RAISING & MAPPING AWARENESS OF THE GLOBAL GOALS

2021 UPDATE
Report from Sulitest, a tangible implementation of the HESI & a contributor to the review of the 2030 Agenda

HIGH-LEVEL POLITICAL FORUM ON SUSTAINABLE DEVELOPMENT
United Nations virtual edition
July 2021
The Higher Education Sustainability Initiative (HESI) - a partnership between United Nations Department of Economic and Social Affairs, UNESCO, United Nations Environment, UN Global Compact’s Principles for Responsible Management Education (PRME) initiative, United Nations University (UNU), UN-HABITAT, UNCTAD, UNITAR and SDSN- was created in 2012 in the run-up to the United Nations Conference on Sustainable Development (Rio+20). With commitments from over 300 universities from around the world, HESI accounted for more than one-third of all voluntary commitments launched at Rio+20. Through its strong association with the United Nations, HESI provides higher education institutions with a unique interface for higher education, science, and policy making. All higher education institutions may join the network freely. Higher education institutions part of HESI commit to:
1. Teach sustainable development across all disciplines of study
2. Encourage research and dissemination of sustainable development knowledge
3. Green campuses and support local sustainability efforts, and
4. Engage and share information with international networks.

Register at: https://sustainabledevelopment.un.org/sdinaction/hesi

Recognized as one of the first 17 featured initiatives of the United Nations Partnerships for Sustainable Development Goals, Sulitest has been, since its launch, considered a flagship project of HESI.
Dear Mr. Carteron,

Each year, thousands of representatives from governments, intergovernmental organizations, United Nations entities, as well as diverse stakeholders gather at the High-level Political Forum on Sustainable Development (HLPF) – the United Nations’ central platform for follow-up and review of the 2030 Agenda for Sustainable Development and the SDGs – to review global progress made towards these ambitious commitments.

In September 2019, the UN Secretary-General called on all sectors of society to mobilize for a decade of action on three levels: global action to secure greater leadership, more resources and smarter solutions for the Sustainable Development Goals; local action embedding the needed transitions in the policies, budgets, institutions and regulatory frameworks of governments, cities and local authorities; and people action, including by youth, civil society, the media, the private sector, unions, academia and other stakeholders, to generate an unstoppable movement pushing for the required transformations. The decade of action has already started, and we urgently need to raise sustainability literacy, to mobilize all citizens to be deeply committed to building a desirable future. Sutiltest has an important role to play in generating awareness towards accelerated action for SDG implementation.

The Sutiltest is a tangible outcome of HESI (The Higher Education Sustainability Initiative) and a contributor to the review of the 2030 agenda through the HLPF. This easy-to-use online test has been created to raise awareness of the SDGs among students, even though it is currently used by companies and organizations as well.

The Division for Sustainable Development Goals has collaborated with Sutiltest to develop some specific SDG modules, and I am delighted that other UN agencies are also collaborating with Sutiltest to develop additional modules. In the past year, UN DESA has worked alongside the Sutiltest team and Mercator Ocean International to bring together a group of experts who co-created the SDG 14 module. This decade is also the decade for the oceans and with this module, Sutiltest is supporting a generation of Ocean Citizens, who are empowered with knowledge to be stewards of the largest ecosystem on Earth.

I invite higher education institutions to engage with HESI and encourage all stakeholders to improve their awareness on our common SDG agenda by using the Sutiltest with their staff and students.

Sincerely,

Lotta Tähtinen
Chief, Outreach and Partnership Branch
Division for Sustainable Development Goals
Department of Economic and Social Affairs
SULITEST AT A GLANCE

• An international movement, led by an independent NGO, offering tools for raising awareness and mapping the SDGs

• Enablers of Education for Sustainable Development, helping to develop agents of change - see our “Stories of Impact” chapter

• Its best known tool - the Awareness Test - is an online, multiple-choice question test available in 10 languages

• Foundational Matrix ensures a systemic vision

• Aligned with the SDGs

• 1 international core module on global challenges that are shared worldwide

• 17 specialized modules on local specificities and 5 on the SDGs

• More than 200,000 tests taken (45,000 since July 2020)

• A global average score of 59.9% of expected answers

• 40 UN partners and academic networks

• A community of volunteers

• A set of tools for the common good available for free for all organizations (& customizable for a fee)
EXECUTIVE SUMMARY

The decade of action towards the Sustainable Development Goals is here and now. We urgently need action and we believe that in order to address the social, economical and environmental challenges the world is currently facing, all current and future decision-makers need to be literate in sustainability. While specialised and expert knowledge is important, societal transformational requires mainstreaming Sustainability Literacy.

Sulitest offers a variety of engagement tools aligned with the SDGs. To date, more than 200,000 people have taken Sulitest’s best-known tool – the Awareness Test. More than 78% of participants expressed that they felt this test was useful for them in an optional survey. As each question is linked to one or several SDGs, the data collected from the Awareness Test offers a glimpse into the global awareness of SDGs based on this year’s sample of Sulitest users. Results showed an average score of 59.9% of expected answers on the overall sample, and significant differences between SDGs. Other engagement tools offered by Sulitest include a reverse pedagogy interface called Looping, used to facilitate active learning workshops, and an interactive tool called Quiz, which is an outstanding icebreaker proven to be a successful and engaging starting point for teams and groups working to initiate their sustainability dialogue.

For the fifth consecutive year, Sulitest is presenting the update of its report “Raising & Mapping Awareness of the Global Goals” at the High-Level Political Forum. We are extremely proud to present this 2021 edition. In this report, you will learn “stories of impact” telling how Sulitest has accelerated systemic change, projects, trends of Sustainability Literacy awareness and our ambitious scale-up project.

As the community of users grows, Sulitest contributes more and more to its core mission: raising awareness and improving Sustainability Literacy on a global scale. More than 45,000 tests were taken between the HLPF 2020 and 2021. Although the current Sulitest data sample is not statistically representative of the overall global population, the growing database of participants does offer insights on indicators of sustainability awareness, which are contextually related to the SDGs.

During this HLPF, Sulitest is launching its SDG 14 Module - UN DESA in partnership with Mercator Ocean International. This module will raise awareness about Oceans and it comes as we embark on the Decade for the Oceans. Regardless of where one lives, people are affected by and affect the oceans. Hence, we are all Ocean Citizens and we all need to be Ocean Literate!

The Sulitest community can be proud of the accomplishments of the past few years. The coming year will be one of change of scale: we are mainstreaming Sustainability Literacy. We have started a scale-up project that will reinforce our current tools and their dissemination, as well as enable the launch of the first online certificate assessing the level of sustainable development knowledge in 2022!

Rather than being “the” solution addressing all the challenges, Sulitest strives to be one of the key enablers of Sustainable Development by supporting educators to develop agents of change.

Join the movement and together we will build a sustainable future!

Jean-Christophe CARTERON
Sulitest President
HESI Senior Advisor

Aurelien DECAMPS
Sulitest General Secretary
Head of Research for the Sulitest
THE SULITTEST INITIATIVE

SKILLS
KNOWLEDGE
MINDSETS

Sulitest
Sustainability Literacy Tools & Community
ENABLERS OF EDUCATION FOR SUSTAINABLE DEVELOPMENT

The 2030 Agenda for Sustainable Development was adopted in 2015 to “mobilize efforts to end all forms of poverty, fight inequalities and tackle climate change while ensuring that no one is left behind.” Through 17 Sustainable Development Goals (SDGs) and 169 targets, this Agenda offers a coherent framework and roadmap to coordinate stakeholders’ initiatives and to accelerate the transition towards a sustainable future. It is a “plan of action for people, planet and prosperity,” aimed at nothing less than “transforming our world.”

By training current and future decision-makers, Higher Education Institutions (HEIs) have a crucial mission to play in this transformation. A major role of education is to empower citizens so that they are able to face the complex and key challenges of the 21st century, including enabling change, making informed decisions and collectively building a sustainable future.

At the occasion of the Rio+20 Conference on Sustainable Development and the establishment of the Higher Education Sustainability Initiative (HESI), for the first time in the context of UN initiatives, HEIs acknowledged the responsibility they bear in the pursuit of a sustainable future and agreed to act collectively and to share practices. From this starting point, important questions quickly emerge: How can HEIs systematically raise awareness about sustainable development? How can HEIs engage students, faculty and staff members in a meaningful and culturally relevant way? How can HEIs monitor learning outcomes on topics like the SDGs? How can HEIs promote a mindset shift and promote action?

The Sulitest movement was created to address this pressing need.

“The influence, insight and impact of Higher Education is vital if we are to meet the objectives of the Sustainable Development Goals. Universities are evolving from teaching and research institutions to those that inspire their students to think about the skillsets and mindsets needed to ensure we live within the earth’s planetary boundaries. Since, Rio+20, the Higher Education Sustainability Initiative (HESI) has served as both a forum and force multiplier on this agenda. We are delighted that Sulitest has been one of many concrete implementations of HESI – it’s great to see its impact increasing.”

Sam BARRATT, UN Environment’s Chief of Education & Youth Chair of HESI

“Sulitest is a powerful and pioneering global initiative bringing together a unique and huge diversity of education stakeholders.”

Iain PATTON, Chief Executive EAUC (Founding Partner)

“In order to reach the Global Agenda, humanity needs of course experts on each SDG who will be able to develop new products and processes, but we also need people with a systemic vision, implying a deep understanding of all the SDGs and their interactions.”

Eric CORNUEL, Director General & CEO EFMD (Founding Partner)

This mission is specifically highlighted in SDG 4 Quality Education. Target 4.7 states that by 2030 “all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development”
Sulitest is a movement whose mission is to **improve sustainability knowledge, skills and mindset that motivates individuals to become deeply committed to building a sustainable future and to make informed and effective decisions**. To fulfil this mission, online tools are developed and provided, mostly free of charge, on the platform sulitest.org, which can be used separately or augmenting each other.

Rather than being “the” solution addressing all the challenges, Sulitest strives to be one of the key enablers of Education for Sustainable Development. Sustainability is in its nature a transdisciplinary topic and the Sulitest offers **solutions that can be used across the board, by universities and companies, mainstreaming sustainability literacy worldwide**. The tools are designed to allow flexibility of use to suit different organizational needs. One can choose from different tools, modules, session durations, setting individual or group sessions, and more. Users can also create customized modules, allowing faculty or staff to have ownership of their tools and tailor the Sulitest experience to their objectives.

Sulitest’s best-known tool - the **Awareness Test** – is anchored by the International Core Module, with optional Specialized modules. Its main content is based on four knowledge areas, deemed essential for sustainable development (see page 16). Each test result is benchmarked against the session results, national and international parameters, SDGs, and knowledge areas. This helps institutions to map Sustainability Literacy, as well as understand which specific knowledge areas or SDGs people are less aware of. The universal nature of these questions informs the global Sulitest findings presented in this report to the HLPF. Demographic data collected in the Test through a voluntary survey also supports the research potential of Sulitest.
The Quiz is a shorter, gamified tool. Consisting of a set of 6 to 10 questions and played as an interactive game between several teams, the Quiz can be used during board meetings, classes, and other events for quick and fun engagement to help raise awareness on sustainability. This tool can also be used to get people acquainted with Sulitest and its structure.

The experience of both Test and Quiz sessions can be enhanced with Customization. Provided for a fee, this functionality allows users to create their own module. Questions can be tailored to survey the understanding of stakeholders about the institution's sustainability programs (CSR strategy, green campus initiatives, etc.), to ask questions about a certain topic (impact investing, green buildings, etc.) or a certain region.

Moreover, as Sulitest is committed to creating locally and culturally relevant tools, local committees have been established to create relevant modules for their areas, and to translating tools into more languages. To date, the Test is available in 10 languages and 17 local modules have been created.

By developing these two tools, the Quiz and the Test, the Sulitest team recognized the power of questioning, the educational value that exists in asking relevant questions. Hence, at the end of 2019, Looping by Sulitest was officially launched, adding to the ecosystem a tool for “knowledge co-creation”. It proposes a reverse pedagogy experience in which learners, instead of answering, create the questions and their learning statement. It is an opportunity to develop critical thinking and the ability to give and receive feedback. More information can be found on page 24.

The Sulitest ecosystem and its community is active and growing rapidly. Join us in building a sustainable future together!

“Integrating Sustainability at the heart of higher education is now not only necessary for the implementation of Agenda 2030, but also a major expectation from current and future students, as well as their future employers. Universities need to transform, and in this perspective the Sulitest is a very important tool [...]”

Sebastien TREYER, President Executive Director - Institute for Sustainable Development and International Relations (IDDRI)

“The uniqueness of the Sulitest is, that it is the result of very positive consultations and co-creation by many actors around the world. The test is both serious and fun to take, confronting underlying misconceptions as well. Everyone should take it to better understand one's level of knowledge of the complex world we live in. The tool can be used individually and in a group. IAU is proud to be part of this global project.”

Hilligje VAN’T LAND, Secretary General International Association of Universities
When Sulitest launched its pilot version in 2013, Kedge Business School deployed it to 100% of its students. In the last two years, Sulitest has become a required activity for all incoming students and before graduation. Beyond the Awareness Test, all the tools are used as part of the student’s journey from arrival to graduation. “As early as 2016, the CSR department made custom questions sets to understand the expectations of our new students,” recalls the school’s CSR director. “For example, we track their appetite on the different projects that the school has implemented on our campuses. By mixing the results of the international module on knowledge and the results of the survey on their expectations, this gives us a clear picture of the topics to be addressed as a priority during the weeks dedicated to sustainable development in general or as part of the programs.”

Having a common base of knowledge is essential, but being able to go into the details of each subject taught with specific questions allows students to develop their knowledge for the exercise of their future profession. “In our corporate & sustainability finance program, for example, we invite our students to take a specific finance module that integrates sustainability issues in order to test their level of integration of these issues and to verify whether they have the capacity to integrate them into companies” says Christophe Revelli, head of MSc Corporate & Sustainable Finance. “I used looping in my class with 130 students,” says an economics professor. “By asking them to create the relevant questions that any professional in the field of...
When students first join the school, they play the Quiz in teams, an interactive tool to spark curiosity about sustainable development.

Other professors create customized modules to address learning objectives specific to their courses, as a learning tool or exam. Last but not least, the CSR team of Kedge Business School also uses Looping to co-create a specific module which will be used by the whole staff and faculty, to raise awareness about the institution’s commitment and actions towards sustainability. This module is also used with new employees as part of the onboarding process. This has been a great accelerator of the systemic implementation of “Kedge Impact”, the university’s strategy for education for sustainable development.

STUDENT’S JOURNEY WITH SULITEST

When students first join the school, they play the Quiz in teams, an interactive tool to spark curiosity about sustainable development.

As students get interested to learn more, they are invited to take the Test at home. It is an opportunity to raise awareness and to identify the students’ expectations through a customized module.

During the academic year, professors use Looping in the classroom. This reverse pedagogy tool helps students understand the connection between course topics and the SDGs.

Other professors create customized modules to address learning objectives specific to their courses, as a learning tool or exam.

Students take another Test before graduation, to continue to raise awareness and to assess the progress made since when students joined the university.

“As a student, using the different tools of Sulitest has helped me to better understand the issues of tomorrow [...] Sulitest allows me to link my courses to the bigger picture, to the global issues, in a playful and innovative way” says Julie Martin, student at the PGE.

“economics should ask themselves, I saw how much co-creation and peer-assessment allowed my students to understand the connection between course topics and the SDGs.”

“...Sulitest allows me to link my courses to the bigger picture, to the global issues, in a playful and innovative way” says Julie Martin, student at the PGE.

