.9%), and Environment and Agriculture (0.3%).

Most respondents were enrolled in Bachelor's degree programmes (96.5%), while only small proportions were studying at Master's (3.0%) and Doctoral (0.5%) levels.

The sample was largely composed of first-year students (43.1%). Students in Years 2 and 3 accounted for 12.1% and 15.1% of respondents, respectively, whereas participation from Years 4 and 5 was comparatively limited (6.8% and 0.2%). Information on the year of study was unavailable for 22.8% of respondents.

Table 9.1: *Which study program do you currently follow at the university? (European classification)*

	Frequency	Percent
Humanities	28	4.4
Social sciences, journalism	347	54.6
Business & Management	137	21.5
Administration and law	92	14.5
Natural sciences, mathematics	13	2
Engineering, manufacturing and construction	11	1.7
Environment and agriculture	2	0.3
Medicine & health	6	0.9

Table 9.2: *You are enrolled at…:*

	Frequency	Percent
Bachelor level	614	96.5
Master level	19	3
Doctoral level	3	0.5

Table 9.3: *Year of study:*

	Frequency	Percent
1	274	43.1
2	77	12.1
3	96	15.1
4	43	6.8
5	1	0.2
missing	145	22.8

Data description

Awareness and sources of information

Students demonstrated a generally high level of awareness of the main concepts related to sustainability. More than half of the respondents reported being familiar with Sustainable Development, while awareness of the UN Agenda 2030 and the Sustainable Development Goals (SDGs) was also widespread. Fewer than one in ten students indicated that they had never heard of either the Agenda 2030 or the SDGs.

Education for Sustainable Development (ESD) appeared to be somewhat less familiar than the broader sustainability concepts. Nevertheless, most respondents reported at least some degree of awareness, with relatively few students indicating very limited familiarity.

Overall, the findings indicate that sustainability-related concepts are well established among Spanish students, although familiarity is greater with Sustainable Development, the Agenda 2030 and the SDGs than with Education for Sustainable Development.

Table 9.4: *To what extent have you heard about each of the following?*

	Not al all	To little extent	To some extent	To a large extent	To a very large extent
Sustainable Development	4.2%	8.5%	30.2%	39.9%	17.1%
UN Agenda 2030	8.6%	14.3%	26.3%	31.0%	19.8%
The Agenda 2030 Sustainable Development Goals (SDGs)	8.2%	11.6%	27.2%	27.2%	25.8%
Education for Sustainable Development	1.9%	19.8%	38.1%	27.5%	12.7%

Students reported a wide range of sources through which they had obtained information about the Agenda 2030 and the Sustainable Development Goals (SDGs). The educational context (schools, universities, etc.) was the most frequently reported source, mentioned by 88.2% of respondents. Digital and media-based sources also played an important role, with social media (67.5%), television (65.3%), advertisements (64.5%), and websites (63.8%) being identified by substantial proportions of students. Books, scientific papers and reports were also a relevant source of information (52.8%). In contrast, more informal interpersonal sources, such as family (31.6%) and friends or colleagues (27.2%), as well as newspapers or magazines (32.7%), were mentioned less frequently.

Table 9.5: *The sources of information from where you heard about Agenda 2030 and its SDGs are:*

	no	yes
Educational context (school, university etc.)	11.8%	88.2%
Family	68.4%	31.6%
Friends or colleagues	72.8%	27.2%
Advertisements	35.5%	64.5%
Books, scientific papers and reports	47.2%	52.8%
Social media	32.5%	67.5%
Websites	36.2%	63.8%
Newspapers or magazines	67.3%	32.7%
Television	34.7%	65.3%

Overall, the findings highlight the central role of educational institutions in promoting awareness of sustainability-related topics, while digital platforms and media channels appear to provide important complementary pathways for accessing information about the Agenda 2030 and the SDGs.

The self-assessment of knowledge regarding the requirements and outcomes of sustainable development suggests that Spanish students perceive their level of understanding as relatively limited. More than half of the respondents (55.3%) considered themselves informed only "to a little extent", while 31.1% reported feeling informed. A smaller proportion indicated that they were not informed at all (11.3%), and only 2.2% described themselves as very well informed.

These results indicate that although most students have at least some awareness of sustainable development, relatively few perceive themselves as having a high level of knowledge. Compared with the proportion of students who feel only slightly informed, the percentage reporting that they are well informed remains considerably lower. This pattern suggests that further educational initiatives could help strengthen students' confidence in their understanding of the requirements and outcomes of sustainable development.

