



national union of **students**

Student Opinion | Sustainable Development Goals

Student perspectives on issues related to the SDGs

October 2017 to February 2019

Introduction

The [Sustainable Development Goals](#) (SDGs), also known as the Global Goals, are a universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity. There are 17 Goals that are an internationally agreed set of goals focussing on elements of sustainable development. Each government has signed up to, and are responsible for, taking action to achieve them both nationally and internationally. The goals are:



Methodology and contents

Methodology: Each month NUS conducts a Student Opinion survey to canvass the views of students on a number of topical issues. From October 2017, and over the next 16 surveys, we obtained feedback from students on the issues covered by each of the 17 Sustainable Development Goals.

The surveys were distributed through NUS' database of TOTUM discount cardholders and respondents were incentivised to complete the survey with a cash prize draw.

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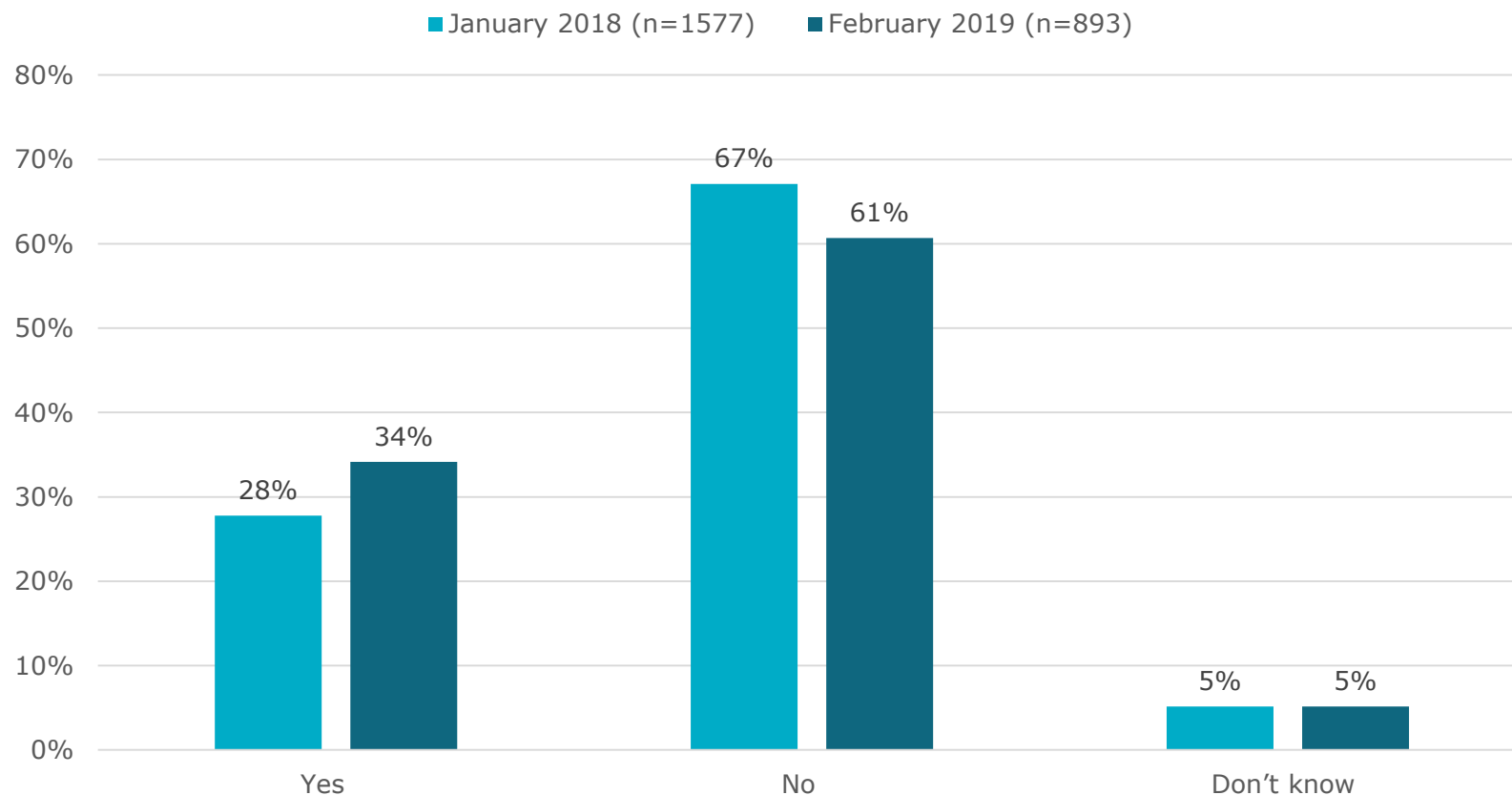
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Awareness of and views on the SDGs

Between January 2018 and February 2019, awareness of the SDGs has significantly increased, from 28% to 34% saying they have heard of the Goals prior to answering the survey.

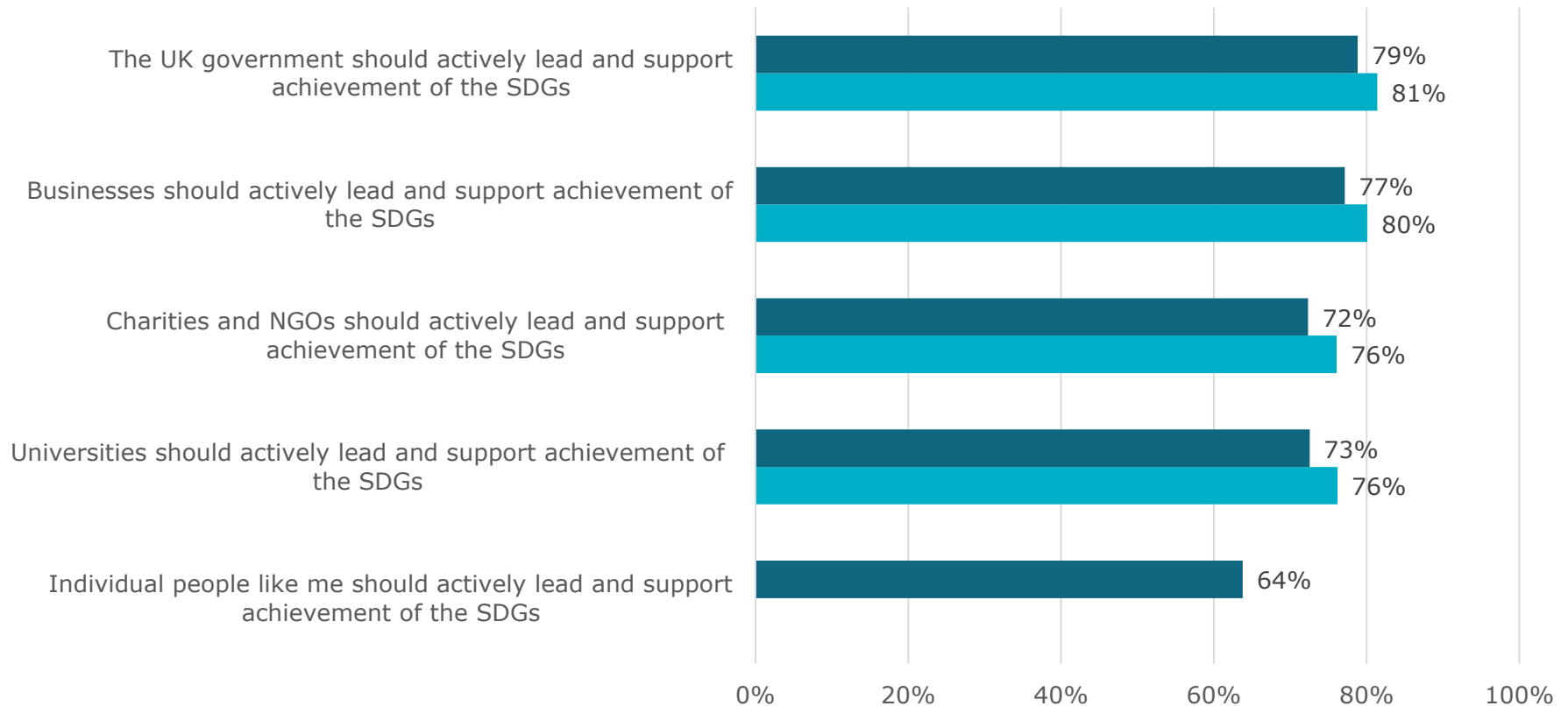


On September 25th 2015, 193 countries adopted a set of goals, the Sustainable Development Goals (or SDGs) to end poverty, protect the planet and ensure prosperity for all. Each goal has specific targets to be achieved by 2030. Before answering this survey, had you heard of the Sustainable Development Goals?

Base: (In brackets) Balance: No response

UK government is seen as playing a strong role in leading and supporting the achievement of the SDGs (79%/81% agree). Around three quarters also see a strong role for universities in this area, and two thirds think individuals should be actively playing a role in the achievement of the SDGs.

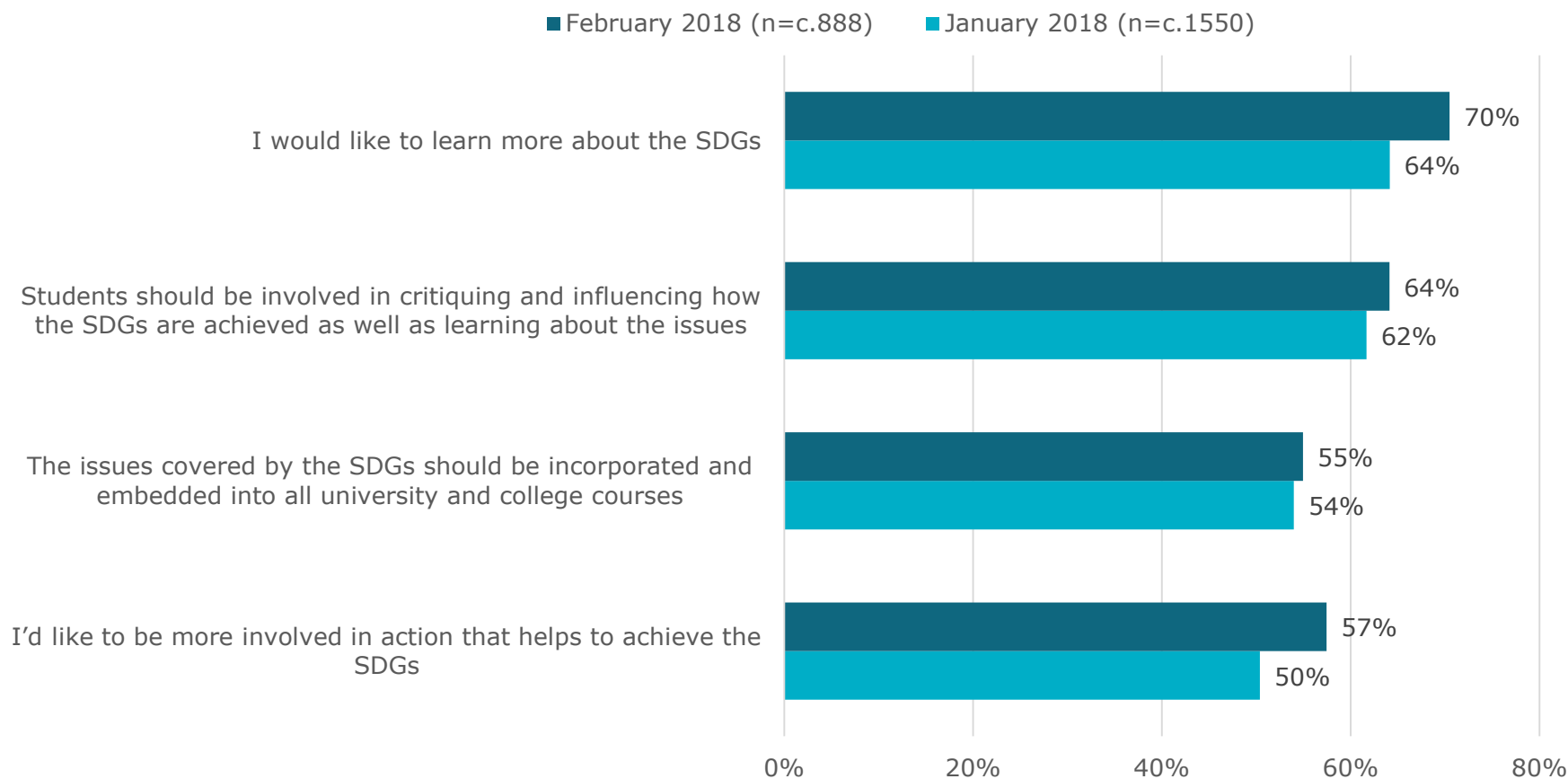
■ February 2019 (n=c.890) ■ January 2018 (n=c.1550)



To what extent do you agree or disagree with the following statements?

Base: (In brackets) Balance: No response and 'Neither agree nor disagree', 'Disagree' and 'Don't know'

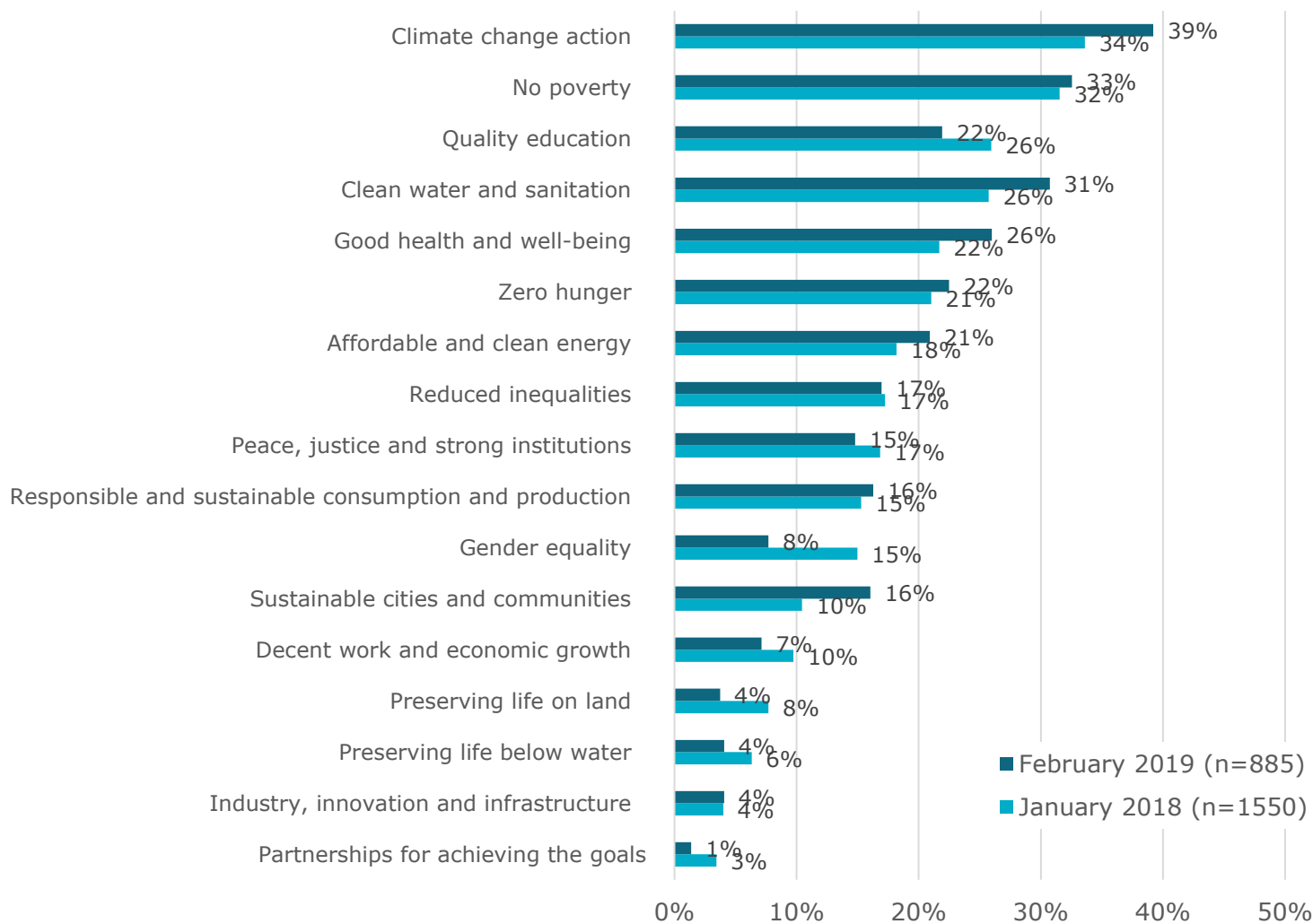
Significantly more respondents say they want to learn more about the SDGs in February 2019 compared to January 2018, rising from 64% to 70%. There is also greater desire to be more involved in action that helps achieve the SDGs (increasing to 57% from 50%).



We'd also like to know what you think about how and why, if at all, the Sustainable Development Goals (SDGs) should be included in your studies... To what extent do you agree or disagree with the following statements?

Base: (In brackets) Balance: No response and 'Neither agree nor disagree', 'Disagree' and 'Don't know'

Climate change action and achieving no poverty are seen as the most important of the SDGs.

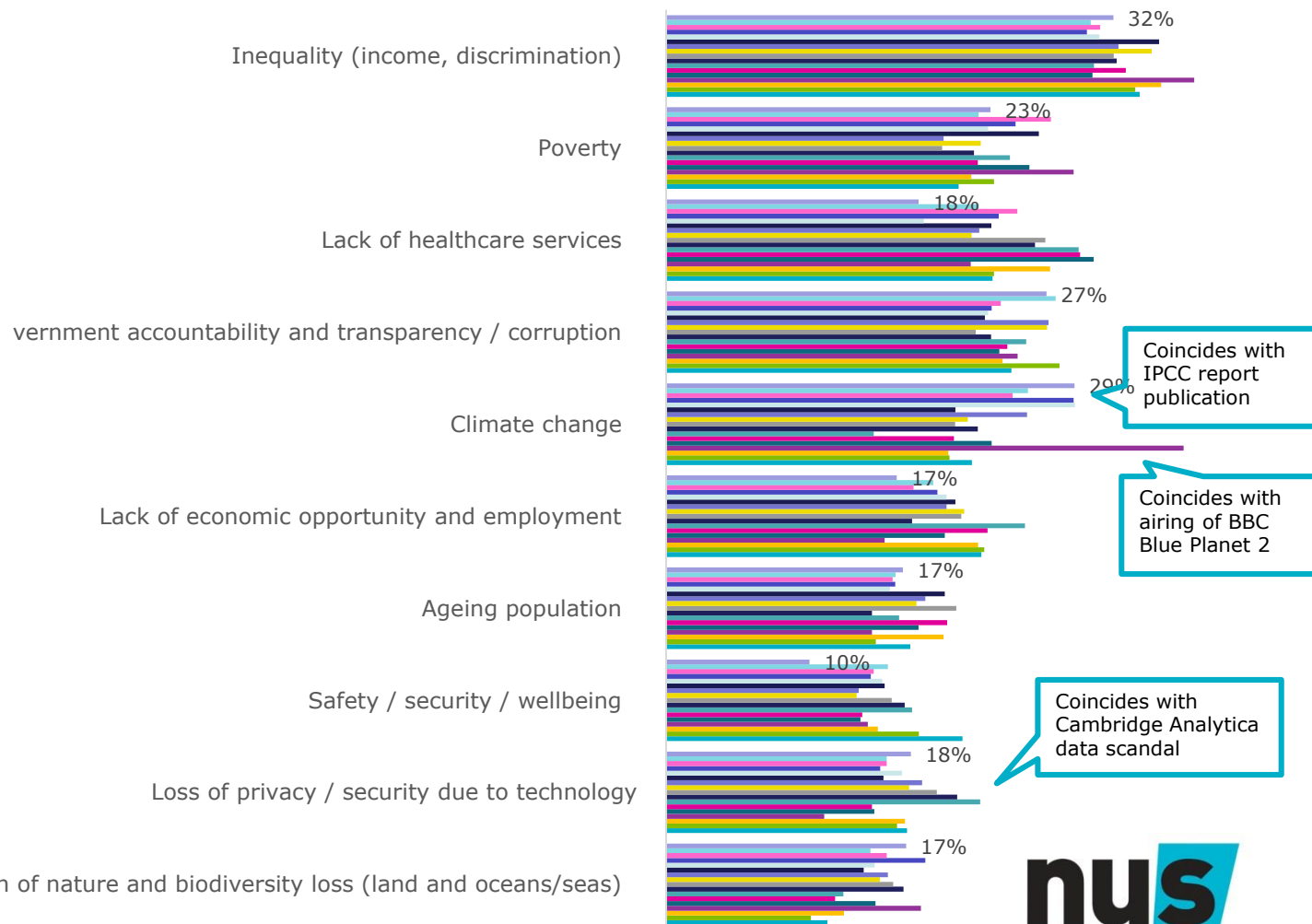


Overall views on problems facing the UK and the world today (monthly trends)

Inequality (income and discrimination) and Government accountability and transparency/corruption are seen as the most important issues facing the UK today. Poverty and lack of healthcare services are also seen as important problems by respondents.

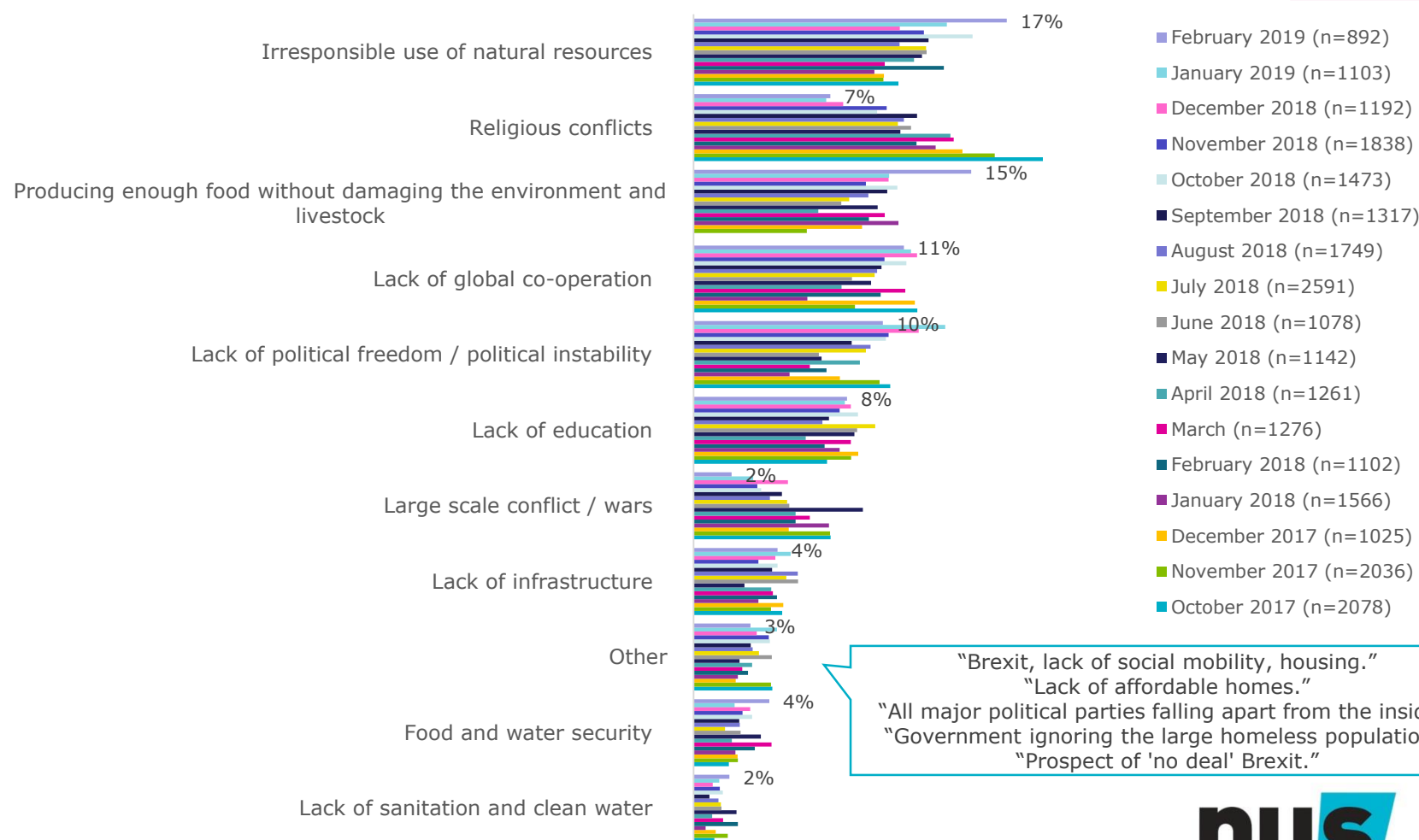
UK

■ February 2019 (n=892)
 ■ January 2019 (n=1103)
 ■ December 2018 (n=1192)
 ■ November 2018 (n=1838)
 ■ October 2018 (n=1473)
 ■ September 2018 (n=1317)
 ■ August 2018 (n=1749)
 ■ July 2018 (n=2591)
 ■ June 2018 (n=1078)
 ■ May 2018 (n=1142)
 ■ April 2018 (n=1261)
 ■ March 2018 (n=1276)
 ■ February 2018 (n=1102)
 ■ January 2018 (n=1566)
 ■ December 2017 (n=1025)
 ■ November 2017 (n=2036)
 ■ October 2017 (n=2078)



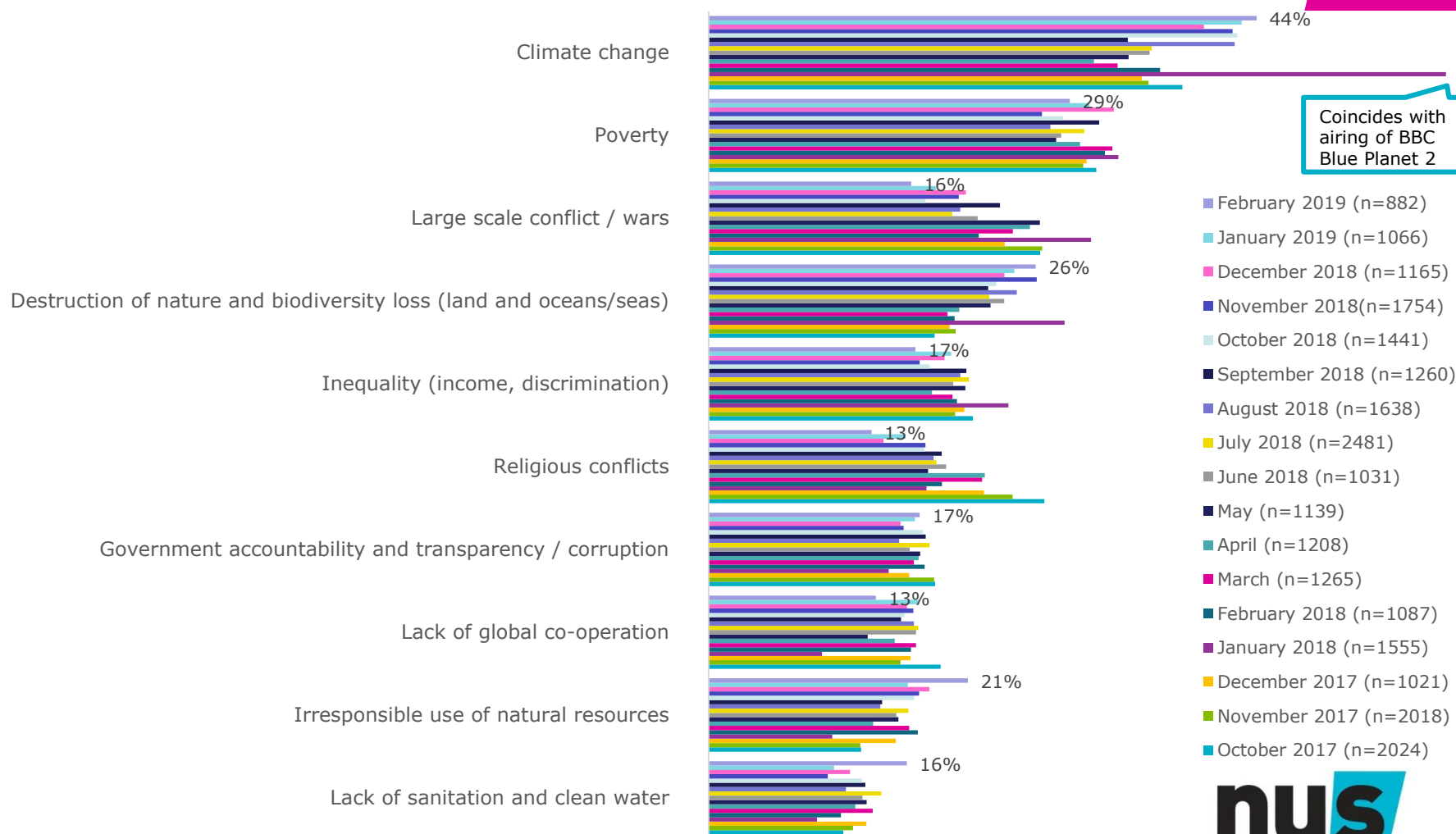
Problems of lesser importance facing the UK today are large scale conflict/wars, lack of infrastructure, food and water security and lack of sanitation and clean water.

UK



When it comes to problems facing the world, climate change is considered to be of most importance, followed by poverty and destruction of nature and biodiversity loss. 1 in 5 say inequality (income and discrimination) and large scale conflict/wars are important world issues.

World

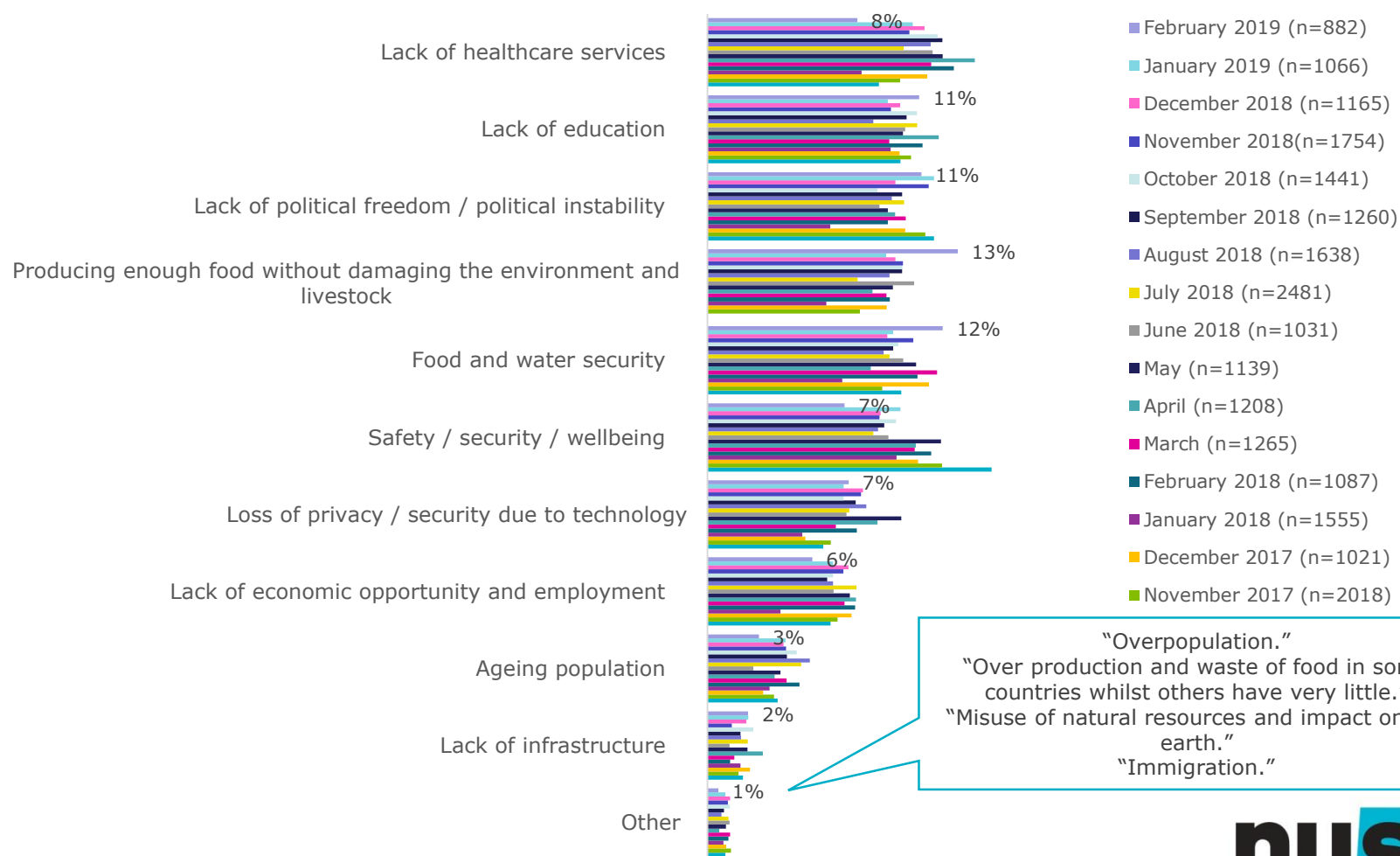


What would you say are the three most important problems facing the world today?

Base: In brackets Balance: No response

Ranked as less important are problems concerning the lack of infrastructure in the world and an ageing population.

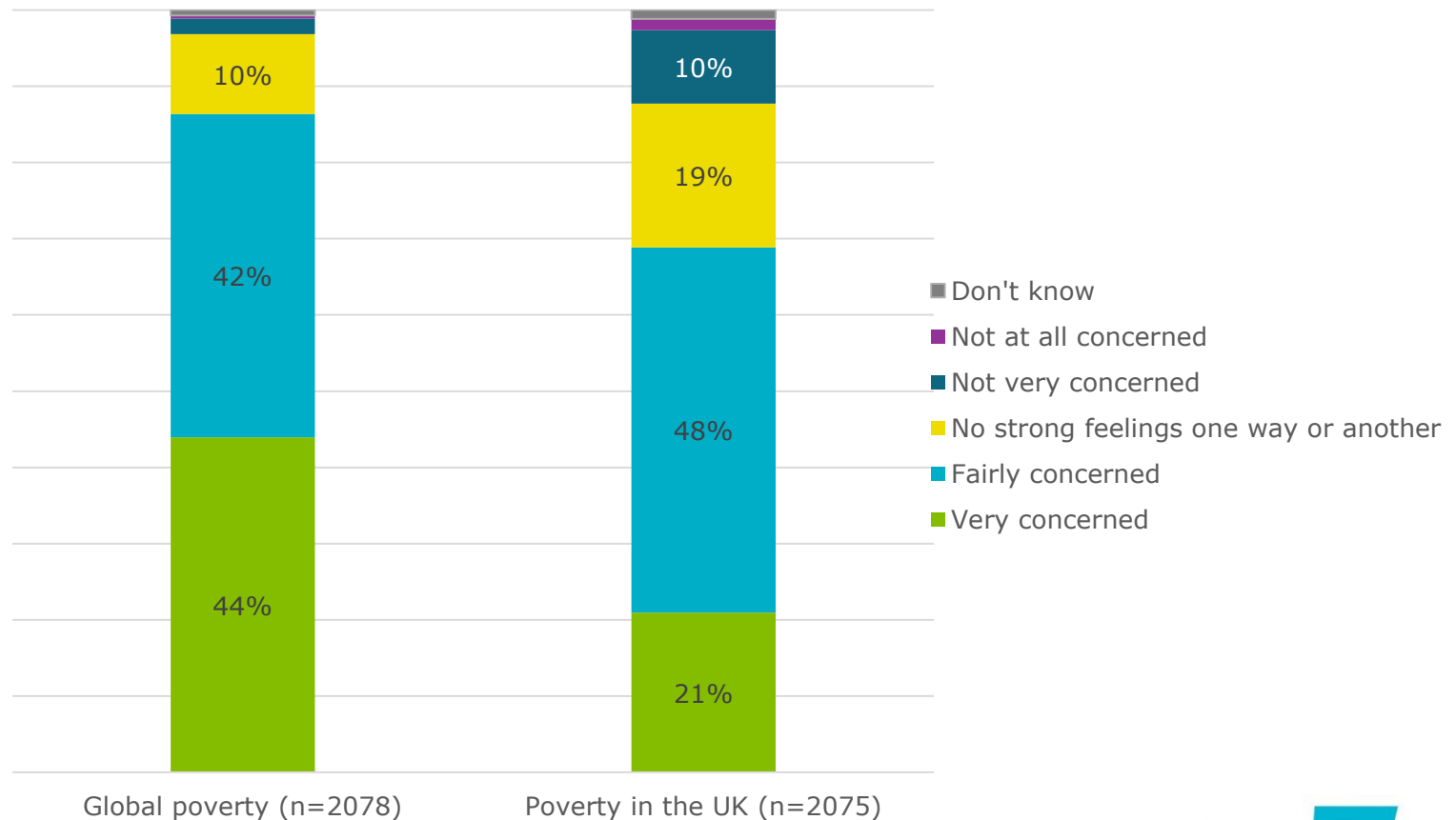
World





SDG 1. No poverty – October 2017

Almost 9 in 10 (86%) say they are concerned about world poverty. Fewer, 2 in 3 respondents (69%), say they are concerned about poverty in the UK. 1 in 10 (11%) say they are not concerned about poverty in the UK.



Which of the following answers best describes how you feel about levels of...?

Base: In brackets

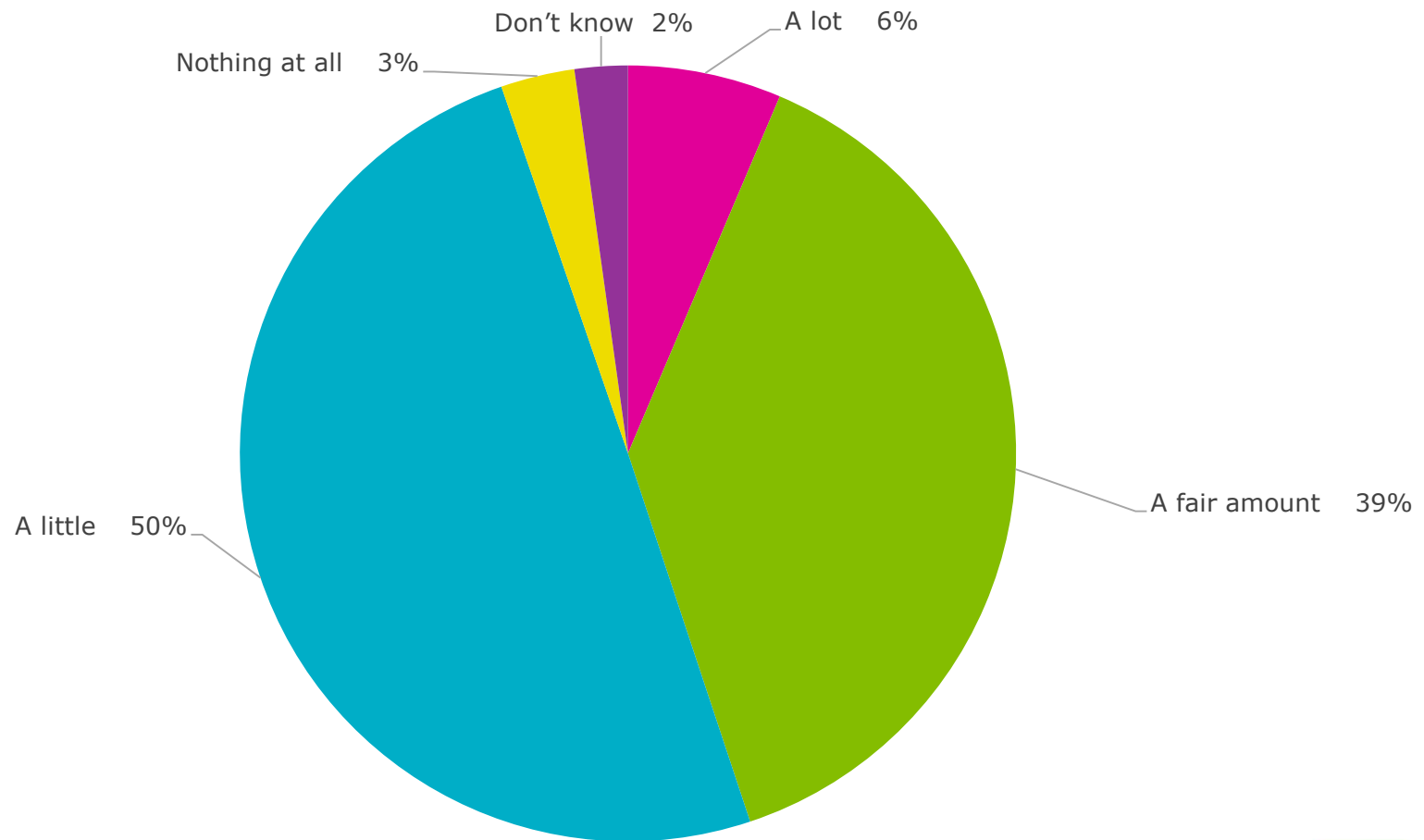
When asked how they personally support people living in poverty half (49%) say they contribute financially to charities or other appeals. A similar proportion (46%) buy Fairtrade products to help those living in poverty. 8% said they didn't think there was anything they could do to help.



