Can universities be sure they are producing sustainability literate graduates?

ONE YEAR REPORT

Presented on the occasion of the World Conference on Education for Sustainable Development

Nagoya
Japan, November 2014
WHAT DO YOU KNOW ABOUT YOUR STUDENTS’ KNOWLEDGE OF SUSTAINABILITY AND GLOBAL RESPONSIBILITY WHEN THEY ENTER YOUR CLASSROOM OR YOUR COLLEGE/UNIVERSITY?

DO THEY HAVE THE BASIC KNOWLEDGE TO UNDERSTAND THESE CONCEPTS?

ARE YOU RISKING LOSING THEIR ATTENTION BY PRESENTING THEM WITH INFORMATION THEY ALREADY KNOW?

HOW CAN YOU BE SURE THAT YOUR COURSES ARE ADAPTED TO THEIR CURRENT LEVEL OF KNOWLEDGE?

AT A UNIVERSITY/COLLEGE LEVEL, DO YOU HAVE A CLEAR IDEA OF WHAT LEVEL OF KNOWLEDGE THAT IS?

THE SUSTAINABILITY LITERACY TEST ALLOWS HIGHER EDUCATION INSTITUTIONS TO MAP THEIR STUDENTS’ BASIC KNOWLEDGE AND COMPARE THEIR RESULTS NATIONALLY AND INTERNATIONALLY WITH OTHER STUDENTS.

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ONE YEAR AGO, WE LAUNCHED THE IDEA OF FINALLY BEING ABLE TO MEASURE OUR STUDENTS’ KNOWLEDGE ON THE KEY ISSUES OF SUSTAINABLE DEVELOPMENT. WE DID NOT WANT TO CREATE A TOOL FOR JUST ONE OR TWO UNIVERSITIES IN A SPECIFIC COUNTRY BUT ONE THAT COULD BE SHARED WORLDWIDE, REGARDLESS OF A STUDENT’S DEGREE LEVEL OR AREA OF STUDY. WE WANTED TO CREATE A TOOL THAT COULD HELP FACULTY TO MEASURE THE SUSTAINABILITY LITERACY LEVEL OF THEIR NEW INCOMING STUDENTS, TO ASSESS THEIR LEVEL BEFORE GRADUATING AND USE THESE INDICATORS TO DRIVE CHANGES IN PEDAGOGY AND IN THE CURRICULUM. MOST OF ALL, WE WANTED TO DESIGN AN INNOVATIVE TOOL TO RAISE SUSTAINABILITY AWARENESS AND KNOWLEDGE OF STUDENTS, STAFF AND FACULTY.

Not only have we worked with major international organizations (e.g., UNESCO, UNEP, UNDP, PRME...) to validate the process, the matrix and content (nearly 600 questions), but we’ve also managed to bring together a vibrant, active community of more than 200 volunteers from all over the world (teachers and researchers, students, business, NGOs). All this in just a few months! Thanks to the hard work of our regional committee, questions are now customized in 17 countries or regions (Argentina, Brazil, China, Costa Rica, Egypt, France, Hong Kong, India, Ireland, Italy, Japan, Peru, Quebec, South Africa, Spain, UK and USA) and translated into 8 languages (English, French, Spanish, Portuguese, Italian, Japanese, Chinese and Welsh).

Among the 261 universities registered today, some have organized small sessions for few students, others have asked all of their new incoming students to take the test.

We have reached more than 24,500 Students from 30 countries who have taken the Sustainability Literacy Test with Version 0 and 1 combined.

At the occasion of the World Conference on Education for Sustainable Development, organized by the United Nations (Aishi-Nagoya, Japan, November 2014) we presented the first survey on global trends on students’ sustainability knowledge.

This document describes the different dimensions of this international project and provides the preliminary data and trends from the students’ results obtained.

ACHIEVEMENTS

NEXT STEPS

We are certain that the more students we bring into the survey, the more impact we will have at the international level. And more importantly, the next version of the tool will be even better.

We are at the beginning of an adventure. The 200 volunteers from all over the word who have worked hard to create this pilot version know that the test can be even better. The versions which will follow will have more systems-based questions; will focus not only on issues but also on solutions; and we are currently thinking about a version that will offer students a certificate and yet another version that has the answers, sources, videos, Pdfs or even links to MOOCs to go further, broader and deeper in their learning...

But like the first photograph ever taken with a “camera obscura” (Joseph Nicéphore Niépce 1828), the snapshot of our students’ sustainable development knowledge will probably be a blurry picture, but at least it will exist! It took quite a few years to evolve from the technology of that first photo taken to get to today’s numeric HD 3-D color photography. What will the tool to measure knowledge (and probably skills and competencies) in sustainability look like in 10 years? We don’t know! But we do know that we need as many photos as possible, from as many universities as possible from all over the world to be able to improve our tool. Won’t you help us make this tool better for a better world in the future?
The Rio+20 Conference confirmed sustainable development as the international framework for action and cooperation. One of the major outcomes of the Rio+20 Conference are the Sustainable Development Goals, which reinforce the common future and responsibilities of our communities. Regardless of the content of SDG’s to be defined in 2015, these goals will impact and engage all countries and all generations. The Rio+20 outcomes also highlighted the role of non-state actors in the implementation of SD through voluntary commitments and actions. Higher Education Institutions (HEI) must and should play an increasingly important role in developing their students’ awareness of sustainability challenges. In the Higher Education Sustainable Initiative (HESI), launched during Rio+20, Chancellors, Presidents, Rectors, Deans and leaders of Higher Education Institutions and related organizations, acknowledged the responsibility that they bear in the international pursuit of sustainable development. They agreed to teach sustainable development concepts, encourage research on sustainable development issues, green their campuses, support sustainability efforts in their communities and share results through international frameworks.

The UNESCO World Conference on Education for Sustainable Development (Nagoya, Japan in November 2014) has celebrated the end of the UN Decade of Education for Sustainable Development (ESD) and set the agenda for ESD in the decade to come. On this occasion, two major questions have been raised:

How can HEIs assess & report on their global performance?

Can universities be sure that they are producing sustainability literate graduates?

To answer these questions, the Platform for Sustainability Performance in Education, launched during the UNEP’s Governing Council, provides a web-based hub that host worldwide sustainability assessment tools to help HEIs implement, monitor and report their institutions’ sustainability commitments and performance.

The "Sustainability Literacy Test" is a tool created by the academic community to evaluate their students’ knowledge in these critical areas. It assesses the level of knowledge in economic, social and environmental responsibility for higher education students; applicable all over the world, in any type of Higher Education Institution (HEI), for students studying in all fields and at all levels (Bachelors, Masters, MBAs, PhD).
All of the questions from this assessment tool are designed to ensure that future graduates have basic knowledge in sustainable development, covering both individual and organizational responsibility. The scope of this assessment tool focuses on 2 key areas:

Questions about the current challenges facing society and the planet e.g. general knowledge on social, environmental and economic issues, basic understanding of the earth system e.g. water and carbon cycles, greenhouse effect etc.

