

MAPPING AWARENESS OF THE GLOBAL GOALS



ELYX by YAK

Report from the Sulitest,
Tangible implementation
of the HESI @ contributor to
the review of the 2030 Agenda



HIGH-LEVEL POLITICAL FORUM
ON SUSTAINABLE DEVELOPMENT

United Nations HQ – NYC USA
July 19th, 2017

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 and UNCTAD, 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 policymaking.



All higher education institutions may join the network freely. Higher education institutions part of HESI commit to:

1. Teaching sustainable development across all disciplines of study,
2. Encouraging research and dissemination of sustainable development knowledge,
3. Campus greening and supporting local sustainability efforts, and
4. Engaging and share information with international networks.



Register on : <https://sustainabledevelopment.un.org/sdination/hesi>

« The HESI attracted hundreds of endorsers and commitments [...]. This initiative is transformative, global in reach and could reach thousands of graduates from universities and business schools.»

Ban KI-MOON, UN former Secretary General - UN headquarters, NYC – 28th June 2012.

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The United Nations Conference on Sustainable Development held in Rio in 2012 (Rio+20) highlighted that Higher Education Institutions (HEI) must and should play an increasingly important role in developing their students' awareness of sustainability challenges. In the **Higher Education Sustainability Initiative (HESI)**, launched for Rio +20, Chancellors, Presidents, Rectors, Deans and leaders of Higher Education Institutions and related organizations, acknowledged the responsibility that they bear in the international pursuit of sustainable development. However, the question remained: **"How can we assess and report on sustainability's impact in our programs and be sure that we are producing sustainability-literate graduates?"**

In response to that question, the Sulitest (Sustainability Literacy Test) was created. In only a few years, it has already grown into a pedagogical tool of reference and is used worldwide. It provides higher education institutions, and now companies and other organizations around the world as well with an internationally recognized and locally relevant tool **to measure and improve sustainability literacy for all**. It also gives tangible indicators to monitor this journey.

Covering the entire scope of Sustainable Development and Corporate Social Responsibility, it was an obvious step to link the Sulitest to the framework of the Sustainable Development Goals.

Recognized as one of the seventeen featured initiatives of the UN partnerships for Sustainable Development Goals (SDGs), **Sulitest is now a contributor to the review of the 2030 Agenda through the High-Level Political Forum (HLPF)**. Each Sulitest question is aligned with one or more goals from the Global Agenda, creating the largest database on citizens' awareness and understanding of the SDGs. A newly developed module on SDGs carried out by UNDESA has just been launched. Thanks to Sulitest, we will be able to monitor the knowledge, degree of perception and even the commitment of world citizens to sustainability and global challenges, year after year.

We are proud to contribute to sustainability literacy worldwide and, with the help of a growing community working collectively, to accelerate the transition towards a sustainable future.

The Sulitest is not a website. The Sulitest is not a test. **The Sulitest is an international movement** that empowers everyone to make informed and responsible decisions and to collectively build a sustainable future. Thanks to so many of you, the movement has begun, and with YOU, it will grow...

Jean-Christophe CARTERON
Sulitest President
HESI Senior Advisor

Aurelien DECAMPS
Sulitest General Secretary
Head of Research for the Sulitest



United Nations  Nations Unies

OFFICE OF THE DIRECTOR
DIVISION FOR SUSTAINABLE DEVELOPMENT
DEPARTMENT OF ECONOMIC AND SOCIAL AFFAIRS
ROOM S-2620, 405 EAST 42ND STREET, NEW YORK, N.Y. 10017
TELEPHONE: (212) 963-0380 EMAIL: ZHU@UN.ORG

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10 May 2017

Subject: **Take part in the global review of the 2030 Agenda for Sustainable Development - engage with the Sustainability Literacy Test (SULITEST) SDG Assessment**

In September 2015, Heads of State and Governments adopted the 2030 Agenda for Sustainable Development – a new plan of action for people, planet and prosperity, with 17 Sustainable Development Goals (SDGs) at its core. The 2030 Agenda recognises that eradicating poverty in all its forms and dimensions, including extreme poverty, is the greatest global challenge and an indispensable requirement for sustainable development. All countries and all stakeholders, acting in collaborative partnership, will implement this plan.

Each year, representatives from governments, intergovernmental organizations, United Nations entities, and civil society organizations meet in New York at the High-level Political Forum on Sustainable Development (HLPF) - United Nations' central platform for follow-up and review of the 2030 Agenda for Sustainable Development and the Sustainable Development Goals – to review the global progress of the 2030 Agenda.