How, if at all, do you personally support people living in poverty?

Base: 2062. Balance: No response

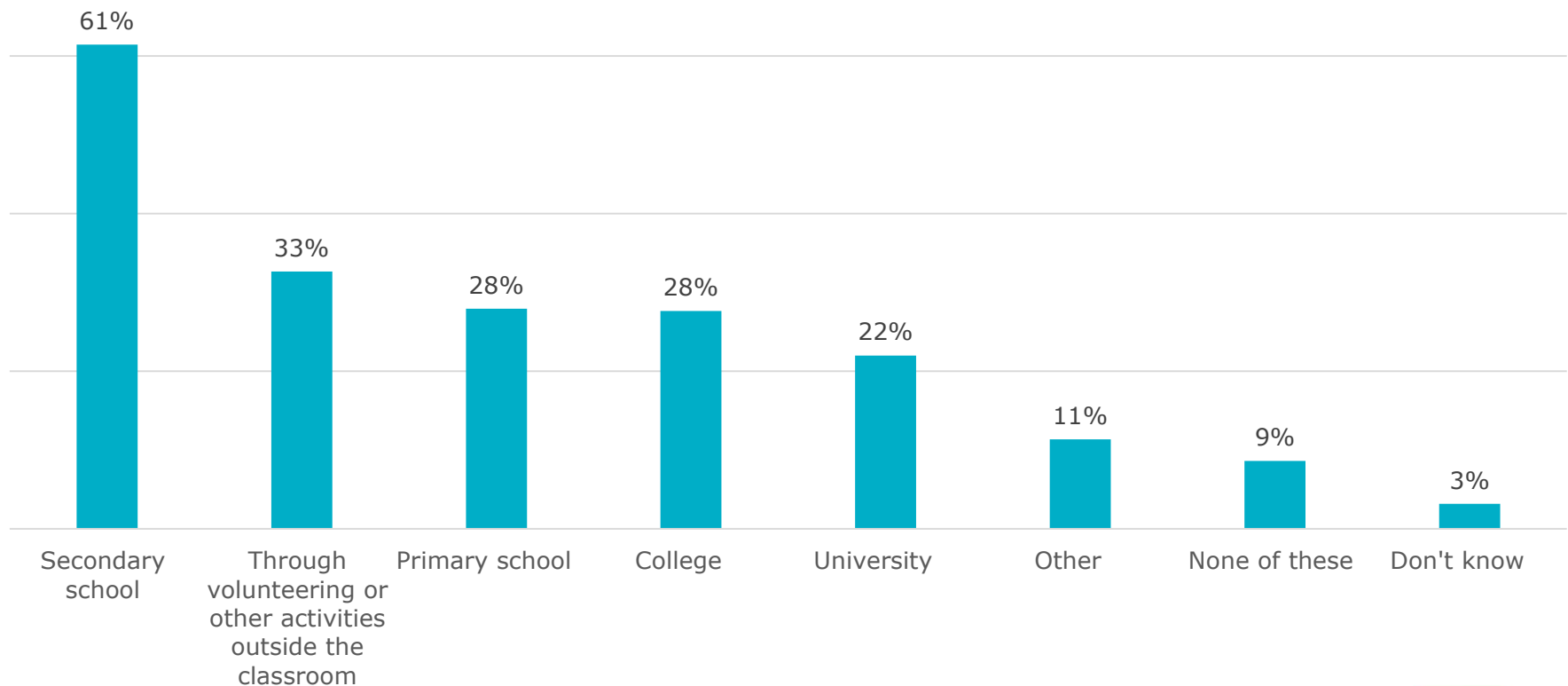
Most respondents said they felt that they knew something about poverty, including its causes, impacts and how to reduce it. 6% felt they knew a lot and 4 in 10 (39%) claimed to know a fair amount. Half (50%) knew a little about it.



How much do you think you know about poverty overall including its causes, impacts and how to reduce it?

Base: 2078 Balance: No response

6 in 10 (61%) said that they mainly learnt about poverty during their time at secondary school. 1 in 3 learnt through volunteering or other activities outside the classroom. Just over 1 in 4 (28%) were taught about poverty at primary school.



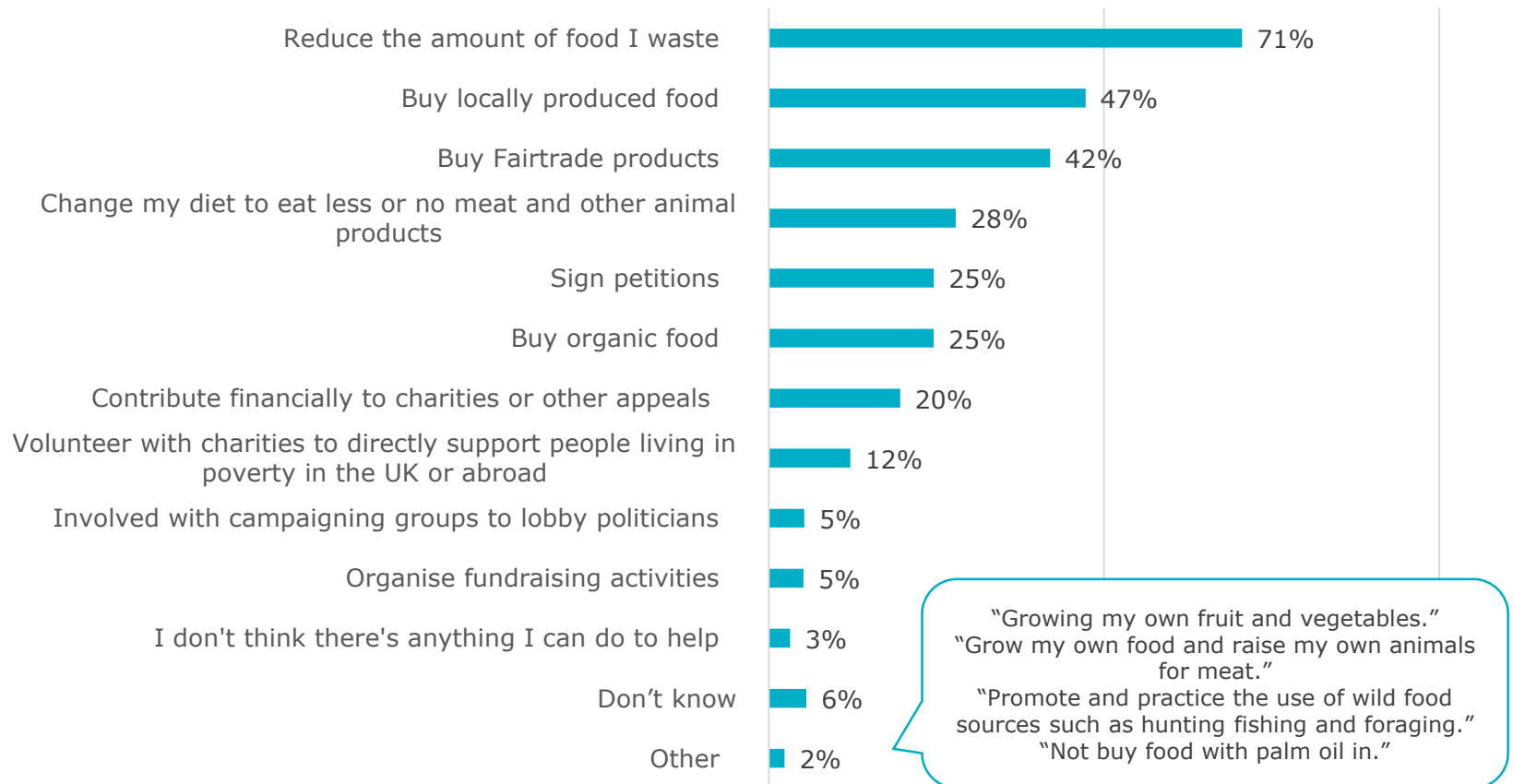
Thinking about your time in education so far, where have you learnt about poverty (including causes, impacts and how to reduce it)?

Base: 2084 Balance: No response

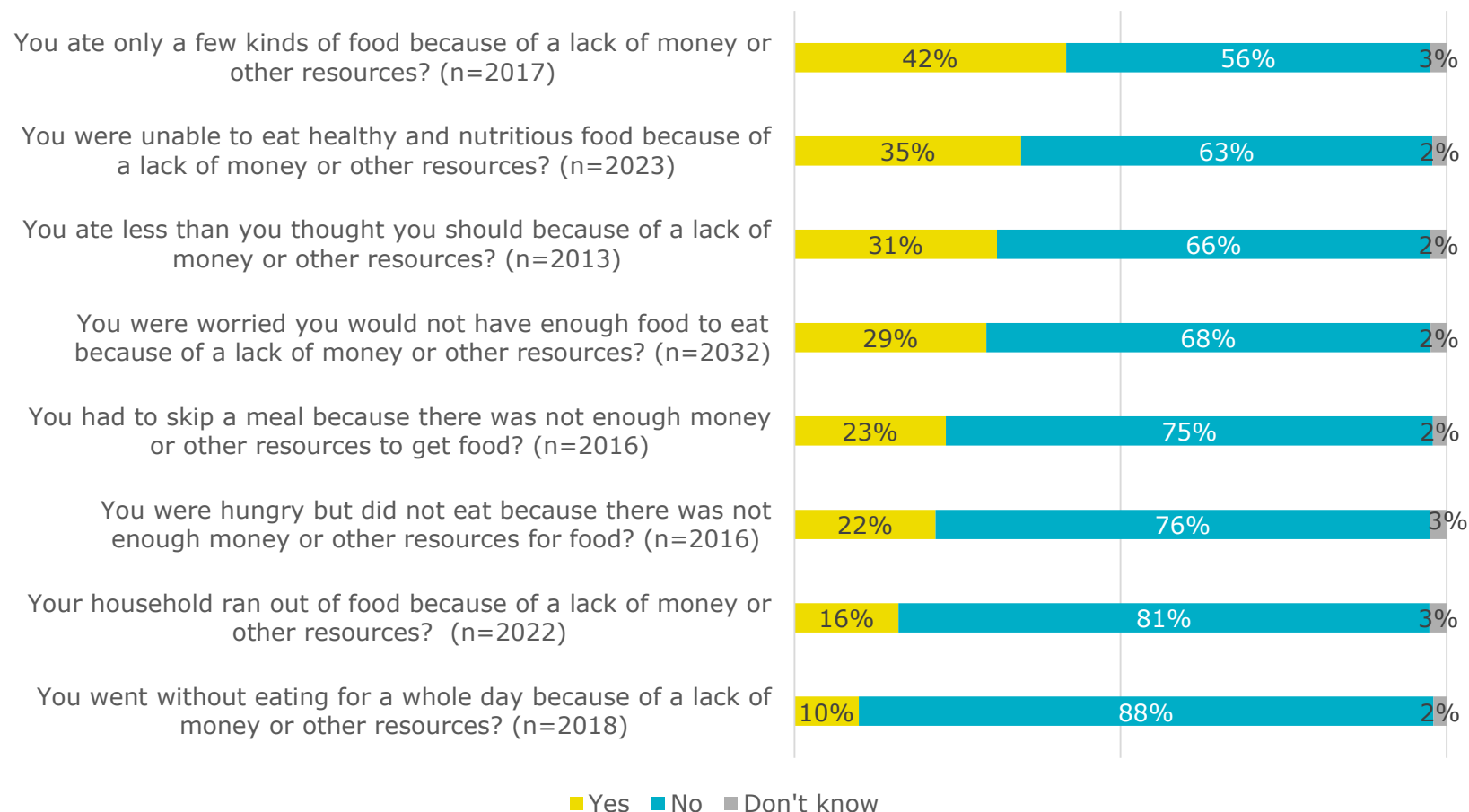


SDG 2. Zero hunger – November 2017

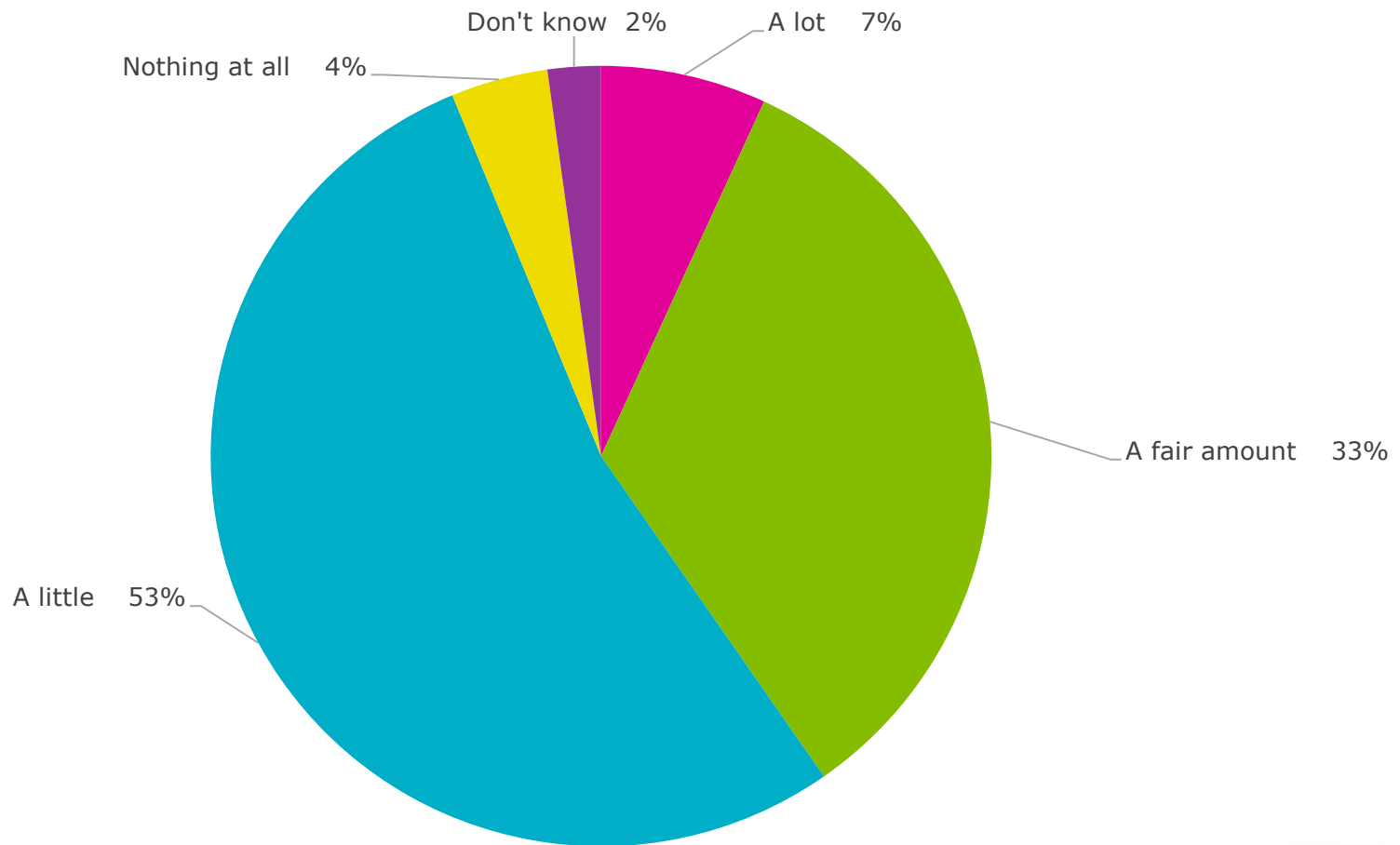
7 in 10 (71%) say that they reduce the amount of food they waste as a way of personally supporting how we produce food in a sustainable way. Almost half (47%) say they buy locally produced food and 4 in 10 (42%) buy Fairtrade products.



In the last 12 months 4 in 10 (42%) said that they had eaten only a few kinds of food because of a lack of money or other resources. A third (35%) had been unable to eat healthy and nutritious food and 3 in 10 were eating less than they thought they should or were worried they would not have enough to eat in the last 12 months because of a lack of money or other resources.



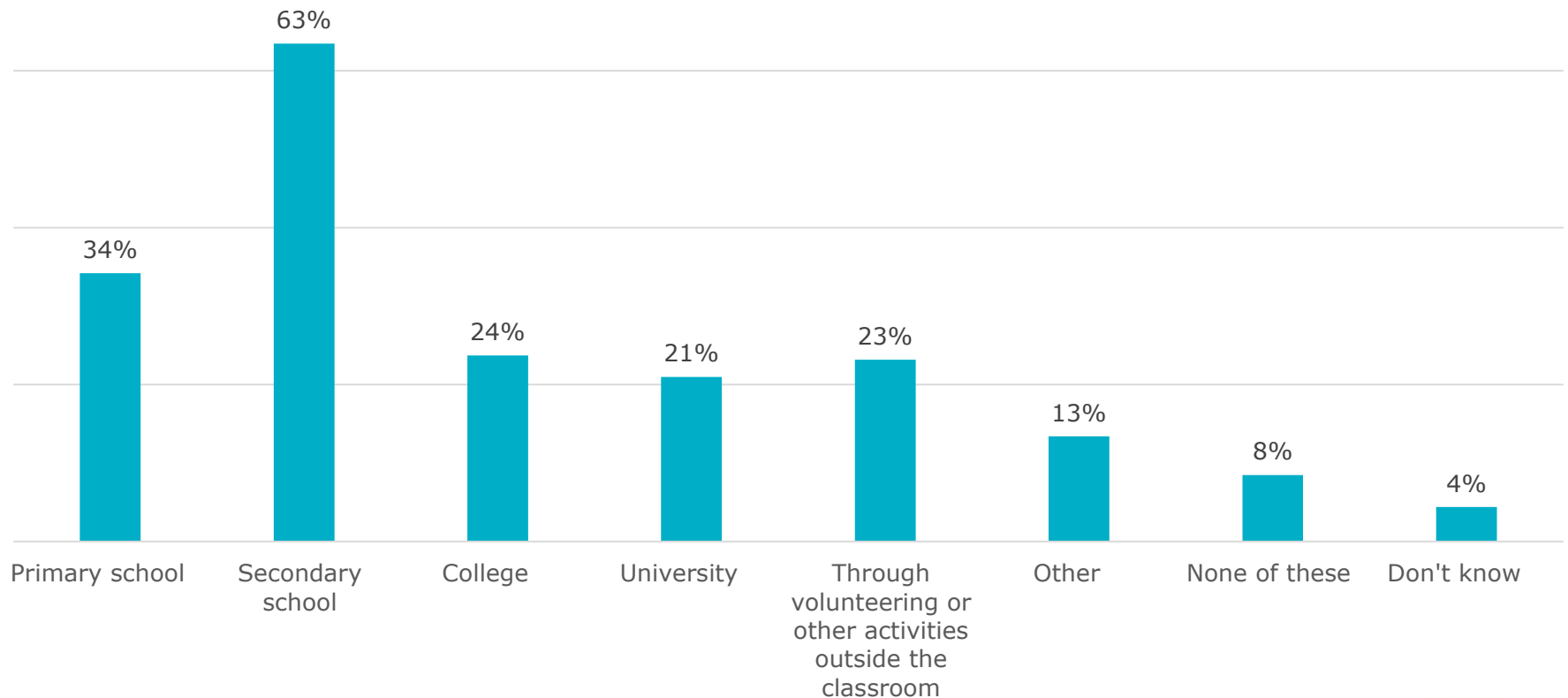
Most respondents said they felt that they knew something about hunger and access to food across the world, including its causes, impacts and how to reduce it. 7% felt they knew a lot and 1 in 3 (33%) claimed to know a fair amount. Half (53%) knew a little about it.



How much do you think you know about hunger and access to food across the world including it's causes, impacts and how to reduce it?

Base: 2041 Balance: No response

2 in 3 (63%) said that they mainly learnt about hunger and access to food during their time at secondary school. 1 in 3 (34%) were taught about hunger at school and 1 in 4 (24%) at college. A similar proportion (23%) learnt through volunteering or other activities outside the classroom.



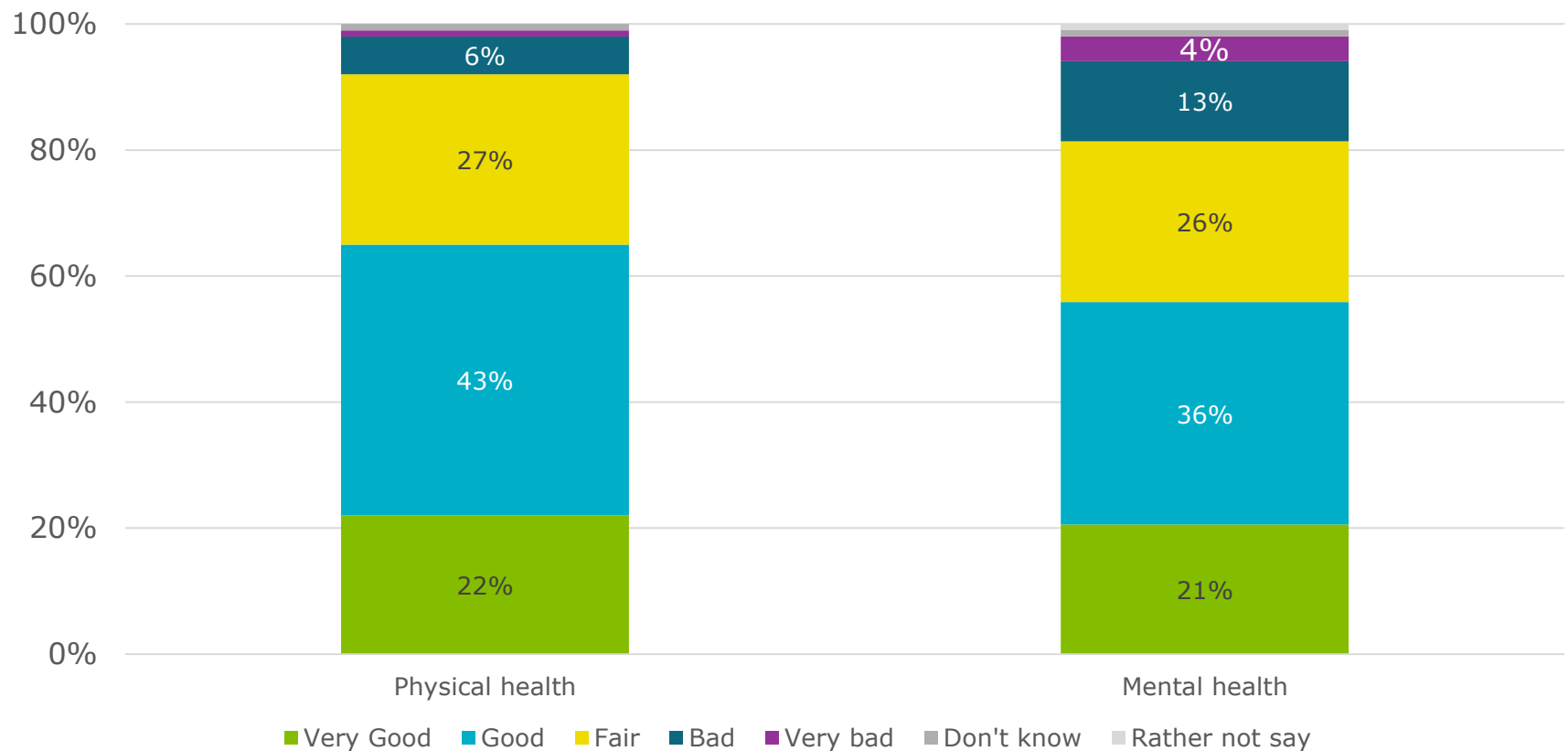
Thinking about your time in education so far, where have you learnt about hunger and access to food (including causes, impacts and how to reduce it)?

Base: 2041 Balance: No response



SDG 3. Good Health and Wellbeing – December 2017

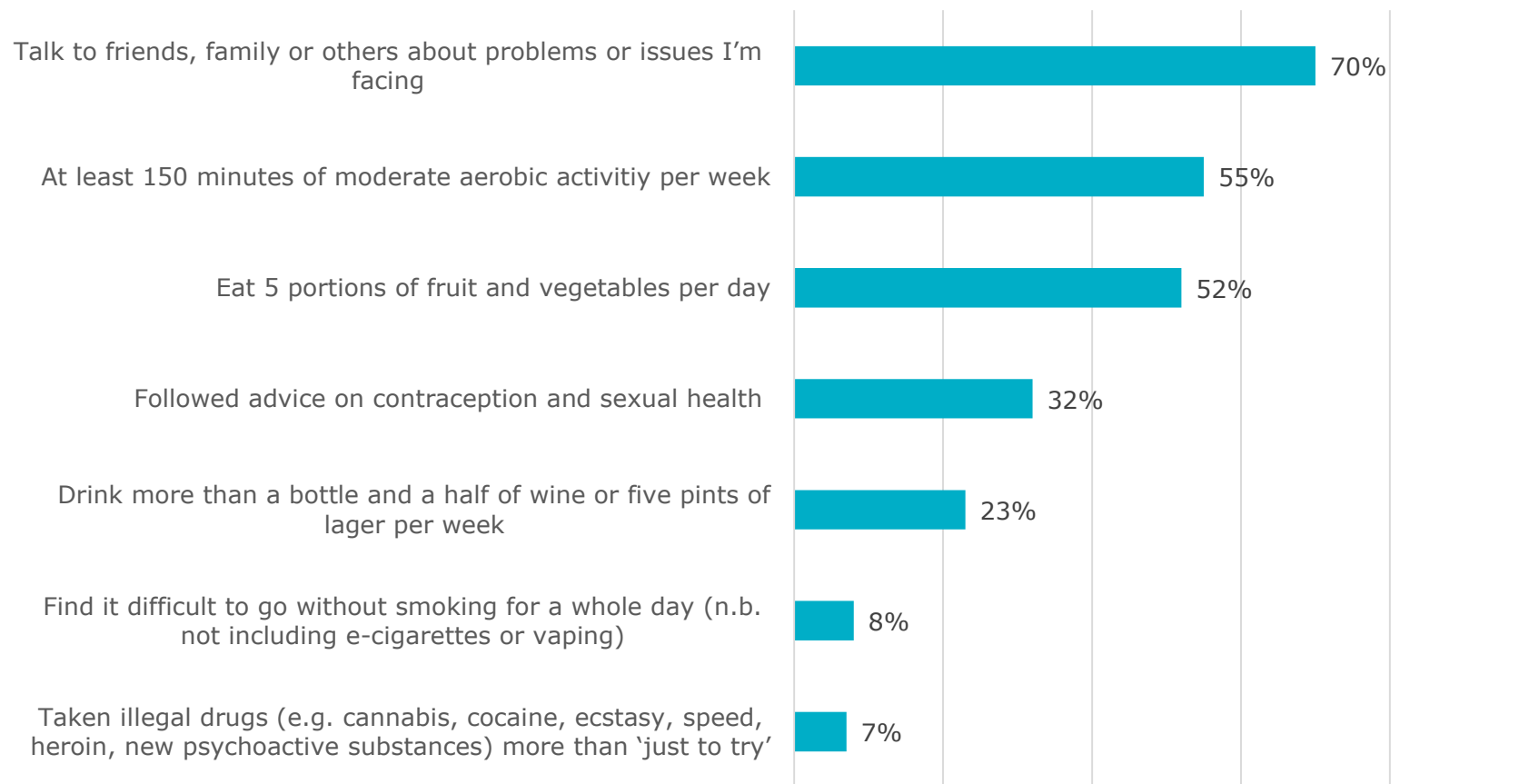
2 in 3 (65%) rate their physical health to be very good or good. Fewer (57%) rate their mental health to be very good or good with 17% saying their mental health is bad or very bad.



How is your physical and mental health in general? Would you say it was...

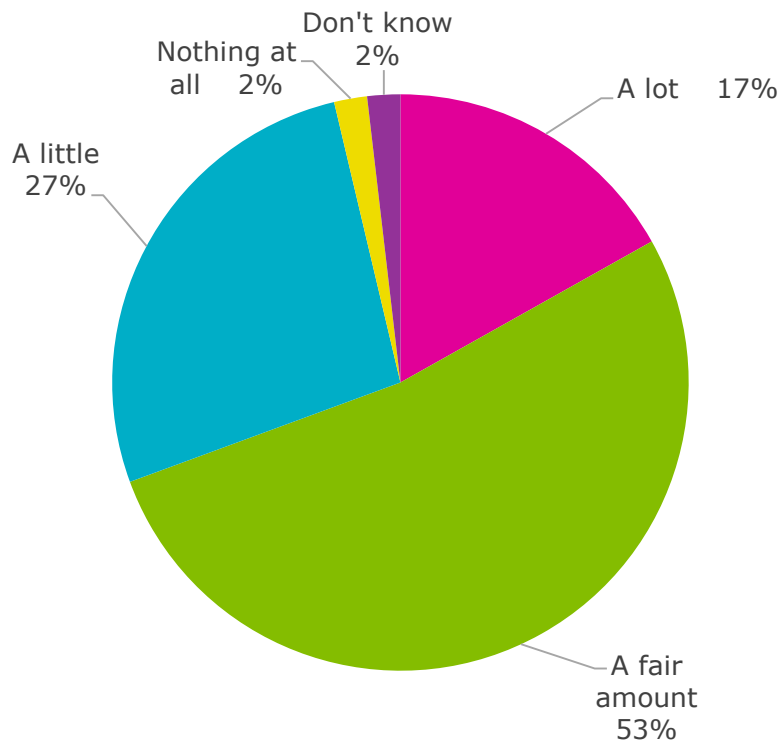
Base: c1025 respondents. Balance: No response

To influence their mental or physical health, 7 in 10 (70%) say they would talk to friends or family about issues they are facing. Half say they take at least 150 minutes or moderate aerobic activity a week (55%) or eat 5 portions of fruit or vegetables a day to help with their mental and physical health. 1 in 4 (23%) resort to drinking more than a bottle and a half of wine or 5 pints of lager a week.

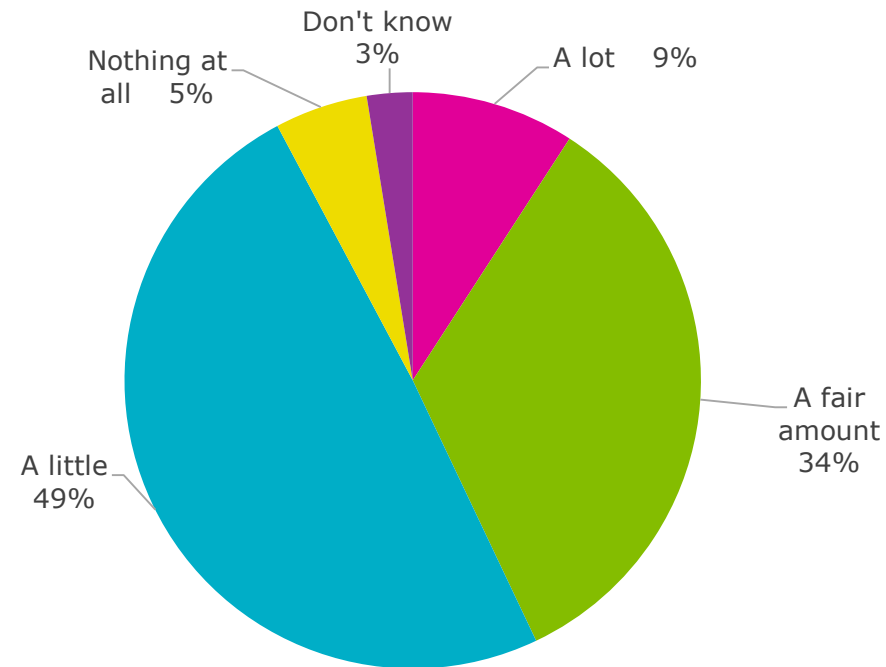


7 in 10 (70%) feel they know either a lot or a fair amount about health and wellbeing in the UK, including the causes and impacts of poor health and wellbeing and how problems can be addressed. Fewer (43%) feel they know a lot about world health and well being.

In the UK (n=1026)



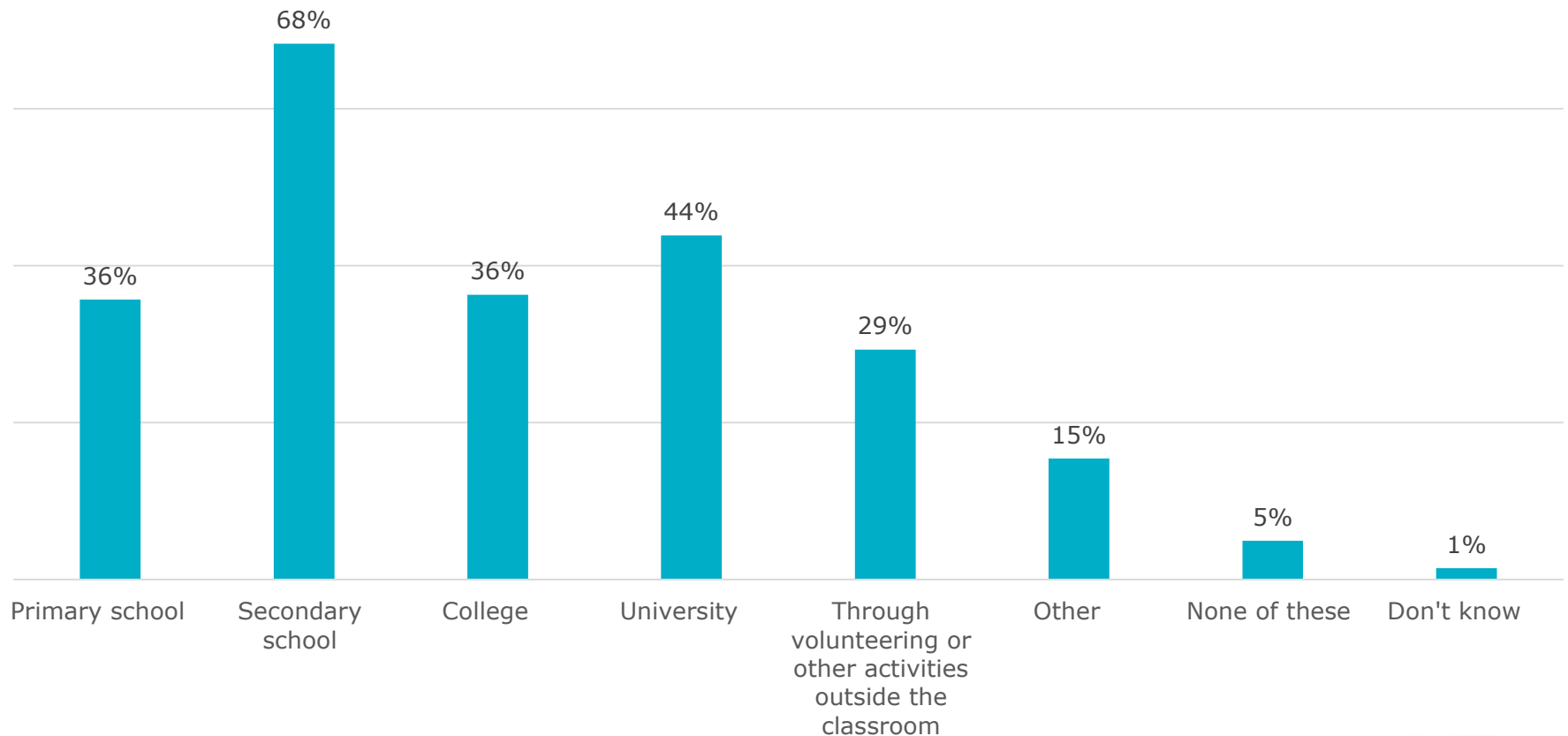
Across the world (n=1015)



How much do you think you know about health and wellbeing in the UK and across the world including the causes and impacts of poor health and wellbeing, and what can be done to address the problems being faced?

Base: In brackets Balance: No response

2 in 3 (68%) said that they mainly learnt about health and wellbeing during their time at secondary school. 4 in 10 (44%) were taught about health and wellbeing at university and a third (36%) learnt through college or primary school.



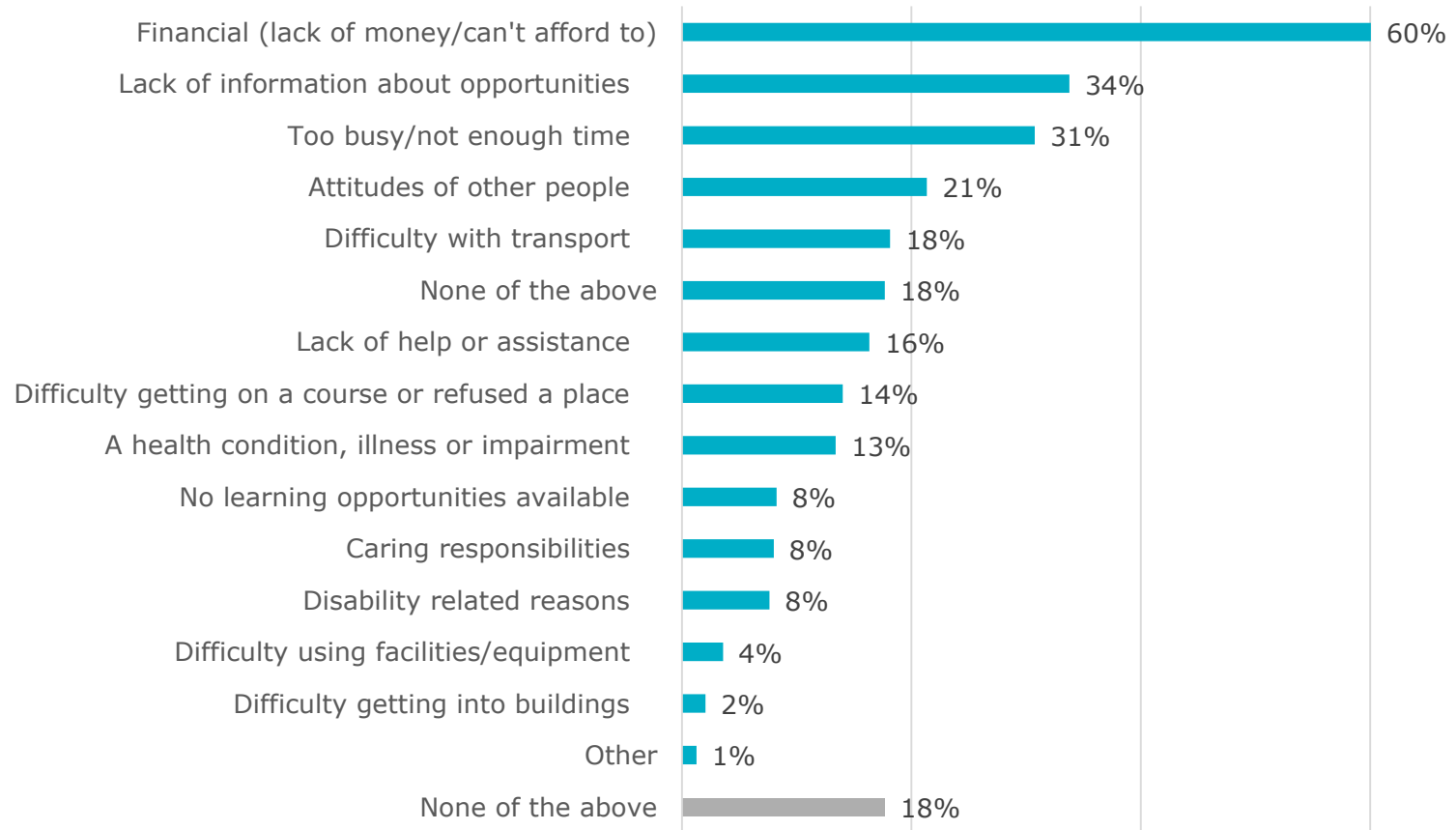
Thinking about your time in education so far, where have you learnt about health and wellbeing (including causes and impacts of poor health and wellbeing, impacts and what can be done to address the problems being faced?)

