EDU4F
EduLab4Future Erasmus+ Project

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*Stepping-up and promoting Education & Innovation toward Sustainable Development Goals (SDGs) through Educational Laboratory for Accelerating civic Skills and sustainable Businesses - EduLab4Future -*

***1st Multiplier Event***

**"Strengthening Education through Innovation & Sustainable Development Goals (SDGs)"**

***16 December 2020***

# Module: Results of e-survey on SDGs business practices and expectations – findings from Higher Education sector (O1/A2)

***Prepared by:*** *Lect. Ph.D. Beatrice LEUSTEAN*
***Partner name:*** *University Politehnica of Bucharest, Romania*

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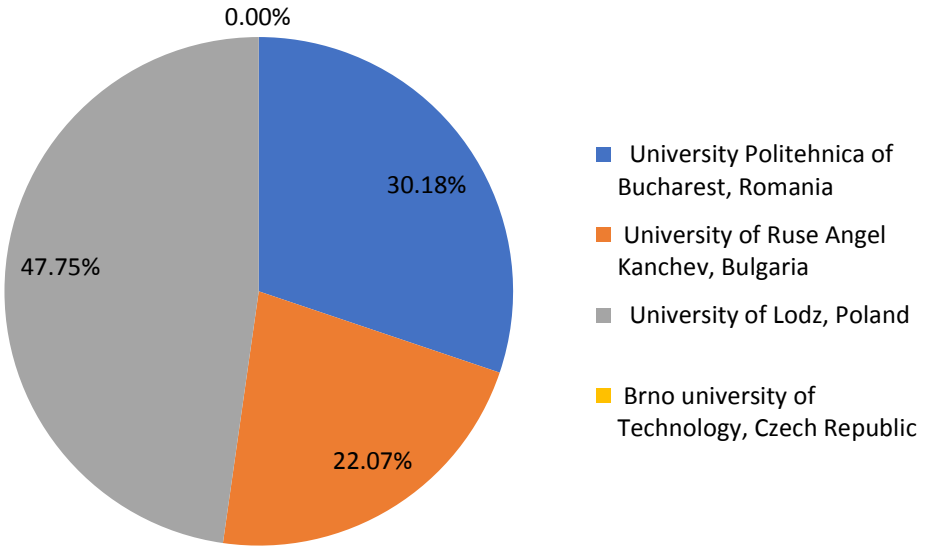
# Students

Main findings of the survey

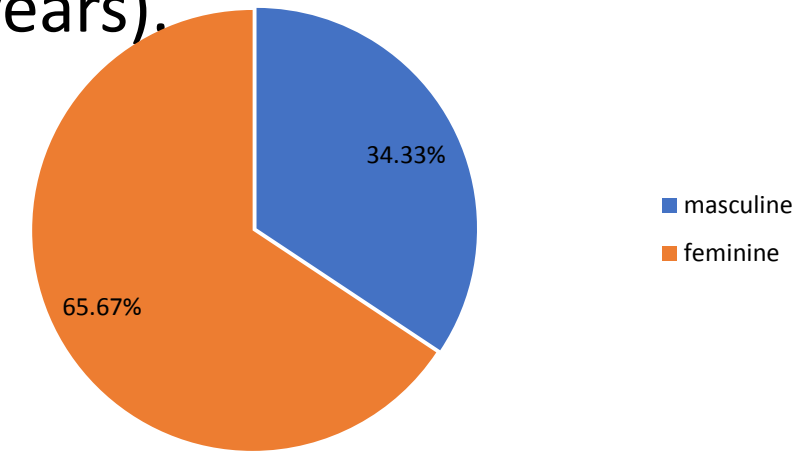
# Results of data analysis per target group sample

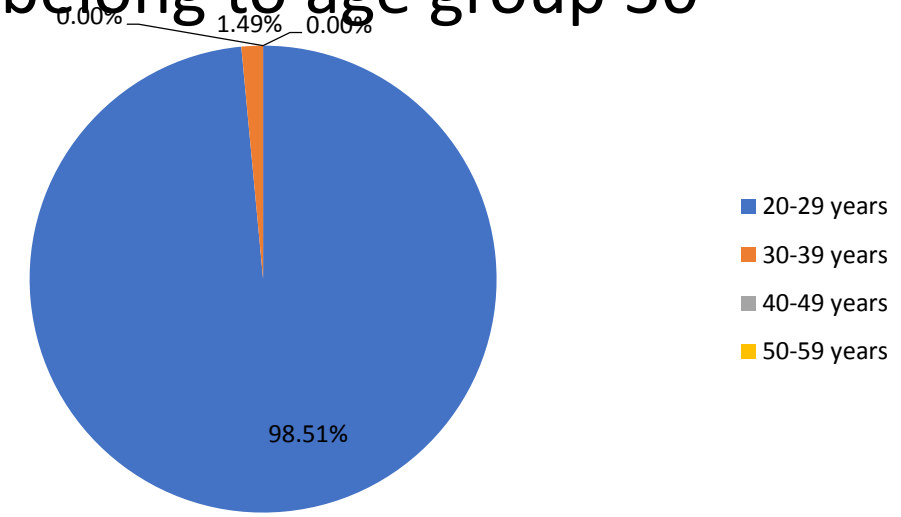
- The research was conducted on a sample of 222 students respondents from 4 countries (Romania, Bulgaria, Poland and Czech Republic), different Universities (“Politehnica” University of Bucharest, Romania; University of Ruse “Angel Kanchev”, Bulgaria; University of Lodz, Poland, and Brno university of Technology, Czech Republic.
- The research was conducted on a sample of 67 students from **University “Politehnica” of Bucharest, Romania.**



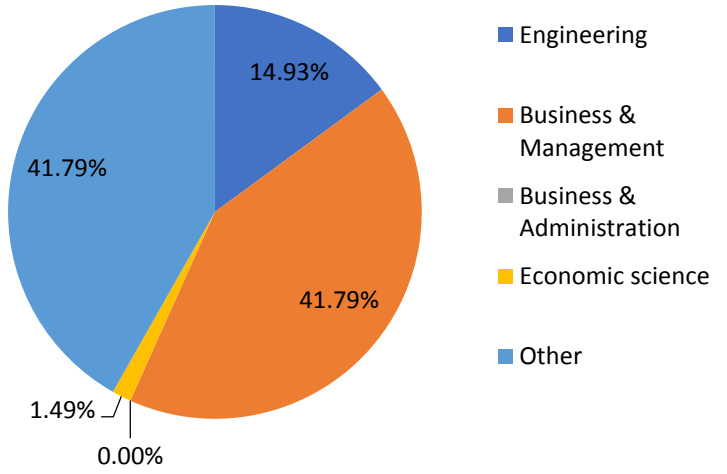
# Gender and age group situation

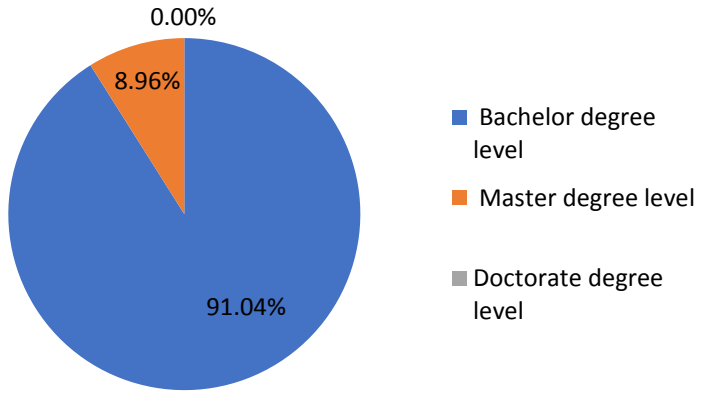
- We can see that more than 60 % are women, while the masculine gender of the respondents is represented by more than 30% of students. They belong to age group 20-29 years (more than 95% of the respondents, while the rest, only 1.49% belong to age group 30-39 years).



# The current higher specialization and enrolment of the Romanian students



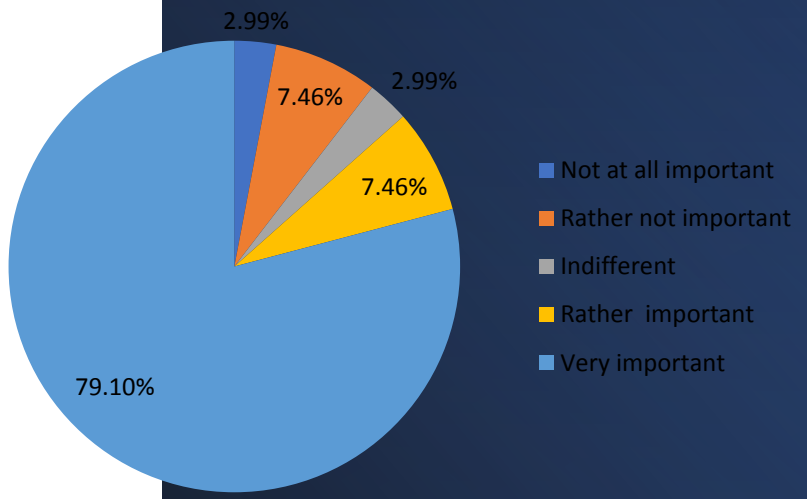



# The profile of  the respondends

- **From** these respondents more than 65% are feminine gender, most of them (masculine and feminine gender) are between 20-29 age group (more than 98%), most of them have the current higher education specialization, Bussiness & Management (41.79%) or Other specialization (41.49), and more than 90% of the respondents are enrolled in bachelor degree level.

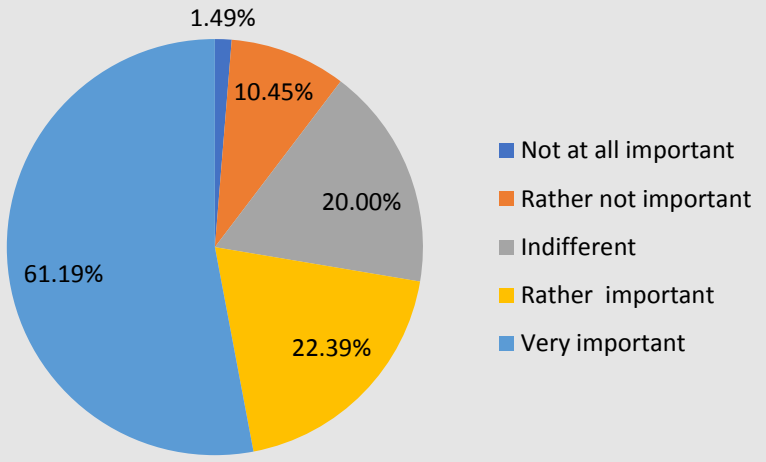
# Which are their values?

- The first value ranked by the study is “The respect for human rights and freedoms (i.e. dignity, equality, solidarity, justice, citizen's rights, etc.). For this perspective, the respondents consider that the personal life fulfilment is “very important” (more than 75%). At the opposite corner less than 3% consider this value “not at all important”.



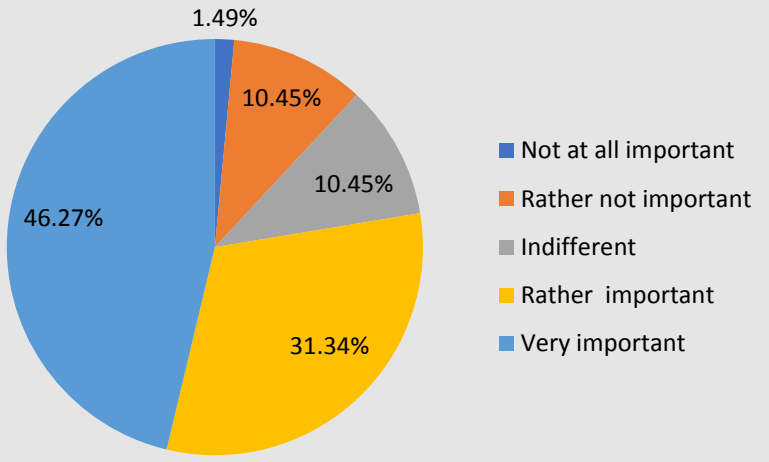
# The respect for fundamental EU freedoms (i.e. free movement of goods, capital, services, and labour

- is considered by more than 60% of the respondents , “very important”, meanwhile less than 2% consider it “not at all important”



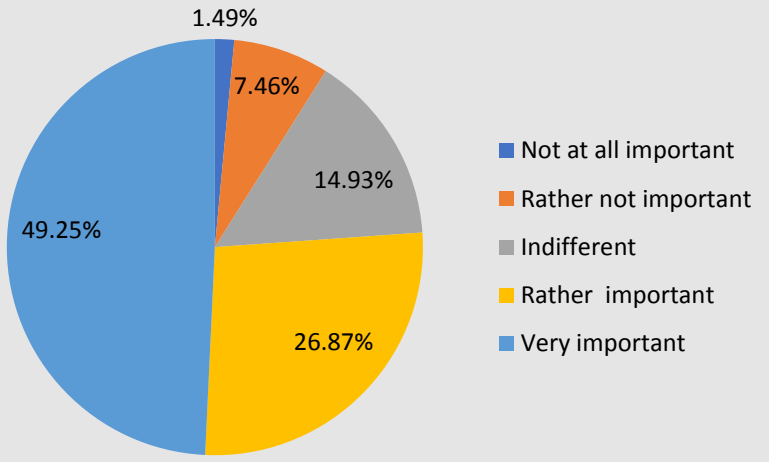
# Valuing cultural diversity

- Regarding "**Valuing cultural diversity",** more than 45% consider it "very important", more than one third "rather important" and we have a equally split (10.45%) among students that consider this value "rather not important" or "indifferent".



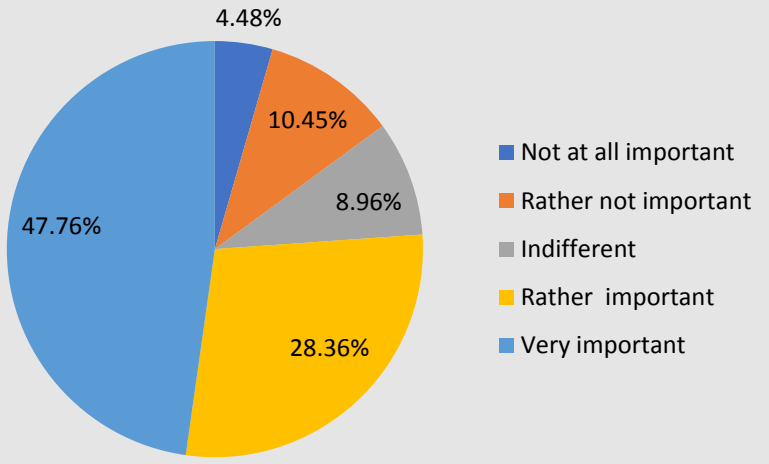
# Democracy in the society

- we can see that almost one half of the respondents consider it “ very important” (49.25%) and almost one third (26.87%) rather important.



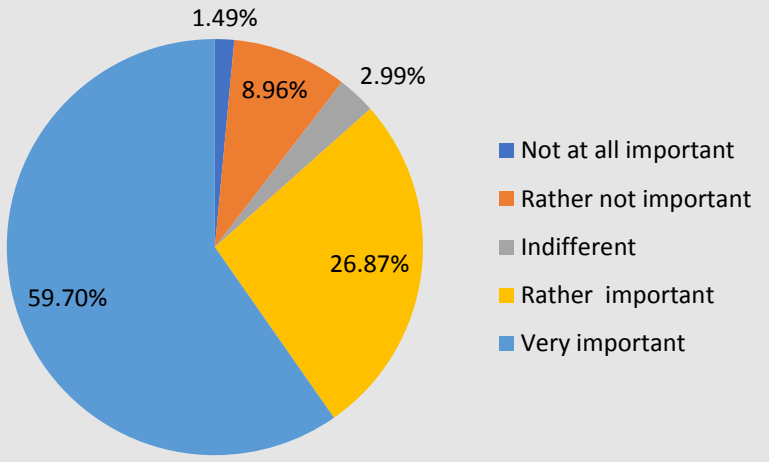
# Social justice

- **Social justice** as a value is considered also by almost one half of the respondents to be “very important”, while almost one third consider it “rather important”.



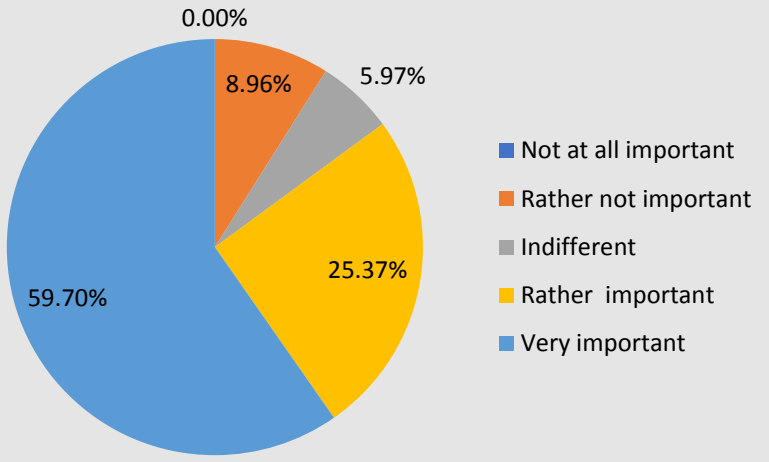
# Fairness of educational/working systems

- is considered for more than 55% “very important “ by the respondents. Looking at the opposite corner less than 2% consider it “not at all important”, meanwhile almost one third (26.87%) consider it “rather important”.



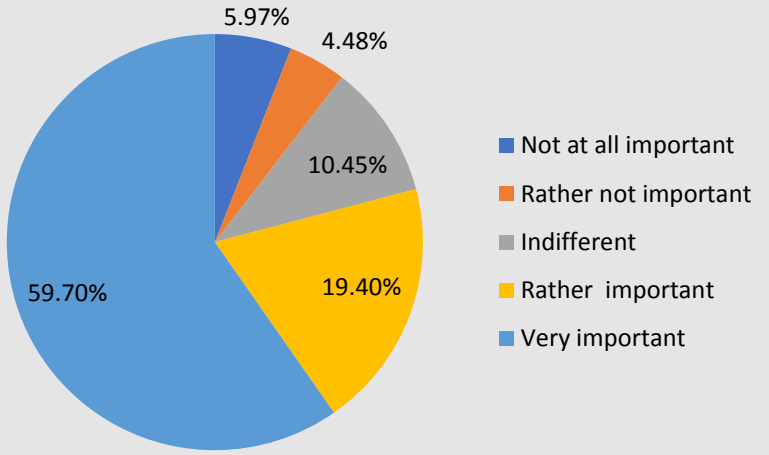
# The principles of equality and solidarity

- are considered by almost 60% of the students as “very important”, while no one consider them “ not at all important”.



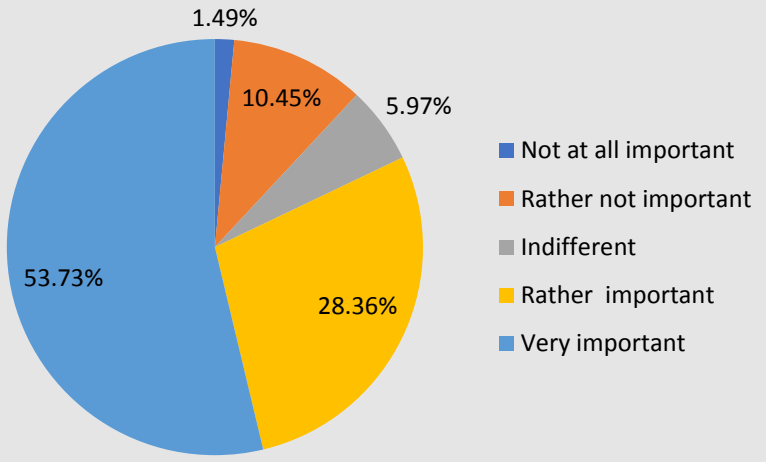
# Gender equality

- is considered by almost 60% of the respondents as “very important”, meanwhile almost 6% of the respondents consider it “not at all important”.



# The rule of law

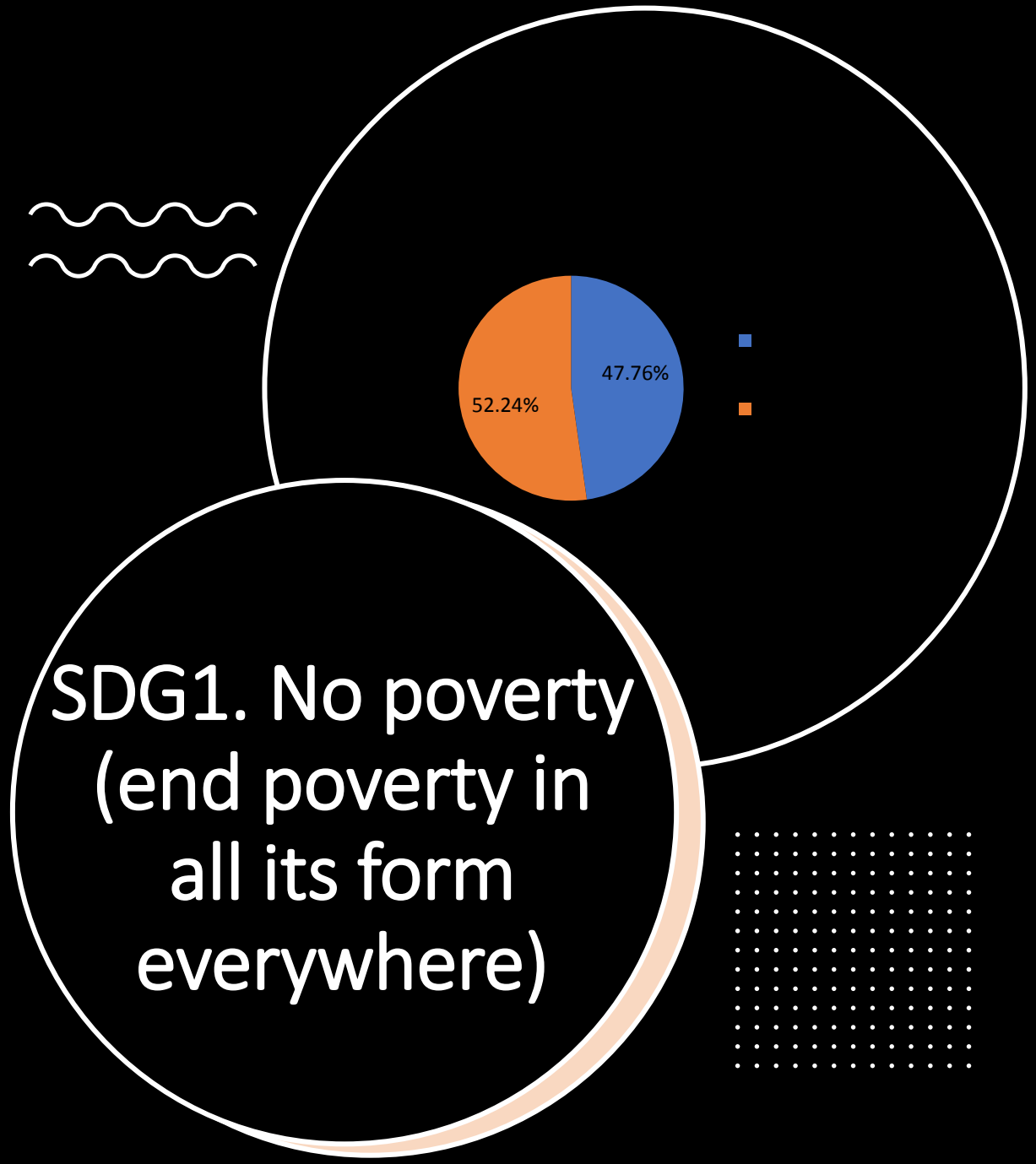
- is considered by more than a half of the respondents “very important”, almost 30% of the respondents consider it “rather important”, meanwhile less than 2% consider it “not at all important”.



# The most important values for the Romanian student

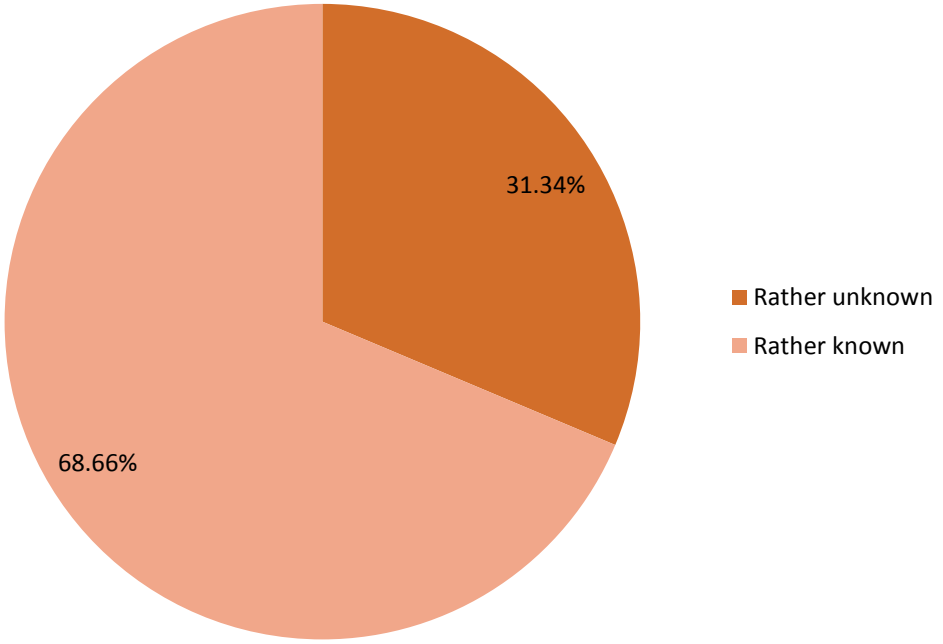
- If we rank all of these values we can see that the value **The respect for human rights and freedoms (i.e. dignity, equality, solidarity, justice, citizen's rights, etc.)** is considered the most important value for own personal life fulfilment between all the values ranked because almost 80% of the respondents consider it “very important”. This value is followed up by the value **The respect for fundamental EU freedoms (i.e. free movement of goods, capital, services, and labour** (61.19% consider it very important).
- All of the values are important for own personal life fulfilment by our students. None of them was ranked under 45%, as “very important” by the respondents.

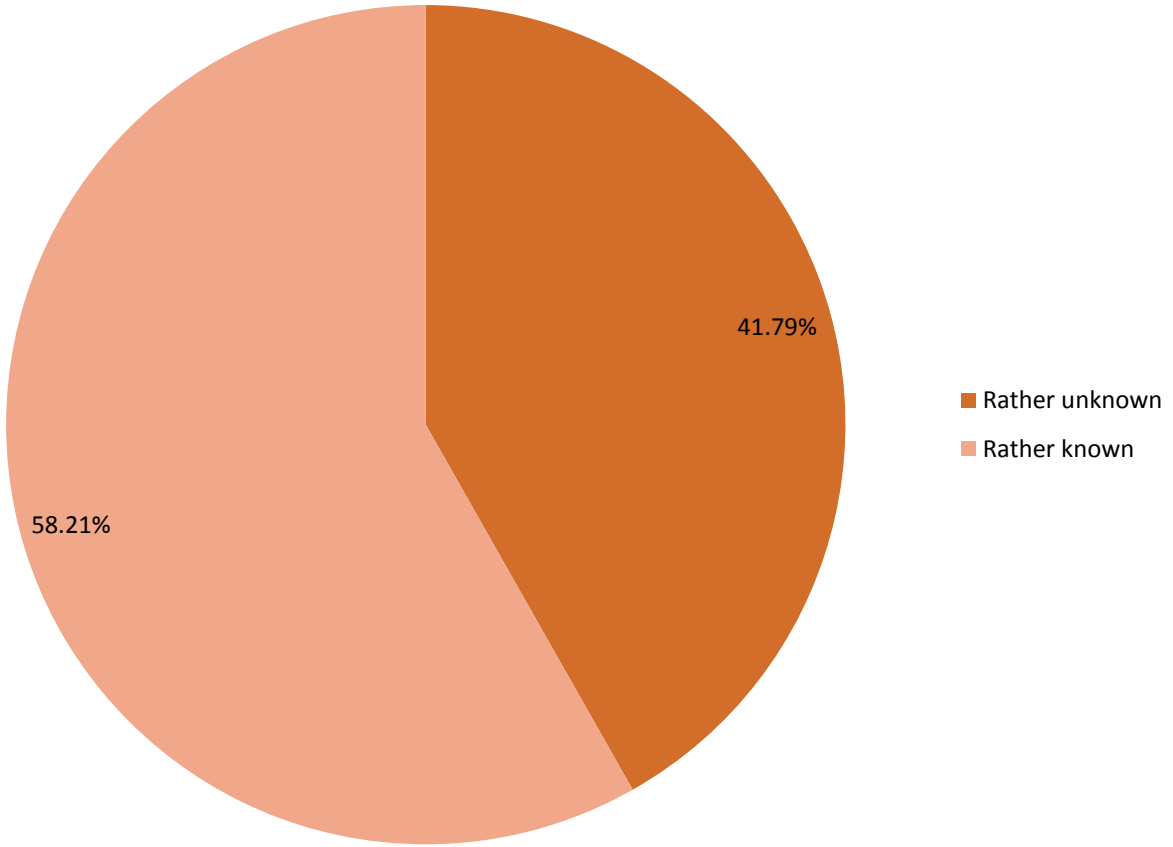
# Awareness about SDGs



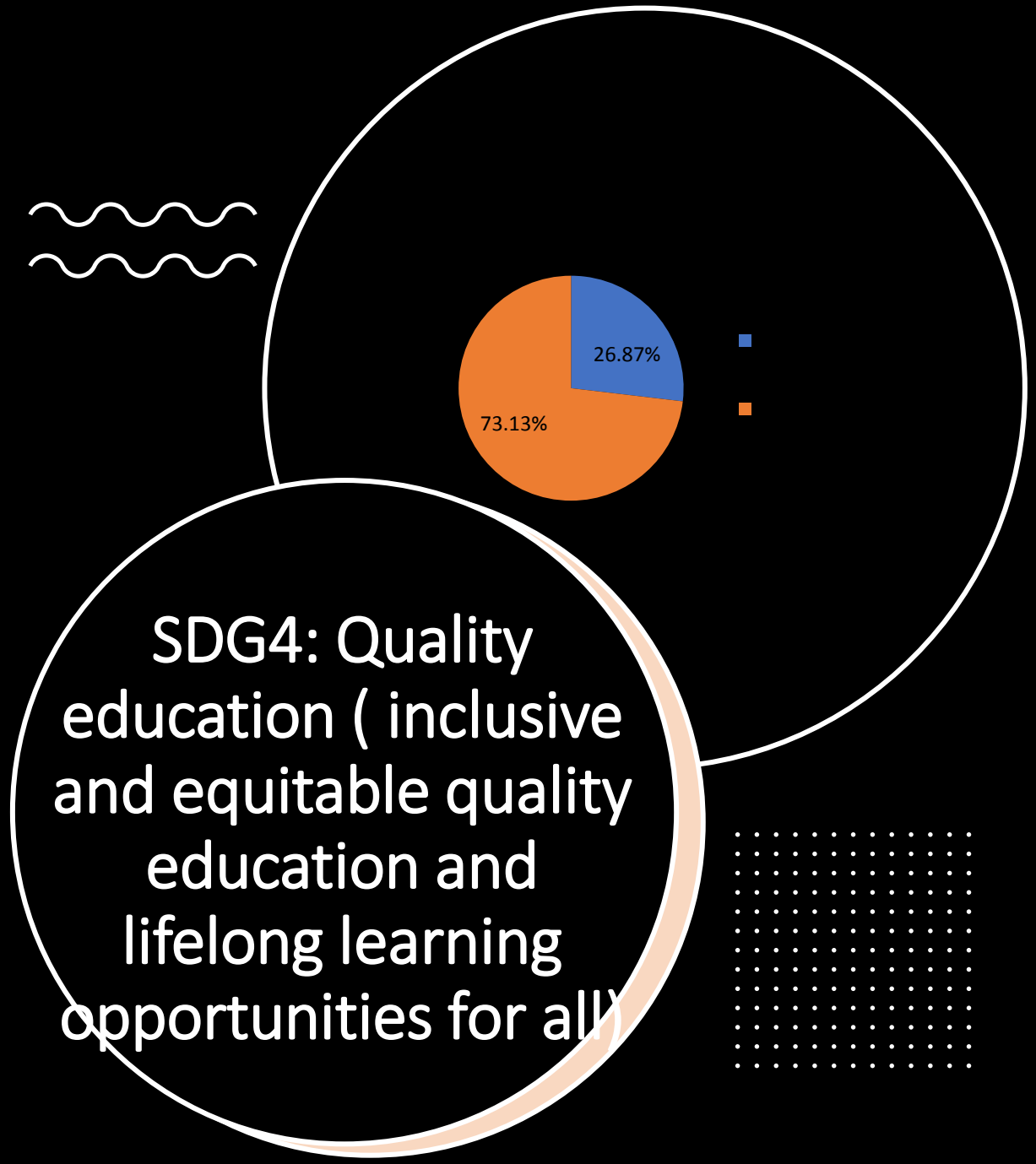

- more than a half have a “rather known” awareness, the rest of (47.76%) don’t have any awareness at all, their answer being ”rather unknown “.