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In the 2020/21 academic year, more than 1750 students and staff took the Sulitest at the Irish university TU Dublin.

**CHANGING MINDSETS**

With students, the use of Sulitest to date has, for the most part, centred on incorporating it into existing assessment strategies. Professors ask students to do the Sulitest as a self-awareness test and then to complete a reflection exercise guided by the DIEP framework. This reflection piece allows students to deeply think about sustainable development, explore the issues and what they mean to them. There is a next step for many courses where students choose one specific issue to focus on in more depth. Examples of authentic assignments include creating a video or poster, connecting the new knowledge from the Sulitest experience to academic concepts, in which they explain the issue and make recommendations for practitioners.

In terms of impact, “students say that before taking the Sulitest, they thought about sustainability in much narrower terms. After completing the test, there is a range of reactions, from being shocked, surprised, feeling privileged, and other varied emotions. The Sulitest opened their minds and allowed students to explore the additional resources that candidates get after each question.

**PROMOTING BEHAVIOUR CHANGE**

Part of the reflection was to consider what impact this new knowledge will have on the student’s personal, academic, and future professional life. Many students said it made them reconsider consumer choices. It encouraged them to talk to family about specific issues that resonated with them... In one of the groups, I did a quick poll in an online class one month later to ask, ‘have you changed any aspects of your lives due to this assignment?’ 78% of students said yes, which was absolutely amazing to see the impact that it had, not just to complete the assignment, but also on their personal and college lives as well,” said Professor Lucia Walsh.

“I believe the mindset piece is especially important for business students. Issues around forced labour, child labour, inequalities surprises, and shocks the students. But that is the breadth of the SDGs, it is not just about the environment. The Sulitest was great for opening these discussions. [...] In the reflections, students write that this experience made them think about where they want to work. That is really encouraging for us because when students start driving the movement, talking about ways they want to make a difference in an organisation, it becomes really powerful and much more meaningful,” added Professor Olivia Freeman.

**BRINGING THE UNIVERSITY TOGETHER**

Moreover, TU Dublin’s Learning, Teaching and Technology Centre offers a master’s programme in education and a CPD (Continuing Professional Development) programme where staff can take different modules over time. Sulitest is used as an opportunity to introduce those staff members to ESD (Education for Sustainable Development) and to get them to think about how they might alter their curriculum in the future. It has a magnifying effect because then faculty assimilate this new knowledge into their teaching, and some start using the Sulitest with their students.

By sparking the conversation around ESD, the institution got a great mix of staff from various disciplines who have formed a ‘community of practice’, called [SDGLiteracy.ie](http://SDGLiteracy.ie), stated professor Cormac McMahon.

More information about how TU Dublin uses Sulitest and its impact can be found in the full case study co-produced with the TU Dublin team.

"In the academic year just passed over 1,750 students and staff (that is more than one in twenty) have not only taken the Sulitest for the 1st time, but also have reflected upon it. [...] Possibly, more importantly, the feedback from the results themselves and from the students’ reflections informs our academic staff of gaps in knowledge and supplies hand-on insights that the student body can relate to themselves. Another major benefit has been the feedback from the Sulitest is empowering lecturers. [...] For us at TU Dublin the Sulitest has become a shining bright light and we truly are looking forward to progressing the SDG program with the growing Sulitest family in Ireland and worldwide over the coming years."

Andy Maguire, Office of the President, TU Dublin.
ACCELERATING ORGANIZATIONAL CHANGE
Case Study | Project “Change the climate”

Sulitest is being used by a consortium of 11 partner universities from Latin America, under the Erasmus+ funded project “Change the Climate”. The project’s main goal is to increase Latin-American university’s contribution to Sustainable Development, through the implementation of environmental systematic practices and quality processes in alignment with the SDGs, for both management, operations and education.

At the project’s kick-off meeting, the partners played the Quiz, used as an icebreaker and as an introduction to the Sulitest tools. As part of the project’s development, all partners are invited to offer an Awareness Test session to their students, staff, faculty and other stakeholders, which includes the Sulitest Core module and a customized module called “Becoming an SDG-compatible university”. This module was co-created by the project partners and Sulitest representatives, and it has questions that prompt the candidate to think of the impact of universities on sustainability and vice versa, while giving the institution’s team insights on where people are at.

At the time of writing this report, we are about half-way through this beautiful project. Sulitest has helped spark discussions and facilitated the increased Education for Sustainable Development for partners. We are looking forward to continue working with all the projects’ partners to build a sustainable future together.

“The QualEnv Change the Climate project, co-funded by the Erasmus+ Programme of the European Union, is a very enthusiastic partnership between European and Latin-America universities that aims at accelerating change in academic environments. Addressing campus operations and education, the project is using Sulitest as a tool to establish knowledge baselines and then measure progress during, and after, project implementation. With Sulitest experts, the project will also develop new dedicated regional modules. Besides these material results, the use of Sulitest is also raising awareness among the +633,000 members of the Latin-American partners in a vital contribution to more inclusive and sustainable societies.”

Vasco Moreira Rato
Associate Professor, ISCTE-IUL & Project Coordinator, “Change the Climate”
THE SULITEST TOOLS
Sulitest’s best-known tool - the Awareness Test - is in an easy to use, online, multiple-choice-question format. Each organization can appoint one or more people as “Examiners”, who can organize sessions and invite their students or colleagues to participate.

To understand sustainable development, it is crucial to have a macro understanding of global issues. Hence, the **International Core module** of the Test consists of a set of 30 international questions that are selected from an expert-approved database by an algorithm. This core module covers global issues and is taken by everyone regardless of their country of origin. An individual’s test results are provided with a comparison to the global average of other test-takers.

The questions developed by Sulitest for its International Core module are based on relevant and verified sources that are subject to a broad consensus in the community of researchers and practitioners in the field (international texts and reports, UN conventions, specialized national agencies, etc.). A Senior Advisory Board (SAB) with representatives from international organizations and UN agencies validates the questions and the iteration of the tool.

The global understanding can be complemented by specific knowledge. **Specialized modules** include SDG-specific modules which we created in partnership with UN agencies, described below. Moreover, as we believe that ESD should also be locally relevant, we created Regional or National Expert Committees or RNECs (see page 18 for more information) that develop **Local modules**, which cover national, regional and cultural specificities (i.e. environment, laws and practices). Lastly, organizations choose to create Customized modules with a specific set of questions adapted to their own needs and activities (i.e. CSR strategy, sector or profession, etc.).

Finally, an optional anonymous **survey** is provided to the respondents at the end of each session to collect data for research purposes, including socio-demographic characteristics, interests, and sensitivity to sustainability issues. If the candidates are students, Sulitest adds some questions about their ESD experience.

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**AWARENESS TEST**

CORE MODULE

- International questions

SPECIALIZED MODULES

- Locational or
  - Topical questions

VOLUNTARY SURVEY

- Socio-demographic &
  - ESD questions

CUSTOMIZED MODULES

- Questions created specifically by & for an organization / sector
Sustainable development is by its nature complex and transversal, hence achieving Sustainability Literacy requires multi-disciplinary approaches and exploration of the interconnectedness of themes that are part of the Agenda 2030. This statement is supported by several research and ESD initiatives, which have tried to identify the main dimensions that one should consider when incorporating Sustainability Literacy in higher education (Cotgrave, Kokkarinen, 2011; Missimer, Connell, 2012; Rieckmann, 2012; Wiek et al., 2011). Learning about sustainable development should allow graduates to face complexity and to contribute to the debate on global issues (QAA ESD guidance, 2014). Following this, ESD can be a way to support and develop systems thinking (Svanström et al., 2008).

To achieve the objective of measuring and improving Sustainability Literacy for all, Sulitest applies key criteria:

- Questions must assess an individual’s current knowledge of sustainable development, and also provide an informative “learning statement” that motivates additional learning and action. The number of questions should not overwhelm the test-taker.

The overall experience of taking the test should help learners understand the bigger picture and be touched and inspired by specific stories or facts, while simultaneously avoiding the trap of regurgitating facts or issues without making connections between them. Topics should be presented with a balance between alarming news and inspiring actions.

To reach these ambitious objectives, the architecture of the Awareness Test has an algorithm that ensures that each session follows the Sulitest methodology. That includes:

1. A foundational matrix that provides a coherent, educational and systemic framework;
2. Questions tagged with up to three thematic tags to ensure balanced representation of concepts within each Test;
3. Alignment with the SDGs framework to provide indicators on the Global Agenda.

THE FOUNDATIONAL MATRIX OF SULITEST

We are convinced that every one of us, especially decision-makers, should be “sustainability literate,” which would include sustainability knowledge, skills and mindset. The Foundational Matrix of Sulitest is designed with all three elements. The current questions focus primarily only on the knowledge section. That is because it is simpler to find consensus on questions based on “knowledge” facts and concepts, as opposed to the more complex approaches needed to investigate skills and mindset. Nevertheless, we aspire to add modules to also include the skills and mindset elements in the future.

The knowledge subjects are divided into four themes that allow candidates to gain understanding from broad, system perspectives to their individual’s role. The full details of the matrix can be found in Appendix A.
To ensure that all subjects included in the foundational matrix are represented in a test’s question set, each question is tagged with up to three thematic tags, which also aids in the interpretation of test results (see Appendix B for the complete list of the 44 Tags).

**ALIGNMENT WITH THE SDGS**

Each question in Sulitest is also linked to up to three of the SDGs. This provides a process for monitoring the progression of core literacy in all 17 fields covered by the SDGs. As a result, Sulitest can provide tangible indicators to help individuals and organizations assess and improve their awareness and knowledge of the SDGs. These indicators are communicated regularly to estimate how well citizens are equipped to face the challenges covered by the SDGs and achieve the 2030 agenda. The present report reviews the fifth year of Sulitest results on the SDGs agenda.

**THEMATIG TAGS**

"By successfully mobilizing a global network of experts, academics and institutions to co-create the tool and its content, Sulitest is setting a new benchmark for collaborative innovations serving people, planet and then prosperity."

John NORTH, Managing Director - GRLI

"Sulitest provides the first database mapping the progress of sustainability literacy at a large scale, supporting academic research on ESD and sustainability literacy."

Aurelien DECAMPS, Sulitest co-founder, Professor at Kedge Business School
Regional or National Expert Committees or RNECs lead the development of Sulitest in their local environment by coordinating diverse stakeholders to develop local questions, translating content into their own language and acting as ambassadors of the Sulitest movement by engaging local communities. As of June 2021, 17 countries/regions have already developed their own set of local questions and two new committees have been created in the past year.

When creating their local module, the partners are encouraged to follow the Sulitest methodology. Developing a set of questions offers an opportunity for institutions to foster local partnerships and collaboration. The Sulitest team is also committed to creating a space in which global institutions can meet and support each other.

RNECs with Locational modules currently available: Brazil, Belgium, Canada, Denmark, Faroe Islands (Denmark), Finland, France, Hong Kong (SAR, China), India, Japan, Norway, Peru, South Africa, Sweden, Russia, UK and USA.

RNECs currently working on their local modules: Mexico & Ireland

RNEC UK
“The UKI PRME Regional Chapter is a Founding Member of Sulitest, and the former Chair of UKI PRME, Dr Alec Wersun, serves as Chair of the Sulitest Steering Group in the U.K. This group designs the test bank of U.K.-specific questions, promotes uptake of Sulitest to PRME and EAUC members, and provides guidance and support to U.K. Institutions on implementing the test.”

Alec WERSUN, Chair U.K. & Ireland PRME Regional Chapter

RNEC BELGIUM
“The Foundation for Future Generations (FFG) sees Sulitest as an important contribution to the common understanding and implementation of SDGs by the international community. As it is also as a lever to rethink the paths of issues related to sustainable development in curricula and to raise awareness of their interlinkages, we help in its dissemination in Belgian institutions in two languages, English and French, to train all actors in systemic visions. We have appointed a Belgian Sulitest Expert Committee to elaborate questions that reflect Belgian sustainability challenges and trends. It brings together experts from a variety of university disciplines and professional backgrounds, reflecting the diversity of sustainability processes and institutions in Belgium. The Committee has developed a Belgian module of 28 questions covering each SDG with at least one question, thereby ensuring that this set of questions will test and improve sustainability literacy in the field of all SDGs in Belgium.”

Nadine GOUZEE, Chair of the Belgian Sulitest Expert Committee - Foundation for Future Generations

RNEC USA
“Especially now, students, faculty and staff as well as the larger public within the United States need to understand the SDGs and how they can help create solutions via the Sulitest.”

DEBRA ROWE, Founder and Facilitator Disciplinary Associations Network for Sustainability
"In our region, we see more and more interest in SDGs from different stakeholders, but knowledge of them is still limited. Our organization provides non-formal education on sustainable development and SDGs. Our major learning material is MOOCs and this is where we use Sulitest. We offer to pass the test to our online students after taking the MOOC on sustainable development which has now around 8K Russian speaking participants. Sulitest, from our perspective, is an opportunity for people around the world to have equal opportunities to have the same level of education and skills, and it also helps to create a common understanding about sustainable development among different nations which is crucial for the achievement of SDGs."

Nelya RAKHIMOVA, Founder and CEO - Open School of Sustainable Development

"The Literacy Test is an excellent way to disseminate the concept of sustainability and the SDG agenda with our key stakeholders, which include our students, staff and faculty. Since the beginning when we supported Sulitest in Brazil, and until today I believe a lot in the tool’s transformative potential."

Norman DE PAULA ARRUDA FILHO, President - ISAE

"Sulitest is an exciting initiative that is setting the standard for the measuring impact of education for sustainability efforts. At AASHE, we believe that sustainability should be incorporated throughout the curriculum so that all graduating students, no matter what career path they choose, are equipped with the knowledge and solutions they need to address sustainability challenges. The Sustainability Literacy Test, through its evaluation of students and their skills, will help to realize this goal throughout the world."

Meghan FAY ZAHNISER - Executive Director at AASHE

"The Sustainability Literacy Test is a great awareness tool that is truly commendable for its global and local reach. It is the need of the hour to impart true education and to assess the sustainability quotient of the test taker. The Association for Promoting Sustainability in Campuses and Communities (APSCC) has supported Sulitest since the beginning through localization and dissemination of the test among the Indian Institutions. Together, we envision a world where campuses and communities are sustainable, ensuring that due recognition is given to the role of education and research in the promotion of sustainable development."

Dr. Golda A. EDWIN, Executive Director APSCC

"We are using the Sulitest in order to disseminate the importance of campus sustainability and SDGs to the higher educational institutions in Japan. Not only Japan but also other many countries are using the Sulitest, therefore we can recognize the position of Japan by camparing other countries."

Takayuki NAKAMURA, Executive Director - Campus Sustainability Network in Japan (CAS-Net JAPAN)

"It is increasingly clearer that the changes which must happen in the world we live in must head down the path of sustainability. It is therefore essential that university students in all career paths can acquire the necessary knowledge and skills to be able to apply the principles of sustainability in their professional practices. With this we can guarantee that future leaders of our countries’ private and public institutions will be able to be change agents towards sustainability. The application of the Sulitest can become a tool of great interest and service to assess progress in this type of knowledge which is taking place in the students of Spanish universities."

Javier BENAYAS DEL ALAMO
Deputy Director of the INAECU (“Investigación Avanzada sobre Evaluación de la Ciencia y la Universidad”)

"Sulitest is an effective tool for universities to test the knowledge base of their students and staff on sustainability. Aalto University has used the test to explore the emphasis of the students’ sustainability literacy in order to develop curricula and teaching. Sulitest has also been applied to different Nordic countries in a Nordic Sustainable Campus Network’s collaboration project managed by Aalto University, thus strengthening Nordic-wide efforts around sustainability education and curricula planning."