To support the follow-up and review of this Agenda, the United Nations Department of Economic and Social Affairs (UN DESA), through the Division for Sustainable Development, is collaborating with the organization Sustainability Literacy Test (SULITEST) to assess what students of Higher Education Institutions (HEIs) around the world know about the SDGs. The results of the *SULITEST SDG* assessment will be showcased to participants of the 2017 meeting of HLPF at a special event titled “*Higher Education Institutions - key drivers of the Sustainable Development Goals*”, organized on 19 July 2017 by the Higher Education Sustainability Initiative (HESI) – a collaborative UN partnership created in the lead-up to the United Nations Conference on Sustainable Development – Rio+20 – in 2012.

I welcome all students from Higher Education Institutions to fully engage with the SULITEST SDG assessment, the High-level Political Forum and the “*Higher Education Institutions - key drivers of the Sustainable Development Goals*” special event. More information can be found at:
<https://sustainabledevelopment.un.org/hlpf>



Juwang Zhu
Director
Division for Sustainable Development

EXECUTIVE SUMMARY



EXECUTIVE SUMMARY

The core mission of the Sulitest Association is *“to provide and develop a tool to make sure that current and future decision makers have sufficient awareness on sustainability challenges to take informed and effective decisions and to collectively build a sustainable future.”*

Developed as a **tangible implementation of HESI (Higher Education Sustainability Initiative)** launched at the UN Conference on Sustainable Development in 2012 (Rio+20), Sulitest presented its first activity report as a founding act during the UNESCO World Conference on Education for Sustainable Development celebrating the end of the UN Decade of Education for Sustainable Development (DESD) and setting-up the post-2015 agenda in November 2014 in Nagoya.

Sulitest provides an **online training and assessment tool** called The Sustainability Literacy Test. This tool is available for higher education institutions and other organizations beyond academia to raise awareness on sustainability and assess sustainability literacy for their students, staff and other stakeholders. After a pilot phase (2014-2016), Sulitest has reached an important milestone with the launch of its new platform in September 2016. Built on the feedback of its community, this new version is more user-friendly, equipped with a learning mode, a new matrix to ensure a systemic vision and has been deployed beyond academia to business and organizations... But the most important change is the alignment of the tool to the SDGs framework. Thus, **Sulitest has become an active contributor to the 2030 agenda on Sustainable Development.**

This report highlights Sulitest’s contribution for the first academic years (2016-2017) of integration of the SDGs framework in the initiative. Two main contributions are highlighted: Firstly, as each question is linked to one or several SDGs, **the Sulitest results are used to map the current awareness on the challenges addressed by the SDGs**; secondly, a partnership **with UN DESA** has been signed to launch **a specialized module to train citizens on the SDGs global framework**

and to improve their ability to contribute to the global agenda.

As the Sulitest is taken by a diversity of candidates in different contexts, it can be mined for data to map the current level of sustainability literacy and monitor progress overtime. Since its very beginning (pilot version), 61,667 candidates from 612 universities in 57 countries have taken the Sulitest as of July 2017. The matrix of topics and the format have changed in September 2016 to align the tool with the SDGs framework, the statistical consolidation between the pilot phase and the current version is thus not possible. The mapping on global awareness on the SDGs conducted in this report is thus based on a sample of **16,575 candidates from 170 universities in 31 countries who took the Sulitest between September 2016 and July 2017**, with an average score of 55% of expected answers. This sample will grow as more universities and organizations use the Sulitest in the future and contribute to fine-tune this first international survey on SDGs’ awareness.

The mapping conducted for 2016-2017 in this report provides a first snapshot of the current awareness on challenges covered by the SDGs in our sample. It emphasizes a relative homogeneity in the level of awareness amongst the 17 SDGs, even if significant differences are identified with average scores of expected answers going from 34 to 67%. **Four main groups are identified:**

- A first group with a higher level of awareness (average scores > 60%) : SDG2 Zero Hunger; SDG 8 Decent Work and Economic Growth; SDG11 Sustainable Cities and Communities; SDG14 Life below water; SDG15 Life on Land and SDG16 Peace and Justice, Strong Institutions.
- A second group with average scores of 58 and 57% on SDG4 Quality Education and SDG17 Partnerships for the Goal.