Table 9.6: *How well-informed do you consider yourself regarding the requirements and results of sustainable development?*

	Frequency	Percent
Not at all	72	11.3
To a little extent	352	55.3
I am informed	198	31.1
I am very well informed	14	2.2

The results of the knowledge test on Agenda 2030 indicate a moderate level of understanding among Spanish respondents. Almost half of the participants (49.2%) correctly identified that the main purpose of Agenda 2030 is to promote an economic, social, and environmental transformation of today's world. However, one in four respondents (25.0%) selected "I don't know", while a further 25.8% chose one of the incorrect options.

Overall, these findings suggest that although a considerable proportion of students are familiar with the main objective of Agenda 2030, understanding is far from universal. Indeed, just over half of the respondents (50.8%) were unable to identify its purpose correctly, either because they selected an incorrect answer or admitted not knowing it. These results point to the need for further educational initiatives aimed at improving students' knowledge of the overarching goals and principles of Agenda 2030.

Table 9.7: *In 2015, within the United Nations, world leaders adopted the Agenda 2030, organized in a set of 17 goals, known as Sustainable Development Goals (SDGs). The Agenda 2030 main purpose is (please check only one option) :*

	Frequency	Percent
Take action to fight climate change	89	14.0
Fight for social justice on a global scale	35	5.5
Generate an economic, social and environmental transformation of today's world	313	49.2
Apply comprehensive policies to protect life on earth	40	6.3
I don’t know	159	25.0

A relatively small proportion of students reported that their institution offers curricular units specifically focused on sustainable development (24.4%), while half of the respondents indicated that they were not aware of whether such courses or modules were available (50.3%). In contrast, a majority of students (61.6%) stated that they had attended at least one teaching class in which sustainable development was discussed.

These findings suggest that sustainability-related topics are being addressed within teaching activities, although their formal integration into clearly identifiable curricular units may not be sufficiently visible to students. The high proportion of respondents who were unaware of dedicated sustainability courses highlights a potential challenge related to communication and transparency of curricular offerings. Overall, the results point to the importance of making sustainability education more explicit within academic programmes and ensuring that students can easily identify opportunities to engage with these topics.

Table 9.8: *Does your institution offer curricular units (course or module as descried in syllabus) specifically focused on sustainable development?*

	Frequency	Percent
no	161	25.3
yes	155	24.4
I don`t know	320	50.3

Table 9.9: *Have you taken at least one teaching class in which sustainable development was discussed*

	Frequency	Percent
no	244	38.4
yes	392	61.6

Values related to sustainability

Participants expressed a high level of support for sustainability-related values, particularly those associated with human rights, respect for diversity, and environmental protection.

The highest levels of agreement were observed for the statements concerning the right to live free from violence (89.1% agree or strongly agree), respect for diversity of beliefs (85.9%), and the responsibility to ensure the maintenance of people's rights to freedom (88.4%). Strong support was also found for the protection of natural resources in development efforts (90.1%), highlighting a broad commitment to environmental responsibility.

Relatively lower levels of agreement, although still generally positive, were found for statements related to the fair distribution of the benefits of the global economy among nations (54.2%) and the responsibility of those who benefit the most to support those who benefit the least (61.0%). These items were also associated with higher levels of neutral responses, suggesting that students show stronger consensus around universal rights and environmental protection than around questions related to economic equality and redistribution.

Overall, the findings indicate strong endorsement among Spanish students of the social and environmental values underpinning sustainability, while issues related to global economic justice appear to generate more diverse opinions.

Table 9.10: *VALUES To what extent do you agree with each of the following statements?*

	Strongly disagree	Disagree	Neither agree or desagree	Agree	Strongly agree
All people have the absolute right to live their lives free from the fear of any violence	2.2%	1.4%	7.2%	15.4%	73.7%
The benefits of global economy should be shared equally among all nations.	5.0%	14.2%	26.6%	34.9%	19.3%
Those who benefit the most must help provide for those who benefit the least	2.8%	9.4%	26.7%	37.3%	23.7%
All human beings must respect the diversity of beliefs across all people	2.7%	3.6%	7.9%	29.1%	56.8%
All precautions must be taken to protect natural resources in our development efforts	0.9%	1.9%	7.1%	39.2%	50.9%
We are all responsible for assuring that all people's rights to freedom are maintained	1.4%	1.7%	8.5%	34.3%	54.1%

