Student Opinion | Sustainable Development Goals

Student perspectives on issues related to the SDGs

October 2017 to February 2019
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:** 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.

**Contents:**
- Awareness of and views on the SDGs
- Overall views on problems facing the UK and the world today (monthly trends)
- SDG1 – No poverty
- SDG2 – End hunger
- SDG3 – Good health and wellbeing
- SDG4 – Quality education
- SDG5 – Gender equality
- SDG6 – Clean water and sanitation
- SDG7 – Affordable and clean energy
- SDG8 – Decent work and economic growth
- SDG9 – Industry, innovation and infrastructure
- SDG10 – Reduced inequalities
- SDG11 – Sustainable cities and communities
- SDG12 – Responsible consumption and Production
- SDG13 – Climate Action
- SDG14 – Life below water
- SDG15 – Life on land
- SDG16 – Peace, justice and strong institutions
- SDG17 – Partnerships for the goals
- Appendix – Respondent demographics
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.

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

- **The UK government should actively lead and support achievement of the SDGs**
  - February 2019 (n=c.890): 79%
  - January 2018 (n=c.1550): 81%

- **Businesses should actively lead and support achievement of the SDGs**
  - February 2019 (n=c.890): 77%
  - January 2018 (n=c.1550): 80%

- **Charities and NGOs should actively lead and support achievement of the SDGs**
  - February 2019 (n=c.890): 72%
  - January 2018 (n=c.1550): 76%

- **Universities should actively lead and support achievement of the SDGs**
  - February 2019 (n=c.890): 73%
  - January 2018 (n=c.1550): 76%

- **Individual people like me should actively lead and support achievement of the SDGs**
  - February 2019 (n=c.890): 64%

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?

- I would like to learn more about the SDGs
- The issues covered by the SDGs should be incorporated and embedded into all university and college courses
- I’d like to be more involved in action that helps to achieve the SDGs

*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.

Which of the Sustainable Development Goals do you think is most important?

February 2019 (n=885)
January 2018 (n=1550)

Base: (In brackets) Balance: No response
Overall views on problems facing the UK and the world today (monthly trends)
What would you say are the three most important problems facing the UK today?

Base: In brackets Balance: No response

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.
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.

- Irresponsible use of natural resources: 17%
- Religious conflicts: 15%
- Producing enough food without damaging the environment and livestock: 11%
- Lack of global co-operation: 10%
- Lack of political freedom / political instability: 8%
- Lack of education: 7%
- Large scale conflict / wars: 6%
- Lack of infrastructure: 4%
- Other: 3%
- Food and water security: 4%
- Lack of sanitation and clean water: 2%

What would you say are the three most important problems facing the UK today?
Base: In brackets Balance: No response

“Brexit, lack of social mobility, housing.”
“Lack of affordable homes.”
“All major political parties falling apart from the inside.”
“Government ignoring the large homeless population.”
“Prospect of 'no deal' Brexit.”

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 (n=1276)
February 2018 (n=1102)
January 2018 (n=1566)
December 2017 (n=1025)
November 2017 (n=2036)
October 2017 (n=2078)
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.

Lack of sanitation and clean water - 16%
Irresponsible use of natural resources - 21%
Lack of global co-operation - 17%
Government accountability and transparency / corruption - 17%
Religious conflicts - 17%
Destruction of nature and biodiversity loss (land and oceans/seas) - 26%
Inequality (income, discrimination) - 17%
Large scale conflict / wars - 16%
Climate change - 44%

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.

What would you say are the three most important problems facing the world today?
Base: In brackets Balance: No response

“Overproduction.”
“Over production and waste of food in some countries whilst others have very little.”
“Misuse of natural resources and impact on the earth.”
“Immigration.”
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.
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.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contribute financially to charities or other appeals</td>
<td>49%</td>
</tr>
<tr>
<td>Buy Fairtrade products</td>
<td>46%</td>
</tr>
<tr>
<td>Sign petitions</td>
<td>38%</td>
</tr>
<tr>
<td>Support socially responsible business and investment</td>
<td>24%</td>
</tr>
<tr>
<td>Volunteer with charities to directly support people living in poverty in the UK or abroad</td>
<td>17%</td>
</tr>
<tr>
<td>Organise fundraising activities</td>
<td>11%</td>
</tr>
<tr>
<td>Involved with campaigning groups to lobby politicians</td>
<td>5%</td>
</tr>
<tr>
<td>I don't think there's anything I can do to help</td>
<td>8%</td>
</tr>
<tr>
<td>Don't know</td>
<td>8%</td>
</tr>
<tr>
<td>Other</td>
<td>5%</td>
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</table>