Base: 1031 Balance: No response



SDG 4. Quality education – January 2018

The most common barrier to accessing learning reported by respondents is a lack of money / being unable to afford it (60%). A lack of information was also cited as a barrier (34%) as well as difficulty finding time (31%). 18% reported facing no barriers to accessing learning opportunities.



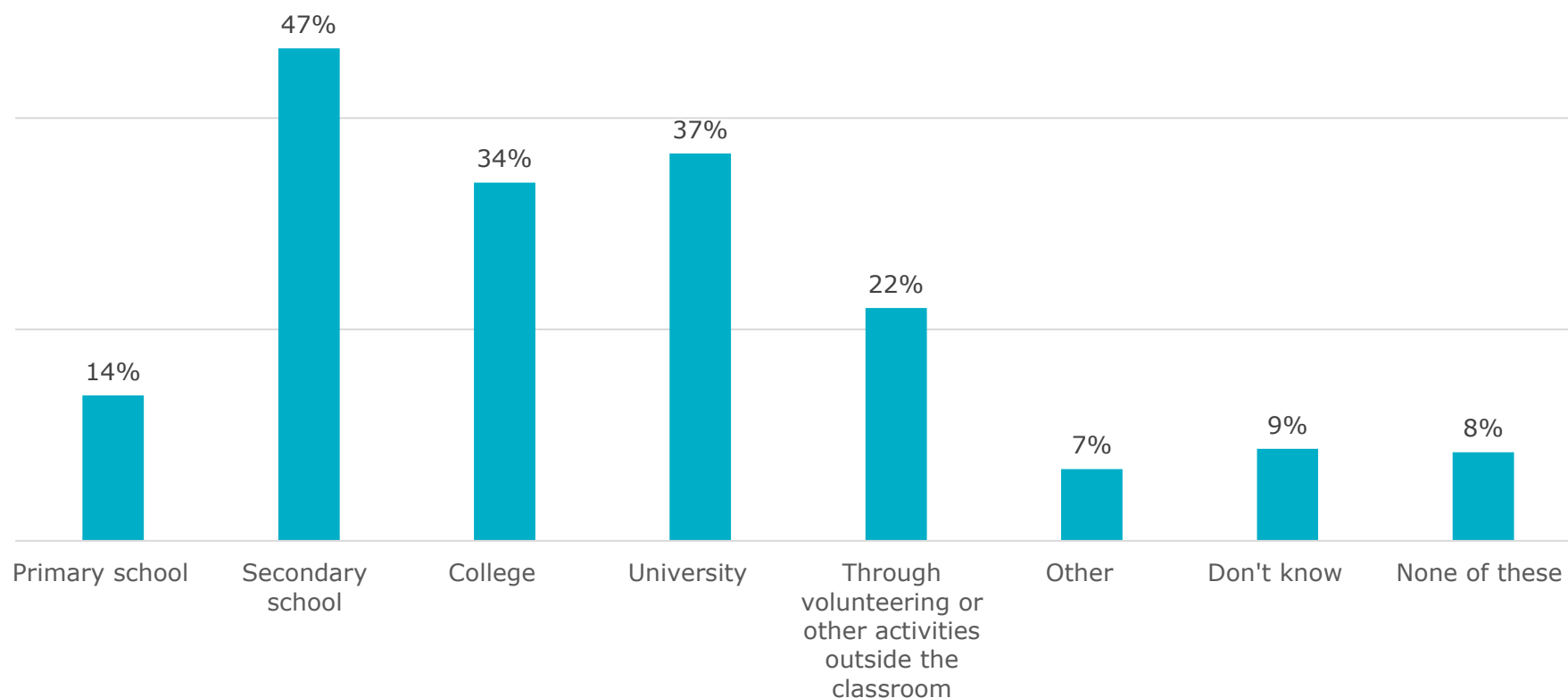
Work placements or volunteering are described as the best learning experience (48%) followed by lectures and seminars (45%). Problem-solving activities and open discussions were also seen as valuable (39%).



Please think about the different ways of learning you might have experienced while you've been in education so far.
Which of the following ways have provided the best learning experience?
By best learning experience, we mean ones that you have enjoyed the most and also that you feel you got the most out of.

Base: 1562 Balance: No response

Secondary school is reported to be where respondents have most commonly learnt about issues associated with education in the UK and around the world.



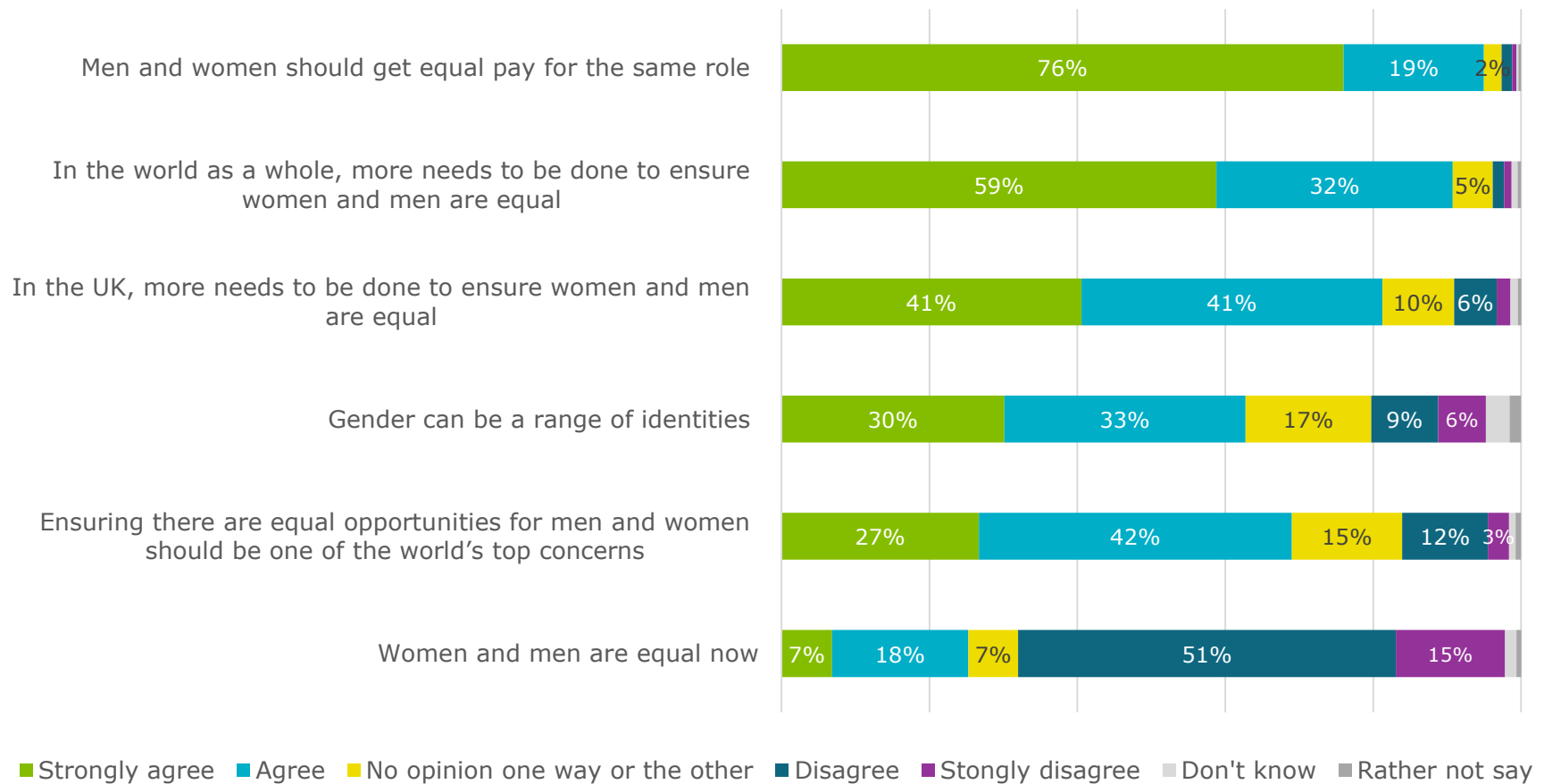
Thinking about your time in education so far, where have you learnt about the issues associated with access to education for people of all ages in the UK and around the world?

Base: 1562 Balance: No response

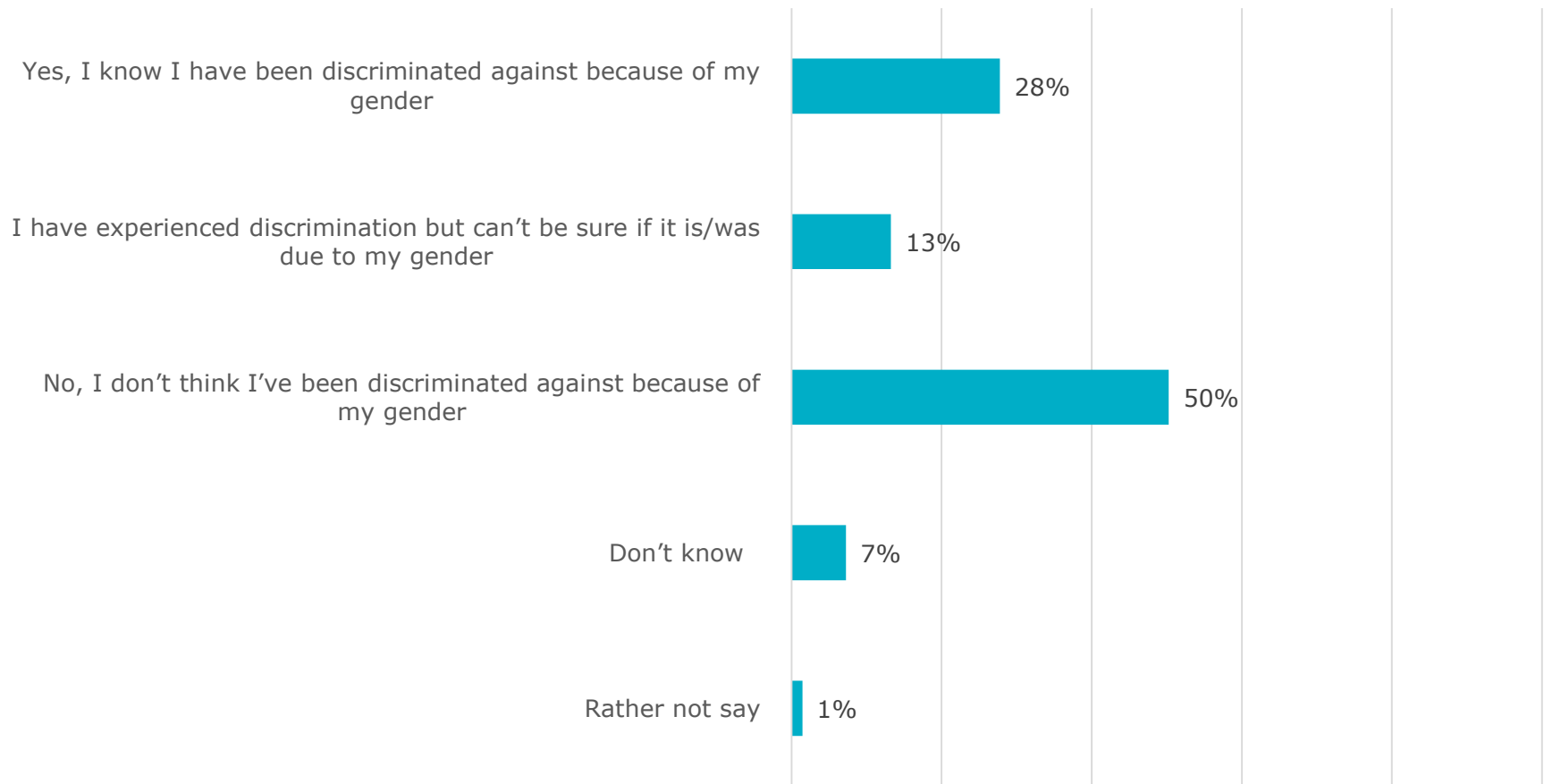


SDG 5. Gender Equality

95% agree that men and women should get equal pay for the same role. 91% agree that in the world as a whole more needs to be done to ensure men and women are equal.



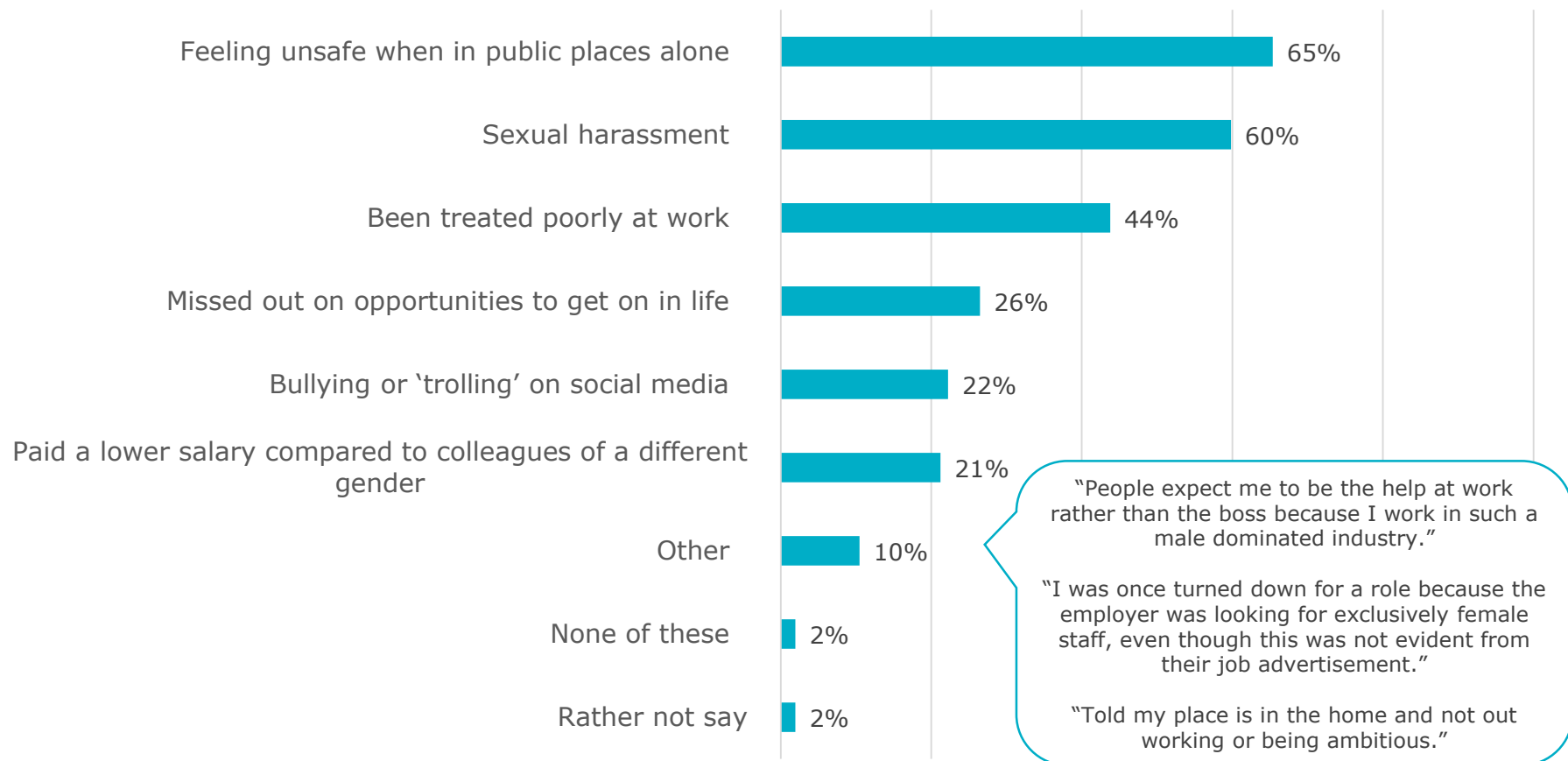
Almost 3 in 10 (28%) say they have been discriminated against because of their gender. A further 1 in 8 (13%) say they have experienced discrimination but couldn't be sure if it was related to their gender.



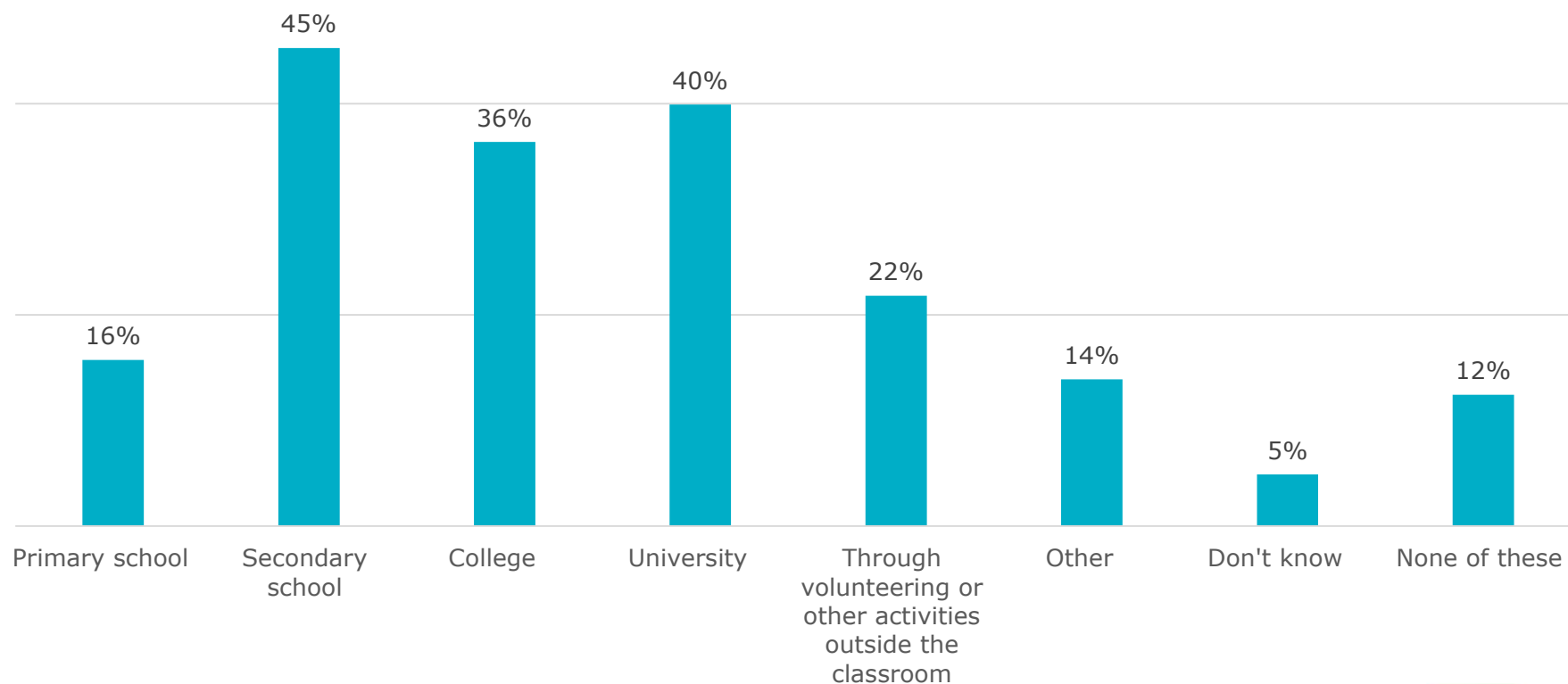
Have you experienced discrimination because of your gender?

Base: 1102 respondents. Balance: No response

Of those who had been discriminated against because of their gender 2 in 3 (65%) said they felt unsafe whilst in public places on their own. 6 in 10 (60%) had experienced sexual harassment and 4 in 10 (44%) had been treated poorly at work because of their gender.



Almost half (45%) said they had learned about gender discrimination during their time at secondary school. 4 in 10 (40%) were taught about it at university and a third (36%) learnt through college.



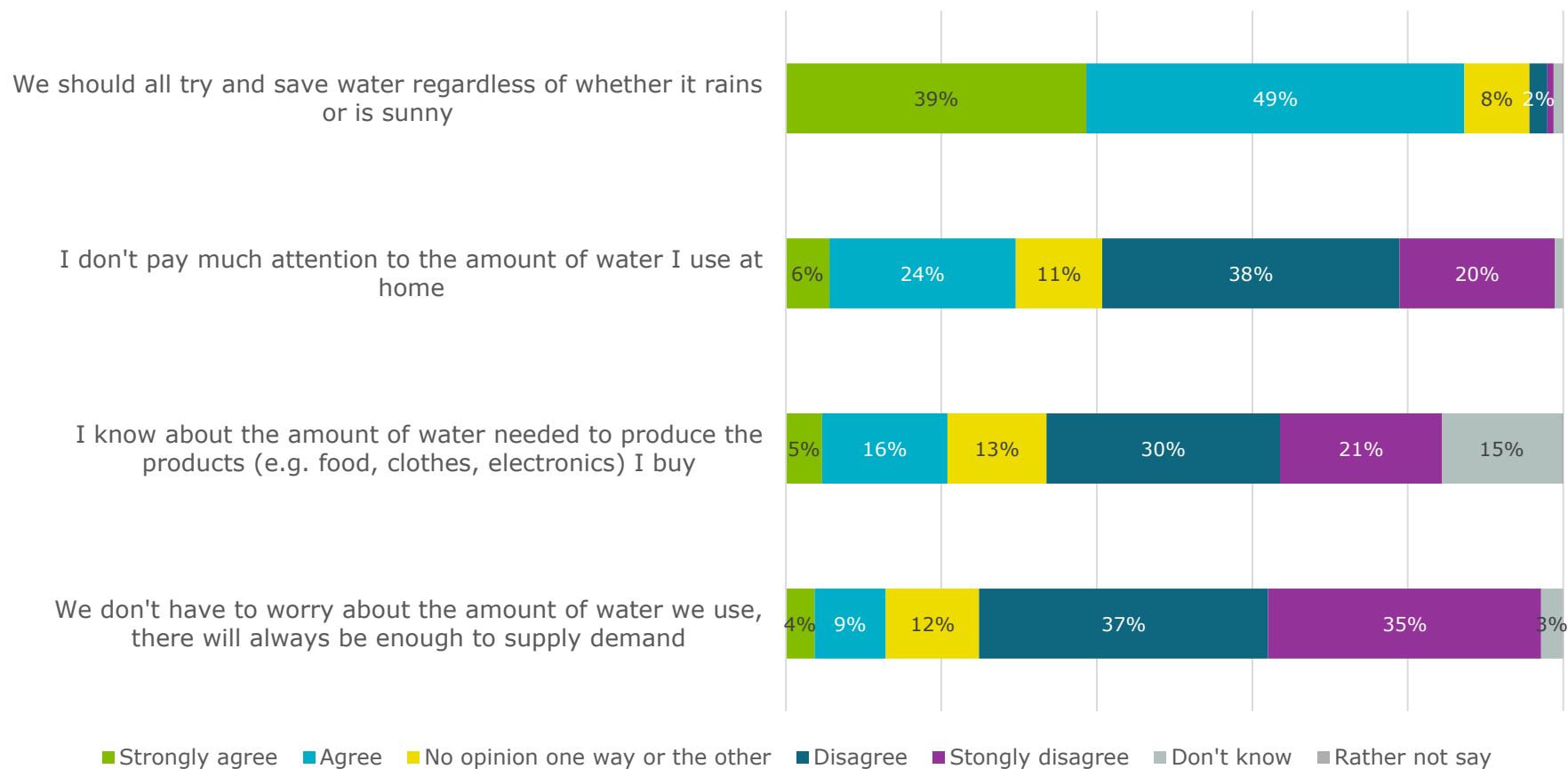
Thinking about your time in education so far, where have you learnt about gender discrimination and equality including what can be done to address the problems being faced?

Base: 1100 Balance: No response



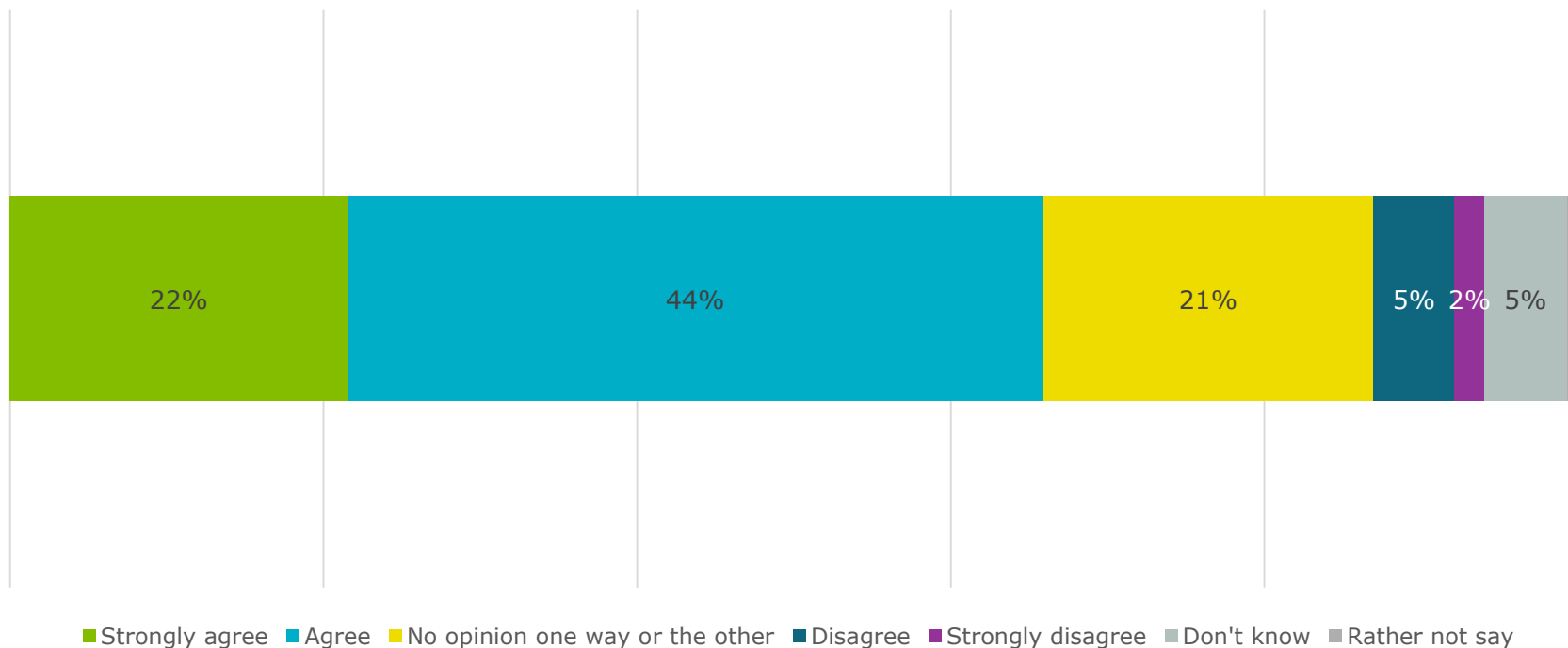
SDG 6. Clean water and sanitation

88% agree that we should all try to save water regardless of the weather. Similarly, 72% disagree that we don't have to worry about the amount of water we use. However, reflecting on their personal action, 30% say they don't pay much attention to the amount of water they use at home. There is also a lack of knowledge as to how much water is needed to make products with half (51%) saying they don't know.



2 in 3 (66%) agree with the statement "I would be more likely to vote for a government that pledged to help tackle access to clean water and sanitation around the world".

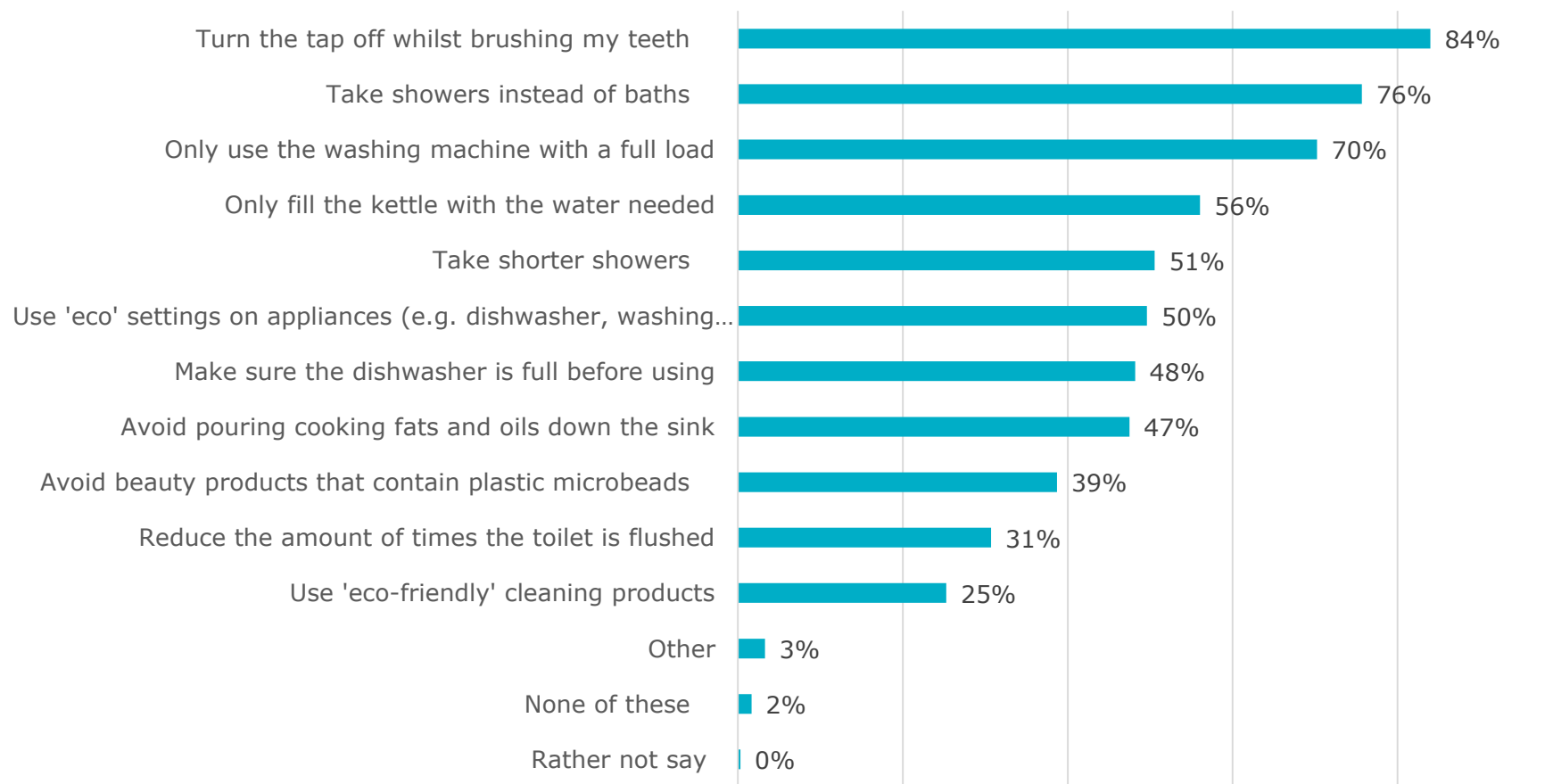
"I would be more likely to vote for a government that pledged to help tackle access to clean water and sanitation around the world."



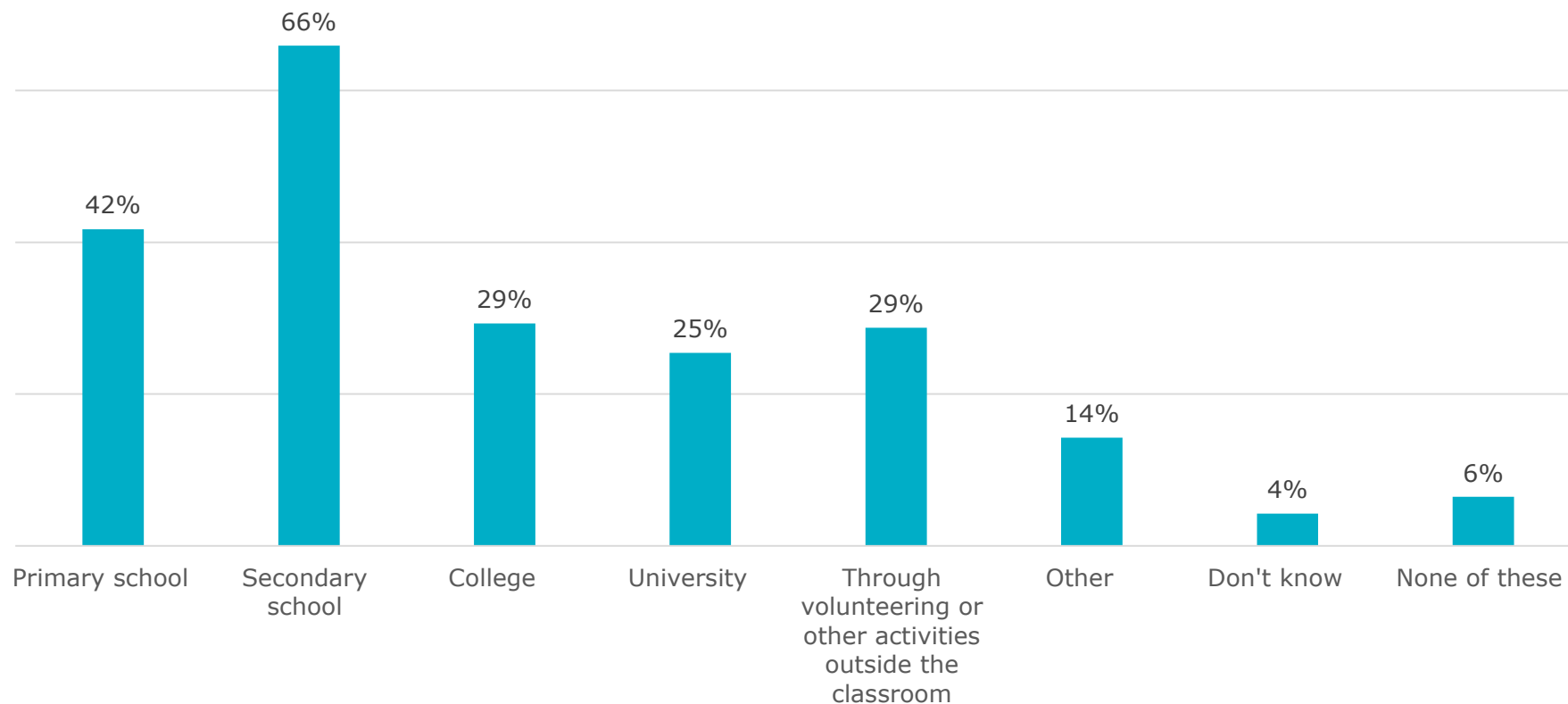
To what extent do you agree or disagree with the following statement?

Base: 1272 respondents. Balance: No response

The most commonly reported behaviours that conserve water or prevent water pollution include turning the tap off whilst brushing their teeth (84%) and showering instead of bathing (76%). Less common behaviours include reducing the number of times toilets are flushed (31%) and using eco-friendly cleaning products (25%).



2 in 3 (66%) said they had learned about clean water and sanitation issues around the world during their time at secondary school. 4 in 10 (42%) were taught about the subject at primary school.



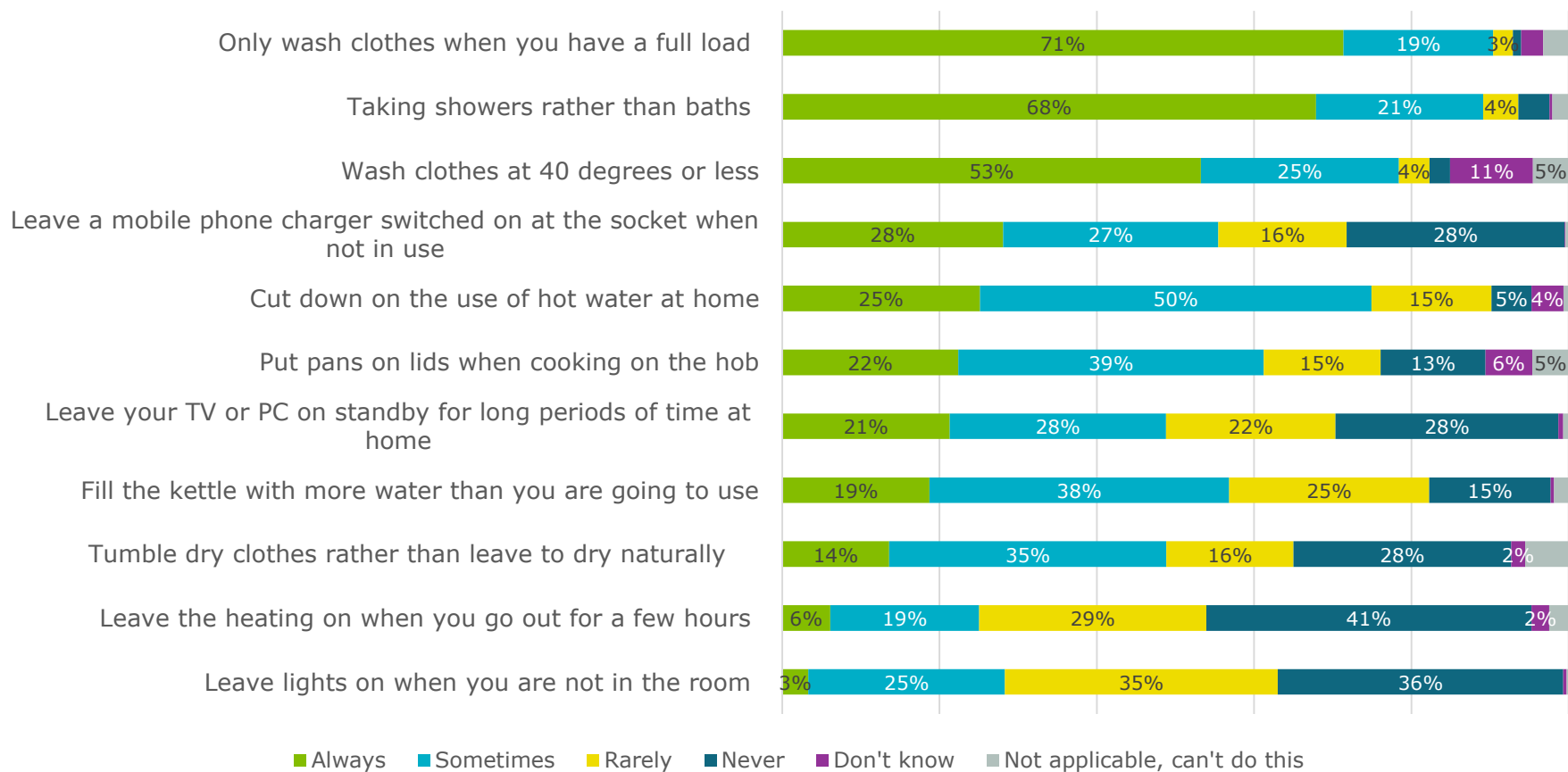
Thinking about your time in education so far, where have you learnt about the issues people around the world are facing related to access to clean water and sanitation, including what can be done to address the problems being faced?