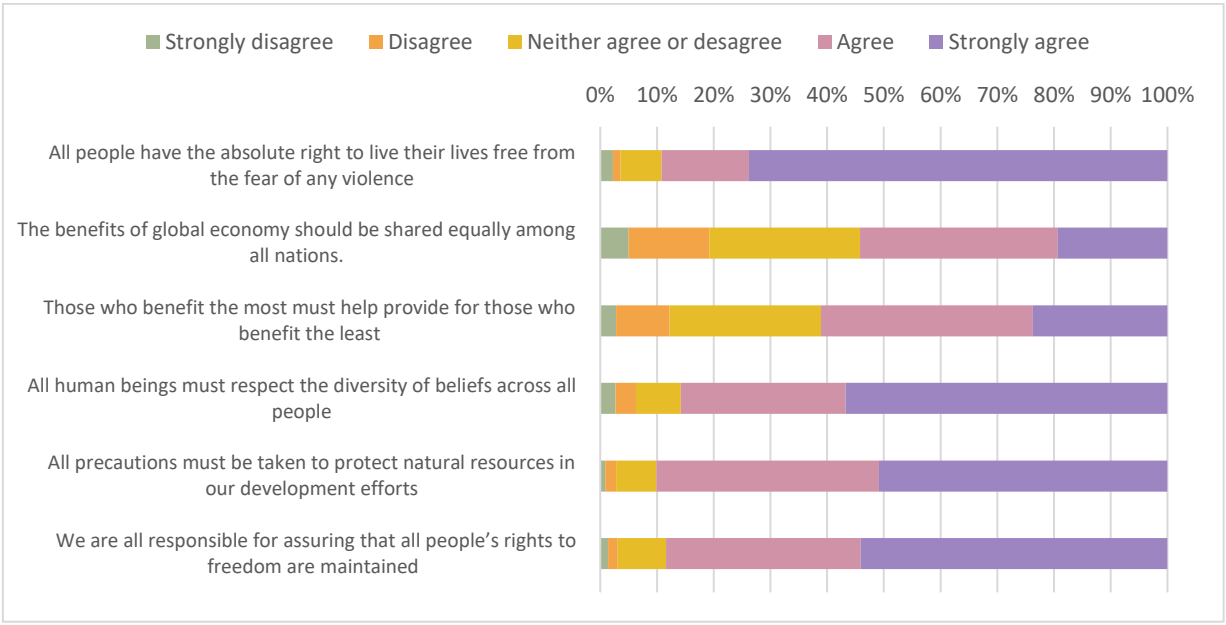


Figure 9.1. *VALUES. To what extent do you agree with each of the following statements?*

Knowledge of sustainability

When asked about specific knowledge statements related to sustainability, students demonstrated a generally strong understanding of the main principles and dimensions of sustainable development. The highest levels of agreement were observed for statements highlighting the importance of environmental protection (90.7% agree or totally agree), responsible business practices (79.9%), and the role of human activities in contributing to climate change (82.9%). High levels of agreement were also found regarding the importance of a culture of peace (81.9%) and the relationship between economic development and sustainable development (74.4%).

A majority of students also recognized the relevance of social dimensions of sustainability, including poverty reduction (71.7%), gender equality (67.9%), and respect for cultural diversity (74.0%). However, some of these items were associated with higher proportions of neutral responses, suggesting that students may have a stronger shared understanding of environmental aspects of sustainability than of certain social and economic dimensions.

Overall, the findings indicate that Spanish students demonstrate a broad awareness of the key environmental, social, and economic components of sustainable development, although the level of certainty varies across specific sustainability-related topics.

Table 9.11: *KNOW. To what extent do you agree with the following statements?*

	Totally disagree	Disagree	Neither agree or disagree	Agree	Totally agree
1. Economic development is part of sustainable development (SD)	0.8%	3.1%	21.7%	56.3%	18.1%
2. SD requires businesses to behave responsibly to their employees, customers and suppliers	1.1%	1.6%	17.5%	49.4%	30.5%
3. Cell phone production consumes a lot of resources	0.8%	2.8%	29.6%	44.8%	22.0%
4. Protecting the environment is necessary for SD	0.8%	0.8%	7.7%	33.8%	56.9%
5. Human actions are contributing to changes in our atmosphere and climate systems	1.7%	2.5%	12.9%	36.0%	46.9%
6. A culture of peace where people settle conflicts by discussion is necessary for SD	0.9%	1.3%	15.9%	43.7%	38.2%
7. SD requires a global partnership	0.6%	0.9%	16.0%	42.5%	39.9%
8. Gender equality is necessary for SD	4.4%	5.0%	22.6%	36.0%	31.9%
9. The elimination of poverty is necessary for SD	2.5%	3.1%	22.6%	43.4%	28.3%
10. Respect for cultural diversity is necessary for SD	3.3%	3.1%	19.5%	39.6%	34.4%