- A third group with a medium level of awareness (between 46 and 53%): SDG1 No Poverty; SDG5 Gender Equality; SDG6 Clean Water and Sanitation; SDG7 Affordable and Clean energy; SDG9 Industry, Innovation and Infrastructure; SDG10 Reduced Inequalities; SDG12 Responsible Consumption and Production and SDG13 Climate Action.

- Finally, SDG3 Good Health and Well-Being is clearly associated with a lower level of awareness in our sample with an average score of 34%, which calls for more urgent initiatives in terms of education and awareness for this goal.

The trends are then used to map the agenda of the upcoming edition of the High Level Political Forum (HLPF) : the main platform in charge follow-up and review of the SDGs. **The results show a steady increase of awareness regarding topics identified for the 2017 to the 2019 agenda, supporting the fact that the HLPF first reviews the more urgent SDGs** in terms of average awareness. Finally, a focus is made on the specific SDGs reviewed during the 2017 HLPF and regional trends are displayed on the level of awareness on the challenges covered by the SDGs and and the means by which these are connected to local contexts (using local questions) are explored. The results of this mapping call for the development of initiatives to raise awareness on each challenge covered by the SDGs to achieve an equally high level of awareness across the entire scope.

The second main contribution of Sulitest highlighted in this report is the launch of a specialized module on the SDGs framework and process. This module has been created by UN DESA to empower citizens to contribute to the global agenda by improving their knowledge on how the SDGs work, the scope covered, who is in charge of their implementation, etc. The results of the first sessions are presented at the end of this report. They show that **average scores are higher for specific SDGs than for the global framework, interlinkages and processes.** This calls for **using this module to train citizens** on these dimensions. A dynamic is launched with this first edition that will be continuously improved to empower people towards the 2030 agenda.

We wish you a good reading of this report, and we hope it provides insights on how to contribute to the global agenda and achieve the goals!



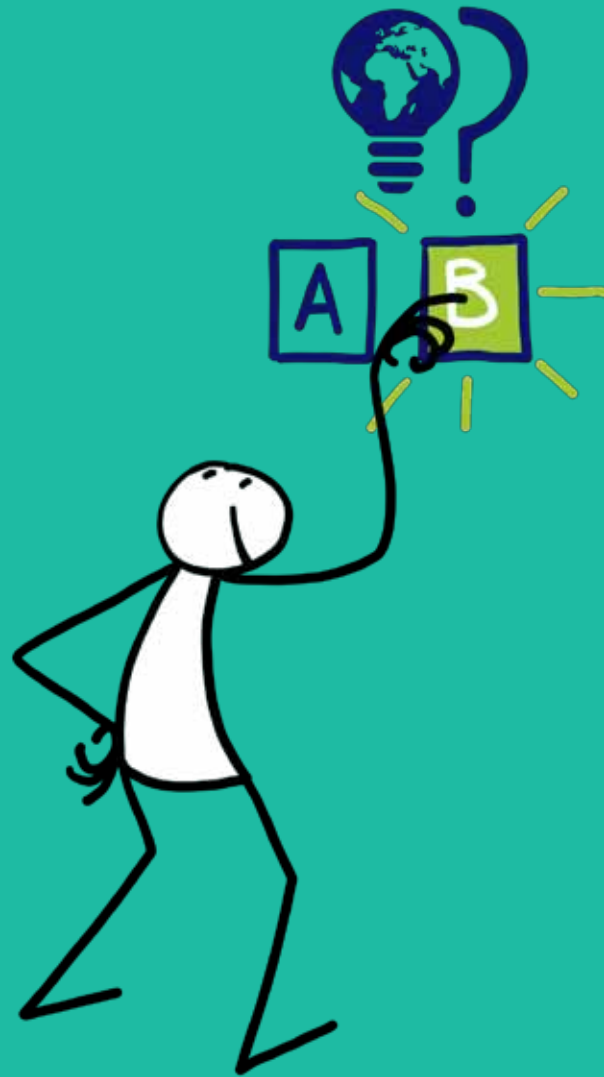
SULITEST AT A GLANCE

- Online **Multiple Choice Questions** to measure and improve sustainability literacy available in **10 languages**
- Architecture ensuring a **systemic vision**
- **1 core module** similar worldwide on global challenges
- **16 specialized modules** on local specificities and **1 on the SDGs framework**
- **Links with the 17 SDGs & with a larger list of 44 tags**
- **61,667 candidates** (16,575 on the new platform) from 612 universities and organizations in **57 countries** (624 sessions)
- An **average score of 55%** of expected answers
- **39 UN partners and academic networks**
- A community of **300 volunteers**
- A common good available for **free** for all organization (& fully customizable for a fee)

SUSTAINABILITY LITERACY

Sustainability Literacy refer to the knowledge, skills, and mindsets that help compel an individual to become deeply committed to building a sustainable future, and allow one making informed and effective decisions to this end..