# SDG2 Zero hunger (achieve food security, improve nutrition and sustainable agriculture)



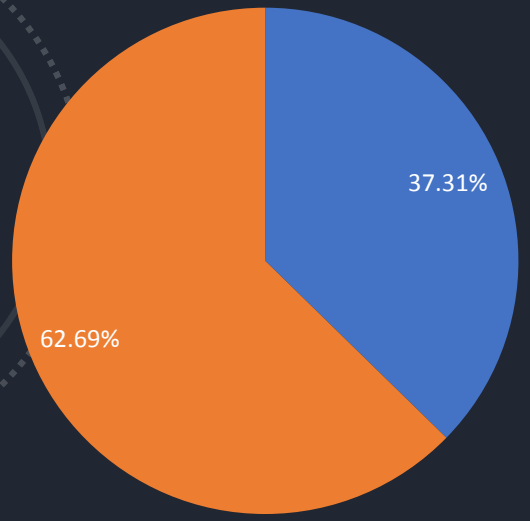


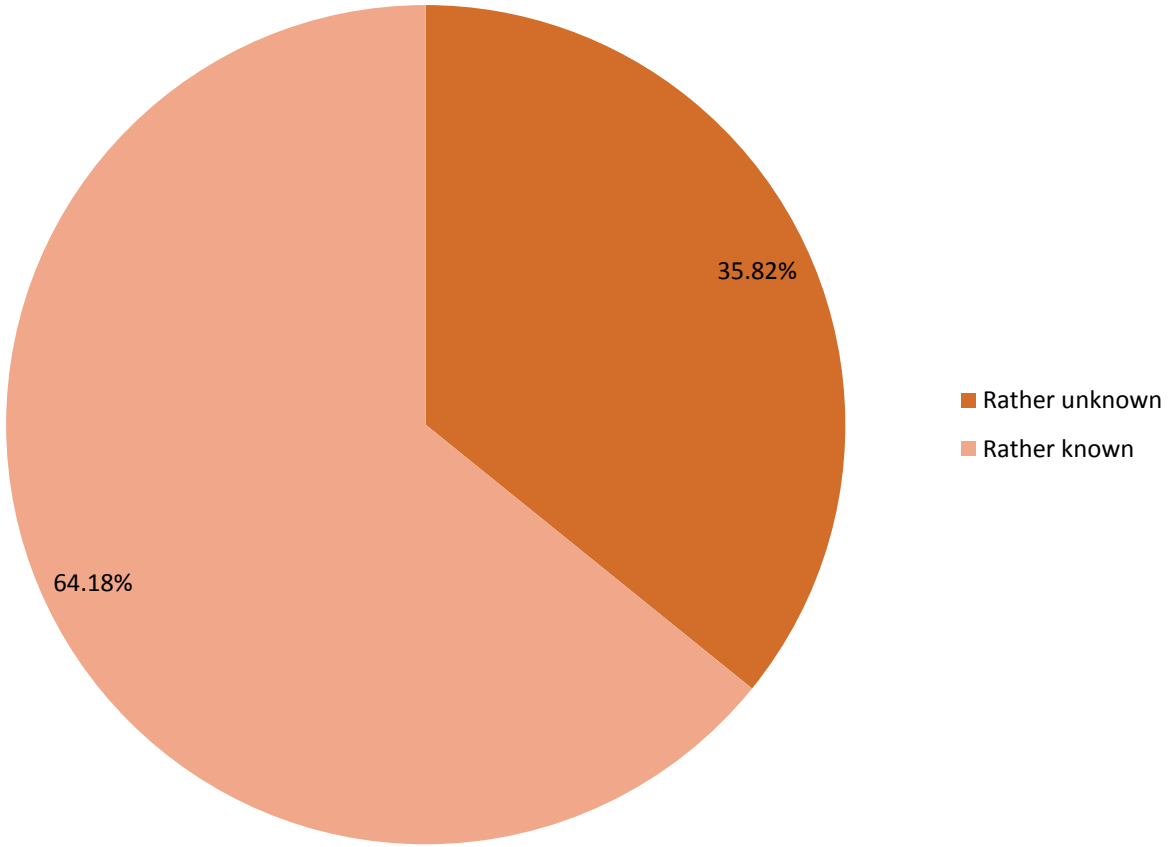

# SDG3. Good health and well-being (healthy lives for all at all ages)




- **more than 70%** consider this Sustainable Development Goal as “rather known”, meanwhile the rest consider this goal “rather unknown”.

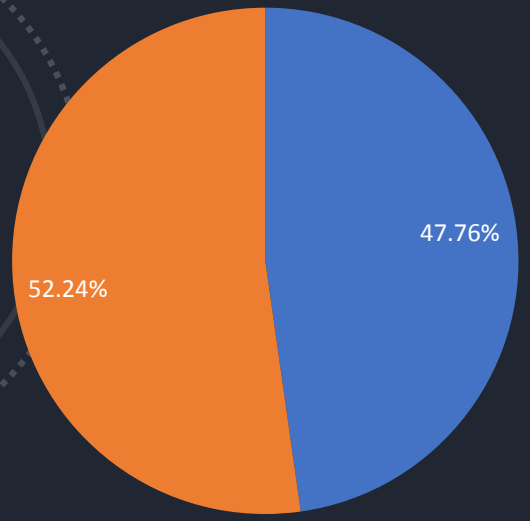
# SDG5: Gender equality (achieve gender equality and empower all women and girls)



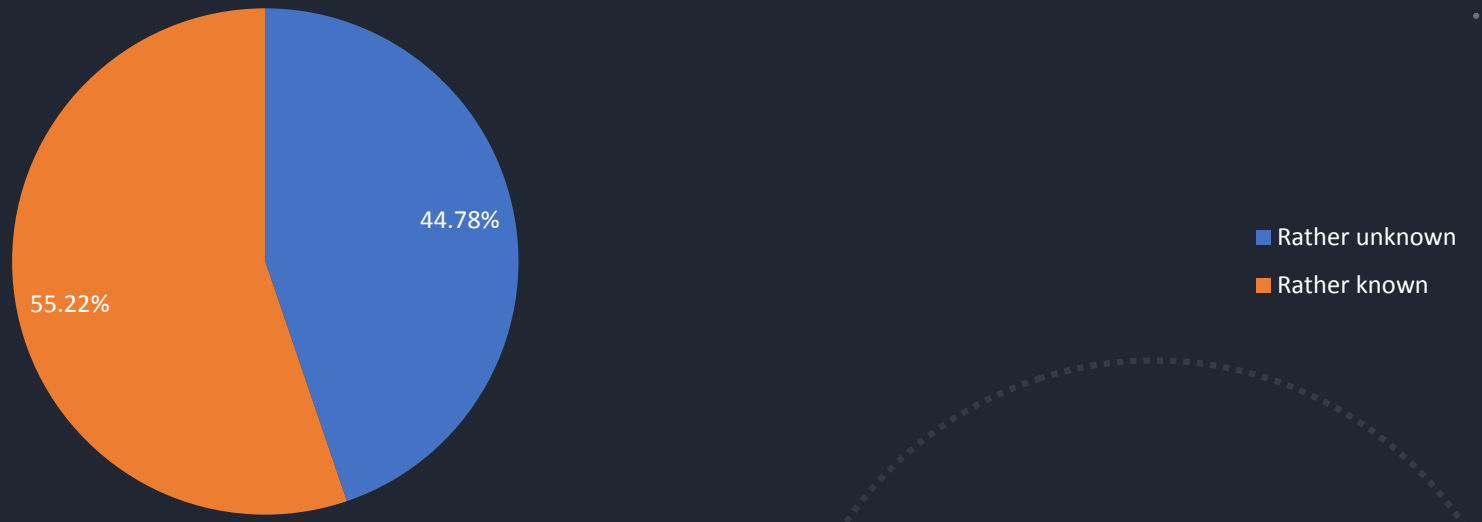



# SDG6. Clean water and sanitation (ensure availability and sustainable management of water and sanitation for all)

# SDG7. Affordable and clean energy (ensure access to affordable, reliable, sustainable and modern energy for all)

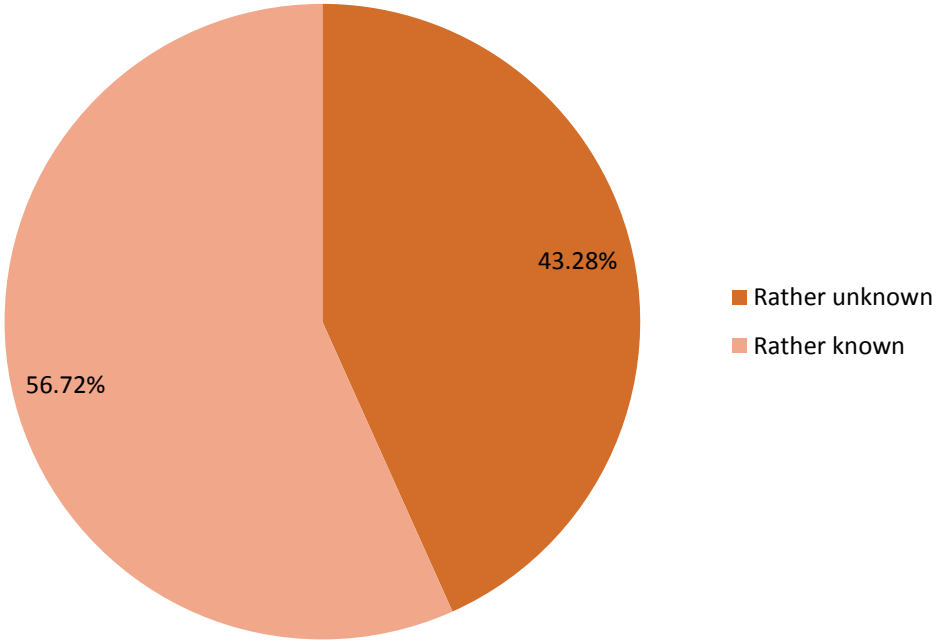


# SDG8. Decent work and economic growth (sustainable economic growth, full and productive employment and decent work for all)

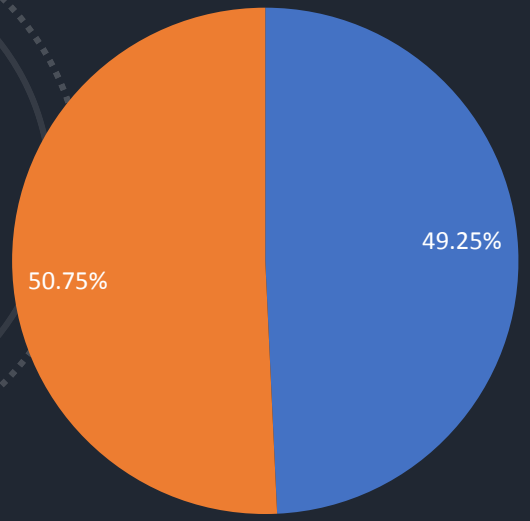


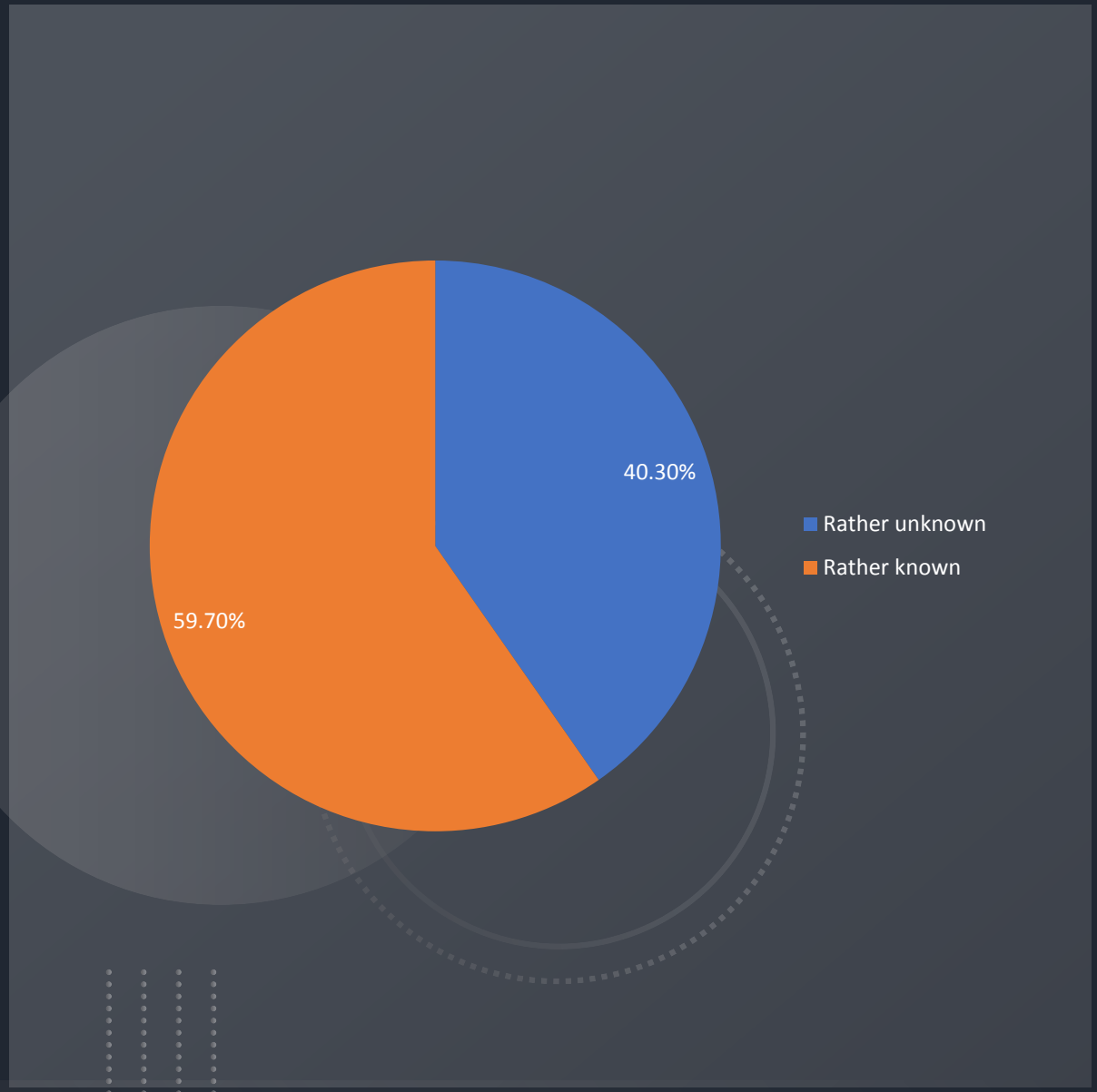

# SDG9: Industry, innovation and infrastructure (build resilient infrastructure, promote sustainable industrialization and foster innovation

# SDG 10: Reduced inequalities (reduce inequalities within and among countries)



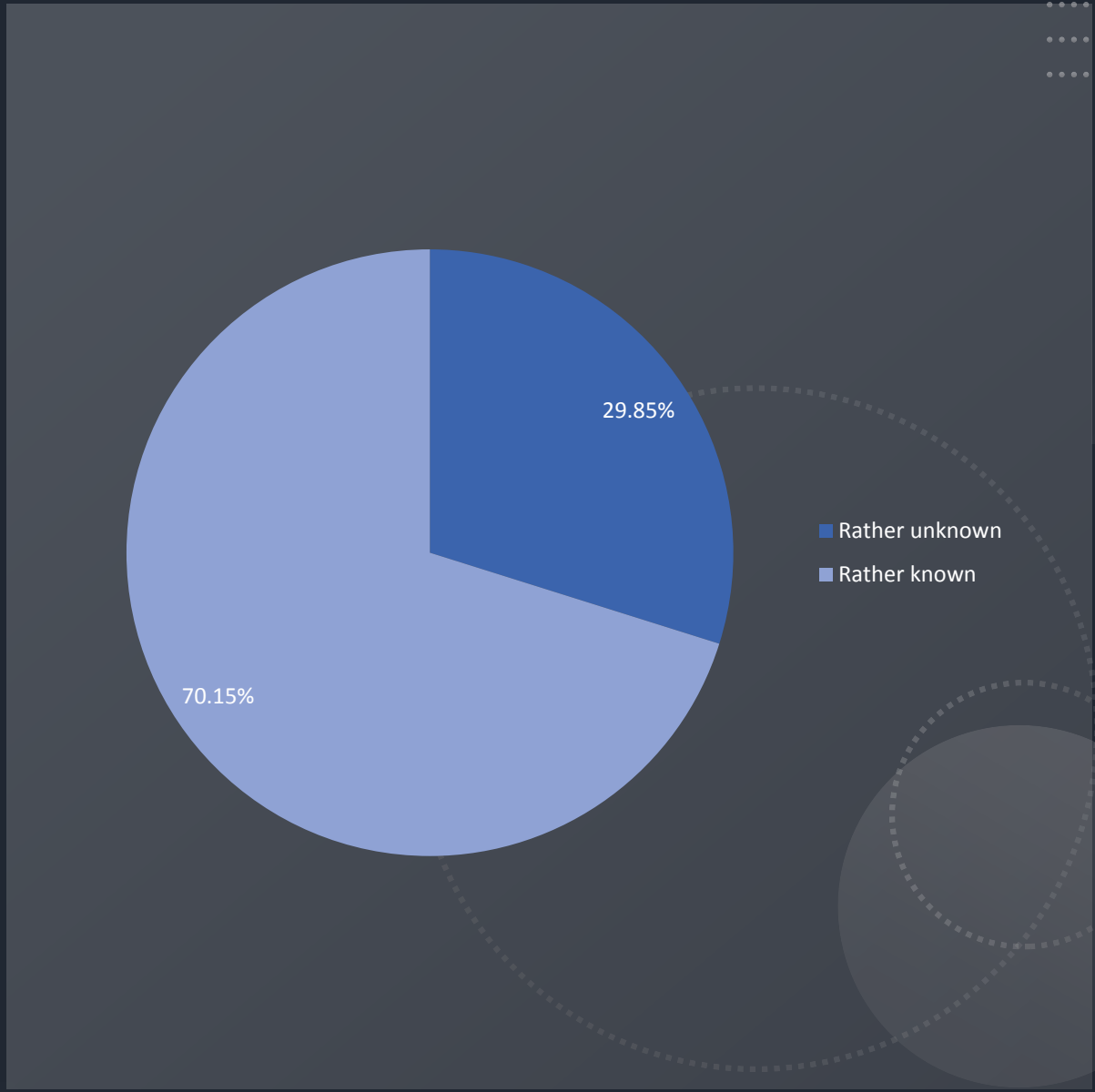
# SDG11. Sustainable cities and communities (make cities and human settlements inclusive, safe, resilient and sustainable)



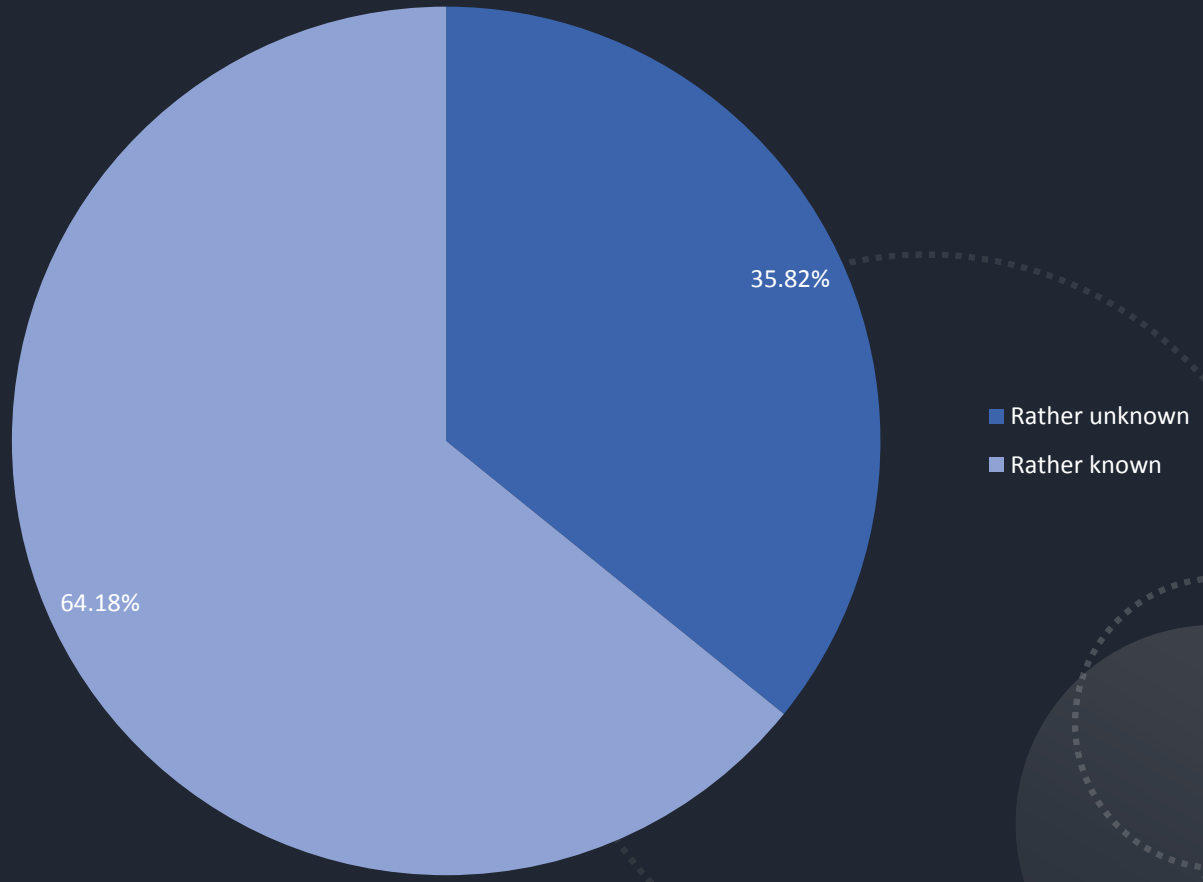



# SDG12: Responsible consumption and production (ensure sustainable consumption and production patterns)

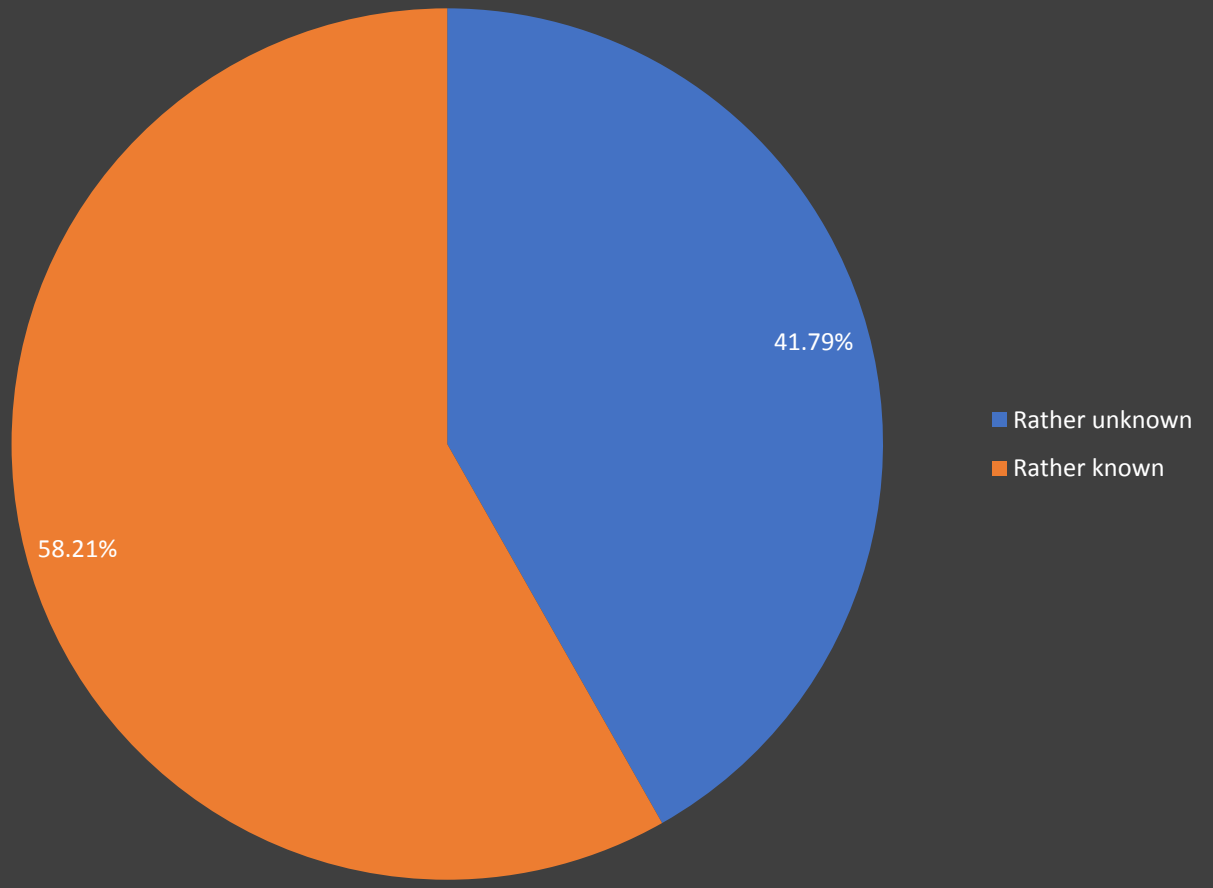
# SDG13: Climate action (take urgent action to combat climate change and its impacts)



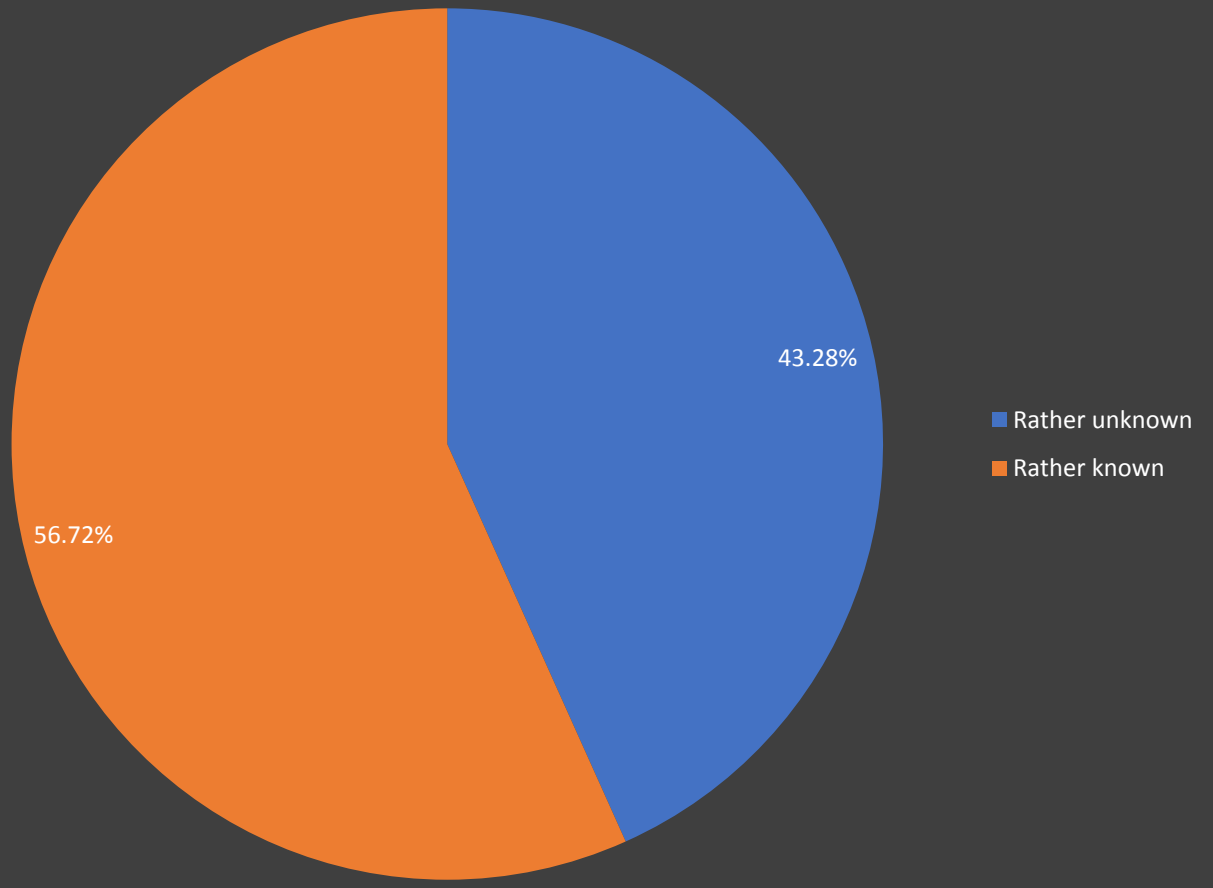
# SDG14. Life below water (conserve and sustainable use the oceans, seas and marine resources)



# SDG15. Life on land (protect and sustainable use terrestrial ecosystems, forests, etc.)

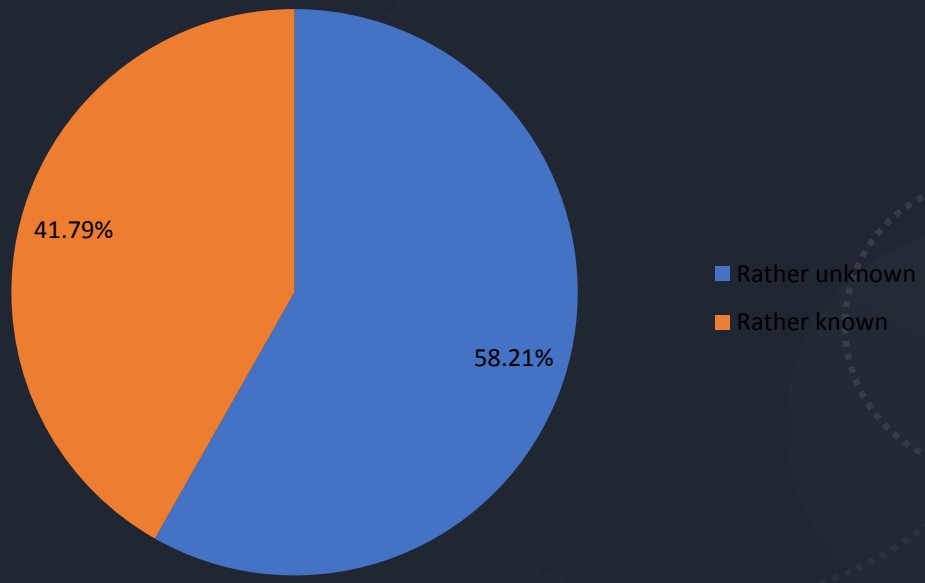


# SDG16. Peace, justice and strong institutions (peaceful and inclusive societies, access to justice for all, build effective, accountable and inclusive institutions at all levels)



# SDG17. Partnerships for the Goals (strengthen the means of implementation and revitalize the global partnership for Sustainable Development)

- not very popular among students, because almost 60% consider it “rather unknown”.

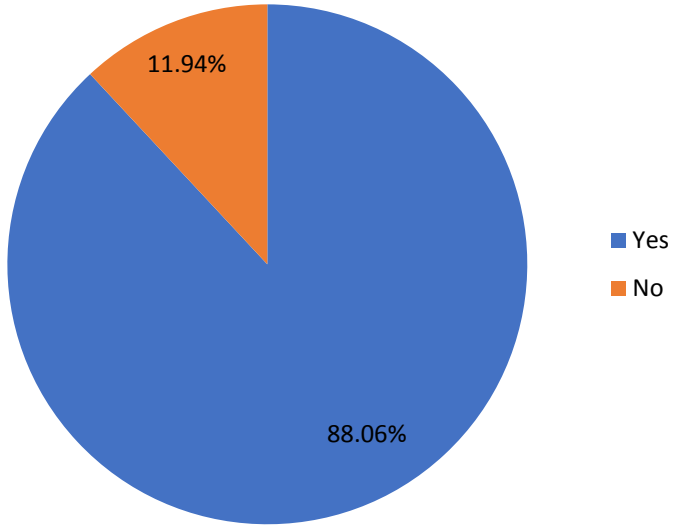


# Concluding awareness about the SDGs

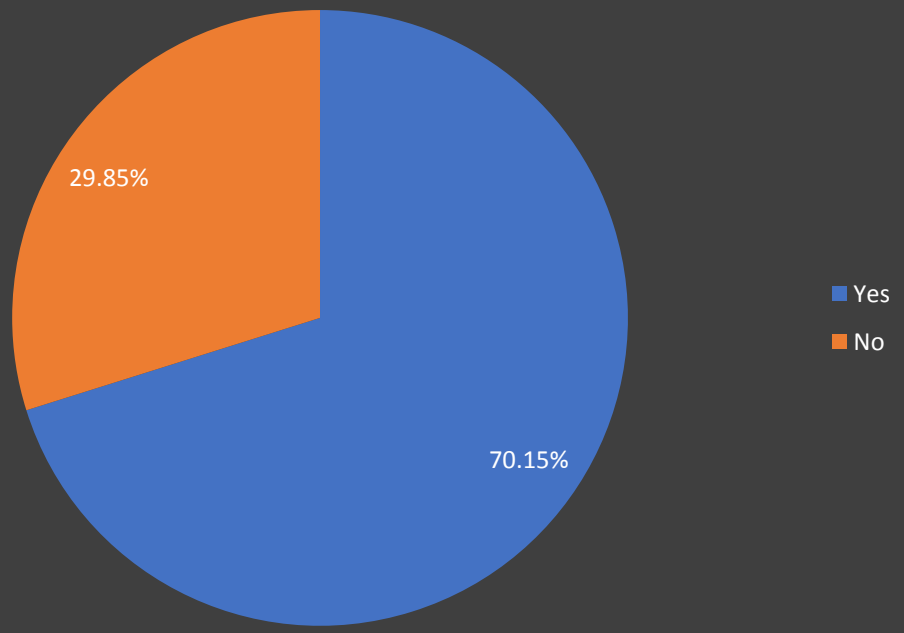
- If we rank the SDGs we can see that **SDG4. Quality education (inclusive and equitable quality education and lifelong learning opportunities for all)** is considered to have the awareness with respect to SDG's, of more than 73% of the respondents. This Sustainable Development Goal, SDG4, is followed by **SDG13. Climate action (take urgent action to combat climate change and its impacts)** with 70.15% awareness and **SDG2. Zero hunger (achieve food security, improve nutrition and sustainable agriculture)** with almost 70% (68.66%). At the opposite corner we have the Sustainable Development Goal, SDG17**. Partnerships for the Goals (strengthen the means of implementation and revitalize the global partnership for Sustainable Development),** which is "rather unknown" by more than 55% of the respondents (58.21%).