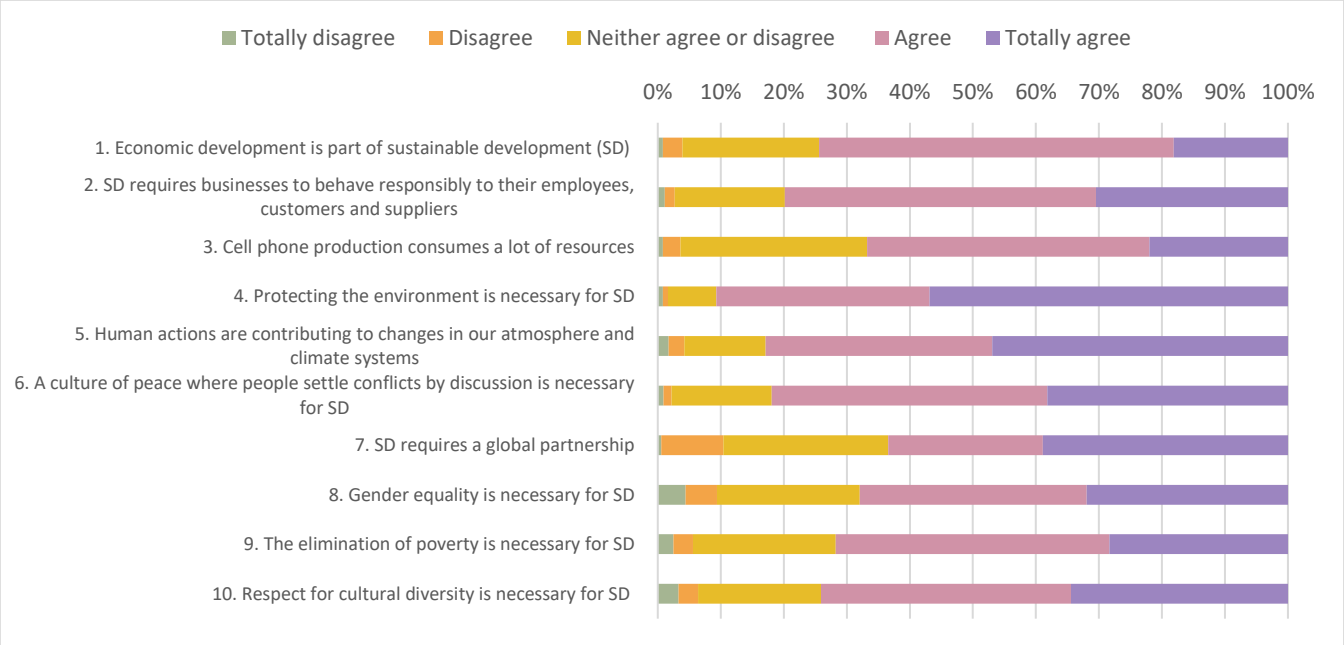


Figure 9.2. *KNOW. To what extent do you agree with the following statements?*

Attitudes toward sustainability

Students generally considered sustainable development to be an important issue across the different levels assessed, including personal, institutional, societal, and intergenerational dimensions. The highest levels of perceived importance were associated with future generations (74.2% considering it important or very important), global society (72.4%), and the country level (78.1%), indicating that students largely recognize the broader societal relevance of sustainable development.

Sustainable development was also perceived as important in relation to universities and personal dimensions, although with slightly lower levels of agreement. The proportion of students considering sustainable development important or very important for their university reached 71.4%, while the corresponding figures were 74.5% for themselves as persons and 61.5% for themselves as students.

Overall, the findings indicate that Spanish students perceive sustainable development as a relevant issue across multiple spheres, with particularly strong recognition of its importance at the societal and future-oriented levels. At the same time, the higher proportion of neutral responses regarding personal and close social contexts suggests that the connection between sustainability and everyday individual roles may be less strongly established.

