RAISING & MAPPING AWARENESS OF THE GLOBAL GOALS

2022 Report from the Sulitest Movement, a tangible implementation of the HESI & a contributor to the review of the 2030 Agenda
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. In 2022, Sulitest has been co-chair for HESI (thanks to Florencia Librizzi, Senior Advisor of Sulitest), together with UN DESA. More information on sdgs.un.org/hesi
New York, 15 June 2022

**Letter of support to SULITEST**

The United Nations Conference on Sustainable Development (or Rio+20), held in Rio de Janeiro in 2012, and its outcome document “The Future We Want” marked a turning point for the concept of access to education for all. At the Conference, the Higher Education Sustainability Initiative (HESI) was launched, made possible by the collaboration of several UN agencies, academic networks and higher education institutions who share the common desire to make higher education sector a key player in building a sustainable future.

Since its launch, HESI has convened a global forum in connection with the annual United Nations High-level Political Forum on Sustainable Development (HLPF) to highlight the critical role of higher education in achieving sustainable development. With 2022 marking the 10-year anniversary of the HESI network, the upcoming forum will highlight and celebrate higher education initiatives that are driving the implementation of the 2030 Agenda through education, teaching and learning.

Sulitest has been a central partner of HESI since its inception and plays an important role in improving sustainability literacy amongst young people in particular. Through easy-to-use online tests Sulitest has been at the forefront in building awareness amongst students and other actors about the 2030 Agenda for Sustainable Development and its 17 Sustainable Development Goals (SDGs). The Division for SDGs of UN DESA has collaborated with Sulitest to develop specific SDG modules, and I am delighted that other UN entities are also collaborating with Sulitest to develop additional modules. To date, modules focused on SDGs 7, 11, 12 and 14 have been launched.

I would like to invite interested higher education institutions to further engage with HESI and encourage all stakeholders to continue to build awareness of the SDGs, including by using the Sulitest modules as appropriate.

Sincerely,

Lotta Tähtinen
Chief, Outreach and Partnership Branch
Division for Sustainable Development Goals
A YEAR IN SULITEST

The last twelve months have been transformative in the Sulitest movement’s history. With the support of the academic community, Sulitest has scaled-up its activities to deepen its impact.

Our mission is to mainstream sustainability literacy worldwide, and we do so by equipping educators with three educational online tools that can be integrated throughout the learner’s journey. Our best-known tool is the “Awareness Test”, which improves and maps awareness of Sustainable Development topics, had more than 42,000 test-takers last year. Moreover, the “Quiz” offers an engaging and dynamic activity, while the educational interface “Looping” was created to offer learning activities based on reverse pedagogy.

In 2022, Sulitest will launch the first online certificate assessing the level of sustainable development knowledge, alongside a campaign to encourage educators to roll it out not to specialised programs, but rather across all their programs. Why? Because societal transformation requires having sustainability as a common language.

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 have sustainability literacy. The knowledge, skills and mindset that enable one to act in favour of sustainable development cannot be carried by a sheer minority – it must be mainstreamed.

Besides launching the assessment that will help steer Education for Sustainable Development (ESD), Sulitest has continued its advocacy efforts over the last year. Sulitest was the co-chair of the Higher Education Sustainability Initiative (HESI) and the Sulitest association has been recognised by UNESCO (NGO in official partnership with UNESCO - consultative status).

For the sixth 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 2022 edition, because as the community of users grows, Sulitest contributes more and more to its core mission to mainstream sustainability literacy.

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

Jean-Christophe CARTERON
Sulitest Association President
HESI Senior Advisor

Aurelien DECAMPS
Sulitest Association General Secretary
Head of Research for the Sulitest
The 2030 Agenda for Sustainable Development was adopted in 2015 by 193 states 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.

This mission is specifically highlighted in SDG 4 Quality Education. Goal 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.”

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?
- Are HEIs sure their staff is able to integrate sustainability into their daily decisions?
- How can HEIs monitor learning outcomes on topics like the SDGs?
- Is 100% of their students sharing common sustainability knowledge and a basic understanding of the challenges?
- How can they demonstrate and measure impact for your stakeholders (rankings, accreditations, recruitment, employer brand, etc.)?
- How can HEIs promote a mindset shift and promote action?

The Sulitest movement was created to address this pressing need.

“Education plays a vital role in transforming our societies towards a sustainable future. By raising awareness, Sulitest is a set of powerful tools to help anyone to become deeply committed to building a sustainable future.”

– H.E. Oyun Sanjaasuren, First elected president at United Nations Environment Assembly (UNEA)
To build a sustainable world, it is imperative to improve the knowledge, skills and mindset on sustainable development. The mission of Sulitest is to improve this sustainability literacy, so that individuals become deeply committed to building a sustainable future and are able to make informed and effective decisions to this end.