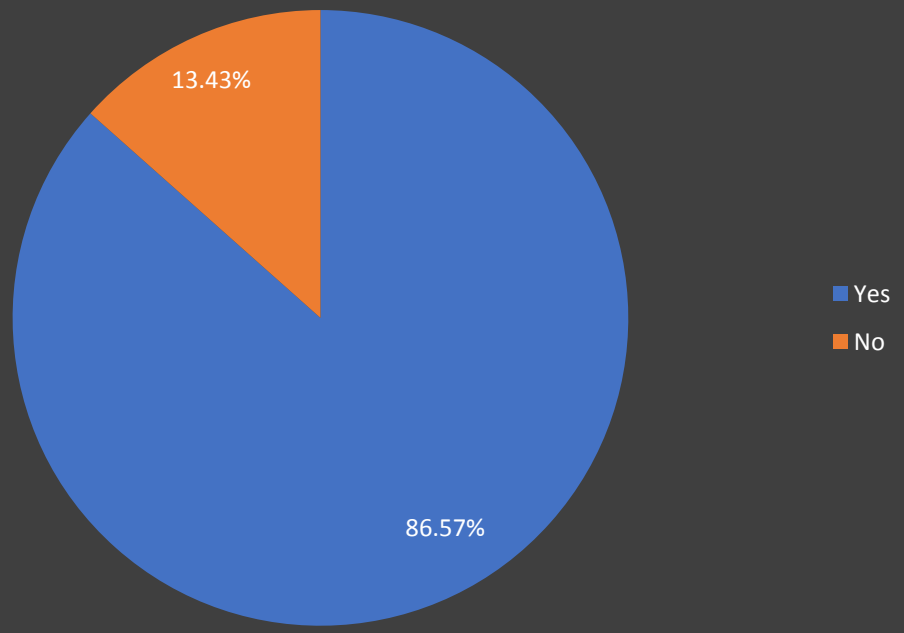
# Knowledge of SDGs

- The Sustainable Development concept requires a cross-sectorial approach of 3 performance areas: *Economic, Environmental and Social performance. For the question"* Have you been exposed to the approach of **Economic performance** during your study period?" , more than 85% of the respondents answered positive.



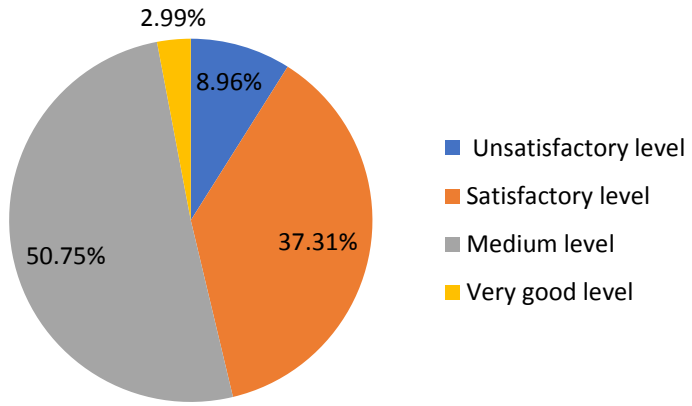
# Environmental and social performance



# Knowledge level with respect to whole Sustainable Development concept

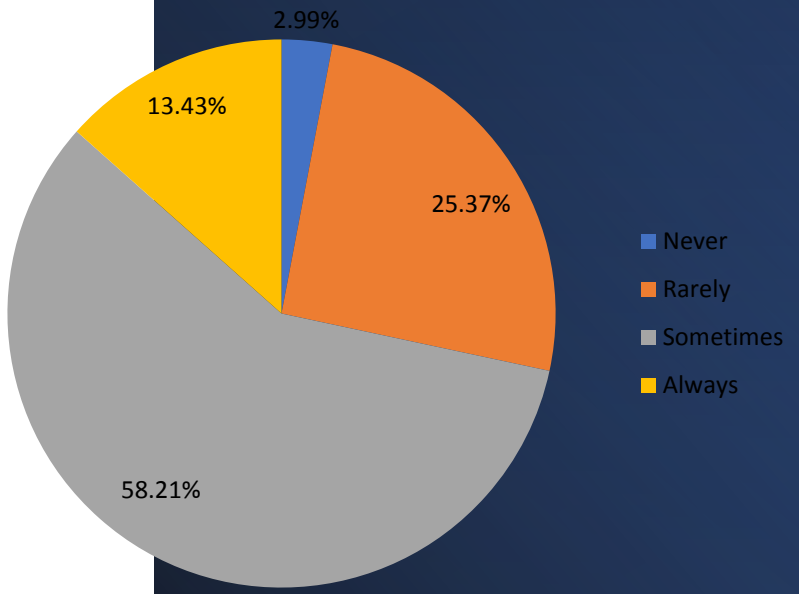
- more than a half of respondents have medium level, over one third have satisfactory level, while almost 3% have a very good Knowledge level.



# Understanding of SDGs = Action and Attitude

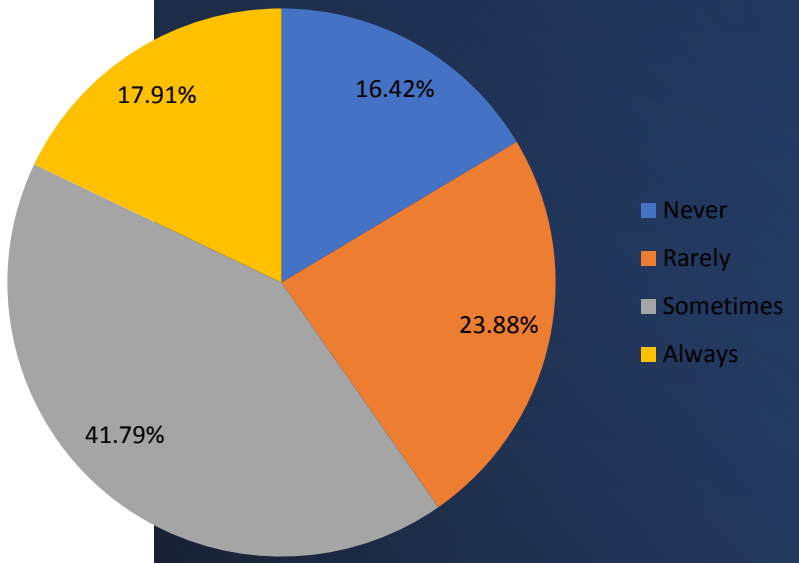
# Did you think on sustainability concerns when you take the following decisions?

- For **Buying goods and services**, more than a half of our respondents consider that they think “sometimes” at this decision on sustainability concerns , meanwhile almost 3% consider that they “never” think  at this decision on sustainability concerns.



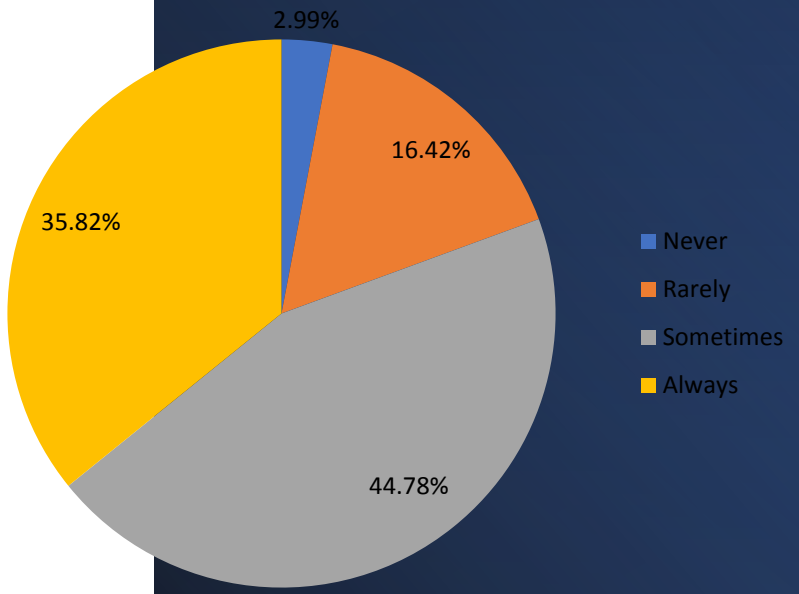
# Choosing the employer

- For taking the decision of  “choosing the employer”, over 40% of the respondents answered that they think “sometimes” on sustainability concerns, meanwhile almost 17% answered that they think ”never”.



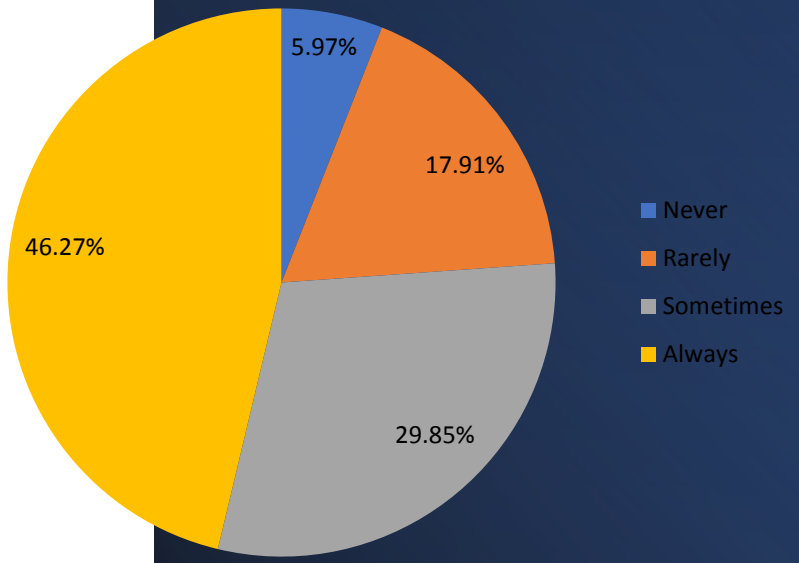
# Making financial decisions

- almost 45% of the respondents answered that they think “sometimes” on sustainability concerns and more than one third of the respondents consider that they ”always” think at this action, on sustainability concerns.



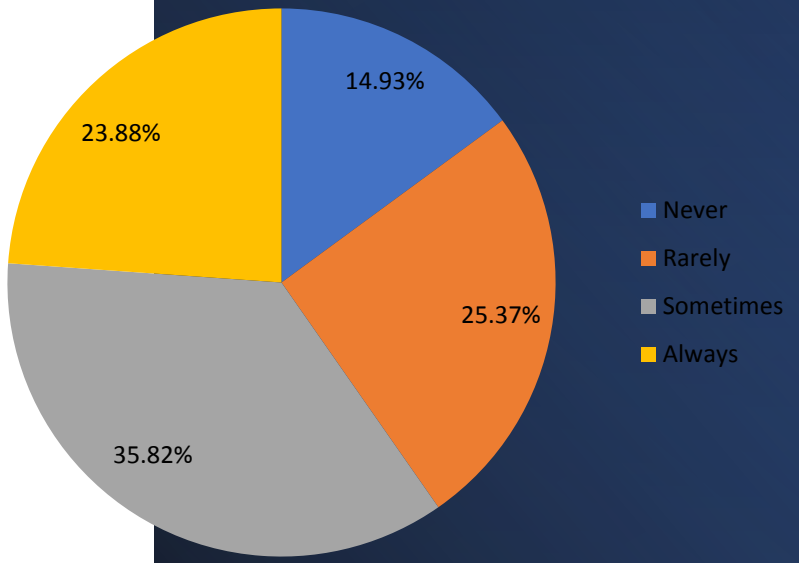
# Adopting education decisions

- more than 45% consider that they “always” think at this decision on sustainability concerns, almost one third answered that they ”sometimes” think about it. Meantime, almost 6% of the respondents answered that they “never” think at this decision.



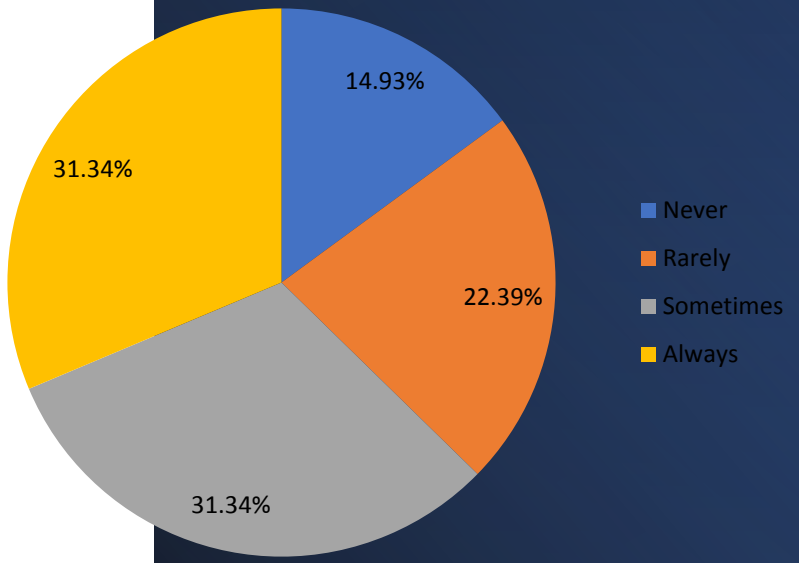
# Choosing the energy provider

- almost 15% admit that they never think at this decision on sustainability concerns, meanwhile over one third answered that they “sometimes” think at this decision.



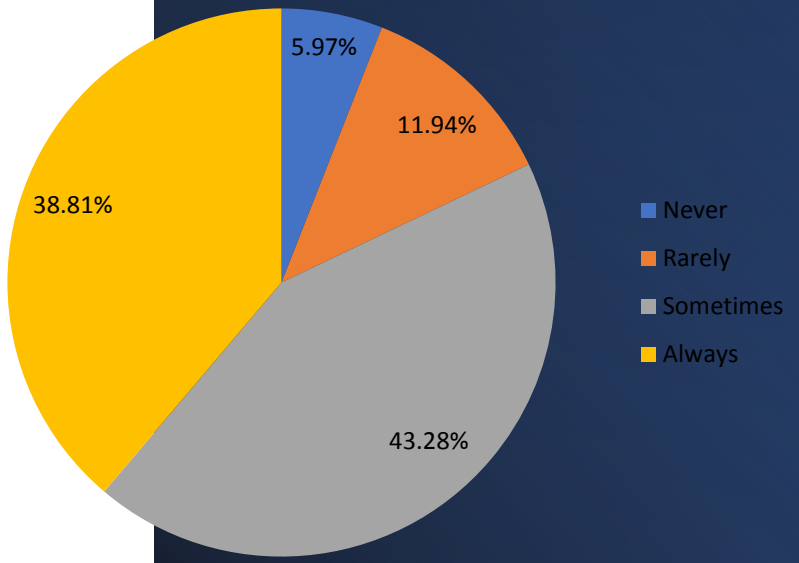
# Political voting

- more than one third of the students answered that they “always” think at this decision on sustainability issues.



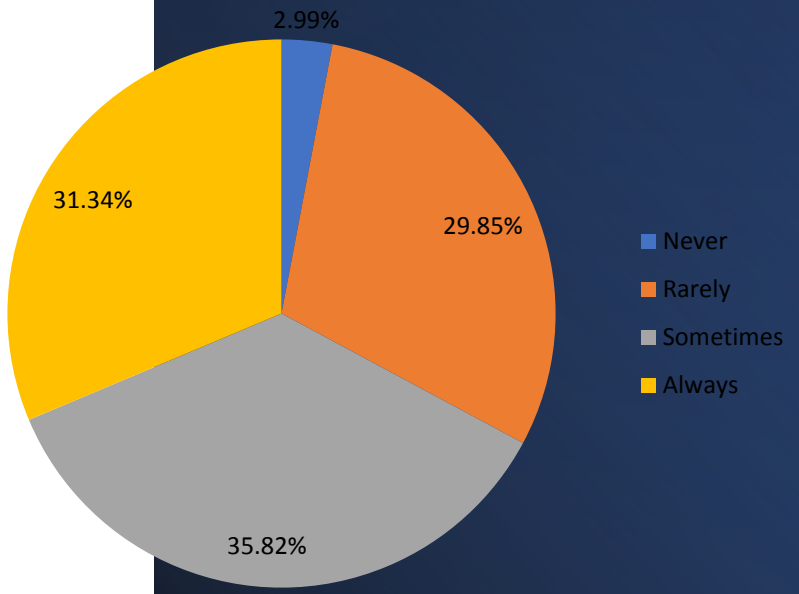
# Food and nutrition decisions

- more than 40% of the respondents answered that they “sometimes” think on sustainability concerns by taking this decision, almost 40% “always” think at this decision, meanwhile almost 6% “never think” at this decision.



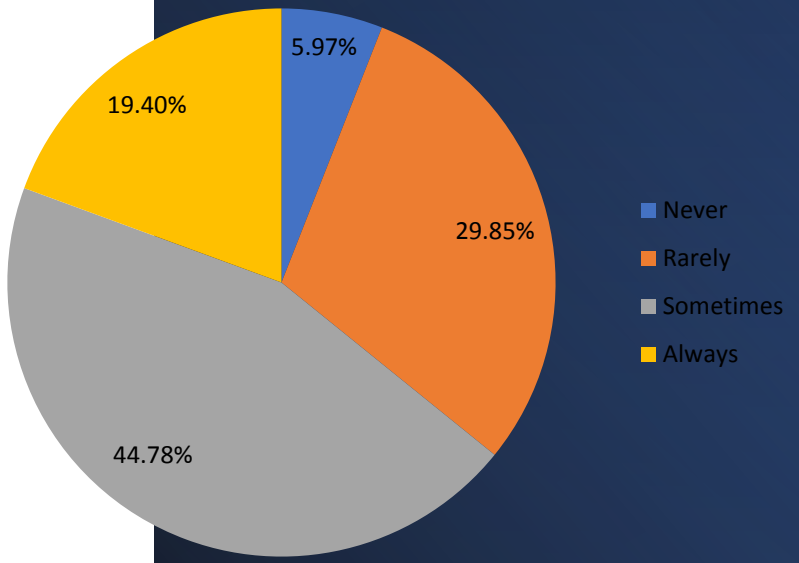
# Transport decisions

- more than two thirds answered that they" always" think or "sometimes" think at this decision on sustainability concerns, meanwhile almost 3%, "never think" at this decision.



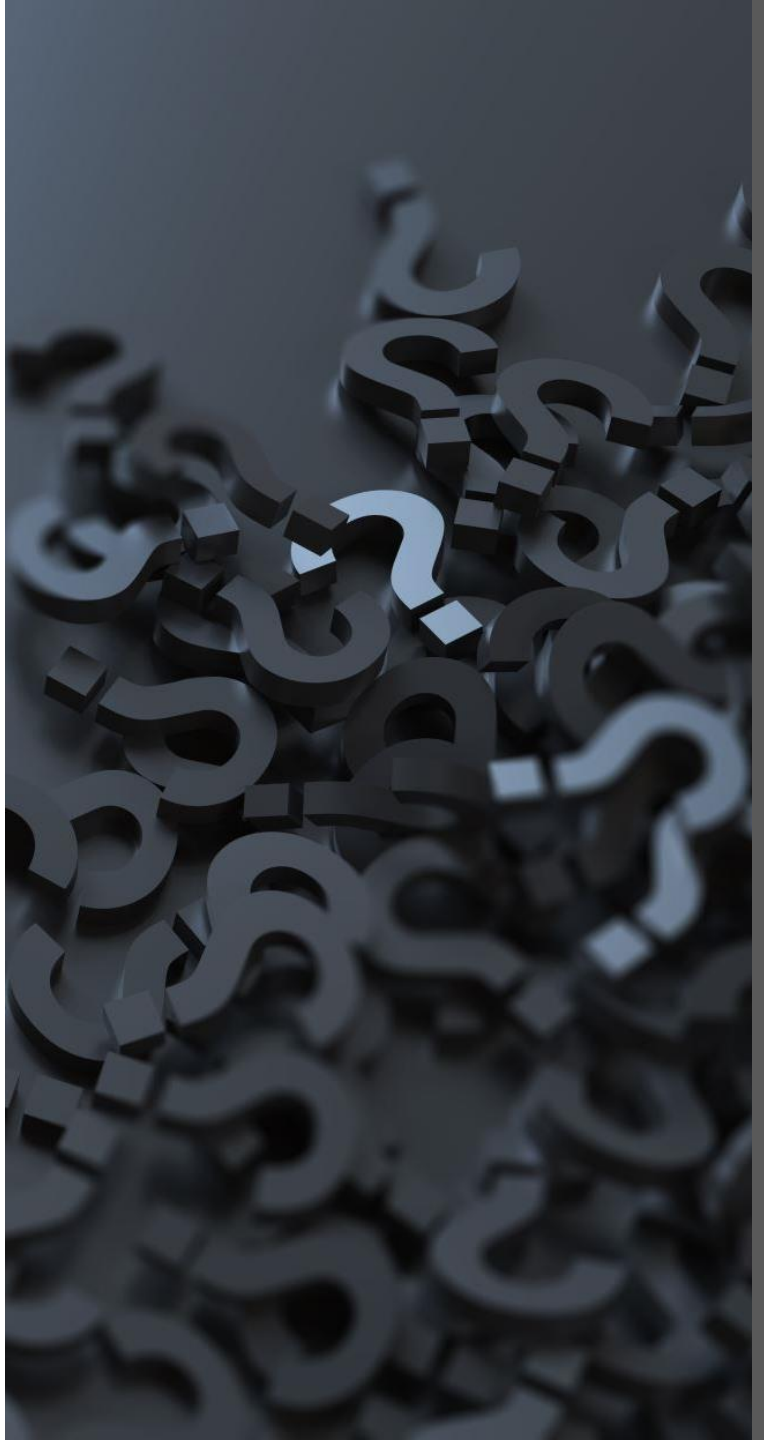
# Leisure activities

- more than 40% of the respondents answered that they “sometimes” think at this decision on sustainability concerns, meanwhile almost 6% ”never” think”.

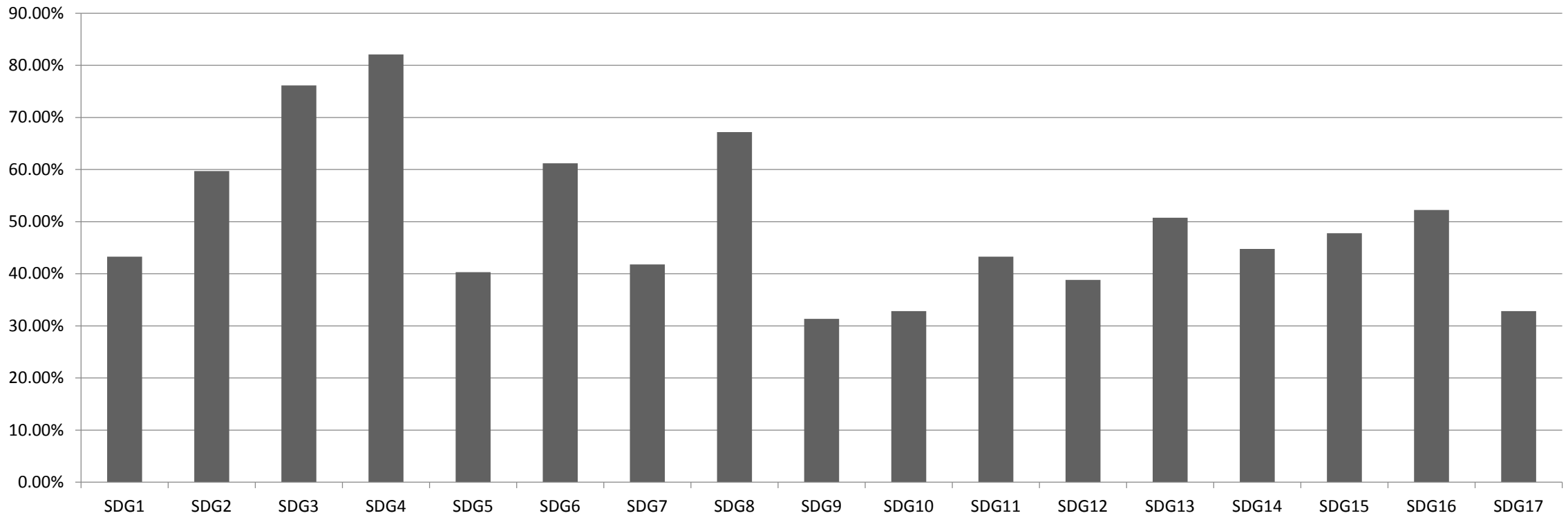


# Concluding Understanding of SDGs = Action and Attitude about the SDGs

- More than 45% consider that they “always” think at this decision on sustainability concerns, almost one third answered that they “sometimes” think about it. This decision is ranked in the top of all the decisions because the majority of the students take in consideration this decision between the other decision (more than 45% have answered that ”always” do so.
- At the opposite corner we have the decision **Choosing the employer.** For this decision more than 16% of the respondents answered that they **“never think”** at this decision on sustainability concerns.



# The most important **SDG's (sustainability-related directions)** for the respondents' personal life and family is shown in the graphic:

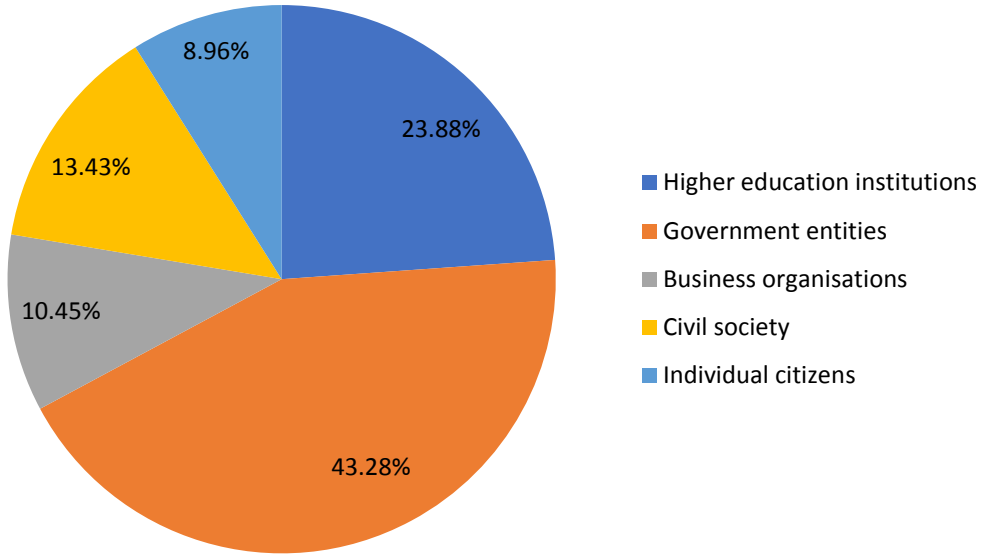


# As such

- As we can see the most important goal, in the perspective of the respondents is **SDG4. Quality education** (inclusive and equitable quality education and lifelong learning opportunities for all), followed by **SDG3. Good health and well-being** (healthy lives for all at all ages) and **SDG8. Decent work and economic growth** (sustainable economic growth, full and productive employment and decent work for all). At the opposite corner we have **SDG17. Partnerships for the Goals** (strengthen the means).

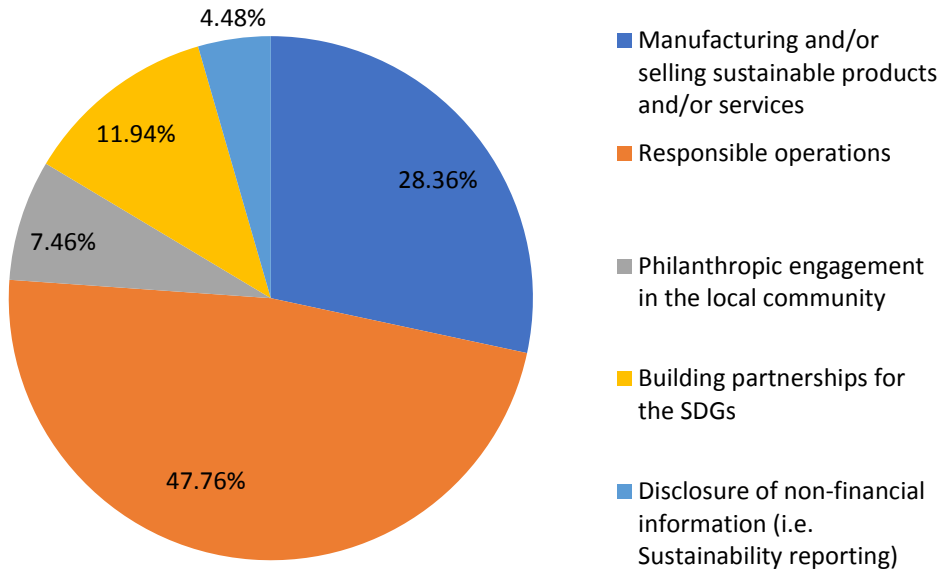
# Responsibility for the implementation of SDG's in their country goes to...

- **Government entities** (43.28%), followed by **Higher education institutions** (23.88%). At the opposite corner, we have **Civil society** (13.43%) and **Individual citizens** (8.96%).



# the most important selection criteria, when it comes to choose their employer...

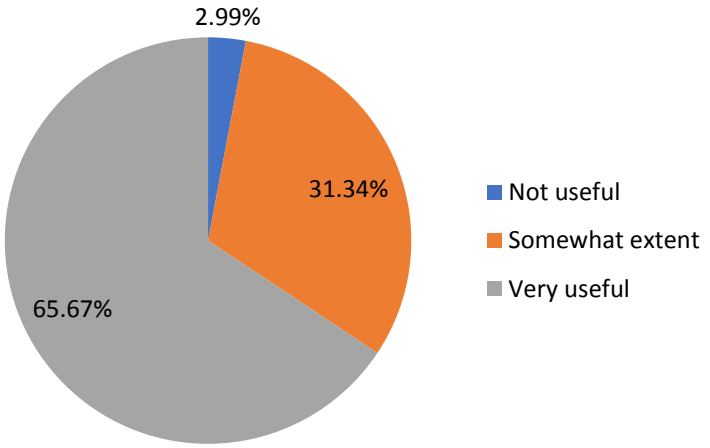
- **Responsible operations (more than 45%),** followed by **Manufacturing and/or selling sustainable products and/or services** over 25%. At the opposite corner we have **Philanthropic engagement in the local community** (almost 8%) and **Disclosure of non-financial information (i.e. Sustainability reporting) (**almost 5%)



# Learning Expectations

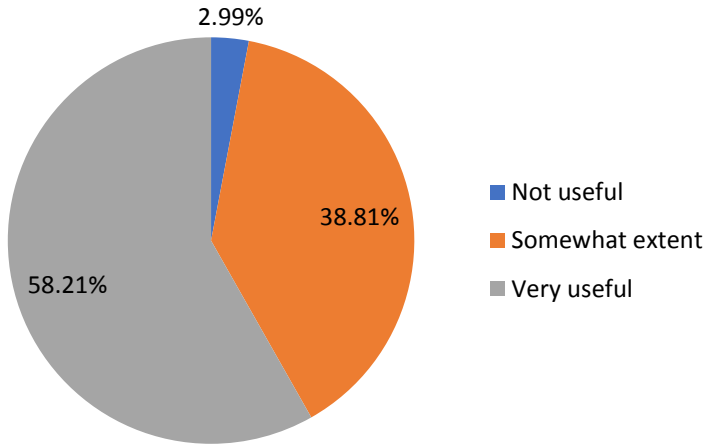
# The utility **of Economic themes**

- We can see that more than 65% of the respondents consider those themes very important and about 3% consider it not useful.