Table 9.12: *ATTITUDES1. How important do you consider sustainable development for...?*

	Not important at all	Less important	Neither unimportant nor important	Important	Very important
You as a student	2.7%	5.2%	30.7%	46.2%	15.3%
You as a person	2.0%	2.5%	20.9%	48.4%	26.1%
Your family and friends	1.4%	5.2%	32.1%	41.8%	19.5%
Your university	1.7%	3.9%	23.0%	49.2%	22.2%
Your country	0.9%	3.9%	17.0%	41.8%	36.3%
Global society	1.1%	6.6%	20.0%	35.1%	37.3%
Future generations	2.8%	6.3%	16.7%	29.9%	44.3%

Students generally expressed positive attitudes toward sustainability, showing strong support for principles related to equal opportunities, intergenerational responsibility, democratic participation, gender equality, and environmental protection. The highest levels of agreement were observed for the statements concerning equal access to quality education (93.1% agree or totally agree), the responsibility to ensure that future generations can meet their needs (89.7%), and democratic participation through informed citizenship (87.0%). Strong support was also found for gender equality (79.8%) and the recognition of climate change as a serious threat to the future of the planet (82.4%).

A high level of agreement was also observed for statements related to resource consumption and its impact on future generations (77.6%), the possibility of combining environmental protection with economic activity (68.1%), and the protection of biodiversity (73.8%). These results indicate that students broadly recognize the social, environmental, and intergenerational dimensions of sustainability.

However, some statements received more divided responses, particularly those involving more complex relationships between environmental priorities, economic development, and global responsibility. The highest proportions of neutral responses were observed for environmental protection versus industrial growth (32.9%), boycotting companies with poor workplace conditions (31.9%), and the perception of the ecological crisis (31.9%). Similarly, issues related to individual impacts on people from other countries and equal rights for migrants showed more mixed views, with relatively high levels of uncertainty.

Overall, the findings suggest that Spanish students demonstrate strong support for broad sustainability principles, particularly regarding education, future generations, climate action, and social equality. At the same time, attitudes appear to be more nuanced when sustainability involves complex trade-offs between environmental, economic, and social considerations, or when it requires addressing global interdependencies and individual responsibilities.

Table 9.13: *ATTITUDES2. To what extent do you agree with each of the following statements?*

	Totally disagree	Disagree	Neither agree or disagree	Agree	Totally agree
1. Every person should have equal access to good education	0.3%	0.8%	5.8%	28.5%	64.6%
2. I believe that we, who are living now, should make sure that future generations will have the possibility to satisfy their	0.0%	0.8%	9.6%	36.2%	53.5%
3. I feel I have the responsibility to do something about the problems of the world	1.3%	2.8%	26.3%	46.7%	23.0%
4. Citizens should be well-informed and actively participate in democratic processes such as voting	0.5%	0.8%	11.8%	38.4%	48.6%
5. Society should further promote equal opportunities for males and females	1.9%	3.0%	15.3%	38.8%	41.0%
6. I believe migrants should have all the same rights as local people	5.7%	6.4%	27.5%	35.8%	24.5%
7. I think my behavior has an impact on people from other countries	3.1%	9.4%	35.2%	34.0%	18.2%
8. Each country can do a lot to maintain peace in the world	0.6%	1.9%	14.8%	44.7%	38.1%
9. As long as resources are available, using more than we need now threatens the health and welfare of future generations	0.8%	2.7%	19.0%	44.7%	32.9%
10. I think global warming poses a serious threat to the future of our world if cautions are not taken	1.1%	2.8%	13.7%	39.2%	43.2%
11. Biodiversity should be protected at the expense of industrial agricultural production	1.3%	2.4%	22.6%	44.7%	29.1%
12. Environmental protection is more important than industrial growth	1.4%	2.5%	32.9%	39.3%	23.9%
13. I think it is right to boycott companies that are known to provide poor workplace conditions for their employees.	4.1%	6.6%	31.9%	37.4%	20.0%
14. The so-called “ecological crisis” (climate change/biodiversity loss) facing humankind has been greatly exaggerated.	6.1%	16.5%	31.9%	30.7%	14.8%
15. It is possible to protect the environment and create jobs even when the economy is doing poorly	0.8%	3.9%	27.2%	49.4%	18.7%