Base: 1270 Balance: No response

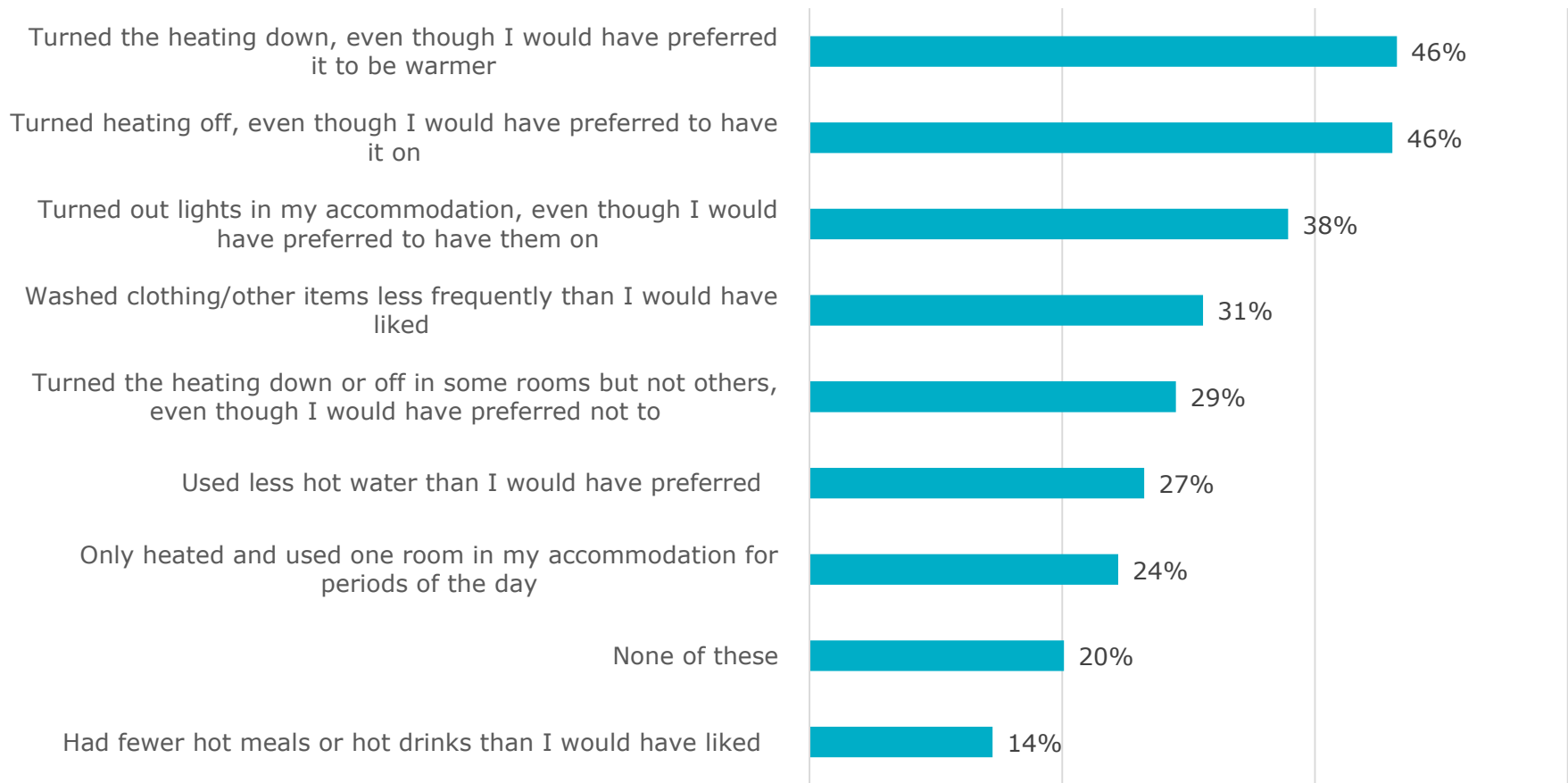


SDG 7. Affordable and clean energy

Student respondents report taking a range of actions to minimise their energy use, including 71% who always only wash clothes when they have a full load, and 67% who take showers rather than baths. Similarly, 71% say they rarely or never leave lights on when they are not in the room.



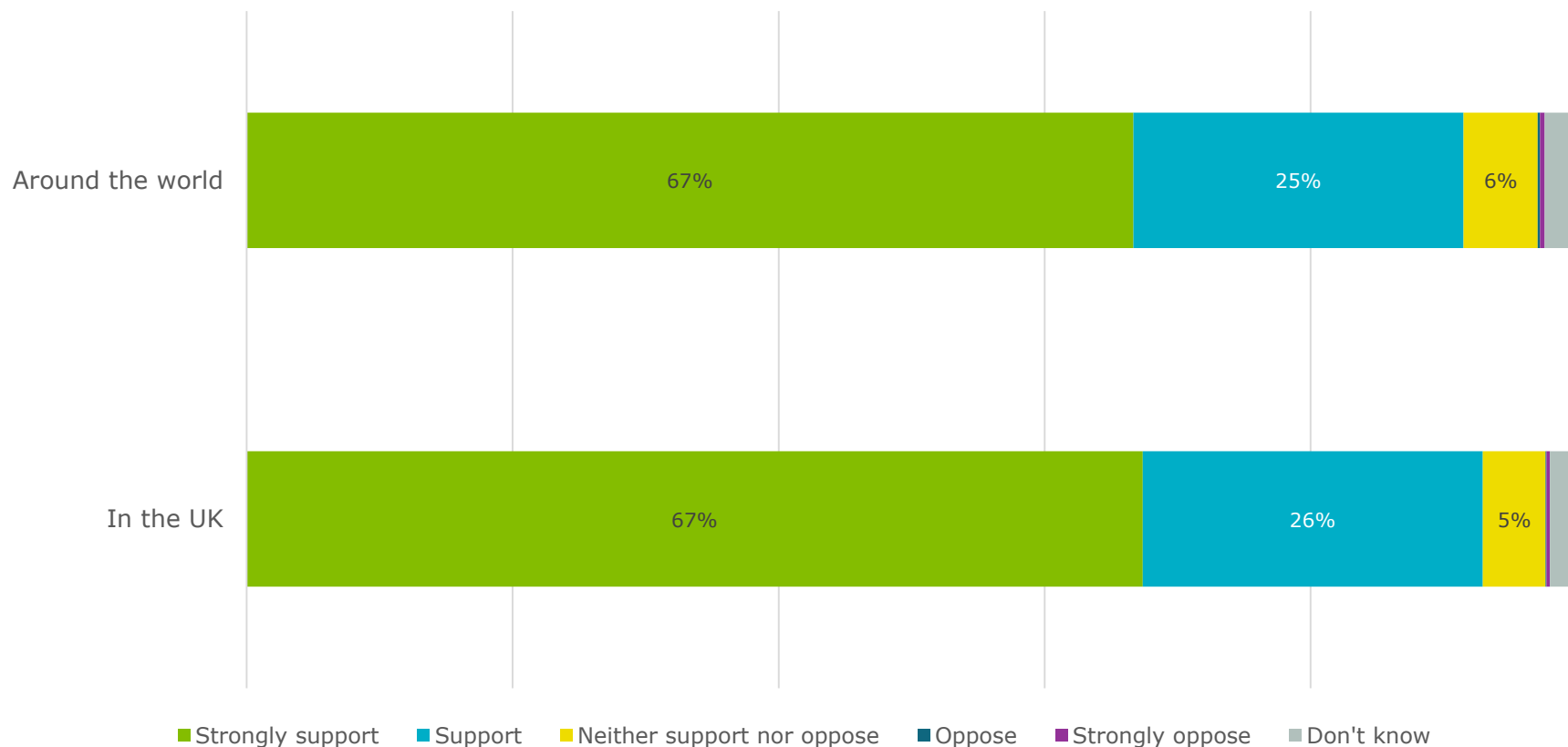
Thinking back to the winter of 2017-18, respondents reported limiting their energy use due to concerns about cost by turning down the heating or off (46%) even though they would have preferred otherwise.



Thinking about any time of day or night, have you (and the people you live with) cut back on energy use in your current accommodation in any of these ways this winter, because you were concerned about the costs?

Base: 1244 respondents. Balance: No response

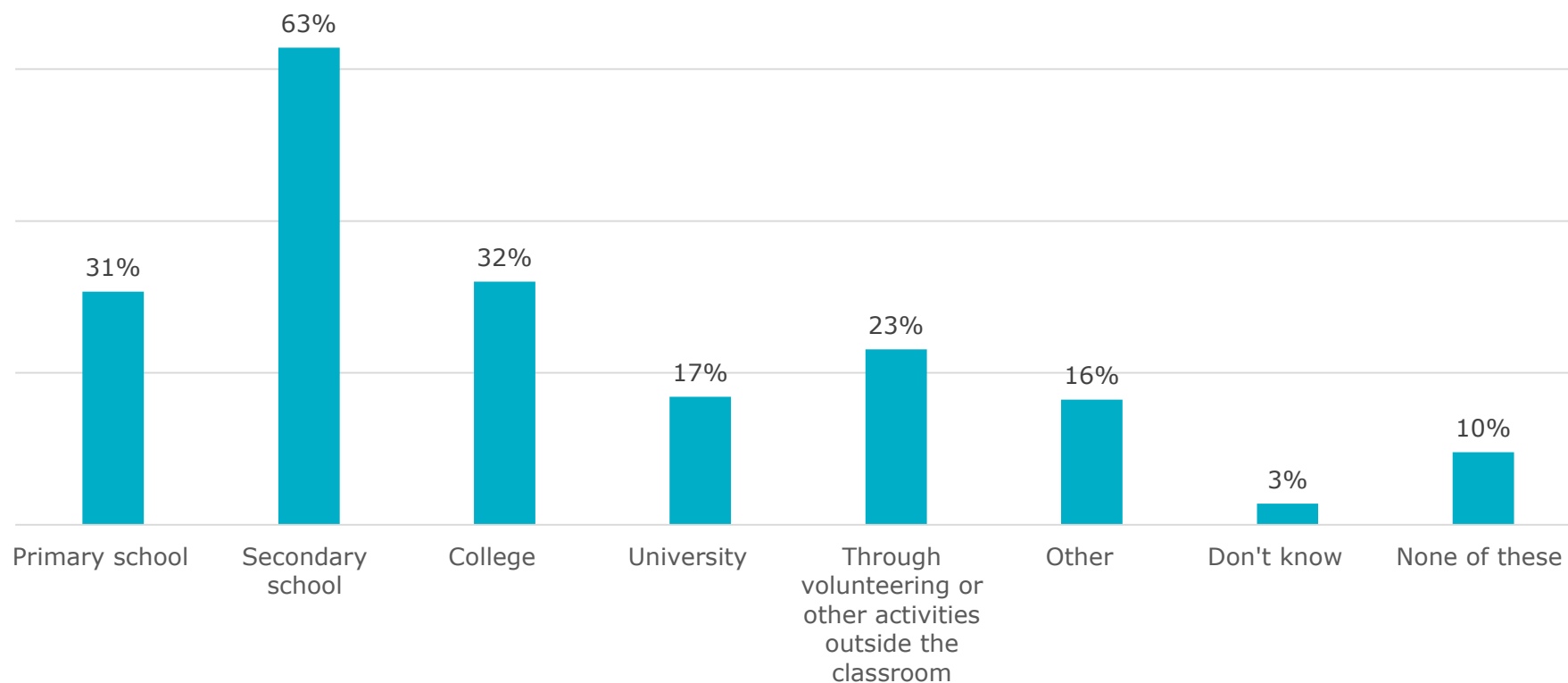
Respondents report almost universal support for renewable energy, with over 90% saying they support its use for fuel, heating and electricity.



Renewable energy covers a number of different forms of energy that are quick to replenish themselves and can be used again and again, such as wind power and solar energy.
Do you support or oppose the use of renewable energy for providing electricity, fuel and heating...?

Base: c.1250 respondents. Balance: No response

63% said they had learned about issues related to access to clean and affordable energy during their time at secondary school. 31% were taught about the subject at primary school.



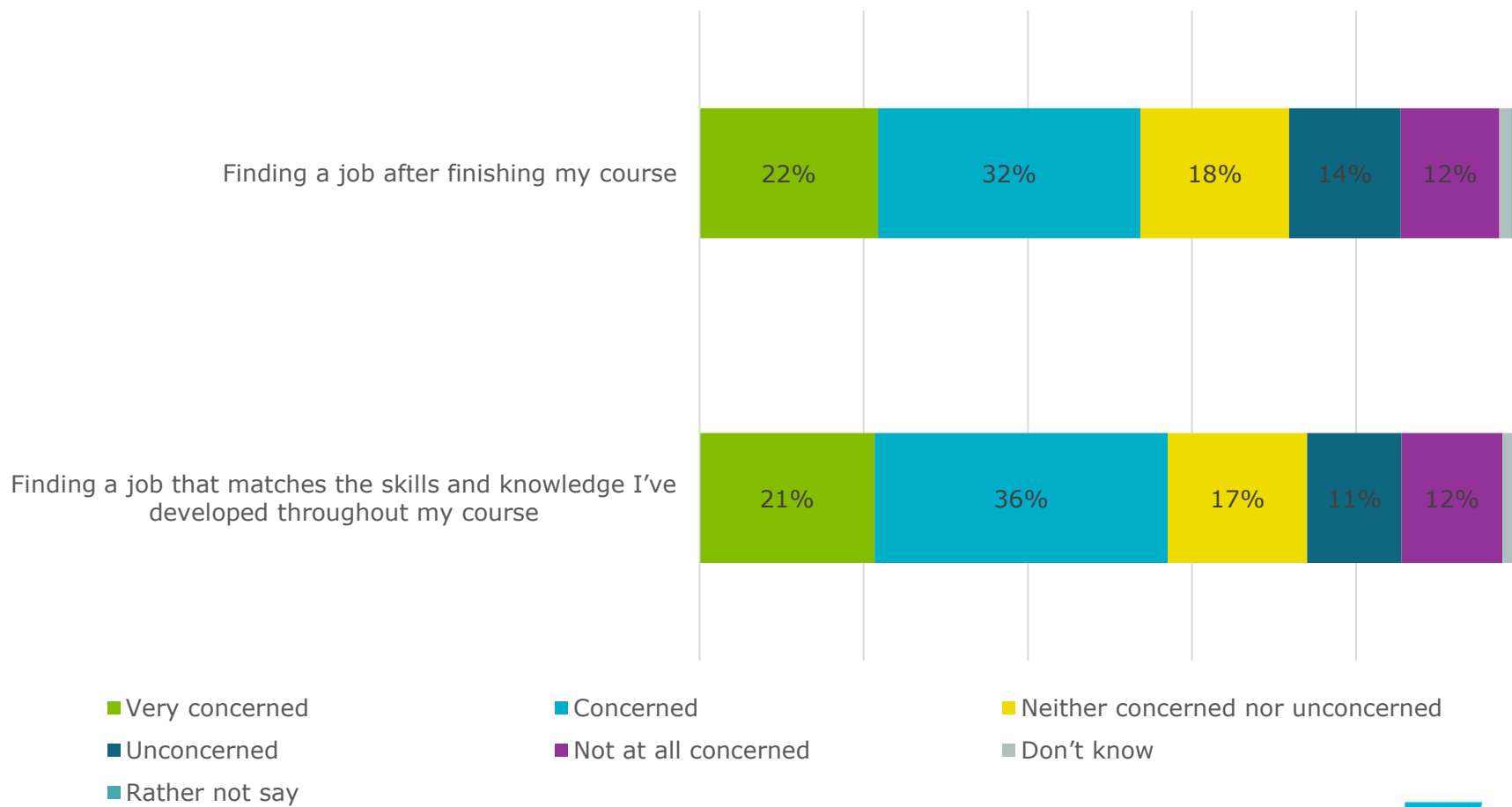
Thinking about your time in education so far, where have you learnt about issues related to access to clean and affordable energy including what can be done to address the problems being faced?

Base: 1259. Balance: No response



SDG 8. Decent work and economic growth

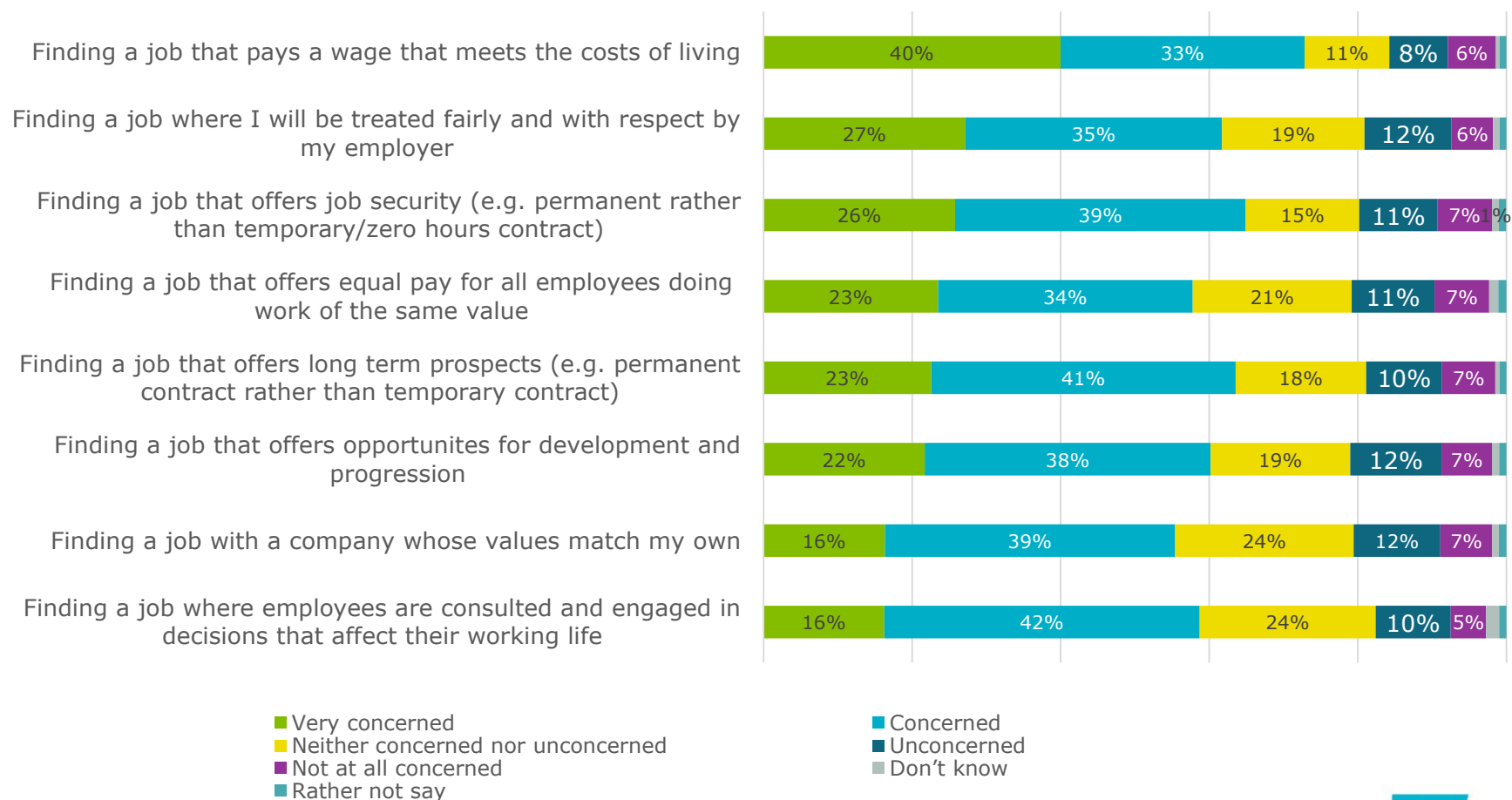
Respondents show concern about unemployment with 54% saying they are concerned about finding a job after they finish their course. Under-employment is also an issue with 57% saying they are concerned about finding a job that matches the skills and knowledge they have developed during their course.



How concerned, if at all, are you about the following issues related to finding a job once you have finished your course?

Base: c.1135 respondents. Balance: No response

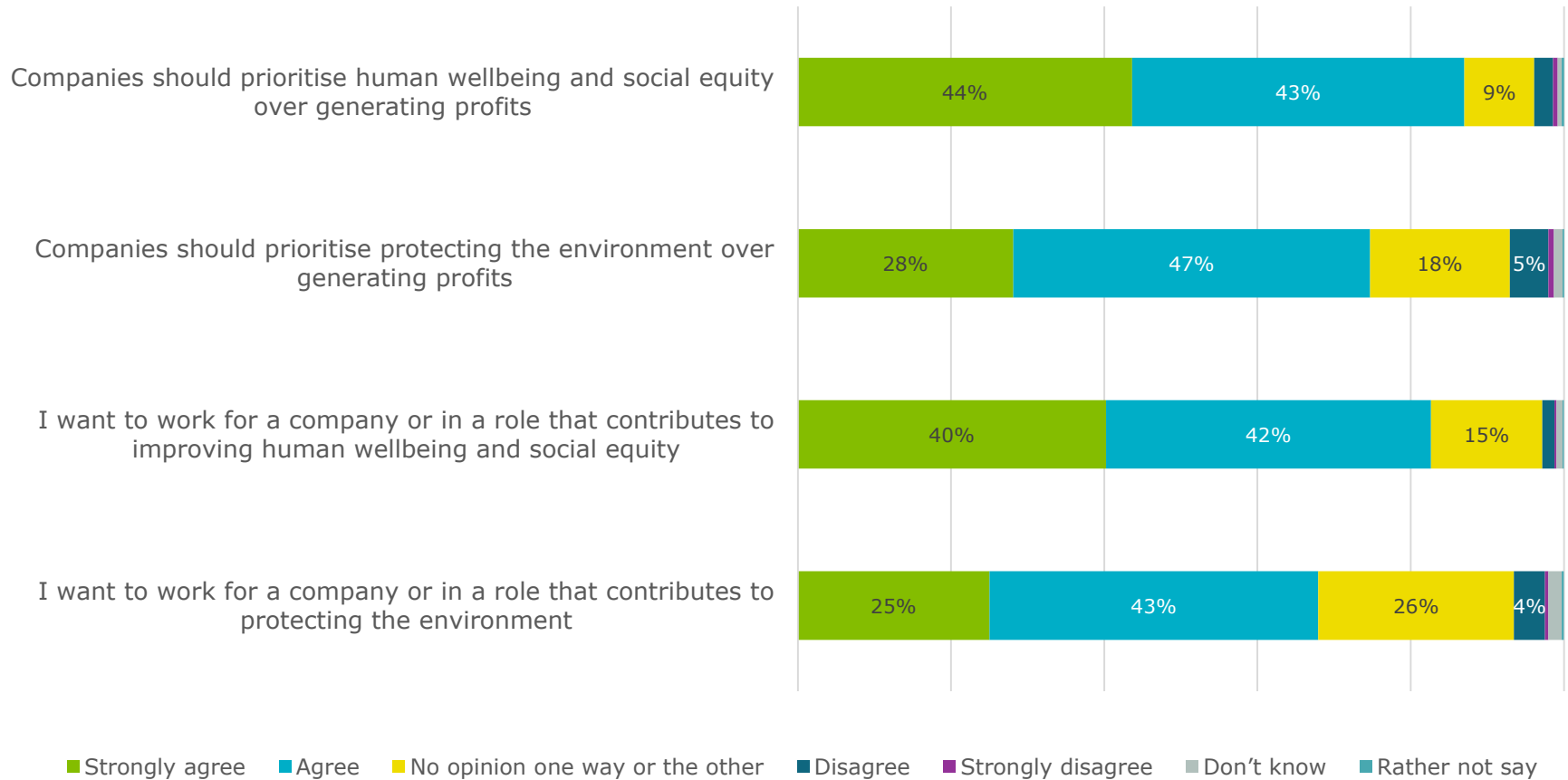
Thinking in more detail about employment after finishing their course, respondents report a range of concerns, including finding a job that pays a wage that meets the costs of living, a concern for 73% respondents. Job security (65%), long term prospects (64%) and fair treatment (62%) are also key concerns amongst respondents.



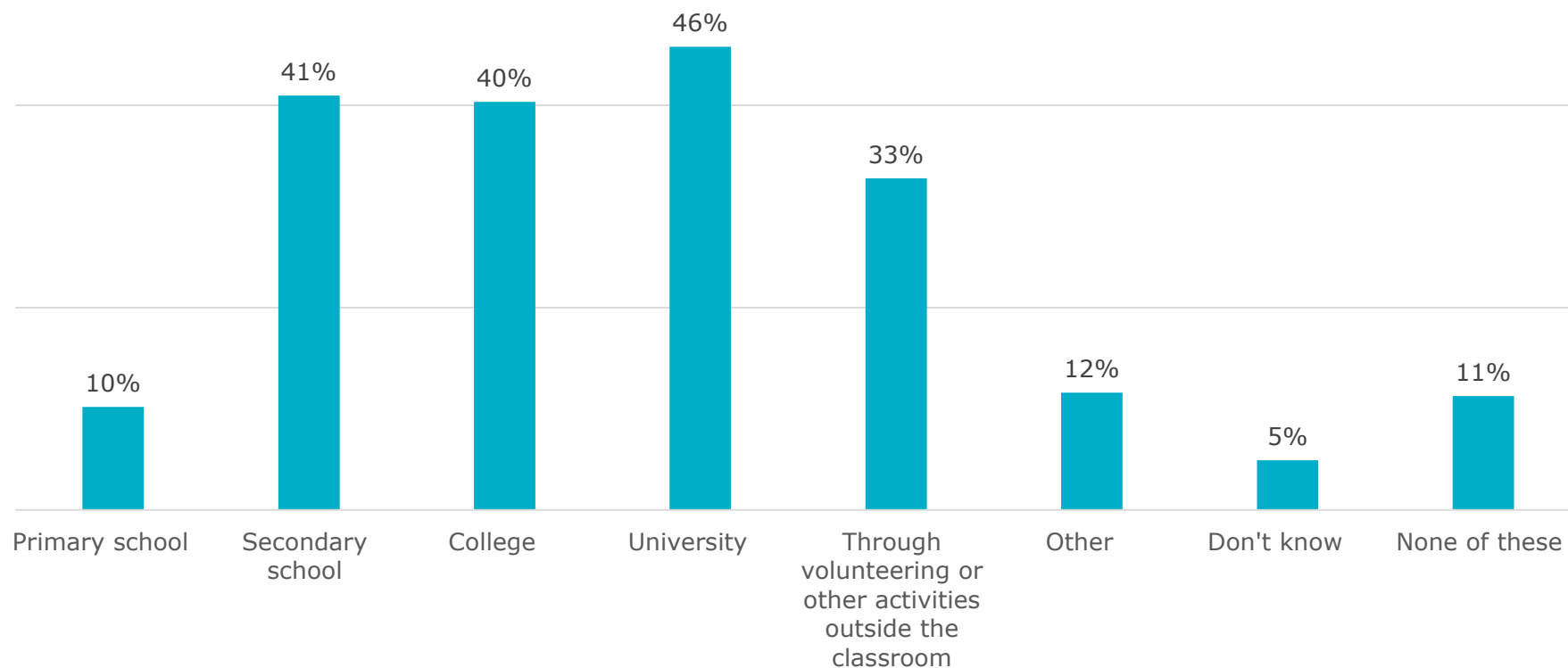
We'd also like to know how concerned, if at all, are you about these other issues related to finding a job once you have finished your course?

Base: c.1130 respondents. Balance: No response

Respondents show a clear desire for companies to prioritise social and environmental responsibility over generating profits, with 87% and 75% agreeing respectively that they should prioritise human wellbeing and social equity and environmental protection over profits. When it comes to their careers, respondents show similar desire to work for responsible companies (82% and 68% respectively want to work for a company or in a role that contributes positively to society and the environment).



46% said they had learnt about work, employment and the impacts companies have and related issues whilst at university. Learning on these issues is more distributed across the different stages of education compared to other issues studied in this research, with 41% and 40% also identifying learning at secondary school and college respectively.



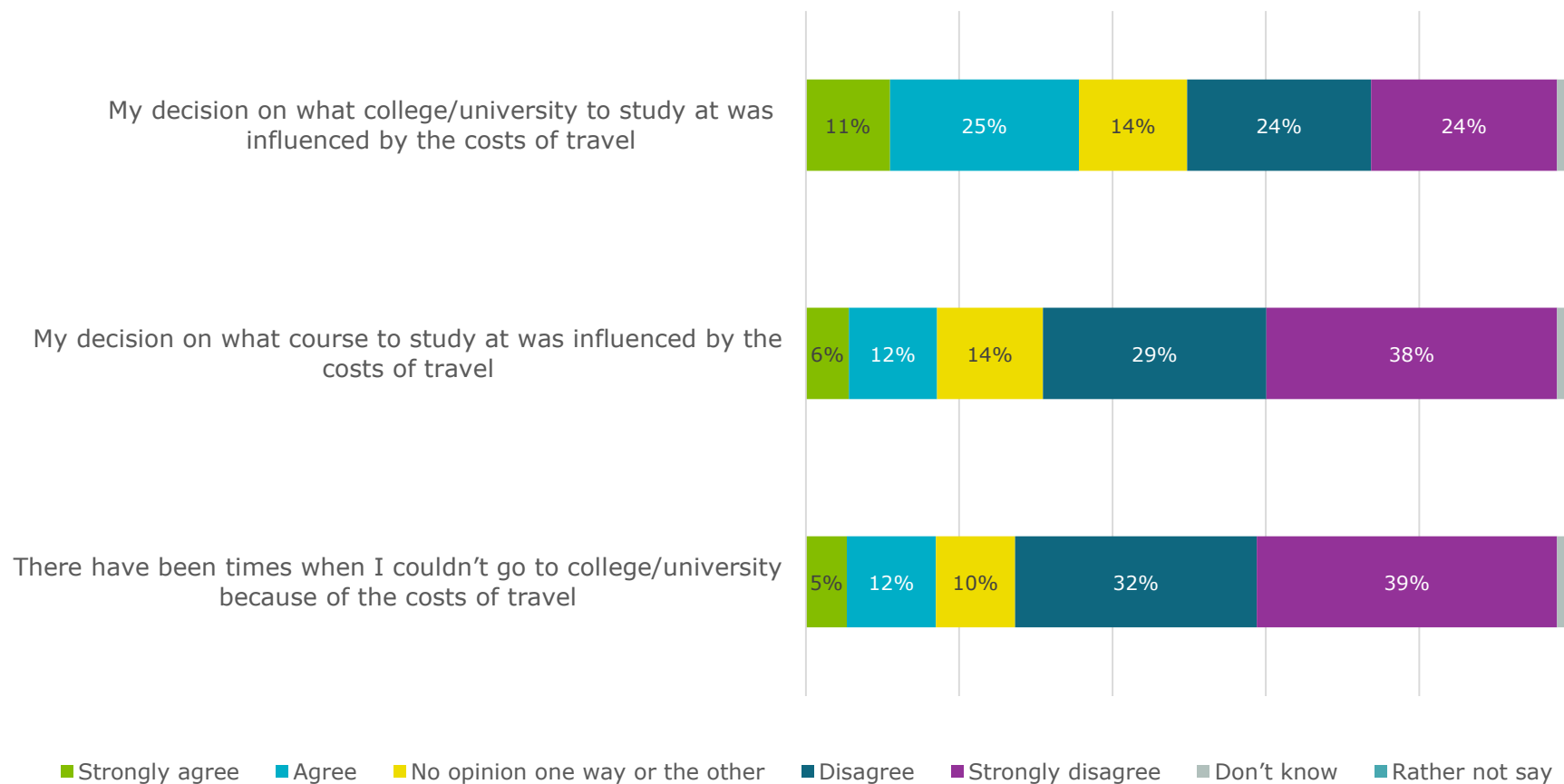
Thinking about your time in education so far, where have you learnt about issues related to work, employment and the impacts companies have, including what can be done to address the problems being faced?

Base: 1138. Balance: No response

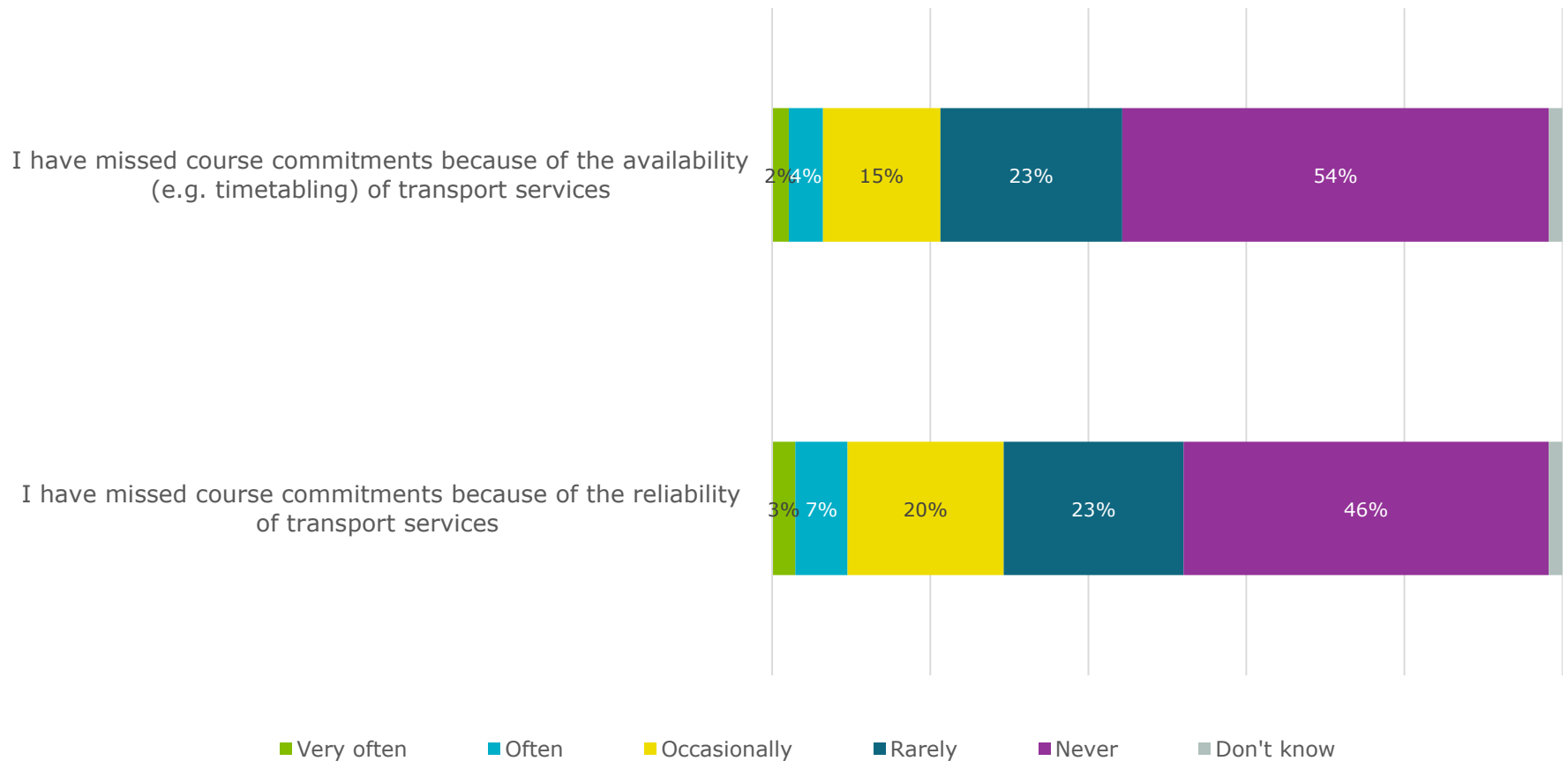


SDG 9. Industry, innovation and infrastructure

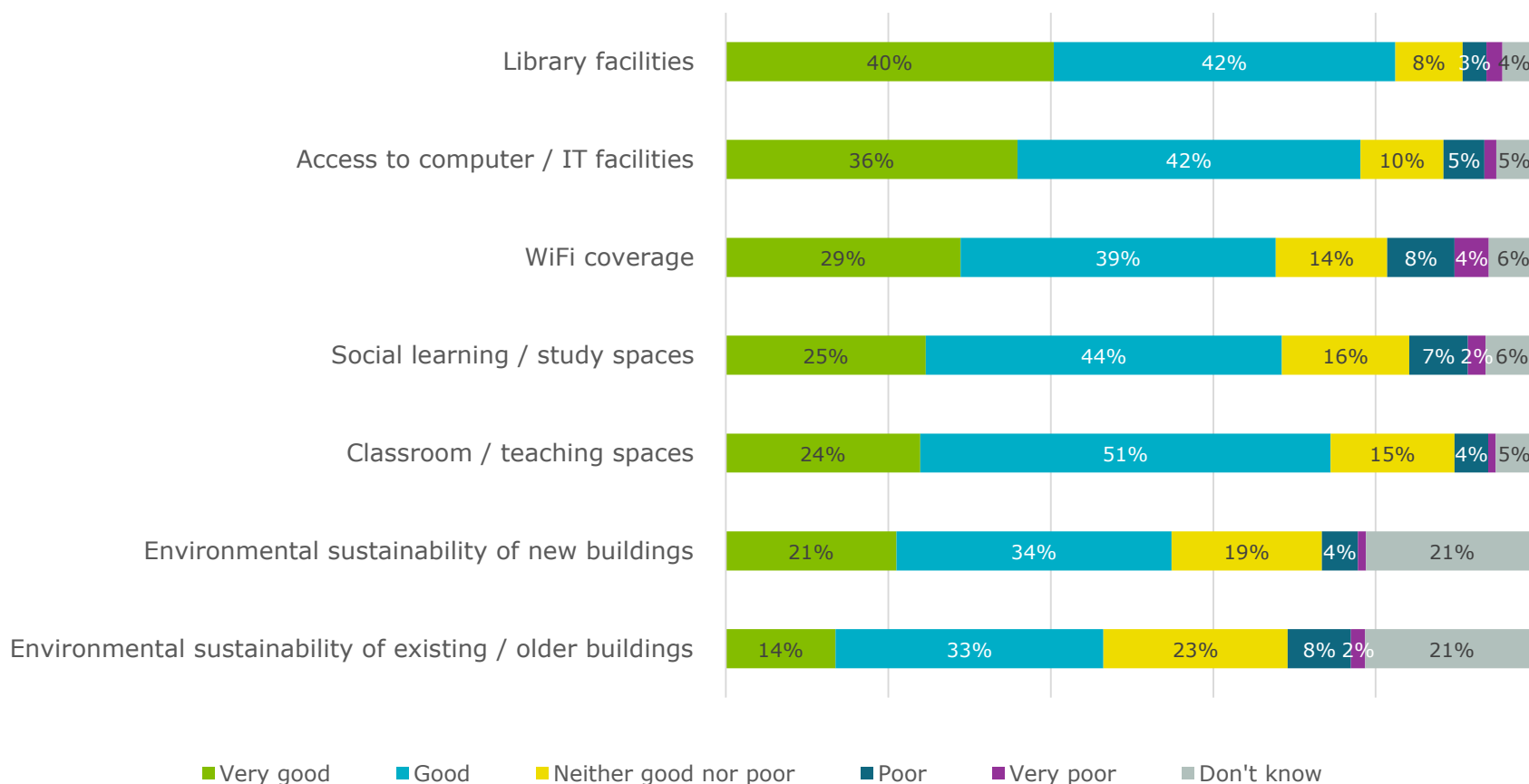
Just over a third of respondents (36%) say the costs of travel influenced their decision on what university or college to study at. 17% say that this aspect also influenced their decision on what course to take. 17% also report that there have been times they have been unable to attend college or university because of the costs of travel.