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. To fulfil its mission, Sulitest equips educators with four educational online tools, designed to allow flexibility of use to suit different organisational needs and to be used throughout the learner’s journey. The current tools include the Awareness Test, an engaging Quiz and the reverse pedagogy platform Looping (more information on pages 11-15).

Beyond engaging and raising awareness, it is also essential to be able to measure knowledge of sustainability at the individual and cohort levels. Therefore, Sulitest is launching the first international certificate of knowledge on sustainable development. It will be a lever to change the system by ensuring that understanding sustainable development is not a luxury reserved for students in dedicated masters’ programs or activists, but rather the common language of all graduates regardless of their training. A robust measurement tool that can be easily integrated into any course or program, this certificate will provide relevant data for measuring, monitoring, and steering the spread of this common language.

With these four tools, Sulitest is accelerating the sustainability literacy movement. Sulitest is proud to have a solid international recognition, being referenced by 40 institutions UN, academic networks, accreditations, labels, and rankings, and having three UN accreditations. Nevertheless, the impact is only made possible through our strong community of more than 1000 organisations registered on the platform across 5 continents.

“Kudos to Sulitest for spurring global knowledge and competency in sustainable development. Achieving the Sustainable Development Goals and the Paris Climate Agreement requires awareness, focus, knowledge and commitment. Sulitest makes an important contribution on all of these dimensions of engagement.”

– Jeffrey D. Sachs, Special Advisor to the UN Secretary General on the SDGs & Director of the UN Sustainable Development Solutions Network
STRENGTHENING THE SULITEST MOVEMENT

ONE MOVEMENT, TWO ORGANISATIONS

The Sulitest movement was born out of the dynamics of the Rio+20 Earth Summit. By giving itself the mission of “raising awareness and assessing sustainability literacy”, the Sulitest association, created in 2014, intends to play a key role in achieving objective 4.7 of the Sustainable Development Goals (SDGs) Agenda.

For several years, the association has deployed a number of tools on its online platform. However, despite international recognition, and the beginning of a commercial offer, the association’s model was reaching its limits, as its resources did not enable the systemic impact Sulitest mission calls it to create.

The association and its two co-founders therefore decided to create a social business in 2021 with the objective of massifying the impact of the Sulitest movement (SAS of the ESUS type in the French law). In January 2022, six French public and private higher education institutions (CY Cergy Paris University, ESSEC, EM Normandie, Excelia, KEDGE Business School, Université Paris-Saclay), together with several Business Angels, contributed to Sulitest’s first investment campaign.

The Sulitest movement is now supported by two vehicles. The association, shareholder of the SAS, is the guarantor of the meaning. Its role includes advocacy, reporting and UN representation, and the animation of communities of contributors for the tools of the common good. It will eventually have a role in capacity building, supporting SD education and research. The SAS, Sulitest Impact, is in charge of the design, editing, development and management of all the tools, and the deployment of the commercial activity. It plays a support role in the animation of user communities and hosts all content (association and SAS). Finally, it develops R&D on the impact of using Sulitest tools on both individuals and organisations.

Sulitest has committed to reinforcing its impact by setting the standard for universities and other organisations. During 2022, it will launch the first robust, accessible, easy-to-implement, reliable and globally comparable online certificate for assessing sustainable development knowledge. This standard will act as a lever to ensure that understanding sustainable development is not a privilege reserved for students enrolled in/graduated from specialised courses or for activists involved in specific causes, but rather a common language for all people, regardless of their chosen academic background.

“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. IAU is proud to be part of this global project.”

– Hilligje VAN’T LAND, Secretary General at International Association of Universities
OUR ENABLERS

KEDGE BUSINESS SCHOOL

“In 2005, KEDGE signed the United Nations Global Compact and 2 years later became one of the first business school to create a research department dedicated to design and implement a CSR strategy. Over the last fifteen years, we have been committed to contribute to a sustainable development and to make higher education an essential cog of it.

With 14 800 students we do have the responsibility to develop our students, the future leaders, by providing them the keys and tools to be actors in the ecological and social transition. To that end, we include sustainability within the whole student pathway, to develop their skills and ensure their employability. Training our 14 800 students to be positive changemakers transforming the world is our duty!

Sulitest has always been as the core of our CSR strategy called KEDGE IMPAKT. Developed by a consortium led by KEDGE, all our students take it as soon as they join our school.

Today, we are proud to support and invest in its scaling-up alongside other major institutions. With Jean-Christophe Carteron and Aurélien Decamps at its head, we are convinced that, tomorrow, we will succeed in having a universal certificate on sustainable development.

When issues are global, solutions have to be global! I do have one conviction: all together we will innovate for tomorrow, succeed in implementing the SDGs and Sulitest will be part of it.”