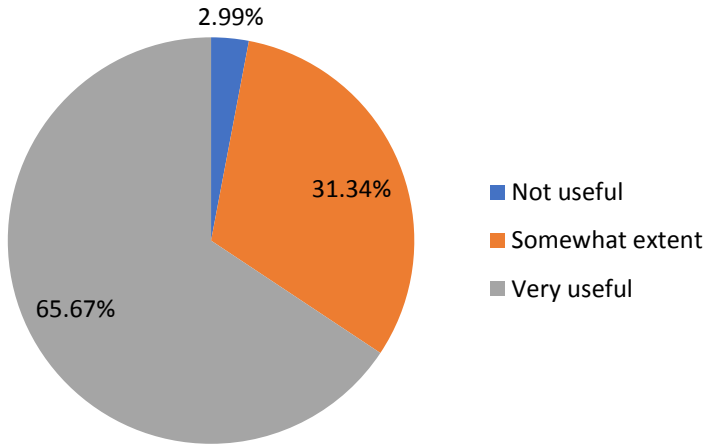
# The utility of **Environmental themes**

- We can see that almost 60% of the respondents consider it very useful and more than one third consider it “somewhat extent”.



# Social themes

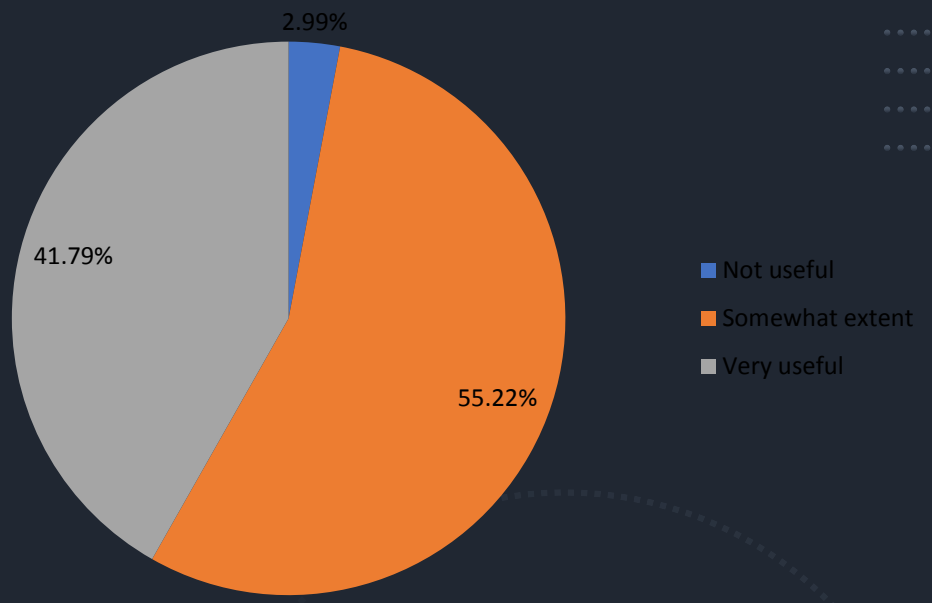
- **Social themes** are considered by more than 65% of the respondents" very useful", meanwhile almost 3% consider it "not useful".



# The most important theme

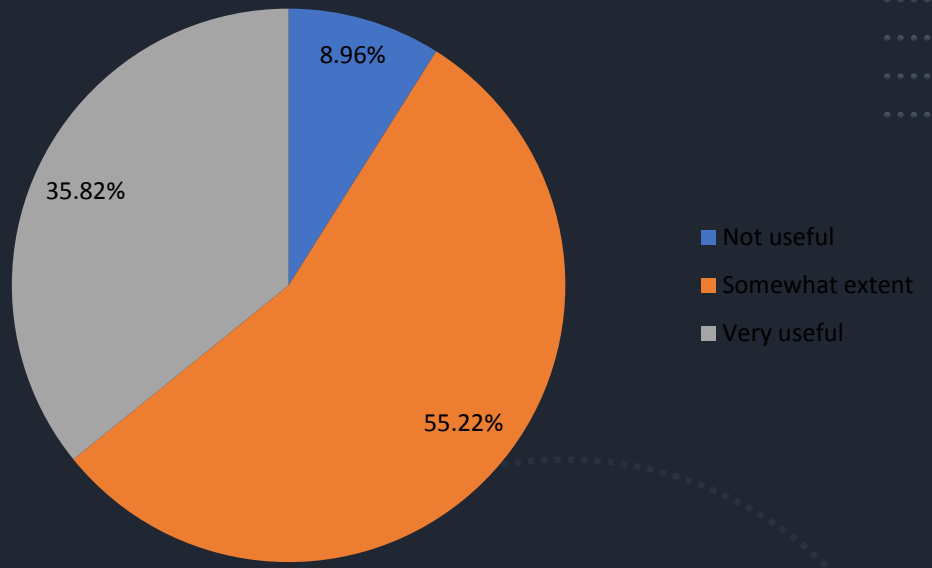
- If we rank those 3 themes, we can see that for our respondents on the first place is an equally split between the useful of Economic themes and the Social ones. The numbers and the splitting are the same.

# SUBJECTS OF INTEREST: Sustainable Procurement practices



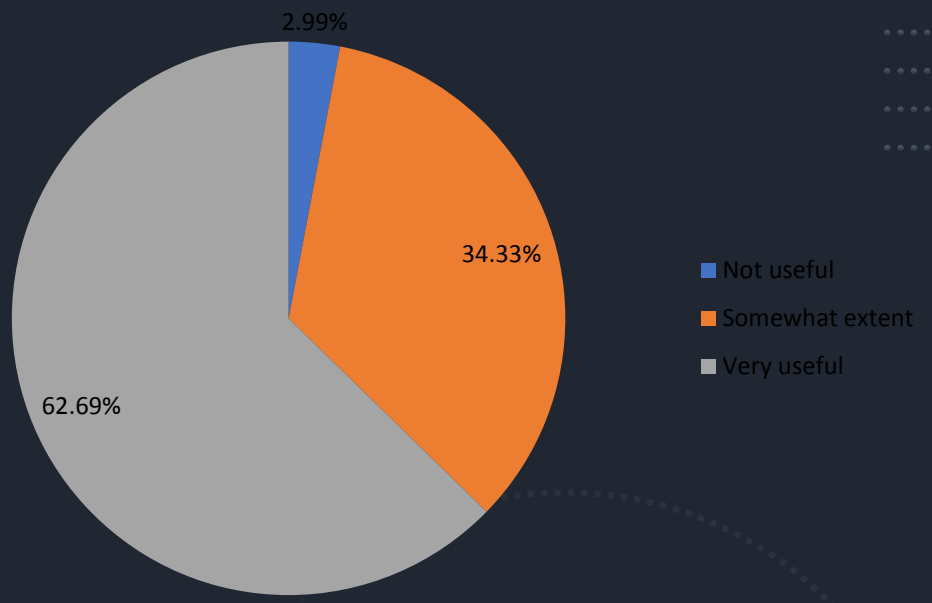

- We can see that more than 55% of the students consider it useful in “somewhat extent” and more than 40% consider it “very useful” for understanding sustainability-related direction.

# Competition, fair-trade regulations and practices



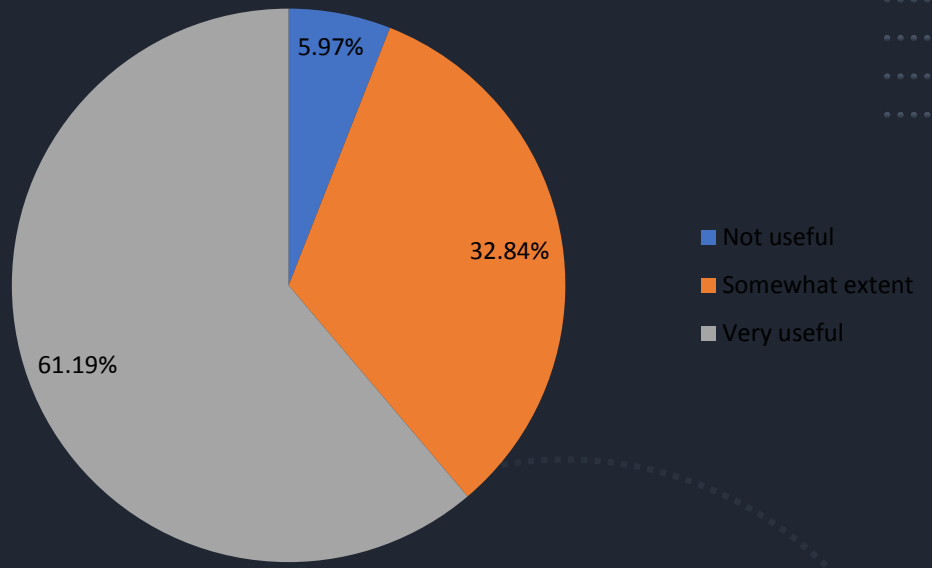

- We can see here that the percentage of “not useful” subject increased to almost 9%, comparing with the first subject analyzed.

# Green business, green finance and investments



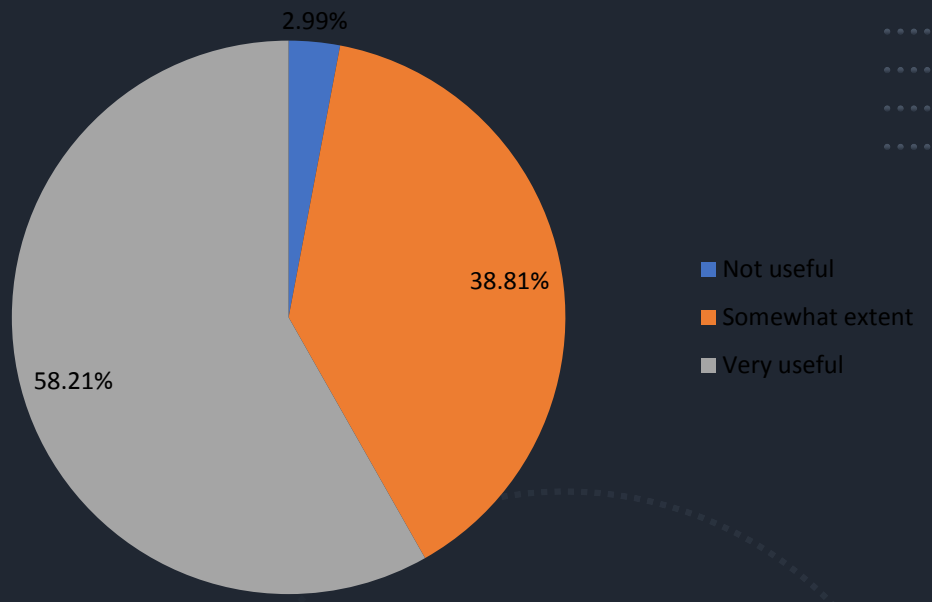

- Comparing with the first and second subjects, we see here that the percentage of “very useful” increased at almost 63%.

# Resources efficiency through sharing economy: co-working space, crowd-funding, freelancers



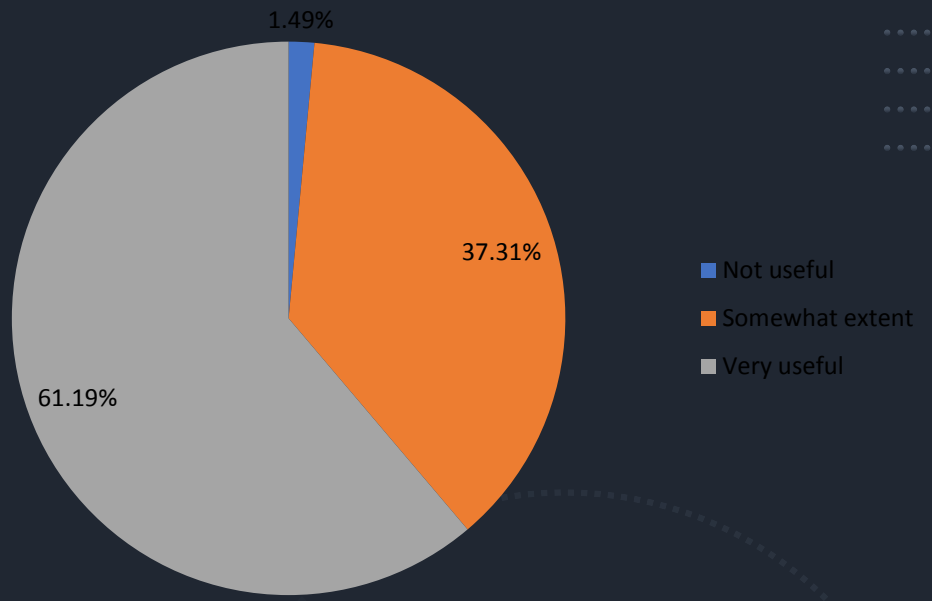

- We can see that more than 60% of the respondents consider it a “very useful” subject, meanwhile almost 6% consider it “not useful”.

# Sustainable consumption and production: circular economy and EU action plan for circular economy




- We can see that almost 60% consider this subject among economic subjects , “very useful”. At the opposite corner almost 3% consider it” not useful”.

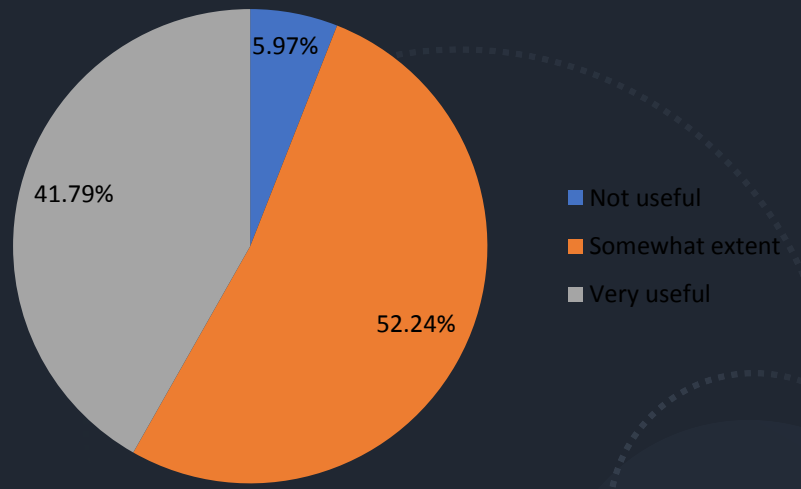
# Innovation & product responsibility



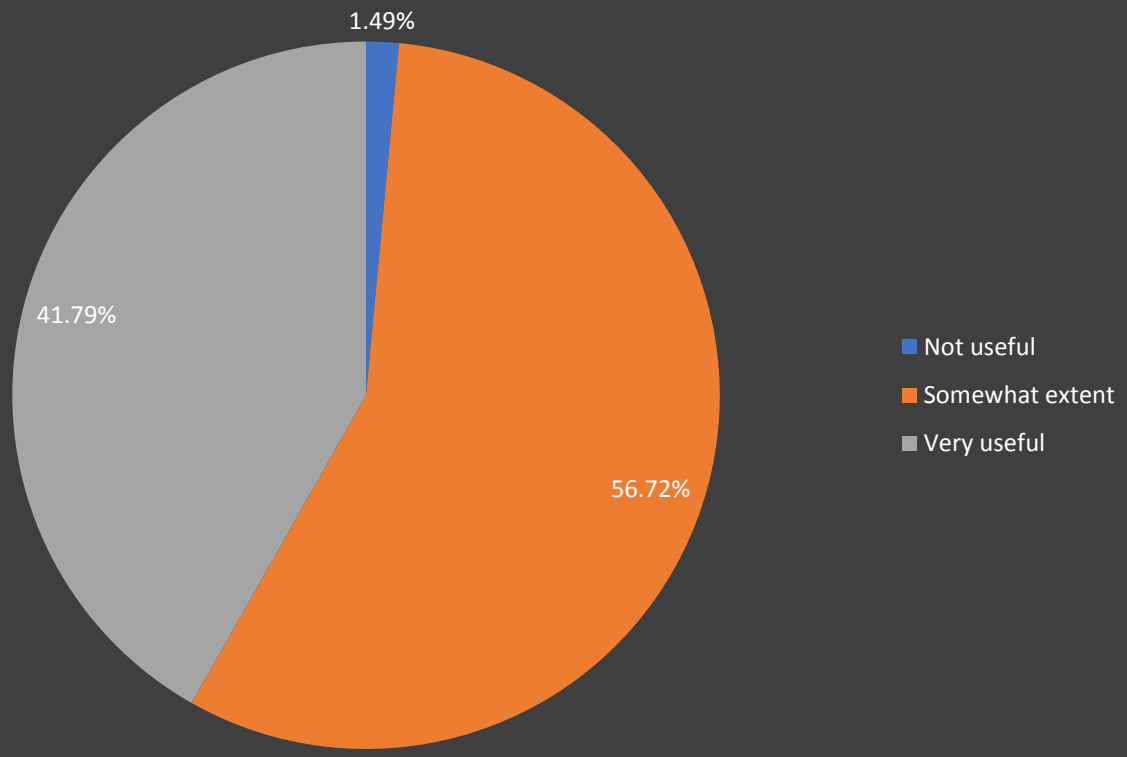

- We can see that more than 60% consider it ”very useful”. At the opposite corner less than 2% consider it “not useful”.

# Among the economic subjects, the distribution of **Corporate social responsibility** looks like

- We can see that more than 40% consider it “very useful”, meanwhile almost 6% consider it “not useful”.



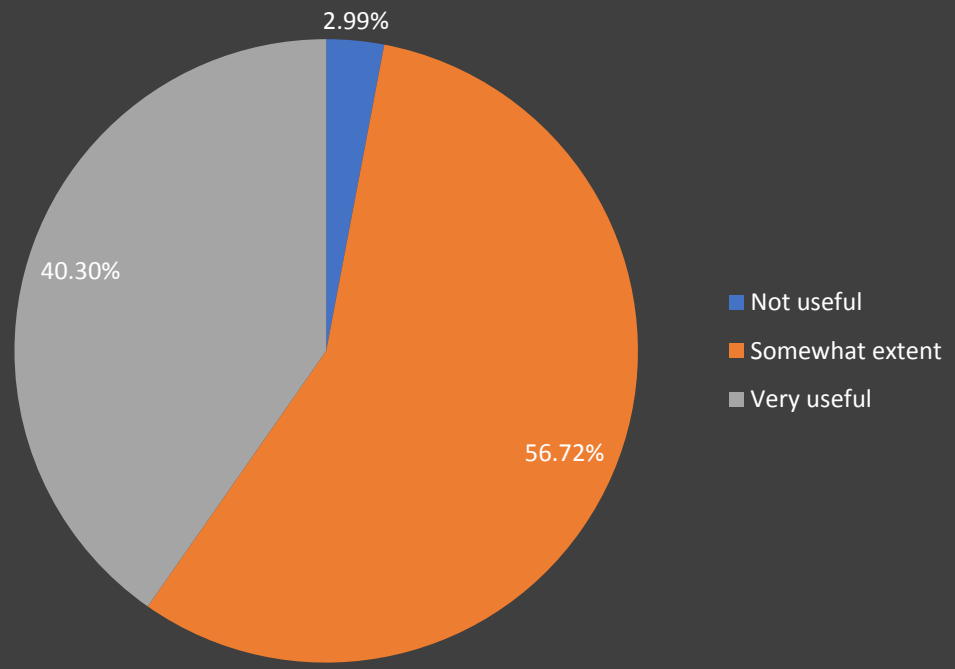
# Social entrepreneurship



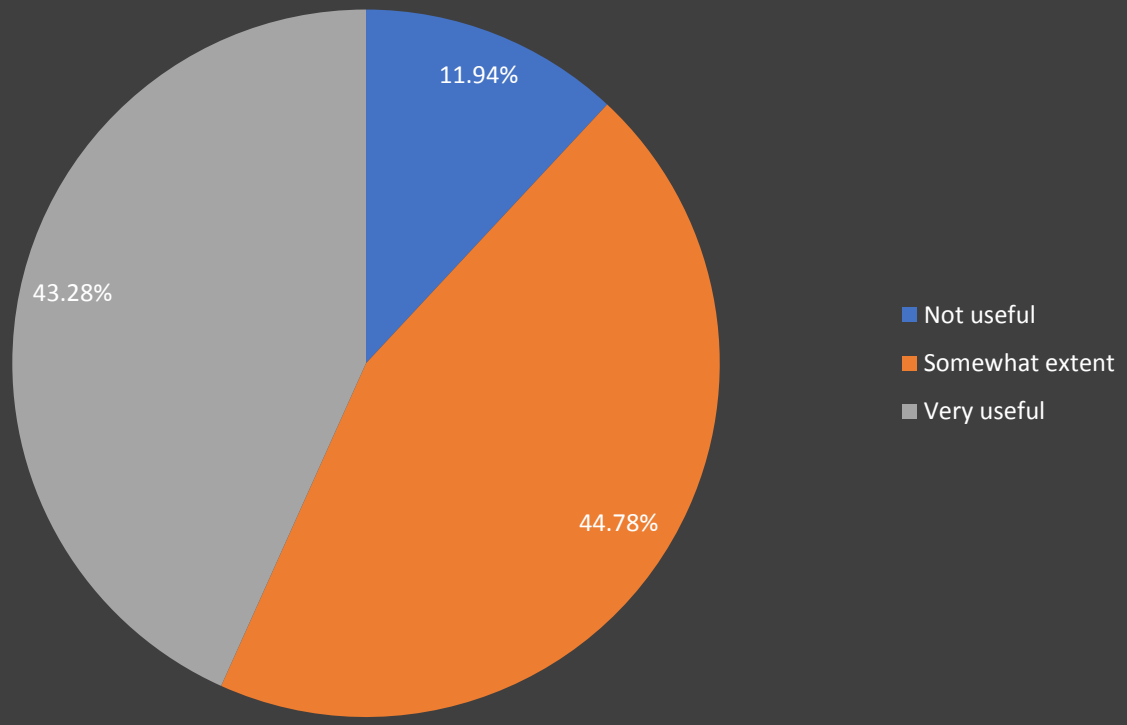

- Over 40% of the respondents consider the subject **Social entrepreneurship** “very useful”, meanwhile almost 60% consider it “somewhat extent”.

# ENVIRONMENTAL SUBJECTS, Environmental compliance

- is considered “very useful” by more than 40% of the respondents and almost 60% consider it “somewhat extent”



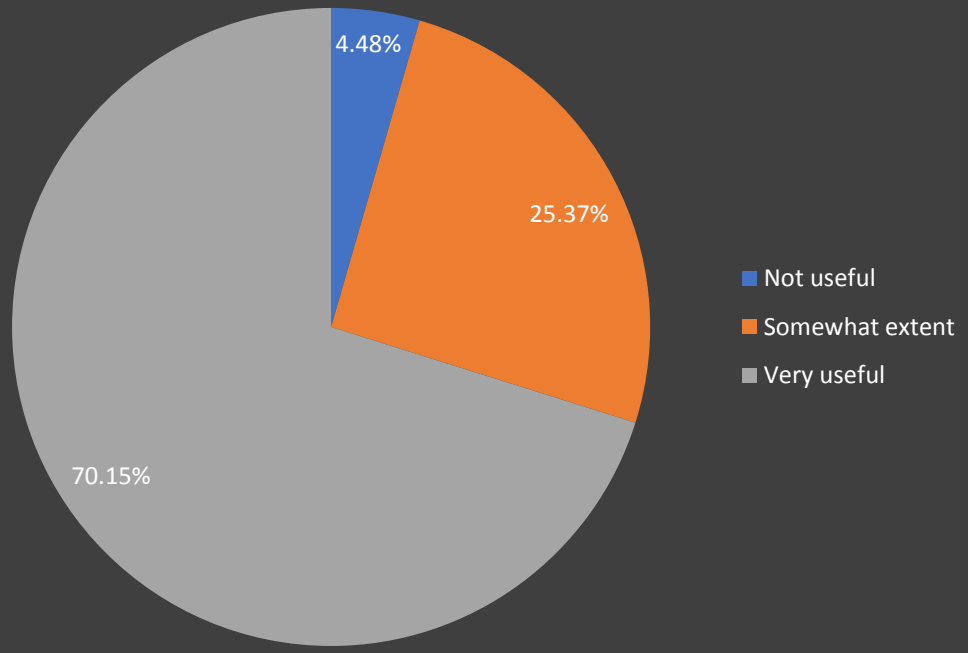
# Supplier environmental assessment




- is considered by more than 40% “very useful”, meanwhile almost 12% consider it not useful.

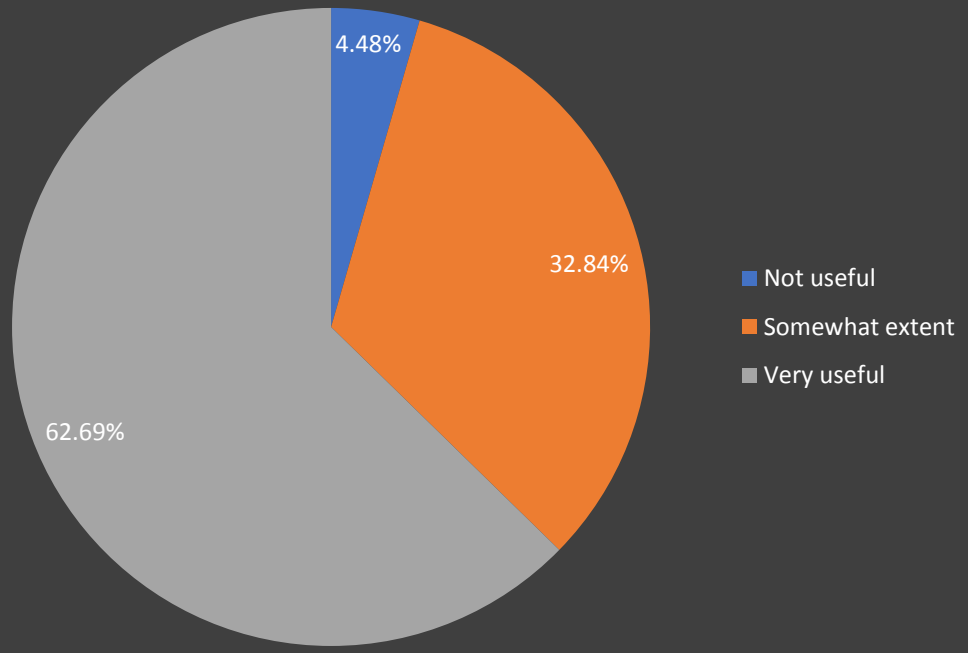
# Circular economy – green productions and waste to resources – secondary raw materials and water reuse, etc.

- is considered by more than 70% of the students “very useful”, meanwhile almost 5% consider it “not useful”



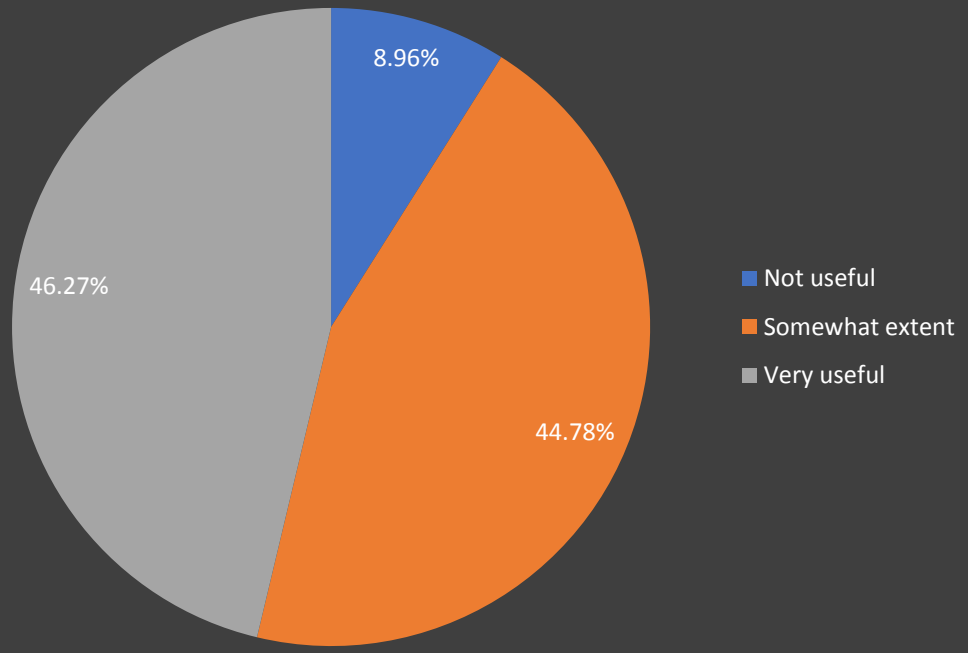
# Circular economy – green consumption

- The percentage of the respondents that consider this subject “not useful” is the same as for **Circular economy-green production.** Instead the percentage of the respondents that consider it “somewhat extant “ increased to more than 30%.



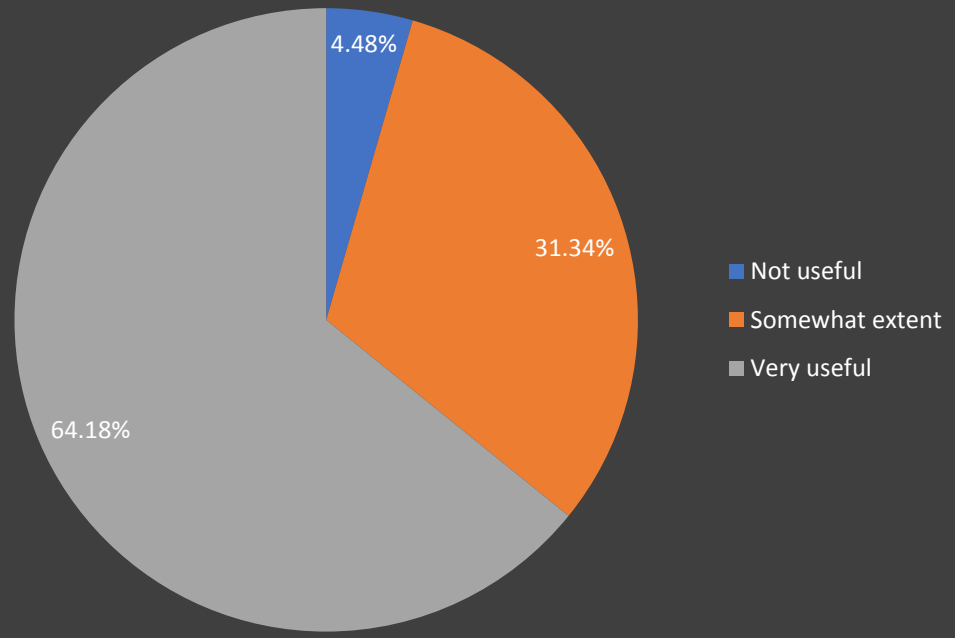
# Social subjects, Green jobs and local community engagement

- First ranked as **social subject, Green jobs and local community engagement reveals** that more than 45% of the respondents consider it “very useful”, very close to “somewhat extent” respondents (almost 45%)



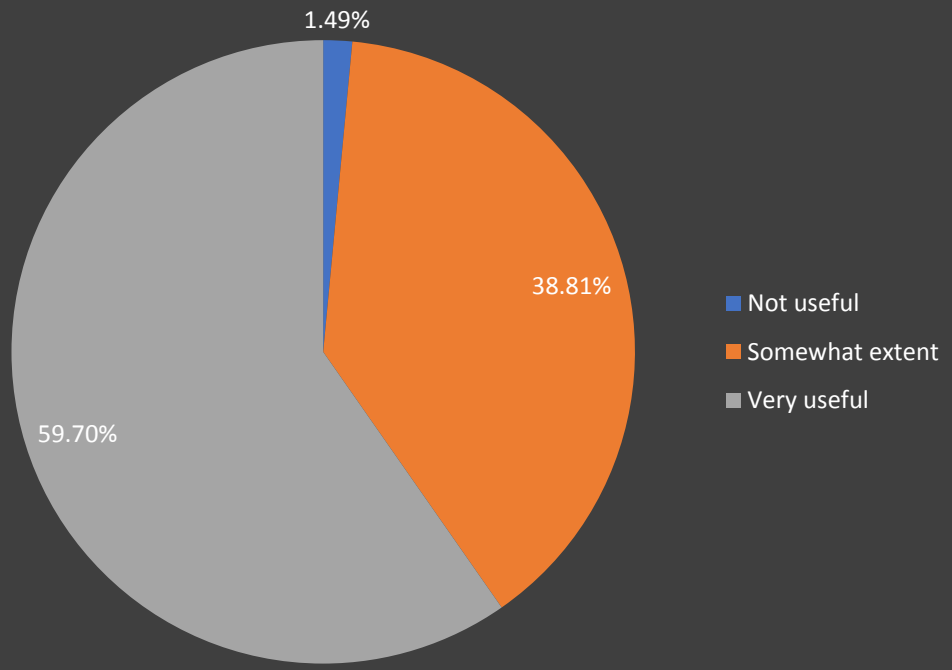
# Sustainable employment

- is considered by more than 60% “very useful” and under 5% of the respondents consider it “not useful”.