Meeri KARVINEN, researcher, Aalto University / Coordinator of the NSCN 2013-2018.

"Measure the sensitivity of students to environmental and social issues: The French higher education institutions today affirm their full commitment to engage in the great challenge of the ecological transition and the fight against climate change, they argue that their campus, including these issues can be major levers for youth mobilization and transfer of territories to new forms of behavior and living together. How to train our students in a systemic vision, foresight and collective world of tomorrow? The Sulitest is an outstanding tool that enables higher education teachers to submit their students a multiple choice questionnaire focusing on issues of sustainable development and social responsibility."

Jean-Marc OGIER,
President of the ecological transition Committee - Conférence des Présidents d’Université
SPECIALIZED MODULES

Sulitest has launched several projects in partnership with UN entities to create specific modules related to certain SDGs, to develop deeper knowledge on individual goals. The results of the sessions using these modules are discussed later on page 40.

SDG FRAMEWORK

To support understanding of the SDG framework, Sulitest and UN DESA have developed a module on the SDGs’ overall conceptual framework. This module launched in May 2017 and include topics like how the goals are interlinked, implementation and review of the Agenda 2030, etc.

SDG 7: AFFORDABLE AND CLEAN ENERGY, IN PARTNERSHIP WITH UN DESA

The Division for Sustainable Development of the United Nations Department of Economic and Social Affairs (DSD/UN DESA) – the Secretariat of the HLPF - led a process to create a Sulitest SDG 7 module for use by all. In January 2018, an online survey was launched to collect input about SDG 7. Draft questions were submitted and discussed at a workshop held at the global SDG 7 conference in February 2018 in Bangkok (UN ESCAP). Questions were edited and then validated by UN DESA. This module was launched during the HLPF 2018.

SDG 11: SUSTAINABLE CITIES AND COMMUNITY, FOCUSED ON HOLISTIC WASTE MANAGEMENT, IN PARTNERSHIP WITH UNEP

The challenges of waste management in cities are overlooked by many, but deeply affect people around the world. A specific module to address the challenges of SDG 11, focusing on holistic waste management, was developed in 2018 by Sulitest and the UN Environment - International Environmental Technology Centre (IETC) in Osaka, Japan. The module was officially launched at the July 2018 High-level Political Forum.

SDG 12: SUSTAINABLE CONSUMPTION AND PRODUCTION, FOCUSED ON CIRCULAR ECONOMY, IN PARTNERSHIP WITH UNEP

Through the Industrial Revolution, the mass production of goods and materials, the race for low-cost production and efficient standardized distribution has led to the establishment of a linear economy which has proven to be detrimental to our environment. Alternatively, the Circular Economy is a model which can be used for societies to reduce impacts on the natural environment. Reducing, reusing, repairing, refurbishing, remanufacturing or recycling products; rethinking and reforming our business models; searching for synergies between
companies to reduce waste; and implementing strategies to cut wasteful production and consumption are some of the strategies used in the Circular Economy.

With the help of UNEP, and a group of universities and NGOs, Sulitest created a new specialized module on the Circular Economy. This module will help higher education institutions and organizations to discover concepts, pathways, and opportunities to embrace the Circular Economic.

BIODIVERSITY QUIZ

The current rate at which species are disappearing is unprecedented. It is so extensive that scientists are referring to it as the sixth mass extinction event on record, and the first since humans first appeared on Earth. Despite the numerous conventions on biodiversity as well as the advocacy of the scientific community, the NGOs and some media, basic knowledge on biodiversity remains poor. To raise awareness on the emergency regarding biodiversity collapse, Sulitest has created a Quiz (page 23) on biodiversity with the help of a group of experts from various organisations* to test improve the understanding of this crucial topic.

*Man And Biosphere France, Fondation pour la Recherche sur la Biodiversité, WWF, Ministry for the Ecological and Inclusive Transition, its Department of Water and Biodiversity, CGDD, CDC Biodiversité, LPO, KEDGE, Groupe ESPI, PureOcean, Office Français de la Biodiversité

"The circular economy is our revolution for the 21st century. [...] But how can we ensure that this economic model becomes the future reality? How can we let everyone become aware of the benefits of a circular industrial system? One answer: raising awareness on sustainable development. And that is the mission that Sulitest has embraced. Sulitest modules enable citizens around the world to measure and improve their knowledge of sustainable development day after day. [...] Thanks to UNEP, Sulitest is launching a module dedicated to this new economic model. This is an unprecedented approach to further spread the foundations of the circular economy, which is at the center of the Sustainable Development Goals."

Brune POIRSON, Former Secretary of State to the French Minister for the Ecological and Inclusive Transition

"CDC Biodiversité was asked by Sulitest to co-build the biodiversity general quiz. It was an enriching experience to work through a considerable interaction between contributors to raise awareness among stakeholders on biodiversity and give them some keys of understanding without being abstruse. After the tool construction and testing phases, we lived the Sulitest experience during the session organized by Jennifer De Temmerman. It was an interesting moment and educational for all the participants in a playful way. Sulitest is a particularly interesting tool for its playfulness and possibilities to develop specific modules to truly correspond to the different actors needs and evolutions."

Antoine CADI Research & Innovation Director of CDC Biodiversité

"This module covering SDG 12 and the circular economy is an important step towards building a common understanding of the circular economy and its potential. Redesigning the way we produce and consume goods and services based on circular principles, is going to have widespread benefits across our economy, society, and environment. It is vital, therefore, that this knowledge is shared and that learning opportunities exist to encourage new insights and solutions in response to the challenges of a take-make-waste economy."

Harrison WAVELL, Schools & Colleges Programme Manager, Ellen MacArthur Foundation

"We have a holistic and multi-stakeholder vision, which we find in the Sulitest, a tool intended for higher education but also for companies. [...] Acculturing and advancing our society on these topics is essential: that is why we are happy to have participated in the design of Sulitest."

Nathalie BOYER- Ambassador of Economy at the French Ministry for the Ecological and Inclusive Transition, and OREE General Delegate.
SDG 14: LIFE UNDER WATER, FOCUSED ON OCEANS, IN PARTNERSHIP WITH MERCATOR OCEAN INTERNATIONAL AND UN DESA

Oceans are the largest ecosystem on Earth. Over 3 billion people depend on marine and coastal resources for their livelihoods and beyond social benefits, oceans are our environmental allies, by being our primary climate regulator, absorbing carbon and providing us with part of the oxygen we breathe. Yet, almost 40% of the Ocean is severely affected by human activities, thus endangering all of our lives and well-being.

The primary goal of SDG 14, “Conserve and sustainably use the oceans, seas and marine resources for sustainable development” is to reduce the negative impact of human activities to offer a brighter future by 2030.

Sulitest, Mercator Ocean International and UNDESA, together with an expert multi-stakeholder working group from leading organizations*, created the SDG 14 module on Oceans, launched at the 2021 HLPF. It’s available on the Sulitest platform and can be used with the Awareness Test and as a Quiz module.

The mission of this project is to raise awareness about SDG 14 so that we can ALL become Ocean Citizens, that is, be aware of ocean-related issues and take actions to protect this valuable ecosystem!

Beyond the objective of increasing interest and awareness on oceans during the United Nations Decade of Ocean Science for Sustainable Development and the supporting work of the UN Special Envoy for Oceans, this module offers a unique opportunity to collect data on oceans awareness among the next generation of leaders, current managers and more broadly, among citizens. Analyzing and discussing this data could enlighten links and gaps between concepts, challenges and the understanding around ocean-related issues.

The Quiz is the perfect tool to engage students and staff in only 15 minutes. The facilitator displays the Quiz on a projector screen and players use their computer, tablet or phone to connect. Played as an interactive game between several teams, the Quiz include approximately ten questions, from the International Core module or from a Specialized module.

Each question is displayed in real-time, and each team member has one minute to respond. After each question is completed, team scores are displayed on a graph, along with a Learning Statement. In the end, a summary displays the overall results and the winning team.

The Quiz has been used in board meetings in corporate and academic scenarios, in classrooms and even in meetings with government officials. In sum, it is an outstanding engagement tool used as a fun icebreaker and to help raise awareness of sustainability.

“I have discovered the Sulitest for the first time at the HLPF in New York in 2018 during a convivial moment. I was immediately won over by the playful pedagogy of this test. I wanted to share this tool at the National Assembly with my colleagues. We organised a specific session on SDGs for around fifty MPs as part of the SDGs study group of which I am the co-chair. Given the success of this operation, I have also decided to use it when I send my best wishes to elected representatives and citizens at the receptions I host at the start of every year, in order to raise awareness of Agenda 2030 and the urgency of taking action. More recently, we have used the new module on biodiversity to understand the issues at stake and to provide basic knowledge on this vital subject during a videoconference.”

Jennifer DE TEMMERMAN
French MP for the 15th district of the North
Pedagogy for the SDGs requires critical thinking and the ability to question ourselves, what we know and the way we learn, that we ask good questions rather than trying to find a narrow-minded solution. However, the traditional “top-down” pedagogy gives students a passive role in education, limiting growth and development.

The Awareness Test and the Quiz are exceptional tools to raise awareness and allow candidates to identify knowledge gaps and cultivate curiosity. However, when the Sulitest team developed these tools, we recognized the learning potential in creating robust questions and offering a learning statement. Hence, we developed a learning interface for reverse pedagogy, in which candidates — instead of answering a questionnaire — are prompted to ask questions. We believe that creating meaningful and relevant questions, with rigorous sources and a learning statement, is a strong pedagogical experience.

Looping allows learners to solidify their understanding of a subject and connect their discipline to sustainable development. It promotes active learning, a pedagogical experience in which learners become actors of their pedagogical experience. Active pedagogy is also a way of empowering learners to be problem-solvers since traditionally (and unfortunately) creating solutions tend to be led only by experts. In doing so, Looping supports the development of agents of change, equipped to answer to the pressing challenges of sustainable development.

Looping not only supports the development of knowledge but also of skills. It prompts participants to identify key elements and synthesize information, valuable skills for any professional. Secondly, in the peer-evaluation phase of a Looping session, candidates give and receive feedback, offering an opportunity to develop these key leadership practices.

Looping has been successfully used face-to-face and virtually. The platform includes a pedagogical kit, with learning scenarios, resources and feedback from previous sessions, to support the facilitator. While it is a very flexible tool, the overall objective of a Looping session is to prompt participants to create sets of questions that all stakeholders should know the answers to in order to make informed decisions.
**How does it work?**

In a session, participants are divided into groups and the prompt is to create questions about key concepts selected by the facilitator. Using a set of reliable resources, participants must source the information, create the question, propose possible answers and add a learning statement. Then, each group shares their questions, and then peer-review them against a set of criteria. Finally, all questions are evaluated by the facilitator.

Besides the output of the creation of a set of questions, Looping facilitates learning outcomes through reverse pedagogy. By delivering relevant questions, they are in a position where they become the knowledge transmitters.

**International recognition**

Looping was recognised by the SDSN during the Global Solutions Forum in September 2019 as a best practice to foster active learning to engage the young generations to become actors of change through the pedagogy and to become co-creators of solutions for the SDGs.

**Examples of use**

**With students:** Looping session conducted at the end of a course aiming to connect the Principles of Economics to the SDGs at KEDGE Business School

Output objective: “the twenty to thirty questions that every graduate student should know in order to connect economics to the SDGs”

Participants: 50 Master’s degree students divided into 10 working groups

Setting: in the classroom

**With faculty and experts:** Sulitest launched an expert group to produce a specific module on Biodiversity, at the occasion of the IUCN conference and COP15.

Output objective: “the key questions that every student or citizen must know in order to take biodiversity into account in their daily lives”

Participants: 15 experts

Setting: Online
CUSTOMIZED MODULES

Sulitest offers Premium Access for organizations that want to go further. It allows institutions to customise the Sulitest experience to meet their needs and objectives, which institutions use to:

- Understand perceptions, expectations & motivations of key stakeholders - students, faculty and staff;
- Collect feedback from students on pedagogy, course and program design;
- Provide indicators and tangible data to external auditors;
- Customize staff and managerial training programs;
- Improve the professor’s ownership of sustainability teaching through customization;
- Engage your employees, faculty and students in your own green campus or CSR strategy;
- Evaluate key learning outcomes of a course and map them over time.

Although questions in the core module and locational modules always have the same format (Multiple-Choice Questions with 4 answers, out of which only one is correct), customized modules are totally flexible in format. Developers can choose from Likert scales, open text boxes and other response options to maximize their personalized experience. The following examples demonstrate how modules may be customized for different audiences.

OTHER TOOLS AVAILABLE WITH PREMIUM ACCESS

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Improving knowledge and raising awareness are key to foster action towards ecological transition in the French Overseas Territories - what I describe as «Overseas Trajectory 5.0»: zero carbon, zero waste, zero pollutant, zero vulnerability to climate change and zero exclusion. Sulitest is a powerful and accessible tool to mobilize all the stakeholders towards this Overseas Trajectory 5.0. Mobilization of local stakeholders will be much more easier and efficient with a global vision of sustainable development challenges.

Annick GIRARDIN, Former Minister for Overseas France

Qualitatively different from the carefully selected questions that highlight key aspects of ecoliteracy, the Sustainability Mindset module was designed to prompt self-awareness, reflection and dialogue. Shaping a sustainable world requires a combination of knowledge, competencies and mindset. Complementing the questions that highlight key aspects of ecoliteracy, the Sustainability Mindset module is designed to prompt self-awareness, reflection and dialogue.

Isabel RIMANOCZY, Convener PRME Working Group on the Sustainability Mindset

“Being a valuable teaching tool, we took the opportunity of the Sulitest to add 10 more practical business-oriented questions that are directly linked to the preoccupations of managers on various CSR-related topics such as sustainable development goals, triple bottom line, inclusive business, social business, CEO activism, and many more. The Sulitest has been a great asset in the achievement of our objective to develop and implement a comprehensive curriculum reform to prepare the next generation of leaders to lead in a more purposeful and sustainable way.”

Rodolphe DURAND, Founder and Academic Director Society and Organizations (S&O) Center - HEC

“For 5 years, we have used customization to measure sustainability literacy across the student body. They are asked to take the international module as well as a module on the CSR strategy of the school. Sample questions include: “To what extent did Kedge Business School's CSR and sustainability policy influence your decision to enroll here?”, “Do you think knowledge about CSR and sustainable development will be useful in your professional life?”, “Well-being, equal opportunities, responsible management… What is your opinion about those sustainability themes your school is engaged with?” Those questions help the CSR department and faculty members better understand the sustainability awareness and affinity for specific actions of their incoming students.”

Jean-Christophe CARTERON, CSR Director - Kedge Business School

“The customized module “GEM Manifesto for a Sustainable Future” provides our stakeholders to discover and learn more about our global sustainability strategy, our zero waste ambition and our status and statement of purpose as a “benefit corporation”. This helps us contribute to the transformation of our organizational culture while simultaneously providing learning and awareness raising opportunities about the SDG’s and urgent global challenges.”

Jaclyn ROSEBROOK-COLLIGNON, Head of Sustainability & Global Responsibility Grenoble Ecole de Management

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“For 3 years, the customized Sulitest has been integrated into the «manage a responsibility center» course at ONET University. This allows them, within a CSR course, to make them aware of the major international challenges and to better understand the Group's CSR policy; ONET is the first founding member of the Sulitest Partners College.”