– Alexandre de Navailles, General Manager at Kedge Business School

PARIS-SACLAY UNIVERSITY

“The Sulitest’s approach is fully in line with one of the objectives of Paris-Saclay University’s “Sustainable Development” charter. This objective aims to deploy quality education and training on global issues linked to sustainable development from undergraduate to doctorate levels in order to prepare all future citizens to act now. In addition to its existing Masters’s programs and Engineering degrees in different fields such as agrosciences, environment, ecology, energy and land management, Paris-Saclay University is strongly involved in the design of training courses on sustainable development for all students. This is evidenced by the SPOC on Ecological Transition Challenges offered to all undergraduate students at the University, the common educational space on environment which offers all Masters students lectures on the major environmental issues and refresher courses, but also the innovation and executive education hub for the development and implementation of research. Considering that our societies and their economies can only develop sustainably and guarantee social equity by respecting the principle of planetary limits and the non-substitutability of resources from the biosphere, Paris-Saclay University supports Sulitest Impact as an investor and actively participates in the development of the creation of the first international certificate of knowledge on sustainability. We consider this certificate to be a very useful driver for achieving these essential transformative changes that are key to preserve the habitability of the planet for humans and non-humans alike.”

– Jane Lecomte, Vice President Sustainable Development; Christelle Marlin & Laurent Audoin, Sustainable Development leads at Université Paris-Saclay
**EM NORMANDIE**

“At EM Normandie, we are convinced that one of the major missions of education is to empower and train students to be able to initiate change, take informed decisions, and collectively build a sustainable future. Our decision to invest in SAS Sulitest Impact in January 2022 was fully in line with our new strategic direction and our philosophy: “Inspire and educate yesterday's generations, today and tomorrow to become the actors of a sustainable world.”

By 2030, EM Normandie wants to become a “School for Good” by being an organisation with a positive societal and environmental impact. The Sulitest movement represents a considerable lever to meet this challenge. By being trained and made aware, our students will have all the cards in hand to act on the world but also to develop their employability. We are therefore obviously very happy to be associated with this ambitious project and to contribute to its success.”

– Elian Pilvin, Dean at EM Normandie

**CY CERGY**

“CY Cergy Paris University is engaged in a systemic approach to integrate the challenges of ecological and social transition in line with the 17 SDGs. To take on its responsibility as a university in the Anthropocene era, CY has built a roadmap that is transforming our university into a Solutions and Empowerment Factory to societal challenges. The aim is to redesign HER’s ethics and methods. We can no longer simply create and transfer knowledge; we must also create and transfer know-how and soft skills to empower new generations by giving them the key to build solutions for a sustainable world. On the academic plan, CY has set the goal of raising awareness and training 100% of students in sustainable development issues by 2030.

Among the main levers, CY is committed to the deployment of the Sulitest by implementing it in its training programs and by having set up several joint projects, including the construction of a WIKI Sulitest. By recently becoming a shareholder of Sulitest Impact, CY wishes to take part in the development of this efficient and innovative “toolbox” that will accelerate the transformations already underway.”

– François Germinet, Président at CY Cergy Paris University

**ESSEC**

“ESSEC is well aware that environmental and social challenges are priority concerns of humanity and considers that, as a business school, it holds a great responsibility to equip future leaders to tackle these challenges.

ESSEC thus designed its mission to train enlightened leaders to have a positive impact on the world. In order to fulfill its mission, ESSEC needs rigorous pedagogical tools to accompany and assess learning.

In that context, supporting Sulitest, both as a shareholder and user, came as a natural step! We are committed to deploy the tool largely in our school and we will work so that the certificate becomes a worldwide standard for assessing students’ knowledge of sustainable development.”

– Anne-Claire Pache, Associate Dean for Strategy and Sustainability at ESSEC Business School
“Excelia has been a pioneer in the teaching of Ethics, Social Responsibility and Ecological Transition for over 20 years and, in 2018, introduced the Sulitest to complement its own specialised courses.

As a result, each year some 1,500 students log on to the Sulitest platform with two main objectives in mind.

1. For students: to improve their awareness and knowledge of CSR i.e. their ‘sustainability literacy’
2. For Excelia: to be able to measure the effectiveness of one of its learning goals, ‘LG5: Social Responsibility’, which is part of the school’s Assurance of Learning (AoL) continuous quality improvement system for pedagogy

In the same vein, at Excelia, we have developed 3 pedagogical cases supplementing our core module: Rana Plaza, Lactalis, and Diesel Gate. These cases enable us to explore the relevant issues in more depth, focussing on situation analysis and skills assessment, for example. Involving different levels of complexity, these cases are perfectly adapted for our different student groups.

The Sulitest initiative is incorporated into a so-called teaching ‘slot’, both at the beginning and at the end of the course, with input from an experienced teacher who is an expert in the subject matter. Students can therefore monitor their progress, compare their performance with students from other institutions, exchange ideas and ultimately improve their knowledge.