THE SULITEST INITIATIVE



CONTEXT: SUSTAINABILITY LITERACY & THE 17 SUSTAINABLE DEVELOPMENT GOALS

In September 2015, heads of state from all around the world gathered at the United Nations Headquarters adopt **the 2030 Agenda for Sustainable Development**, an ambitious “plan of action for people, planet and prosperity”, with 17 Sustainable Development Goals (SDGs) and 169 targets, aiming nothing less than “**transforming our world.**” The agreed focus for countries, organizations and citizens, over the next fifteen years, is to “mobilize efforts to end all forms of poverty, fight inequalities and tackle climate change, while ensuring that no one is left behind.” The SDGs now offer a coherent framework and roadmap to coordinate multi-stakeholders’ initiatives and to accelerate the transition towards a sustainable future.



By training current and future decision makers, **Higher Education Institutions (HEIs) have a crucial role to play** in the pursuit of a sustainable future. 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 role 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 [...] through education for sustainable development, 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."**

« Education for sustainable development and global citizenship (ESDGC) ensure that education becomes relevant to the lives of people today and tomorrow. ESDGC also ensures that people have the knowledge, skills and values to contribute to all of the SDGs. This is why SDG Target 4.7 is a key element not only of SDG 4 on Education but of the entire range of SDGs »

Alexander LEICHT, Chief, Section of ESD & Global Citizenship - UNESCO

While sustainability has influenced higher education in many ways, a major turning point occurred during **the Rio+20 Conference on Sustainable Development with 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 through voluntary contributions to the HESI. The broad scope of initiatives aiming at integrating sustainability in higher education includes pedagogy and learning, academic research, campus management, organizational practices and community impact.

From this starting point, a key issue quickly emerges: **How do HEIs measure and assess sustainability impact?** While numerous tools for campus management exist, Sulitest is the first to provide means of assessing knowledge and the effectiveness of learning practices.

Additionally, one of the key learning objectives of sustainability integration in higher education is to provide future graduates with sufficient knowledge and skills to face global challenges and conduct change for a sustainable future. In order to support, develop or improve pedagogical practices, the ability to monitor their impact thereof is crucial.

The Sulitest initiative, developing and measuring sustainability literacy, responds to this pressing need..



MONITORING SUSTAINABILITY LITERACY: AN ASSESSMENT OF THE SDGS' IMPACT

The Sulitest started with a very simple idea: For a sustainable future, we need a world full of people with sustainability awareness and core literacy.

Nowadays, proof of English language proficiency is required for admission to most universities or when applying to work in the best companies. Other higher education institutions verify applicants' standardized test scores in key skill areas for entering competitive MBA and Master's programs. **Soon, the best organizations would likely require that their students and staff possess a basic understanding of the current global challenges and take into account their responsibility in solving them.**

The Sulitest is a tangible implementation of the HESI agenda designed to help higher education institutions, companies and any organization around the world and to ensure that they are producing graduates or hiring employees with awareness and core knowledge of the global challenges of the 21st century.

« Sulitest is a way of making sure that every graduate from KEDGE is sufficiently equipped to face the complex challenges of the world and to actively contribute to the Sustainable Development Goals. This is why taking the Sulitest is now required for graduation at KEDGE. »

**Thomas FROEHLICHER, Director General & Dean
KEDGE Business School (Founding Partner)**

« Sustainable Development is at the heart of our strategy at Guerlain and we want to recruit people who are committed ... this is the reason why we have been very interested in the Sulitest for a long time and we want to promote it ! »

**Emmanuelle Greth, Human Resource Director
GUERLAIN**



The Sulitest provides an innovative training and assessment tool available for HEIs and organizations beyond academia such as companies, networks and federations to raise awareness about sustainability issues, improve sustainability literacy and monitor progress.

Sustainability literacy is perfectly aligned with target 4.7 identified in the SDGs' agenda. In addition, the Sulitest provides a way to assess the improvement of sustainability literacy in a wide range of contexts and over the entire scope covered by the SDGs.