Laurence ACERBO, Group Responsible Development Director - ONET

“The customized module “GEM Manifesto for a Sustainable Future” provides our stakeholders to discover and learn more about our global sustainability strategy, our zero waste ambition and our status and statement of purpose as a “benefit corporation”. This helps us contribute to the transformation of our organizational culture while simultaneously providing learning and awareness raising opportunities about the SDG’s and urgent global challenges.”

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LA BANQUE POSTALE

“In the last few months, the Sulitest was of great use to us. Specifically, the fact that we were able to customize an entire set of questions to match our operational needs, on top of the core questions, allowed us to use the test to our best advantage and train our staff according to our strategic CSR vision.”

Nicholas VANTREESE, Head of CSR La Banque Postale

(*) To use one of the two PRME modules, an examiner should enter the module code MINDSET or MINTZBERG in “other module” when setting up the session.
Universities in a variety of countries are expanding the use of Sulitest’s awareness test sessions to meet both educational AND research goals. Sharing research across countries and sectors is a key role of Sulitest at least for two reasons.

Firstly, Sulitest supports the development of research on Education for Sustainable Development (ESD) by providing researchers with an open version of its (anonymised) global database. By giving this database to researchers, Sulitest provides relevant empirical material to support the advancement of research on ESD.

Secondly, from its inception, Sulitest is engaged in a continuous improvement process. Convinced both by the urgency to disseminate tools to raise awareness and improve sustainability literacy on one hand and by the strength of collaboration on the other hand, Sulitest is continuously working with its community to improve its tools over time. All the tools developed by Sulitest have followed the same journey: prototyping, testing with the community, collecting feedback and improving the tools, retesting a new version, and so on… The role of researchers collaborating with Sulitest is key in order to sharpen the tools and to provide guidelines for the development of the initiative. It is especially true now that Sulitest is working on a new phase to scale-up the initiative and to develop new tools. This project intends to build on the existing engagement tools and awareness test to create an assessment tool to set a knowledge standard for sustainability (starting during the next academic year).

Research questions that Sulitest data is helping to investigate range from: (1) investigating stories of impact that reflect how integrating Sulitest tools in one or several institution(s) creates change and advances sustainability in these institutions (see Decamps et al. 2017 and previous sections of this report); (2) collecting data on students’ sustainability awareness in one classroom linked to their pedagogical experience; (3) assessing the relevance of Sulitest results from all global test-takers and making recommendations.

Example of research within a university: Dr. Laura Zizka continues to build her research catalogue using data from Sulitest test sessions. Collaborating with Dr. Doreen McGunagle of the Embry-Riddle Aeronautical University in the U.S.A., they presented the paper, “Sustainability in STEM Higher Education: It Takes an Institution to Make Social Change” at the British Academy of Management (BAM)
annual conference in September 2018, based on Sulitest data. Additionally, at her school, Ecole hoteliere de Lausanne/HESSO University of Applied Sciences and Arts Western Switzerland, Dr. Zizka and colleague, Dr. Peter Varga, have begun administering Sulitest in a multi-year investigation across the entire school, having tested 500 students so far. They presented a paper, “Sustainability in Swiss Higher Education Institutions: Integrating Sustainability into Courses, Programs, and Disciplines for Authentic Student Engagement” at the Swiss Faculty Development Network (SFDN) conference on 22 Feb. 2019 in Zurich, Switzerland.

Example of research on the Sulitest results from the global database: The team of Dr. Colin Kuehl, Dr. Heather Hodges, Dr. Aaron Sparks and Dr. Eric R. A. N. Smith, is using an extract of the anonymous database of test-takers to analyze the Test’s ability to adequately measure the broad set of concepts within sustainability and its ability to differentiate between people with high and low levels of knowledge. They presented early versions of that work at the International Studies Association annual conference in Toronto in March 2019 and the Western Political Science Association annual conference in San Diego in April 2019. They published the results of their research in Nature Sustainability in 2021. While acknowledging that “Sulitest is the premier global test in the field” and that “in designing the test, the Sulitest team followed all the conventional steps for creating survey-based measures”, the study concludes that “Sulitest is not doing an adequate job of measuring knowledge of sustainable literacy not because of faulty assessment design but because of flawed understanding of sustainability as a coherent domain of knowledge”. Using exploratory and confirmatory factor analyses (EFA and CFA) the study finds that responses to the test questions do not load onto the four dimensions of the Sulitest matrix, as one would expect from using the test to measure sustainabiltiy knowledge as a coherent domain of knowledge reflected in the Sulitest matrix. The study concludes, “the Sulitest does not adhere to the proposed architecture of sustainability knowledge... this does not mean that the efforts of the Sulitest team to design an effective measure of sustainability literacy failed. Rather than a failure in measurement, consistent with other work, it is more likely that sustainability literacy is simply not a coherent concept for the general public. In other words, as others have suggested with the concept of sustainability itself, sustainability literacy may not exist as a coherent domain of knowledge.”

The results of this study have provoked two main reactions in the Sulitest team. Firstly, it is acknowledged that sustainability may not consist in a “coherent domain of knowledge”. It is very plausible that the systemic perspective of sustainability makes it too complex to be defined as a coherent domain of knowledge. The current Sulitest matrix is not an attempt to measure an exhaustive scope of a coherent domain of “sustainability knowledge”. It is however an attempt to bring together distinct subjects that – if taken together – are considered relevant by the Sulitest team and expert group to link the knowledge of specific facts and challenges to the knowledge of potential leverages and modes of action.

Secondly, the results of this study confirm that the current awareness test developed by Sulitest should be used as a formative tool to enhance sustainability awareness and to engage individuals in a learning journey toward sustainability,

“The enthusiastic way the Sulitest leadership team welcomed and then acted upon suggestions for improving the rigor of the tools gave me confidence that Sulitest would continue to develop in a healthy way. Their true commitment to building impactful outcomes and a co-creative community is sure to foster the kind of creativity and innovation needed to tackle today’s challenges.”

Brooke SUTER, principal consultant & independent researcher, Sustainable Leadership to Thrive.

“Sulitest has put some impressive efforts to build a set of tools to foster sustainability literacy at a global scale and to engage a large consortium of UN agencies, universities and non-profits. I do support these efforts and want them to be successful, as I am sure that the whole team join me in this. We hope that our research can push for a redesign of the test toward the creation of a robust assessment tool. This can do a lot of good by creating a meaningful tool to assess and measure sustainability knowledge on specific domains, to track progress and to help building a sustainable future.”

Professor Eric R. A. N. SMITH, Department of Political Science, University of California, Santa Barbara

Affiliated: Bren School Environmental Science & Management, and the Environmental Studies Program
not as an assessment tool. This formative approach differs from a reflective measure, i.e., a construct that is measured through a range of indicators which reflect the same construct. The awareness test does not provide this kind of reflective measure. For example, inside the first dimension of the Sulitest matrix “Sustainable humanity and ecosystems on planet earth”, the questions covering the ecological perspective such as climate or biodiversity are reflecting a distinct construct compared to the questions covering the social perspective such as gender or inequalities. However, they are part of the same dimension in the matrix because they are relevant subjects to be aware of when considering “Sustainable humanity and ecosystems on planet earth”. The different questions for each dimension of the matrix are measuring distinct aspects that together form a dimension in the Sulitest matrix (i.e., a dimension that the Sulitest team and expert group have chosen as relevant for any test-taker to be aware of when taking the test). As a result, the awareness test does not assume that literacy causes the responses. The logic is opposite: each question measures whether or not a certain fact is known. Together, these distinct items cause literacy.

However, when developing the next assessment tool certifying a certain knowledge standard for sustainability, the scope of knowledge to be assessed will have to be specified clearly and each dimension will have to be a reflective measure of what it claims to assess. Sulitest is building on collaborations with several research teams in its community to create such an assessment tool and to conduct all relevant internal and external validity checks to ensure its robustness. Following the recommendations of Kuehl et al. (2021), the different dimensions of this assessment tool will probably focus on domain-specific components that – if taken together – form the scope of knowledge that the tool intends to assess.

Sulitest is also expanding its research activities with the upcoming special issue of the journal, *Sustainability: Mobilizing Higher Education for the 2030 Agenda*. This special issue is co-edited by Dr. Aurélien Décamps, who is co-founder of the Sulitest NGO and Associate Professor at the KEDGE Business School in France; Mr. Benoit Martimort-Asso from UN Science-Policy-Business Forum on the Environment; Dr Carine Royer who is Professor at CY Cergy Paris University. This special issue seeks to highlight inspiring and/or innovative examples and best practices from higher education and further education, accelerating the paradigm shift toward sustainability; and to identify leverage points to accelerate change in and through higher education and further education.

Finally, Sulitest is a partner of the project Monitoring and Evaluation of Climate Change Education (MECCE), a large-scale international partnership for a multi-year research project, led by Dr. Marcia McKenzie of the Sustainability and Education Policy Network in partnership with 70 leading scholars and agencies, who will conduct important research investigations into Case Studies, Indicator Development and Knowledge Mobilization.

*"Enhancing sustainability knowledge has the potential to be a powerful force for positive social change. Efforts to measure that knowledge should allow scholars and policymakers to find out how best to educate the public and to accelerate a mindset shift toward sustainability. Few initiatives measuring sustainability knowledge have been developed but their scope is limited to higher education institutions, mostly within the United States, and they have not been widely used. The Sulitest is the premier global test in the field. With its global reach, Sulitest has the potential to create a massive impact. Our research should provide guidelines to conduct relevant validity checks to build a robust assessment tool."*

Dr. Aaron SPARKS, Assistant Professor, Coordinator Policy Studies – Department of Political Science and Policy Studies, Elon University.

*"Improving sustainability knowledge has long been central to international efforts to achieve sustainable development. The SDG Target 4.7 of the 2030 Agenda calls for action to ‘ensure all learners acquire knowledge and skills needed to promote sustainable development’. Testing for the improvement of Sustainability knowledge and assessing progress are key objectives in this agenda. As previous attempts have suggested, it is a crucial challenge as Sustainability knowledge may not exist as a coherent concept for the general public. Sulitest is a product of this long history. With its global reach and its experts-approved question sets, Sulitest provides the premier global dataset in the field. When moving from engagement tools to assessment tools, exploratory and confirmatory factor analyses similar to the ones used in our research are relevant techniques for testing the validity of the tools and sharpening the scope of assessed knowledge. Collaborating with academic researchers will enable the consolidation of these tools."*

Dr Colin KUEHL, Assistant Professor in the Department of Political Science and the Institute for the Study of the Environment, Sustainability and Energy, Northern Illinois University, Dekalb, IL, USA
COMPLEMENTARITY AND INTEGRATION IN THE SDG LEARNING ECOSYSTEM

The Sulitest tools have been designed to allow flexibility of use to suit different organizational needs: from ice-breaking with an interactive quiz, to raising awareness and collecting indicators on sustainability literacy, and to co-creating knowledge through reverse pedagogy. One can choose from different tools, modules, session durations, customization of questions, individual or group sessions, gamification and more. Sulitest tools can – and should – be used at different moments in the learning process as well as for campus management practices.

However, Sulitest is meant to be one tool in the toolbox. It has proven to be a good conversation starter and a powerful enabler for citizens to map and evaluate their awareness and understanding of the SDGS. It will never replace formal courses (face-to-face or online) or other learning methods (learning by doing, research thesis) but it is an interesting tool to augment the learning experience. Therefore, Sulitest is working on its integration with complementary initiatives and tools allowing citizens to become aware, learn and act on the SDGs. As of now, Sulitest is collaborating with three initiatives dedicated to enhancing SDG learning.

Impact Campus, a French organization working to promote sustainability in higher education, has developed one digital course dedicated to the SDGs. Sulitest is used at the beginning and at the end of this course to estimate the impact of the course on students.

Sulitest is also referenced as a micro-learning on the UN SDG Learn platform powered by UNITAR that aims to bring relevant and curated learning solutions on sustainable development topics to individuals and organizations.

Finally, Sulitest is collaborating with the SDG Academy from the UN SDSN (Sustainable Development Solutions Network) and contribute to a community willing to enhance SDG learning and to provide educators with a variety of resources.

By connecting with different initiatives and leveraging the power of collaboration, Sulitest is proud to be part of an accelerating movement!

“The Sulitest is an amazing tool in training students to acquire the essential knowledge of the social and economic transition. It helps us evaluate students’ work and progression easily, it allows us to measure the impact of our formation and it is an international test that students can value once taken. We also like to use the Suliquiz which is a great way to introduce the SDGs and to start discussions about it, while preparing students for the Sulitest.”

Baptiste PÉCRIAUX, Director - Impact Campus

“The Sulitest provides great opportunities for students and educators alike. As a student, I loved learning about the Sulitest and about the sustainability literacy levels at my university. As a lecturer, I used the Sulitest as an in-class teaching tool to measure students’ baseline knowledge. Now, as an Education Manager at the SDG Academy, I love all of the collaborative potentials the Sulitest offers as a teaching and learning resource. The online platform is easy to use, and links well with a wide variety of subject matter. It complements the detailed subject matter presented in SDG Academy courses, such as Work and Employment for a Sustainable Future. I look forward to embedding Sulitest, Suliquiz, and their resources in more Academy materials through the upcoming years.”

Meredith STOREY
Education Manager with the SDG Academy - UN SDSN
TOMORROW
For many experts in sustainable development, a profound mindset shift occurred in 2018. If the media coverage of Greta Thunberg had a very strong impact on the engagement of young people, the massive wild fires in California demonstrated, in a dramatic way, that climate change would impact all of humanity, rich and poor alike, and that without large-scale action there would be no safe place on earth.

Over the past three years, the majority of universities, companies, and even political parties have started to declare their commitment to the planet and have, at least in their communication, decided to become leaders in sustainable development. While everyone can rejoice in this movement, we all agree that beyond great intentions and certain actions, it is imperative for these organizations to be able to demonstrate concretely their commitment and measure their impact.

Moreover, by shining the light on the interconnection between the economy, social issues and the state of the planet, the pandemic crisis has shown us how non-resilient our economic system is. Many individuals have taken the opportunity to re-evaluate their lifestyle and the institutions to whom they are connected, questioning employers and governments about the actions they take (or fail to take) to ensure society’s wellbeing.

Today, people can no longer afford to fail to understand and act for sustainable development. Companies need to make sure that more and more staff are aware of sustainable development challenges and able to take it into account in their daily decisions and activities. Universities need to demonstrate that all of their students share common sustainability knowledge and their basic understanding of the challenges. Everyone needs to go beyond greenwashing and to provide evidence of their commitments and impact measures for their stakeholders.

Therefore Sulitest has decided to scale up its impact by setting the standard for universities and organizations. In 2022, Sulitest will launch the first online certificate assessing sustainable development knowledge, accessible and easy to set up, reliable and globally comparable. This knowledge standard will be recognized for student employability and career development. This system will also allow to easily extract data and produce indicators and evidence, which can be used for rankings, accreditations, recruitment, etc.

At the time of writing this report, the Sulitest association has set up a social business structure and is in the process of raising funds that will allow us to strengthen the existing Freemium model and to develop a new ecosystem to scale up. Our goal is to multiply our impact on the understanding of sustainable development by massively deploying the Awareness Test, aiming to reach 1 million tests per year worldwide and to reach the target of 500,000 certificates issued in five years. While these are just numbers, what motivates us to pursue this project are the massive impact the people behind those numbers can create when they are empowered with sustainability literacy. Last, but not least, we will help to accelerate the transition from knowledge to action with the launch of the Sustainability Literacy Badge (SLB) that will provide mentoring and orientation.