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

- Reduce the amount of food I waste: 71%
- Buy locally produced food: 47%
- Buy Fairtrade products: 42%
- Change my diet to eat less or no meat and other animal products: 28%
- Sign petitions: 25%
- Buy organic food: 25%
- Contribute financially to charities or other appeals: 20%
- Volunteer with charities to directly support people living in poverty in the UK or abroad: 12%
- Involved with campaigning groups to lobby politicians: 5%
- Organise fundraising activities: 5%
- I don't think there's anything I can do to help: 3%
- Don't know: 6%
- Other: 2%

“Growing my own fruit and vegetables.”
“Grow my own food and raise my own animals for meat.”
“Promote and practice the use of wild food sources such as hunting fishing and foraging.”
“Not buy food with palm oil in.”

How, if at all, do you personally support making sure our food is produced in a sustainable way?
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.

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>You ate only a few kinds of food because of a lack of money or other resources? (n=2017)</td>
<td>42%</td>
<td>56%</td>
<td>3%</td>
</tr>
<tr>
<td>You were unable to eat healthy and nutritious food because of a lack of money or other resources? (n=2023)</td>
<td>35%</td>
<td>63%</td>
<td>2%</td>
</tr>
<tr>
<td>You ate less than you thought you should because of a lack of money or other resources? (n=2013)</td>
<td>31%</td>
<td>66%</td>
<td>2%</td>
</tr>
<tr>
<td>You were worried you would not have enough food to eat because of a lack of money or other resources? (n=2032)</td>
<td>29%</td>
<td>68%</td>
<td>2%</td>
</tr>
<tr>
<td>You had to skip a meal because there was not enough money or other resources to get food? (n=2016)</td>
<td>23%</td>
<td>75%</td>
<td>2%</td>
</tr>
<tr>
<td>You were hungry but did not eat because there was not enough money or other resources for food? (n=2016)</td>
<td>22%</td>
<td>76%</td>
<td>3%</td>
</tr>
<tr>
<td>Your household ran out of food because of a lack of money or other resources? (n=2022)</td>
<td>16%</td>
<td>81%</td>
<td>3%</td>
</tr>
<tr>
<td>You went without eating for a whole day because of a lack of money or other resources? (n=2018)</td>
<td>10%</td>
<td>88%</td>
<td>2%</td>
</tr>
</tbody>
</table>
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.
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.
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.

<table>
<thead>
<tr>
<th>Action</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talk to friends, family or others about problems or issues I’m facing</td>
<td>70%</td>
</tr>
<tr>
<td>At least 150 minutes of moderate aerobic activity per week</td>
<td>55%</td>
</tr>
<tr>
<td>Eat 5 portions of fruit and vegetables per day</td>
<td>52%</td>
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<tr>
<td>Followed advice on contraception and sexual health</td>
<td>32%</td>
</tr>
<tr>
<td>Drink more than a bottle and a half of wine or five pints of lager per week</td>
<td>23%</td>
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<tr>
<td>Find it difficult to go without smoking for a whole day (n.b. not including e-cigarettes or vaping)</td>
<td>8%</td>
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<tr>
<td>Taken illegal drugs (e.g. cannabis, cocaine, ecstasy, speed, heroin, new psychoactive substances) more than 'just to try'</td>
<td>7%</td>
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Which of the following actions that might influence your mental and physical health apply to you?
Base: 967 respondents. Balance: No response
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)**
- A lot: 17%
- A fair amount: 53%
- A little: 27%
- Nothing at all: 2%
- Don't know: 2%

**Across the world (n=1015)**
- A lot: 9%
- A fair amount: 34%
- A little: 49%
- Nothing at all: 5%
- Don't know: 3%
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.
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.

Which of the following barriers to accessing learning opportunities (e.g. school, college, university, training courses) have you personally faced?

Base: 1560 Balance: No response
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%).