Sulitest is a collaborative tool for the common good of the higher education community. The tool is designed "by" and "for" its community with more than 300 volunteers from UN agencies, academic networks and universities as well as civil society stakeholders from various countries contributing to the development and dissemination of the Sulitest.

As of June 2017, **612 universities and organizations from 57 countries have registered to use the Sulitest and 61,667 candidates have already taken the test.** This demonstrates that the Sulitest is a powerful tool for engaging individuals and organizations on the path to sustainability, while providing a powerful database to map the current state of sustainability literacy and monitor progress over time.

« From the perspective of a Report Team that has been monitoring education targets for over a decade, it is without a doubt that using context-sensitive surveys to assess people's knowledge and skills on sustainability, such as Sulitest, is very informative for tracking progress.»

**Aaron BENAVIDES, Director,
Global Education Monitoring Report - UNESCO**

A SULITEST SESSION: HOW DOES IT WORK?

Easy to use, adaptable and deployed worldwide, the Sulitest is an online MCQ (Multiple Choice Questionnaire). The person in charge of organizing a session, the examiner, has the flexibility to prepare and schedule the sessions before inviting candidates.

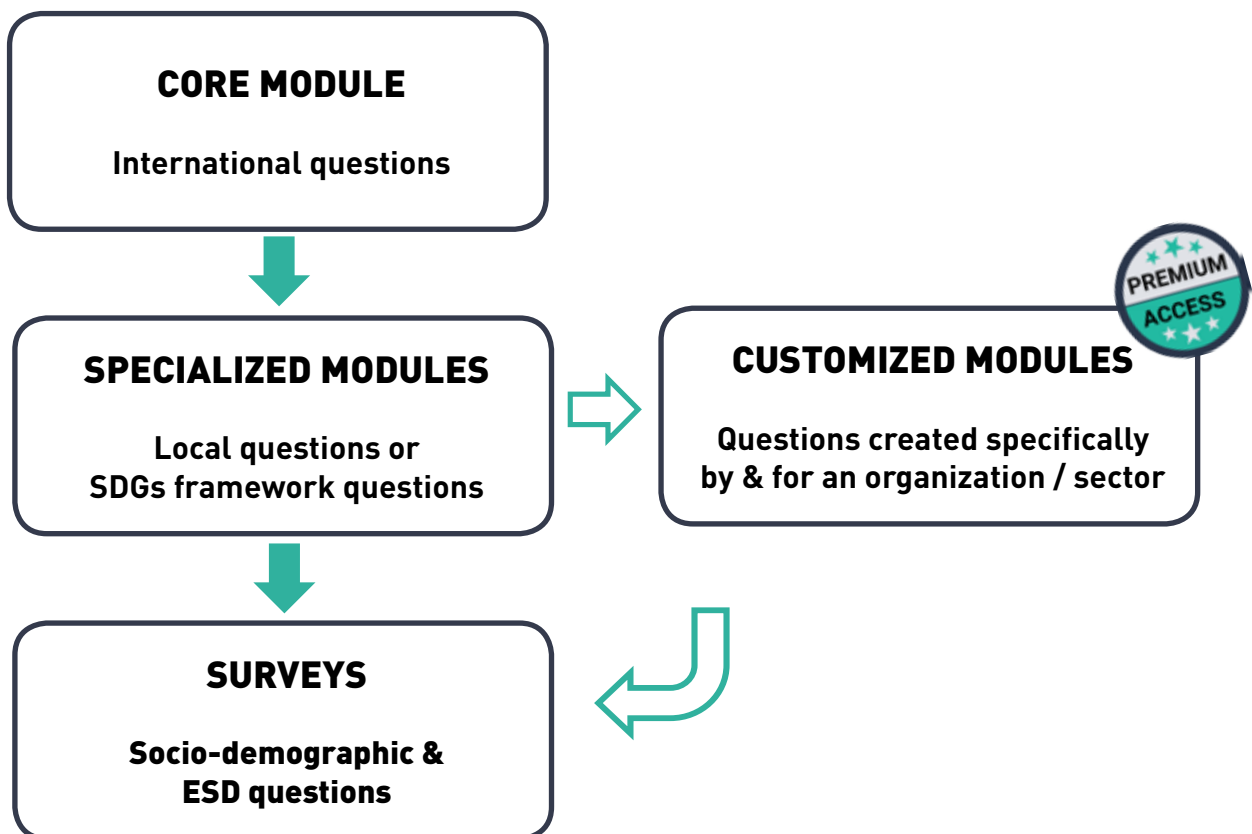
The **Core Module** of the Sulitest proposes 30 questions randomly selected from the question bank. This core module is common to every country, covering global issues and allowing organizations and candidates to compare scores at a worldwide level.