In order to build back better, we need to ensure that decision-makers are sufficiently prepared to take Sustainable Development issues into account in their activities and their professional and daily responsibilities. See you in a year to take stock of this new step for both Sulitest and Education for Sustainable Development.
TRENDS
Initially deployed in the academic world, more than 200,000 people from more than 800 universities and organizations in 68 countries have already taken the Test since the pilot phase. Results can be mined for data to provide tangible indicators and trends to map sustainability awareness and monitor its progress.

After a pilot phase (2013-2016) involving 260 active universities in 35 countries and more than 40,000 test takers, in May 2016, Sulitest launched its new platform (currently online) built on the users’ feedback and data analysis. Among many improvements, this platform's Foundational Matrix (discussed on page 16) organized the subjects covered by the Test with a systemic perspective of sustainability and aligned the tool with the SDGs.

This report presents the fourth year of activity of this current platform, between July 2020 and June 2021. By July 2020, there have been almost 45,000 Tests taken by the Sulitest community, but this data analysis was conducted in mid-June, representing a sample of 40,462 Tests.

With the tools being disseminated and the community of users growing, Sulitest provides a unique opportunity to develop indicators and trends on the progress of sustainability awareness covering the scope of the SDGs. This report presents the fourth year of activity of this current platform, between July 2020 and June 2021. By July 2020, there have been almost 45,000 Tests taken by the Sulitest community, but this data analysis was conducted in mid-June, representing a sample of 40,462 Tests.

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What would a tool measuring knowledge sustainability look like in 10 years? We don’t know!

But we do know that we need as many photos as possible, from as many universities and others as possible in the world, to be able to improve our tool.

The use of Sulitest and the feedback from our users ontribute to a better future.
In order to map the evolution of sustainability awareness using the Sulitest data, the results of the International Core module of the Test is analyzed. This module is based on a common question bank across countries, displaying questions that address global challenges. This is the only module that each test-taker must take at least once and that relies on the same question bank worldwide.

The results of this module can thus be used to map sustainability awareness in different contexts with data that is comparable, even though in a limited way. While the question bank is the same for everyone, the specific questions and the condition under which the Test is taken are not strictly comparable.

In addition, this is the only module covering the full scope of the 17 SDGs. Using an algorithm, questions chosen are distributed across the SDGs. Consequently, the results of each session can be displayed on the entire scope of the 17 SDGs.

MORE ON THE LIMITATION OF THE DATA SET

- Test conditions: Sulitest lets the universities and organizations choose the way they are using the tool, resulting in different conditions of use. For example, a university can choose to use the test with a longer duration, or with a shorter session duration. This can have a significant impact on the results, even if the pilot phase has shown that the difference was not very large (see previous reports available at www.sulitest.org).

- Question bank: The question bank dedicated to the International Core module is still small (110 questions approved by the Senior Advisory Board are currently online). Moreover, the question bank in languages besides French, English, Portuguese and Spanish have less questions. Sulitest currently depends on volunteers to translate its questions, but the amount of questions available in other languages is growing.

- The Test Population comes from a variety of contexts, from 1st year students to MBA graduates, potentially influencing the comparability of the test results.

- Geographical dissemination: With more than half of the test taken in France, 23.1% in Europe (without France) and 16.9% in the Americas this year (at the time of writing this report), the trends presented in this chapter are not representative of the worldwide population. One key challenge is maintaining the momentum in every continent, which requires resources for translation and support. Even if the test is available in 10 languages, insufficient means to translate the website structure in those languages has resulted in a significant decrease of use in South America and Asia. In the pilot phase, 3 countries in these continents were among the top users of the tool. It is one of the top reasons why the Sulitest NGO must become financially sustainable.

Keeping these limitations in mind, the International Core module still provides some valid comparability with a sample of tests taken based on the same foundational matrix, chosen from the same question bank, and presented in the same, structured test format.
The global average result of the International Core module in 2020-2021 is 59.9% of expected answers, which is slightly improving compared to 2019-2020 (57.8%). Figure 1 shows a predominance of test-takers close to this average score and a relatively balanced distribution of test-takers around this average score.

Four Themes: The matrix of the Test is based on four main knowledge areas to ensure that the subjects covered by the Test are comprehensive and organized a holistic perspective, ranging from broader interrelationships to personal actions, all needed to achieve systemic change. These four themes are: 1. Sustainable humanity and ecosystems 2. Global and local human-constructed systems 3. Transition towards sustainability 4. Role to play, individual & systemic change. Figure 2 displays the average score of the International Core module in 2020-2021 on these four dimensions.
17 SDGs: As of July 2021, 30 questions are selected from a bank of 110 to create a test session for the International Core module (the Sulitest team is actively working to increase the question bank size for the Core module). Since each question of the International Core module is linked to up to three SDGs, the test-takers’ results can be mined for a glimpse into the current sustainability awareness on challenges addressed by the 17 SDGs. Figure 3 below provides the general picture of sustainability awareness of the 17 SDGs from the sample of the 40,462 test taken by mid-June, when the data analysis was conducted.

From this general mapping, we can identify the trends of our sample’s sustainability awareness covering the scope of the 17 SDGs. First, it is interesting to notice that there are no SDGs with a very low level of awareness (i.e. under 10%) nor SDGs with complete awareness (i.e. over 90%). However, significant differences are identified between the SDGs with the lowest and the highest level of awareness in our sample (46.5% and 68.2%, respectively). This heterogeneity highlights the need for the development of education and initiatives to raise awareness on specific SDGs. More specifically, even if all 17 SDGs include challenges integrating environmental, social and economic perspectives of sustainable development, it is interesting to highlight the following trends:

- We observe that the SDGs characterized on average by a lower level of awareness are the ones with a strong focus on social challenges (SDG 1 - No Poverty; SDG 2 - Zero Hunger; SDG 5 - Gender Equality; SDG 6 - Clean Water and Sanitation; and SDG 10 - Reduced Inequalities).
- Other SDGs with an average score below the
average score of the sample (59.9%) are mix of SDGs with an environmental focus and an economic focus (SDG - 7 Affordable and Clean Energy; SDG 9 - Industry, Innovation and Infrastructure; SDG 13 - Climate Action; and SDG 15 - Life on Land).

• SDGs characterized on average by a higher level of awareness in our sample were SDGs with a highly transversal scope (SDG 3 - Good Health and Wellbeing, SDG 4 - Quality Education; SDG 8 - Decent Work and Economic Growth, SDG 11 - Sustainable Cities and Communities; SDG 12 Responsible Consumption and Production; SDG 16 - Peace and Justice, Strong Institutions; and SDG 17 - Partnerships for the Goals). We can add to this group SDG 14 - Life below Water.

SDG AWARENESS OVER TIME

Sulitest data indicates that the level of awareness of each SDG only changed slightly over the past 5 years. However, over the last year, the awareness level seems to have increased across all SDGs. Nevertheless, some differences are persistent.

SDG 8 - Decent Work and Economic Growth has been the highest ranking since the launch of the current version of Sulitest in 2016.

The results for SDG 3 – Good Health and Wellbeing has seen a large increase over the past two years, potentially a result of the pandemic and increased awareness of the state of global health.

SDGs 14 - Life below Water and SDG 15 - Life on Land also seen increased results, as well as SDG 12 - Responsible Consumption and Production.

Figure 4: SDG awareness over time
(% of expected answers)
In addition to the awareness mapping based on the results of the Sulitest International Core module, a specialized module has been developed by UN DESA to train people on the functioning and the framework of the SDGs roadmap, in order to improve their ability to contribute to the global agenda. This module was launched in 2017 and is fully available online for the community. It includes 15 questions covering four main dimensions:

1. SDGs’ Global Framework, where questions address the main characteristics of the goals (number of goals and targets, areas of critical importance, the timeline for the goals, etc.)

2. Specific SDGs, focused on the detailed targets and scope of a specific SDG

3. Systemic Vision and Interlinkages, where questions address the critical importance of the nexus and interlinkages between the 17 SDGs to provide a systemic vision and roadmap for the 2030 agenda

4. Process and UN bodies in charge, aimed at helping people understand how the SDGs are implemented and monitored, what complementary initiatives are supporting the SDGs (ex: Technology Facilitation Mechanism) and which UN bodies are accountable for leadership and implementation.

As of June 2021, 19,905 tests have been taken including the SDG Framework module since its launch. During the period between the 2020 HLPF and 2021 HLPF, 7256 tests have been taken with it.

The average score on the module was 51.7% of expected answers, which is better than last year’s results, 47.8%. This SDG framework module result is lower than the Sulitest Core Module average (59.9%), indicating that the processes, framework and functioning of the SDGs may be less well known than the challenges targeted by the SDGs. However, this result is not necessarily surprising. The Core Module includes the specific challenges covered by the SDGs, which may be more concrete to people, whereas the knowledge about the overall SDG framework and processes may not be encountered in daily life as often, hence the level of awareness is lower.

Nevertheless, the understanding of the SDG framework is very important since the goals offer a holistic and interconnected view of the challenges our society faces. Moreover, an understanding of governance is crucial for change-making. This suggests a need for better education and communication on the framework of the SDGs Agenda, beyond the UN, by universities and other educational institutions.
While the SDGs framework module by UN DESA supports an understanding of the interconnectedness of our challenges and targets, modules on specific SDGs have been developed to support deeper knowledge on individual goals. Hence, the scope of these modules is necessarily narrower than the International Core Module that provides a systemic perspective on the 17 SDGs and the Sulitest foundational matrix.

**SDG 7 Module:** The Division for Sustainable Development of the United Nations Department of Economic and Social Affairs (DSD/UN DESA) – the Secretariat of HLPF – led the creation of a module on SDG 7 “Affordable and Clean Energy” by a group of experts in support of the in-depth review of this goal in 2018.

As of June 2021, 1,181 tests have been taken including the SDG 7 module since its launch. During the period between the 2020 HLPF and 2021 HLPF, 906 tests have been taken with it, with an average score of 63% of expected answers.

**SDG 11 Module:** The UN Environment - International Environmental Technology Centre (IETC) in Osaka, Japan, led the creation of a module on SDG11 “Sustainable Cities and Community”, focusing on holistic waste management. As of June 2021, 919 tests have been taken including the SDG 11 module since its launch. During the period between the 2020 HLPF and 2021 HLPF, 728 tests have been taken with it, with an average score of 53% of expected answers.

**SDG 12 Module:** Learning from the experience of launching the SDG7 and SDG11 modules, Sulitest encouraged the creation of a group of experts led by UN Environment with a group of universities and NGOs to launch a new module on SDG12, focusing on the Circular Economy in 2019 (as described in page 21). The creation process for this module categorized the questions in 6 main areas to help sharpen the interpretation of the results: 1 - Global context and Importance of Circular Economy (CE); 2 - Basic Concepts of CE; 3 - How to implement CE for people and consumers? 4 - How to implement CE for companies? 5 - How to implement CE for cities and territories? 6 - Examples of successful deployment initiatives and results.

As of June 2021, 8,491 tests have been taken including the SDG 12 module since its launch. During the period between the 2020 HLPF and 2021 HLPF, 4,861 tests have been taken with it, with an average score of 76% of expected answers, significantly higher than the Sulitest Core Module results and the UN DESA SDG framework module.

**LIMITATION OF DATA ANALYSIS OF SDG-SPECIFIC MODULES**

Heterogeneity of the level of question: The set of International questions of the Core Module has a relatively comparable level of difficulty since all questions are validated by the SAB (Senior Advisory Board). On the other hand, the questions of the Specialized Modules are validated by the entity which created them. Sulitest establishes partnerships with key stakeholders and experts of a topic for each Specialized Module; hence, these are created by different entities, reducing the comparability of the level of difficulty between different modules, which may explain the disparities in the resulting score average of each module.
At the end of each session of the Test, an optional, short, anonymous survey is offered to each test-taker in order to collect background socio-demographic variables on the respondents, and to better understand the interest and exposure to sustainability in their daily life and in the context of the university.

Since this survey is not mandatory, responses are not available from the entire sample of test-takers. However, more than 40,000 test-takers have answered the survey since September 2016 when the new Sulitest platform was released. Among these candidates, 12,592 answered during our report period, July 2020-June 2021 and this section represents this sample of respondents.

As most of the active universities ask entire cohorts of students to take the Test, the sample is composed not only of students already involved in sustainability (i.e. students only from a dedicated program on sustainability), but also of students who are not necessarily aware nor interested in these issues. This is in fact aligned with the Sulitest core mission to inform, inspire and empower any citizen to become deeply committed to build a sustainable future and to make informed and effective decisions.

It is stimulating to notice that 78% of the respondents said they thought it was useful to assess the sustainability knowledge of students, and to provide this feedback to educators through tools such as Sulitest (see Figure 5).

**Candidate’s Profile**

- Male: 44%
- Female: 55%
- Undergraduate degree: 37%
- Graduate degree: 57%
- Postgraduate / Doctoral: 6%

**Fields of Study**

- Business, administration and law: 59%
- Engineering, manufacturing and construction: 13%
- Natural sciences, math. & statistics: 5%
- Arts, humanities & languages: 4%
- Social sciences, journalism & information: 3%
- Education & teacher training: 1%
- Other fields of study: 15%

**Age**

- 16-20: 40%
- 21-25: 48%
- 26+: 12%

*Percentages based on the optional survey at the end of the session (12,592 candidates from academia)*

**Voluntary Survey**

In your opinion, is it useful to assess the sustainability knowledge of students, such as through the Sustainability Literacy Test, and provide feedback to educators?

- Yes: 78%
- No: 16%
- I don’t know: 7%

Figure 5: Utility of this kind of test

“In your opinion, is it useful to assess the sustainability knowledge of students, such as through the Sustainability Literacy Test, and provide feedback to educators?”

(% of respondents)
In the following figures, it is also interesting to see respondents’ survey answers compared to their test scores for the Sulitest International Core module, which can be considered an indicator for sustainability awareness (keeping in mind all the caveats mentioned previously in the Trends section).

**SUSTAINABILITY IN DAILY LIFE AS A CITIZEN**

Figures 6 and 7 highlight that the more the respondents declared they were interested/involved in sustainability in their daily life, the higher they scored on the Test (on average). In the same way, Figure 8 shows that the more the respondents declared they were informed by keeping up with the news about sustainability, the higher they scored on the test.

These are preliminary results that could be further developed with more robust research protocols and surveys, but it is interesting to notice that test-takers who scored higher on the Test on average are the same ones who declared they were active and informed about sustainability in their daily lives. This demonstrates that the Test does measure a certain level of sustainability awareness.

**Figure 6: Interest in sustainability compared to Test score**

"In your daily life, how interested would you say you are in sustainability/sustainable development?"

<table>
<thead>
<tr>
<th>Interest Level</th>
<th>Core module: Average Test Score (% of expected answers)</th>
</tr>
</thead>
<tbody>
<tr>
<td>always interested</td>
<td>64.1</td>
</tr>
<tr>
<td>often interested</td>
<td>60.5</td>
</tr>
<tr>
<td>occasionally interested</td>
<td>55.7</td>
</tr>
<tr>
<td>not at all</td>
<td>48.3</td>
</tr>
</tbody>
</table>

**Figure 7: Activity level in sustainability compared to Test score**

"Are you involved in sustainability (job, volunteer activities, etc.)?"