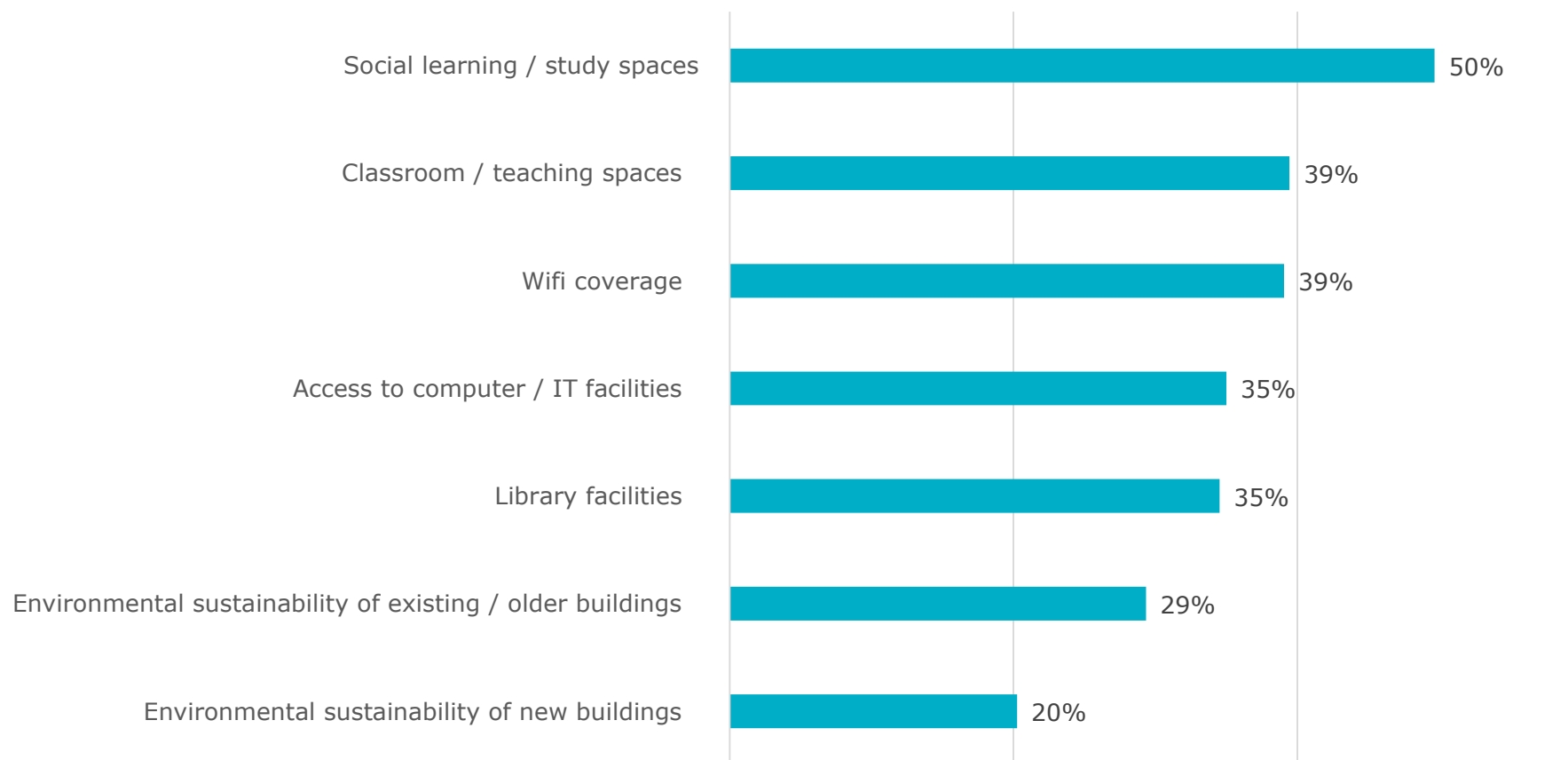
A small percentage of respondents (6%) report that they have missed course commitments due to the availability of transport services. 10% say they have missed course commitments due to the reliability of transport services.



Thinking about the facilities and infrastructure at their university or college, respondents rated library and IT facilities most positively (82% and 78% respectively rated as good or very good). Lowest ratings were given to the environmental sustainability of existing and older buildings (55% and 47% respectively) however these aspects represent the greatest 'unknowns' for respondents (21% say they don't know how good they are).



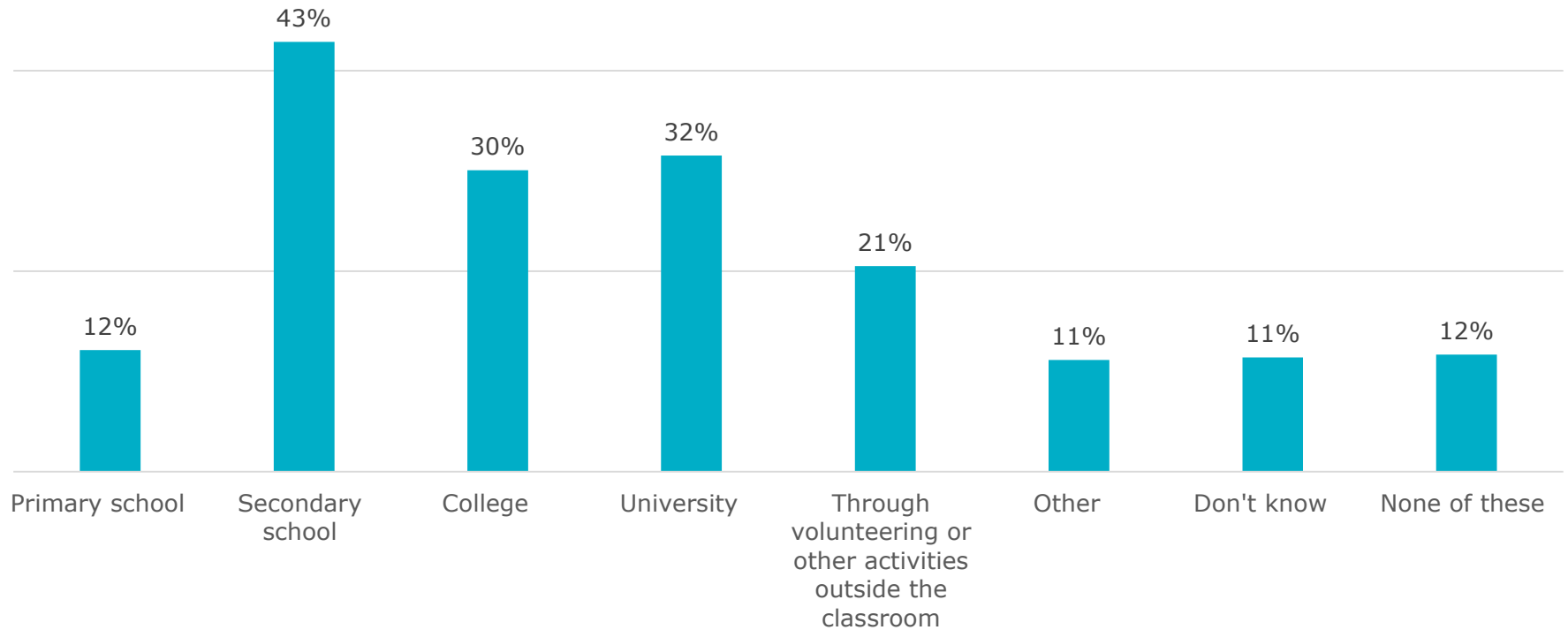
50% would like to see improvements to social learning / study spaces if facilities and infrastructure at their place of study were being improved. 39% would like to see classrooms and wifi coverage improved. Perhaps reflecting the lack of knowledge shown in the previous question, 29% would like the environmental sustainability of existing buildings on campus improved.



If your university or college were to improve its facilities and infrastructure, which of the following aspects would most improve your experience of being a student?

Base: 1057. Balance: No response

43% said they had learnt about access to good infrastructure, facilities, transport and technology and related issues whilst at secondary school. 30% and 32% said they had learnt about these issues at college and university respectively.



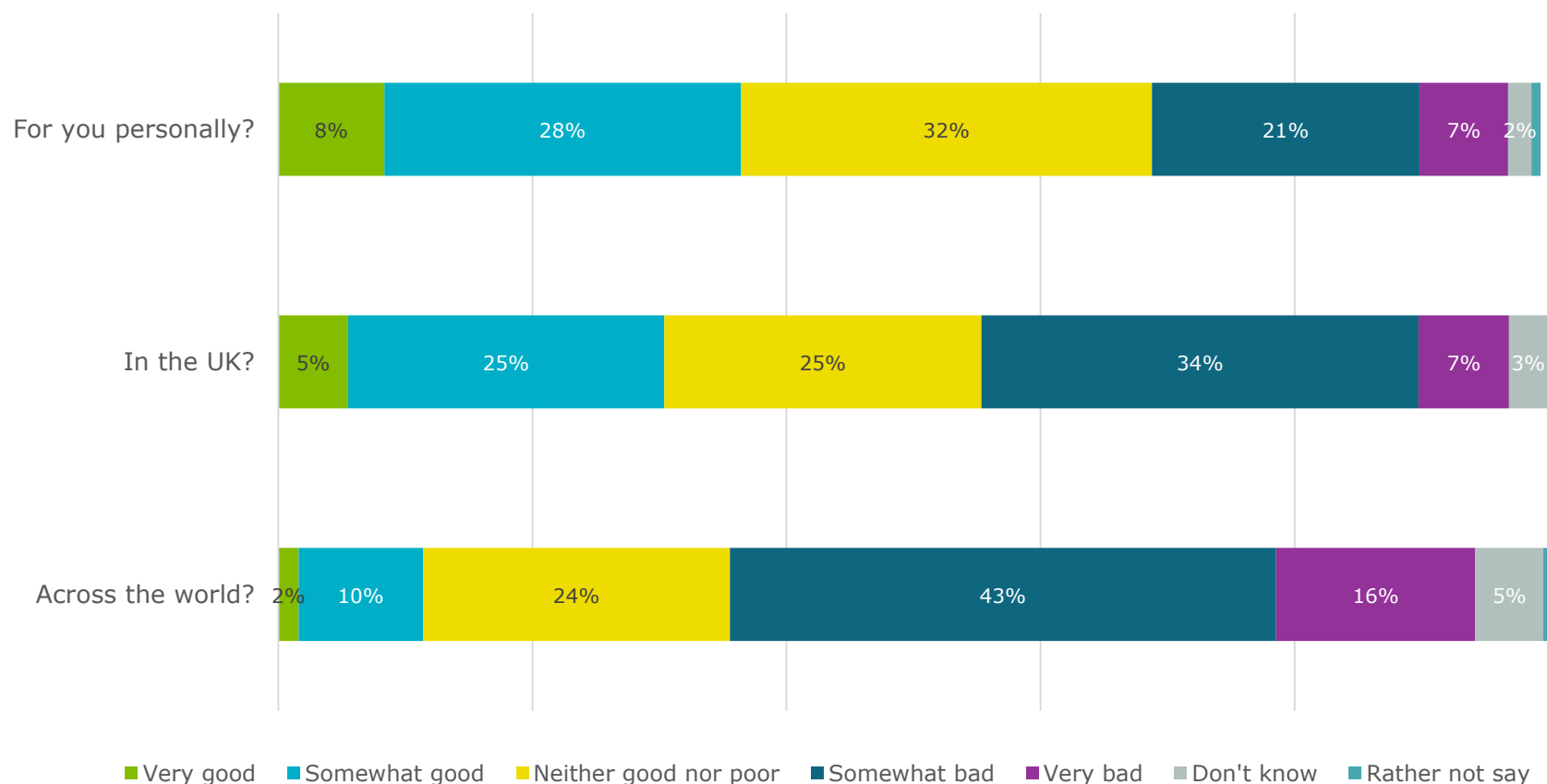
Thinking about your time in education so far, where have you learnt about issues related to access to good infrastructure, facilities, transport and technology?

Base: 1138. Balance: No response

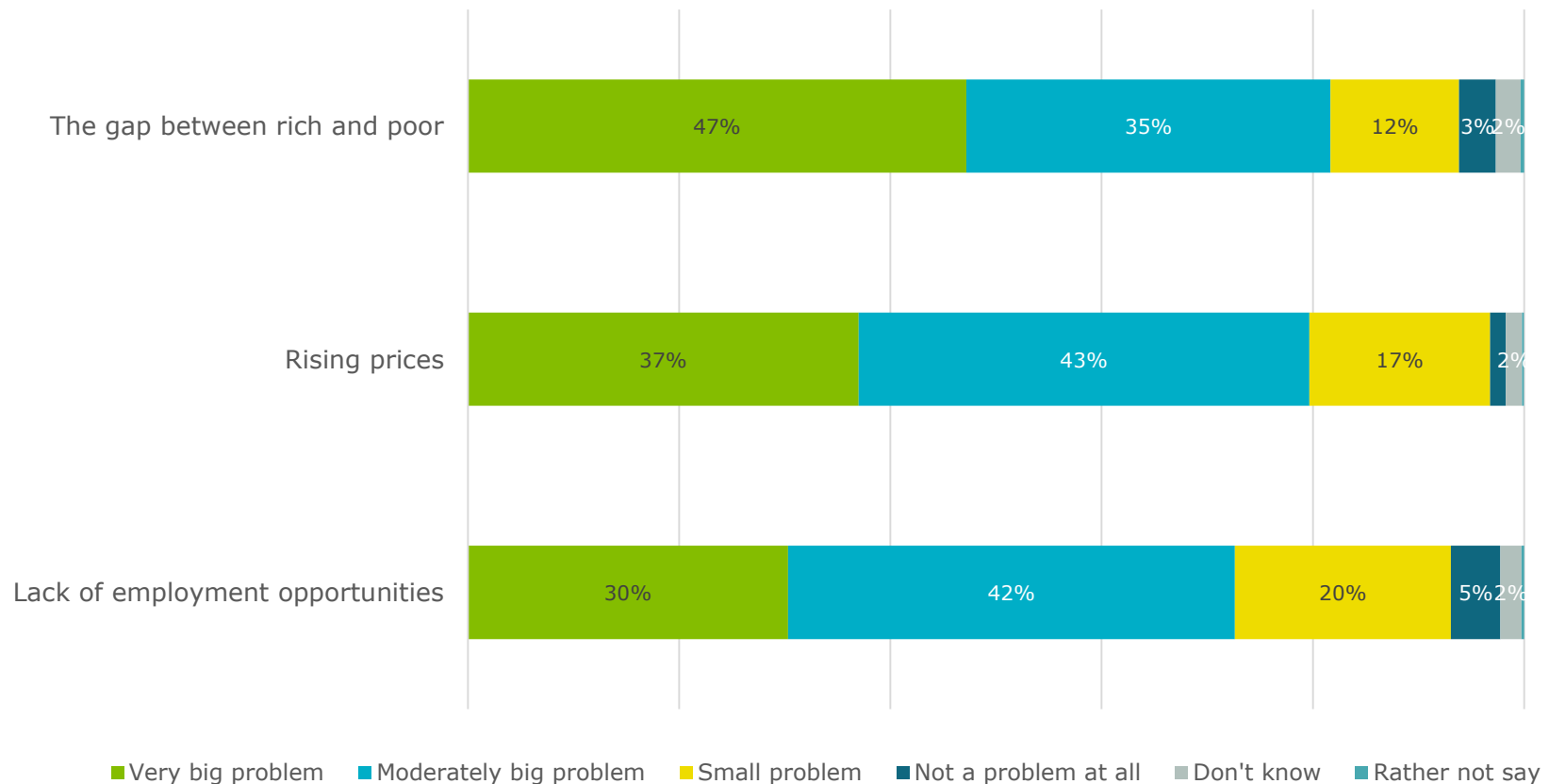


SDG 10. Reduced inequalities

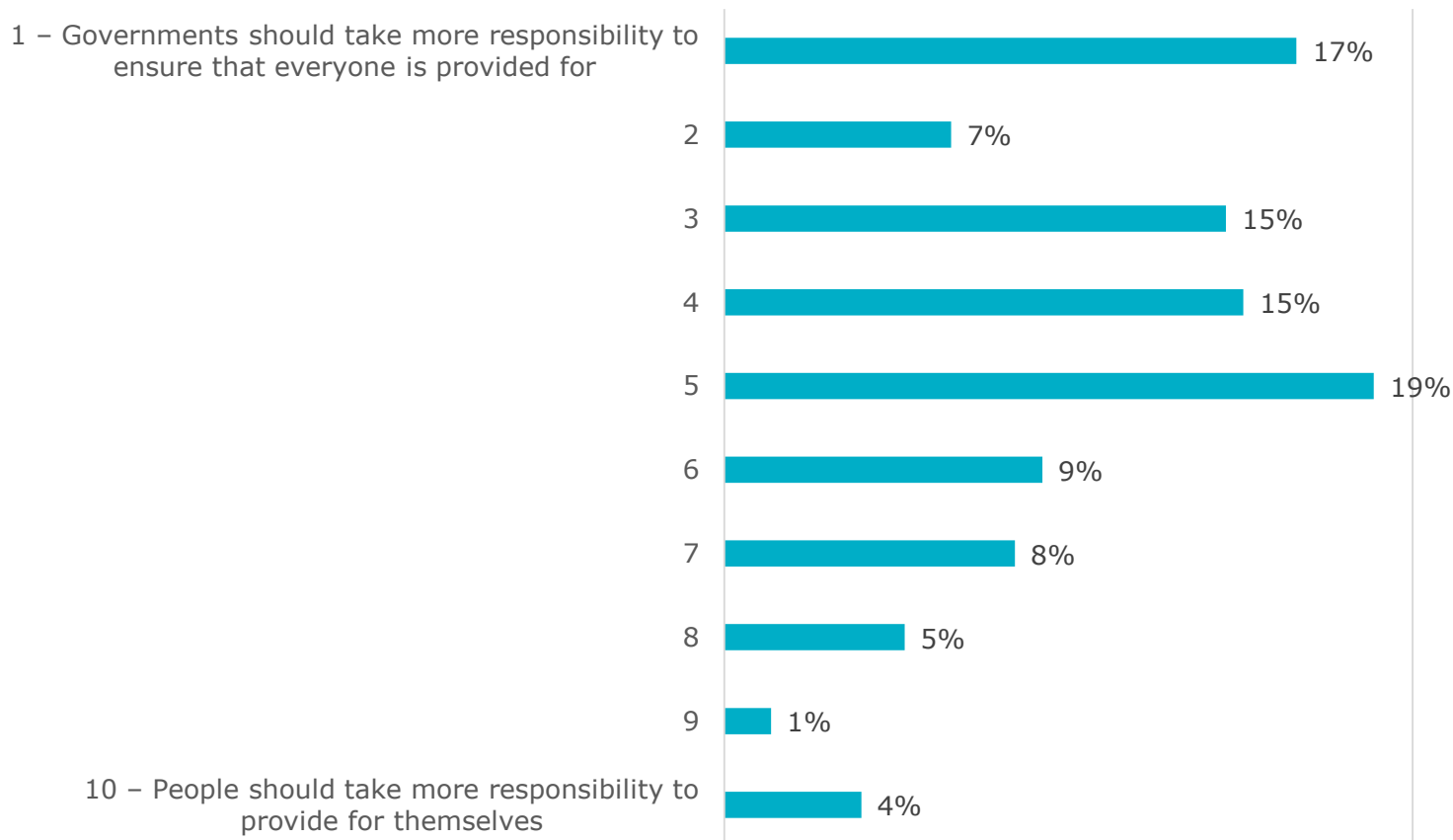
When asked how they felt the current economic situation was more respondents said it was good for them personally (36%) than they felt it was in the UK (30%) or across the world (12%). 6 in 10 (59%) felt the global economy situation was bad.



Almost half (47%) thought that the gap between the rich and the poor in the UK was a very big problem, a further third (35%) said it was a moderately big problem. Rising prices were considered to be a bigger problem (80% saying it was a very or moderately big problem) than lack of employment opportunities (72% said this was a big problem).



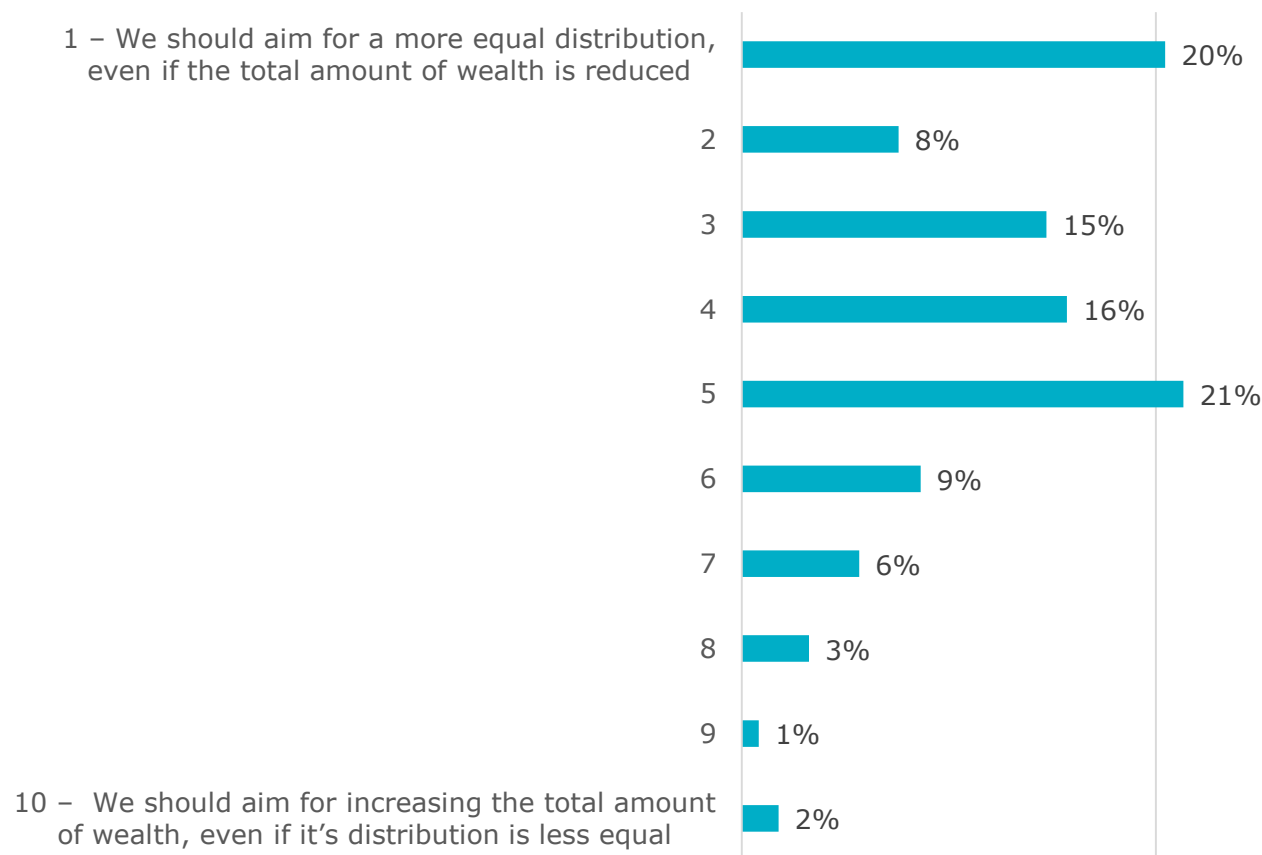
4 in 10 (39%) gave a rating or 1-3 implying that they felt Governments should take more responsibility to ensure that everyone is provided for. 1 in 10 (10%) felt that people should take more responsibility to provide for themselves (giving a rating of 8-10).



Which options below best describes your view?

Base: 2589. Balance: No response

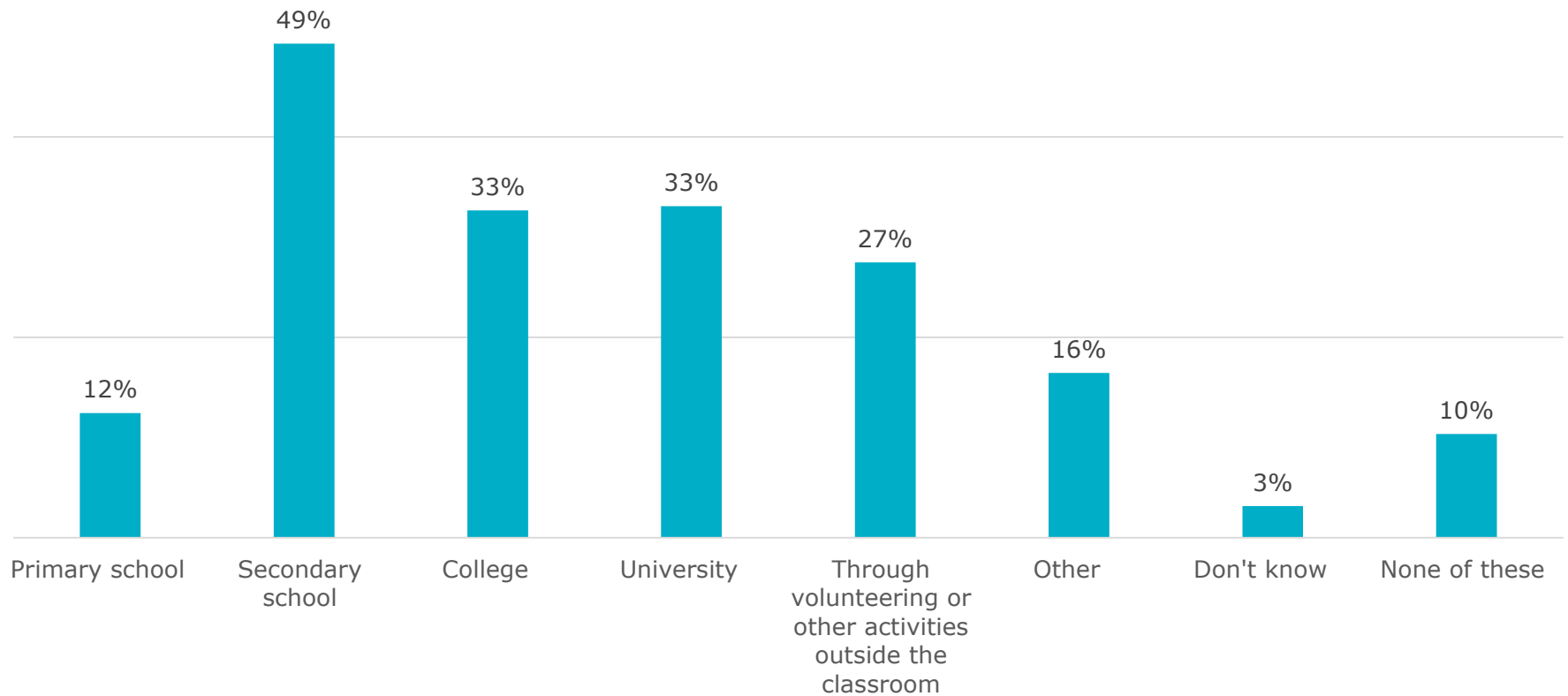
Over 4 in 10 (43%) gave a rating or 1-3 implying that we should aim for a more equal distribution, even if the total amount of wealth is reduced. Less than 1 in 10 (6%) felt that we should aim for increasing the total amount of wealth, even if it's distribution is less equal.



Which options below best describes your view?

Base: 2580. Balance: No response

Around half said they had learnt about issues relating to inequality within and between countries in terms of income whilst at secondary school (49%). 33% said they had learnt about these issues at either university or college.



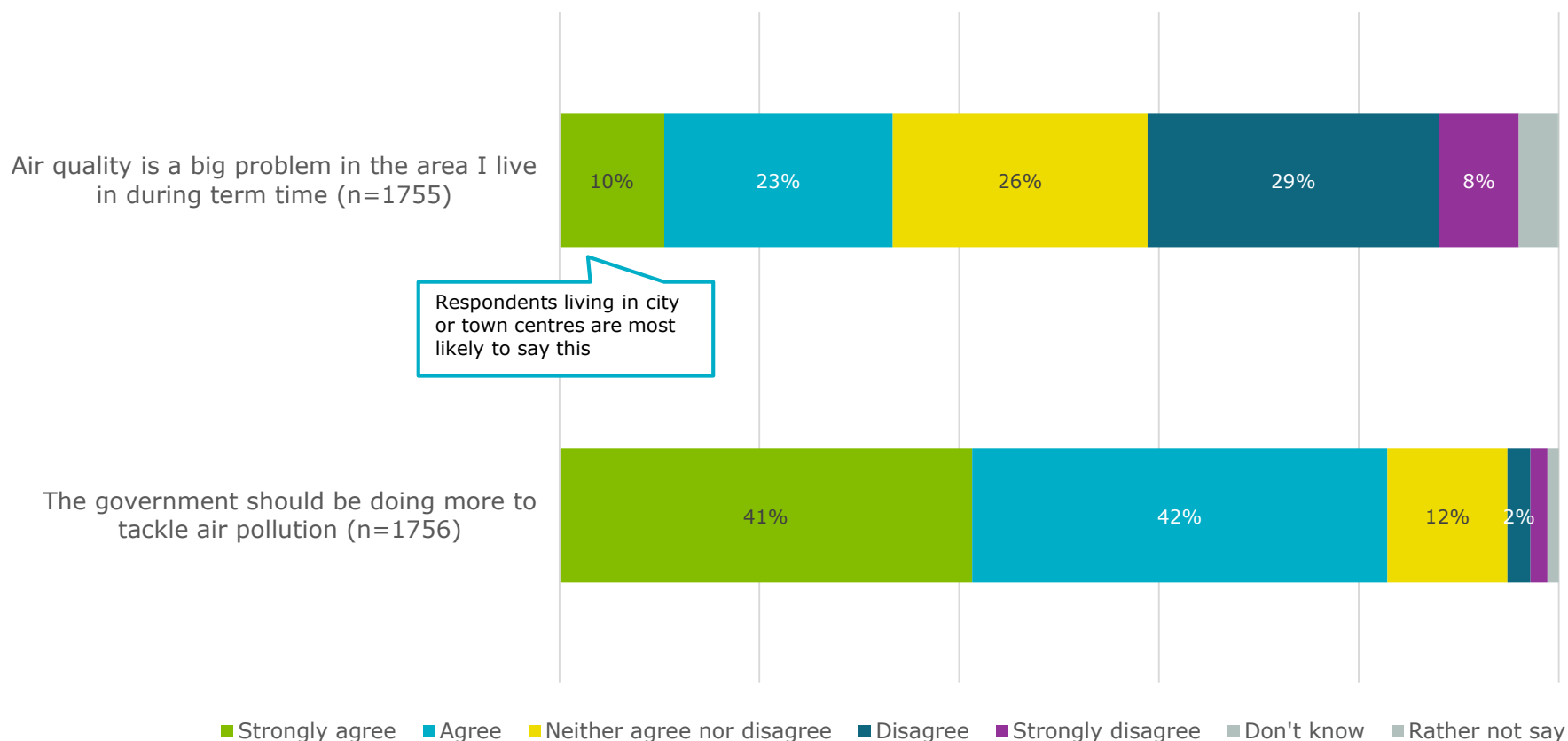
Thinking about your time in education so far, where have you learnt about issues related to inequality within and between countries in terms of income?

Base: 2598. Balance: No response

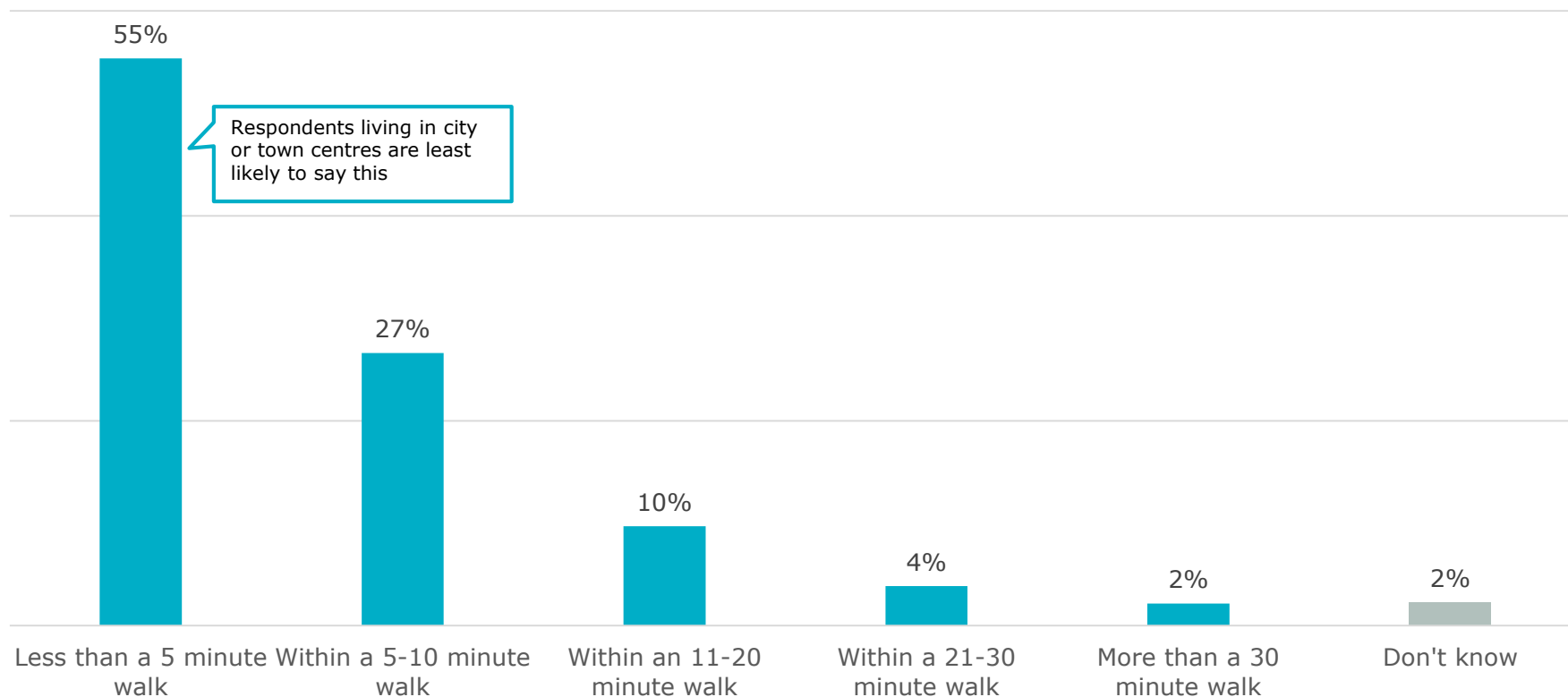


SDG 11. Sustainable cities and communities

Whilst around a third of respondents (33%) think that air quality is a big problem in the area they live in during term time, they overwhelmingly agree that the government should be doing more to tackle air pollution (83% agree or strongly agree).



Thinking about where they live during term time, over half (55%) of respondents say they live less than five minutes walk away from the nearest green space, not including their university or college grounds. A small percentage live 21 minutes or more walk away from a green space (6%).



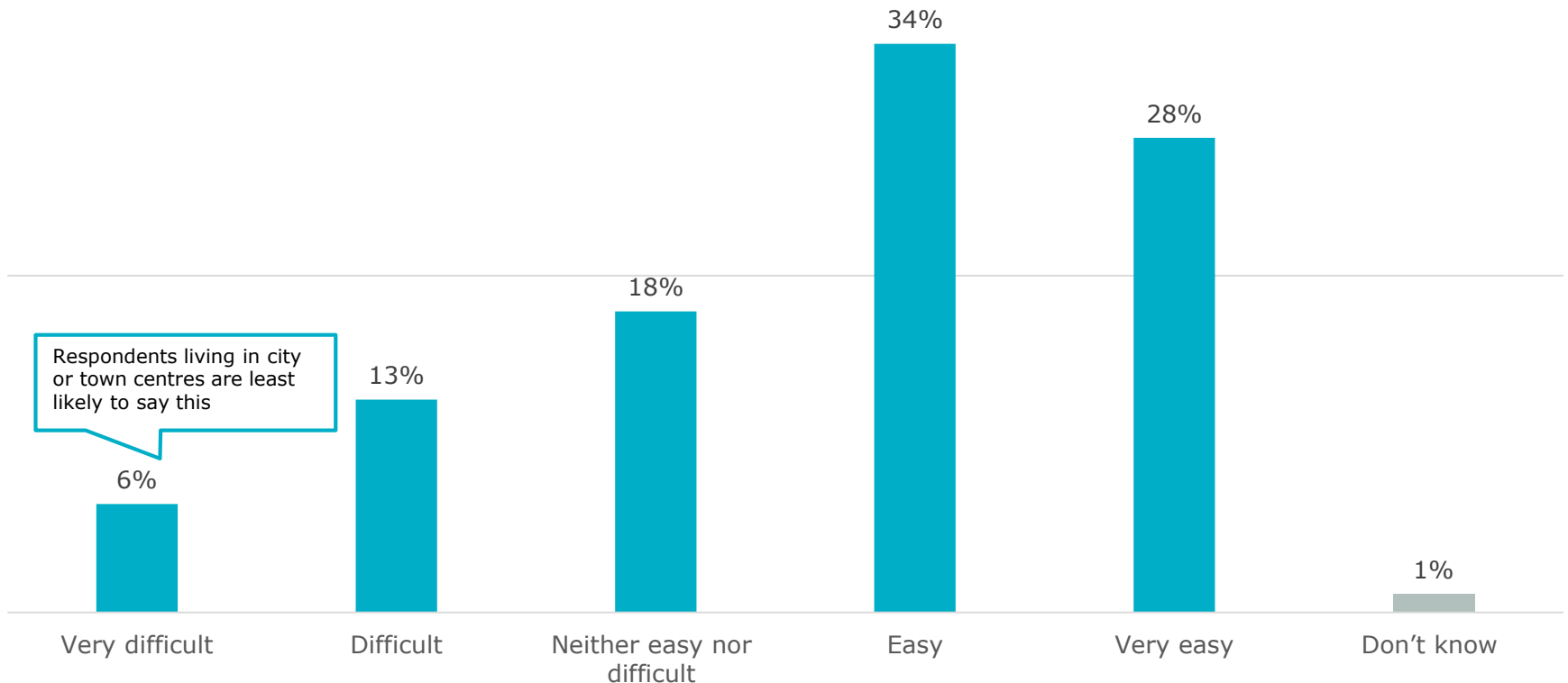
Thinking about where you live during term time, how far is your home from the nearest green space?

Please select one answer only

By green space we mean public green or open spaces and water in urban areas, such as parks, playing fields, play areas, allotments, community gardens, woodlands and other natural areas, canal paths and riversides. Please don't include your university or college grounds/campus.

Base: 1759 Balance: No response

On the whole, respondents find it easy to get around on a day to day basis without a car when thinking about where they live during term time (62%), however 19% say it is difficult to get around without a car.

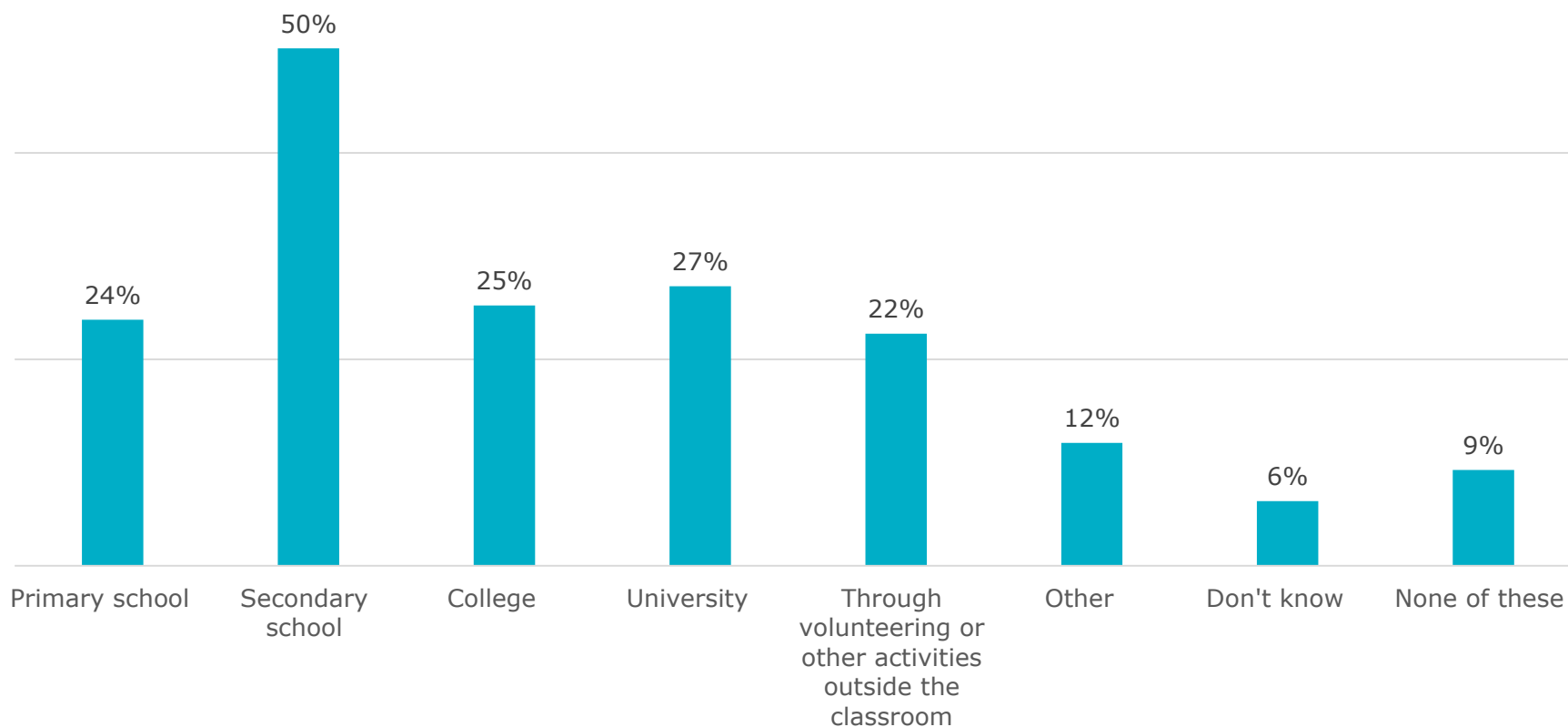


Still thinking about where you live during term time, how easy or difficult is it for you to get around on a day to day basis without using a car?