<table>
<thead>
<tr>
<th>Learning Approach</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>Work placements or volunteering</td>
<td>48%</td>
</tr>
<tr>
<td>Lectures and seminars</td>
<td>45%</td>
</tr>
<tr>
<td>Problem-solving activities</td>
<td>39%</td>
</tr>
<tr>
<td>Open discussions</td>
<td>39%</td>
</tr>
<tr>
<td>Examining real-life case studies</td>
<td>39%</td>
</tr>
<tr>
<td>Individual project</td>
<td>36%</td>
</tr>
<tr>
<td>Fieldwork / Practical research</td>
<td>35%</td>
</tr>
<tr>
<td>Essays or other desk-based coursework</td>
<td>34%</td>
</tr>
<tr>
<td>Creative assignments (e.g. artwork, design, film, creative writing etc)</td>
<td>31%</td>
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<tr>
<td>Group projects</td>
<td>30%</td>
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<tr>
<td>Structured debates</td>
<td>18%</td>
</tr>
<tr>
<td>Role play / Simulation</td>
<td>15%</td>
</tr>
<tr>
<td>Other</td>
<td>1%</td>
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</table>

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.
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.

<table>
<thead>
<tr>
<th>Experience</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feeling unsafe when in public places alone</td>
<td>65%</td>
</tr>
<tr>
<td>Sexual harassment</td>
<td>60%</td>
</tr>
<tr>
<td>Been treated poorly at work</td>
<td>44%</td>
</tr>
<tr>
<td>Missed out on opportunities to get on in life</td>
<td>26%</td>
</tr>
<tr>
<td>Bullying or ‘trolling’ on social media</td>
<td>22%</td>
</tr>
<tr>
<td>Paid a lower salary compared to colleagues of a different gender</td>
<td>21%</td>
</tr>
<tr>
<td>Other</td>
<td>10%</td>
</tr>
<tr>
<td>None of these</td>
<td>2%</td>
</tr>
<tr>
<td>Rather not say</td>
<td>2%</td>
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</table>

"People expect me to be the help at work rather than the boss because I work in such a male dominated industry."

"I was once turned down for a role because the employer was looking for exclusively female staff, even though this was not evident from their job advertisement."

"Told my place is in the home and not out working or being ambitious."

Which of the following, if any, have you experienced because of your gender?
Base: 306 respondents. Balance: No response and those who have not experienced discrimination
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.
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.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>No opinion one way or the other</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>Don't know</th>
<th>Rather not say</th>
</tr>
</thead>
<tbody>
<tr>
<td>We should all try and save water regardless of whether it rains or is sunny</td>
<td>39%</td>
<td>49%</td>
<td>8%</td>
<td>2%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I don't pay much attention to the amount of water I use at home</td>
<td>6%</td>
<td>24%</td>
<td>11%</td>
<td>38%</td>
<td>20%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I know about the amount of water needed to produce the products (e.g. food, clothes, electronics) I buy</td>
<td>5%</td>
<td>16%</td>
<td>13%</td>
<td>30%</td>
<td>21%</td>
<td>15%</td>
<td></td>
</tr>
<tr>
<td>We don't have to worry about the amount of water we use, there will always be enough to supply demand</td>
<td>4%</td>
<td>9%</td>
<td>12%</td>
<td>37%</td>
<td>35%</td>
<td>3%</td>
<td></td>
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</table>

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

Base: c1266 respondents. Balance: No response
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.”
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%).

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Percentage</th>
</tr>
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<tbody>
<tr>
<td>Turn the tap off whilst brushing my teeth</td>
<td>84%</td>
</tr>
<tr>
<td>Take showers instead of baths</td>
<td>76%</td>
</tr>
<tr>
<td>Only use the washing machine with a full load</td>
<td>70%</td>
</tr>
<tr>
<td>Only fill the kettle with the water needed</td>
<td>56%</td>
</tr>
<tr>
<td>Take shorter showers</td>
<td>51%</td>
</tr>
<tr>
<td>Use 'eco' settings on appliances (e.g. dishwasher, washing machine...)</td>
<td>50%</td>
</tr>
<tr>
<td>Make sure the dishwasher is full before using</td>
<td>48%</td>
</tr>
<tr>
<td>Avoid pouring cooking fats and oils down the sink</td>
<td>47%</td>
</tr>
<tr>
<td>Avoid beauty products that contain plastic microbeads</td>
<td>39%</td>
</tr>
<tr>
<td>Reduce the amount of times the toilet is flushed</td>
<td>31%</td>
</tr>
<tr>
<td>Use 'eco-friendly' cleaning products</td>
<td>25%</td>
</tr>
<tr>
<td>Other</td>
<td>3%</td>
</tr>
<tr>
<td>None of these</td>
<td>2%</td>
</tr>
<tr>
<td>Rather not say</td>
<td>0%</td>
</tr>
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</table>

Which of the following, if any, do you do to conserve water or prevent water pollution?
Base: 1274 respondents. Balance: No response
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?