The Core Module is usually combined with another **Specialized Module**, 20 local questions that take into account national, regional and cultural specificities (environment, laws, and

practices). A new specialized module, made by UNDESA, is fully dedicated to the SDGs.

In addition to these modules, certain organizations choose to create **customized modules** with a specific set of questions adapted to their own needs and culture (CSR strategy, sector or profession, etc.).

Finally, an optional anonymous survey is proposed to the respondents at the end of each session to collect data for research purposes: Socio-demographic characteristics, interests and sensitivity to sustainability issues. If the candidates are students, Sulitest will add some questions about Education on Sustainable Development (see Appendix D on the ESD survey).



The questions developed by Sulitest for its Core Module are based on verified and reputed 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 review process guarantees the quality and reliability of the assessment tool. A **Senior Advisory Board (SAB)** with representatives from international organizations and UN agencies validates the questions and the evolutions of the tool, and gives feedback to the General Secretariat.

The Specialized Modules are developed and validated by a **Regional or National Expert Committee (RNEC)** driven by committed local stakeholders in over 27 countries: 17 modules are currently available (see next chapter).

The customized questions (for organizations with premium access) that address topics and challenges specific to their organization / activity sector are not controlled or even accessible to Sulitest team and consequently they are under their own responsibility.



As Sustainable Development is by nature complex and transversal, achieving **sustainability literacy requires multi-disciplinary approaches** and exploration not only of various themes within sustainable development (e.g. soil quality, forest health, social inclusion, etc.) but also the **interconnectedness of these themes**. 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 and complex issues (QAA ESD guidance, 2014). Following this, ESD can be a way to support and develop system thinking (Svanström et al., 2008).

« 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)**



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 but they also constitute an original informative channel as well as a motivation to learn more and act
- The overall experience of taking the test should help learners “understand the bigger picture”, as well as, “be touched and inspired by specific stories or facts”; while simultaneously avoiding the trap of reproducing or memorizing lists of facts, figures, issues and challenges without making connections between them.
- A test that does not overwhelm with the number of questions (30 to 50). The focus is on various perspectives and topics, keeping the balance between alarming news and inspiring actions.

To reach these ambitious objectives, the test is designed with **(1) a coherent, educational and systemic framework; (2) a list of tags and keywords to build a database of questions ensuring balance among all the relevant subjects; (3) a direct correspondence with the SDGs' framework** to provide indicators on the Global Agenda.

PEDAGOGICAL & SYSTEMIC MATRIX

The algorithm selecting the questions in the Core and Specialized Modules relies on a specific matrix ensuring that all subjects are linked in a coherent framework and that they cover 4 dimensions to test knowledge from the broader to the individual perspective:

- Sustainable humanity and ecosystems on Planet Earth,
- Global and local human-constructed systems to answer people's needs,
- Transitions towards sustainability,
- The roles we have to play to create and maintain individual and systemic changes.

« The Sulitest matrix has been developed to ensure that each Sulitest session covers a comprehensive set of sustainability challenges; these challenges are all interrelated and call for a systemic approach »

**Hilligje VAN'T LAND, Secretary General
International Association of Universities**

LIST OF TAGS AND KEYWORDS

The matrix improves the quality of results' display to ease their interpretation. This aspect is reinforced by each question being tagged to one or up to three topics to allow a thematic interpretation of the results (see Appendix B for the complete list of the 44 Tags) and to provide a rich set of indicators.



CORRESPONDENCE WITH THE SDGs' FRAMEWORK

Each question in Sulitest is linked to one or up to three SDGs. Thus, a monitoring process of the progression of core literacy in all fields covered by the 17 SDGs is possible. As a result, Sulitest can provide tangible indicators to help individuals and organizations assess and improve their awareness and knowledge on the SDGs. These indicators will be communicated on a regular basis to estimate how well citizens are equipped to face the challenges covered by the SDGs and to achieve the 2030 agenda. The present report reviews the first year of Sulitest results on the SDGs' agenda and thus represents Sulitest's annual contribution to the Partnership Exchange for the SDGs during the High Level Political Forum.