Please select one answer only

Base: 1756 Balance: No response

Half of respondents said they had learnt about issues relating to making sure places where people live are safe and sustainable during their time in secondary school (50%). 22% say they have learnt about this topic through volunteering or other activities outside of the classroom.



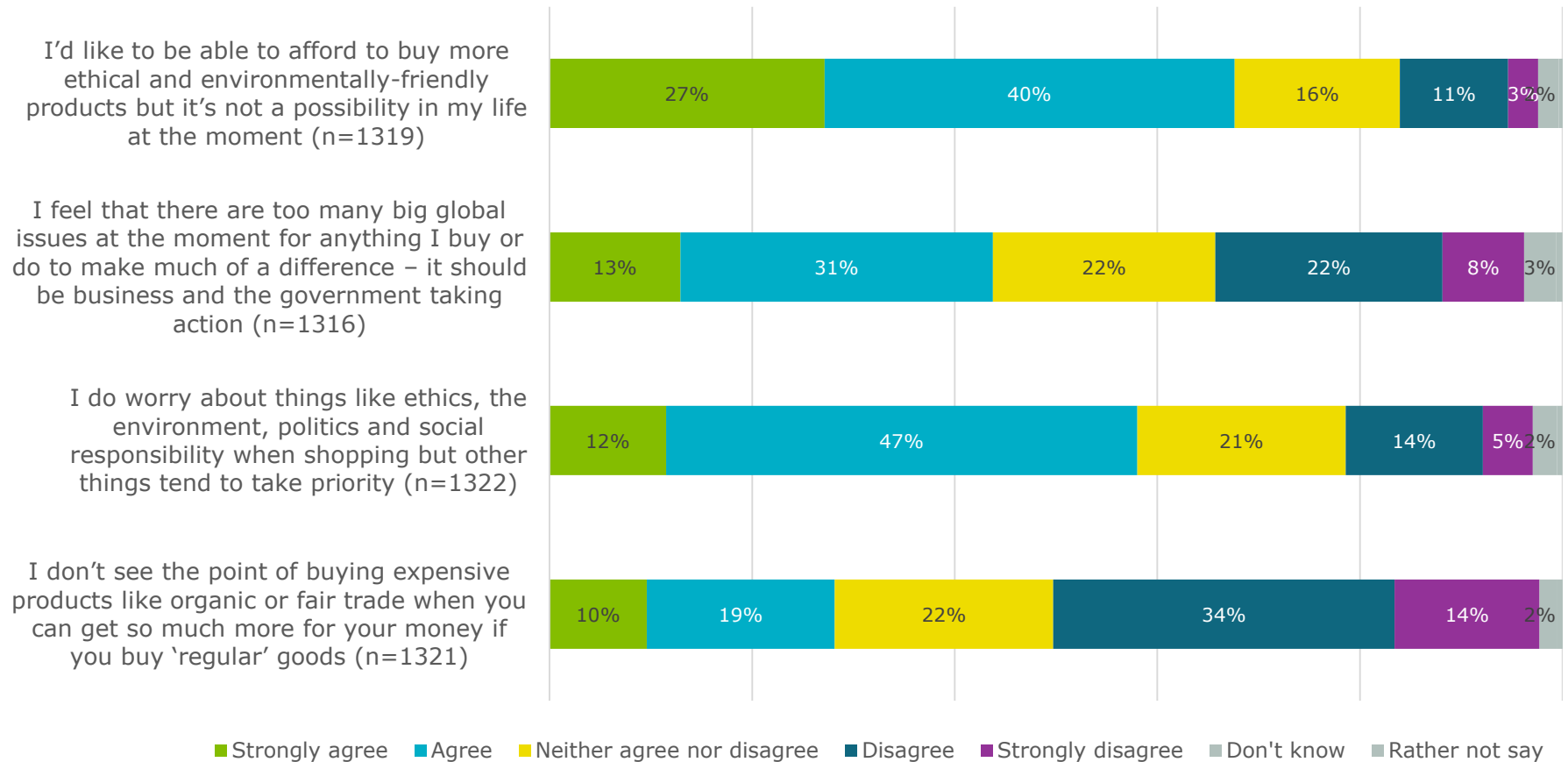
Thinking about your time in education so far, where have you learnt about issues related to making sure places where people live are safe and sustainable?

Base: 1757. Balance: No response

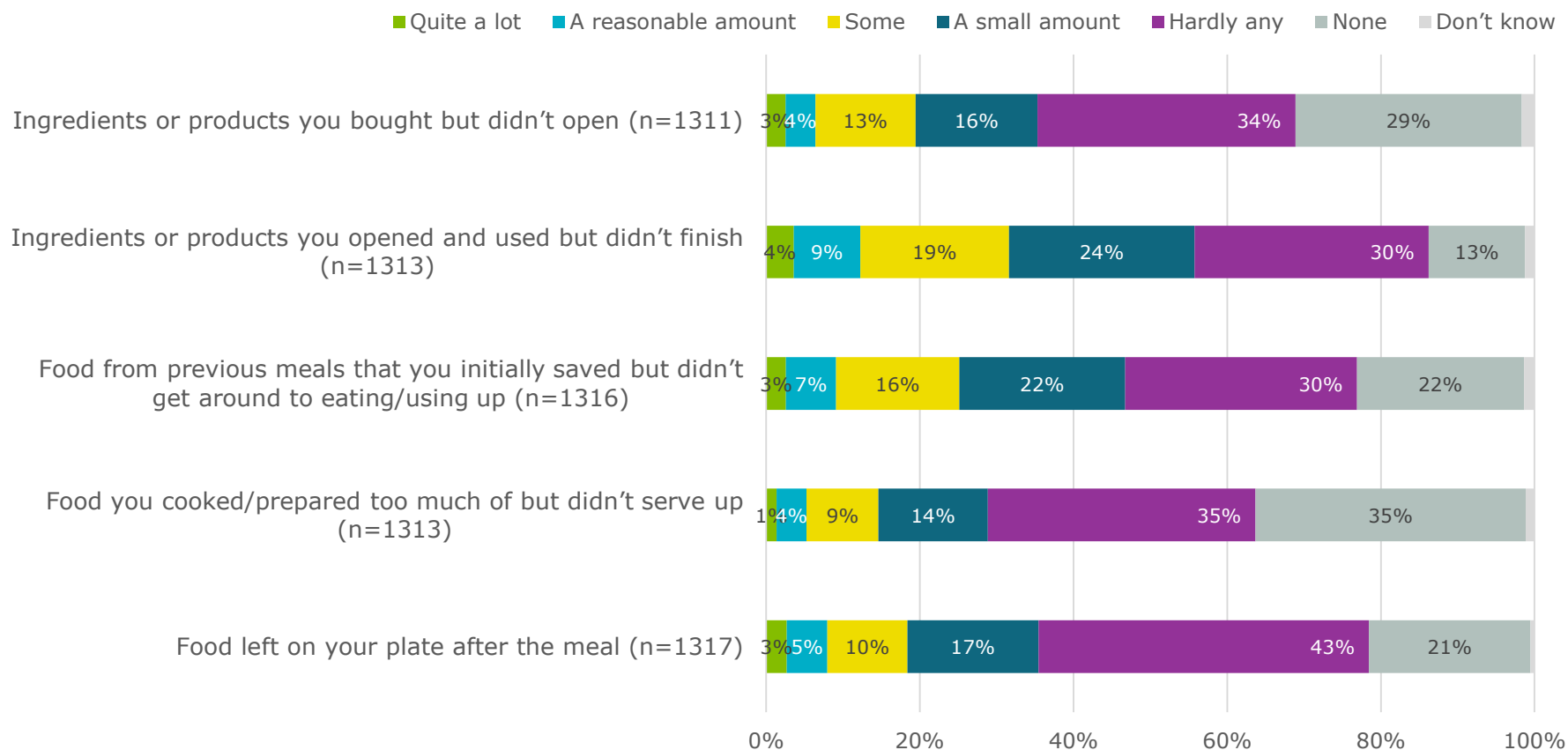


SDG 12. Responsible consumption

2 in 3 respondents (67%) would like to be able to afford to buy more ethical and environmentally friendly products but its not a possibility for them at the moment. Half (48%) disagreed that they didn't see the point of buying expensive products like organic or fair trade when you can get so much more for your money if you buy 'regular' goods.



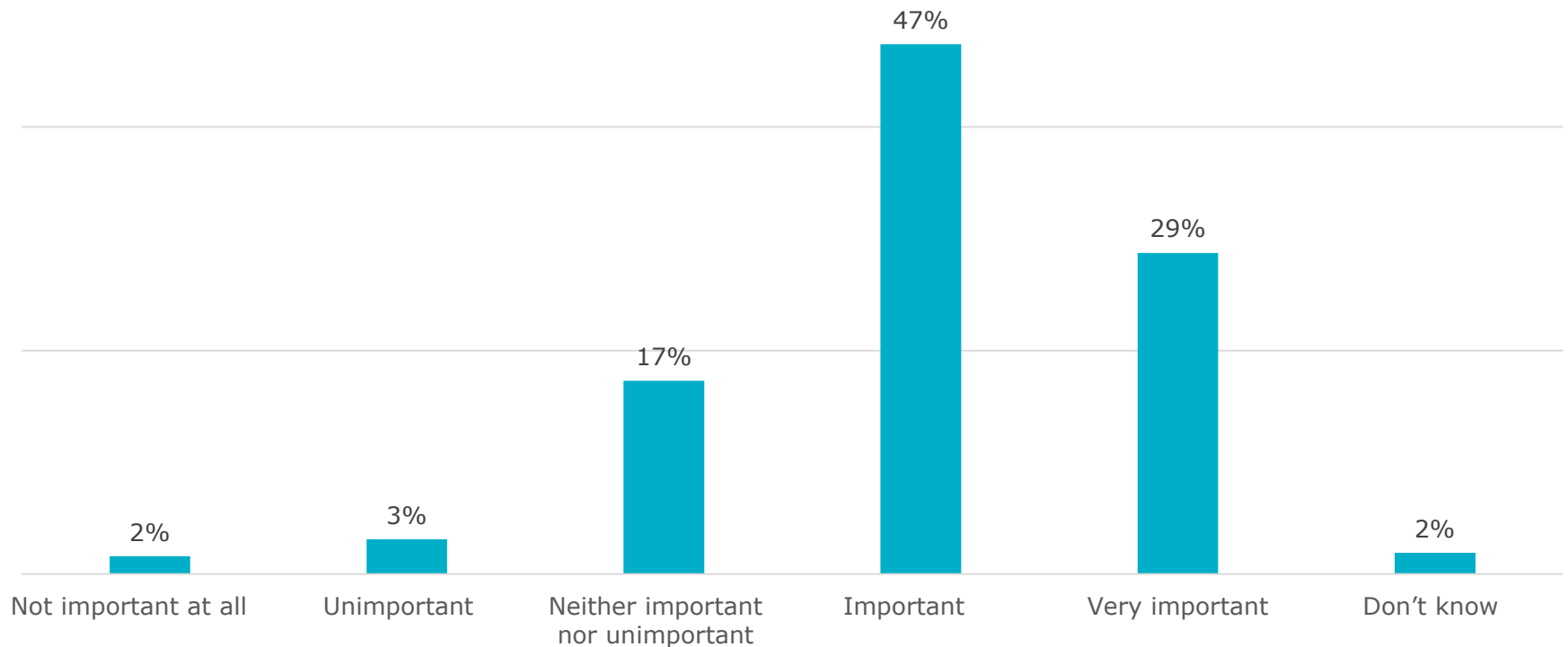
Only around 1 in 10 respondents say that they throw away either a lot, or a reasonable amount of the food they cook/prepare or ingredients they buy.



We'd like you to think about the food you cook and eat. In general, how much of the following have you thrown away into the bin?

Base: (in brackets) Balance: No response

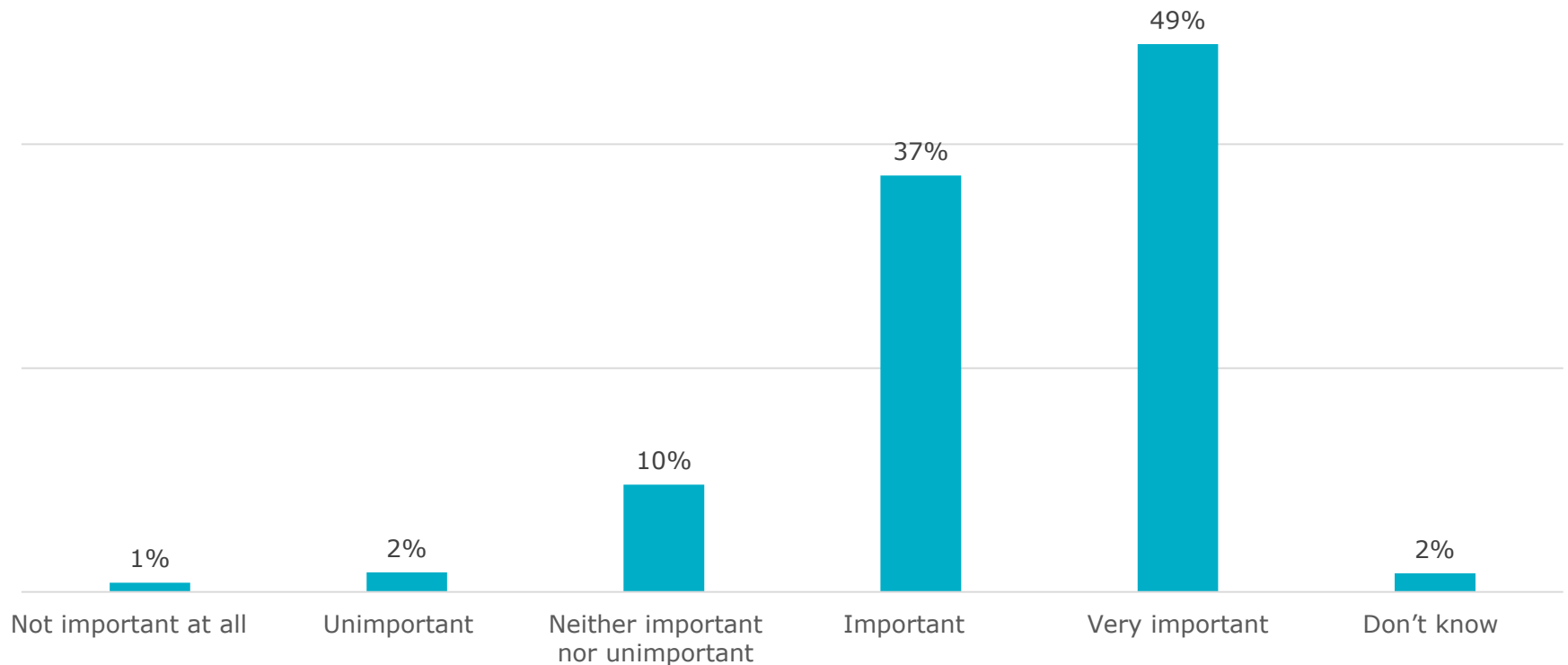
The majority of respondents (76%) say it is important to them that their university/college makes sure that the things it buys have been produced in a way that limits damage to the environment.



How important, or not important, is it to you that your university or college makes sure the things it buys (e.g. equipment, food, clothing) have been produced in a way that limits damage to the environment?

Base: 1319 Balance: No response

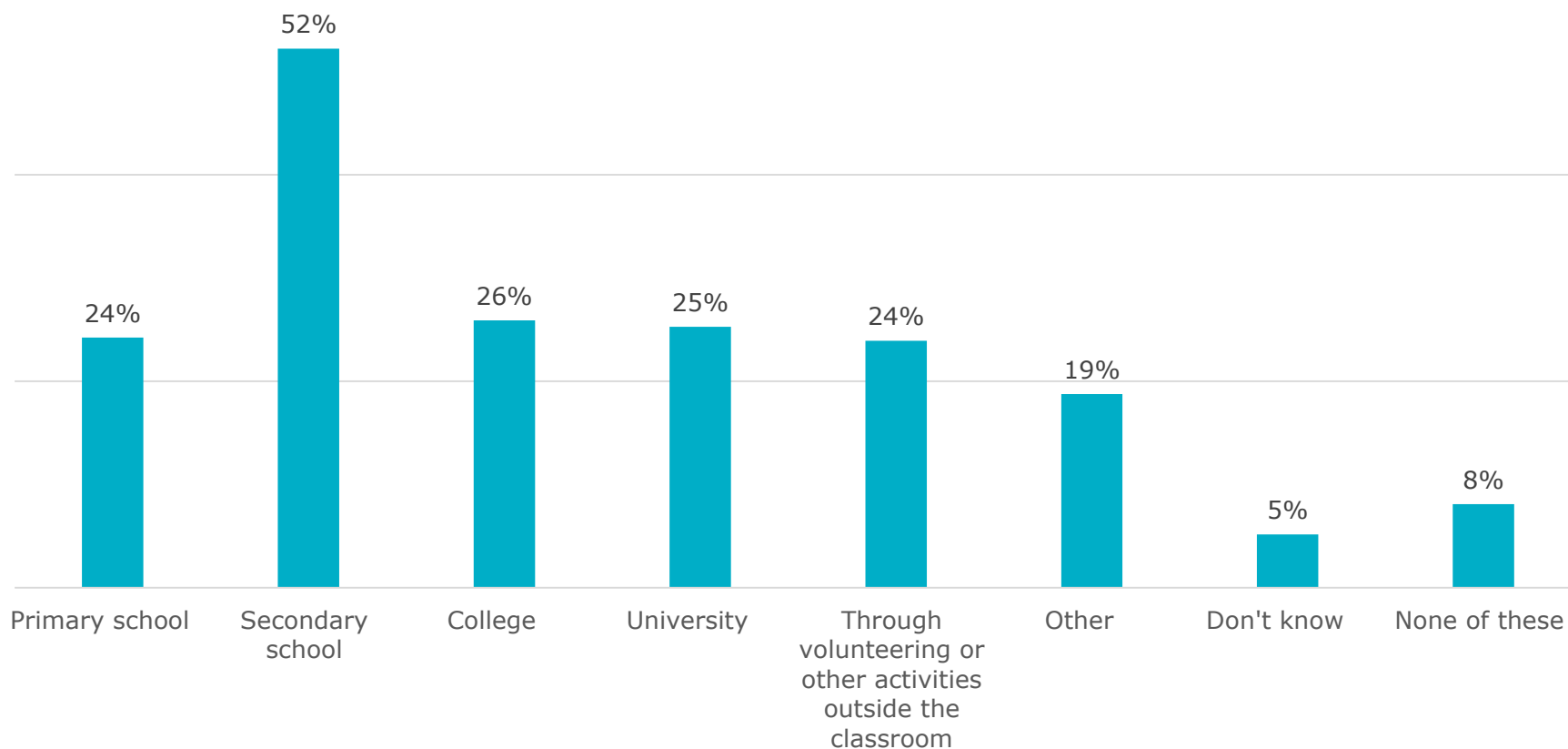
Similarly, the majority (86%) say it is important to them that their university/college makes sure that the things it buys have been produced by people who have been fairly treated.



How important, or not important, is it to you that your university or college makes sure the things it buys (e.g. equipment, food, clothing) are produced by people who have been fairly treated?

Base: 1312 Balance: No response

Half of respondents said they had learnt about issues relating to making sure the things we buy are produced and used in a way that limits damage to the environment and the people involved in production have been treated fairly during their time in secondary school (52%). 1 in 4 say they have learnt about this topic through other types of education or through volunteering or other activities outside of the classroom.



Thinking about your time in education so far, where have you learnt about issues related to making sure the things we buy are produced and used in a way that limits damage to the environment and the people involved in production have been treated fairly?

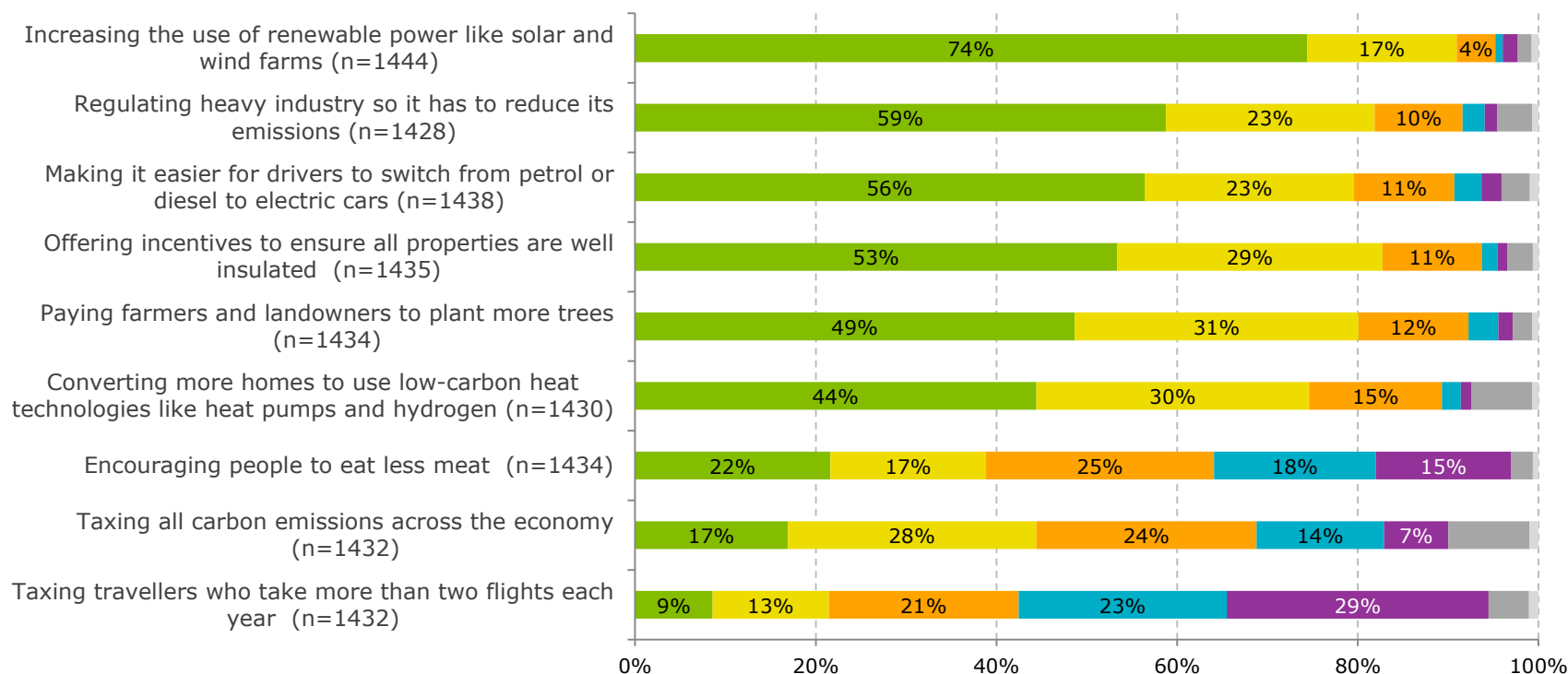
Base: 1321. Balance: No response



SDG 13. Climate Action

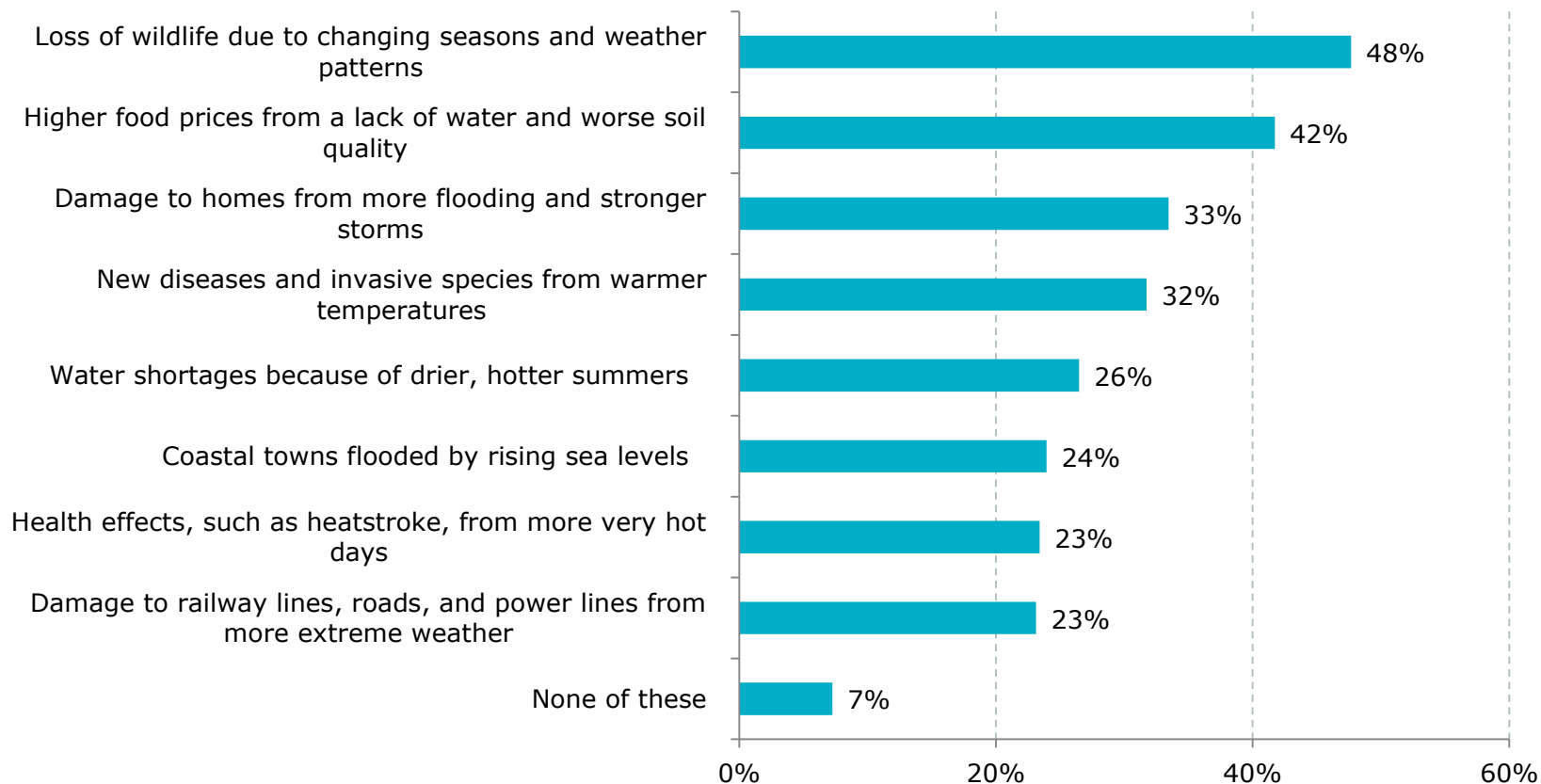
Respondents indicate overwhelming support for increasing renewable energy to tackle climate change (91%). 82% also support regulation of heavy industry and 73% support making the switch to electric cars easier for drivers. There is lower support for introducing taxes for more frequent flyers (22%) and eating less meat (39%).

■ Strongly support
 ■ Somewhat support
 ■ Neither support nor oppose
 ■ Somewhat oppose
 ■ Strongly oppose
 ■ Don't know
 ■ Rather not say



Q. Would you support or oppose the government doing each of the following to tackle climate change?

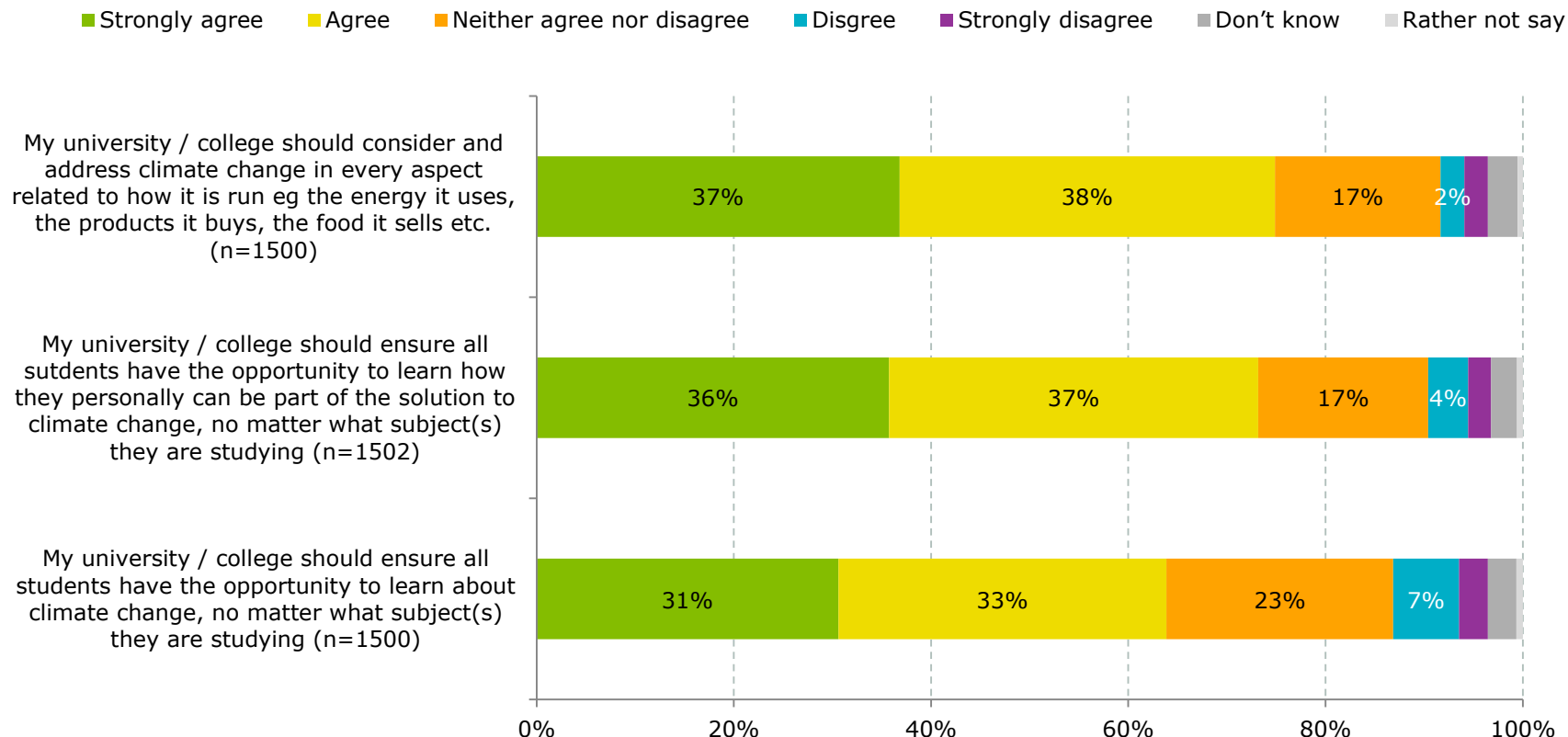
Almost half (48%) of respondents felt that they'd like to hear senior politicians discuss loss of wildlife due to changing seasons and weather patterns more when thinking about the impacts of climate change. 42% would also like to hear further discussion on the impact on food prices.



Q. Which possible impacts of climate change on your own life, and the life of people you know here in the UK, would you like to hear senior politicians discuss more?

Base: 1462 Balance: no response

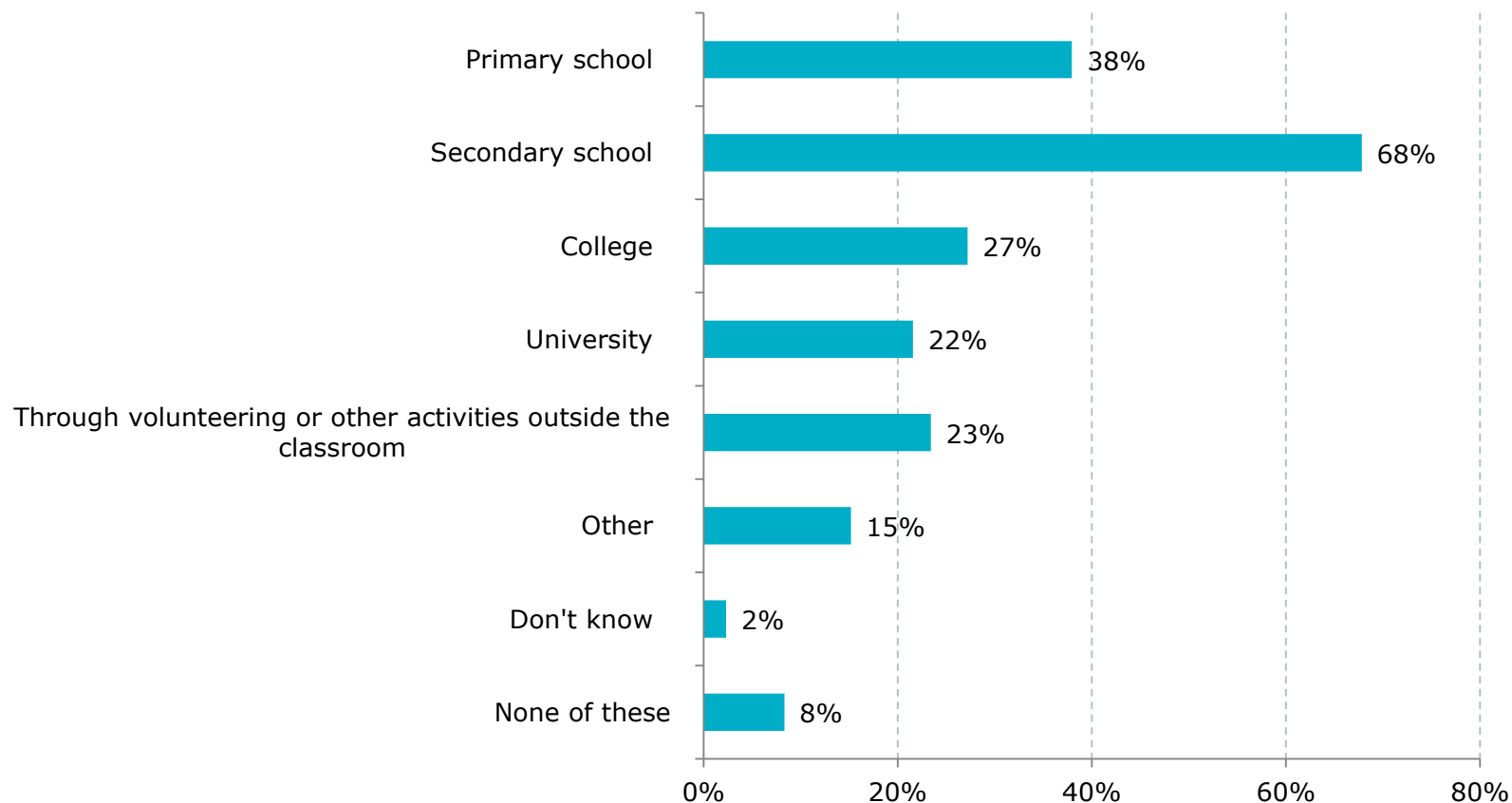
75% agree that their university or college should consider and address climate change in every aspect related to how it is run. 74% also agree that their institution should ensure all students have an opportunity to learn how they can be part of the solution to climate change, no matter what subject they're studying.



Q. To what extent, if at all, do you agree with the following statements?

Base: (figures in brackets) Balance: no response

Over three fifths (68%) of respondents learnt about climate change at secondary school



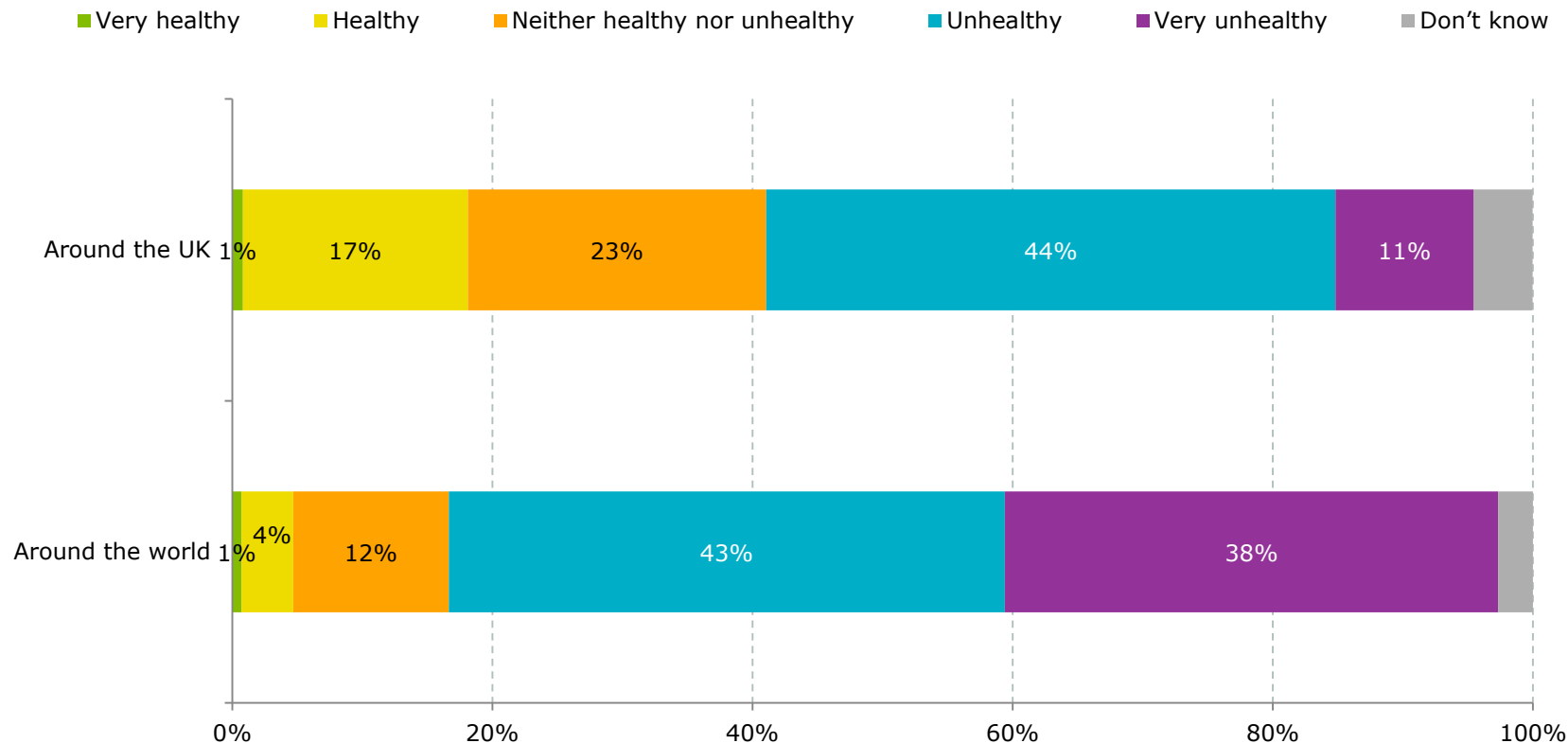
Q. Thinking about your time in education so far, where have you learnt about climate change, including adapting to climate change but also stopping it from happening?