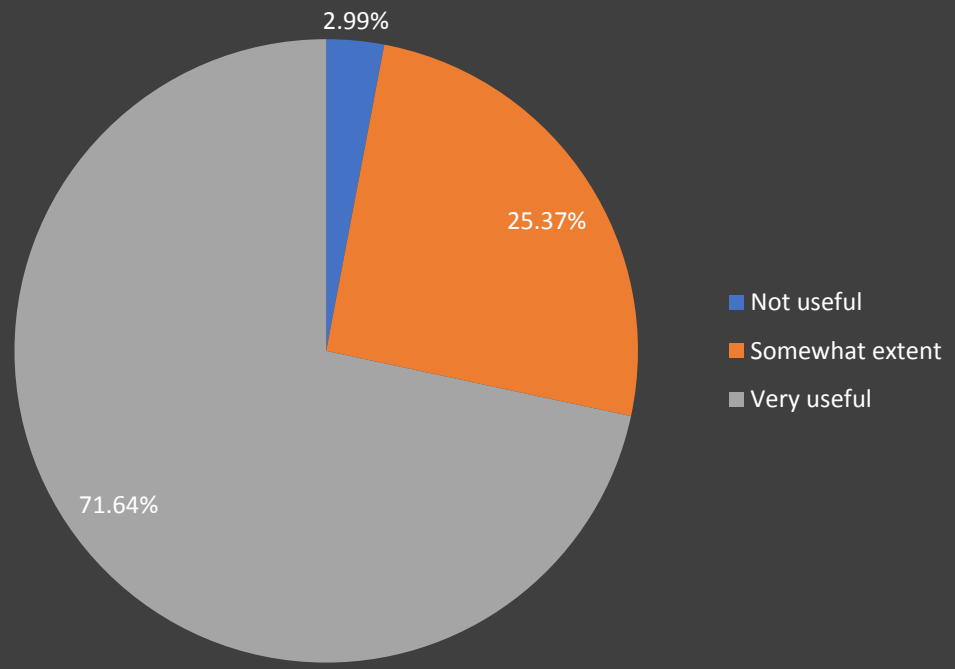
# Social and labour protection

- is considered by almost 60% of the respondents a “very useful” subject among social subjects for understanding sustainability-related directions, meanwhile almost 2% consider it “not useful”



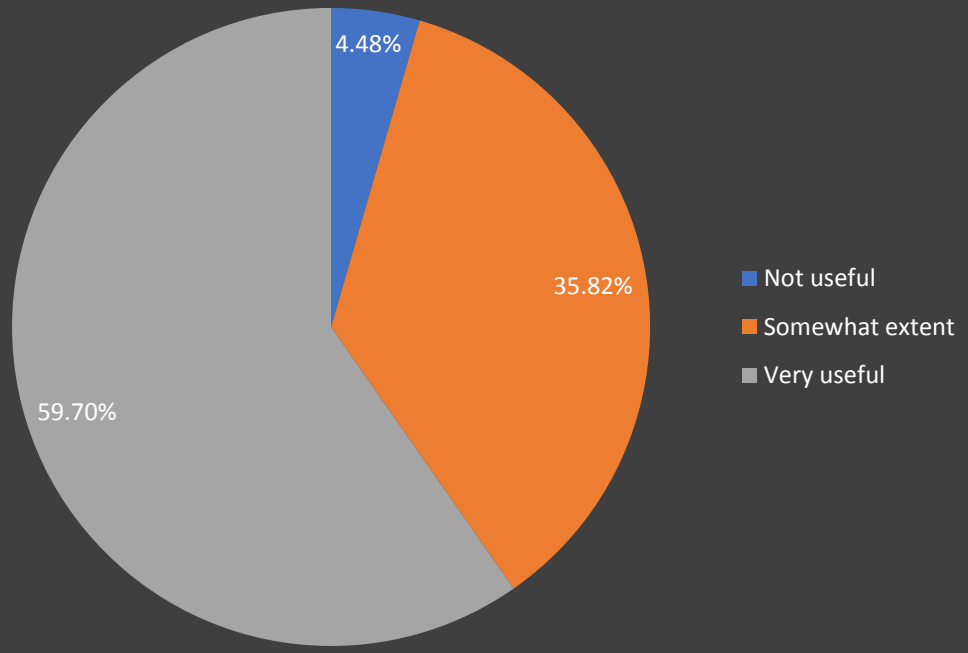
# Occupational health and safety

- is considered by more than 70% a ”very useful” subject for understanding sustainability related directions. Almost 3% consider it “not useful”



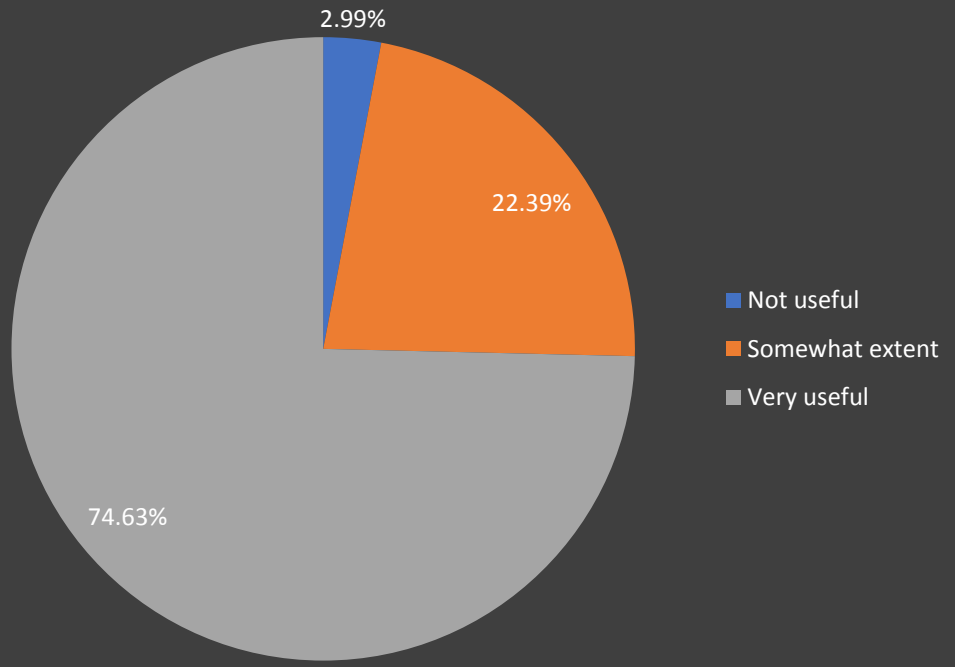
# Diversity and equal opportunities, and human rights

- is considered by more than 55% of the respondents, “very useful”, while almost 5% consider it “not useful”.



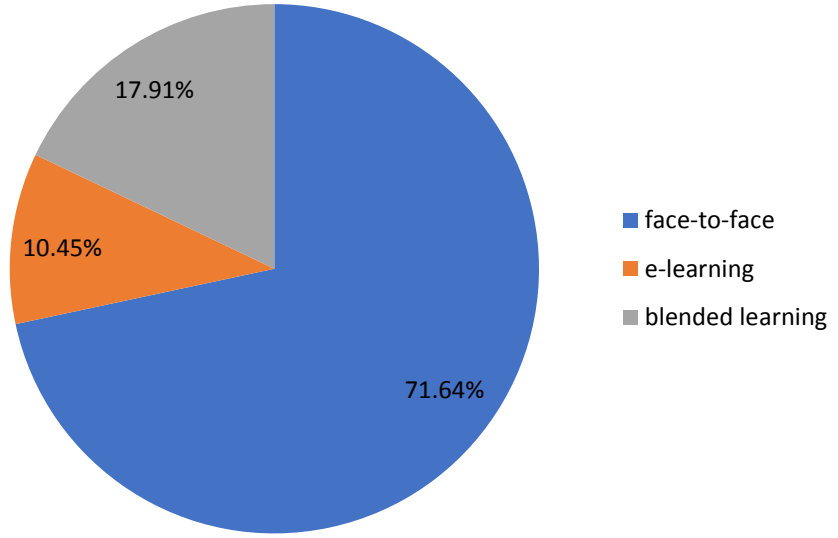
# Sustainable lifestyle and education

- **Sustainable lifestyle and education** is considered by 74.63% ” very useful” and this percentage is the maximum ranked among all of the subjects (economical, environmental and social) as “very useful”. It is followed by **Occupational health and safety** with (71.64%) and **Circular economy – green productions and waste to resources – secondary raw materials and water reuse, etc.** (70.15%).
- We can say that among the subjects **(economical, environmental and social)** for our respondents the social subject matter the most because two of social subjects were ranked with “very useful” by our respondents **(Sustainable lifestyle and education-**74.63% and **Occupational health and safety** with (71.64%)



# Preferred learning channels

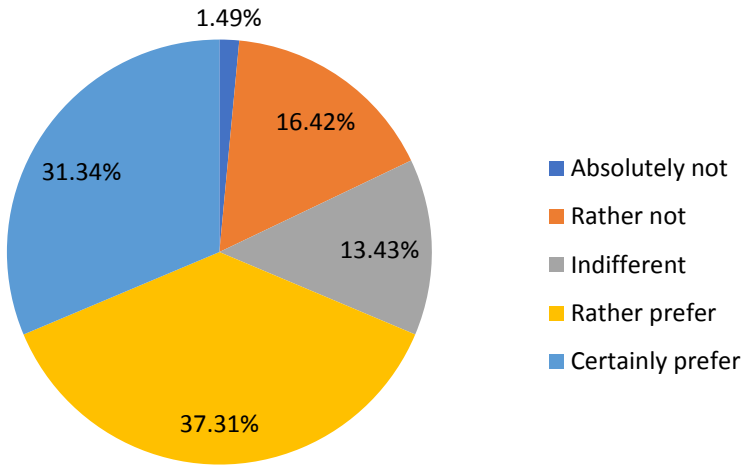
- The face to face learning channel is preferred by more than 70% of the students, followed by blended learning and (almost 18%) and e-learning ( only 10.45).



# Preferred actions to improve the level of knowledge related to SDGs

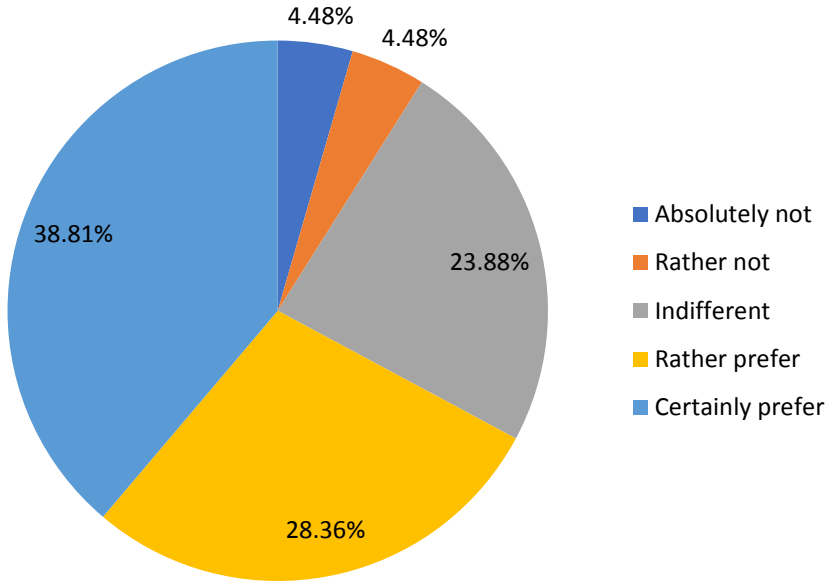
# Being involved in companies internships on the topics of sustainability

- Between the action preferred to improve the level of knowledge related by SDG's, **Being involved in companies internships on the topics of sustainability** (responsibility, adaptability, cooperation, resolution skills) has the following distribution:
- We can see that over 30% of the respondents "certainly prefer" this action to improve the level of knowledge related to SDG's, more than 35% of the students "rather prefer" and less than 2% "absolutely not" prefer this action for improving the level of Knowledge.



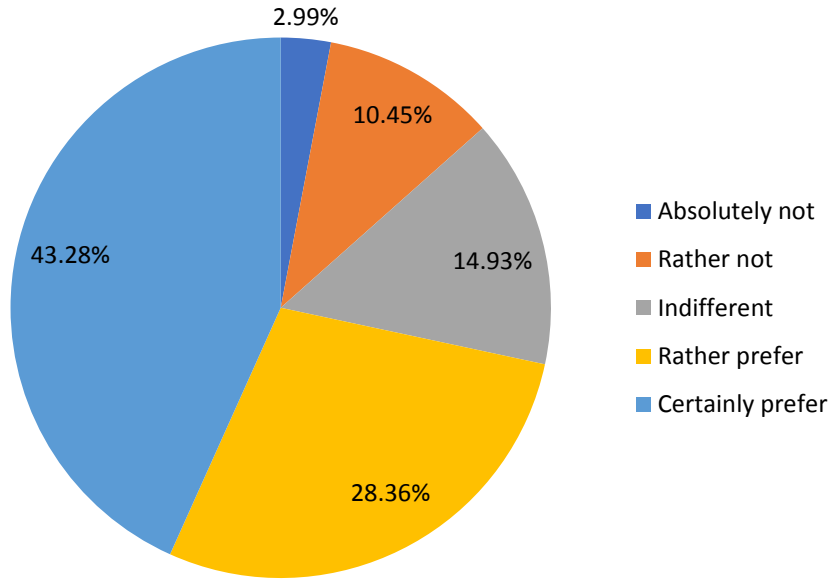
## Learning through project-based collaborative work with other students (analytical thinking, flexibility, adaptability, communication and conflict resolution skills)

- More than 35% “certainly prefer” this action, at the opposite corner almost 5% “absolutely not” prefer this action for improving the level of Knowledge related to SDG’s.



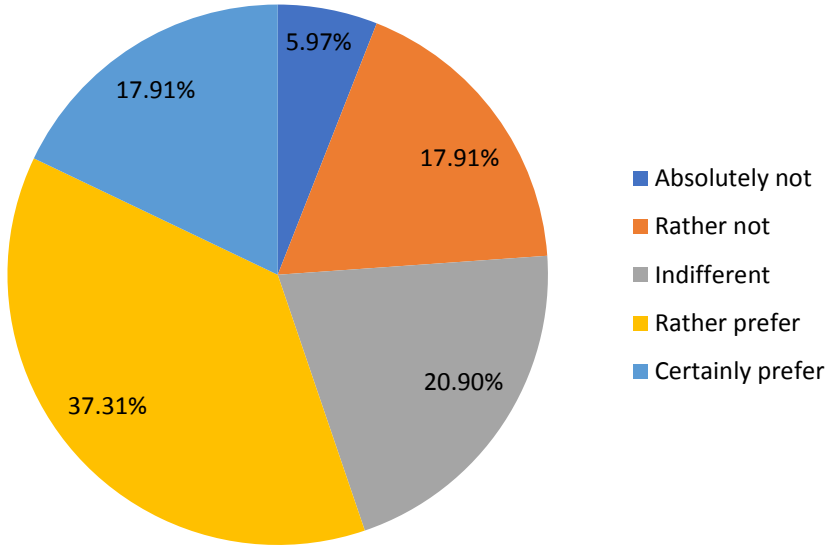
# action Learning through study cases solved in teamwork (critical thinking, flexibility, cooperation and communication skills)

- We can see an increase of the percentage of " certainly prefer" for the action **Learning through study cases solved in teamwork** (critical thinking, flexibility, cooperation and communication skills), among the students. The percentage of "rather prefer" is almost 30%, while "absolutely not" represents almost 3%.



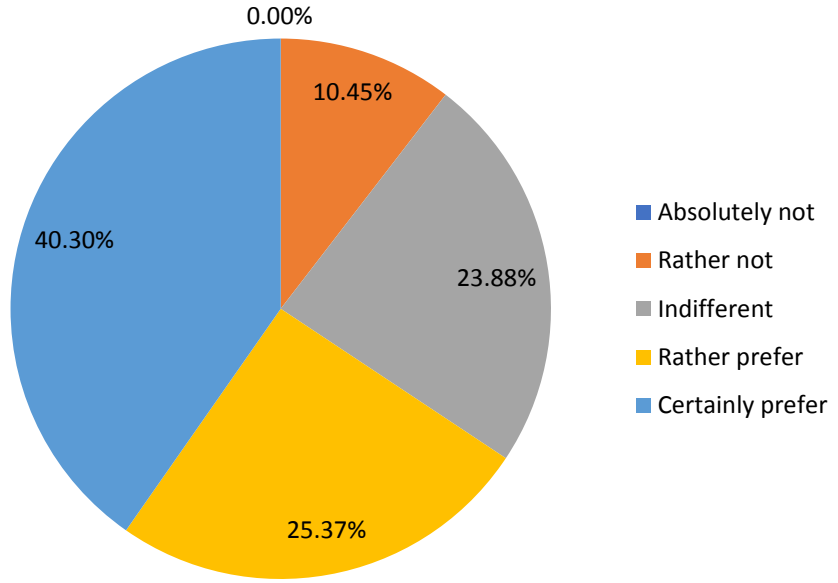
# Learning through study cases solved individual

- More than 35% of the students “rather prefer” the action **Learning through study cases solved individual** (autonomous learning) for improving the level of Knowledge related to SDG’s., meanwhile over 20% of the respondents are indifferent.



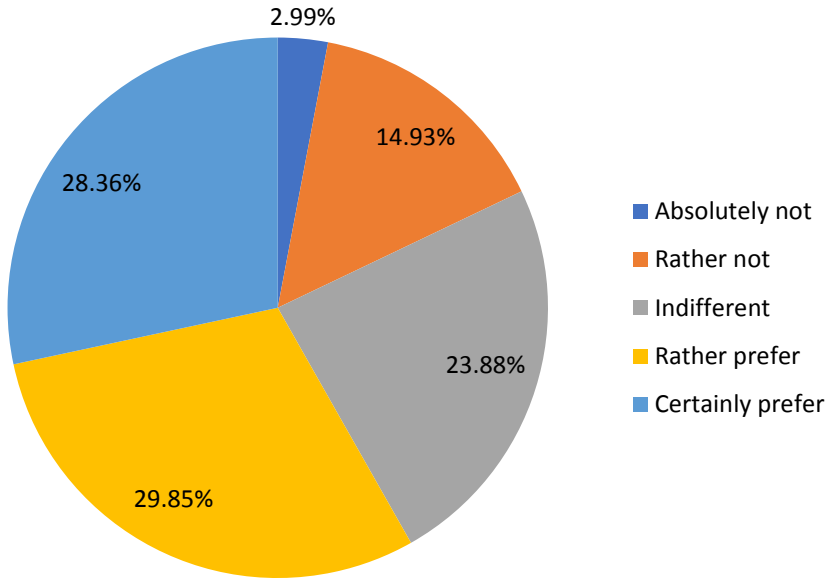
# Attending to workshops with practitioners on different sustainability-related subjects

- We can see that more than 40% “certainly prefer” this action and there is no one who “absolutely not” prefer this action to improve the level of knowledge related to SDG’s



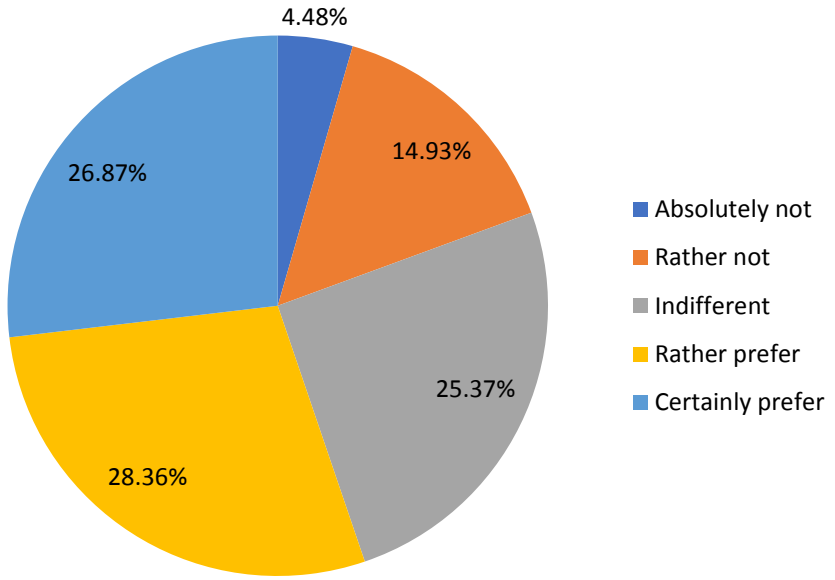
# Attending to debates on different sustainability-related subjects (analytical and critical thinking)

- We can see that the percentage of “certainly prefer” – ( 28.36%) students is very close to the “rather prefer” one (29.85%), meanwhile the percentage of  the “indifferent “ stays at 23.88%.



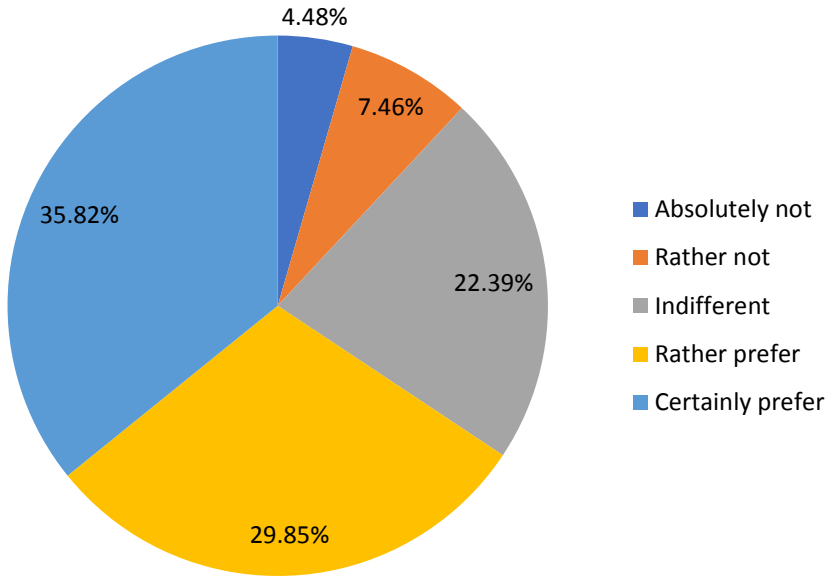
# Self-learning through content research on best practices in sustainability-related subjects (autonomous learning)

- Once again we have close percentage for the “certainly prefer (26.87%) and the “rather prefer” ones (28.36%), while the “indifferent” represents (25.37%)



# Exchange of experience and transnational teaching and learning activities with other students on different sustainability-related subjects (communication, adaptability, flexibility, etc.)

- More than 35% of the respondents “certainly prefer” this action for improving the level of Knowledge related to SDG’s, almost one third “rather prefer” it, over 20% are indifferent and almost 5% “absolutely not” prefer it.



# Conclusions – preferred actions

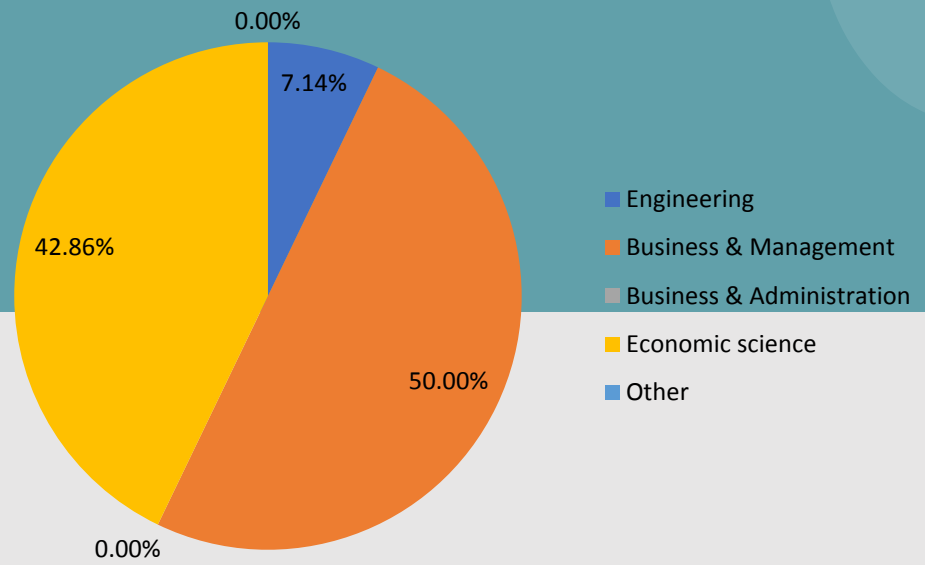
- From all of those actions the action **Learning through study cases solved in teamwork** was the most highly ranked (43,28% - certainly prefer).

# Teachers – main findings of the survey

# Demographics

- The research was conducted on a sample of 54 teachers' responses from 4 countries (Romania, Bulgaria, Poland and Czech Republic).
- From the total of teachers respondents, almost 30% are from Romania, more than 40% are from Bulgaria and more than 30% are from Poland.
- In the this study we will focus on Romanian teachers. The research was conducted on a sample of 14 teachers from **Romania.**
- 85% are feminine gender, while the masculine gender of the teachers respondents  is represented by almost 15% of teachers.
- the majority of the respondents belong to age group 30-39 years ( more than 40% of the respondents), more than 35% belong to age group (40-49 years), age group (20-29 years) is represented by almost 15% of the teachers and almost 8% of the teachers belong to age group (50-59 years).

# The specialization of the Romanian teachers

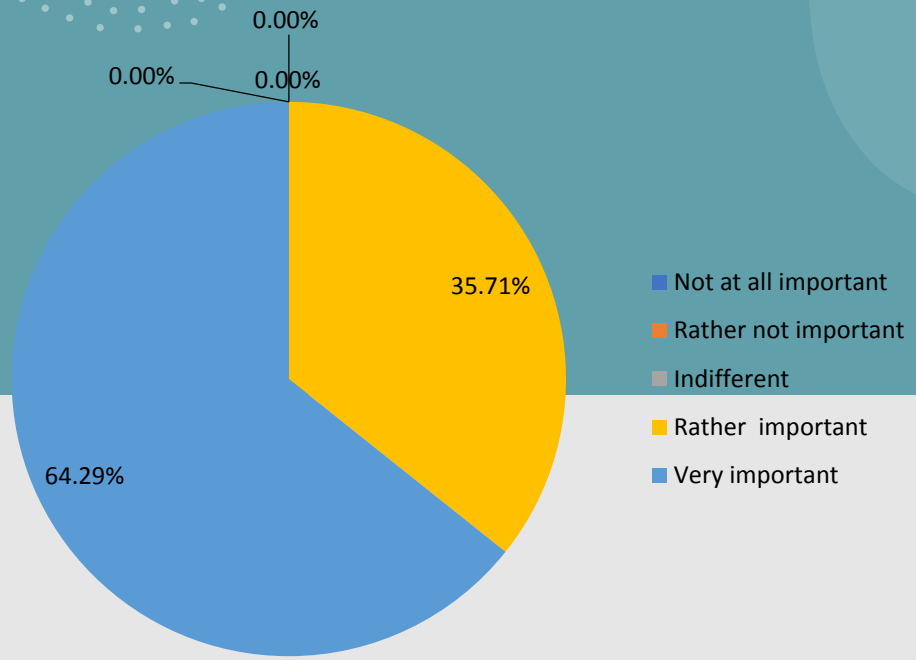



- We can see that a half of the teachers have the specialization in Business &Management ( 50%)  and more than 40% of the teacher have the specialization in Economic science.

# Values of Respondents

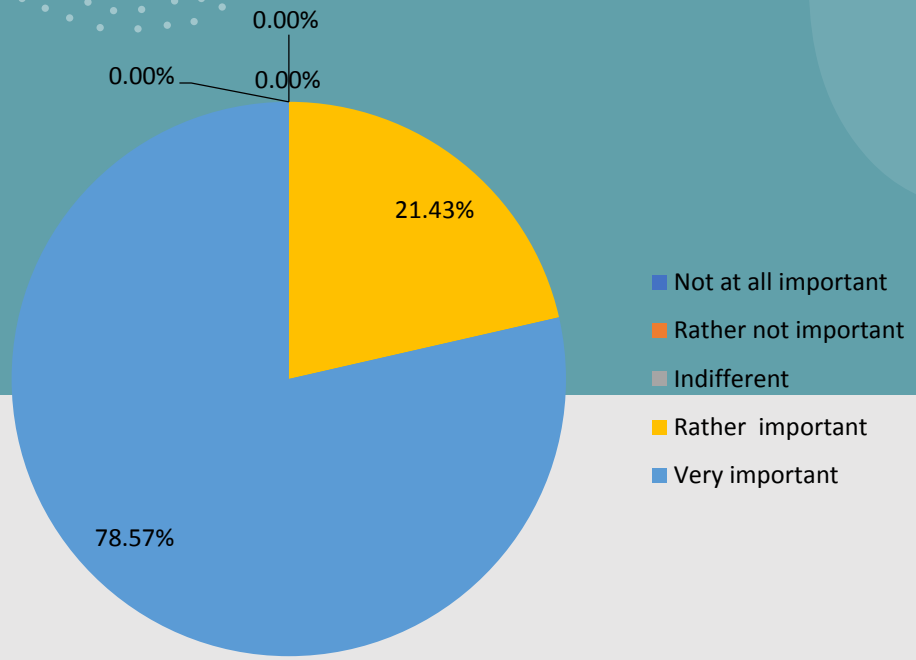
- The first value ranked by the study is “The respect for human rights and freedoms (i.e. dignity, equality, solidarity, justice, citizen's rights, etc.). For this value 100% of the respondents consider that is a “very important” value for personal life fulfilment .
- The second value ranked (**The respect for fundamental EU freedoms (i.e. free movement of goods, capital, services, and labor**) is considered by more than 60% of the respondents , “very important”, while more than 35% consider it “rather important”. There is 0% for” indifferent “,”rather not important” or “not at all important” respondents.

# Valuing cultural diversity




- more than 60% consider it “very important”, more than one third “rather important” and we have a equally split (0%) among teachers that consider this value “rather not important”, “indifferent” or “not at all important”.

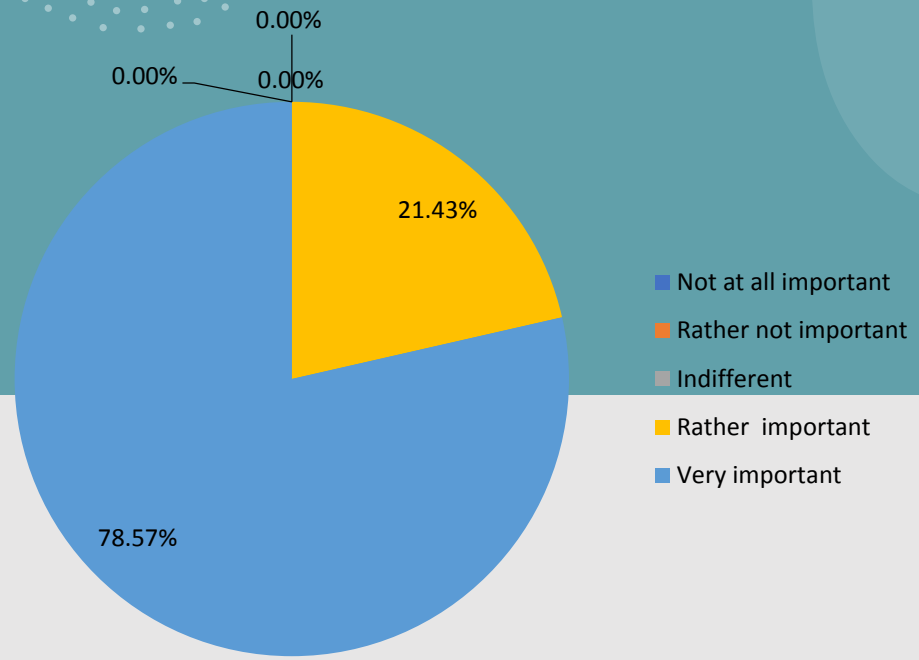
# Democracy in the society




- more than 75% of the respondents consider it " very important" (78.57%) and over 20% (21.43%) "rather important".

# Social justice

- is considered also by more than 75% of the respondents to be “very important”, and again (just like the other value-“Democracy in the society”) over 20% consider it “rather important”, like in the graphic bellow. For this two values (“Democracy in the society” and “Social Justice” the figures look the same.



# Other values

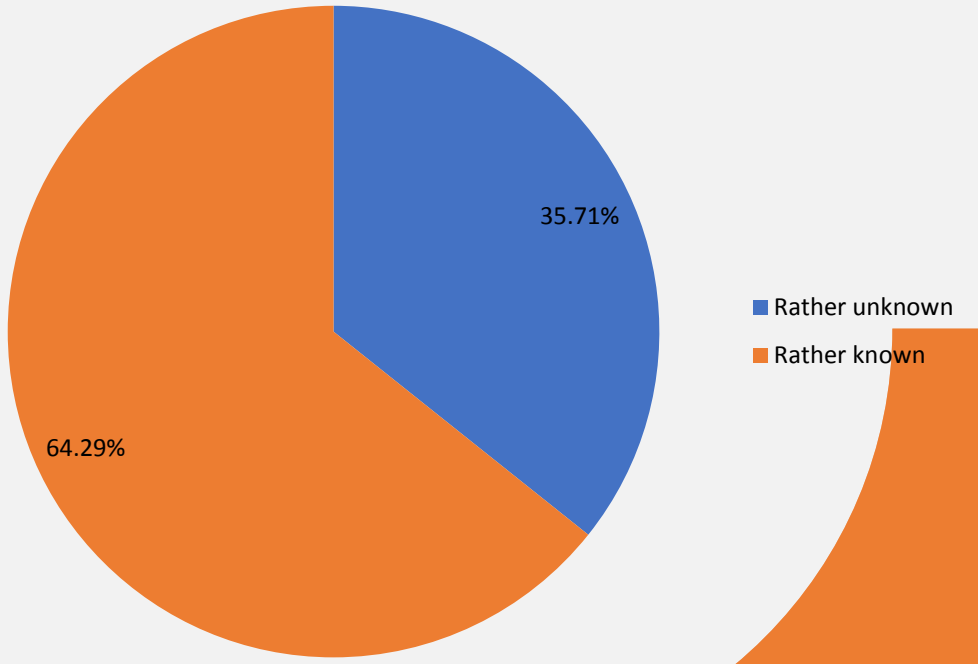
- **Fairness of educational/working systems** is considered by all of the respondents “very important “. Looking at the opposite corner we can see again that there is no one that consider this value “rather important”, “indifferent “,” rather not important” or “not at all important”.
- **The principles of equality and solidarity** is considered by almost 80% of the teachers as “very important”, while no one consider it “indifferent”, rather not important” or “ not at all important”.
- **Gender equality** is considered by almost 75% of the respondents as “very important”, while we have a equally split (14.29%) between the “rather important” respondents and the “indifferent” ones.
- **The rule of law** is considered by more than 85% of the respondents “very important”, almost 15% of the respondents consider it “rather important”, while at the opposite corner we have a equally split (0%) between the “indifferent”, ”rather not important” and “not at all important” ones.