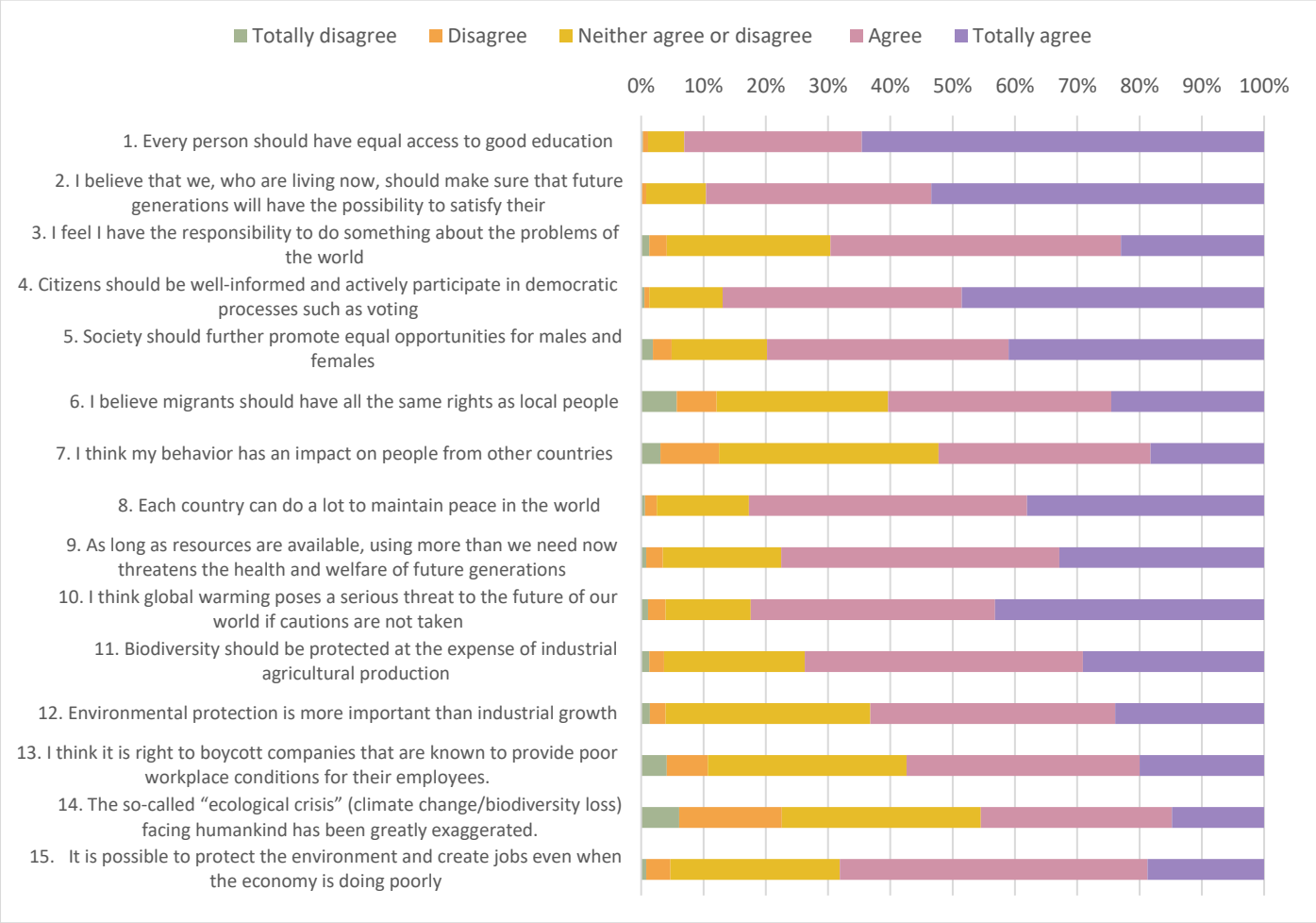


Figure 9.3. *ATTITUDES2. To what extent do you agree with each of the following statements?*
Figure 4.4. BEHAVIORS. *How frequently do you do the following?*

Sustainability behaviors

Participants reported engaging more frequently in individual sustainability-related behaviors than in collective or organized forms of participation. In terms of participation in sustainability-related activities, 37.3% of respondents indicated that they had taken part in at least one activity promoting sustainable development during the previous two years. The most frequent behaviors were related to everyday practices and interpersonal values, particularly treating men and women equally and with respect (88.7% often or very often) and promoting inclusion in daily life (63.0%). Recycling was also a relatively common practice, with 49.2% of students reporting that they often or very often recycle as much as possible at home.