Base: 1516 Balance: no response



SDG 14. Life below water

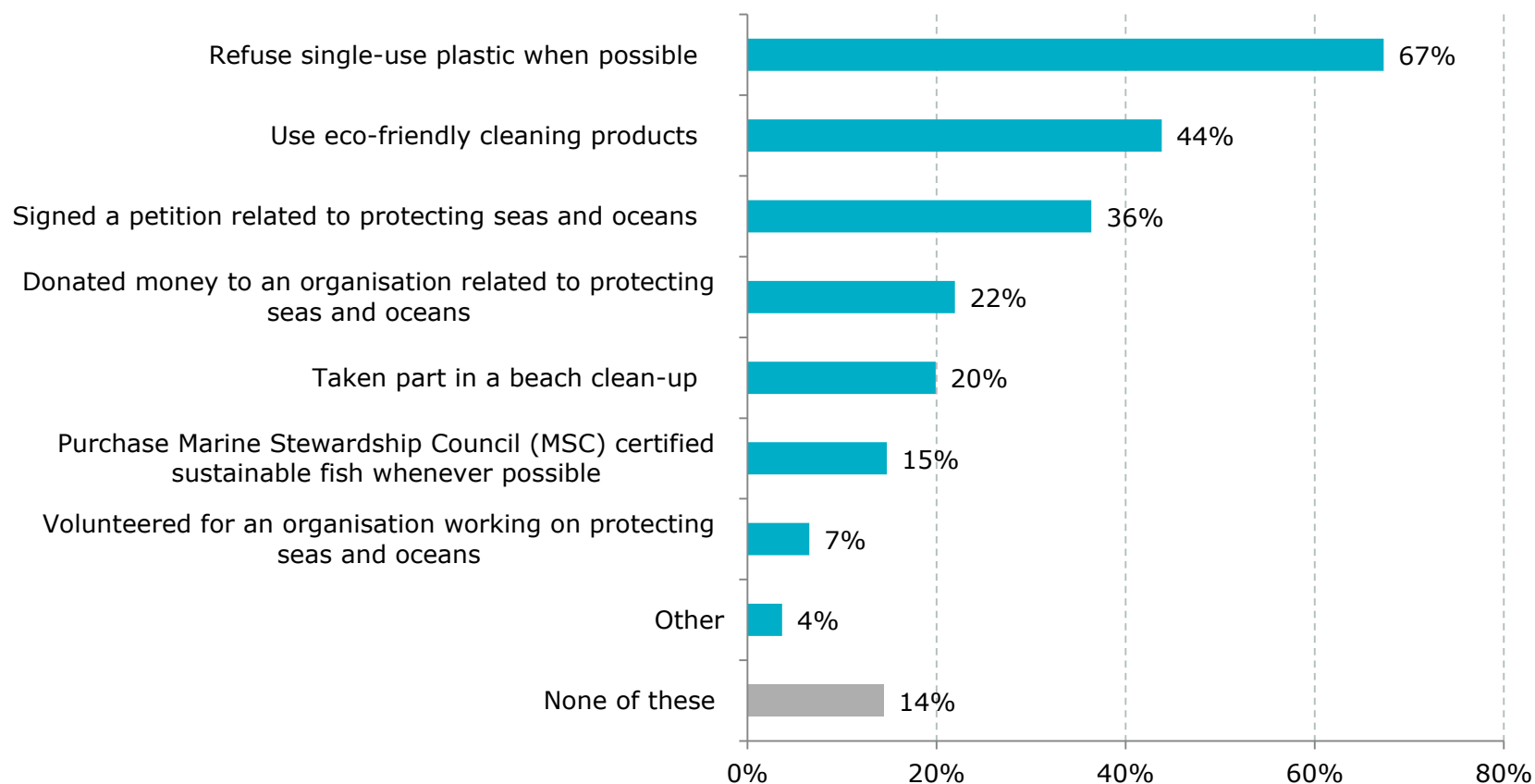
The majority of respondents believe seas and oceans around the world to be in an unhealthy state (81%). Over half (55%) share the same view about the seas and oceans around the UK.



Q. How healthy or unhealthy do you think that the seas and oceans, including the wealth of habitats and species they support, are?

Base: 1841 Balance: no response

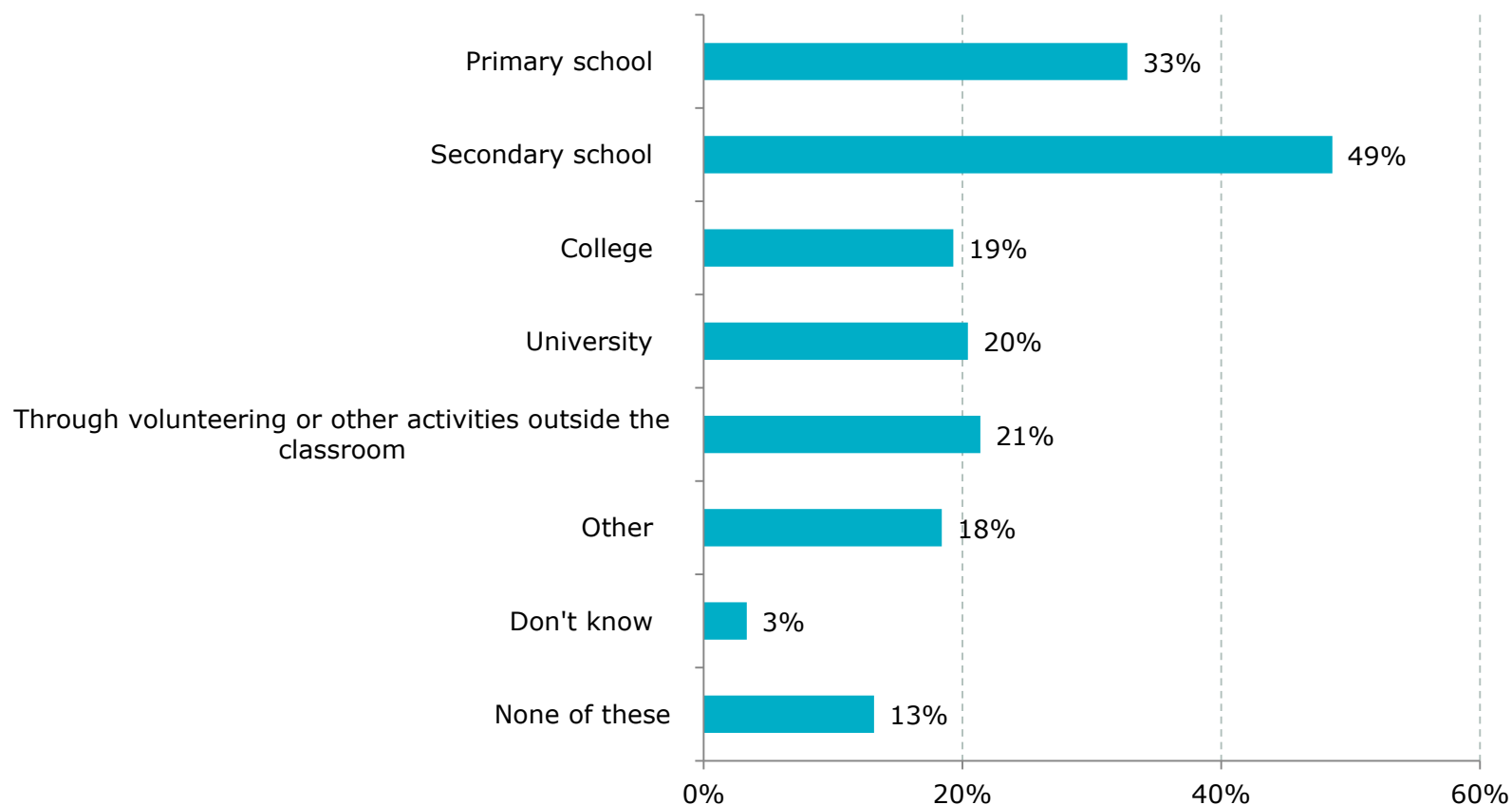
Refusing single-use plastic when possible is the most frequently taken action by respondents to personally help protect our seas and oceans and the life within them (67%). Two fifths say they use eco-friendly cleaning products for the same reason (44%). A third have signed a petition related to protecting seas and oceans (36%).



Q. Which of the following actions have you personally taken, if any, to help protect our seas and oceans and the life within them?

Base: 1800 Balance: No response

Around half of respondents (49%) say they learnt about protecting our seas and oceans, including the habitats and species within them during their time in secondary school.



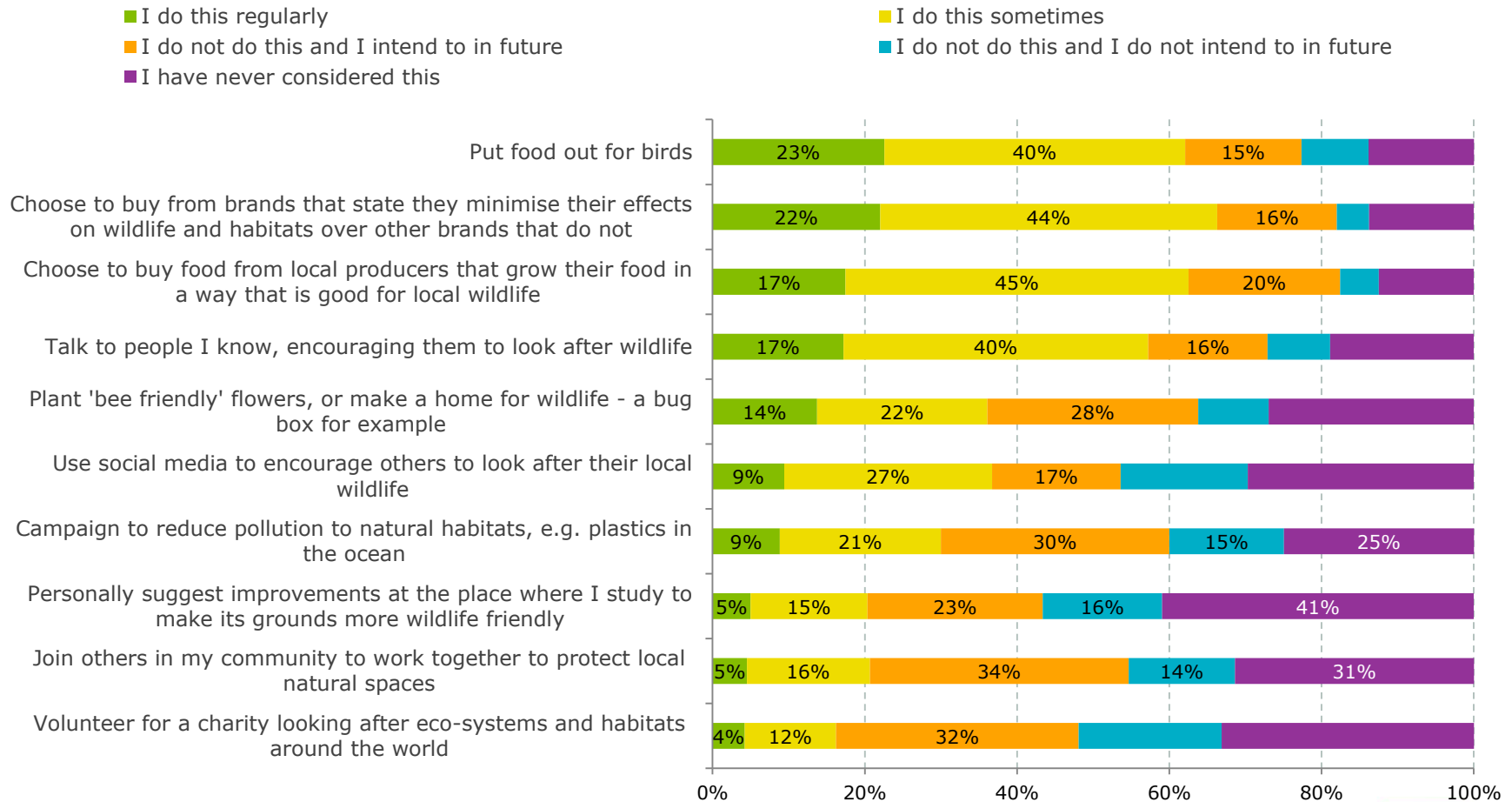
Q. Thinking about your time in education so far, where have you learnt about protecting our seas and oceans, including the habitats and species within them?

Base: 1809 Balance: No response



SDG 15. Life on land

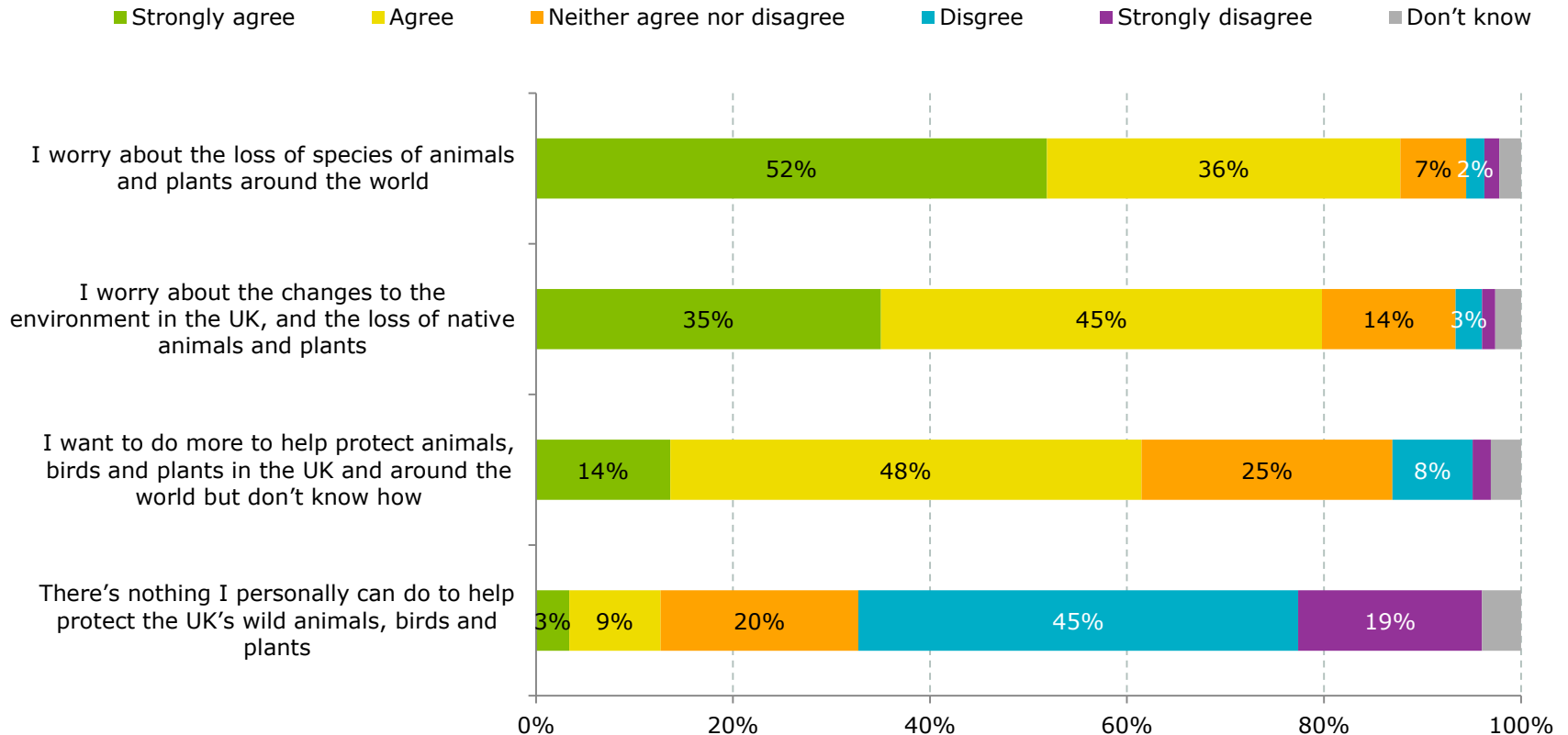
The most common action respondents report taking to help wildlife and natural habits is putting out food for birds (23% do this regularly). A similar proportion (22%) say they buy from brands that state they minimise their effects on wildlife and natural habitats regularly. A small proportion (4%) say they volunteer regularly to look after eco-systems and habitats.



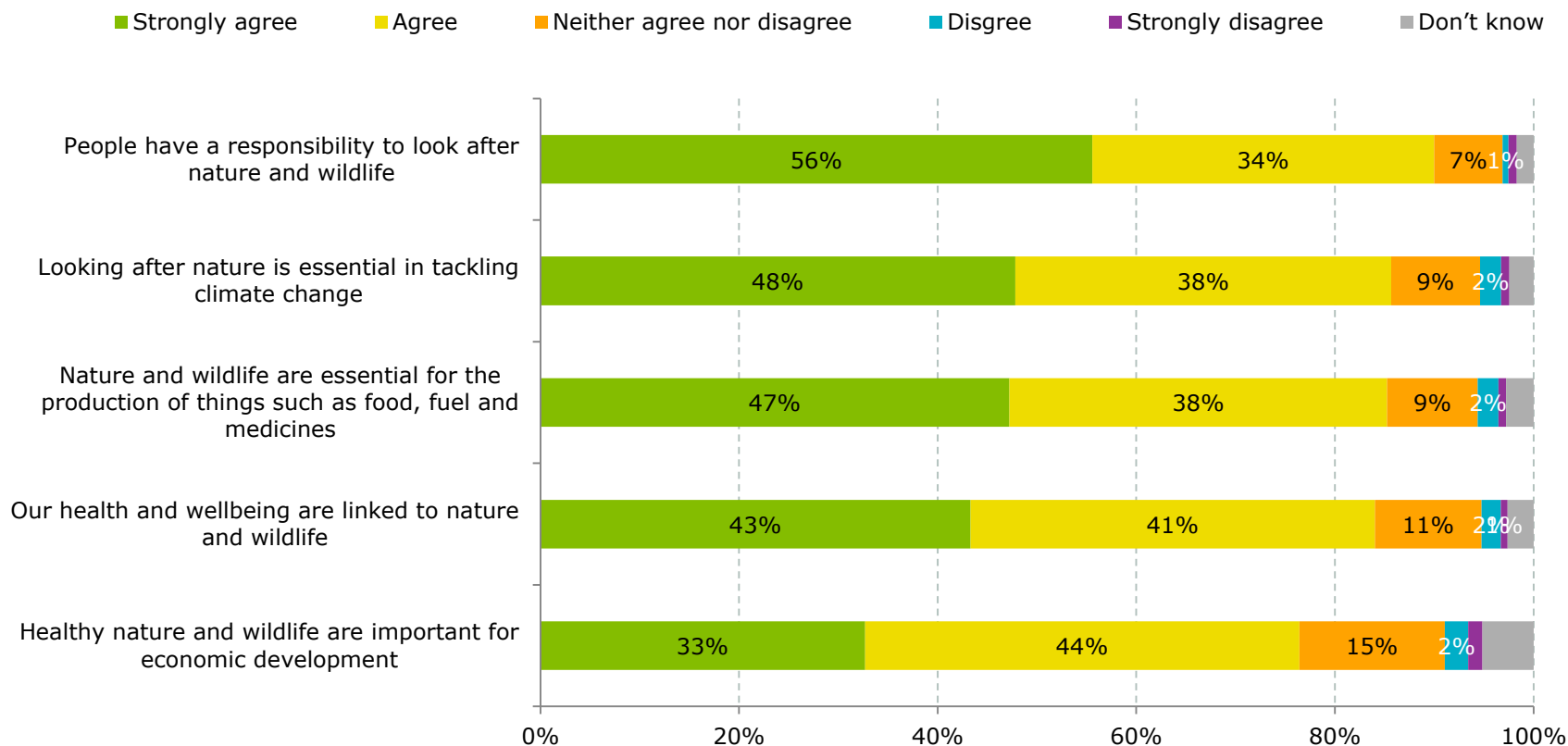
Q. These questions are about behaviours or actions to do with wildlife and natural habitats on land. Please read the following statements carefully, and considering the last term - pick a response that best fits you.

Base: (c.1180) Balance: no response

88% of respondents agree that they worry about the loss of species of animals and plants around the world. 80% of respondents are worried about the loss of native animals and plants in the UK. 62% say they want to do more to help protect animals, plants and birds around the UK and the world but don't know how.



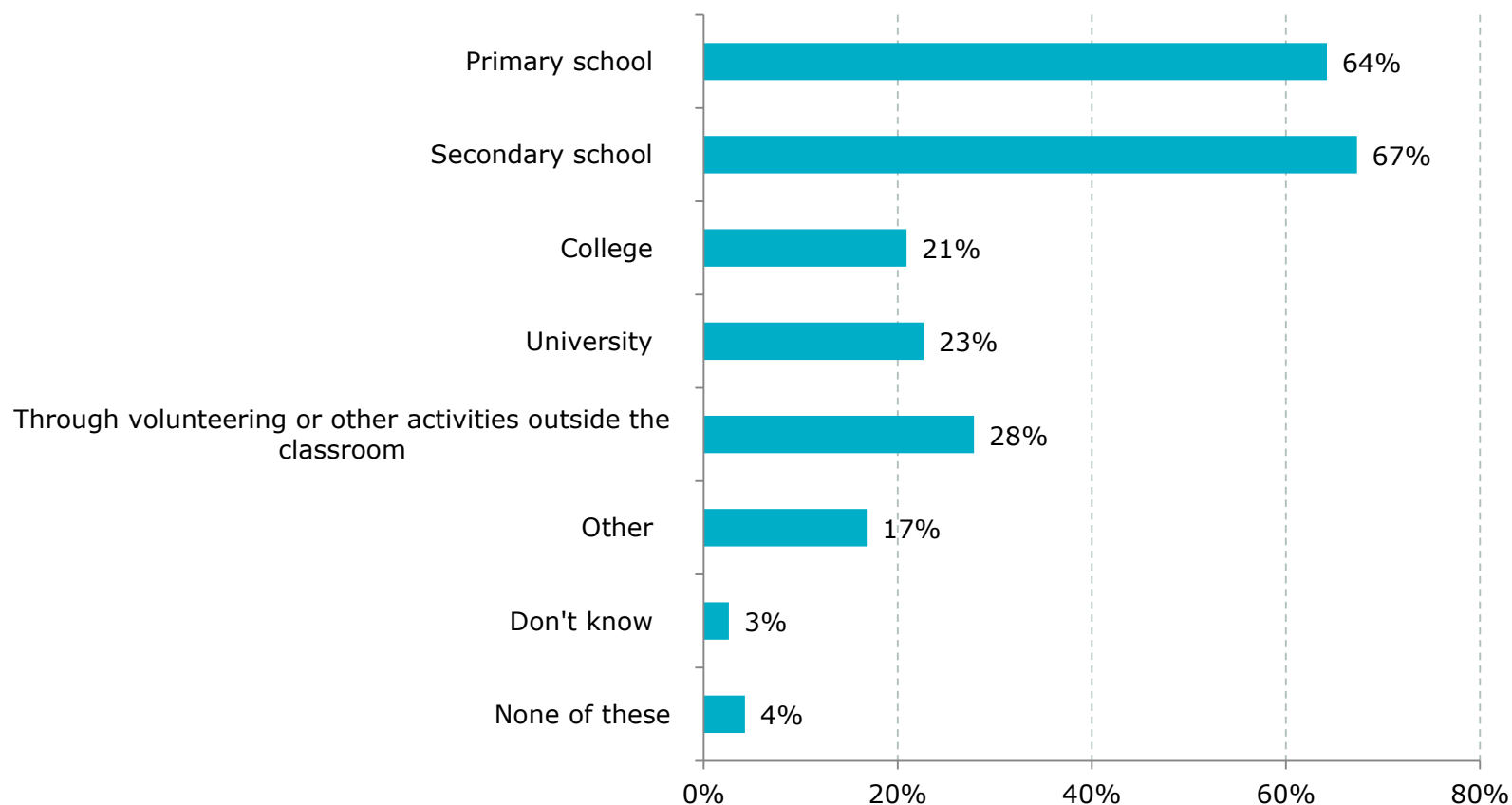
When thinking about why it might be important to protect wildlife and nature on land, respondents are most likely to agree that people have a responsibility to look after nature and wildlife (90%). 86% of respondents agree that it is important because of the role nature plays in tackling climate change.



Q. The following statements relate to why it might be important to protect wildlife and nature on land. Please tell us what extent you agree or disagree, if at all, with the following statements?

Base: (c.1184) Balance: no response

Primary and secondary education is most frequently reported as the time in education where respondents have learnt about the role of wildlife and nature on land – including how we can protect it (64% and 67% respectively).



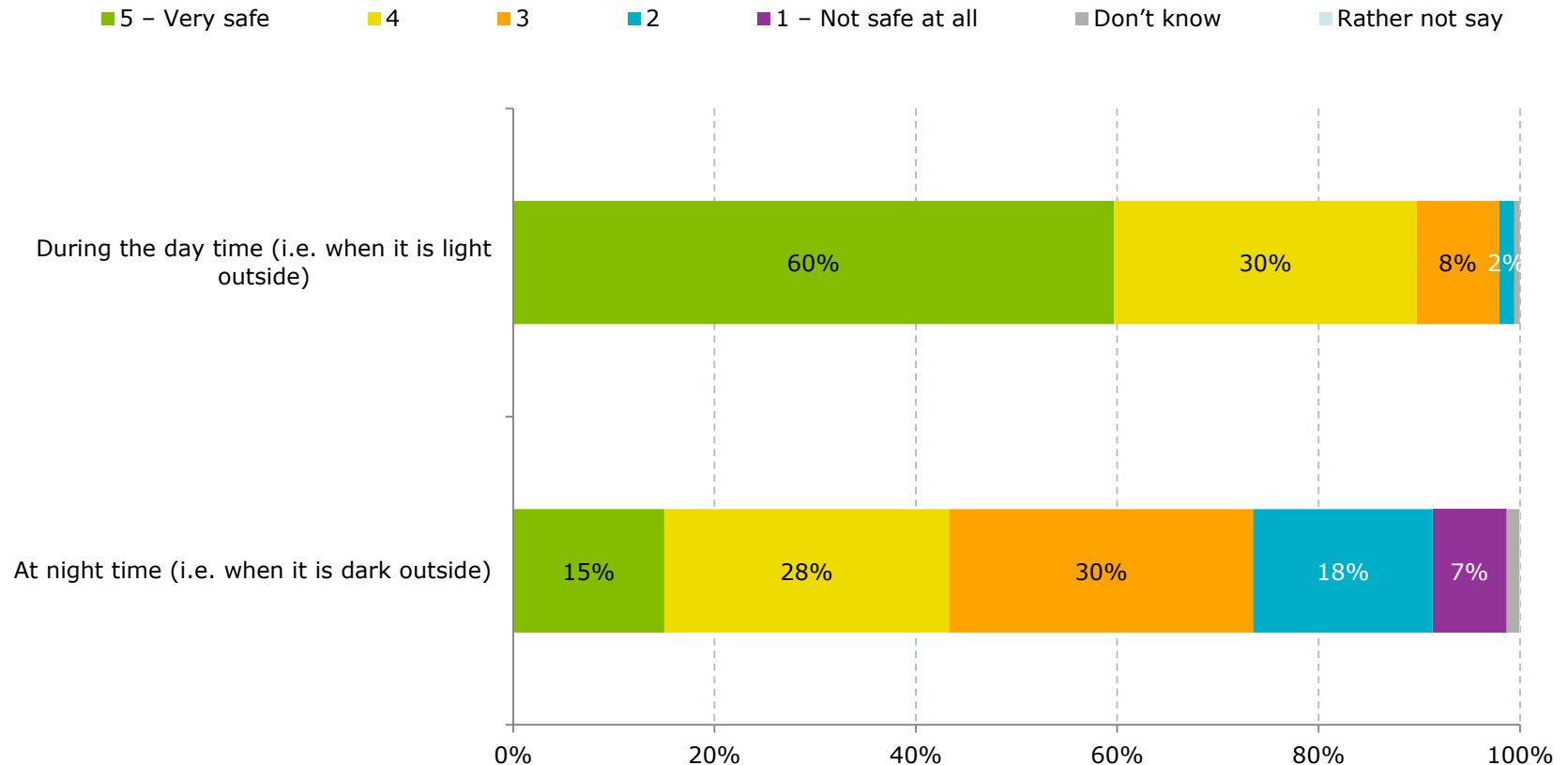
Q. Thinking about your time in education so far, where have you learnt about the role of wildlife and nature on land - including how we can protect it?

Base: 1196 Balance: no response



SDG 16. Peace, justice and strong institutions

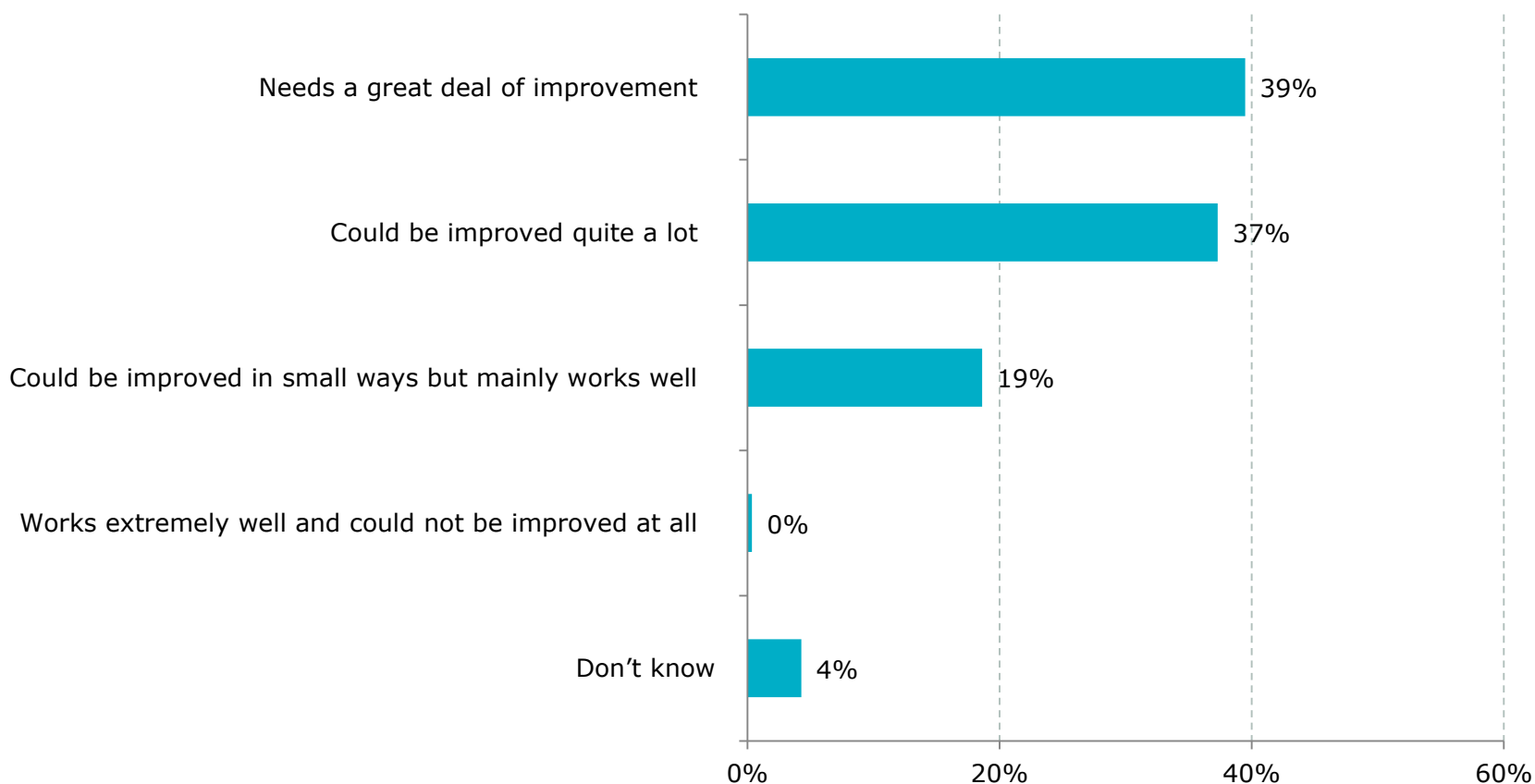
When thinking about the area where they live during term time, the majority feel very safe during the day time (60%). At night time, a quarter say they don't feel safe where they live during term time (25%).



Q. Thinking about the area where you live during term time, please tell us how safe you feel walking around alone...

Base: c.1105 Balance: no response

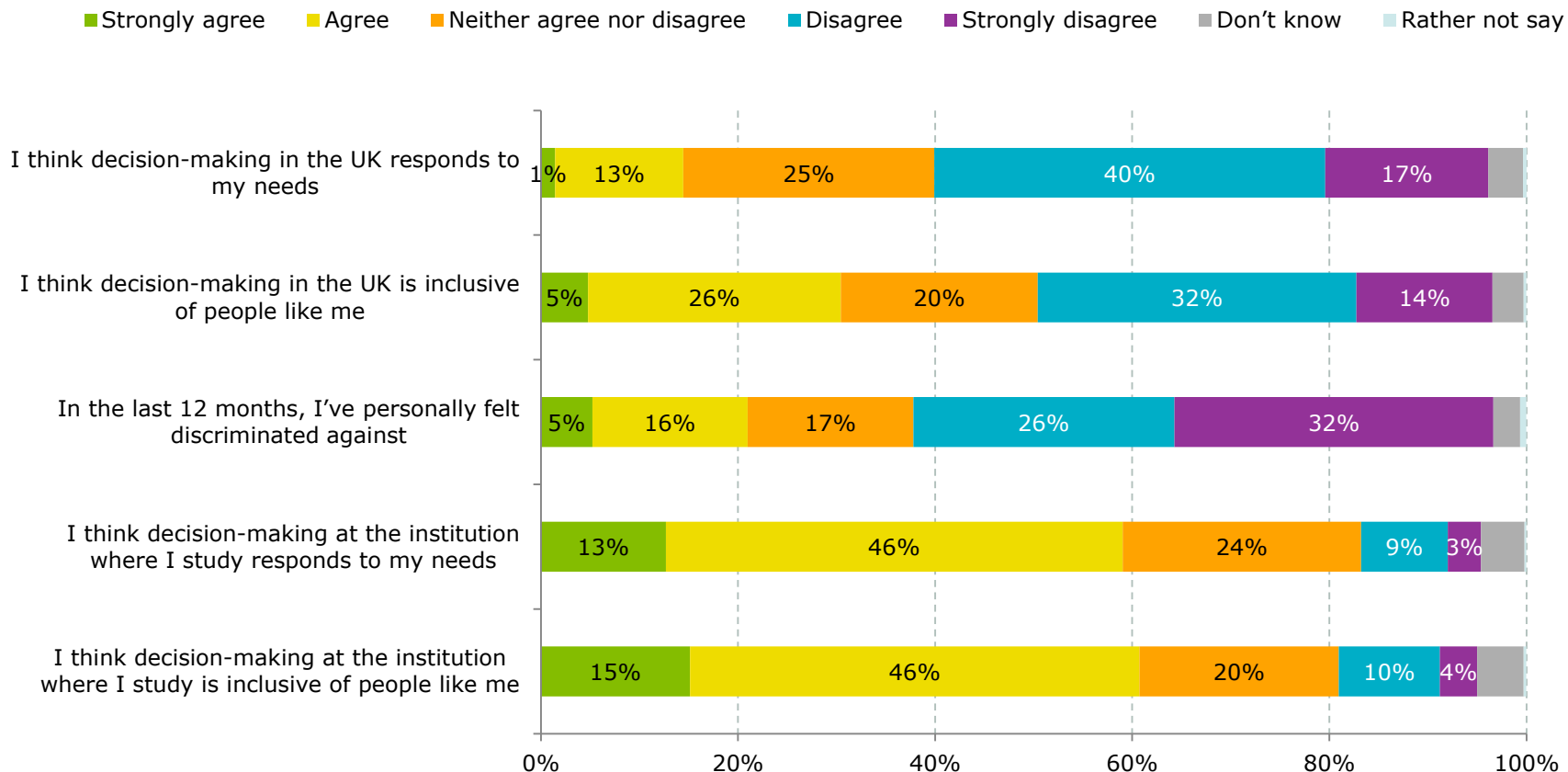
When thinking about the present system of governing Britain, over a third (39%) say that it needs a great deal of improvement and a similar proportion (37%) say it could be improved quite a lot.



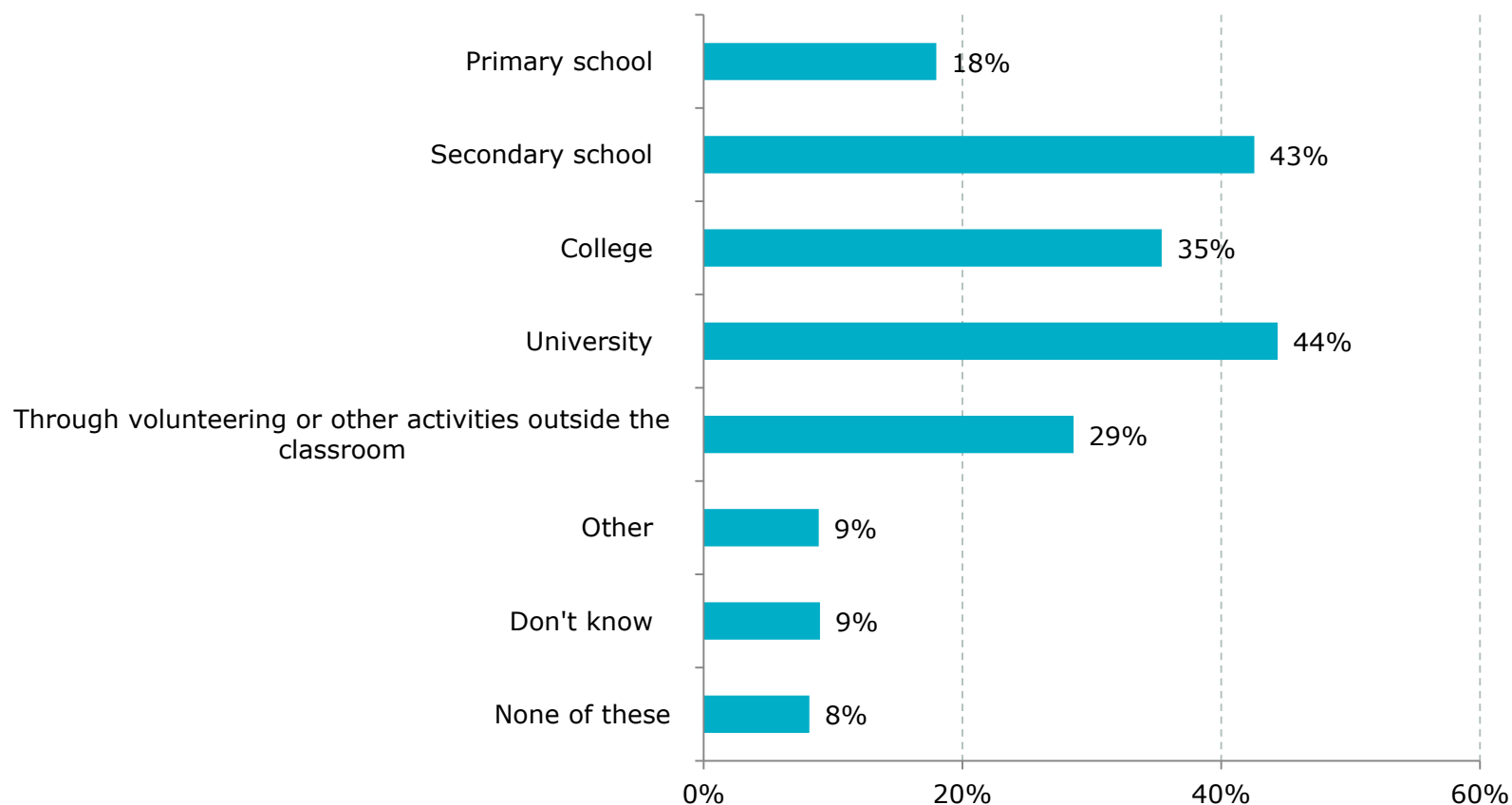
Q. Which of these best describes your opinion on the present system of governing Britain?

Base: 1102 Balance: no response

Only 14% of respondents feel that decision-making in the UK responds to their needs (57% disagree). Almost half (46%) say they disagree that decision-making in the UK is inclusive of people like them. 21% of respondents say they have felt discriminated against in the last 12 months. Decision-making at their place of study is seen as more responsive and inclusive (c.60% agree).



University and secondary education is most frequently reported as the time in education where respondents have learnt about developing inclusive societies that are based on effective and inclusive decision-making (44% and 43% respectively).