<table>
<thead>
<tr>
<th>Activity Level</th>
<th>Core module: Average Test Score (% of expected answers)</th>
</tr>
</thead>
<tbody>
<tr>
<td>deeply involved</td>
<td>61.2</td>
</tr>
<tr>
<td>on regular basis</td>
<td>59.6</td>
</tr>
<tr>
<td>occasionally</td>
<td>59.8</td>
</tr>
<tr>
<td>not at all</td>
<td>57.9</td>
</tr>
</tbody>
</table>
The differences are less pronounced when comparing exposure to sustainability at a university to Test scores. Figure 9 shows that there is a positive effect of integrating sustainability in courses, either related or dedicated to the topic, resulting in test-takers with higher scores on the Sulitest. This result suggests that educational institutions might carry a role to integrate sustainability into its curriculum in order to build sustainability literacy in society.

However, making sustainable development required for graduation does not seem to have a significant effect in our sample (Figure 10).

It is intriguing to note that for both previous questions, respondents that answer "I don't know" representing the lack of awareness of sustainability on campus are also the students with lower Test results. This demonstrates that Sustainability Literacy is also linked to engagement, outreach, and promotion.

The integration of sustainability in the university's practices (as perceived by the test-takers) have some level of correlation with the average score on the Core module (Figure 11). Students with higher scores on Test realize that the universities could be doing more to assume its crucial role for sustainable development (on average).

SUSTAINABILITY AT UNIVERSITY AS A STUDENT

The differences are less pronounced when comparing exposure to sustainability at a university to Test scores. Figure 9 shows that there is a positive effect of integrating sustainability in courses, either related or dedicated to the topic, resulting in test-takers with higher scores on the Sulitest. This result suggests that educational institutions might carry a role to integrate sustainability into its curriculum in order to build sustainability literacy in society.

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The integration of sustainability in the university's practices (as perceived by the test-takers) have some level of correlation with the average score on the Core module (Figure 11). Students with higher scores on Test realize that the universities could be doing more to assume its crucial role for sustainable development (on average).
Figure 10: Sustainability required for graduation compared to average score

“Is sustainability/sustainable development required for graduation at your college/university?”

- yes: 29
- no: 44
- I don’t know: 26

Core module: Average Score (% of expected answers)
- yes: 61.7
- no: 59.2
- I don’t know: 55.7

Figure 11: University sustainability practices compared to average score

“Except from pedagogy and research, how would you describe your university’s performance in terms of sustainable/responsible practices? (for example: green campus initiatives, energy consumption, ethics, labor conditions of employees...)?”

- high performance: 61
- satisfactory: 18
- insufficient: 19
- non-existent: 2

Core module: Average Test Score (% of expected answers)
- high performance: 59.7
- satisfactory: 58.8
- insufficient: 60.9
- non-existent: 50.8
Finally, it is very interesting to observe that there is a positive relationship between the score obtained on the International Core module and the student’s willingness to implement sustainability ideas, practices and principles in a future job. Figure 12 shows that (on average) students who are interested in implementing sustainability ideas and practices are the ones who scored higher on the Core module. Similarly, Figure 13 shows that students with lower scores on the International Core module were also the ones who felt they would not be able to implement sustainability principles in their future professional context.

**Figure 12: Interest in implementing sustainability in a job compared to Test score**

“Are you interested in implementing sustainability / sustainable development ideas and practices in your job?” (% of respondents)

- deeply interested: 61.8%
- only if it helps my career: 54.9%
- not at all: 49.7%

**Figure 13: Perceived ability to implement sustainability in a job compared to Test score**

“Do you think you will be able to follow sustainability / sustainable development principles in your future job(s)?” (% of respondents)

- I am sure: 57.7%
- I am not sure: 56.9%
- not at all: 47.2%
TESTIMONIALS
Senior Advisors are representatives of UN bodies and relevant international networks/associations involved in education and sustainable development. They ensure coherence and validate the whole process. They guarantee the credibility, independence and spirit of the Sulitest project.

“Sulitest is a long-standing and appreciated partner to UN DESA in our work to raise awareness of the 2030 Agenda and build partnerships to accelerate SDG implementation. The test itself is a valuable resource for universities, companies and organizations around the world to measure and enhance core knowledge and competencies in sustainable development. As a member of the Higher Education Sustainability Initiative, Sulitest is also a driving force behind HESI’s joint action to showcase and spur higher education institutions’ commitment and actions on the Sustainable Development Goals.”

Ola Göransson, Sustainable Development Officer & Partnerships Coordinator Division for Sustainable Development - UN Department of Economic and Social Affairs (UN-DESA)

“The Sulitest module on the sustainable Development Goals, which is currently available to all universities in the world, demonstrates the complexity and the richness of the SDG process, and the interaction between all the Sustainable Development Goals. The module is an easy to use tool to gather information towards achievement of the Sustainable Development Goals. The diversity of the tools offered by Sulitest, constantly refined with feedback from a wide variety of experts, and the possibility of customization make the tools useful for organizations that want to embrace the Global Agenda.”

Monika G MACDEVETTE (PhD), Chief, Chemicals & Health UN Environment

“The Sulitest is a pioneering initiative on multiple fronts. Firstly, it accelerates the emergence of the issue-centered curriculum of the future, one that is no longer confined to narrow subject and discipline-based silos. Secondly, by successfully mobilising a global network of experts, academics and institutions to co-create the tool and its content, Sulitest is setting a new benchmark for collaborative innovations serving people, planet and then profit. Finally, and this is crucial from GRLI’s point of view, it supports educators, academics and learners worldwide in the critical mission of our time – catalyzing the transformation of business and society to progress in a globally responsible and sustainable way. For these reasons the Globally Responsible Leadership Initiative, with our partners, is proud to play an active role in the incubation and stewardship of the Sustainability Literacy Test. We invite others to join us in supporting and promoting this ground-breaking initiative.”

John NORTH, Managing Director, GRLI

“The Sulitest is an important training and assessment tool to measure knowledge and competencies for sustainable development. It is an essential tool for academics, students, business and other stakeholders as well as a relevant complement to the SDG Academy online courses and resources. At the SDG Academy, the online education platform of the Sustainable Development Solutions Network (SDSN), a global initiative for the United Nations, we are pleased to work together with Sulitest to provide learners around the world with the educational tools needed to enrich the field of sustainable development and advance the UN’s Agenda 2030.”

Florence LIBRIZZI, Head of Program and Partnerships, SDG Academy

“Sulitest is a great tool to give people across the world a chance to understand how they can learn, act and live against the Sustainable Development Goals. The great thing about it is that you learn together as well as it being a lot of fun. We’re delighted to be a partner and are excited to see how this could scale up to reach millions of people across the world.”

Sam BARRATT, UN Environment’s Chief of Education & Youth - Chair of HESI

“We commend the work of Sulitest leaders for pushing higher education to take sustainability literacy seriously and helping to quantify those efforts. We urge every signatory of the Talloires Declaration to use Sulitest.”

Wynn CALDER, Co-Director, Association of University Leaders for a Sustainable Future (ULSF)

“The Sustainability Literacy Test makes an important contribution to tracking the advancement of Education for Sustainable Development (ESD) worldwide. It has great potential in supporting the reporting on the ESD component of Sustainable Development Goal 4 and our new ‘ESD for 2030’ framework. We are looking forward to continued cooperation with the Sulitest under this new framework, which emphasizes the contribution of ESD to all Sustainable Development Goals.”

Alexander LEICHT, Chief, Section of Education for Sustainable Development - UNESCO

“The Sulitest is a long-standing and appreciated partner to UN DESA in our work to raise awareness of the 2030 Agenda and build partnerships to accelerate SDG implementation. The test itself is a valuable resource for universities, companies and organizations around the world to measure and enhance core knowledge and competencies in sustainable development. As a member of the Higher Education Sustainability Initiative, Sulitest is also a driving force behind HESI’s joint action to showcase and spur higher education institutions’ commitment and actions on the Sustainable Development Goals.”

Ola Göransson, Sustainable Development Officer & Partnerships Coordinator Division for Sustainable Development - UN Department of Economic and Social Affairs (UN-DESA)
“Ten more years to go to achieve the 17 sustainable development set for the “UN Agenda 2030 – transforming our world”. Challenges such as climate and those resulting from the Covid-19 pandemic, remind us of the global responsibility that rests with all stakeholders in society, including higher education, when it comes to address local and global challenges. Two recent global surveys performed by the International Association of Universities (IAU) (https://www.iau-aiu.net) on the impact of COVID 19 on higher education (https://iau-aiu.net/COVID-19-Higher-Education-challenges-and-responses), and the many debates we have orchestrated around the world and debating the future of higher education (see the IAU Webinar Series on the Future of HE) show that sustainable development is high on HE agendas. Today and tomorrow’s students are demanding a higher education that provides them with access to the much needed knowledge that will enable them to face global challenges and contribute to a developing a more sustainable future. Sulitest is a unique tool that stakeholders and especially staff and students can use to enhance awareness and understanding of the contributions they can make and initiatives they can engage in in order to jointly, locally and globally meet the targets set in the SDGs and identify areas for improvement. The IAU is pleased to support the development of the Sulitest initiative.”

Pam FREDMAN, President IAU & Former Rector – Göteborg University

“The Principles for Responsible Management Education (PRME) is the United Nations’ largest initiative on responsible management education, founded in 2007. As a platform to raise the profile of sustainability in schools around the world, PRME’s mission is to transform management education to inspire today’s leadership students with the understanding and ability to deliver change needed for societal and environmental betterment. In the past years, Sulitest has allowed hundreds of Business Schools and universities to raise the awareness of their students on sustainability. As a member of the Sulitest Senior Advisory Board, PRME is happy to contribute to this impactful initiative and to recommend Sulitest as a best practice for integrating the SDGs into business education.”

Dr. Mette Morsing Global Head, PRME (Principles for Responsible Management Education) An initiative of the UN Global Compact

“Integrating Sustainability at the heart of higher education is now not only necessary for the implementation of Agenda 2030, but also a major expectation from current and future students, as well as their future employers. Universities need to transform, and in this perspective the Sulitest is a very important tool. First, it enables to ensure that all students, whatever their curriculum is, have received the minimum basis of knowledge and critical thinking on sustainability. Second, it also offers the possibility to measure progress along different generations of students, which is an important indicator for the transformation processes that universities need to undertake. And third, it can also be used by professors as a discussion tool, in any discipline or thematic area, to critically analyse the major sustainability issues in their area.”

Sebastien TREYER, President Executive Director - Institute for Sustainable Development and International Relations (IDDRI)

“With less than ten years left to achieve the 2030 Sustainable Development Goals (SDGs), and with the COVID-19 pandemic still upon us, the world needs to scale up its capacity to understand and address such complex challenges. The SDGs are an essential roadmap for building back better towards a sustainable future with economic development that is socially inclusive and environmentally sustainable. They constitute a holistic agenda that involves multiple disciplines, connecting the local with the global and working across sectors via new and innovative partnerships. A tool like Sulitest can play an important role in helping raise awareness about these goals around the world and contribute to widespread sustainable literacy. The UN Sustainable Development Solutions Network is glad to be a partner in this great program.”

María Cortés Puch Vice President, Networks Sustainable Development Solutions Network

“HEIs in Latin America and the Caribbean assumed their environmental commitment since 1985 with the Bogotá Charter. Now, in 2021, the institutional commitment is specifically with the SDGs. One of the most important contributions of the universities to society is to educate the new generations with a clear vision of the need to protect the planet from degradation and secure the sustainability of the economic and social development. After four decades of teaching on environmental sustainability, it is necessary to know the level our students have reached in this issue. Sulitest provides one of the most important tools to measure their knowledge, skills and mindset on Sustainable Development.”

Orlando SAENZ, Coordinator Alliance of Ibero American Networks of Universities for Sustainability and Environment (ARIUSA)

“The Higher Education Association Sustainability Consortium supports the development and dissemination of the Sulitest. The content architecture and design for this test make it an outstanding learning tool that will help improve the quality of education for sustainable development internationally.”

Debra ROWE, Advisor Higher Education Associations Sustainability Consortium

“With more than ten years left to achieve the 17 Sustainable Development Goals (SDGs), there is an urgent need for universities to play a central role in transforming education, research and outreach activities to foster sustainability. As a member of the Sulitest Senior Advisory Board, PRME is happy to contribute to this impactful initiative and to recommend Sulitest as a best practice for integrating the SDGs into business education.”

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Sebastien TREYER, President Executive Director - Institute for Sustainable Development and International Relations (IDDRI)
In a pilot version (2013/15) Sulitest received major support from Kedge Business school thanks to its foundation and its partners(*). After the success of the pilot version, The organization received financial and moral support from 11 higher education institutions and 8 corporate or professional organizations to contract with a new IT partner, Aleaur, who is ensuring the development of the new and improved platform (**).

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“To build collectively the future we want and to reach the SDGs, our responsibility as a Higher Education Institution goes beyond our campuses. Of course our commitment to conduct academic research on sustainability and CSR, to develop pedagogical approaches favoring student engagement, and our efforts for the responsible management of our campuses are at the core of our responsibility. But at Kedge, we want to contribute to the transformation of higher education toward tomorrow’s challenges. By incubating and financially supporting the Sulitest, we wanted to initiate change in the global academic community, and beyond, by providing a tool to assess and develop sustainability literacy for all. All our students are required to take the test. Our faculty members are developing customized modules to connect their expertises to the challenges of sustainability. Through its global distribution and its flexibility of use, we are convinced that the Sulitest is an exceptional tool for change.”

Alexandre de Navailles, General Director, Kedge Business School

“EFMD is a strong advocate of the social and environmental imperatives that must accompany business practices globally. In all our activities, like accreditation, we encourage Higher Education Institutions and companies to embrace those concepts and implement tools to be agents of change in society. The Sustainability Literacy Test is an innovative pedagogical tool that can be deployed in multiple ways to advance educational objectives in sustainability and global responsibility. This internationally collaborative test is already being used in higher education to raise awareness about sustainability issues, as an object for critical learning and analysis and even, to measure and benchmark learning outcomes. I fully endorse this tool and encourage schools to contribute to the community working to ensure the Sulitest’s relevance for promoting action toward solving urgent global challenges and promoting transformation in sustainability education and beyond.”

Eric CORNUEL, Director General & CEO EFMD

“The GCE has supported the sustainability literacy test since the beginning of its creation. Its expert members are associated with the creation of the questions for France and on the international level. The GCE considers the test a double response to the educational mission of its members: Firstly, it allows everyone, including students, to evaluate playfully their knowledge. Secondly it allows professors to evaluate their pedagogic actions when it comes to raising awareness on sustainable development issues and social responsibility. It is a great tool that can create a dynamic of training in an institution on an essential subject, but oftentimes rarely dealt with. It is also a great research tool on the cultural meaning of sustainable development thanks to the international benchmark it offers.”

Anne-Lucie WACK, President Conférence des Grandes Ecoles (CGE)

“Our Group has a mission to support our customers, in France and abroad, towards a healthier and more reliable world, and we work to have a positive impact on society. I am convinced that our CSR activities showcase our dynamism in innovation, ability to attract top talent and dialogue with our stakeholders. The handover to Sulitest illustrates our desire to support our employees with new skills in corporate social responsibility so they can continue to demonstrate outstanding performance, and encourage them to take up new challenges.”