Questions on an Organization’s responsibility e.g. questions about organizational practices for integrating social responsibility in their activities and questions on the responsibility of individuals as employees and citizens.

A Multiple Choice Question (MCQ) format was chosen to make the test easier to use and implement worldwide.

50 MCQ’s are randomly selected among a wide range of questions from a question bank. Out of these 50 questions, 30 are focused on Supra/International level issues (global warming for instance) and 20 are focused on national/regional issues (e.g. local regulations and laws, culture and practices).

Completing the test usually takes 30 minutes.
To ensure that this tool remains relevant, one-third of the questions, updated yearly, come from a database produced by local networks all over the world made up of academics, practitioners, the corporate world and civil society. Currently, Version 1 has been customized in seventeen different countries / regions (and five other National/Regional committees are currently finalizing their sets of questions).

To be able to compare knowledge from one region of the Globe to another, and to allow institutions / students to benchmark at a worldwide level, two-thirds of the questions come from the same database.

At the end of the test, fifteen optional questions allow the tool to gather information on trends and links between knowledge from diverse cohorts (gender, age, economic background, major or program of study, personal engagement, college’s / university’s curriculum...).

Questions are based on verified and reputed sources that are subject to a broad consensus in the community of researchers and practitioners in the field:

They are based on the founding principles of sustainable development including basic definitions (e.g. sustainable development, corporate social responsibility, socially responsible investment, social entrepreneurship, etc...); trends and key figures of global issues covering environmental, social and economic dimensions (e.g. demographic, biodiversity extinction, etc.); sources in international texts (e.g. international reports, UN conventions, etc.); and from reports and surveys from specialized national agencies.

Others are structured by core issues addressed in ISO 26000, the international standard for social responsibility of Organizations (7 core subjects and 37 core issues).
<table>
<thead>
<tr>
<th>TYPES OF QUESTIONS</th>
<th>CORE SUBJECTS</th>
<th>SUBJECT REF.</th>
<th>TOPICS / ISSUES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Founding principles of sustainable development</td>
<td>SD-DEF</td>
<td>Basic definitions</td>
<td></td>
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<tr>
<td>Core subjects and issues of sustainable development addressed in ISO 26000</td>
<td>SD-G</td>
<td>Governance (international and national institutions)</td>
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<td></td>
<td>SD-DEF</td>
<td>Basic definitions</td>
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<td>SD-DEMO</td>
<td>Demography (figures/age pyramid/urbanization)</td>
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<td></td>
<td>SD-ENV1</td>
<td>Stake 1: Biodiversity</td>
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<td>SD-ENV2</td>
<td>Stake 2: Climate</td>
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<td>SD-ENV3</td>
<td>Stake 3: Pollution</td>
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<td>SD-ENV4</td>
<td>Stake 4: Energy &amp; Resource</td>
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<td>SD-SOC1</td>
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<td>SD-SOC2</td>
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<td>SD-SOC3</td>
<td>Stake 3: Inequality &amp; poverty</td>
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<td>SD-SOC4</td>
<td>Stake 4: Wellbeing and social progress</td>
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<td></td>
<td>SD-ECO1</td>
<td>Stake 5: Cultural diversity &amp; heritage preservation</td>
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<td>SD-ECO2</td>
<td>Stake 1: Economic growth &amp; development</td>
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<td>SD-ECO3</td>
<td>Stake 2: Global finance (financialization of the economy, short term, debt)</td>
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<td>SD-ECO4</td>
<td>Stake 3: Green economy, circular economy, resource dependency</td>
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<td></td>
<td>SD-ECO5</td>
<td>Stake 4: Taxation (tax havens) and corruption</td>
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<td>SD-ECO6</td>
<td>Stake 5: Underground economy (Black market, criminal activity)</td>
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<td>SD-ECO6</td>
<td>Stake 6: Prosperity indicators</td>
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<td></td>
<td>SR-GOV</td>
<td>For example: Values, stakeholder engagement, diagnostic and strategy, decision making process, control and continuous improvement, accountability and reporting</td>
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<td></td>
<td>SR-HR1</td>
<td>Issue 1: Due diligence</td>
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<td>Oisk situations</td>
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<td>SR-HR3</td>
<td>Issue 3: Avoidance of complicity</td>
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<td>Issue 4: Resolving grievances</td>
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<td>Issue 5: Discrimination and vulnerable groups</td>
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<td>Issue 6: Civil and political rights</td>
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<td>SR-HR7</td>
<td>Issue 7: Economic, social and cultural rights</td>
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<td></td>
<td>SR-HR8</td>
<td>Issue 8: Fundamental principles and rights at work</td>
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</table>

**Core subjects and issues of sustainable development addressed in ISO 26000**

<table>
<thead>
<tr>
<th>TYPES OF QUESTIONS</th>
<th>CORE SUBJECTS</th>
<th>SUBJECT REF.</th>
<th>TOPICS / ISSUES</th>
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</thead>
<tbody>
<tr>
<td><strong>Labor practices</strong></td>
<td>SR-LP1</td>
<td>Issue 1: Employment and employment relationships</td>
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<td>SR-LP2</td>
<td>Issue 2: Conditions of work and social protection</td>
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<td>SR-LP3</td>
<td>Issue 3: Social dialogue</td>
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<td>SR-LP4</td>
<td>Issue 4: Health and safety at work</td>
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<td>SR-LP5</td>
<td>Issue 5: Human development and training in the workplace</td>
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<td></td>
<td><strong>Environment</strong></td>
<td>SR-ENV1</td>
<td>Issue 1: Prevention of pollution</td>
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<td>SR-ENV2</td>
<td>Issue 2: Sustainable resource use</td>
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<td></td>
<td>SR-ENV3</td>
<td>Issue 3: Climate change mitigation and adaptation</td>
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<td></td>
<td>SR-ENV4</td>
<td>Issue 4: Protection of the environment, biodiversity and restoration of natural habitats</td>
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<td></td>
<td><strong>Fair operating practices</strong></td>
<td>SR-FAIR1</td>
<td>Issue 1: Anti-corruption</td>
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<td>SR-FAIR2</td>
<td>Issue 2: Responsible political involvement</td>
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<td>SR-FAIR3</td>
<td>Issue 3: Fair competition</td>
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<td>SR-FAIR4</td>
<td>Issue 4: Promoting social responsibility in the value chain</td>
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<td></td>
<td>SR-FAIR5</td>
<td>Issue 5: Respect for property rights</td>
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<td></td>
<td><strong>Consumer issues</strong></td>
<td>SR-CONS1</td>
<td>Issue 1: Fair marketing, factual and unbiased information and fair contractual practices</td>
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<td>SR-CONS2</td>
<td>Issue 2: Protecting consumers’ health and safety</td>
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<td>SR-CONS3</td>
<td>Issue 3: Sustainable consumption</td>
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<td>SR-CONS4</td>
<td>Issue 4: Consumer service, support, and complaint and dispute resolution</td>
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<td>SR-CONS5</td>
<td>Issue 5: Consumer data protection and privacy</td>
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<td>SR-CONS6</td>
<td>Issue 6: Access to essential services</td>
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<td></td>
<td>SR-CONS7</td>
<td>Issue 7: Education and awareness</td>
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<td></td>
<td><strong>Community involvement and development</strong></td>
<td>SR-COMMU1</td>
<td>Issue 1: Community involvement</td>
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<td>SR-COMMU2</td>
<td>Issue 2: Education and culture</td>
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<td>SR-COMMU3</td>
<td>Issue 3: Employment creation and skills development</td>
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<td>SR-COMMU4</td>
<td>Issue 4: Technology development and access</td>
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<td>SR-COMMU5</td>
<td>Issue 5: Wealth and income creation</td>
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**Core subjects and issues of social responsibility addressed in ISO 26000**