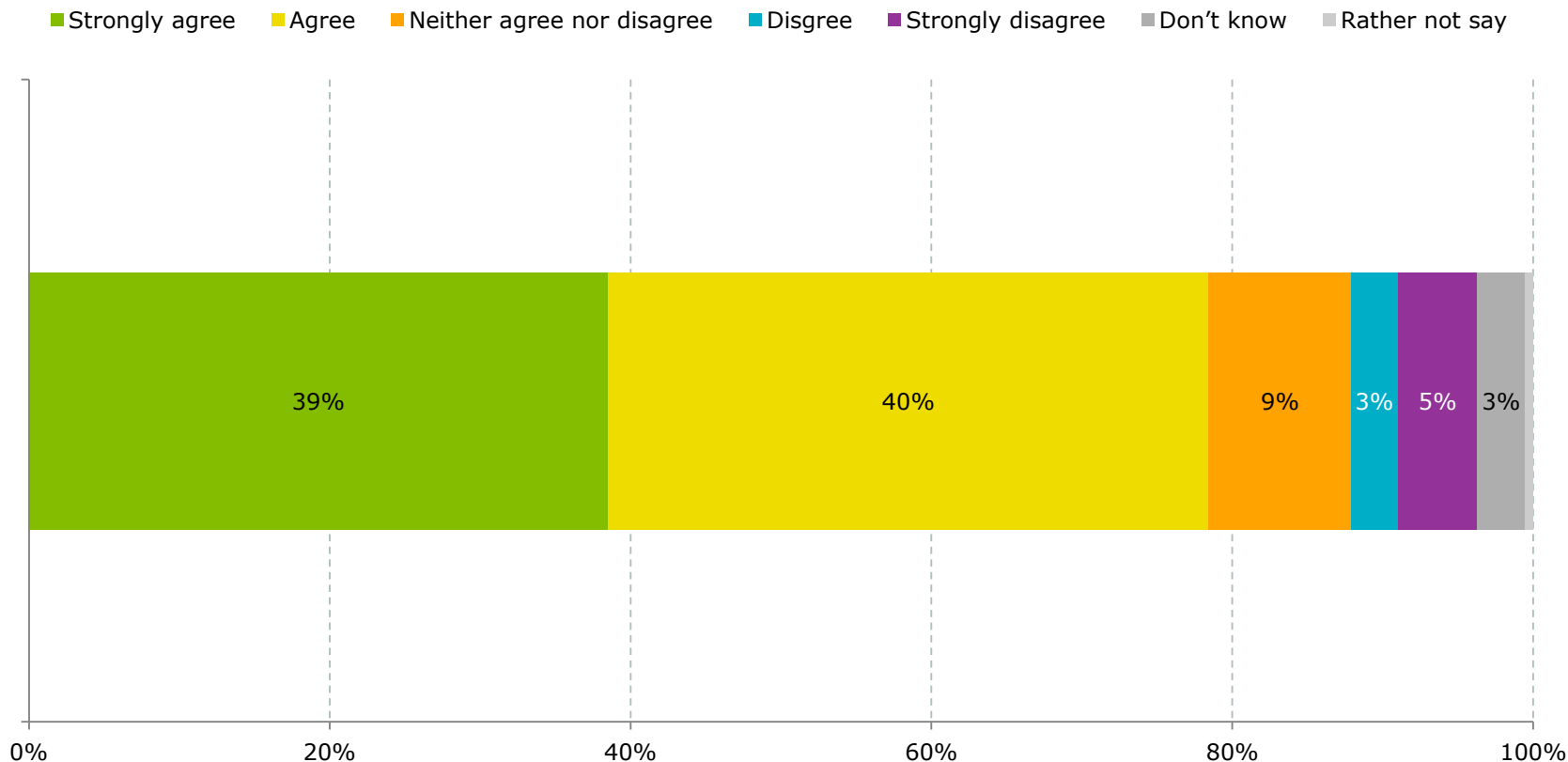
Q. Thinking about your time in education so far, where have you learnt about developing inclusive societies that are based on effective and inclusive decision-making?

Base: 1102 Balance: no response



SDG 17. Partnerships for the goals

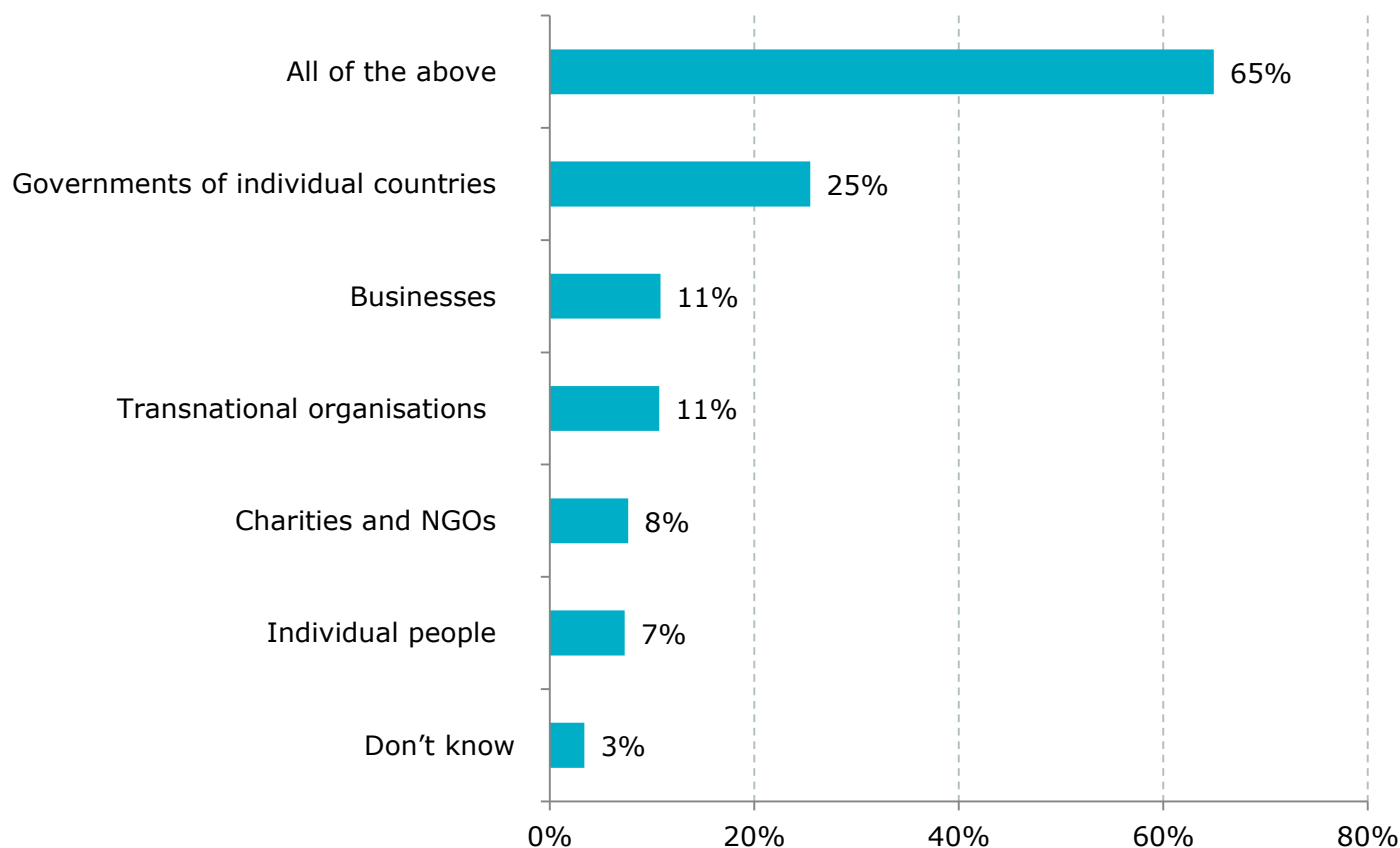
Over three quarters (78%) of respondents would like to see the UK apply a law that means public bodies must consider the social, economic, environmental and cultural implications of their work not just on current generations, but on future generations as well.



Q. Some countries have a law that means all government bodies, as well as other public institutions (e.g. local authorities, NHS, Police services) have to consider the social, economic, environmental and cultural impact of their work for current and future generations, working together with each other and their communities to tackle problems and develop solutions. Do you agree or disagree that all parts of the UK should have a law like this?

Base: 891 Balance: no response

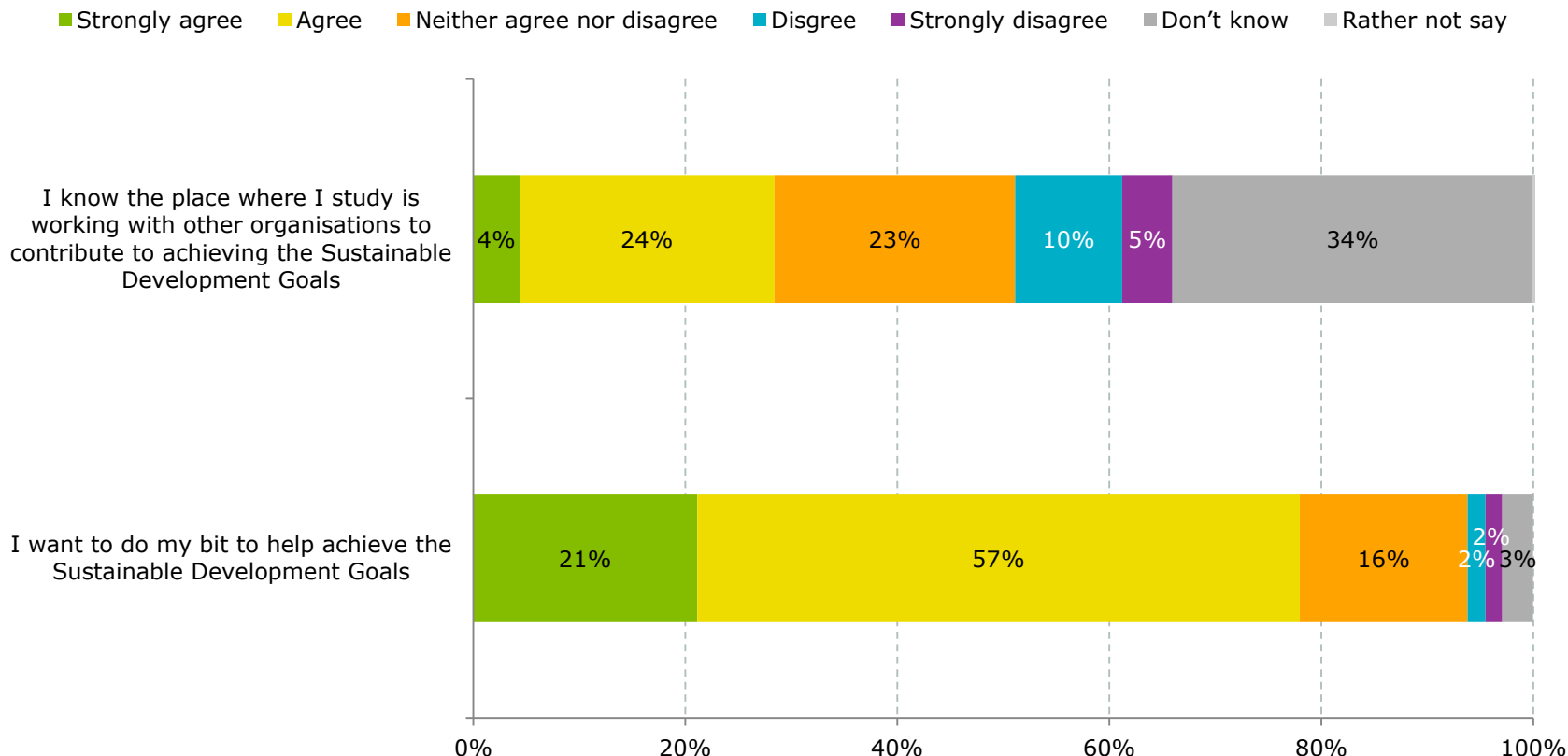
Respondents are most likely to see a role for all actors in society when it comes to responsibility for ensuring that the SDGs are achieved (65%). A quarter believe the responsibility lies with governments of individual countries.



Q. The Sustainable Development Goals (SDGs), otherwise known as the Global Goals, are an international commitment to end poverty, protect the planet and ensure that all people enjoy peace and prosperity. Who do you think is responsible for ensuring the goals are achieved?

Base: 887 Balance: no response

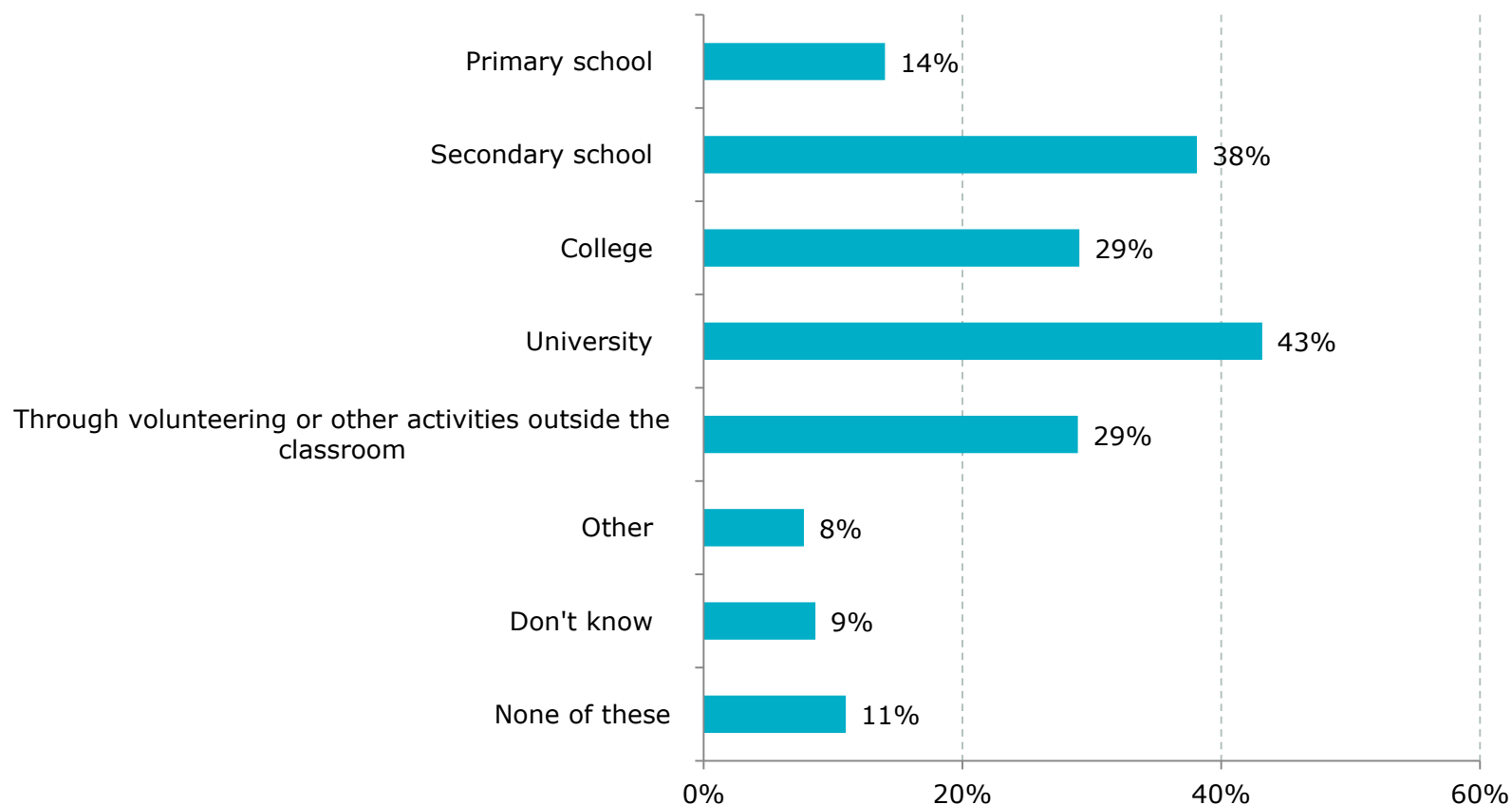
Over three quarters of respondents want to do their bit to help achieve the SDGs (78%). Respondents are unaware of the action taken by their place of study in terms of working with other organisations to contribute to achieving the SDGs, with a third (34%) saying they don't know what their institution is doing.



Q. To what extent do you agree or disagree with the following statements?

Base: 890 Balance: no response

University and secondary school level are the points in their education career so far that respondents most frequently identify as having learnt about collaboration between different types of bodies and organisations to achieve common goals.



Q. Thinking about your time in education so far, where have you learnt about collaboration between different types of bodies and organisations to achieve common goals?

Base: 892 Balance: no response

Appendix | The respondents

January 2018 – Awareness of SDGs

LEVEL OF STUDY

Higher Education



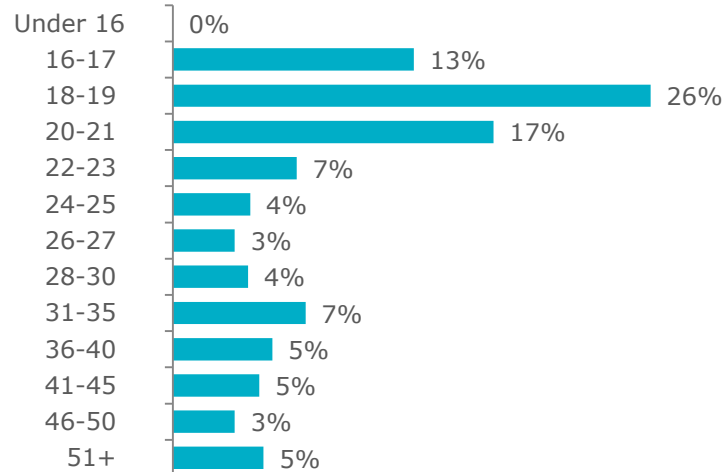
Further Education



Apprenticeship



AGE



NATIONALITY

54%

Woman

45%

Man

0.24%

In another way

1.4%

Non-binary



89%

UK



6%

EU



5%

NON-EU

October 2017 – SDG 1

Higher Education



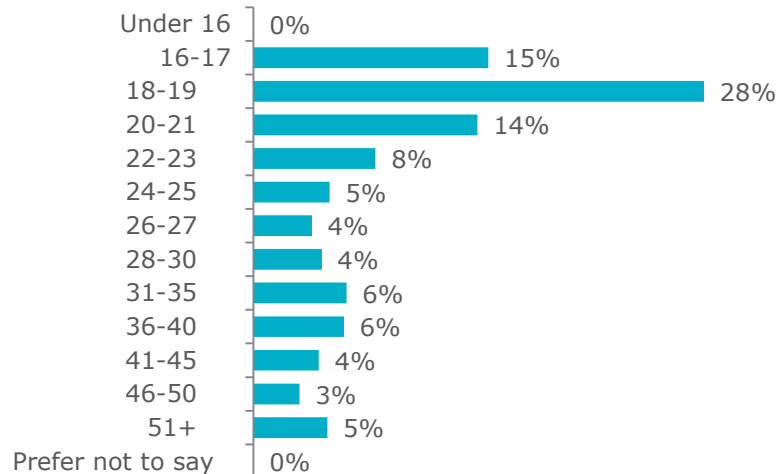
Further Education



Apprenticeship



AGE



GENDER IDENTITY

49%

Woman

49%

Man

1.5%

In another way

0.4%

Not given

NATIONALITY



85%

UK



7%

EU



7%

NON-EU

0.7% Prefer not to say

November 2017 – SDG 2

Higher Education



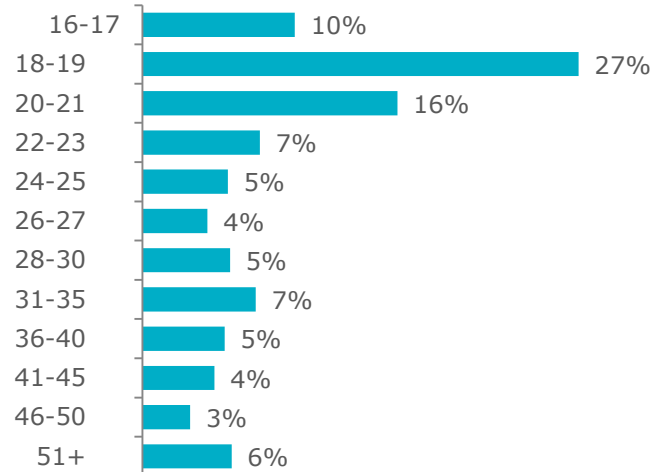
Further Education



Apprenticeship



AGE



GENDER IDENTITY

46%

Woman

52%

Man

1.4%

In another way

0.8%

Not given

NATIONALITY



83%

UK



7%

EU



8%

NON-EU

0.7% Prefer not to say

December 2017 – SDG 3

Higher Education



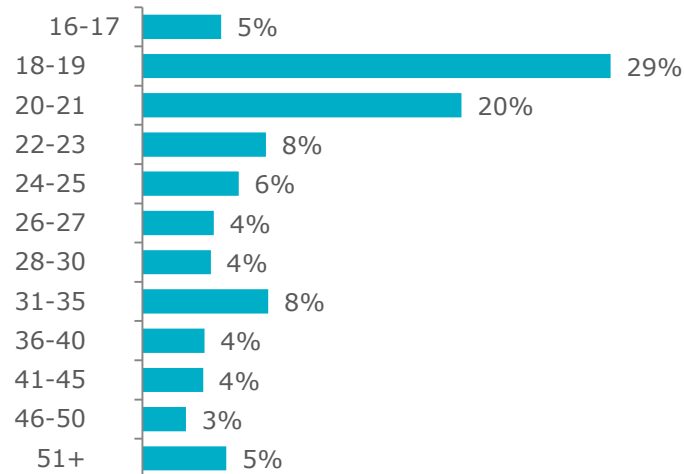
Further Education



Apprenticeship



AGE



GENDER IDENTITY

47%

Woman

51%

Man

1.7%

In another way

1.1%

Not given

NATIONALITY



84%

UK



8%

EU



8%

NON-EU

January 2018 – SDG 4

LEVEL OF STUDY

Higher Education



62%

Further Education



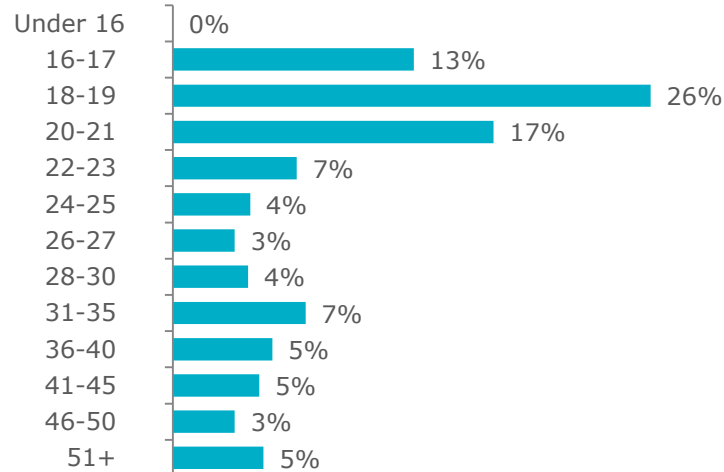
32%

Apprenticeship



6%

AGE



NATIONALITY

54%

Woman

45%

Man

0.24%

In another way

1.4%

Non-binary



89%
UK



6%
EU



5%
NON-EU

February 2018 – SDG 5

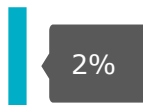
Higher Education



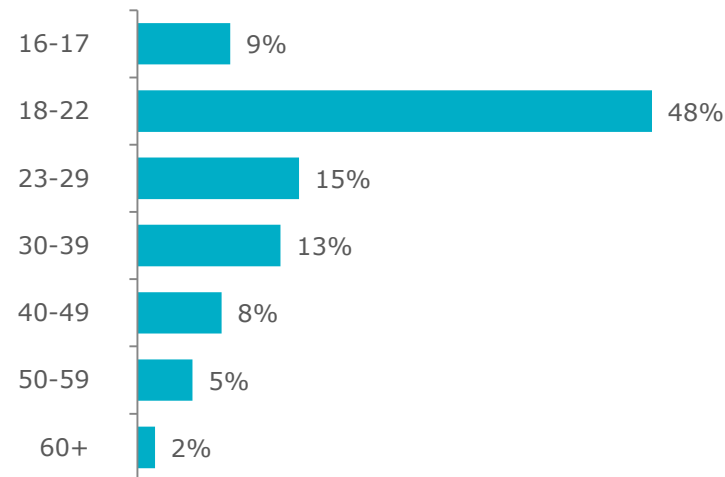
Further Education



Apprenticeship



AGE



GENDER IDENTITY

58%

Woman

40%

Man

3.4%

In another way

0.9%

Not given

NATIONALITY



87%

UK



5%

EU



7%

NON-EU

March 2018 – SDG 6

Higher Education



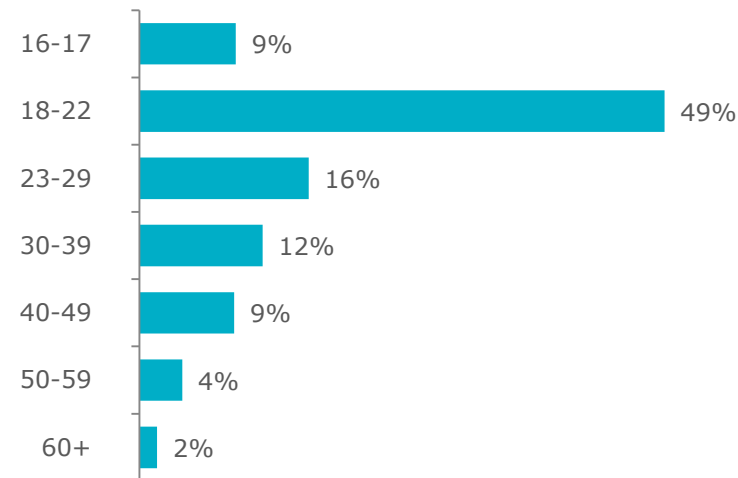
Further Education



Apprenticeship



AGE



GENDER IDENTITY

52%

Woman

45%

Man

1.8%

In another way

1.3%

Not given

NATIONALITY



85%

UK



6%

EU



7%

NON-EU

April 2018 – SDG 7

Higher Education



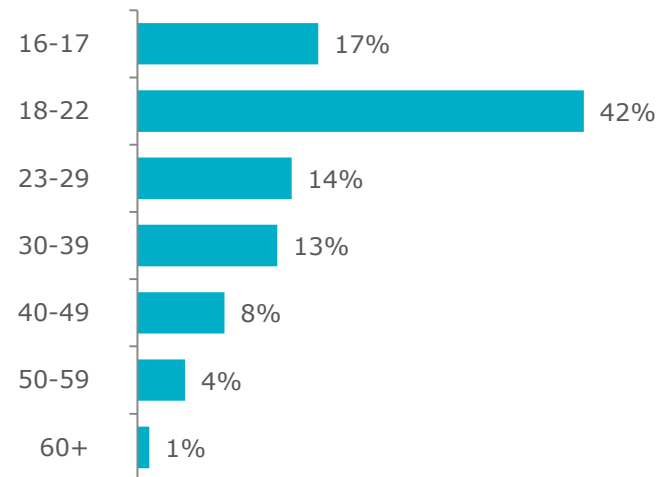
Further Education



Apprenticeship



AGE



GENDER IDENTITY

52%

Woman

45%

Man

1.8%

In another way

1.3%

Not given

NATIONALITY



93%

UK



4%

EU



2%

NON-EU

May 2018 – SDG 8

Higher Education



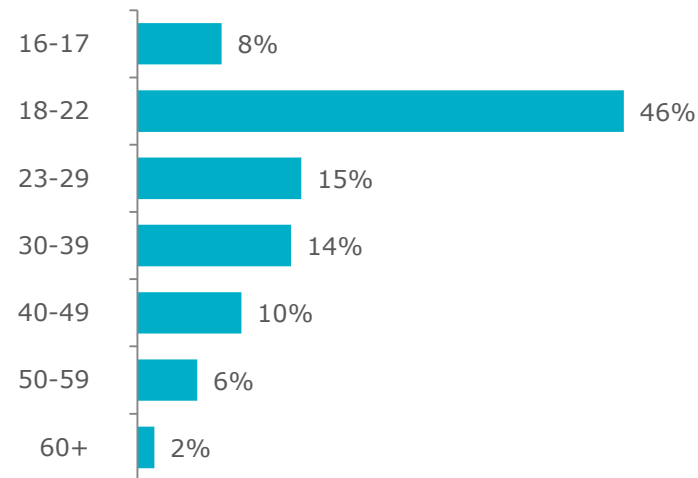
Further Education



Apprenticeship



AGE



GENDER IDENTITY

58%

Woman

39%

Man

2%

In another way

1%

Not given

NATIONALITY



85%

UK



6%

EU



6%

NON-EU

June 2018 – SDG 9

Higher Education



73%

Further Education



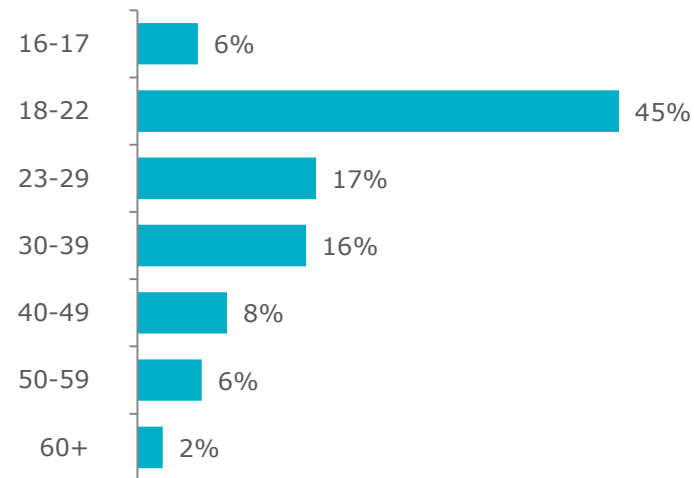
25%

Apprenticeship



3%

AGE



GENDER IDENTITY

51%

Woman

46%

Man

3%

In another way

1.2%

Not given

NATIONALITY



89%

UK



6%

EU



4%

NON-EU

July 2018 – SDG 10

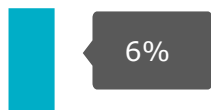
Higher Education



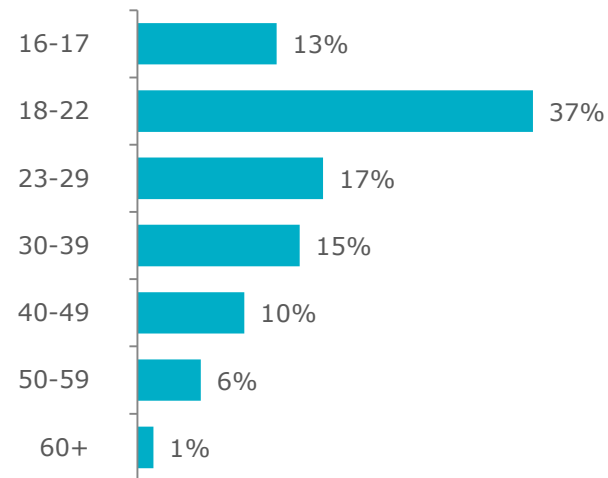
Further Education



Apprenticeship



AGE



GENDER IDENTITY

53%

Woman

45%

Man

1%

In another way

1%

Not given

NATIONALITY



88%

UK



6%

EU



5%

NON-EU

August 2018 – SDG 11

Higher Education



73%

Further Education



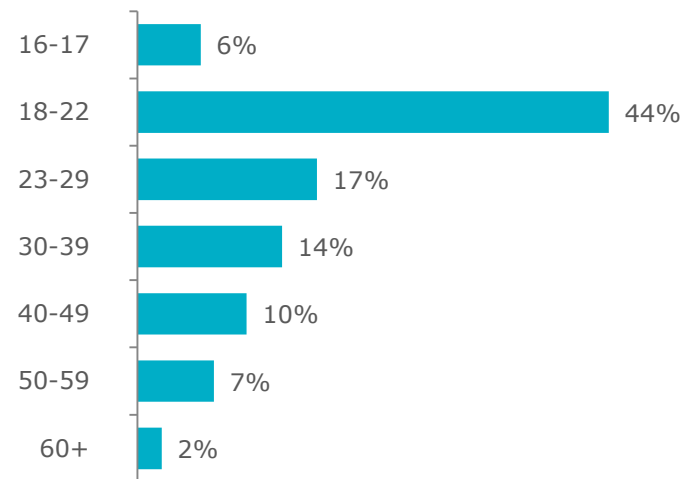
25%

Apprenticeship



3%

AGE



GENDER IDENTITY

58%

Woman

40%

Man

1%

In another way

1%

Not given

NATIONALITY



88%

UK



5%

EU



5%

NON-EU

September 2018 – SDG 12

Higher Education



72%

Further Education



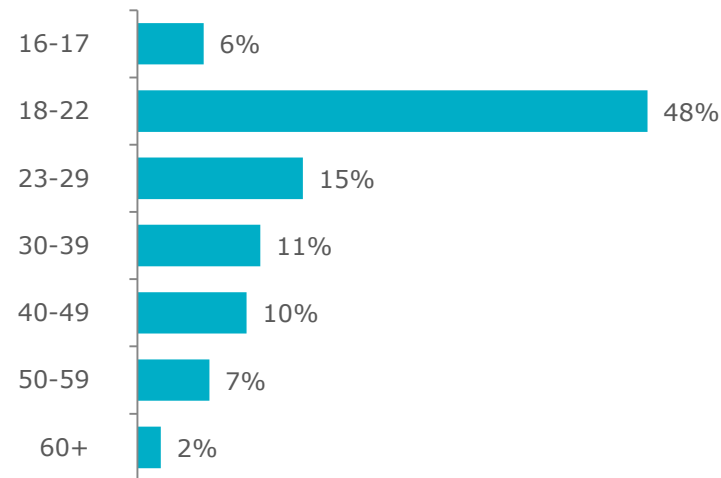
25%

Apprenticeship



2%

AGE



GENDER IDENTITY

51%

Woman

46%

Man

0.3%

In another way

1%

Not given

NATIONALITY



92%

UK



4%

EU



3%

NON-EU

October 2018 – SDG13

Higher Education



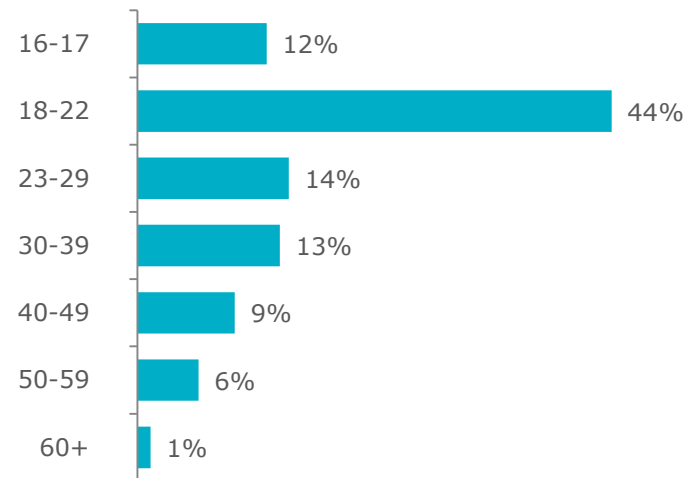
Further Education



Apprenticeship



AGE



GENDER IDENTITY

54%

Woman

42%

Man

2%

Other

2%

Not given

NATIONALITY



88%

UK



6%

EU



5%

NON-EU

November 2018 – SDG14

Higher Education



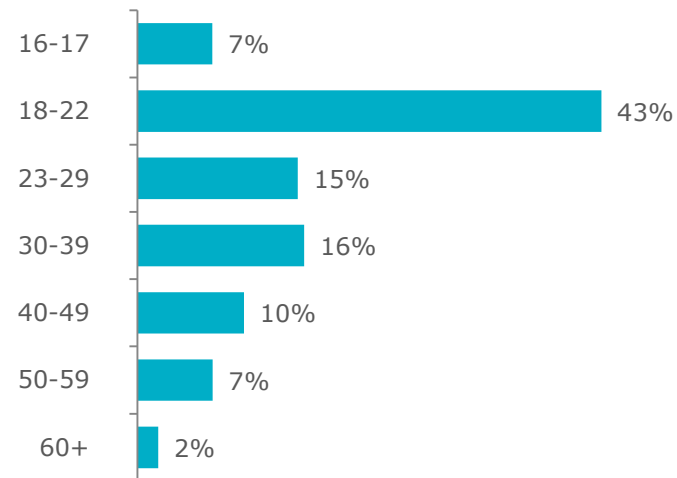
Further Education



Apprenticeship



AGE



GENDER IDENTITY

53%

Woman

45%

Man

1.5%

Other

1%

Not given

NATIONALITY



88%

UK



6%

EU



5%

NON-EU

December 2018 – SDG15

Higher Education



71%

Further Education



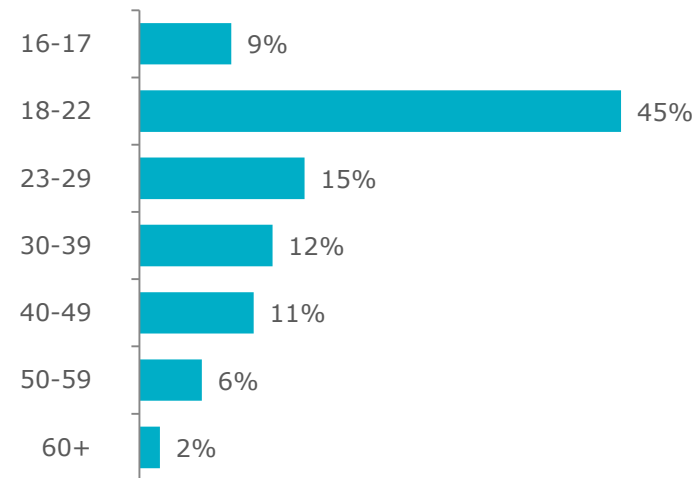
29%

Apprenticeship



2%

AGE



GENDER IDENTITY

59%

Woman

39%

Man

1.5%

Other

0.7%

Not given

NATIONALITY



89%

UK



5%

EU



5%

NON-EU

January 2019 – SDG16

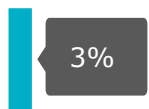
Higher Education



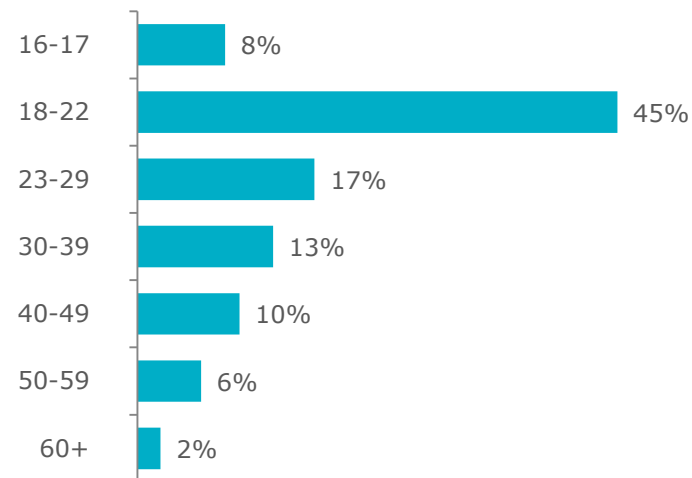
Further Education



Apprenticeship



AGE



GENDER IDENTITY

56%

Woman

42%

Man

1%

Other

1%

Not given

NATIONALITY



89%

UK



5%

EU



4%

NON-EU

February 2019 – SDG17

Higher Education



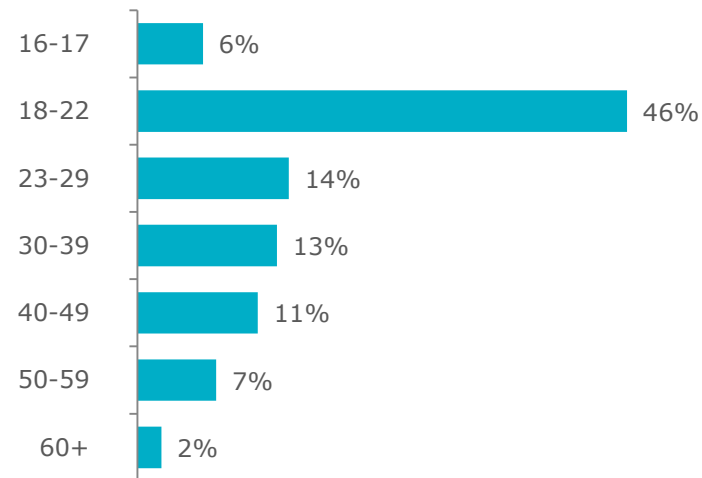
Further Education



Apprenticeship



AGE



GENDER IDENTITY

58%

Woman

38%

Man

2%

Other

2%

Not given

NATIONALITY



89%

UK



5%

EU



5%

NON-EU



national union of **students**

Student Opinion | Sustainable Development Goals

For further information about this research, please contact Rachel Drayson, Insight manager – sustainability, at rachel.drayson@nus.org.uk