Elisabeth COQUET REINIER, President of Holding Reiner, Chairwoman of the Supervisory Board of Onet SA and Chairwoman of the Responsible Development Committee

“ONET is a company that has been in business for more than 150 years; as a representative of the 5th generation of the founding family, I am committed to long-term and sustainable objectives in a role that ensures the company’s future. The company must constantly evolve and find new solutions; the challenge is to ensure its own sustainability while creating responsible businesses that meet our social, societal and environmental challenges. The integration of Sulitest into our managerial career development is a natural contribution to meeting all these challenges, by finding new ways of working and new services combining the expectations of our stakeholders and the preservation of our planet.”

Emilie DE LOMBARES, President of the Executive Board of Onet SA company

“Grenoble Ecole de Management (GEM) has been participating actively in the development and deployment of the Sulitest since 2013. It is a versatile and innovative pedagogical tool performing summative, formative and diagnostic functions in the learning process, as well as serving as a critical object of study itself. The test, and the data collected, can be used to inform and transform learning objectives and research in Sustainability and Global Responsibility for students and all our organization’s stakeholders. The construction of the tool and community has been a dynamic participative process involving intercultural collaboration around the world. The Sulitest community is an active, living social experiment for those dedicated to education for a sustainable and globally responsible world.”

Jaclyn ROSEBROOK-COLLIGNON, Head of Sustainability & Global Social Responsibility - GEM
“Sulitest is a powerful and pioneering global initiative bringing together a unique and huge diversity of education stakeholders. This diversity is helping us learn to better collaborate and speak the same language of a more sustainable future. Being the UK lead sustainability body for universities and colleges the EAUC is fully committed to this project and ensuring our students leave our universities equipped to lead change for a sustainable future.”

Iain PATTON, Chief Executive
EAUC

“Having used the Sustainability test for some years in my master class ‘Sustainable Management’, I see the value of having a tool that engages students from all over the world in a common understanding of important sustainability challenges. As a tutor I also appreciate the discussions one can have on regional and even national differences.”

Anders SANDOFF, Assistant Professor - University of Gothenburg

“Since its creation, La Banque Postale, a public service bank serving the real economy, has chosen a unique, solid, responsible and sustainable business model. Responsibility, transparency and accessibility to all stand at the core of its set of values, making sustainable development one of the founding principles of its civic minded bank positioning. Therefore, we are proud to be the first bank having developed a partnership with the Sulitest, the first worldwide test on sustainable development. this test will allow us to first raise awareness and to train our staff and eventually it could be used in our recruitment processes to share the values and ambitions of our group.”

Nicholas VANTREESE, Head of CSR
La Banque Postale

The first step for the training on Sustainable Finance created by La Banque Postale Asset Management for its advisors is to check their knowledge on sustainability. It’s difficult to understand Sustainable Finance if you don’t know the Paris Agreement and its target of 2 degrees of climate change, or figures on water scarcity and biodiversity losses. The two tools offered by Sulitest are powerful catalysts for sustainable knowledge. At the beginning of the class, using the Quiz helps create dynamic group interaction with the questions. Then, by inviting learners to take a test through a customized module on sustainable finance, we leverage talents’ engagement on the company’s strategic SRI challenges.

Anne-Catherine HUSSON TRAORE, CEO - Novethic

“I just a few words to tell you to take the Sulitest. It is the first test that allows us to evaluate our knowledge in ecology and more generally in the change of mindset. Future looks like this! For me, tomorrow’s jobs will be able to invent models that regenerate our ecosystems, or at least that considerably limit our impact. It is worth improving your knowledge. Go for it!”

Cyril DION
French writer, film director, poet, and activist.
Co-producer with Mélanie Laurent of the documentary film Tomorrow (2016 Cesar award for Best Documentary)
Full Player universities provide large cohorts of students, offering us data from a broad and diverse population with little bias or skewing due to program-specific populations or specialized study in sustainable development. The large number of smaller sessions organized in many different types of schools and universities offers an overall sample of exceptional richness.

“At Universidad de Monterrey (UDEM), we are convinced of our responsibility in building a more sustainable world, and we believe this is achieved through education. At the Sustainability Center of the university, we have established the goal that all freshmen must complete the Sulitest. This tool has been very useful to us because it allows us to know the level of knowledge of sustainability (equity, environmental, social, etc.) of all our new students when they arrive. The results are easy to handle and give us a whole picture of the topics which we must work in our courses, activities, and programs; for our students, it is a great opportunity to have a much broader picture of what they know and don’t know of the global and local issues we face and to create innovative and holistic solutions for these issues. We hope and working on how to apply the Sulitest upon graduation, and be able to compare results before and after.”

Cesar NANNI, Sustainability Coordinator Universidad de Monterrey

“Through our school’s research and teaching focus, the Ecole des Ponts ParisTech has chosen for several years to analyze the key issues and develop innovative solutions for a sustainable development. Sulitest is a unique and ideal tool for introducing the pluridisciplinary dimensions of sustainability for all our students entering the Ecole. We are very proud to have contributed to the elaboration of this first version of the Test and looking forward to this ongoing adventure with our friends and partners. This test constitutes a wonderful tool to raise awareness and an easy way to promote sustainable development education at all levels, everywhere in the world.”

EMERIC FORTIN, Sustainable development Manager École des Ponts ParisTech

“HEC Paris and companies are increasingly hungry for knowledge and tools to address the current transition our society is facing today. As a key higher education actor, HEC Paris has deliberately decided not only to raise awareness of crucial environmental and social issues but also to equip students throughout their professional career. The Sulitest for all students will be the angular point of HEC Paris’ pedagogy as soon as next September. Sponsored by the Society & Organization (S&O) center at HEC Paris, whose mission is to spread knowledge on sustainability and purposeful leadership within the HEC Paris community, our goal is to go beyond evaluating students’ knowledge to reveal their desire to tackle these fundamental issues.”

Rodolphe DURAND, Founder and Academic Director, Society and Organizations Center, HEC

“More than 1,500 2nd-year students of the Grande École Program take the Sulitest, as part of our Global Knowledge Economy Talents seminary. This multi campus seminary (France, China, Brazil, United States) aims to train our students for their international studies or careers, by raising awareness on social and environmental stakes. From next year onwards, we plan to integrate the Sulitest with our courses, since it is part of our « Think Beyond Borders » strategy, which invites our students to go beyond the geographical, intellectual and multicultural borders, in their reflexion on the professional challenges of today.”

Manon DUPONCHELLE, Project Manager Quality and CSR SKEMA

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Manon DUPONCHELLE, Project Manager Quality and CSR SKEMA

The Sulitest offers an excellent opportunity to assess students’ understanding of sustainable development in their first year of School to adjust our courses on the subject and allow them to advance their knowledge. This is an essential element for monitoring the learning process. After graduation, students will be able to demonstrate their knowledge of sustainable development through this test.”

Sébastien BOURDIN, Associate Professor, Ecole de Management de Normandie
"Our vision is supported by the Sustainable Development Goals (SDGs) to support generations in their responses to the systemic creativity challenges of tomorrow. The complexity of these SDGs is understood through a dual multidisciplinary and international approach. Multidisciplinary, because these major challenges need to be addressed by all sciences and focused on users. International, because these challenges are global and will need to be addressed by promoting the flow of people, ideas and knowledge.

Our purpose is to train professionals capable of integrating the transitions and changes in our society: digital, geopolitical, industrial, technological, climatic, social. A university where research is also the engine of disruptive training programmes, based on a pedagogy of actions."

François GERMINET
Président, CY Cergy Paris Université

I discovered the Sulitest a couple of years ago during a GRLI meeting attended by Mr Carteron and was enthusiastic about the product and the idea behind it. I saw in the Sulitest a new way to complement our lectures and a learning tool for the students. Since four years we offer the test to all our Master 1 students at the Louvain School of Management (400+ students). A deep statistical and qualitative review by Juliette Mabardi confirmed that our students like the tool and found it an attractive way to learn about Sustainability issues; they also offered suggestions to the Sulitest team to further improve the platform.

The UCLouvain university interfaculty sustainability coordination team expressed interest for the tool and we offered it in September 2018 to all the students fo the university on an optional basis. 807 additional students from the various faculties took the test. One of our students from the Medical faculty completed the 100,000th test.*

Carlos DESMET
Visiting Professor Louvain School of Management - UCLouvain

"Changing our ways of doing and thinking is no longer an option. The facts are clear: the depletion of natural resources, ecological imbalance, human displacement, and the increasing extinction of species are now part of our reality. As an institution of higher learning, we have a responsibility to train the decision-makers and leaders of tomorrow. They will shape the consumer and business vision of tomorrow’s world. We are therefore helping to develop leaders who can represent the major change required. It is our duty to ensure that they are able to take these challenges seriously, design solutions, and behave as citizen decision-makers of the future economy. Sulitest is part of this process by engaging and educating our students on the importance of these topics in today’s and tomorrow’s world.”

Aurélie DEHLING
Director, Programme Grande École
Kedge Business School

"We have used Sulitest as a means to gauge the pre-existing knowledge of sustainability that our students have when entering our school. Our students study hospitality management and derive from over 90 different nationalities. The Sulitest helps us to ascertain what they know and don't know about sustainability to better tailor our courses to address sustainability issues. To prepare authentic social change agents, we need to begin by making them aware of the responsibility they will face as future managers and educating them to make the most sustainable choices possible. The Sulitest provides us with a tool for measuring what specific topics or SDGs need to be emphasized in our own hospitality management courses and programs to work toward a sustainable future."

Laura ZIŻKA PHD, Assistant Professor
Ecole hôtelière de Lausanne//HES-SO
University of Applied Sciences and Arts Western Switzerland.

"The SDGs are at the core of our recently launched Strategic Plan for 2030 at TU Dublin. But how do you effectively and rapidly engage over 30,000 students and staff with regards to these 17 critical global goals? Sulitest is turning into one of the main tools. In the academic year just passed over 1,750 students and staff (that is more than one in twenty) have not only taken the Sulitest for the 1st. time, but also have reflected upon it. Further, the University is beginning to see a continuing engagement. Student comments run the full gambit from “I was not aware of how broad this whole area is” to “the detail we need to generate to manage this global crisis is phenomenal”. Possibly, more importantly, the feedback from the results themselves and from the students’ reflections informs our academic staff to gaps in knowledge and supplies hand-on insights that the student body can relate to themselves.

Another major benefit has been the feedback from the Sulitest is empowering lecturers. In the space of 18 months, from a core group of 3 academic staff, the SDG Literacy Group has expanded into over 30 and continues to grow. If you would like to see how this has been achieved, please take 5 minutes to look at this case study. For us at TU Dublin the Sulitest has become a shining bright light and we truly are looking forward to progressing the SDG program with the growing Sulitest family in Ireland and worldwide over the coming years.”

Andy MAGUIRE,
Sustainability Coordinator, Office of the President, TU Dublin

"Education for Sustainable Development (ESD) is critical for all students in the 21st Century. Sulitest is valuable (as both a formative and summative assessment tool) to support the integration of ESD into the curriculum. It also provides the opportunity for understanding ESD in Global and Regional contexts."

Carole PARKES, Professor of Global Issues and Responsible Management at Winchester University Business School
"Being a key contributor to the development of the Sulitest for content uniquely applicable to the Canadian Context has been an important project for Gordon S. Lang School of Business and Economics in our role as a PRME Champion. We use Sulitest in our Corporate Social Responsibility course, a required course for all our B.Comm students where students study CSR theories and frameworks, and explore topics such as global issues and role of business in society, socially responsible investing and green consumption.

We have also used Sulitest to explore sustainability literacy in our University wide course 'Towards Sustainability'. This multi-disciplinary course examines the importance of sustainability and introduces students to issues related to sustainability beyond their own disciplines by drawing on current affairs, research and applications. The course also explores the importance of the UN Sustainable Development Goals at multiple levels and how they interrelate to make a difference in a social, economic and environmental manner. Sulitest, taken at the beginning and at the end of a course, helps us understand the shift in knowledge and awareness of sustainability issues before and after engaging in course content."

Rumina DHALLA, Associate Professor, CSR Coordinator, Gordon S. Lang School of Business and Economics - University of Guelph

"We at University of Technology of Belfort Montbéliard have long been working towards a sustainable future, and in 2012 adopted the vision where all decisions need to be made and implemented with a sustainable future in mind. [...] We decided to require all students who join UTBM to complete the Test during their first few days in our university. It's a great way of introducing and deepening the knowledge around sustainability. It covers a wide range of topics, some of which may not seem directly linked to the common idea of sustainable development, often limited to environmental aspects. Welcoming students in this manner allows us to promote several key notions of sustainable development as well as that it's an important value for UTBM. Taking the test helps the students to become aware of the complexity of the world and allows us to adjust our teaching to better suit their needs. It's an opportunity to showcase our concrete actions at UTBM and generate students’ involvement in sustainable development. We hope we can apply the test before graduation, and be able to compare results before and after. Sulitest is a powerful tool to accompany change towards a responsible and sustainable future.”

Amir HAJJIAM EL HASSANI, Deputy Director - Sustainable Development Project Manager - UTBM

"I've been using the Sulitest for 2 years now as a prerequisite for the CSR introduction day that I teach to over 400 students as part of a specialized master’s program at ESSEC. I found the Sulitest to be very useful in preparing our students for the day as it allows them to measure the scale and urgency of social and environmental issues while at the same time making them realize just how diverse and complex these issues could be. As a result, the students are more receptive to the exercises they have to complete, such as trying to resolve a specific business issue with regards to CSR. The strength of the Sulitest is its formative aspect, the feedback and explanations offered after each answer. The students regularly tell me just how insightful they found the explanations and feedback.”

Thierry SIBIEUDE, Professor, Social Entrepreneurship Chair Holder, ESSEC

"Our Chancellor, Mata Amritanandamayi Devi, committed to integrating UN SDGs into our curriculum; at the UN Academic Impact Initiative (UNAI) in July 2015. Accordingly, Amrita School of Business designed a core course titled Environment Management for Sustainable Development for MBA students. Sulitest is used in this course. The results form the basis of measurement of a learning goal: ‘Environmental and Societal Awareness’, as a part of our AACSB Assurance of Learning process. It enables us to benchmark our educational standard globally using Sulitest. The second half of the course touches upon the MDGs Report 2015, Secretary General’s Synthesis Report: Road to Dignity, Progress Reports on SDGs, UN Global Compact, SDG-12 SCP and 10YFP, SDG-13 Climate Change and COP 23, the concept of – Common but Differentiated Responsibilities, The transformative potential of the SDGs and the role of individuals in SDG implementation."

Dr. Sanjay BANERJI, Professor Emeritus School of Business, Coimbatore
“The Sulitest is integrated into all CSR courses given at EMLyon. It is an important element of an online learning package that is meant to be used for individual preparation of students before even the first session in a classroom. This year, almost 2,500 participants, from BBA to Master and International MBA programs took it at the beginning of their studies to assess their initial knowledge about Sustainability and the SDGs. The Sulitest is highly appreciated and our experience shows that even for people with a professional background, such as the participants of our Executive MBA, the test has a real added-value as a pedagogical tool. The test is now used on all our campuses in France (Paris, Lyon, St. Etienne) and in Morocco. Next year, it will be spread on our campuses in China and India.”

Hans-Jörg SCHLIERER
CSR coordinator, EMLyon

“At Institut Mines-Telecom Business School (IMT-BS), we train future managers and entrepreneurs to be responsible, innovative and open to the world around them. Responsibility is one of our 4 core values. We believe that by their graduation time our students should have got a clear understanding that their future professional actions and decisions will have an impact on people and on the planet. The Sulitest has already proved to be an effective evaluation and individual or collective learning tool in reaching such consciousness for some of our students. So we decided that, as of September 2017, all incoming students in IMT-BS undergraduate and graduate programs will take the Sulitest. The test not only gives indication on the student literacy and it has already contributed to its improvement; Cumulative data are also providing very valuable information for designing the appropriate courses.”