Therefore, as change leaders, it is only natural that we should actively support the evolution of the Sulitest movement and introduce the pioneering knowledge standard, Sulitest’s first online certificate, for the start of the new academic year for our final-year students. Excelia is committed to ensuring that its students are aware of the challenges of the ecological and societal transition, educating them to become environmentally conscious and socially responsible managers. As such, the Sulitest is one of the cornerstones of our pedagogical approach.”

– Valérie Fernandes, Dean of the Faculty at Excelia
AWARENESS TEST

Sulitest’s best-known tool is the “Awareness Test”, which improves and maps awareness about Sustainable Development topics. It consists of an international set of 30 multiple-choice questions (the “International Core Module”) selected from an expert-approved database.

Each of these questions is aligned with one or more goals of the Global Agenda, which generates the largest database mapping citizens’ awareness of the SDGs (Sustainable Development Goals). 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. In addition to the “International Core Module”, optional country-specific, SDG-specific or even customised modules can be added.

LOCAL MODULES

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.

Developing a set of questions also 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.

As of June 2022, 17 countries/regions have already developed their own set of local questions. TU Dublin in partnership with colleagues from Dublin City University, University College Cork, NUI Galway and Atlantic Technological University are in the process of creating a National module for Ireland and anticipate this being online by January 2023.

SIGN UP TO SULITEST.ORG & RAISE SUSTAINABILITY AWARENESS
SDG SPECIALISED MODULES

Sulitest has launched several projects in partnership with UN entities to create modules related to specific SDGs.

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.

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. This module was officially launched during the HLPF 2018.

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

Waste management is 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. This module was launched during the HLPF 2018.

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

With the help of UNEP, and a group of universities and NGOs, Sulitest created a specialised module on the Circular Economy. This module helps higher education institutions and organisations to discover concepts, pathways, and opportunities to embrace the Circular Economy. This module was launched during the HLPF 2019.

SDG 14: LIFE UNDER WATER, FOCUSED ON OCEANS, IN PARTNERSHIP WITH UN DESA AND MERCATOR OCEAN INTERNATIONAL

Sulitest, Mercator Ocean International and UNDESA, together with an expert multi-stakeholder working group, created an ocean-focused module about SDG14. This module was officially launched during the HLPF 2021 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, become aware of ocean-related issues and take actions to protect this valuable ecosystem!

“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 at GRLI
QUIZ

In addition to the Awareness Test, the “Quiz” offers an engaging and dynamic activity. Consisting of a set of 6 to 10 questions, 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 six to ten questions.

Each question is displayed in real-time, and each team member has one minute to respond. Team scores and a learning statement (feedback) are displayed after every question. 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.

SPECIALISED MODULES

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. To raise awareness on the emergency regarding biodiversity collapse, Sulitest has created a Quiz on biodiversity with the help of a group of experts from various organisations to test improve the understanding of this crucial topic.

SDG 14 QUIZ

The SDG 14 module described previously is also available in a Quiz format.
CUSTOMISATION

Sulitest offers Premium Access for organisations that want to go further. Beyond a dedicated focal point within the Sulitest team, Premium 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,
- Customise staff and managerial training programs
- Improve the professor’s ownership of sustainability teaching as it allows personalisation
- 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), customised modules are totally flexible in format. Developers can choose from Likert scales, open text boxes and other response options to maximise their personalised experience. The following examples demonstrate how modules may be customised for different audiences.
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 customised module called “Becoming an SDG-compatible university”. This module was co-created by the project partners and Sulitest representatives, and it has survey-like questions that prompt the respondent to think of the impact of universities in sustainability and vice versa, as well as the imprint of their own institution. The aim is to identify the convergences and gaps among the motivations, expectations and perceptions of the university stakeholders. It was well-received by students, academics and staff alike, and the feedback of many was that this experience inspired them to accelerate their university’s transition towards sustainability.

The module “Latin America towards sustainability” was also developed with the project partners, which is now available through the Sulitest platform for all – a direct contribution of the “Change the Climate” project to the community. The module showcases Latin American local efforts and regional information. It shows Latin America’s strengths as a region: the efforts, inspiring actions, steps taken and initiatives. People taking the module leave with awareness and pride of what has been done and can be done, knowing from those success stories that they can too make a difference! While the module is focused on stories from Latin America, it was designed to be answered by anyone regardless of their nationality.

Lastly, the project is developing a transversal open course to establish a common ground about sustainability: what is it, why is it important, what are the most significant challenges. Focusing on “Impact through Sustainable Lifestyles”, the course will have modules focused on sustainable food, habits at home, mobility and consumption. A SuliQuiz customised module will be developed to introduce each module in a fun, dynamic and interactive way.