# As such…

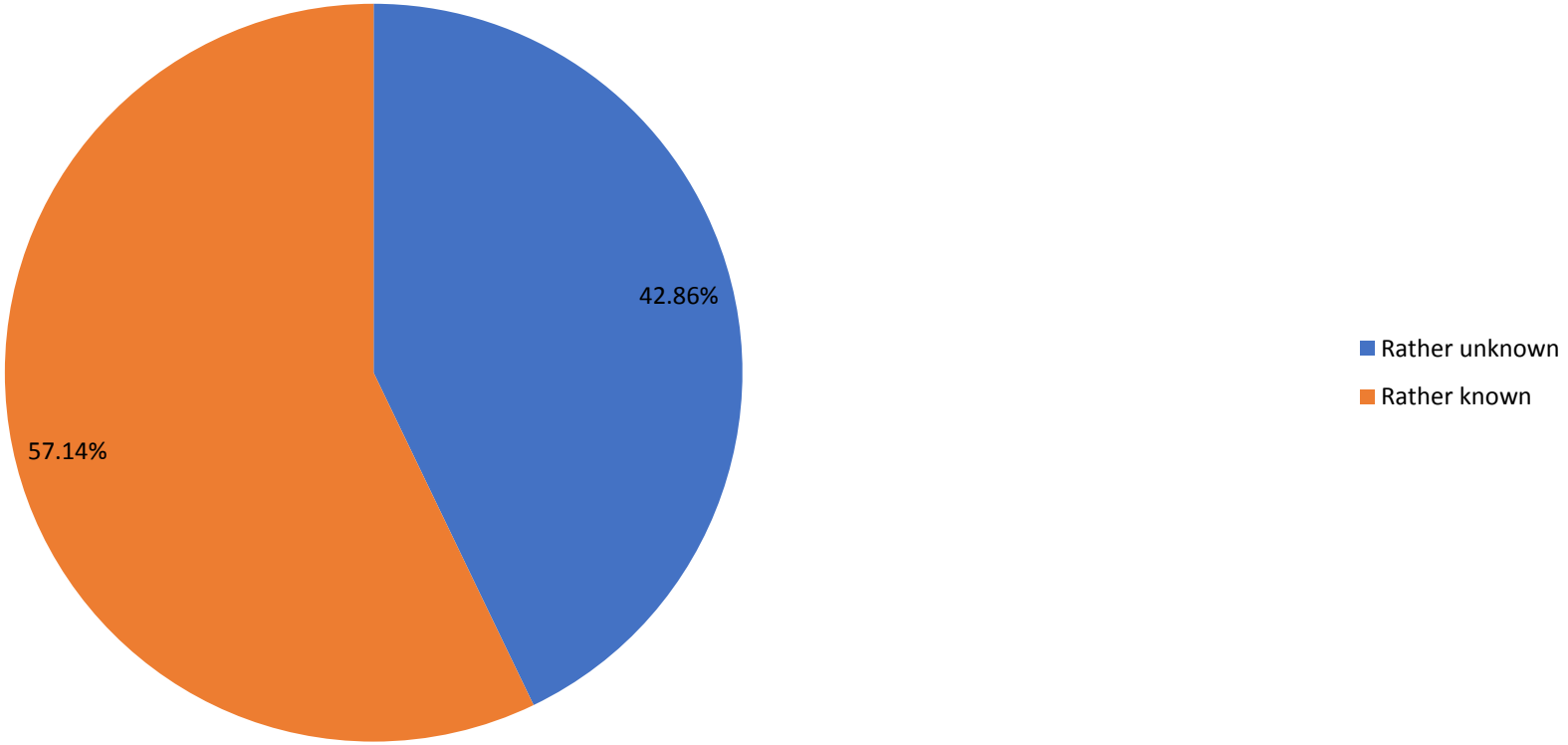
- If we rank all of these values we can see that the values **The respect for human rights and freedoms (i.e. dignity, equality, solidarity, justice, citizen's rights, etc.)** and **Fairness of educational/working systems** are considered the most important values for own personal life fulfilment between all the values ranked because all of the respondents consider it “very important”(100%).
- All of the values are important for own personal life fulfilment by our respondents. None of them was ranked under 60% as “very important” by the respondents.

# Awareness about SDGs

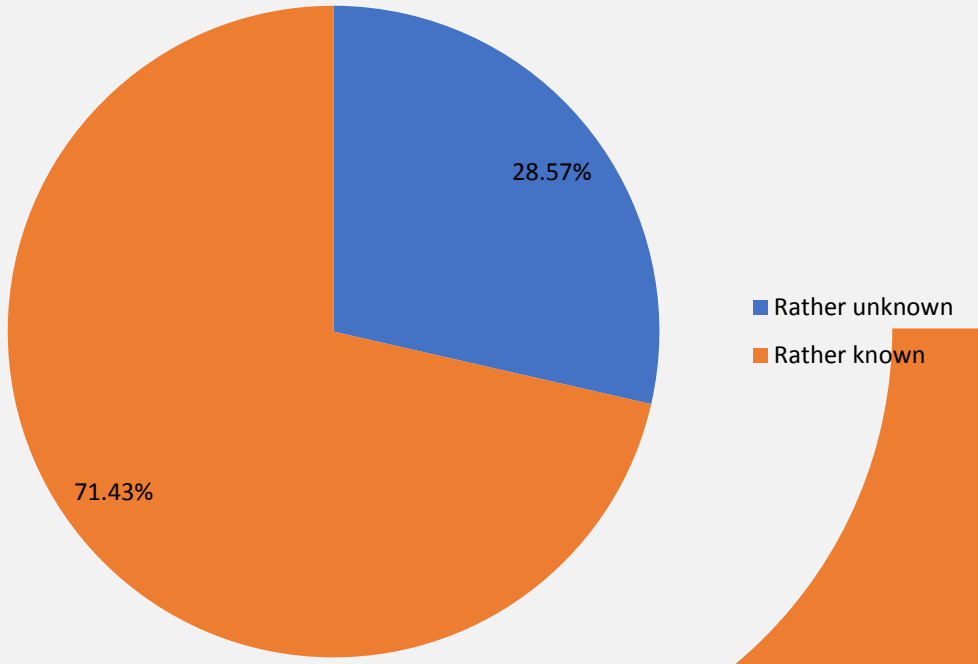
- **SDG1. No poverty (end poverty in all its form everywhere)** more than a half have the awareness with respect to SDG1,“rather Known”, the rest of (42.86%), don’t have the awareness ”Rather unknown “.
- For **SDG2 Zero hunger (achieve food security, improve nutrition and sustainable agriculture)** the distribution looks like in the graphic bellow:



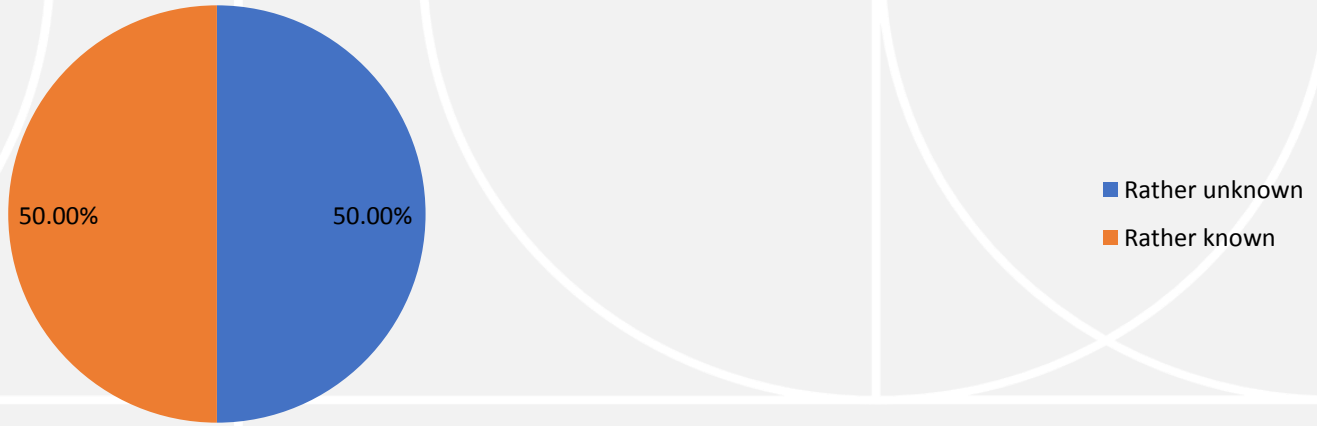
# SDG3.Good health and well-being (healthy lives for all at all ages)

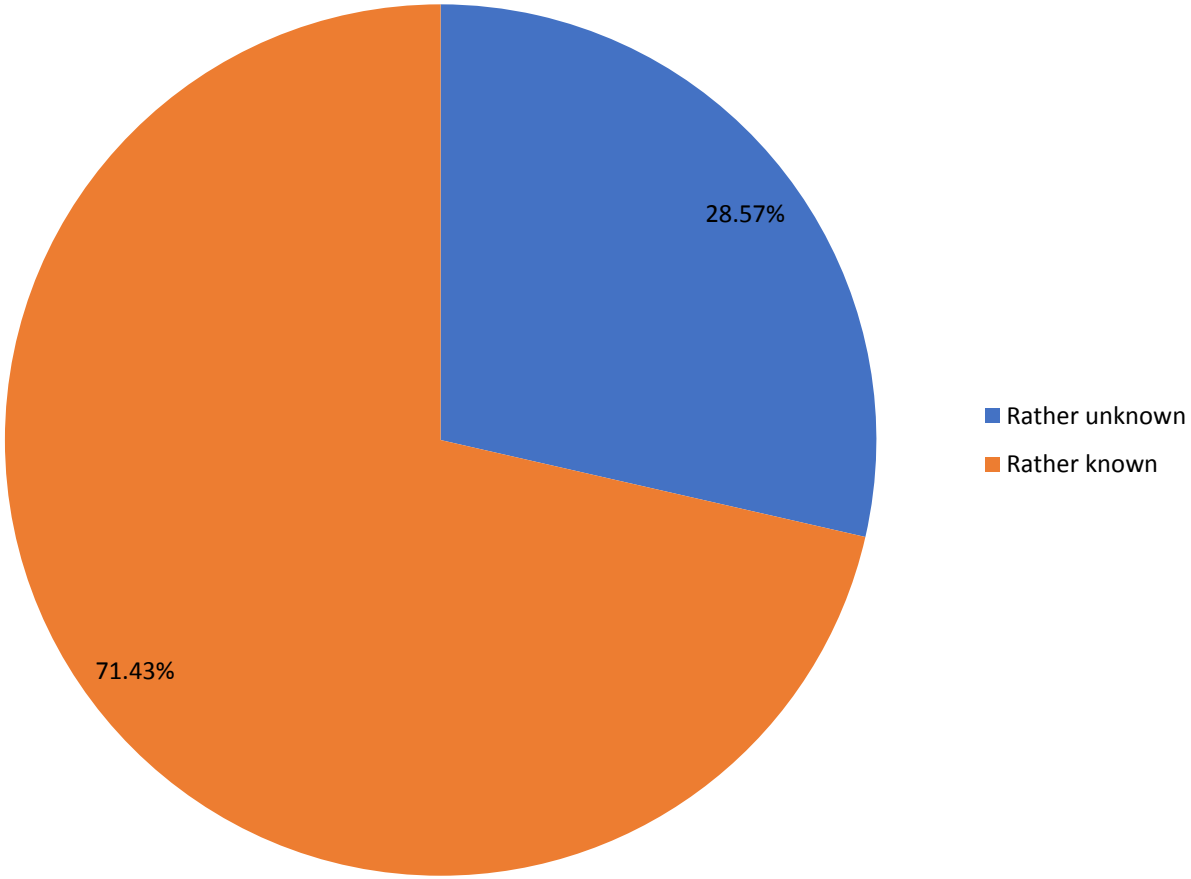


- Regarding **SDG4. Quality education (inclusive and equitable quality education and lifelong learning opportunities for all),** more than 85**%** consider this Sustainable Development Goal as “rather known”, while the rest consider this goal “rather unknown”. Right bellow we have the exact data.
- The awareness with respect to **SDG5. Gender equality (achieve gender equality and empower all women and girls)** looks like in the figure



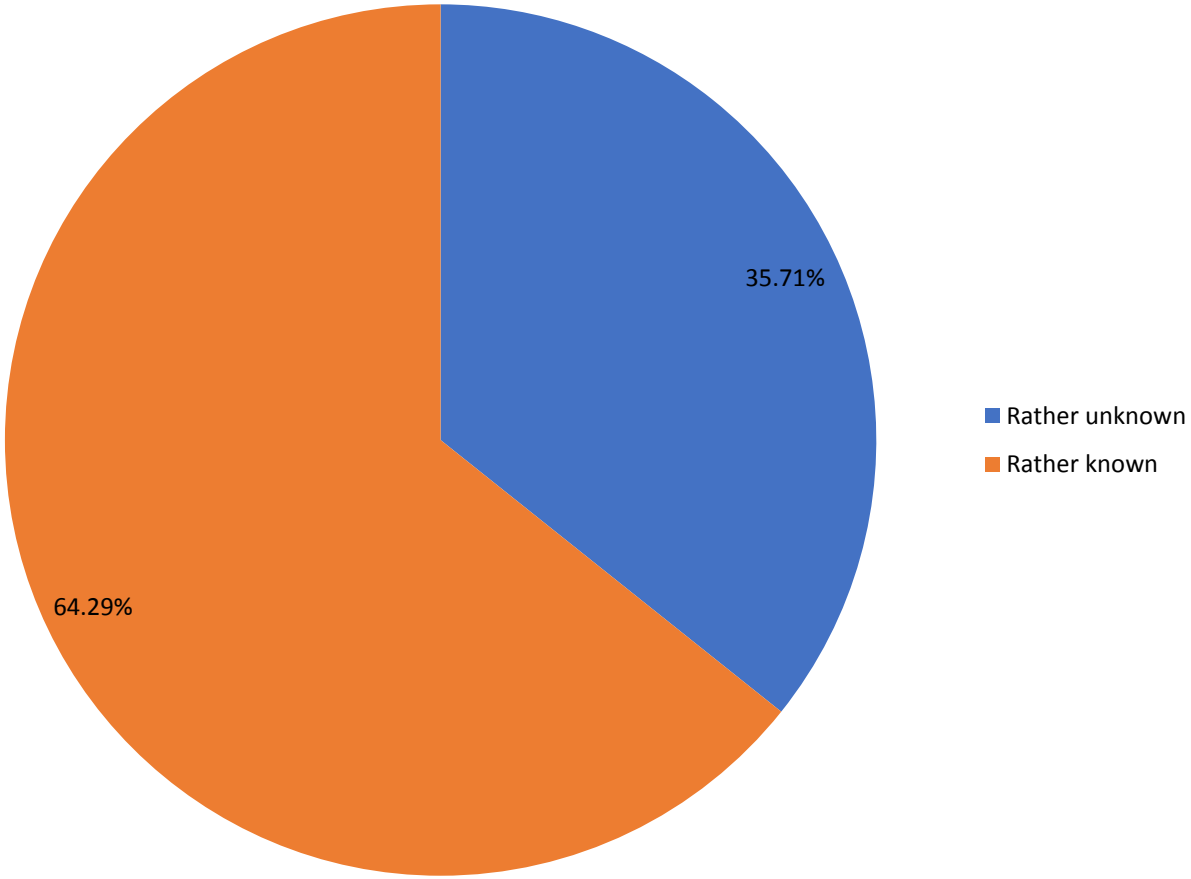
# SDG6. Clean water and sanitation (ensure availability and sustainable management of water and sanitation for all)






# SDG7. Affordable and clean energy (ensure access to affordable, reliable, sustainable and modern energy for all)

- More than 75%  are aware with respect to **SDG8. Decent work and economic growth (sustainable economic growth, full and productive employment and decent work for all).**
- The distribution is equally split between the respondents **for SDG9. Industry, innovation and infrastructure (build resilient infrastructure, promote sustainable industrialization and foster innovation and also for SDG 10. Reduced inequalities (reduce inequalities within  and among countries).**




# SDG11. Sustainable cities and communities (make cities and human settlements inclusive, safe, resilient and sustainable)

- Almost 90% of the respondents are aware with respect to **SDG12. Responsible consumption and production (ensure sustainable consumption and production patterns).**
- The awareness with respect to **SDG13. Climate action (take urgent action to combat climate change and its impacts**) is represented by more than 75%.
- For **SDG14. Life below water (conserve and sustainable use the oceans, seas and marine resources)** we don't have the awareness with respect to this SDG, represented by more than 60%.
- For **SDG15. Life on land (protect and sustainable use terrestrial ecosystems, forests, etc.)** we have almost 65% of the respondents aware with respect to this SDG

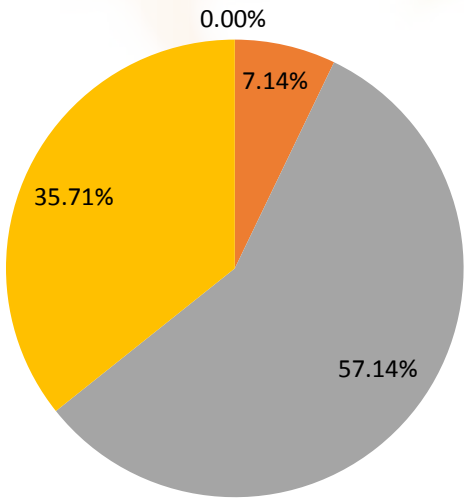
**SDG16. Peace, justice and strong institutions (peaceful and inclusive societies, access to justice for all, build effective, accountable and inclusive institutions at all levels)** is represented by 50% of the respondents.

# Ranking the SDGs

- **SDG17. Partnerships for the Goals (strengthen the means of implementation and revitalize the global partnership for Sustainable Development**) is not very popular among teachers, because almost 60% consider it “rather unknown”.
- If we rank the SDGs we can see that **SDG4. Quality education ( inclusive and equitable quality education and lifelong learning opportunities for all)** is considered to have the awareness with respect to SDG’s, of more than 85.71% of the respondents. This Sustainable Development Goal, **SDG4**, is followed by **SDG12. Responsible consumption and production (ensure sustainable consumption and production patterns)** with the same awareness (85.71%) We also can see that we have a equally split between the awareness of the respondents (50%) for : **SDG6**, **SDG9**, **SDG10** and **SDG16**. At the opposite corner we have the Sustainable Development Goal, **SDG14 Life below water** which is “rather unknown” by almost 65% followed by **SDG17. Partnerships for the Goals (strengthen the means of implementation and revitalize the global partnership for Sustainable Development),** which is “rather unknown” by more than 55% of the respondents (57.14%).

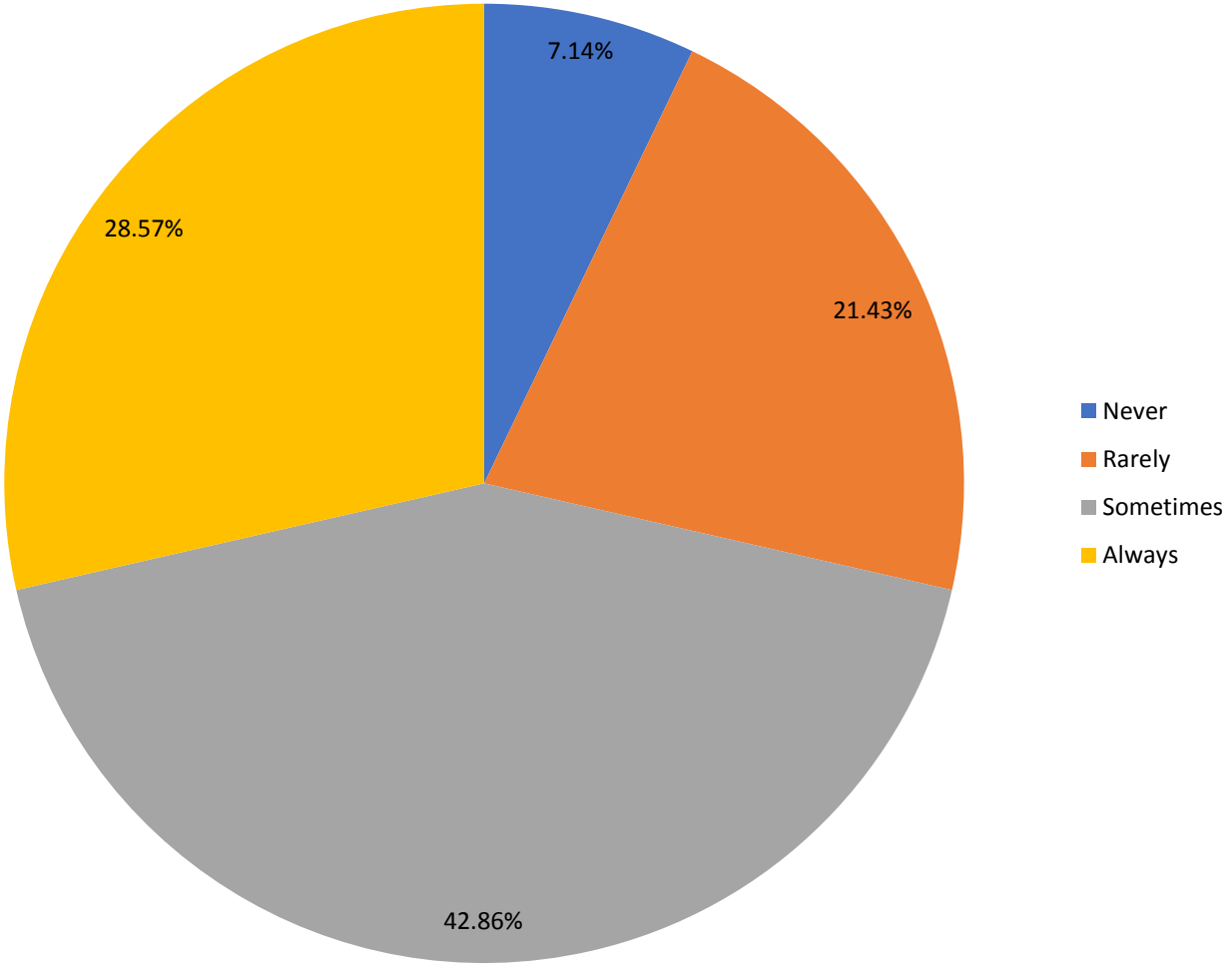
Did you think on sustainability concerns when you take the following decisions?

- For **Buying goods and services** , more than a half of our respondents consider that they think “sometimes” at this decision ,on sustainability concerns , while almost 8% consider that they “rarely” think  at this decision on sustainability concerns.



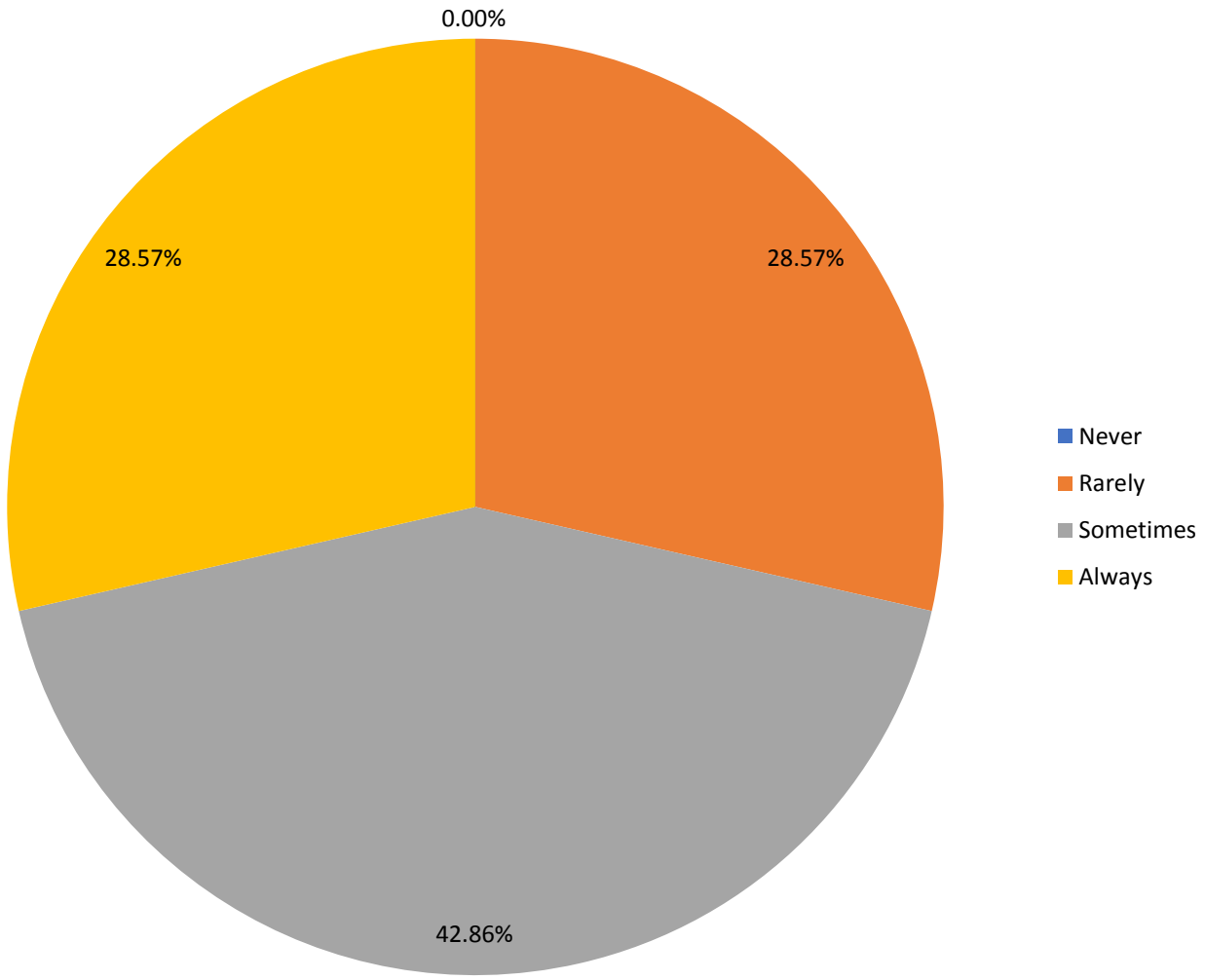
# Choosing the employer

- over 40% of the respondents answered that they think “sometimes” on sustainability concerns, while almost 8% answered that they think ”never”.



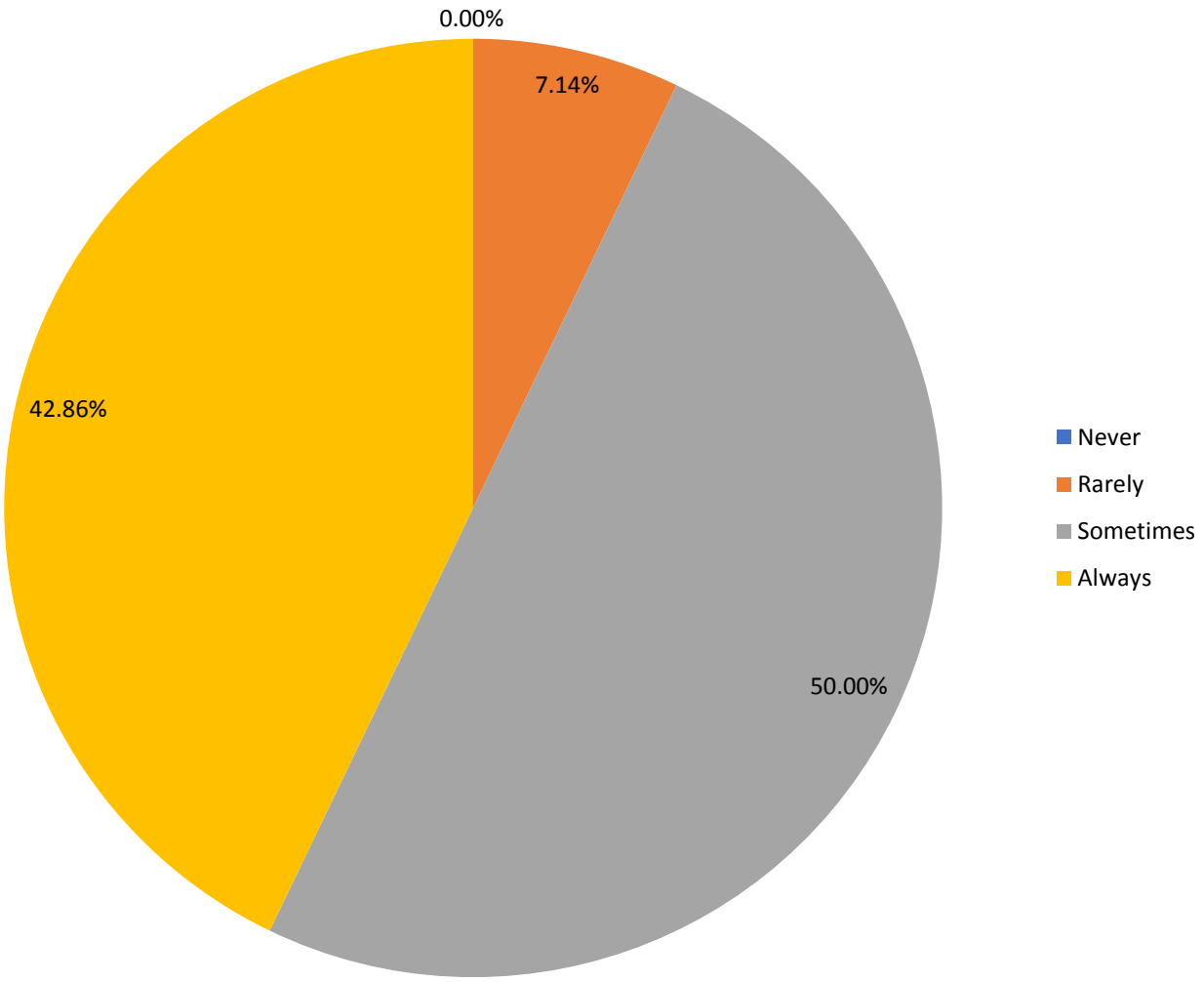
# Making financial decisions

- almost 45% of the respondents answered that they think “sometimes” on sustainability concerns and almost one third of the respondents consider that they ” always” think at this action , on sustainability concerns.