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<td><strong>Organization governance</strong></td>
<td>SR-GOV</td>
<td>For example: Values, stakeholder engagement, diagnostic and strategy, decision making process, control and continuous improvement, accountability and reporting</td>
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<td><strong>Human rights</strong></td>
<td>SR-HR1</td>
<td>Issue 1: Due diligence</td>
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Strict review process guarantees the quality and reliability of the assessment tool. Senior advisors, representatives from international organizations and UN agencies, check the local and international set of questions with a “review grid” and give a feedback to the general secretariat on each question (Accepted / Rejected / Need clarification) using the following criteria.

- **Content:**
  Does the question make sense? Is the source indicated, and is it clear, acceptable (legitimate) and verifiable? Does the question address a controversial topic? Does it focus on the appropriate level (international for IQ, national or regional for LQ)?

- **Form:**
  Is the question understandable? Are the possible answers understandable? Are the answers clear – neither too vague, nor too precise? Is the question pitched at the right level – neither too easy, nor too complicated? Are the answers formulated coherently in relation to the questions? Is the formulation pitched at the right level – not too biased/subjective/leading.

**N.B.:** when local questions are not available in a specific country/region, students take a MCQ of 50 international questions.
This test was primarily designed to assess students’ knowledge before graduation and has a summative function when evaluating student learning. The test gives the average score obtained by students in each topic area. (Items are grouped together by topics to be more readable.) The final score represents the percentage of correct answers per topic.

This structure allows students to see their performance in each topic area and to benchmark themselves against other students in their own program, university, country or even worldwide. It also allows examiners and institutions to have a global overview on the sustainability knowledge of their student population by topic area. Institutions can theoretically use the test as requirement for awarding degrees or as part of a grade in a course or program. In this case, the test can be passed in an ‘examination mode’ (limited time, no access to internet, proctored exams...).

The test can also be used as a diagnostic evaluation. Institutions can use it at different stages in the curriculum or as an entry/exit exam in order to monitor progress or successful learning. This can help schools make changes and improvements in their pedagogy and curriculum design based on strengths and weaknesses of their students.

The test can also be used as an assessment tool with a formative function. Universities can choose to organize sessions spread over 2 weeks maximum in a “learning mode”. Thanks to the sources and references given in the questions (mention of UN references, name of reports, legislative text...), the test can be an excellent tool to raise the sustainability awareness and knowledge of their students.

In the future, it’s likely that Version 2 of the test will have two formats:

- A summative test taken in an exam mode resulting in a score and a certificate that can be cited on a professional CV or résumé.
- A formative test based on the same matrix, but used as a formative tool in learning mode (in conjunction with MOOCs/other e-learning platforms).
In October 2013, a “draft version” of the Sustainability Literacy Test 5 (V0) was launched in France. Between January and October 2014 a pilot version (V1) was launched worldwide.

261 universities are registered in 34 countries: 236 universities in 17 countries where the test is already customized (international + local questions) and 25 universities in 17 countries are using international questions only as of October 24, 2014.

Multiple sessions were organized and 24,555 students have already taken the Sustainability Literacy Test: 6,002 in France took Version 0 and 18,553 worldwide took Version 1.

This has allowed us to create the first map of Sustainability Literacy worldwide. The following section highlights the main results of this first Sustainability Literacy snapshot.

**METHODOLOGY:**

Figures in this section are based only on Version 1 results. Data was extracted on October 24, 2014. As some faculty members wanted to see the questions before organizing their own sessions, all “test” or “trial” sessions, as well as sessions with less than 10 students, were not be taken into account in this survey. Only “completed” tests (the totality of the 50 questions) were taken into account in the different figures and calculations.

**THE FOLLOWING FIGURES ARE THUS BASED ON A SAMPLE OF 18,416 STUDENTS.**

**THE SUSTAINABILITY LITERACY TEST AT A GLANCE:**

- 36 UN partners and academic networks
- More than 200 volunteers
- 2 versions (V0 and V1)
- 64 topics and issues
- 17 national/regional customizations
- 8 languages
- 589 supra/international and local questions
- 261 universities registered from 34 countries
- 314 sessions organized (taken by more than 5 students) 45% in a Learning mode and 55% in an Examination mode
- 24,555 students have completed the test (out of which 18,553 for the Version 1)
- Average correct answers obtained by student for the V1: 56%
IMPORTANT INFORMATION FOR UNDERSTANDING THE DATA:

The average score of the Sustainability Literacy Test V1 is 54% of correct answers with a balanced distribution (presented on the following section).

As already mentioned, the current version is a pilot version of the test. These figures should be interpreted with caution to avoid misinterpretation.

Firstly, some countries already have a customized version of the test (International + local questions), whereas others are using only international questions. This is why only general results for the test are presented with a particular focus on the analysis of the international questions (common to all the test takers).

Secondly, universities can deploy the Sustainability Literacy Test in different testing modes and environments. As it is an open and free tool, universities can choose to organize sessions in examination mode or as a learning tool in learning mode. The conditions under which the test is conducted are different between these two types of sessions and impact the data differently.

• Examination mode: Students take the test under standard exam conditions, in a fixed, limited time without access to reading material or other external resources. The test is invigilated by a teacher.

• Learning mode: Students take the test at home, either alone or in a group. Sufficient time is granted to allow them time to look up information and supporting data to answer the questions.

Consequently, we have presented the results of these two types of session “modes” separately. As might be expected the learning mode sessions result in an average score slightly higher than examination mode sessions but the difference is small.

N.B. The choice of the conditions and test modes are are organized at the discretion of each school and university, and at this stage we don’t verify the actual conditions declared during the test sessions.

As requested by some universities/colleges, the test is also open to faculty and staff (19 sessions). We have also included these figures in the data, except for the “trial” sessions as it gives us an idea of the global literacy of the institutional collaborators as compared to their students.

Additionally, depending on the cultural or organizational context, scores may be interpreted differently. As a result, different universities and/or different countries might not have the same expectations concerning their students’ scores. For example, a “high score” in one context may be considered “low” in another university culture. As universities are free to use the Sustainability Literacy Test in their own way, the interpretation of the score belongs to them.

Finally, local questions are specific to each RNEC/Country. Although they are all based on the same topic matrix, the way questions are formulated, the level of difficulty, and even the balance between topics covered may be diverse. This makes the comparison of results difficult and complex.