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.
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.

- Only wash clothes when you have a full load: 71% always, 19% sometimes, 3% rarely.
- Taking showers rather than baths: 68% always, 21% sometimes, 4% rarely.
- Wash clothes at 40 degrees or less: 53% always, 25% sometimes, 4% rarely, 11% rarely.
- Leave a mobile phone charger switched on at the socket when not in use: 28% always, 27% sometimes, 16% rarely, 28% rarely.
- Cut down on the use of hot water at home: 25% always, 50% sometimes, 15% rarely, 5% rarely.
- Put pans on lids when cooking on the hob: 22% always, 39% sometimes, 15% rarely, 13% rarely.
- Leave your TV or PC on standby for long periods of time at home: 21% always, 28% sometimes, 22% rarely, 28% rarely.
- Fill the kettle with more water than you are going to use: 19% always, 38% sometimes, 25% rarely, 15% rarely.
- Tumble dry clothes rather than leave to dry naturally: 14% always, 35% sometimes, 16% rarely, 28% rarely, 2% rarely.
- Leave the heating on when you go out for a few hours: 6% always, 19% sometimes, 29% rarely, 41% rarely, 2% rarely.
- Leave lights on when you are not in the room: 1% always, 25% sometimes, 35% rarely, 36% rarely.

To what extent do you undertake the following actions?
Base: c1278 respondents. Balance: No response
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.

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Turned the heating down, even though I would have preferred it to be warmer</td>
<td>46%</td>
</tr>
<tr>
<td>Turned heating off, even though I would have preferred to have it on</td>
<td>46%</td>
</tr>
<tr>
<td>Turned out lights in my accommodation, even though I would have preferred to have them on</td>
<td>38%</td>
</tr>
<tr>
<td>Washed clothing/other items less frequently than I would have liked</td>
<td>31%</td>
</tr>
<tr>
<td>Turned the heating down or off in some rooms but not others, even though I would have preferred not to</td>
<td>29%</td>
</tr>
<tr>
<td>Used less hot water than I would have preferred</td>
<td>27%</td>
</tr>
<tr>
<td>Only heated and used one room in my accommodation for periods of the day</td>
<td>24%</td>
</tr>
<tr>
<td>None of these</td>
<td>20%</td>
</tr>
<tr>
<td>Had fewer hot meals or hot drinks than I would have liked</td>
<td>14%</td>
</tr>
</tbody>
</table>
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.
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).

To what extent do you agree or disagree with the following statements?
Base: c.1133 respondents. Balance: No response
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.
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.

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

Base: c.1087 respondents. Balance: No response
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.

To what extent do you agree or disagree with the following statements?
Base: c.1087 respondents. Balance: No response
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).

How would you rate the following facilities and infrastructure at your university or college?
Base: c.1080 respondents. Balance: No response
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.
Thinking about your time in education so far, where have you learnt about issues related to 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.
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).

How would you describe the following issues in the UK?

<table>
<thead>
<tr>
<th>Issue</th>
<th>Very big problem</th>
<th>Moderately big problem</th>
<th>Small problem</th>
<th>Not a problem at all</th>
<th>Don't know</th>
<th>Rather not say</th>
</tr>
</thead>
<tbody>
<tr>
<td>The gap between rich and poor</td>
<td>47%</td>
<td>35%</td>
<td>12%</td>
<td>3%</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>Rising prices</td>
<td>37%</td>
<td>43%</td>
<td>17%</td>
<td>2%</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>Lack of employment opportunities</td>
<td>30%</td>
<td>42%</td>
<td>20%</td>
<td>5%</td>
<td>2%</td>
<td></td>
</tr>
</tbody>
</table>

How would you describe the following issues in the UK?
Base: c.2582 respondents. Balance: No response
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).