Overall, Sulitest has been an enabler for the project. It helped raise awareness in an easy way through the Awareness Test, it prompted reflection and strategic thinking on the role of universities for a successful transition towards sustainability through the “Becoming an SDG compatible university” module, it shed a light on the way forward with the module “Latin America towards sustainability” by showing example of positive change and it will show how one can get started with the Quiz modules on sustainable lifestyles.
LOOPING

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.

The Awareness Test and the Quiz are exceptional tools to raise awareness and allow candidates to identify knowledge gaps and cultivate curiosity. When the Sulitest team developed these tools and their question banks, it was recognised the learning potential in creating robust questions and offering a learning statement.

Looping was then developed to allow learners to solidify their understanding of a subject and connect their discipline to sustainable development by creating questions. It promotes active learning, supporting 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.

While it is an extremely flexible tool, the general prompt of a Looping session is to create the set of questions related to which a stakeholder (a decision-maker, a student, etc.) should know how to answer in order to make informed decisions. More information about the methodology and how one could organise a Looping session can be found on the Pedagogical Guide.
COMING SOON!

THE ASSESSMENT OF SUSTAINABILITY KNOWLEDGE

To build a sustainable world, it is imperative to improve the knowledge, skills, and mindset on sustainability for all. While the world needs experts capable of solving specific problems, given the interconnections and tipping points we face, it is essential to ensure that an increasing number of graduates and professionals have sufficient understanding of sustainability to integrate it into their profession.

This is the mission of the Sulitest movement, which provides institutions with tools to integrate sustainability education into their programs. But to be effective, it is essential to be able to measure this knowledge at the individual and cohort levels.

The Awareness Test offered on the Sulitest platform allows for the identification of major trends that are already very useful. However, as a training tool, the flexibility offered to educators and the very structure of the test do not currently allow for an accurate measurement of knowledge of sustainable development.

By launching The Assessment of Sustainability Knowledge (TASK), Sulitest aims to create a system change lever that will make sustainability a common language for all.

A robust measurement tool that can be easily integrated into any course or program, this certificate will provide relevant data for measuring, monitoring, and steering the spread of this common language. By becoming an essential standard, it will have a massive impact in making sustainability literacy "mainstream".

For the certificate to become “the” standard, 3 elements are essential:

• Firstly, it must be robust – Sulitest has therefore launched a taskforce of researchers and practitioners.

• Secondly, it should be meaningful, relevant and meet the expectations of the various stakeholders. To this end, Sulitest has created an assembly of Fellows, bringing together members of academic networks, businesses, student movements, and accreditation & ranking bodies, who act as a steering group to the certificate development.

• Finally, it must be rapidly used on a massive scale. For this purpose, Sulitest is calling for a commitment of universities and HEIs to be Change Leaders and offer this upcoming certificate, not only to niche degrees, but rather to the graduating students of all their programs.

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“I am happy to be supporting the Sulitest in its effort to create a reliable and validated measurement tool for assessing sustainability literacy. As higher education institutions strive to quantify their efforts to integrate sustainability into educational programs, the need for the Sulitest is growing. Operationalizing a contested concept such as sustainability is always a challenging activity, but by employing a multiple stakeholder process, Sulitest is creating a tool that will be applicable for a variety of activities (e.g., understanding the effectiveness of an educational intervention, ensuring a minimum level of sustainability literacy of graduates, etc.). Challenging, but also exciting.”

– Talia Stough, Researcher at the Open University & Member of the Sulitest task force

“At a time when action for a real societal and environmental transformation can no longer wait, it is essential that everyone can be trained both in the fine understanding of the issues at stake, as well as in their coherence and in the deployment of tools and methods that will allow them to fully inscribe their action in a dynamic of sustainability. It is therefore essential that everyone is able to evaluate their knowledge and skills in this area and this is precisely the challenge that the Sulitest team has set itself. Thanks to its incredible energy and its unfailing commitment, the founders of Sulitest have put together a task force of which I have the pleasure and the honor to be a part. Within a tight timeframe but without leaving out any substantive issue, this team is working to build a label that will guarantee the solidity of everyone’s achievements in terms of a demanding, coherent, systemic and positive approach to sustainability. This is a fundamental need that this team strives to meet with rigor and joy because conviction, method, commitment and pleasure are the fuel for this transformation in the service of the well-being of humanity, peace, sobriety and the biosphere.”

– Émeric Fortin, Head of Master Programs and Sustainable Development Education at École des Ponts ParisTech & Member of the Sulitest task force
ASSESSMENT AS A SYSTEM CHANGE LEVER

“The power of higher education to change the world exists both in what it is, but also more importantly in how it affects the futures of all students. Nurturing enquiring minds has always been part of that mission — but now it is more important than ever that it also encourages an aware, sustainable mindset in every student. Sulitest will support this, providing a common framework against which teaching in this vital area can be assessed.”