Therefore, we have chosen to focus on the International Questions (taken by everyone) and to avoid any comparison between countries for the version 1.

The aim of the following section is to present an overview of Sustainability Literacy Test results worldwide and analyze the general trends from Version 1. More detailed results and a closer analysis of the data will be the focus of future academic research following this first version of the Sustainability Literacy Test.
### FIG 1: Universities registered / test completed

**As of Oct. 24, 2014,**

<table>
<thead>
<tr>
<th>Countries where the test is already customized</th>
<th>Registered Universities (V1)</th>
<th>students who have completed the test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Argentina</td>
<td>1</td>
<td>176</td>
</tr>
<tr>
<td>Brazil</td>
<td>20</td>
<td>2229</td>
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<tr>
<td>Canada - Quebec</td>
<td>3</td>
<td>348</td>
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<tr>
<td>China</td>
<td>2</td>
<td>132</td>
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<tr>
<td>China (Hong Kong)</td>
<td>8</td>
<td>824</td>
</tr>
<tr>
<td>Costa Rica</td>
<td>9</td>
<td>75</td>
</tr>
<tr>
<td>Egypt</td>
<td>1</td>
<td>88</td>
</tr>
<tr>
<td>France</td>
<td>86</td>
<td>8776</td>
</tr>
<tr>
<td>India</td>
<td>7</td>
<td>38</td>
</tr>
<tr>
<td>Ireland</td>
<td>1</td>
<td>91</td>
</tr>
<tr>
<td>Italy</td>
<td>6</td>
<td>675</td>
</tr>
<tr>
<td>Japan</td>
<td>3</td>
<td>76</td>
</tr>
<tr>
<td>Peru</td>
<td>1</td>
<td>600</td>
</tr>
<tr>
<td>South Africa</td>
<td>4</td>
<td>73</td>
</tr>
<tr>
<td>Spain</td>
<td>7</td>
<td>56</td>
</tr>
<tr>
<td>United Kingdom</td>
<td>19</td>
<td>1926</td>
</tr>
<tr>
<td>USA</td>
<td>58</td>
<td>1553</td>
</tr>
</tbody>
</table>

236 Universities from 17 countries where the test is already customized (international + local questions)

25 Universities from 17 countries are using international questions only.

Almost 25,000 students have already taken the Sulitest.

In 2013, more than 6,000 took the V0 in France.

In 2014, more than 18,500 took the V1 worldwide.

<table>
<thead>
<tr>
<th>Countries without customized questions (orange: local questions in progress)</th>
<th>Registered Universities (V1)</th>
<th>students who have completed the test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australia</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Belgium</td>
<td>2</td>
<td>77</td>
</tr>
<tr>
<td>Burkina Faso</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Canada</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Ecuador</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Finland</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Germany</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Haiti</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Israel</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Kenya</td>
<td>4</td>
<td>708</td>
</tr>
<tr>
<td>Malaysia</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>New Zealand</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Sweden</td>
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<td>20</td>
</tr>
<tr>
<td>Switzerland</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>Taiwan</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Dominican republic</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Senegal</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

TOTAL: 261 Universities are registered in 34 countries from all continents.

“Full player” universities, providing large cohorts of students, offers us data from a broad and diverse population without little bias or skewing due to program specific populations or specialized study in sustainable development. The large number of smaller sessions organized in many different types of schools and universities offers us overall sample of exceptional richness.

The students took the test at various moments in their studies or program; this choice was up to each university. Additional survey questions were asked to analyze students’ backgrounds and experience with ESD (Education for Sustainable Development) at the end of the test.

These questions were not mandatory and the following results do not apply to the entire sample. However, it does present an overview of where the respondents are in their program of study.
### FIG 2: Test taken per university

<table>
<thead>
<tr>
<th>COUNTRY</th>
<th>STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>France</td>
<td>1771</td>
</tr>
<tr>
<td>France</td>
<td>1598</td>
</tr>
<tr>
<td>France</td>
<td>1142</td>
</tr>
<tr>
<td>United Kingdom</td>
<td>821</td>
</tr>
<tr>
<td>USA</td>
<td>818</td>
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<tr>
<td>Brazil</td>
<td>813</td>
</tr>
<tr>
<td>Malaysia</td>
<td>708</td>
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<tr>
<td>Peru</td>
<td>620</td>
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<td>France</td>
<td>583</td>
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<tr>
<td>Brazil</td>
<td>547</td>
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<tr>
<td>Italy</td>
<td>502</td>
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<td>France</td>
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<td>France</td>
<td>441</td>
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<tr>
<td>United Kingdom</td>
<td>376</td>
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<tr>
<td>France</td>
<td>282</td>
</tr>
<tr>
<td>United Kingdom</td>
<td>271</td>
</tr>
<tr>
<td>China (Hong Kong)</td>
<td>269</td>
</tr>
<tr>
<td>Brazil</td>
<td>254</td>
</tr>
<tr>
<td>Brazil</td>
<td>238</td>
</tr>
<tr>
<td>France</td>
<td>222</td>
</tr>
<tr>
<td>Brazil</td>
<td>219</td>
</tr>
<tr>
<td>United Kingdom</td>
<td>218</td>
</tr>
<tr>
<td>France</td>
<td>202</td>
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<tr>
<td>France</td>
<td>200</td>
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<td>France</td>
<td>189</td>
</tr>
<tr>
<td>USA</td>
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<tr>
<td>France</td>
<td>180</td>
</tr>
<tr>
<td>Argentina</td>
<td>176</td>
</tr>
<tr>
<td>France</td>
<td>174</td>
</tr>
<tr>
<td>China (Hong Kong)</td>
<td>168</td>
</tr>
<tr>
<td>Canada</td>
<td>167</td>
</tr>
<tr>
<td>France</td>
<td>162</td>
</tr>
<tr>
<td>France</td>
<td>141</td>
</tr>
<tr>
<td>China (Hong Kong)</td>
<td>140</td>
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<tr>
<td>Italy</td>
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<td>China</td>
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<td>France</td>
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<td>USA</td>
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<td>France</td>
<td>122</td>
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<td>United Kingdom</td>
<td>113</td>
</tr>
<tr>
<td>China (Hong Kong)</td>
<td>105</td>
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<tr>
<td>Canada</td>
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<td>Ireland</td>
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<td>Egypt</td>
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<td>France</td>
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</tr>
<tr>
<td>France</td>
<td>85</td>
</tr>
<tr>
<td>Canada</td>
<td>79</td>
</tr>
</tbody>
</table>

**Universities that have not yet organized sessions of more than 10 students are not listed above**
18,553 students have taken the V1 of the Sustainability Literacy Test worldwide between January and October 2014.

The average score of the Sulitest (worldwide) is 53.61%
The median score is 54%
The distribution of results is balanced.

For the Version 2, this result can be used to calibrate the level of difficulty expected for the test.
Sessions taken by more than 5 students in Examination Mode vary from 6 to 287 students with an average of 53 students per session.

Sessions taken by more than 5 students in Learning Mode vary from 6 to 495 students with an average of 60 students per session.