<table>
<thead>
<tr>
<th>Rating</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>17%</td>
</tr>
<tr>
<td>2</td>
<td>7%</td>
</tr>
<tr>
<td>3</td>
<td>15%</td>
</tr>
<tr>
<td>4</td>
<td>15%</td>
</tr>
<tr>
<td>5</td>
<td>19%</td>
</tr>
<tr>
<td>6</td>
<td>9%</td>
</tr>
<tr>
<td>7</td>
<td>8%</td>
</tr>
<tr>
<td>8</td>
<td>5%</td>
</tr>
<tr>
<td>9</td>
<td>1%</td>
</tr>
<tr>
<td>10</td>
<td>4%</td>
</tr>
</tbody>
</table>

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.
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).

How much, if at all, do you agree or disagree with the following statements?

- Air quality is a big problem in the area I live in during term time (n=1755)
  - Strongly agree: 10%
  - Agree: 23%
  - Neither agree nor disagree: 26%
  - Disagree: 29%
  - Strongly disagree: 8%

- The government should be doing more to tackle air pollution (n=1756)
  - Strongly agree: 41%
  - Agree: 42%
  - Neither agree nor disagree: 12%
  - Disagree: 2%

Respondents living in city or town centres are most likely to say this.
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%).

Base: 1759 Balance: No response

55%

Respondents living in city or town centres are least likely to say this

27%

Don't know

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.
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 it’s 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.

**I’d like to be able to afford to buy more ethical and environmentally-friendly products but it’s not a possibility in my life at the moment (n=1319)**

- Strongly agree: 27%
- Agree: 40%
- Neither agree nor disagree: 16%
- Disagree: 11%
- Strongly disagree: 3%
- Don’t know: 10%
- Rather not say: 12%

**I feel that there are too many big global issues at the moment for anything I buy or do to make much of a difference – it should be business and the government taking action (n=1316)**

- Strongly agree: 13%
- Agree: 31%
- Neither agree nor disagree: 22%
- Disagree: 22%
- Strongly disagree: 8%
- Don’t know: 14%
- Rather not say: 3%

**I do worry about things like ethics, the environment, politics and social responsibility when shopping but other things tend to take priority (n=1322)**

- Strongly agree: 12%
- Agree: 47%
- Neither agree nor disagree: 21%
- Disagree: 14%
- Strongly disagree: 5%
- Don’t know: 1%
- Rather not say: 2%

**I don’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 (n=1321)**

- Strongly agree: 10%
- Agree: 19%
- Neither agree nor disagree: 22%
- Disagree: 34%
- Strongly disagree: 14%
- Don’t know: 2%
- Rather not say: 2%

*How much, if at all, do you agree or disagree with the following statements?*

Base: (in brackets) Balance: No response
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?

<table>
<thead>
<tr>
<th>Category</th>
<th>Quite a lot (%)</th>
<th>A reasonable amount (%)</th>
<th>Some (%)</th>
<th>A small amount (%)</th>
<th>Hardly any (%)</th>
<th>None (%)</th>
<th>Don’t know (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ingredients or products you bought but didn’t open (n=1311)</td>
<td>34</td>
<td>13</td>
<td>16</td>
<td>34</td>
<td>29</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Ingredients or products you opened and used but didn’t finish (n=1313)</td>
<td>4</td>
<td>9</td>
<td>19</td>
<td>24</td>
<td>30</td>
<td>13</td>
<td>0</td>
</tr>
<tr>
<td>Food from previous meals that you initially saved but didn’t get around to eating/using up (n=1316)</td>
<td>3</td>
<td>7</td>
<td>16</td>
<td>22</td>
<td>30</td>
<td>22</td>
<td>0</td>
</tr>
<tr>
<td>Food you cooked/prepared too much of but didn’t serve up (n=1313)</td>
<td>14</td>
<td>9</td>
<td>14</td>
<td>35</td>
<td>35</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Food left on your plate after the meal (n=1317)</td>
<td>3</td>
<td>5</td>
<td>10</td>
<td>17</td>
<td>43</td>
<td>21</td>
<td>0</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not important at all</td>
<td>1%</td>
</tr>
<tr>
<td>Unimportant</td>
<td>2%</td>
</tr>
<tr>
<td>Neither important nor unimportant</td>
<td>10%</td>
</tr>
<tr>
<td>Important</td>
<td>37%</td>
</tr>
<tr>
<td>Very important</td>
<td>49%</td>
</tr>
<tr>
<td>Don’t know</td>
<td>2%</td>
</tr>
</tbody>
</table>

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.
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%).