– Duncan Ross, Chief Data Officer at Times Higher Education

“I support the idea of seeking to identify key principles and insights around sustainability, track initial awareness and progress in business education and beyond to raise quality and ultimately action to tackle global warming. Sulitest is an important initiative to explore ways to meet these goals.”

– Andrew Jack, Global Education Editor at Financial Times

“Sulitest is an innovative pedagogical tool that can be deployed in multiple ways to advance educational objectives in sustainability and global responsibility. 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 at EFMD
INSPIRING EXAMPLES OF HOW TO INTEGRATE SULITEST TOOLS

SKEMA BUSINESS SCHOOL (FRANCE)

“Facts as food for thought! The Sulitest challenges your preconceived notions of environmental, social, and governance criteria. A fun way to raise awareness and change behaviour among young professionals and more experienced audiences alike. Many thanks and keep up the good work!”

– Maximilian Rech, Assistant Professor & Director of the MS® Supply Chain & Purchasing Manager at SKEMA Business School

HEC PARIS (FRANCE)

“The World needs a simple, up-to-date, and evidence-based platform to assess and certify everyone’s sustainability literacy. As an engaged scholar and leading an Institute within my university, it was natural to use for all our students Sulitest for now several years. Hence, I fully support Sulitest’s new projects.”

– Rodolphe Durand, Professor and Chair in Purposeful Leadership at HEC Paris

UNIVERSITY OF SUSSEX (ENGLAND)

“Sulitest is a valuable way of introducing the UN SDGs into management and business. Sustainability is a core value of the University of Sussex and is therefore an important element within the curriculum. We believe future managers, business leaders and entrepreneurs should all have a good awareness of sustainability and Sulitest provides that opportunity.”

– Alison Bailey, Lecturer at University of Sussex

EMLYON BUSINESS SCHOOL (FRANCE)

“The Sulitest is integrated into all CSR courses given at emlyon for several years now. CSR and Sustainability teaching are a mandatory part of all programs at emlyon. Besides a core course about CSR, 60 percent of all courses question the social and environmental impact of businesses and managerial decisions in all our program across the disciplines. The SuLiTest is an important element of an online learning package that is meant to be used for individual preparation of students before the first session about CSR and Sustainability in a classroom. This year, almost 2,500 participants, from BBA to Master and 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 the test has a real added-value as a pedagogical tool, even for people with a professional background, such as the participants of our Executive MBA. The test is now used on all our campuses in France (Paris, Lyon, St. Etienne) and in Morocco.”

– Hans-Jörg SCHLIERER, Coordinator for CSR and Sustainability at emlyon business school

UNIVERSITY OF OULU (FINLAND)

“The Sulitest has become an essential part of our master’s level education programs, over the years. While learning the essentials about globally responsible business, in theory and practice, the Sulitest offers a revealing mirror, through which the students can see where they stand, and what still to learn, in sustainability matters. What a great asset to any future professional!”

– Sauli Sohlo, Deputy Director at University of Oulu
UNIVERSITY OF WORCESTER (ENGLAND)

“University of Worcester has been using SuLiTest since 2016 as a way of measuring student knowledge and awareness in individual modules and for supporting training for course reps initially. We extended this to all students enrolling in 2020 to help us understand the breadth of engagement and knowledge of sustainability within the broader student population. We have found it to be a powerful and valuable tool and would recommend it to any institution looking to monitor engagement, impact, and outcomes for their students.”

– Katy Boom, Director of Sustainability at University of Worcester

ENAC (FRANCE)

“I support the Sulitest movement to be in the same dynamics as organisations, companies and universities and to contribute to the employability of our students. Sulitest offers the opportunity to test the level of maturity of our students for SDG issues, and a tool to help them grow.”

– Béatrice de Givry, Sustainable Development Program Manager at ENAC

IESEG SCHOOL OF MANAGEMENT (FRANCE)

“In September 2021, 1075 IESEG bachelor students took the Sulitest as part of their sustainability induction seminar. During this journey, they discovered the SDGs, how they could get engaged with sustainability throughout their curriculum and why these topics mattered for their future studies and careers. The Sulitest was an important step in this discovery, by allowing participants to test and develop their understanding of SDGs. They are looking forward to taking the test again after going through their curriculum, to measure improvements.”

– Myriam Degrave, Sustainability Manager and Professor at IESEG School of Management

URAL FEDERAL UNIVERSITY (RUSSIA)

“We have been using Sulitest to ensure sustainability dive-in for our students since 2017 at Ural Federal University. It is a great tool to make students think out of the box and consider changing habits and frameworks of the current and future placements towards more sustainable environment. The key idea is to change the mindset and explore the new realities through a responsible leadership lens. We are very grateful to be part of such global movement.”