We have chosen to differentiate between two types of sessions to present results as the level of difficulty is clearly different in examination and learning mode.

FOCUS ON EXAMINATION MODE SESSIONS

Among the sample of 18416 students, 52% took the test in Examination Mode.

As expected, sessions organized in Examination Mode result in lower scores than in Learning Mode.
FOCUS ON LEARNING MODE SESSIONS

Among the sample of 18416 students, 48% took the test in Learning Mode.

**FIG 11:** Average score (%) on International Questions per student type (Learning mode)

**FIG 12:** Average score (%) on International Questions per core subject (Learning mode)

**FIG 13:** Average score (%) on International Questions: Core Subjects per Type of Student
ESD SURVEY QUESTIONS

At the end of the test, students are asked to answer to several survey questions about their backgrounds and experience in ESD (Education for Sustainable Development).

These questions were not mandatory and the following results do not apply to the entire sample. However, they do give us an overview of the responses on these issues.

**FIG 14: Sustainable Development University’s Curriculum**

Is SD included in your university’s curriculum?

- 12% do not know
- 13% dedicated courses on the topic
- 35% in related courses in which sustainability, sustainable development is not the main topic
- 40% not at all

9230 Answers

**FIG 15: Sustainable Development in University’s Graduation**

Is SD required for graduation at your university?

- 29% do not know
- 27% no
- 44% yes

9220 Answers

**FIG 16: Interest in Sustainable Development**

How interested are you in SD?

- 39% not at all
- 21% occasionally interested
- 34% not interested
- 6% always interested

**FIG 17: Staying Informed about Sustainable Development**

Do you keep up with the news about SD?

- 55% try to all the time
- 36% frequently
- 5% seldom
- 5% never

9259 Answers
This data give a snapshot of the type of respondent and their experience in ESD (Education for Sustainable Development). More detailed results are available, as we want to promote more interest in conducting academic research on the basis of this first version of the Sustainability Literacy Test.

A research group gathering partners from registered universities and RNEC has already been created for this purpose with a first meeting taking place in July 2014. There are many possibilities for conducting academic research just based on these preliminary first results. A list of potential research themes has already been identified and is being completed. For example, research could focus on the following topics:

- The potential of the test as a tool to improve ESD
- The impact of local contexts on the vision of sustainability literacy through the production process of local questions by each RNEC: the topics covered, the questions' format (quantitative / qualitative, focus on diagnosis / policy and leverages of action...)
- Analysis of the results. Do they depend on the individual backgrounds of respondents (socio-demographics, nationality, family background, level of income...) or the contextual/environmental effects such as country of residence, type of university, level of degree / advancement in the studies.
- The influence of students’ experience in ESD on the test results. Does the interest for sustainability have an impact on the results? Is the way sustainability is addressed by universities (included or not in the curriculum, mandatory or not) influence the size and results of sessions?

This list of potential topics based on the Sustainability Literacy Test is broad and far reaching.
We know that this test will never guarantee that our students will behave responsibly and make ethical decisions. Anyone can have knowledge about crucial social and environmental issues and decide not to act; or even to take unethical advantage of the situation. Similarly, “knowledge about the challenges” does not mean “knowledge of possible courses of responsible and ethical action”.

Is this a test of basic literacy or expertise?
At this stage, the test is designed to assess a minimum level of knowledge, not a higher level of expertise about sustainability. We have received requests to work on a more expert-level test and this is on our docket for the future.

Will this test assess students’ ability to contribute to a sustainable world?
This test doesn’t claim to be “The” solution to evaluate the ability of students and graduates to contribute to a sustainable world. It should be complemented with other assessment tools on values and competencies necessary to create systemic changes for a sustainable future.

How does the Sustainability Literacy Test assess complex knowledge given its “simple” multiple choice question format?
It simply can’t! We recognize that knowing about the elements of our complex world system doesn’t guarantee systemic comprehension of the challenges facing humanity and the planet. On the other hand, if we want to collectively find solutions to those different issues, we need at the very least a shared core of basic knowledge. At this stage, this test is focused on the basic knowledge necessary to move sustainability issues forward.

Too many questions with precise numbers? Not enough questions on basic definitions? What about more questions on systems thinking and interdependencies? Questions seem to be too hard, too easy?
Create a relevant worldwide test is not an easy task! While some countries like to have numerical questions, others would prefer to avoid any numbers. For this pilot version of the test we’ve tried to create a balance between different mindsets and we recognize it’s certainly not perfect, but at least it exists... We welcome any feedback in order to improve this first worldwide tool.

I took the test and I think some of the questions are less relevant than some others; or, as an examiner, I think there are some missing topics.
As questions are randomly selected out of a pool, nobody taking the test will have access to the full set of questions. Our database of global questions as well as questions for each region/country will be enhanced year after year. We have tried to cover the whole scope of Sustainable Development and corporate social responsibility in the pilot version, and to avoid too many facts and definitions. Every RNEC welcomes feedback and ideas that could be implemented in Version 2.
The enthusiasm for this Sustainability Literacy Test pilot version confirms the need for such a tool in order to help raise awareness and spread the concept of sustainable development globally.

In just a few months the test has generated tremendous amount of positive energy, we are only just beginning.

Already a dozen organizations have committed to creating in the coming month local questions for new countries/regions. With the continued unwavering support of UN organizations, academic networks and the commitment of faculty, students and civil society (NGOs, companies, trade unions ...), this test will be customized in fifty countries in time for the V2; and we will soon be able to reach 50,000 students!

If the tool was initially designed for students, nearly 200 faculties and staff from universities have already taken it. We have been contacted by companies wishing to use this tool for their staff, and recruitment agencies for their candidates. We have been working the past few weeks on a version for businesses, institutions, government etc., adding the features for customizing and adding test questions related to specific industries, professions or particular challenges facing an organization.

Students have also asked us whether they could indicate their score on their CV or résumé. A team has been working for several months to design an “official certification” process for the test in the near future.

From a research perspective, the first academic articles are about to be written and considerable amount of (anonymous) data has opened up a huge field of investigation.

In the coming months, in collaboration with experts, the scientific committees and feedback from users, we are going to improve this pilot version. We will rework questions and rethink the matrices to give the test a more systematic approach. One of the major challenges will obviously be to find a sustainable business model for the NGO which lead the test. These future improvements are exciting and important projects to pursue.

The NGO needs to grow and be able to offer this test for free and at any time to universities around the world. All the people committed in this project have a dream: to be sure that tomorrow all graduates from higher education will be sufficiently equipped with knowledge and skills to act responsibly. Please, help us to make this dream a reality.
APPENDIX 1: PROCESSES

5 STEPS TO TAKE THE TEST

1. **HEI**
   - registers (creation of a university/college account)
   - nominates examiner(s).

2. **HEI**
   - sends examiner(s) login & password.

3. **EXAMINER**
   - creates examination session(s) (time, duration...).

4. **EXAMINER**
   - invites students for a specific examination session (exam session number & personal student login**).

5. **STUDENT**
   - creates an account (exam session N°, personal student login & password***)
   - chooses the language (when available)
   - takes the test.