<table>
<thead>
<tr>
<th>Policy</th>
<th>Strongly support</th>
<th>Somewhat support</th>
<th>Neither support nor oppose</th>
<th>Somewhat oppose</th>
<th>Strongly oppose</th>
<th>Don’t know</th>
<th>Rather not say</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increasing the use of renewable power like solar and wind farms (n=1444)</td>
<td>74%</td>
<td>17%</td>
<td>4%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regulating heavy industry so it has to reduce its emissions (n=1428)</td>
<td>59%</td>
<td>23%</td>
<td>10%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Making it easier for drivers to switch from petrol or diesel to electric cars (n=1438)</td>
<td>56%</td>
<td>23%</td>
<td>11%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Offering incentives to ensure all properties are well insulated (n=1435)</td>
<td>53%</td>
<td>29%</td>
<td>11%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paying farmers and landowners to plant more trees (n=1434)</td>
<td>49%</td>
<td>31%</td>
<td>12%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Converting more homes to use low-carbon heat technologies like heat pumps and hydrogen (n=1430)</td>
<td>44%</td>
<td>30%</td>
<td>15%</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Encouraging people to eat less meat (n=1434)</td>
<td>22%</td>
<td>17%</td>
<td>25%</td>
<td>18%</td>
<td>15%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Taxing all carbon emissions across the economy (n=1432)</td>
<td>17%</td>
<td>28%</td>
<td>24%</td>
<td>14%</td>
<td>7%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Taxing travellers who take more than two flights each year (n=1432)</td>
<td>9%</td>
<td>13%</td>
<td>21%</td>
<td>23%</td>
<td>29%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Base: (figures in brackets) Balance: no response
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.
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.
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 habitats 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.
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.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Neither agree nor disagree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>I worry about the loss of species of animals and plants around the world</td>
<td>52%</td>
<td>36%</td>
<td>7%</td>
<td>2%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I worry about the changes to the environment in the UK, and the loss of native animals and plants</td>
<td>35%</td>
<td>45%</td>
<td>14%</td>
<td>3%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I want to do more to help protect animals, birds and plants in the UK and around the world but don’t know how</td>
<td>14%</td>
<td>48%</td>
<td>25%</td>
<td>8%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>There’s nothing I personally can do to help protect the UK’s wild animals, birds and plants</td>
<td>3%</td>
<td>9%</td>
<td>20%</td>
<td>45%</td>
<td>19%</td>
<td>8%</td>
</tr>
</tbody>
</table>

Q. To what extent do you agree or disagree, if at all, with the following statements?  
Base: (c.1184) Balance: no response
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?

- People have a responsibility to look after nature and wildlife
- Looking after nature is essential in tackling climate change
- Nature and wildlife are essential for the production of things such as food, fuel and medicines
- Our health and wellbeing are linked to nature and wildlife
- Healthy nature and wildlife are important for economic development

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).

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
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.
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.
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: 62%
- Further Education: 32%
- Apprenticeship: 6%

AGE

- Under 16: 0%
- 16-17: 13%
- 18-19: 26%
- 20-21: 17%
- 22-23: 13%
- 24-25: 7%
- 26-27: 5%
- 28-30: 4%
- 31-35: 7%
- 36-40: 5%
- 41-45: 5%
- 46-50: 3%
- 51+: 5%

NATIONALITY

- 89% UK
- 6% EU
- 5% NON-EU

In another way

- Woman: 54%
- Man: 45%
- Non-binary: 1.4%
- In another way: 0.24%
October 2017 – SDG 1

Higher Education: 74%
Further Education: 25%
Apprenticeship: 1.7%

Gender Identity:
- Woman: 49%
- Man: 49%
- In another way: 1.5%
- Not given: 0.4%

Age:
- Under 16: 0%
- 16-17: 15%
- 18-19: 28%
- 20-21: 14%
- 22-23: 8%
- 24-25: 5%
- 26-27: 4%
- 28-30: 4%
- 31-35: 6%
- 36-40: 6%
- 41-45: 4%
- 46-50: 3%
- 51+: 5%
- Prefer not to say: 0%

Nationality:
- UK: 85%
- EU: 7%
- Non-EU: 7%
- Prefer not to say: 0.7%

NUS National Union of Students
November 2017 – SDG 2

**Higher Education**
- 79%

**Further Education**
- 19%

**Apprenticeship**
- 2%

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**Gender Identity**
- Woman: 46%
- Man: 52%
- In another way: 1.4%
- Not given: 0.8%