Denis GUIBARD, Director
Institut Mines-Télécom Business School

“At Excelia, we have been involved for 20 years in research and training in CSR. We introduced the Sulitest in 2018, with different objectives: - To assess the level of knowledge of our students on different learning objectives (Assurance Of Learning) in CSR. - To develop other assessment tools on the platform, - To introduce a new educational and CSR awareness tool for our students, - To raise staff awareness of the principles of CSR. The Sulitest is a robust and valid assessment tool, that is now proposed to all our students of the business school in a formative logic. Thus, the Sulitest is an integral part of our educational system. The core module provides a relevant basis for knowledge and reflection on the issues that arise today in CSR and sustainable development. We have added specific case studies built by our faculty, in order to go further on points that it does not address, such as the identification of the ethical dilemma or the identification of stakeholders. Sulitest also provides the opportunity to address specific issues linked to business sectors. For instance, we match the Sulitest with the tourism global code of ethics. The opportunity to situate the results in comparison to other educational organisations is also a very interesting point which is very appreciated by our students.”

Valérie FERNANDES
Dean of the Faculty, Excelia Group

“At the University of Groningen we are using Sulitest at several courses in a pilot to measure the level of Sustainability knowledge of our students and staff members. The Sulitest not only provides us insight in the knowledge level of students, it provides students and staff members a better insight in the wide scope of sustainability problems. The test makes people think about sustainability and ignites curiosity. These preliminary results gave input for new Green Office actions and for the Faculty of Economic and Business sustainability strategy and decision to join PRME standard.”

Joanna Sylvia GUSC,
Chair, Sustainability Sounding Board,
University of Groningen

“At the French Civil Aviation University (ENAC), we decided to have our students use the Sulitest as an opportunity to understand the strong societal issues of sustainability. Since September 2017 more 500 students performed the test and achieved satisfactory results, around or above reference scores. Thanks to the Conference des Grandes Ecoles (CGE) support, this tool has been considered as a compulsory step in the courses planning during the first semester of their academic training at the ENAC. These students will be graduated a master engineering degree in most cases and are sometimes surprised by the vast panel of issues they have to think over while performing the test, which is a pretty challenging and awareness building exercise for them. Mapping of a number of the issues raised by the sulitest towards our teaching subjects, is still an ongoing work for the teaching staff, but no doubt this is an opportunity for the ENAC to better track and value the sustainability dimension of its academic offer.”

Béatrice DE GIVRY
Head of Division ENAC/ATM - ENAC

“Institutions increasingly mobilize themselves in order to better take into account the issues of sustainability in all aspects of life: environment, organisations, politics, business and industry. […] We undertake this collective responsibility: that of building today tomorrow’s world, in our programs, with its future actors. We fully mobilize the required human and economic resources for this project. This long-term vision is where we are putting these efforts, and where our adherence to the PRME takes on its full meaning. It is with this long-term vision in mind that these efforts are being made, and the reason why we use Sulitest for our first-time entrants.”

Stéphanie LAVIGNE,
Dean, Toulouse Business School
“The use of Sulitest in the training process of engineers at Toulouse INP EnsiaCET is the result of a collaboration between the sustainable development department of the school and an independent trainer on sustainable development in higher education. In the scope of the introduction course in sustainable development, given in the first year of bachelor, the Sulitest is taken by students and apprentices (300 in total). Students are then invited to exchange on their new perspective on sustainable development, during a session dedicated to discussion and reflexion. The testing goes on with a second Sulitest taken during the last year of their studies. The Sulitest offers an openness and a broaden vision on sustainable development to students, for whom this word often refers to the notion of ecology. The fact that students are taking the test at the beginning and at the end of their course allows us to evaluate the evolution of their knowledge on these notions, and also to go deeper into the original collaboration by adjusting the lessons offered during the studies on this subjects and its stakes.”

Vanessa DURRIEU, chargée de mission développement durable Toulouse INP-ENSIA CET / Agathe PEYRE, (independent consultant in sustainable development education)

“At Hanken we have been using SULITEST for two years for our introduction course in Corporate Social Responsibility at bachelor’s level which is mandatory for all students. The course is annually taken by around 400 students. SULITEST has been able to provide us with insight into where are students stand in terms of sustainability knowledge vis-à-vis students globally and locally and what are the improvement areas in our curriculum offering pertaining to sustainable development and SDGs. While testing the students, it also increases the awareness and understanding of students on sustainability topics where they were previously not well informed or aware of. Additionally, SULITEST has a focussed module on Finland, which is great way to increase the understanding of students on local sustainability issues and the relationship between global and local concerns. Overall, the tool complements well what the students learn here in classroom and overall advances Hanken's mission of educating responsible professionals for the global economy and changing society. We will continue to use it in the future as well.”

Baptiste PECRIAUX, Director, Impact Campus

“In the Glasgow School for Business and Society (GSBS) at Glasgow Caledonian University I use Sulitest in two ways. a) To raise awareness of economic, social and environmental sustainability amongst first year students, I ask students on the International Business and Business Management Degree Programmes to take the test during their first week at University. I use Sulitest in ‘learning mode’, giving students the opportunity to do some quick research related to questions posed. Using Sulitest at this early stage in a business student’s university life sensitizes students to the meaning of ‘Sustainability’ and problems facing the world and the U.K; b) I then use Sulitest with students on the same Programmes in fourth year, on a module called Sustainability, Corporate Responsibility and Ethics (SCoRE). This offers the opportunity to compare average results at first and fourth year – allowing assessment of improved understanding, and ensuring that Sustainability is firmly embedded in the minds of our soon-to be graduates. Summary: Sulitest is a fabulous tool with which to encourage students to learn about sustainability in the context of our changing world. The portfolio of Sulitest, Suliquiz, SDG Module offer a range of tools to use in the classroom to promote education for sustainable development and develop the sustainability mindset of our students. The online platform is intuitive, and very easy to use.”

Alec WERSUN, Senior Lecturer, CPE Fellow, Glasgow School for Business and Society (GSBS) at Glasgow Caledonian University (GCU)
REFERENCES
REFERENCES


Teigen, C. S. E. (2018). Application of the Sustainability Literacy Test at NTNU-A study on integration of the SULITEST as tool for learning and testing sustainability literacy. MS thesis. NTNU.


## APPENDIX A

### Foundational Matrix for Sulitest

**KNOWLEDGE: 15 SUBJECTS WITHIN 4 THEMES**

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>1</th>
<th>Ecosystems: Biosphere, global and local ecosystems, interdependent and diverse community of life, life supporting cycles, system closed (materials) / open (energy), etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Humanity: Individual human needs, diversity, social fabric, cultures, local and global world, etc.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Sustainability: Definition of Sustainability / Sustainable development</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Ecological perspective: where are we at, and why sustainability is both an urgency and an opportunity</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Social perspective: where are we at (demography, (in)equalities, gender equality, education, …), and sustainability being an urgency and an opportunity</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Local and global social structures and governance: paradigms; positive results negative impacts; laws; how organisations work; land use; gender equality; etc.</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Within local and global social structures and governance, zooms on: Education, and Culture</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Local and global economic systems: paradigms; positive results negative impacts; production, distribution, consumption of goods and services; life cycles; value chains; finances; etc.</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Within local and global economic system, zooms on: Water, Energy, and Food</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>How to start, reinforce, accelerate systems change</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Initiatives towards sustainability …more from institution / int’l level (like UN MDGs, Global Compact, GIEC, GRI, ISO 26000, ESD, etc.)</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Concepts, tools, frameworks …more from individual NGOs or smaller networks (like Cradle to Cradle, Natural Capitalism, The Natural Step, Ecological Footprint, etc.)</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Examples and ideas we can learn from: case studies of successes or failures; technological, strategic, or social innovations</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>How does one become aware of one’s own roles and impacts … whoever “one” is (individual, organisation, south, north, etc.)</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>How does one efficiently act to create both individual and system change … whoever “one” is (individual, organisation, south, north, etc.)</td>
<td></td>
</tr>
</tbody>
</table>

↑ Themes ↑

↑ Subjects ↑
## Knowledge of Skills

<table>
<thead>
<tr>
<th>Personal Skills</th>
<th>16</th>
<th>Ability to reflect/self-evaluate alone and in a group; Ability to constantly renew energy; Ability to continuously to learn/develop; Creativity; Critical thinking</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>17</td>
<td>Capacity for empathy, compassion, solidarity; Futures-oriented and strategic thinking</td>
</tr>
<tr>
<td></td>
<td>18</td>
<td>Dealing with complexity and uncertainty; Practical problem-solving/management/planningskills</td>
</tr>
<tr>
<td>Working with others</td>
<td>19</td>
<td>Networking; Communication skills; building effective coalitions for systemic change</td>
</tr>
<tr>
<td></td>
<td>20</td>
<td>Catalysing/managing change; Inspire a shared vision; Enable/Motivating others to act/participate</td>
</tr>
<tr>
<td></td>
<td>21</td>
<td>Teamwork; Work in multi-cultural and interdisciplinary (diverse) settings; Participatory skills, decision-making; Conflict resolution skills/consensus building; Focus on process, dialogue, listening</td>
</tr>
<tr>
<td>Think &amp; act systemically</td>
<td>22</td>
<td>Ability to put in practice systems thinking concepts; identify and use leverage points</td>
</tr>
<tr>
<td></td>
<td>23</td>
<td>Ability to zoom in and out in time and details, and to keep the desired future and global perspective in mind</td>
</tr>
<tr>
<td></td>
<td>24</td>
<td>Ability to understand formal and informal structures, power dynamics, and interactions</td>
</tr>
</tbody>
</table>

### Mindset: 6 Subjects

<table>
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<th>Mindset</th>
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<tr>
<td>29</td>
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<tr>
<td>30</td>
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</tbody>
</table>
APPENDIX B
Test Question Tags

This tag list has been strongly influenced by feedback from the pilot version of Sulitest, the ISO 26000, the Earth Charter, and the UN SDGs.

1. Basic definitions
2. Future generations
3. Innovation, creative leadership, & vision of a sustainable way of life
4. Interconnected challenges
5. Global interdependence and universal responsibility
6. Biodiversity
7. Climate
8. Pollution
9. Energy
10. Material resources
11. Water and sanitation
12. Demography
13. Health and basic needs
14. Human rights
15. Inequality and poverty
16. Discrimination of all sorts
17. Labour practices
18. Wellbeing and social progress
19. Cultural diversity and heritage preservation
20. Formal education and life-long learning
21. Agriculture and feeding human society
22. Cities and human settlements
23. Transportation and infrastructures
24. Housing
25. Tourism
26. Local and global economic systems
27. Global finance and debt
28. Trade (local, international, fair etc.)
29. Production and consumption systems
30. Taxation systems
31. Corruption
32. Underground economy
33. International Governance and institutions
34. Democratic institutions at all levels
35. Peace and Justice
36. Information and role of mass media
37. Data and how it is used
38. Knowledge and technology exchanges
39. Stakeholder/communities involvement
40. Decision making process
41. Indicators
42. Transparency and accountability
43. Reporting
44. Solidarity and cooperation
## APPENDIX C

### TESTS TAKEN PER ORGANIZATION

Organizations that have organized sessions with 100 or more candidates

<table>
<thead>
<tr>
<th>Institution</th>
<th>Country</th>
<th>2020-2021</th>
</tr>
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<tbody>
<tr>
<td>KEDGE Business School</td>
<td>France</td>
<td>&gt; 5500</td>
</tr>
<tr>
<td>EMLyon Business School</td>
<td>France</td>
<td>&gt; 2500</td>
</tr>
<tr>
<td>college of charleston</td>
<td>USA</td>
<td>&gt; 1750</td>
</tr>
<tr>
<td>Toulouse Business School - TBS</td>
<td>France</td>
<td>&gt; 1750</td>
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<td>Technological University Dublin</td>
<td>Ireland</td>
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<tr>
<td>Universidad de Monterrey</td>
<td>Mexico</td>
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<td>SKEMA Business School</td>
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<td>&gt; 1250</td>
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<td>Université Catholique de Louvain - Louvain School of Management</td>
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<td>Universidad del Azuay</td>
<td>Ecuador</td>
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<td>ESSCA</td>
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<tr>
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<td>&gt; 500</td>
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<tr>
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<tr>
<td>Impact Campus</td>
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<td>France</td>
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<td>France</td>
<td>&gt; 500</td>
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<tr>
<td>HEC Paris</td>
<td>France</td>
<td>&gt; 500</td>
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<tr>
<td>institut supérieur des techniques de la performance</td>
<td>France</td>
<td>&gt; 500</td>
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<td>Institut Polytechnique des Sciences Avancées</td>
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<td>Bologna Business School</td>
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<td>Stellenbosch University</td>
<td>South Africa</td>
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<td>Faculty of Economics, Business and Tourism Split</td>
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<td>Ecole d’ingénieurs La Rochelle - Casablanca</td>
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<td>École nationale supérieure des ingénieurs en arts chimiques et technologiques</td>
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<td>&gt; 300</td>
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<td>CY Cergy Paris Université</td>
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<td>Université de Technologie de Belfort-Montbéliard</td>
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<td>Institution</td>
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<td>Amrita School of Business, amrita vishwa vidyapeetham university</td>
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<td>Modul University Vienna</td>
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<td>Université de Mons</td>
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<td>university of colorado colorado springs</td>
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<td>John Jay College of Criminal Justice</td>
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<td>University of Jyväskylä</td>
<td>Finland</td>
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<td>ecole nationale de l’aviation civile (french national school for civil aviation)</td>
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<td>EPF-Ecole d’ingénieurs</td>
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</table>
APPENDIX D
QUIZ INTERFACE

Player Screen (smartphone, computer or tablet):
Players select their teams and once presented with the first question, they must answer within one minute (as soon as the facilitator launches the countdown).

Projector Screen (video projector):
Questions, possible answers and percentage of team members who have responded are displayed.
Summary of overall game results with percentage of correct answers per team and the winning team!
APPENDIX E
RESULTS PAGE INTERFACE

At the end of the session, candidates have access to their results, with a display per theme and a personal benchmark. In addition, examiners have access to the results from the whole cohort with a display per candidate, question, tag and SDG.

1 Candidate screen shot

2 Examiner screen shots
ELYX was created in 2011 by the French artist Yacine AIT KACI. Yacine created ELYX as an universal, inclusive and joyful messenger to adress every challenge that our planet faces. In 2015, ELYX became the very first United Nation Ambassador. Since then, Yacine through ELYX’s actions towards institutions, NGOs and citizens has become an emblematic advocate of the Agenda 2030. The long-term collaboration with Sulitest is one a of key example.

In 2018, The ELYX Foundation was created by Yacine AIT KACI and the entrepreneur Adeline PILON. The Foundation under the aegis of FACE Foundation has become today a strong player among the SDG community. The Foundation collaborates with institutions, civil society organizations, NGOs and firms to get the SDGs considered as the compass for the decade ahead. As a matter of fact, the Foundation has recently led the largest awareness campaign about the SDGs across France. The 1OTOGO campaign took place in all the train stations in France, where advertising screens were fully used to promote the Agenda 2030 to every French citizens.

Ban Ki-Moon, UN former Secretary General with Elyx, first UN digital ambassador.
SUSTAINABILITY LITERACY

Sustainability Literacy includes the knowledge, skills and mindset that help motivate individuals to become deeply committed to building a sustainable future and to making informed and effective decisions to this end.