Other individual behaviors, such as reducing personal waste through lifestyle changes and discussing environmental, social, and economic issues with family members, were reported less consistently, with a larger proportion of students indicating that they engaged in these practices only sometimes. Similarly, purchasing second-hand goods was a less frequent behavior among respondents.

By contrast, more organized forms of engagement showed lower levels of participation. Volunteering in social or environmental organizations was particularly uncommon, with 75.8% of students reporting that they never or rarely participated in such activities. Participation in environmental protection initiatives, gender equality activities, well-being promotion activities, and democratic activities related to student life at the university was also relatively limited.

These findings suggest a distinction between individual sustainability-oriented behaviors and more collective forms of engagement. While students appear to incorporate certain sustainability values into their everyday practices, participation in structured activities and civic initiatives related to sustainable development remains more limited. Strengthening opportunities for active participation within and beyond the university context may therefore contribute to increasing students' engagement with sustainability.

Table 9.14: *In the last two years have you participated in any activity that promotes sustainable development?*

	Frequency	Percent
no	399	62.7
yes	237	37.3

Table 9.15: *BEHAVIORS. How frequently do you do the following?*

	Never	Rarely	Sometimes	Often	Very often
1. At home, I recycle as much as I can	8.5%	11.3%	31.0%	26.6%	22.6%
2. I have changed my personal lifestyle to reduce waste	14.2%	22.0%	37.3%	20.6%	6.0%
3. I give men and women, boys and girls the same level of respect	0.5%	0.6%	10.2%	16.2%	72.5%
4. I volunteer in social or environmental organizations	51.9%	23.9%	14.5%	5.8%	3.9%
5. I buy second-hand goods	11.2%	25.2%	44.0%	13.1%	6.6%
6. I participate in activities promoting equality between men and women	25.5%	24.8%	25.9%	13.8%	9.9%
7. I participate in activities promoting well-being for all at all ages	21.7%	22.5%	28.6%	14.9%	12.3%
8. I participate in activities in favour of environmental protection	26.7%	30.2%	25.9%	11.2%	6.0%
9. I try to promote inclusion of all (irrespective of age, sex, different abilities, race, ethnicity, origin, religion, economic or other status) in my every day life	5.5%	6.8%	24.7%	28.3%	34.7%
10. I discuss the importance of the environment, social and economic issues with my family members	14.0%	20.6%	34.6%	15.9%	14.9%
11. I participate in democratic activities related to student life at my university	31.0%	25.5%	26.4%	9.4%	7.7%