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**Age**
- 16-17: 10%
- 18-19: 27%
- 20-21: 16%
- 22-23: 7%
- 24-25: 5%
- 26-27: 4%
- 28-30: 5%
- 31-35: 7%
- 36-40: 5%
- 41-45: 4%
- 46-50: 3%
- 51+: 6%

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**Nationality**
- UK: 83%
- EU: 7%
- Non-EU: 8%
- Prefer not to say: 0.7%

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national union of students
December 2017 – SDG 3

**Higher Education**
- 87%

**Further Education**
- 11%

**Apprenticeship**
- 2%

**Gender Identity**
- 47% Woman
- 51% Man
- 1.7% In another way
- 1.1% Not given

**Age**
- 16-17: 5%
- 18-19: 29%
- 20-21: 20%
- 22-23: 8%
- 24-25: 6%
- 26-27: 4%
- 28-30: 4%
- 31-35: 8%
- 36-40: 4%
- 41-45: 4%
- 46-50: 3%
- 51+: 5%

**Nationality**
- 84% UK
- 8% EU
- 8% Non-EU

*National Union of Students*
February 2018 – SDG 5

**Gender Identity**
- **Woman:** 58%
- **Man:** 40%
- **In another way:** 3.4%
- **Not given:** 0.9%

**Age**
- 16-17: 9%
- 18-22: 48%
- 23-29: 15%
- 30-39: 13%
- 40-49: 8%
- 50-59: 5%
- 60+: 2%

**Nationality**
- **UK:** 87%
- **EU:** 5%
- **Non-EU:** 7%

**Higher Education:** 72%
**Further Education:** 25%
**Apprenticeship:** 2%

*national union of students*
March 2018 – SDG 6

**Higher Education**
- 74%

**Further Education**
- 25%

**Apprenticeship**
- 1.4%

**Gender Identity**
- 52% Woman
- 45% Man
- 1.8% In another way
- 1.3% Not given

**Age**
- 16-17: 9%
- 18-22: 49%
- 23-29: 16%
- 30-39: 12%
- 40-49: 9%
- 50-59: 4%
- 60+: 2%

**Nationality**
- 85% UK
- 6% EU
- 7% Non-EU

NUS National Union of Students
June 2018 – SDG 9

Higher Education: 73%
Further Education: 25%
Apprenticeship: 3%

Gender Identity:
- 51% Woman
- 46% Man
- 3% In another way
- 1.2% Not given

Age:
- 16-17: 6%
- 18-22: 45%
- 23-29: 17%
- 30-39: 16%
- 40-49: 8%
- 50-59: 6%
- 60+: 2%

Nationality:
- 89% UK
- 6% EU
- 4% Non-EU
July 2018 – SDG 10

**Higher Education**
- Gender: 58% Woman, 36% Man, 6% In another way, 1% Not given

**Further Education**
- Gender: 53% Woman, 45% Man, 1% In another way, 1% Not given

**Apprenticeship**
- Gender: 53% Woman, 45% Man, 1% In another way, 1% Not given

**Gender Identity**
- 53% Woman, 45% Man, 1% In another way, 1% Not given

**Nationality**
- 88% UK, 6% EU, 5% Non-EU
September 2018 – SDG 12

Gender Identity

- 51% Woman
- 46% Man
- 0.3% In another way
- 1% Not given

Age

- 16-17: 6%
- 18-22: 48%
- 23-29: 15%
- 30-39: 11%
- 40-49: 10%
- 50-59: 7%
- 60+: 2%

Nationality

- 92% UK
- 4% EU
- 3% Non-EU

Higher Education: 72%
Further Education: 25%
Apprenticeship: 2%
January 2019 – SDG16

Higher Education: 73%
Further Education: 25%
Apprenticeship: 3%

Gender Identity:
- Woman: 56%
- Man: 42%
- Other: 1%
- Not given: 1%

Nationality:
- UK: 89%
- EU: 5%
- Non-EU: 4%

Age:
- 16-17: 8%
- 18-22: 45%
- 23-29: 17%
- 30-39: 13%
- 40-49: 10%
- 50-59: 6%
- 60+: 2%

GENDER IDENTITY

NATIONALITY

AGE

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