6. **STUDENT**
   - receives their personal score (directly at the end of the exam).

7. **EXAMINER**
   - receives their individual students’ scores with statistics per topic (at the end of each session).

8. **HEI**
   - receives all students’ scores for the institution (confidential).

9. **HEI**
   - receives statistics and worldwide survey (anonymous results) at the end of the Version 1 period.

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* Higher Education Institution
** In order to allocate students with their personal student login, examiners could for example use existing student ID such as student card number.
*** Which will allow student to come back to the test.
GLOBAL CONTEXT: OUR ‘RAISON D’ÊTRE’

There is an ever growing awareness of the urgent need for knowledge and skills necessary to address the current social, economic & environmental challenges, locally and globally, and the need to create and develop tools and training in sustainability & CSR. Educators, researchers and educational institutions have a critical role to play in addressing these urgent issues by raising awareness and contributing to the development of knowledge and skills of current and future generations.

OUR VISION

To achieve worldwide Sustainability Literacy (knowledge, skills, and mindsets) for global citizens, professionals and consumers with the goal of building engagement and commitment, making informed and responsible decisions so that we may collectively build a sustainable future*.

(*meet the needs of the current generations without compromising the ability of future generations to meet theirs).

OUR MISSION

Our mission is to measure and improve Sustainability Literacy worldwide by providing citizens and organizations with internationally recognized and locally relevant assessment tools; and by sharing meaningful information and data with stakeholders, researchers and educators.

STRATEGY & RESOURCES

As universities and colleges are key players in the international pursuit of sustainable development education, the test is available for free to any academic institution in the world. In future versions, the test will be available to other stakeholders like corporations, recruitment agencies, institutions, governments...

In order to fulfill its mission for the « common good » and offer services (for free) to the academic world, our non-profit organization:

- Receives public grants/funds
- Receives donation from corporation, institutions (foundation) as well as individuals
- Sells services and products to organizations (e.g. test for employees) and individuals (e.g. certificate)

TYPE OF ORGANIZATION

NGO under French law ("Association loi 1901"),

APPENDIX 2: ORGANISATION & GOVERNANCE

APPENDIX 2: ORGANISATION & GOVERNANCE

GLOBAL CONTEXT: OUR ‘RAISON D’ÊTRE’

T

process for setting up the organization

step 1
creation of the association

- Formal / administrative creation in December 2014
- Nomination of a temporary Board for maximum one year

step 2
organization of the first multi-stakeholder general assembly in the second half of 2015

- Ratification of the members of the association:
  - Senior Advisors
  - Regional & National Expert Committees
- Election of the full Board (members & Chair)
- Discussion & Approval of the provisional budget & global strategy
General Assembly

**Mission**
The General Assembly elects and gives a confidence vote to the Board of Directors and to the Chair. It approves annual accounts and validates broad strategic direction.

**Composition**:
- Members of the GA
- Regional National Expert Committees: 50% of votes
- Senior Advisors: 50% of votes

**Entry Procedure**
Entry of new members is proposed / decided by the Chair / Director based on list of entry criteria.

**Operational functioning**
At least one International Council Meeting (General Assembly meeting) per year

**Invited bodies (without right to vote)**
Regional/National Facilitator

Board of Directors

**Mission**
Discuss and approve strategic direction and decisions based on the proposals submitted by the Chair (while the recruitment of a Director)

Ratifies new members and can exclude members.

In charge of the recruitment of the Director

**Composition**
16 individuals based on skills and competencies.

**Entry Procedure**
Members are elected by the General Assembly for a 4 years period

They are renewed by half every 2 years.

2 colleges : SA (8 seats), RNEC (8 seats)

**Operational functioning**
At least a Meeting per trimester (could be virtual)

A sub-group of the Board made up of the Chair, treasurer and Secretary/Vice-Chair prepares and defines strategy and is the main contact with the Staff

Regional / National Expert

**Mission**:
- Lead the development of the Sustainability Literacy Test in their local environment including:
  - Translate International Questions (if needed).
  - Develop local questions (by identifying a local subject expert to head a local committee).
  - Engage local higher education institutions in piloting the assessment.

**Composition**
- Regional or national higher education organizations (for instance, SD working group of the National association of universities or network of universities engaged in SD)
- Regional/National Expert Committees: 50% of votes in the General Assembly
- Senior Advisors: 50% of votes

**Entry Procedure**
Enter of new members is proposed / decided by the Chair and endorsed by the Board based on list of entry criteria.

**Operational functioning**
Autonomous set-up in their own region/country

Online work with the General Secretary

At least one dedicated workshop during the yearly International Council Meeting (General Assembly).

50% of votes in the General Assembly

8 seats at the Board of Director

Senior Advisors

**Mission**
Guarantee homogeneity and coherence and validate the whole test before diffusion

Guarantee the independence and spirit of the project

Support the development of the mission in all the ways they can and wish to,

Bring into the movement the strength of diverse networks and expertise

**Composition**
- HESI initiators and other UN bodies involved in education and sustainable development
- HESI endorsers
- Other relevant international networks/associations.

**Entry Procedure**
Enter of new members is proposed / decided by the Chair and endorsed by the Board based on list of entry criteria.

**Operational functioning**
Autonomous set-up in their own region/country

Online work with the General Secretary

Invited to participate to the yearly International Council Meeting (General Assembly) without right to vote

At least one dedicated workshop during the yearly International Council Meeting (General Assembly).

Scientific Council

**Mission**
Build up the credibility of the literacy test

Explore issues and advice the Board on literacy test questions

In charge of the Test analysis, yearly evaluation of the result, promote the academic research linked to the test

**Composition**
- Experts and Academics (20 to 30 members)
- Their collective expertise maps the core subjects of CSR and sustainable development (climate change, environment, health, poverty, education...)

**Entry Procedure**
Enter of new members is proposed/decided by the Chair and endorsed by the Board based on list of entry criteria

Partners Council

**Mission**
Strength the organization through their financial and institutional support (without becoming formal member)

**Composition**
- Financial and institutional supporters of the organization (institutions, Corporation, Media...)

General Secretary

**Mission**:
- Coordination / secretariat / administration / partners management
- Global organization, coordination between committees and boards.
- IT administration (relation with the web agency, inscription, data base management, web site, confidentiality centralized collection and diffusion of results...)
- Creation of MCQ (on line software) and web site
- International surveys / reports
- International development
- Organization of a yearly International Council Meeting

**Composition**
- Director and Staff

Regional/National Facilitator (RNF)

**Mission**:
Same as RNF

Responsibility to create/organize a national/regional representative organization within 3 years following its first participation

**Composition**
In the absence of an official RNEC, leading university.

Leading institution with involvement from at least 2 experts outside their own institution.

**Entry Procedure**
Enter of new members is proposed/decided by the Chair and endorsed by the Board based on list of entry criteria

Operational functioning

Online work with the General Secretary

Invited to participate to the yearly International Council Meeting (General Assembly) without right to vote

At least one dedicated workshop during the yearly International Council Meeting (General Assembly).