– Zhanna Belyaeva, Academic Director, PhD at GSEM Ural Federal University

UNIVERSIDAD DE LIMA (PERU)

“Sulitest is one of the best examples that if people around the world want become changemakers, they can! The highest value that Sulitest has is its capability of joining all the agents of the high academic ecosystem and its challenges in SDG thinking, doing, teaching. In Universidad de Lima, Peru, we see Sulitest as a very important tool for the lecturers and students interested in increasing the Sustainability knowledge, and for the improvement in their SDG initiatives, projects and assignments.”

– Alfredo Estrada Merino, Director Sustainability Center at Universidad de Lima Perú

MINES SAINT-ETIENNE (FRANCE)

“We oblige all our first year students to make the Sulitest. We do not impose any minimum level. It makes them ask themselves questions that they would not have asked by themselves. They can do the sulitest autonomously, when they want during a one-month period. Thanks to the managing session tool, we can check which students make the test and which ones did not do it.”

– Natacha Gondran, Professor at Mines Saint-Etienne
TOULOUSE-INP ENSIACET (FRANCE)

“At ENSIACET, we teach chemistry, materials and industrial engineering. Using International and France modules, the sulitest is in our school a central sustainability educative tool that every student has to use in first year. A module made specifically for our institution help us to gather statistics about individual motivation of each student to rethink our school actions. Finally, we use also sulitest in an innovative pedagogy mode where students in groups recreate links between 4 random sulitest questions to trigger systemic visions. We aim now to develop a specific module in chemistry in collaboration with 20 higher chemistry school all across France.”

– Naïla Even, Educational Designer at Toulouse-INP ENSIACET

UNIVERSITÀ DI BOLOGNA (ITALY)

“Sulitest is useful to test the literacy on sustainability issues on the part of students and professionals. It is friendly to use and to administer. It storages data and gives comparative benchmarks.”

– Benedetta Siboni, Associate Professor of Business Administration and Accounting studies at Università di Bologna

UNIVERSIDAD DE MONTERREY (MEXICO)

“At UDEM, we have been using Sulitest as part of an introductory course for all our first-year students. Sulitest has served as a conversation detonator and an eye-opener because it gives our students a broad picture of global issues, trends, and data they should know about what is happening in the world. Also, we love using Sulitest because it sets up a standard of what a person shall know about sustainability and gives us an idea of what students know and what they should learn to improve their scores.”

– Cesar Nanni, Sustainability coordinator at Universidad de Monterrey

APPALACHIAN STATE UNIVERSITY (USA)

“The Sulitest has long been a vital tool for assessing sustainability literacy in the Walker College of Business at Appalachian State University. It has allowed us to enhance student knowledge of the UN Sustainable Development Goals in a positive and approachable way. We continue to use the Sulitest in our business capstone course as a way to increase awareness of sustainability issues that business students are likely to encounter as they transition to life after graduation.”

– Dr. Josh Silvey, Director of Assessment and Accreditation Reporting at Walker College of Business, Appalachian State University

NATIONAL UNIVERSITY OF IRELAND, GALWAY (IRELAND)

“The Sulitest was deployed this academic year to 30 graduate students enrolled on a ‘Green Lab Principles and Practice’ module. The quiz was opened to them on the first day of the module, and students were a mix of masters and PhD students. The Sulitest helped in introducing the students to the broad themes important to sustainability. Using it was a great way to engage students from the beginning of the module.”

– Una FitzGerald, Biomedical Engineering Lecturer at National University of Ireland, Galway

EPHEC (FRANCE)

“We used the Sulitest last year during the online onboarding week of our first-year students, following an introduction to sustainable development.”

– Lara Vanderstichelen, Sustainable Development Manager at EPHEC
2022 TRENDS

The mapping of sustainability awareness on the scope of the 17 SDGs is done through the analysis of the Core Module of the Sulitest Awareness Test. This module is based on a common question bank across countries, displaying questions that address global challenges.

More than 240,000 Awareness Tests have been taken since the launch of Sulitest. The results can be analysed to provide tangible indicators and trends to map sustainability awareness and monitor its progress. This report presents the activity between the period of July 2021 and June 2022, representing a sample of 37,274 Awareness 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. Nevertheless, it is acknowledged this sample is not representative of the overall population and is still far from the long-term objective of Sulitest, which is to achieve Sustainability Literacy for all.

LIMITATION OF THE CURRENT DATA SET

- Test conditions: Sulitest lets organizations choose the way they are using the tool, resulting in different conditions of use (i.e. longer duration or a shorter session, open-book or not, etc.)

- 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).

- Population: The population comes from a variety of contexts, from 1st year students to MBA graduates, potentially affecting the comparability of results.

- Geographical dissemination: With more than half of the test taken in France, 21% in Europe (without France), 15% in the Americas this year and less than 5% in other continents (at the time of writing this report), the trends presented in this chapter are not representative of the worldwide population.