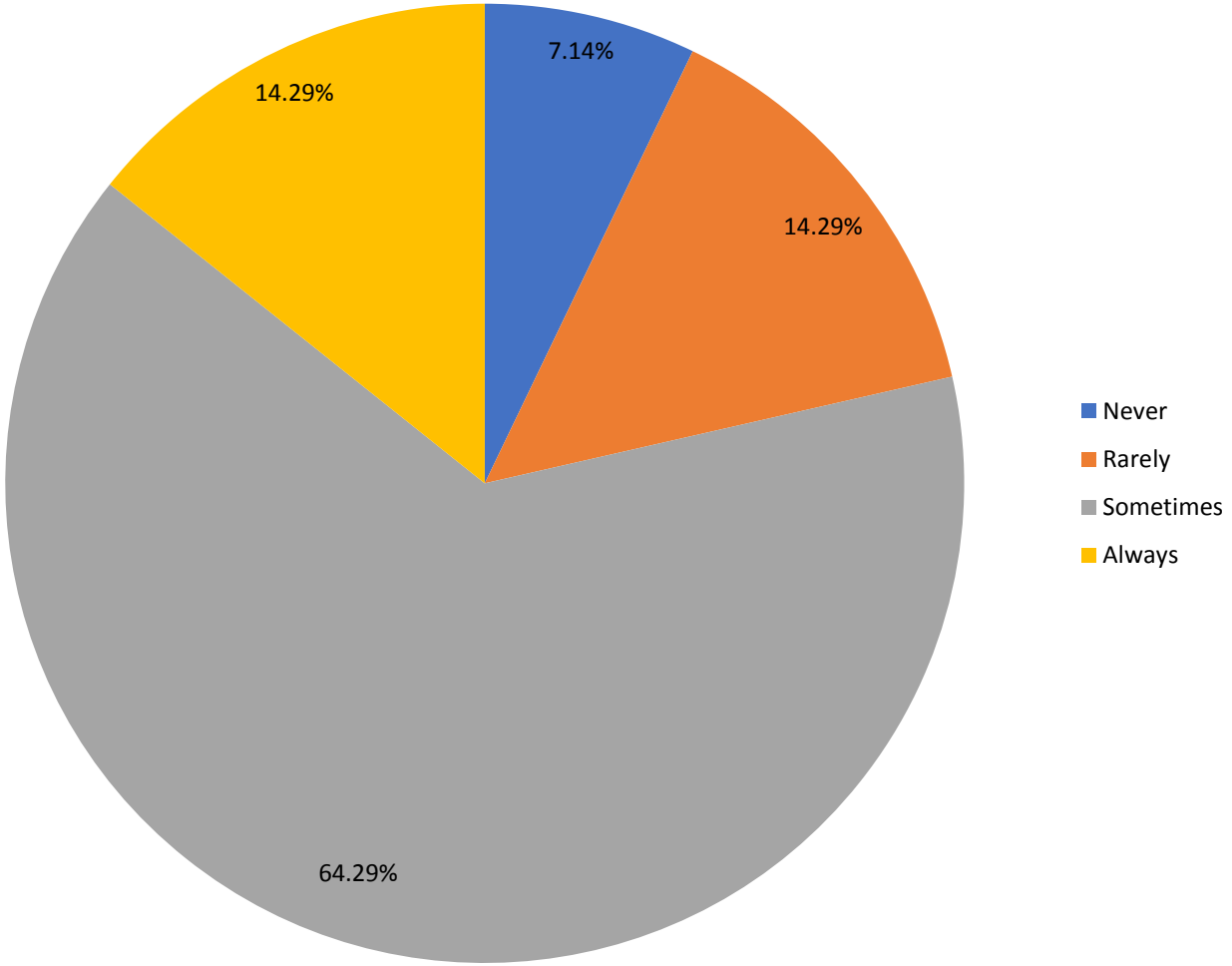
# Adopting education decisions

- almost 45% consider that they “always” think at this decision on sustainability concerns,  one half answered that they think ”sometimes:, while almost  8% answered that they “rarely” think at this decision.



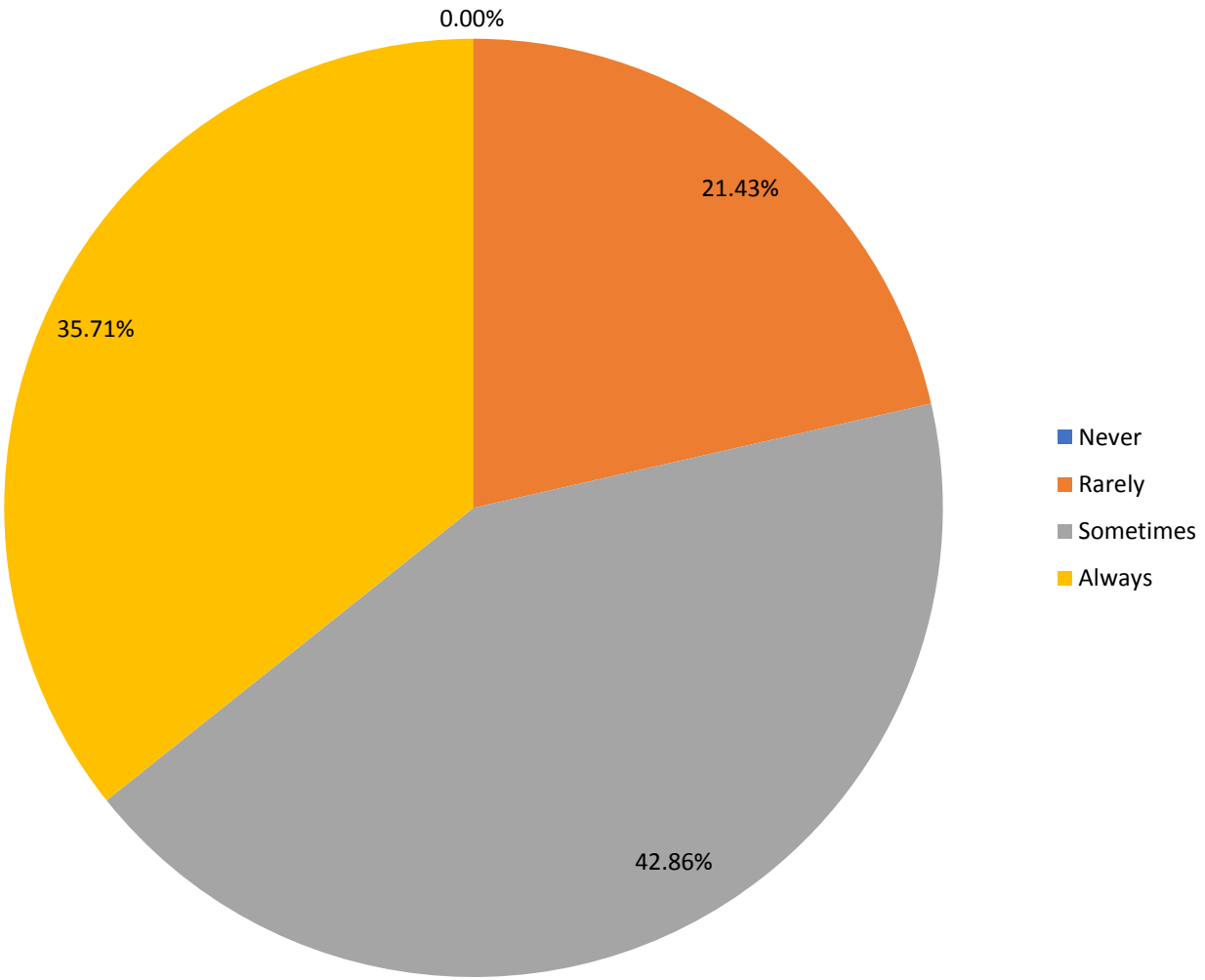
# Choosing the energy provider

- almost 8% admit that they “never think” at this decision on sustainability concerns, while over two thirds answered that they “sometimes” think at this decision.



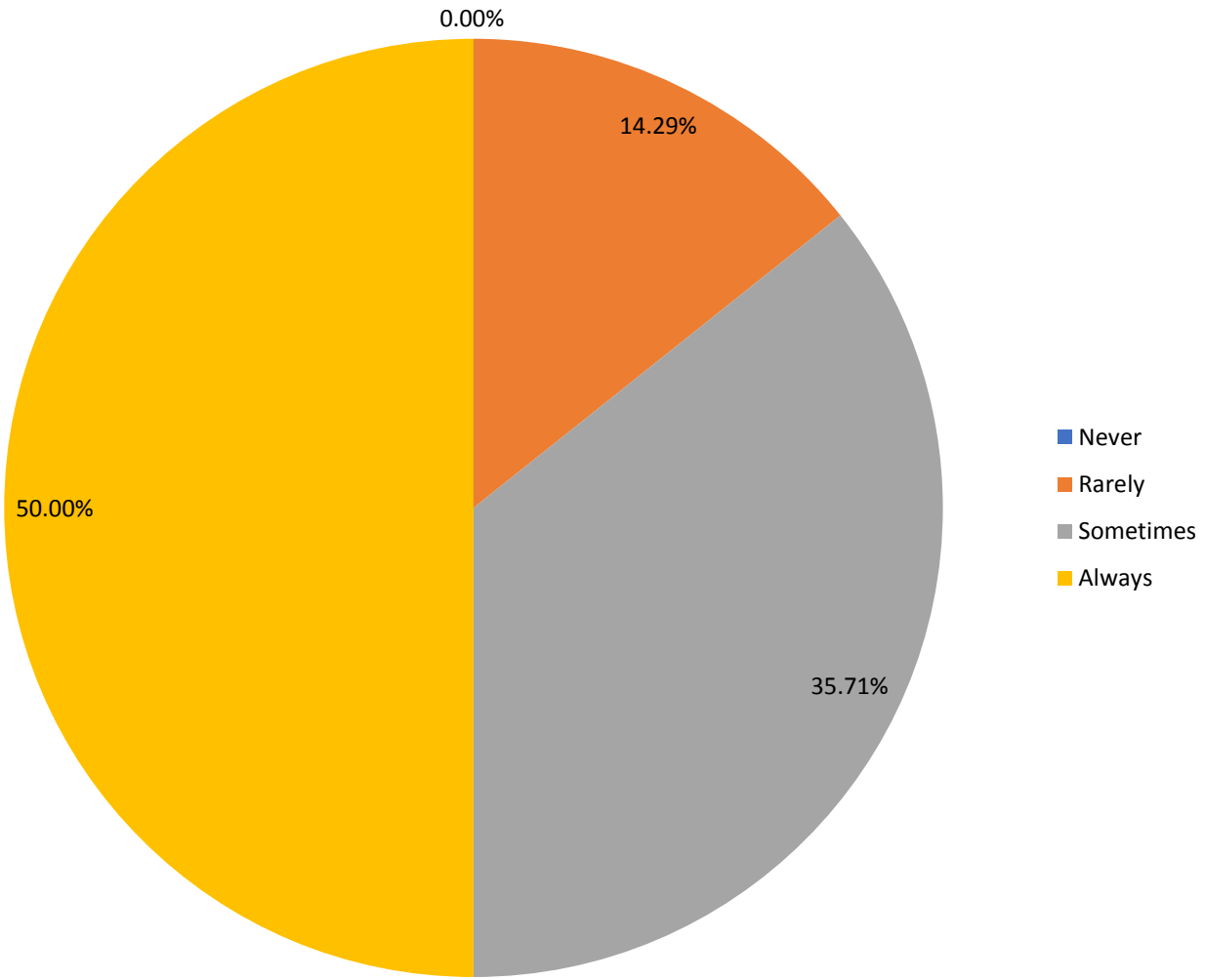
# Political voting

- more than one third of the teachers answered that they “always” think at this decision on  sustainability concerns and over 40%” sometimes” think.
- We can see that more than 75% of the respondents take in consideration this decision on sustainability concerns.



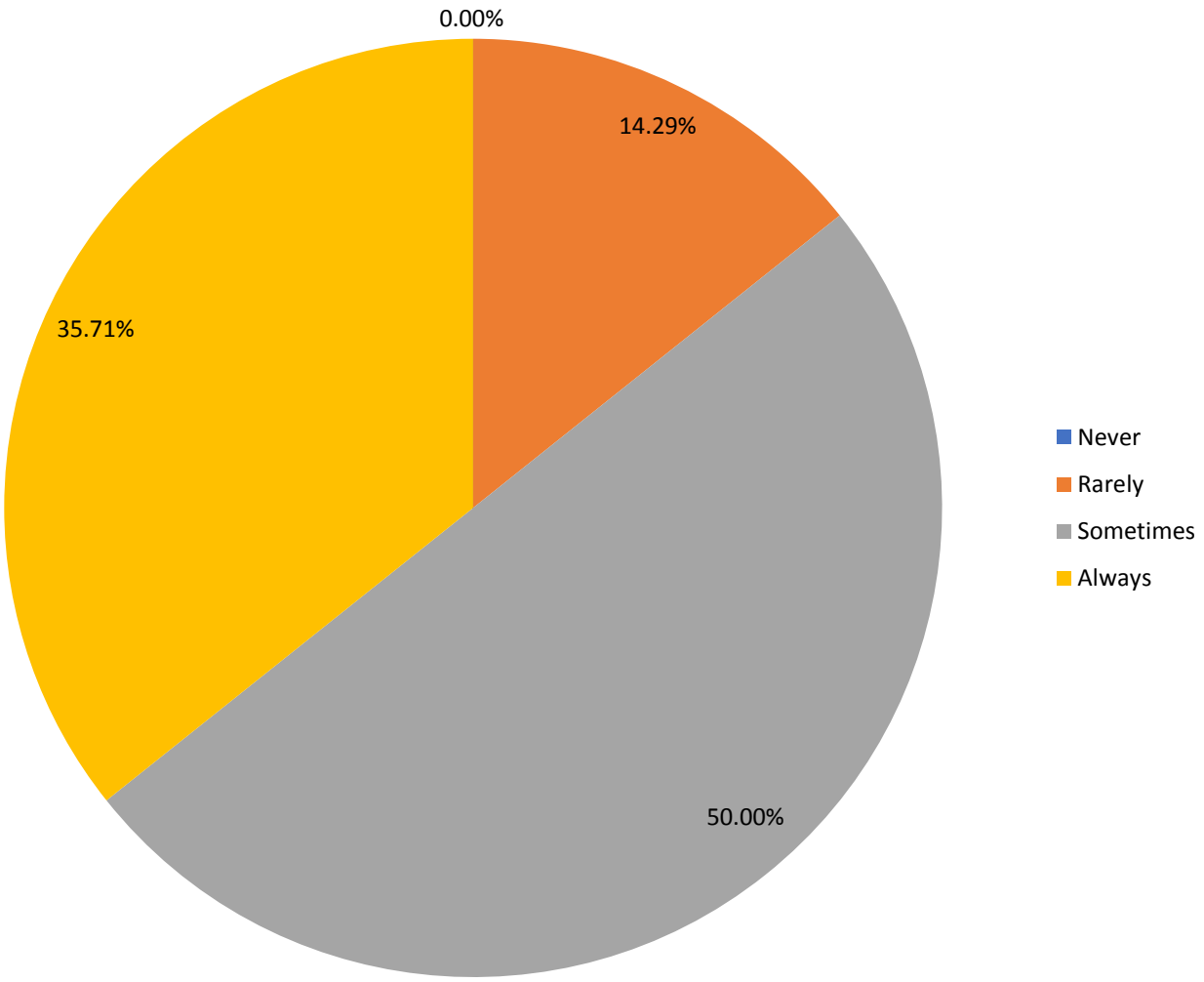
# Food and nutrition decisions

- more than 30% of the respondents answered that they “sometimes” think on sustainability concerns by taking this decision, one half “always” thinks at this decision, while almost 15% “rarely” think at this decision.



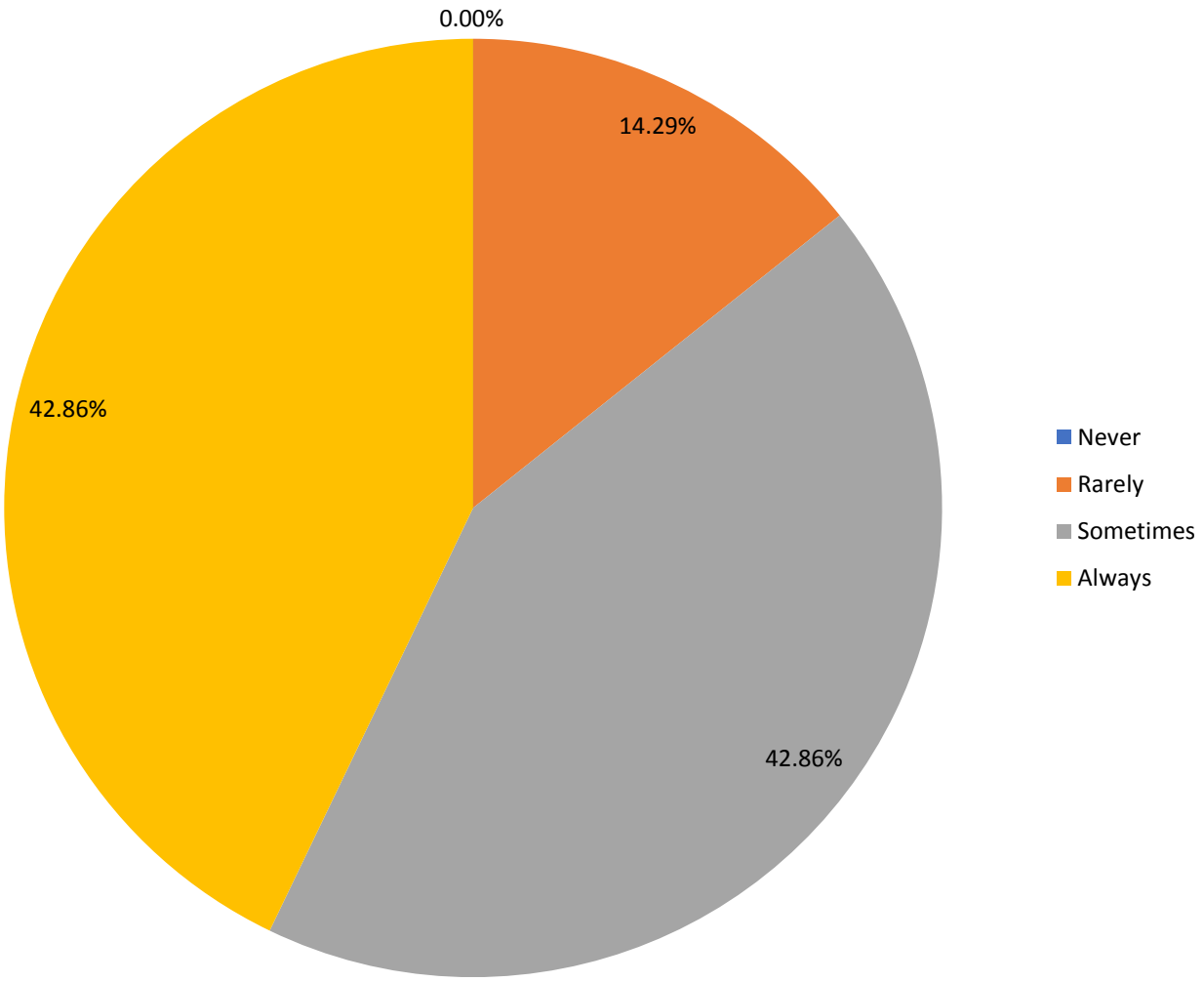
# Transport decisions

- more than one third answered that they" always" think, one half "sometimes" think at this decision on sustainability concerns, while almost 15%, "rarely" think at this decision.



# Leisure activities

- more than 40% of the respondents answered that they “sometimes” think at this decision on sustainability concerns, more than 40% of the teachers “always” think, while almost 15% ”rarely” think.



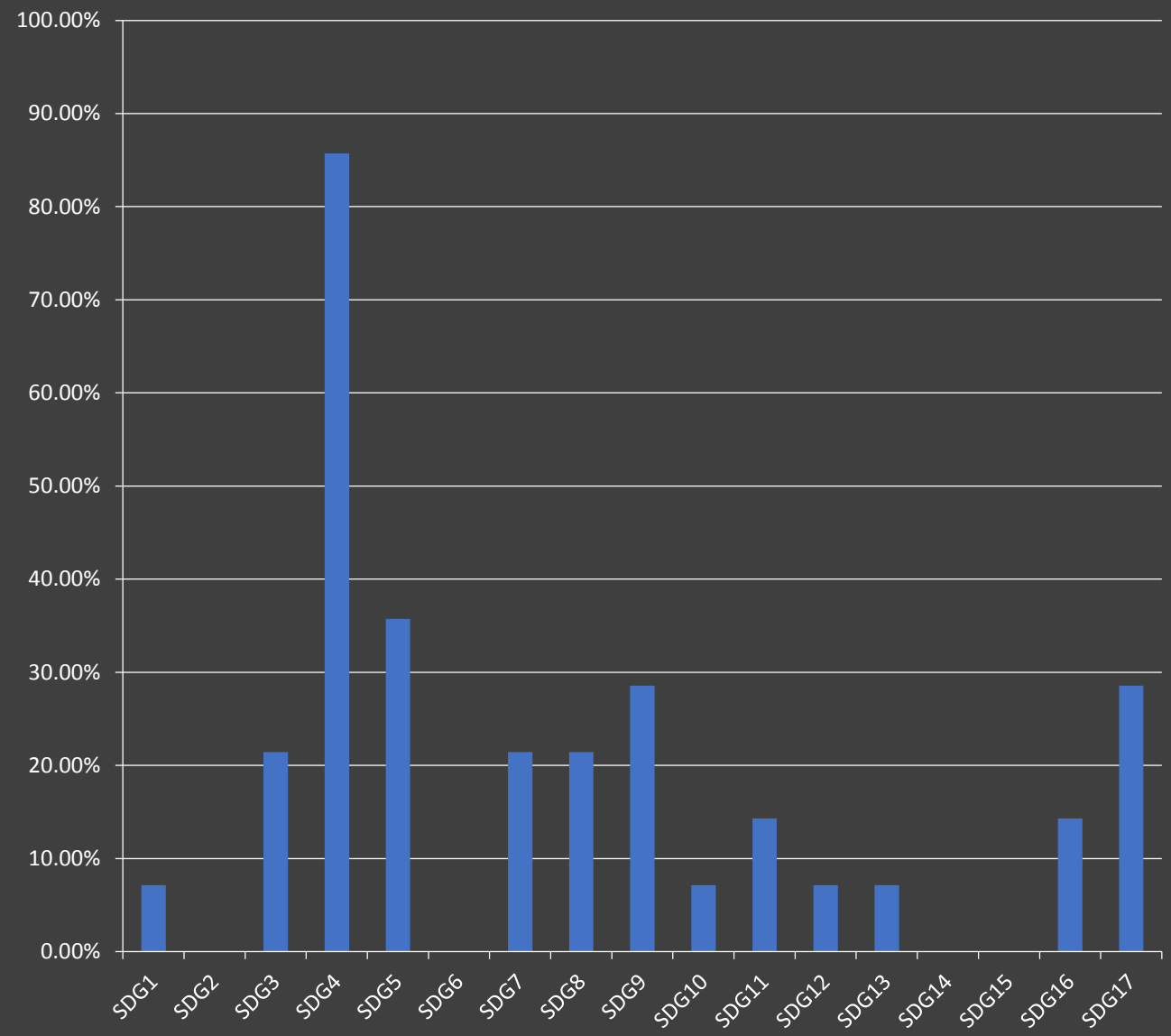
In conclusion, we can see that for **Food and nutrition decisions** 50% of the respondents answered that they “always” think at this decision on sustainability concerns and more than one third answered that they “sometimes” think. This decision is ranked in the top of all the decisions because the majority of the teachers take in consideration this decision between the other decision ( one half have answered with ”always”).

At the opposite corner we have the decision **Choosing the employer** and **Choosing the energy provider.** For those decisions more than 7% of the respondents answered that they **“never think”** at those decisions on sustainability concerns

# Teachers' Knowledge of SDGs

- At the question: "Are you aware about the EU regulation regarding the disclosure of non-financial (i.e. sustainability) information to measure the business performance and its impact on society", the respondents answers were yes 57.14% and no 40%
- Regarding the source of information we can see that 75% of the respondents answered that they gained the information after "my own search on internet". We have a equally split between the sources of information" Other training courses" or" Reading official regulations".
- At the question "**Does your employer have sustainability objectives?**", more than 85% of the teachers answered positively.

The distribution of the most important **SDG's (sustainability-related directions)** for the teachers employers/comp anies

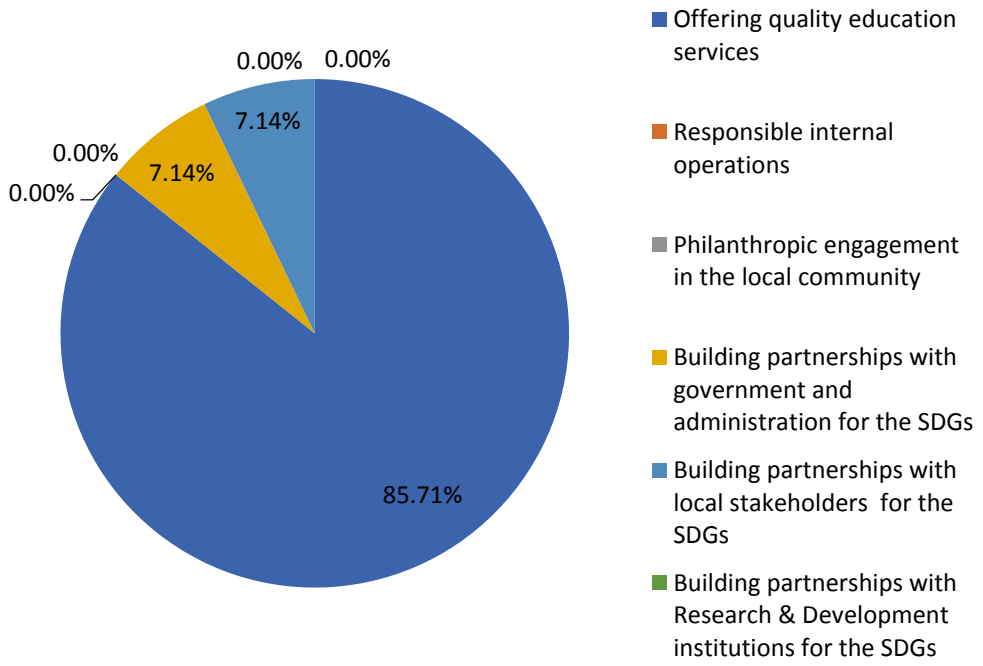


# As such…

- As we can see the most important SDG for the respondents is **SDG4. Quality education** (inclusive and equitable quality education and lifelong learning opportunities for all), followed by **SDG5. Gender equality (gender equality and empower all women and girls)** . At the opposite corner we have **SDG2 . Zero hunger ,SDG6 Clean water and sanitation, SDG14 Life below water and SDG15 Life on land** with none responses.

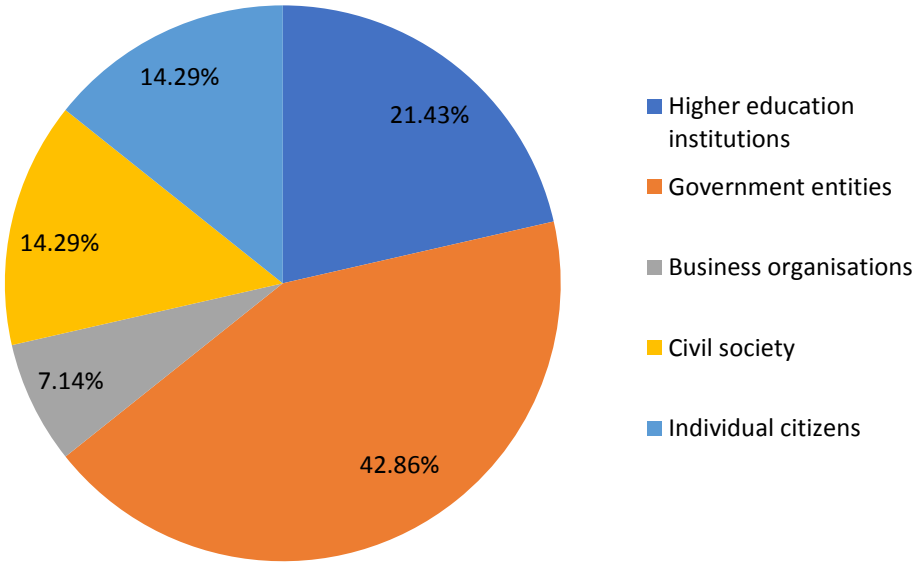
# Understanding of SDG's = action and attitude

- "Which would be the most contribution of your employer to SDG's ?" more than 85% of the respondents consider that "Offering quality education  services" is the most contribution of the employer to SDG's.



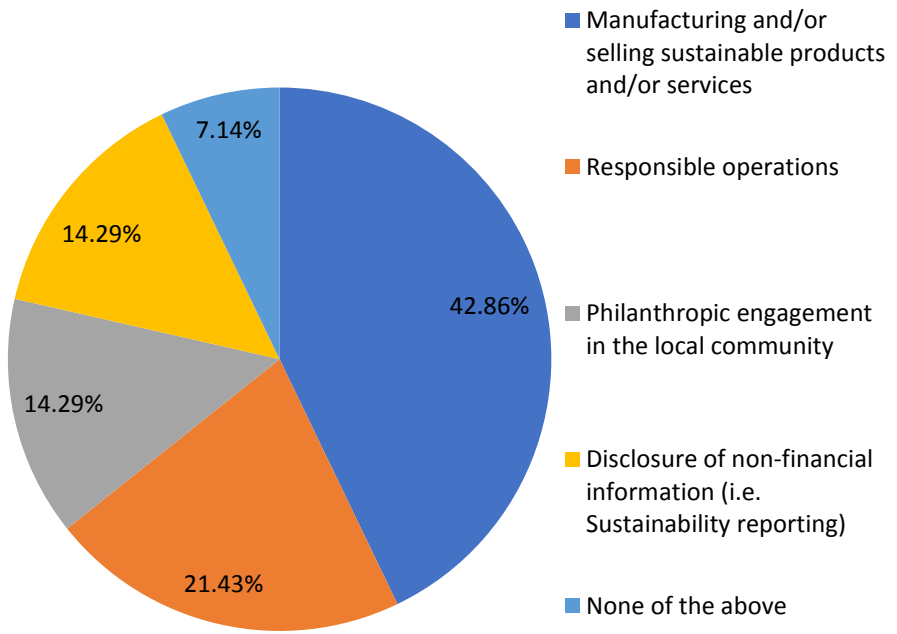
# relevant partners

- We can see that ” the most **relevant partners** for achieving the SDGs in our country” is according to our respondents is “Government entities”(42.86%), followed by “Higher education institutions” (21.43%), and we have a equally split (14.29%) between “Civil society” and “Individual citizens”.



# important selection criteria

- Our respondents consider as **important selection criteria** when it comes to involve other employers/organisations in the educational activity with their students to be “Manufacturing and/or selling sustainable products and/or services”. This criteria is followed by the criteria: “Responsible operations” with (21.43%); and we have a equally split (14.29%) between “Philanthropic engagement in the local community” and “Disclosure of non-financial information (i.e. Sustainability reporting)”.



# Learning Expectations

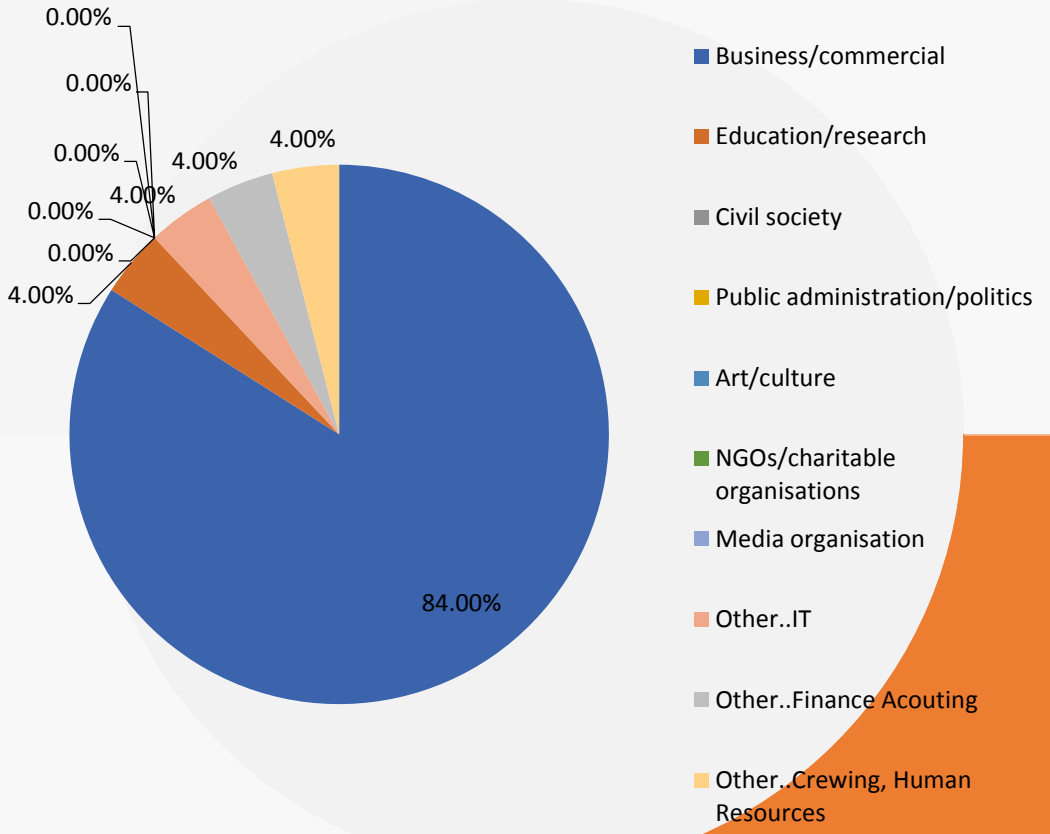
# Most important topics and subjects

- We can say that among the subjects **( economical, environmental and social)** for our respondents the economic subject (Innovation & product responsibility) matter the most because is considered 100% “very useful” by our respondents **.** At the opposite corner we have the social subject **(Diversity and equal opportunities, and human rights)** where almost 8% of the respondents consider it “not useful” which is the largest percent of “not useful” answers among all the subjects (economical, environmental and social).