Entry Procedure

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50% of votes in the General Assembly

8 seats at the Board of Director

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Operational functioning

At least one dedicated workshop during the yearly International Council Meeting (General Assembly).

50% of votes in the General Assembly

8 seats at the Board of Director
UNESCO: As lead-agency of the UN Decade of Education for Sustainable Development, UNESCO supports policy-makers in integrating Education for Sustainable Development (ESD) into education plans and curricula; and the Global ESD for decision-makers, teachers and students, running projects with the initiative of the UN Decade; connects good ESD practice in all areas of education; brings together ESD professionals from all world regions; and contributes to developing ESD further. Visit: http://www.unesco.org/nzheal/.

UNDP is the United Nations’ International development agency, working on the ground in 177 countries to provide knowledge, experience and resources to countries seeking solutions to international and national development challenges. UNDP partners with people at all levels of society to help build nations that can withstand challenges and sustain the kind of growth that will improve the lives of all. UNDP’s network also links and coordinates International and national efforts to reach the Millennium Development Goals and to support the achievement of the Sustainable Development Goals (SDGs). UNDP produces regular Human Development Reports, addressing major development issues at both International and national levels. The Human Development Index monitors the human development situation in each country. It opposes a graph showing the absolute income and percentage of people in poverty in each country. www.un.org.

UNEP: The United Nations Environment Programme conducts Environmental Education and Training that promotes attitudes and values that influence environmentally critical behaviour by developing understanding, skills and values that enable people to participate as active and informed citizens in the development of an ecologically sustainable and socially just society. Environmental Education is fundamental to the achievement of the goal of Sustainable Development. Education and training are essential to UNEP fulfilling its mandate of inspiring, informing and enabling nations and peoples to achieve sustainable development. UNEP’s flagship initiative, in conjunction with the Higher Education Sustainability Initiative (HESI), is the International Universities Partnership on Environment and Sustainability (GUPES), which aims to promote the integration of environment and sustainability concerns into teaching, research, community engagement, the management of universities, governance of university infrastructure/facilities/operations, as well as to enhance student engagement and participation in sustainability activities both within and beyond universities. www.unep.org/learning/about/index.aah.

UN DESA: Working towards an inclusive, prosperous and sustainable world, the UN Department of Economic and Social Affairs collaborates with governments and stakeholders around the world to meet their economic, social and environmental goals.


UN PRME: The mission of the UN-supported Principles for Responsible Management Education (PRME) initiative is to champion responsible management education and to inspire and champion responsible management education leaders worldwide to take collective action. The PRME are inspired by internationally accepted values such as the United Nations Universal Declaration of Human Rights. They seek to establish a process of continuous improvement and quality of life for everyone. PRME helps countries build and share solutions to the challenges of poverty reduction, democratic governance, crisis prevention and recovery, and environment and energy sustainability. UNDP’s network also links and coordinates International and national efforts to reach the Millennium Development Goals and to support the achievement of the Sustainable Development Goals (SDGs). UNDP produces regular Human Development Reports, addressing major development issues at both International and national levels. The Human Development Index monitors the human development situation in each country. It opposes a graph showing the absolute income and percentage of people in poverty in each country. www.unprme.org.

UN DESA: Working towards an inclusive, prosperous and sustainable world, the UN Department of Economic and Social Affairs collaborates with governments and stakeholders around the world to meet their economic, social and environmental goals.


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UN PFI: The World Federation of Colleges and Polytechnics is an international network of colleges and associations of colleges. WFCP provides leadership in developing workforce education for our International European Members to increase world competitiveness and employability in countries around the world. The Sustainability and Renewable Energy Network (WFCP) focuses on sharing curricular and other educational resources and promotes sustainable energy education. www.wfcp.org.

GUPES: The Global Universities Partnership on Environment and Sustainability, the flagship program of UNEP's Environmental Education and Training Unit is GUPES, the Global Universities Partnership on Environment and Sustainability (GUPES). Launched in June 2012 in the lead up to Rio+20 and the joint UN Higher Education Sustainability Initiative (HESI), the goal of GUPES is to promote the mainstreaming of sustainability and sustainability practices and curricula into universities by supporting innovative approaches to education. This is done on the UN Decade of Education for Sustainable Development and carried out in partnership with UNESCO, UN and several partners. At present, over 400 universities are affiliated with the GUPES network worldwide, which continues to grow rapidly. http://gupes.org.

IDDR: The Institute for Sustainable Development and International Relations is a non-profit research institute based in Paris. Its objective is to identify and share the keys to sustainable development from a global perspective. IDDR helps stakeholders in delivering on global governance of the major issues of common interest: action on climate change, biodiversity, energy and food security, and to manage urbanisation. IDDR also takes part in efforts to reform development pathways. As an independent institute, IDDR mobilises resources and expertise to disseminate the most relevant sustainable development research worldwide on the basis of its activities and partnerships, in order to support the academic, institutional and policy communities in their efforts to achieve the post-2015 development agenda and the creation of the Sustainable Development Goals (SDGs). UNDP is committed to transforming leadership development. It is a member organization, a foundation, an advanced laboratory and a movement. www.iddr.org.

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ARGENTINA
RAUSA (Argentine universities network for sustainability an environment): The fundamental mission is to promote and support the academically and scientifically cooperation in the environmental field between universities of the Argentine and thus their, preserving the autonomy of each university that integrates the alliance and increasing their capacities and the number of members.

AUSTRALIA & NEW ZEALAND
ACTS (Australasian Campuses Towards Sustainability) is a non-profit member based organisation representing higher and further education institutions within Australia and New Zealand. ACTS aims to inspire, promote and support change towards best practice sustainability within the operations, curriculum and research of the tertiary education sector. ACTS seeks to build community and business partnerships at the local, national and international level, in order to bring together a network of people for positive engagement, capacity building and change. www.actsonline.au

BRAZIL
PRME Chapter Brazil, part of the Chapter Latin America and Caribbean, is a voluntary group of educational institutions, corporate universities and support organizations located in Brazil that share the vision of forming responsible leaders prepared to act in the new paradigm of sustainability.

CHINA
CGUN (Chinese Universities Network for Green University Standard) is guided by the Ministry of Housing and Urban-Rural Development and the Ministry of Education. There are currently 30 university members. The main missions of CGUN are: (1) to reinforce inter-university cooperation and exchange in the field of green campus development; (2) to provide support for the national policy making to advance green campus development; (3) to promote collaborative research, innovation, and popularization of green campus knowledge and practice; (4) to publicize green campus activities of the member universities in China; (5) to lead the development of Green Universities in China. www.cgun.org

CHILE
Red Campus Sustentable has its origins in the dialogue between various Chilean universities. Its mission is to promote and foster Higher Education Institutions initiatives which contribute to a more just, culturally rich, and environmentally friendly society. To meet this end, the network will provide resources and create spaces of collaboration, also contributing to the continuous incorporation of ethics and best practices of sustainability at the universities.