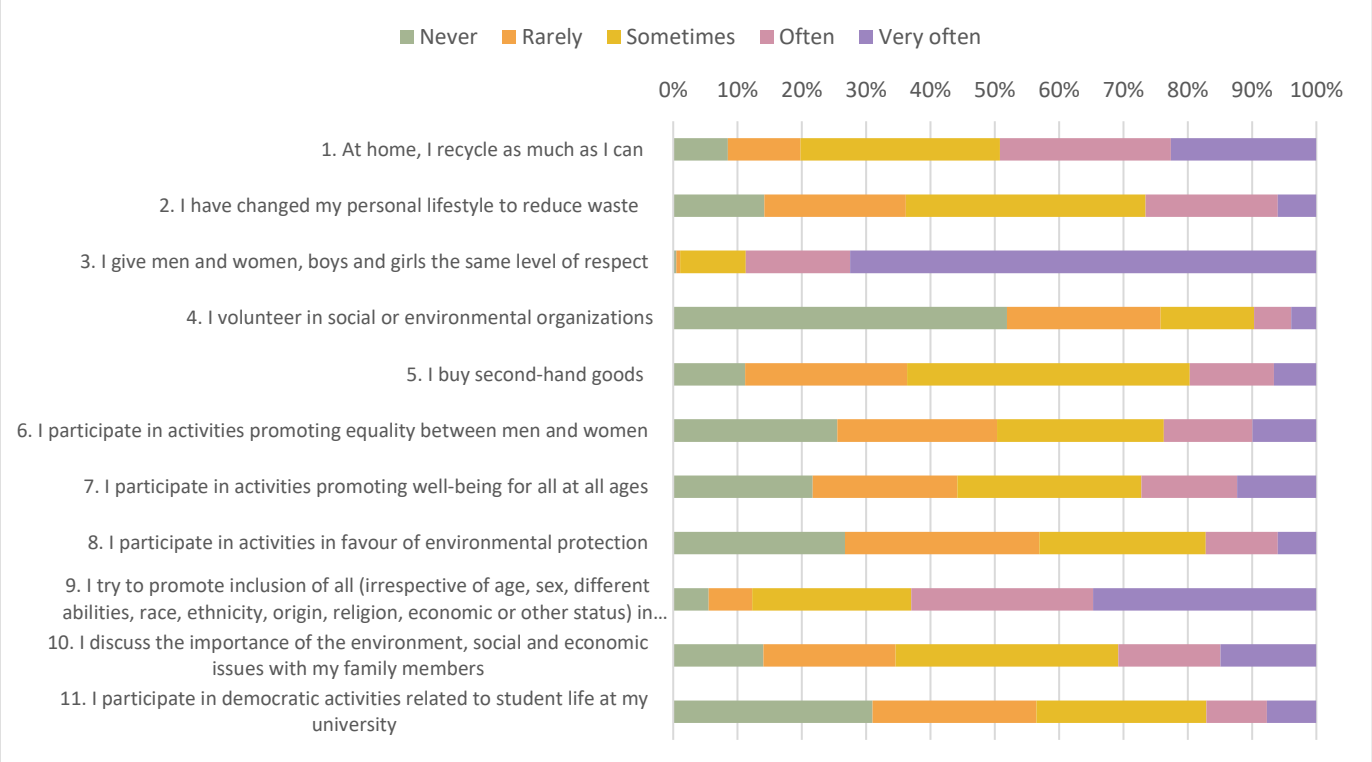


Figure 9.4. BEHAVIORS. *How frequently do you do the following?*

Final discussion

Conclusions

The CRESD project represents an important step forward in strengthening evidence-based approaches to Education for Sustainable Development (ESD) within the EU GREEN Alliance. By collaboratively developing and implementing the SKABS instrument, partner universities created a shared methodological framework capable of exploring the multiple dimensions of sustainability literacy among students, including knowledge, values, attitudes and behaviours. The project involved more than 4,000 students from nine European universities, providing one of the first large-scale comparative datasets on sustainability-related learning within the Alliance.

The findings reveal a generally positive picture. Students across the Alliance demonstrate strong endorsement of sustainability-related values, considerable awareness of the interconnected social, environmental and economic dimensions of sustainable development, and highly favourable attitudes towards sustainability as a priority for individuals, universities, societies and future generations. Environmental protection, social justice, equality, cultural diversity and responsibility towards future generations emerged as widely shared principles among participants.

At the same time, the results highlight several areas that deserve further attention. Awareness of specific international frameworks, such as Agenda 2030 and the Sustainable Development Goals, remains less widespread than familiarity with the broader concept of sustainable development. Moreover, students often report moderate levels of self-perceived knowledge, and substantial proportions are uncertain about the sustainability-related learning opportunities available within their institutions. Most importantly, the study confirms the complexity already emphasized in the ESD literature: positive values and attitudes do not automatically translate into active participation or collective engagement. While many students report adopting sustainable behaviours in their personal lives, participation in civic, environmental and democratic activities remains comparatively limited

These findings reinforce the importance of adopting a multidimensional perspective on sustainability learning. They also demonstrate the value of collaborative international research in generating comparative evidence capable of informing educational practices, institutional strategies and Alliance-wide initiatives. Beyond the data collected, CRESD has contributed to consolidating a community of researchers committed to advancing ESD in higher education and has established a common foundation for future cooperation across the EU GREEN network. The project therefore represents not only a research achievement but also a strategic investment in the Alliance's capacity to understand, assess and strengthen sustainability learning in diverse cultural and institutional contexts.

Future Perspectives

Building on the results of CRESD, future developments should focus on consolidating the research network established within EU GREEN and extending collaboration to additional universities, researchers and stakeholders working in the field of ESD. Particular attention could be devoted to investigating specific dimensions emerging from the study, such as the relationship between sustainability knowledge and action, student engagement in collective initiatives, and the effectiveness of curricular and pedagogical approaches in fostering sustainability competencies. The SKABS instrument may also be further refined and employed in longitudinal and comparative studies, allowing institutions to monitor change over time and evaluate the impact of educational interventions. Finally, collaboration with external organizations, local communities and policy actors could broaden the scope of future research and contribute to the development of more integrated and transformative approaches to Education for Sustainable Development.