# Category 3. Practitioners

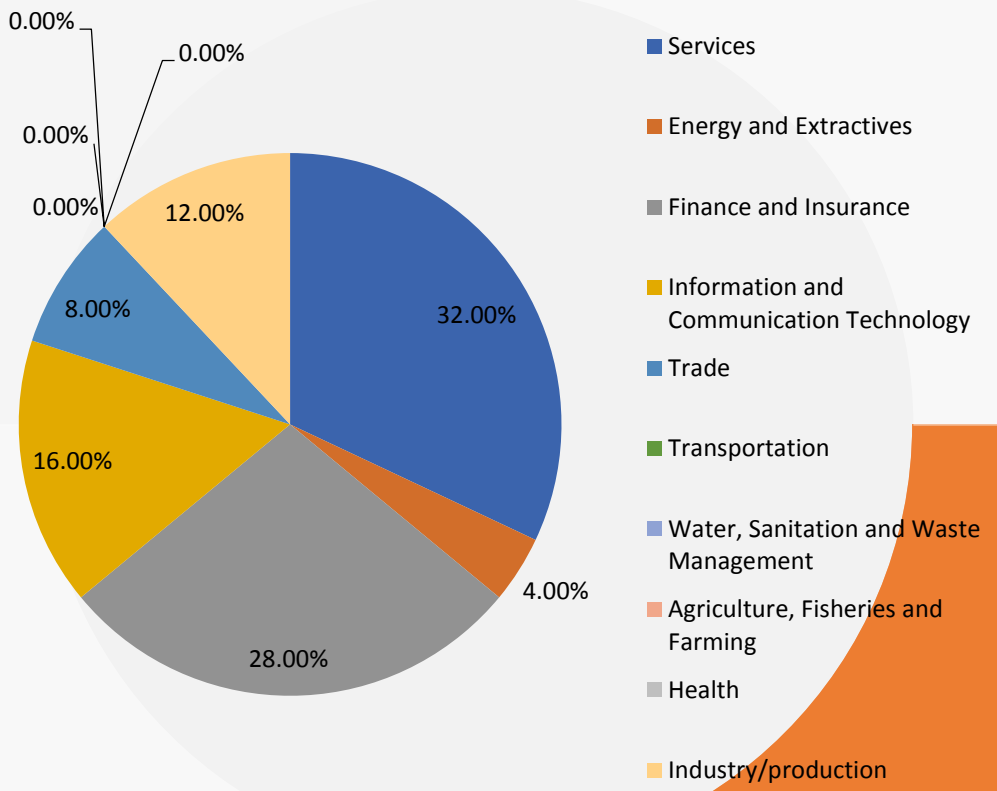
- The research was conducted on a sample of 60 practitioners respondents from 4 countries (Romania, Bulgaria, Poland and Italy).
- 1. From the total of practitioners respondents, more than 40% are from Romania, more than 20% are from Italy, about 22% are from Bulgaria and almost 14% are from Poland.
- The profile of our respondents looks like: 41% from the total of the respondents are practitioners from **Romania** and our analyze is focused upon this segment**.**
- **From** our respondents more than 75% are feminine gender, most of them ( masculine and feminine gender) are between 20-29 age group (more than 88%),most of them are employed persons/practitioners (68%) or students in higher education system (32%). The main type of employer/ organization our practitioners work is “Business/commercial”(84%), and the main sector of activity of the employer/organization of the practitioners is “Services” (32%).

- We can see that the majority are employees in Business/commercial employers/organizations ( more than 80%) meanwhile we have a equally split (4%) between Education/research employers/ organization, other IT employers/ organizations, other Finance Accounting employers/ organizations or other Crewing, Human Resources employers/organizations.



# The sector  of activity in which practitioners employer/organization is operating

- We can see that the majority of the practitioners work in the services sector (32%), (28%) are working in finance and Insurance sector, (16%) work in Information and Communication Technology sector, (12%) in the Industry/production sector,( 8%) in trade and (4%) work in the sector of energy and extractives sector.



# Values of Respondents

- The first value ranked by the study is “The respect for human rights and freedoms (i.e. dignity, equality, solidarity, justice, citizen's rights, etc.). For this value all the respondents consider that is “very important” for personal life fulfilment (100%).
- The second value ranked (**The respect for fundamental EU freedoms (i.e. free movement of goods, capital, services, and labor**) is considered by more than 70% of the respondents , “very important”, while almost one third of the respondents (28%) are “indifferent/don’t know”.
- Regarding “**Valuing cultural diversity”,** more than 72% of the respondents consider it “very important”, almost one third are“ indifferent /don’t know ” and 4% consider this value “not at all important”.

- Looking forward at the value: **Democracy in the society,** we can see that almost 80% of the respondents consider it " very important",(20%) are" indifferent/don't know" and 4% consider this value "not at all important".
- **Social justice** as a value is considered also by almost 90% of the respondents to be "very important", while the rest are "indifferent/don't know".
- **Fairness of educational/working systems** is considered by more than 75% "very important " by the respondens. Looking at the opposite corner there is no one consider it "not at all important", while (24%) are "indifferent/don't know ".
- **The principles of equality and solidarity** is considered by almost 85% of the practitioners as "very important", while no one consider it " not at all important".
- **Gender equality** is considered by almost 70% of the respondents as "very important", while 12% of the respondents consider it "not at all important".
- **The rule of law** is considered by more than 75% "very important", almost 30% of the respondents are "indifferent/don't know"

- If we rank all of these values we can see that the value **The respect for human rights and freedoms (i.e. dignity, equality, solidarity, justice, citizen's rights, etc.)** is considered the most important value for own personal life fulfilment between all the values ranked because all of the respondents consider it “very important”. This value is followed up by the value **Social justice** (88% of the respondents consider it very important) and the value **The principles of equality and solidarity** (84% of the respondents consider this value as a “very important” one.
- All of the values are important for own personal life fulfilment by our respondents. None of them was ranked under 68% as a “very important” value by the respondents.

# Awareness about SDGs

- If we rank the SDG we can see that **SDG4. Quality education ( inclusive and equitable quality education and lifelong learning opportunities for all)** is considered to have the awareness with respect to SDG's, of more than 95% of the respondents. This Sustainable Development Goal, SDG4, is followed by **SDG2. Zero hunger** with 92% awareness. At the opposite corner we have the Sustainable Development Goal, **SDG14**. **Life below water which is** "rather unknown" by more than 50% of the respondents.

# Did you think on sustainability concerns when you take the following decisions?

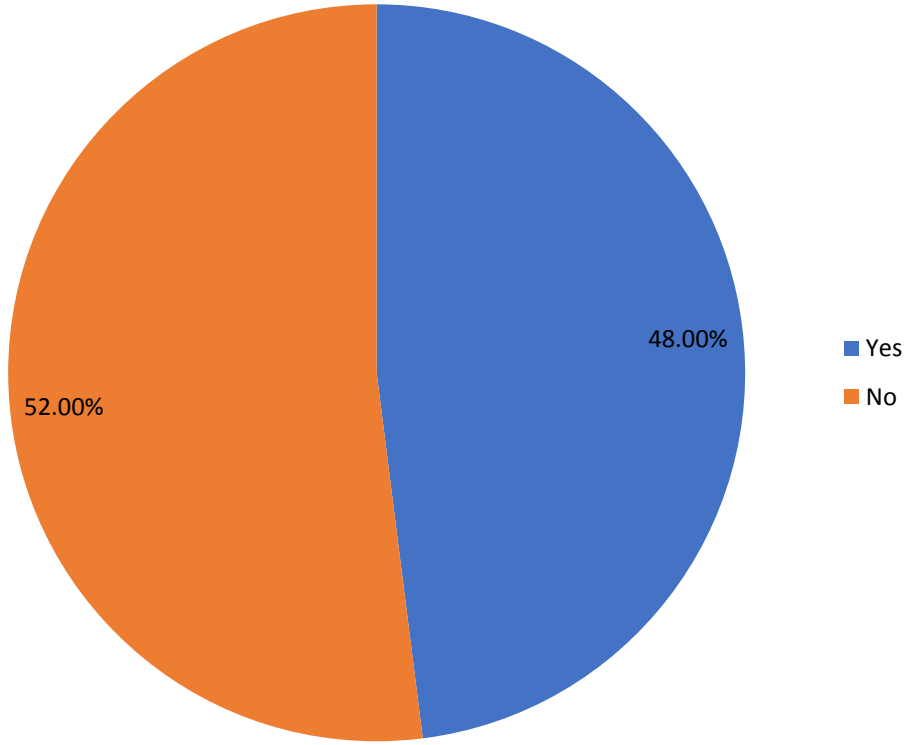
- For **Buying goods and services** , more than 70% of our respondents consider that they think “sometimes” at this decision ,on sustainability concerns , while 8% consider that they “rarely” think at this decision on sustainability concerns.
- For taking the decision of **Choosing the employer**, over 30% of the respondents answered that they think “sometimes” on sustainability concerns ,while almost 4% answered that they think ”never” We also have a equally split (32%)between the respondents who “always” think the ones who “sometimes” think and the ones who “rarely” think about it.
- For **Making financial decisions** almost 65% of the respondents answered that they think “sometimes**”** on sustainability concerns and more than one third of the respondents consider that they ” always” think at this action , on sustainability concerns.
- For **Adopting education decisions** more than 30% consider that they “always” think at this decision on sustainability concerns, over 35% answered that they think” sometimes”, meantime 12% answered that they “never” think at this decision.
- For **Choosing the energy provider we have a equally split (24%) between the respondents who “never” think and the ones who “rarely” think** this decision on sustainability concerns, while over one third answered that they “sometimes” think at this decision.
- For taking the decision of **Political voting** more than one third of the practitioners answered that they “always” think at this decision on on sustainability concerns. There is a equal split between the practitioners who “always “ think at this decision and the practitioners who” sometimes” think about it.
- We can see that more than two thirds of the respondents take in consideration this decision on sustainability concerns.
- For **Food and nutrition decisions** more than 40% of the respondents answered that they “sometimes” think on sustainability concerns by taking this decision, 40% “always” think at this decision, while almost 12% “rarely” think” at this decision.
- Regarding **Transport decisions** more than two thirds answered that they” always” think or “sometimes” think at this decision on sustainability concerns, meanwhile 4%, “never think” at this decision.
- For **Leisure activities,** we have a equally split between the respondents who “sometimes” think at this decision on sustainability concerns, and the ones who ”rarely” think (36%).

# As such

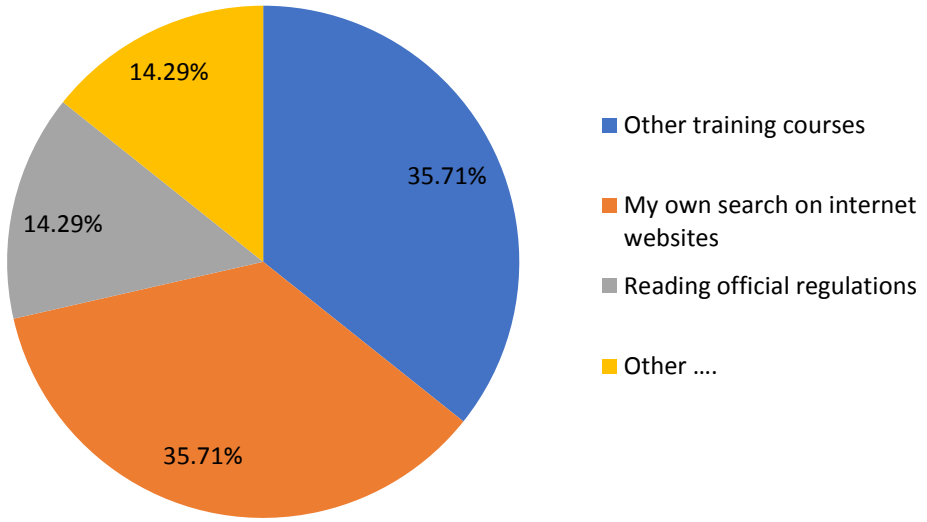
- In conclusion, we can see that for **Food and nutrition decisions,** 40% of practitioners consider that they “always” think at this decision on sustainability concerns, almost one half answered that they think ”sometimes”. This decision is ranked in the top of all the decisions because the majority of the respondents take in consideration this decision between the other decision ( more than 40% have answered with ”always”).
- At the opposite corner we have the decision **Choosing the energy provider .**For this decision 24% of the respondents answered that they **“never think”** at this decision on sustainability concerns.

# Knowledge of SDGs

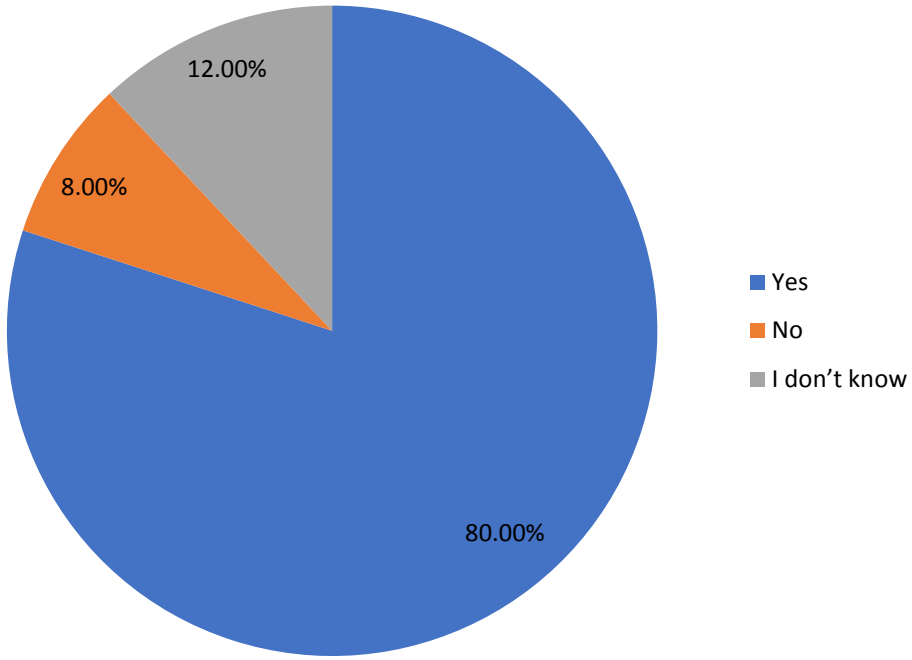
- At the question: “Are you aware about the EU regulation regarding the disclosure of non-financial (i.e. sustainability) information to measure the business performance and its impact on society”, the respondents answers are reflected in the graphic bellow



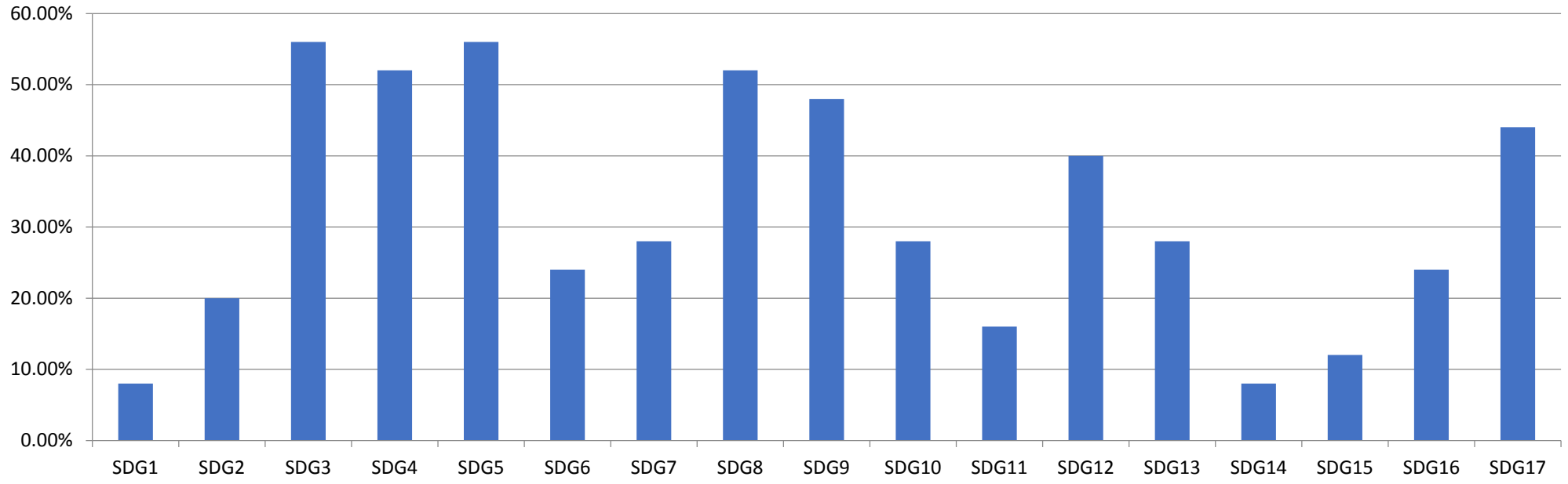
- Regarding the source of information we can see that 35.71% of the respondents answered that they gained the information after ”my own search on internet”. We have a equally split between the sources of information” my own search on internet” and ” other training courses”. We have also a equally split between the respondents who gained the information from “reading official regulation” and the ones who gained the information from “other” sources.(14,29%)



- At the question “**Does your employer have sustainability objectives?**”, more than 80% of the respondents answered positively.



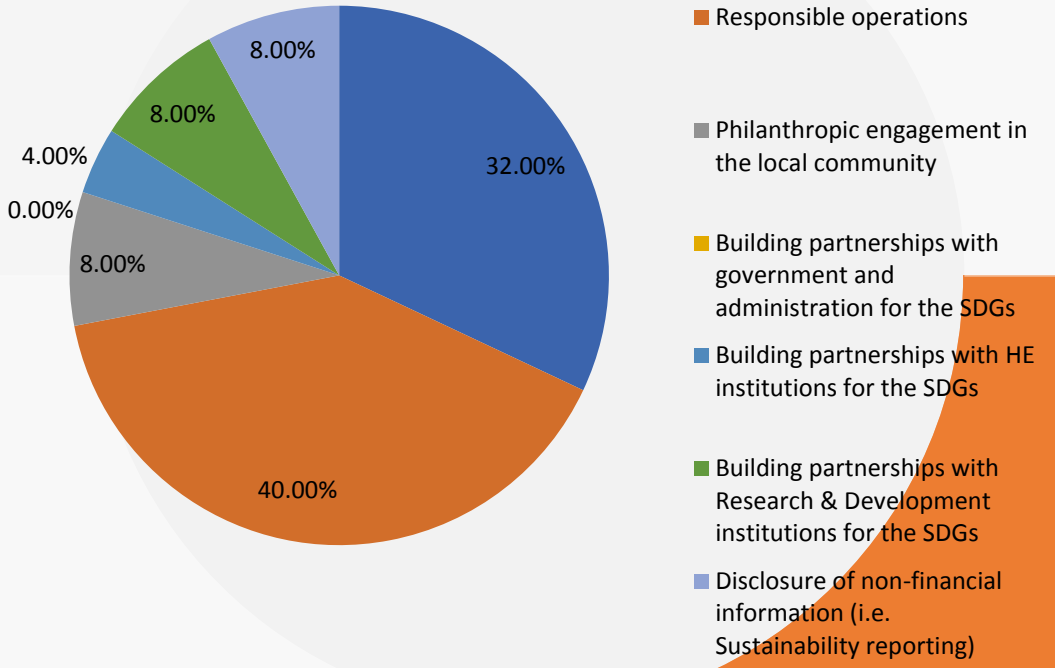
# The distribution of the most important **SDGs (sustainability-related directions)** for the practitioners employers/companies



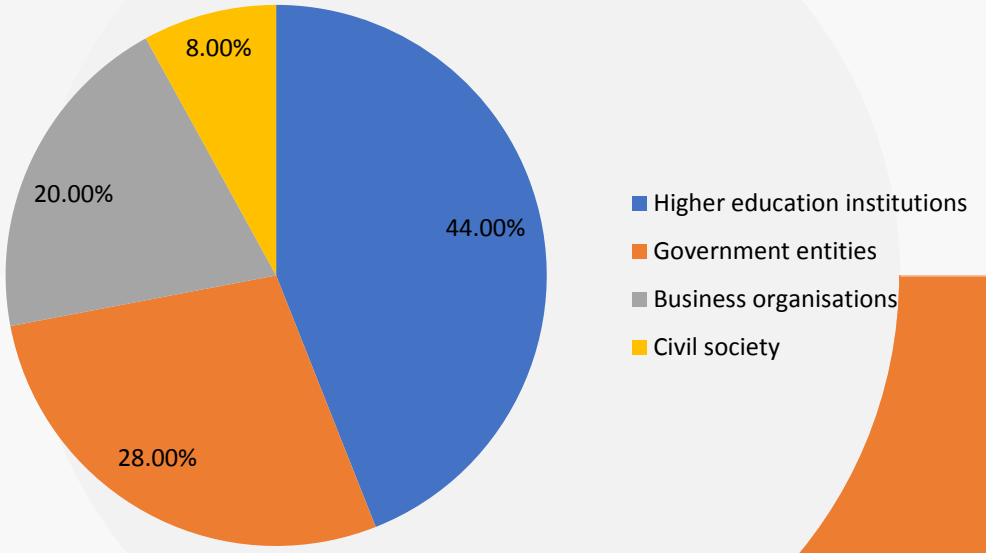
As we can see the most important SDGs for the respondents is **SDG3. Good health and well-being (healthy lives for all at all ages)** which is near **SDG5. Gender equality (gender equality and empower all women and girls) (with the same percentage56%)**. At the opposite corner we have **SDG1. No poverty (end poverty in all its form everywhere)** and **SDG14. Life below water (conserve and sustainable use the oceans, seas and marine resources) ,** with the same percentage (8%) responses.

# Understanding of SDGs = Action and Attitude

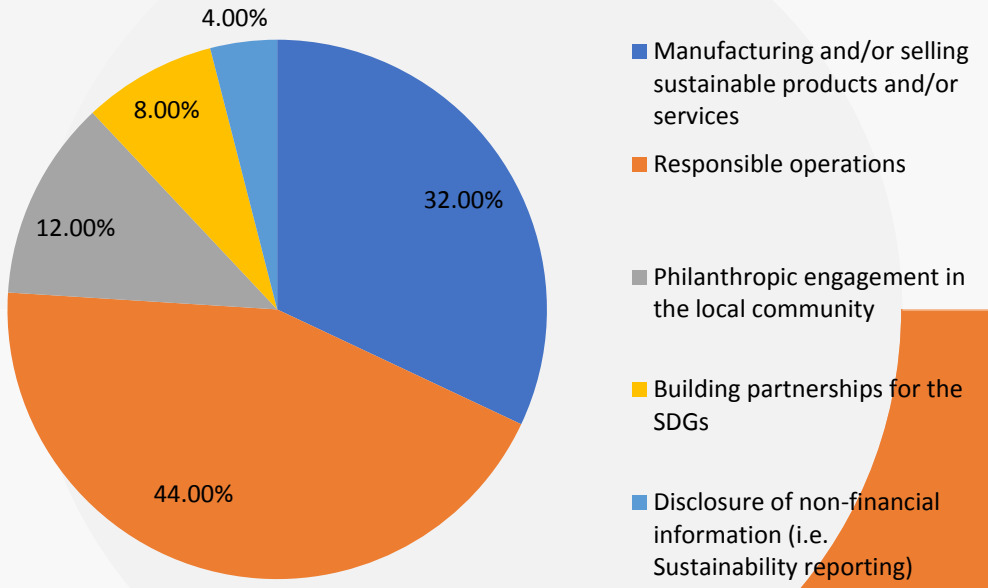
- At the question ”Which would be the most contribution of your company/employer to SDGs ?” 40% of the respondents consider that ”Responsible operation” is the most contribution of the employer to SDGs.



- We can see that ” the most **relevant partners** for achieving the SDGs in our country” is according to our respondents is “Higher education institutions” (44%) followed by “Government entities”(28%).

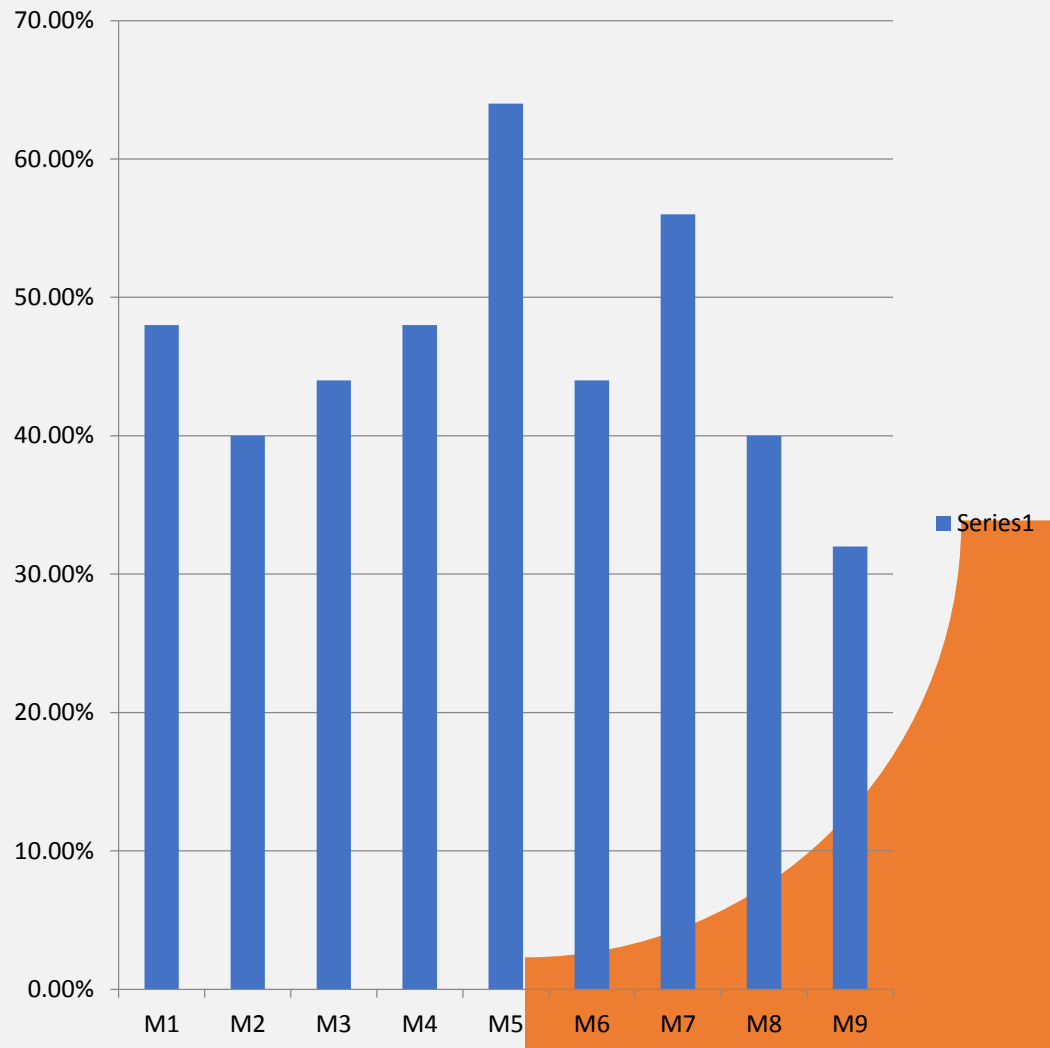


- Our respondents consider as **important selection criteria** when it comes to choose their employer and/or business partner to be “responsible operation” (44%) followed by “Manufacturing and/or selling sustainable products and/or services” (32%). At the opposite corner we have the “disclosure of non-financial information” represented by (4%)



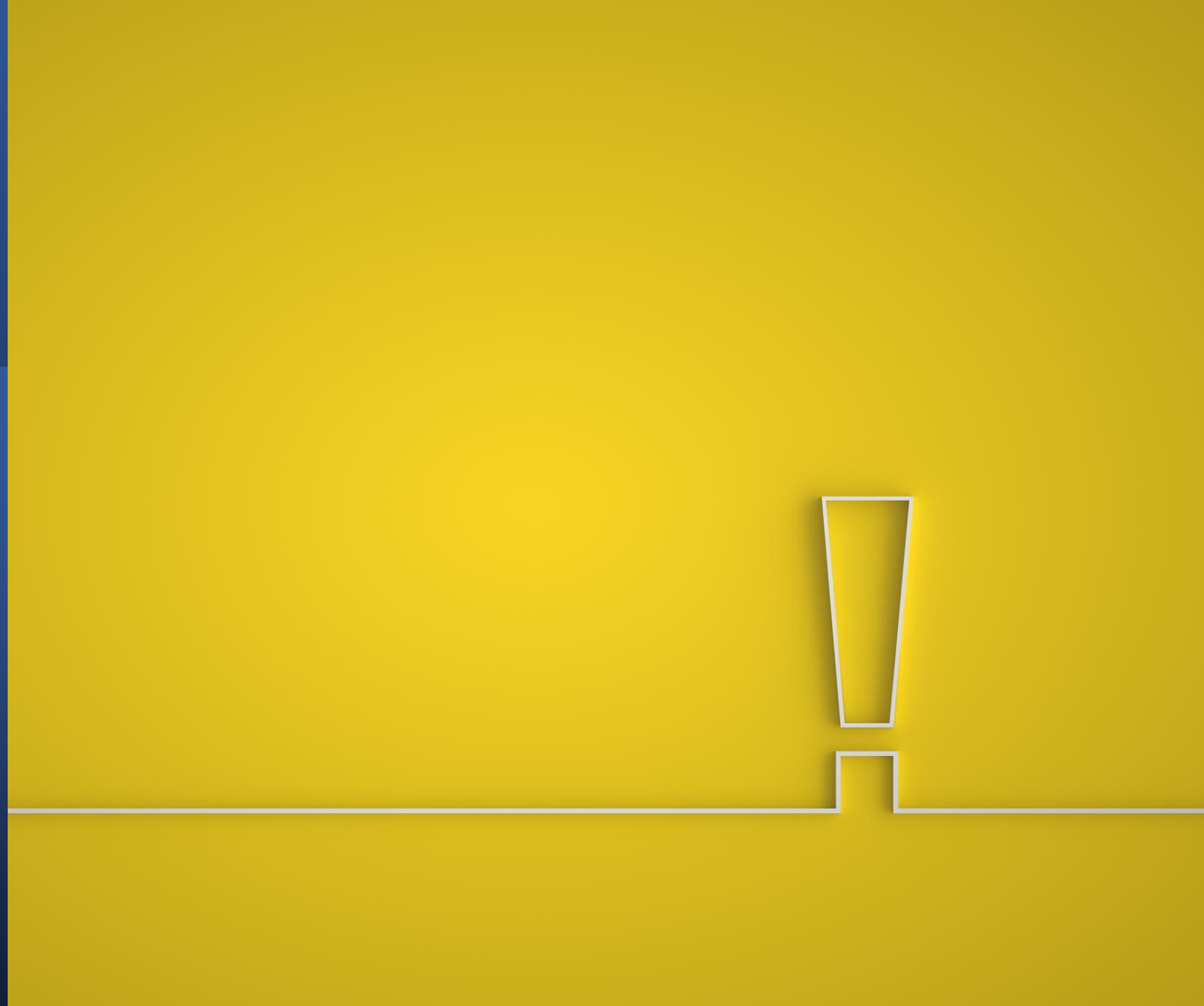
# Learning Expectations

- We can say that among the subjects **( economical, environmental and social)** for our respondents the social subject matter the most because two of social subjects were ranked with “very useful” by our respondents **(Sustainable lifestyle and education**-74.63% and **Occupational health and safety** with (71.64%).
- We can see that on the first place is ranked **module no.5, Standards in Quality Management and Risk Management** with almost 65%, followed by **M7 Regulations on forced labor, health and safety, discrimination, disciplinary practices etc. (56%) and M4 Human rights** (48%).
- The e learning channel is preferred by more than 40% of the practitioners , followed by a equally split between blended learning and ( 28%) and face to face learning( 28%).



# Specific findings and recommendations

- As extracted from the survey's results, the respect for human rights and freedoms is considered the most important value for own personal life fulfilment, followed by the respect for fundamental EU freedoms such as, the topics for SDG education might be encompassed by these ideas. Ranking SDG's according to student's awareness, the most important seams to be SDG4. Quality education (inclusive and equitable quality education and lifelong learning opportunities for all), followed by SDG13.Climate action (take urgent action to combat climate change and its impacts) and, in the third place is SDG2. Zero hunger. Given the fact that, at the opposite corner lays the SDG 17. Partnerships for the Goals (strengthen the means of implementation and revitalize the global partnership for Sustainable Development), the curricula has to follow all the goals in order that learners to acquire a realistic perspective over the development goals. Regarding the manner student's understand SDG's implementation, adopting educational decision is a topic they always think about, at the opposite corner laying the decision of choosing their employer following SDG's perspective. Sustainability related directions for the respondents' personal life and family are leaded by SDG 4 (quality education) and 3(good health and well-being). As such, educational components to be taught to learners should take into account their values and interests. Learning objectives though should be biased by the relevant social needs, that are learners have to reach a broader perspective on sustainability issues and may operate according to sustainable procurement practices, environmental choices and social involvement. From all of those actions, the action Learning through study cases solved in teamwork was the most highly ranked.

- Teachers consider the respect for human rights and freedoms and fairness of educational/working systems to be the most important personal life fulfilment values.
- Ranking the SDG we can see that **SDG4. Quality education ( inclusive and equitable quality education and lifelong learning opportunities for all)** is considered to be in the first place by the respondents, according to their awareness on the topic. This Sustainable Development Goal, **SDG4**, is followed by **SDG12. Responsible consumption and production (ensure sustainable consumption and production patterns)** and by the **SDG6**, **SDG9**, **SDG10** and **SDG16**. At the opposite corner we have the Sustainable Development Goal, **SDG14 Life below water** which is “rather unknown” by almost 65% followed by **SDG17. Partnerships for the Goals (strengthen the means of implementation and revitalize the global partnership for Sustainable Development),** is “rather unknown” also by the vast majority of teachers. As such, trainings should be directed towards a better understanding of these topics that are rather unknown.

# Thank you for your attention!