Keeping these limitations in mind, the 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 foundational matrix of the Awareness Test is based on four main knowledge areas to ensure that the subjects covered are comprehensive and organised with a holistic perspective, ranging from broader interrelationships to personal actions, all needed to achieve systemic change.

These four themes are:

• The big picture: Sustainable humanity and ecosystems
• How we work: Global and local human-constructed systems
• How we change: Transition towards sustainability
• Our role in that change: Role to play, individual & systemic change.

The worldwide average result of the International Core module in 2021-2022 is 59.4% of expected answers, which is slight decrease compared to 2020-2021 (59.9%). This emphasises the need to accelerate further the sustainability literacy movement and to implement comprehensive strategies across all programs.

The figure below displays the 2021-2022 average score of the International Core module on these dimensions.
SDG MAPPING

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 2 provides the general picture of sustainability awareness of the 17 SDGs.

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 (51.5% and 69.5%, respectively). 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 5 - Gender Equality; SDG 6 - Clean Water and Sanitation; and SDG 10 - Reduced Inequalities).

- 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.
VOLUNTARY SURVEY

At the end of each session of the Awareness Test held in an academic context, 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 the survey is not mandatory, its sample size is smaller, comprising of 10,188 respondents.

RESPONDENTS PROFILE

47.1% Men
51.6% Private HEIs

51.9% Women
48.4% Public HEIs

1.1% preferred not to say

INTEREST & CONFIDENCE SELF-ASSESSMENT

76.6% of respondents consider it useful to assess the sustainability knowledge of students (like Sulitest) and provide feedback to educators

59.0% of respondents feel confident they will be able to follow sustainability principles in your future job

62.9% of respondents are interested in implementing sustainability practices in their job, (while 30.7% state they will do so only if it helps their career
WORDS FROM THE SULITEST COMMUNITY

“The Sulitest serves as an important tool for advancing the understanding and skills required for a more just and sustainable future. Future graduates will have deeper knowledge and appreciate for how sustainability can be woven through all disciplines and careers thanks to the work of the Sulitest community. At SOS-UK we work with thousands of staff and students across the UK to embed sustainability in the curriculum through our Responsible Futures framework and Teach the Future campaign. The Sulitest complements these initiatives and helps us to advance our mission to see all students learning and leading for sustainability.”

– Quinn Runkle, Director of Education at Students Organising for Sustainability - UK

“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’ base-line 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 at the SDG Academy - UN SDSN

“Globalization required international mindsets and English skills. There rised Toefl as a standard. Digital transition required digital mindsets and digital skills. There rised initiatives like Pix in France for scholars, CDOs and digital universities within companies.

Social and ecological transition won’t be possible without understanding the key issues our world is facing, learning and assessing new skills. Sulitest is as obvious as what Toefl and Pix are to sustainability.”

– Pierre-Yves Sanchis, Founder and GM, Youmatter

“Given the urgent social and environmental challenges we today face, we urgently need to raise a massive movement of Changemakers all around the globe. These Changemakers need to have the right knowledge, skills and mindset to create a sustainable and desirable future. The Sulitest movement is a major initiative in this collective effort!”

– Matthieu Dardaillon, President and cofounder, Ticket for Change

“One of the valuable components of Sulitest is it provides feedback to educators regarding which goals of the SDGs are already understood by the students and which goals need to be emphasized more.”

– Debra Rowe, President at US Partnership for Education for Sustainable Development
“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

“It is incredibly important for the current and future generation of changemakers to understand what it means to be sustainable in order for us to progress towards the prosperous future we seek. Sulitest does this admirably well, empowering a diverse group of stakeholders to read society critically, and to gain insights into the current unsustainable trajectory that society is on. It is great to see how Sulitest’s sustainability framework prepares the next generation of leaders to make meaningful decisions anchored in inter-generational equity!”

– Satya S. Tripathi, Secretary-General at Global Alliance for a Sustainable Planet

“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 at Sustainable Leadership to Thrive.

“People, Planet and Prosperity: any P&L statement should have such a triple bottom line. That is what the SDGs, adopted in 2015, taught us. To achieve the 17 Goals and meet their 169 targets on due time, we need to have the largest and brightest movement possible. Therefore, mainstreaming sustainability literacy is key. This is why I strongly support the Sulitest initiative: making sure organizations and citizens are fully equipped with a good understanding of sustainability is not only instrumental to materialize SDG 17, but also vital to ensure implementation of the 2030 Agenda. I strongly commend the Sulitest to accelerate our journey towards 2030, and its brilliant leadership team which started this initiative.”

– Thomas Friang, Founder & CEO, Open Diplomacy Institute

“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, Chief of Education at UN Environment & Youth Chair at HESI
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.