COLOMBIA
RCFA (Red Colombiana de Formación Ambiental): The goals of the RCFA is to get up and space to collaborate and corporation between universities and research institutions to improve the sustainability development in Colombia and outside Colombia.

COSTA RICA
REDIES: In 2009 EARTH University initiated the inter-institutional meeting: Prospects for Sustainability in Higher Education Organizations in Costa Rica. This gave rise to the birth of the Costa Rican Network of Sustainable Educational Institutions (REDIES). Started with nine founding organizations, there are now 18 member institutions, with EARTH as the organization’s coordinator. The main objective has been to achieve sustainability on college campuses. To do so, we have defined environmental indicators, achieved the adoption of environmental policies in those institutions, and gained the support and commitment of the universities leadership. REDIES has offered forums on environmental management issues, including: carbon neutrality, waste management, water and sustainable procurement, among others. Representatives of universities have also been trained through Performance Indicator Workshops. In 2012, REDIES joined the Latin American Alliance of Universities for Sustainability and Environment (ARUSA) and has since been working with several networks including the Sustainability Indicators Network in Universities (RSU).

DOMINICAN REPUBLIC
RAUDO (Environmental Network of Dominicans Universities). It is an association of 16 universities in the Dominican Republic which aims articulates the potential of higher education institutions for the dissemination of topics related to environmental sustainability through education, research and extension. It was founded in February 2012. www.raudo.org.do

EGYPT
The PRME national Chapter for Middle East and North Africa: hosted by the American University in Cairo, the MENA PRME Chapter works to provide a platform for dialogue, learning, and action on sustainability management and leadership education and research, to increase the visibility of PRME and its signatories in the region, to adapt the Six Principles of PRME into a local context and to develop-and promote activities linked to the Principles.

FRANCE
CGE: The Conférence des Grandes Écoles is a non-profit organization dedicated to support higher education institutions through joint activities, accreditation of educational programs and promotional activities in France and abroad. CGE members are mainly engineering, management and other specialized schools (215), plus companies (16) and non-profit organizations (146). www.cge-assos.fr

CPU: The Conference of University Presidents, as defined in the «Freedom and responsibilities of the universities» Act of August 10, 2007, is an association with recognized public benefit (117 members). It represents the common interests of institutions of higher learning. French universities have set up a Sustainable Development Committee within the framework of the CPU in order to identify shared needs, to find answers through partnerships with the socio-economic world, and to share initiatives and tools. www.cpu.fr

REFEDE (French Student Network for Sustainable Development), in French Réseau Français des Etudiants pour le Développement Durable is a voluntary membership organisation which strives to make sustainable development and associated topics a common and shared reality in higher education. We are a network of 105 student-led associations whose projects deal with sustainable development. Our mission is to connect them together and, more globally, to accompany any student willing to implement a project dealing with sustainability whether inside or outside it campus. www.refedd.org

HONG KONG (CHINA)
HKSSC: Established as a consortium of the Heads of Universities Committee (“HUCOM”) in 2010, the Hong Kong Sustainable Campus Consortium is a forum for the sharing of information and best practices among higher education institutions in Hong Kong. With participation of academic and non-academic staff from the eight UGC-funded universities, the consortium also provides a platform for reporting on environmental performance and serves as the implementing body of the Hong Kong Declaration.

INDIA
APSCC India: The Association for Promoting Sustainability in Campuses and Communities was founded to serve as an impetus organization for sustainable development among the educational institutions and local communities in India. The association provides resources, initiatives and promotes sustainable solutions at grassroots level in collaboration with a network of sustainability professionals. www.apscce.org

JAPAN
CAS-Net JAPAN: Campus Sustainability Network in Japan.CAS-Net JAPAN is an informal network of Japan focussing on environmental education and management in higher education institutions. To achieve this goal, CAS-Net JAPAN promotes environmental activities of the “hard aspects” such as energy saving, CO2 reduction, traffic plan, waste management, etc. At the same time, CAS-Net JAPAN carries out the “soft aspects” such as environmental education, regional cooperation, food issue, effective administration, etc. 2/ In line with above-mentioned efforts, CAS-Net JAPAN establishes cooperative relationship with the advanced network of higher education institutions of the eight UGC-funded universities, the consortium also provides a platform for reporting on environmental performance and serves as the implementing body of the Hong Kong Declaration.

ITALY
The CRUI is the association of the state and private universities. Established in 1963 as a private association of Rectors, the Conference of Italian University Rectors (CRUI) has over time acquired an acknowledged institutional and representational role, as well as a practical capacity to influence the development of the university system through its intense activity of study and experimentation.

SPAIN
INACES (The University Association for Higher Education and Science) is an integrated center in the Alliance 4U and initially formed by the Catalus III University and the Autonomous University of Madrid. The Institute operates in two priority areas: the assessment of scientific and technological activities and the policies and management of higher education institutions) http://www.inacues.com/
The PRME national Chapter UK and Ireland seeks to reach to all the business schools in our region to provide support and encouragement to those who wish to use the Principles as a reflection of the values that guide their practice. We seek to raise the awareness of PRME to non-signatories, and to design a range of support activities for signatory schools in their quest to fully engage with all the dimensions of PRME.

The EAUC (Environmental Association for Universities and Colleges) is the sustainability champion for universities and colleges in the UK. Run by members, for its members, the EAUC seeks to drive sustainability to the heart of further and higher education. With a Membership of over 320 colleges and universities from across the UK, the EAUC is now the recognized hub of sustainability best practice in the sector. The EAUC provides strong alliances of Further and Higher Education institutions, sector bodies and commercial organizations, working together both in the UK and internationally. With links to similar bodies in North America, Australasia, Spain and South Korea amongst others, the EAUC is working on an international scale to raise the profile of sustainability in the tertiary education sector. Find out more at www.eauc.org.uk

USA
AASHE (the Association for the Advancement of Sustainability in Higher Education) is helping to create a brighter future of opportunity for all by advancing sustainability in higher education. By creating a diverse community engaged in sharing ideas and promising practices, AASHE provides administrators, faculty, staff and students, as well as the business that serve them, with thought leadership and essential knowledge resources; outstanding opportunities for professional development; and a unique framework for demonstrating the value and competitive edge created by sustainability. www.aashe.org

DANS: Sponsored by the US Partnership on Education for Sustainable Development, the Disciplinary Associations Network for Sustainability is an informal network of professional associations working on:
- Professional development for associations’ members (e.g. faculty)
- Educating the public about sustainability
- Curricula, standards and tenure requirements to reflect sustainability
- Legislative briefings on what higher education can bring to sustainability related policies
- Cross disciplinary projects on education for sustainability
See http://serc.carleton.edu/sisl and www.aashe.org/dans

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FULL PLAYER

Full Players are committed to integrating the Sustainability Literacy Test into their university practices. In addition to helping each participating university better understand the level of knowledge of their students in some specific programs, the test allows the entire global academic community to have a picture of the scale of sustainability knowledge across the planet.

Some universities are already deeply involved and have become “full players”. These universities are crucial as they commit to asking all of their students (or at least to all their new incoming students) to take the test. As of now, the “full player” colleges and universities are:

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