Moreover, **Sulitest and UN DESA have developed a complementary module to be used for training and assessment on the SDGs framework.** This module was made available in May 2017 in addition to the Core International and Local modules. The results of the first sessions using this module are displayed in this report.



« Citizens need to be more aware of the social, economic and environmental impacts that their lifestyle choices have on the world. Sulitest contributes to this by helping connect individuals to the global agenda and enabling measurement of progress towards the SDGs...»

**Mari Nishimura, Associate Programme Officer
UN Environment (Economy Division)**

WHAT TYPE OF ASSESSEMENT

Designed as a common good available for any organization willing to promote sustainability literacy, the richness of the tool relies on a wide range of possible uses and options to allow a flexible integration into the organization's educational experience and curricula.

The test has three modes: learning, discovery and exam mode. In its default **learning mode**, Sulitest has a formative function when organizations choose to organize sessions with a longer duration where users are given the correct answers with sources and links to take their learning further. Thanks to the comments, sources and references, the test is an excellent tool to raise sustainability awareness and knowledge. The candidates can see their performance in several topic areas and benchmark themselves against other average scores in their own session, country or even worldwide. The examiners and institutions have a global overview on the sustainability literacy of their student population or staff by topic areas. Institutions can use the test as a requirement for awarding degrees, or as part of a grade in a course or program.

In the **discovery mode**, a limited selection of questions allows candidates to discover the field and learning areas.

In the **exam mode**, Sulitest can also have a summative function when sessions are defined with a limited duration and thus conducted as an exam.

It can also be used by HEIs as a diagnostic tool for pedagogy. At different stages in the curriculum, upon entry or exit, institutions can monitor progress or successful learning. This monitoring allows schools and universities to make changes and improvements in pedagogy and curriculum design based on strengths and weaknesses of students.

« For ONET, the customization of the Sulitest is a great opportunity to highlight priorities of sustainable development for its businesses, in the context of the global Agenda and to facilitate the transition to action »

**Laurence ACERBO, CSR Director
ONET (Founding Partner)**

In companies, this allows one evaluation and training staff, scoring training progress and monitoring impacts of the sustainability related agenda.

Some organizations have voluntarily used the test in the context of specific courses and programs, and thus developed customized question sets by purchasing optional premium access. Others have made the Sulitest a mandatory step before graduation.

Some universities are already deeply involved and have gone further to become “full players.” These universities have committed to asking all of their students (or at least a large sample of their students bodies) to take the test and thus

have integrated it into their university practices (see Appendix D).

In addition to helping each participating university better understand the level of knowledge of their students in specific programs and courses, the test offers the global academic community a map of sustainability knowledge across the planet used for research purposes.

The various uses of the Sulitest combined with the richness of the indicators derived from the Sulitest’s results directly contribute to its added-value and credibility and make it a powerful tool for improving and assessing sustainability literacy.

« When combined with the universal language and framework of the Sustainable Development Goals, the Sulitest offers us with a powerful global opportunity to transform the world’s learners into activists for hope and change »

**Iain Patton, CEO
EAUC (Founding Partner)**



Examiner screen shots:
1 - Global results
2 - Score per SDG

A MULTI-STAKEHOLDER COMMUNITY COLLABORATING TO ACCELERATE CHANGE

Sulitest's organization and core values make it a powerful initiative to engage multiple stakeholders (including companies) in conducting and/or accelerating change toward a sustainable future. Sulitest is driven by several core values: Designed by and for its users to ensure continuous adaptation and improvement over time; thinking cooperation before competition; welcoming any innovation and complementary initiative as long as it contributes to its core mission.

Built to serve the common good and owned by its international community, Sulitest is piloted by an independent non-profit organization (officially registered as a non-profit association under French law, "Association loi 1901" since December 2014) and is supported by more than 40 institutions and international networks.

« By successfully mobilizing a global network of experts, academics and institutions to co-create the tool and its content, the Sustainability Literacy Test is setting a new benchmark for collaborative innovations serving people, planet and then profit. »

John NORTH, Managing Director - GRLI

Three groups of key stakeholders are currently supporting the development of the initiative: The Senior Advisory Board (SAB); the Regional & National Expert Committees (RNECs) and individual contributors and the academic and non-academic users.

The **Senior Advisory Board (SAB)** is composed of several UN agencies, international academic and professional networks as well as qualified persons who have endorsed and supported the initiative from the start. The SAB composition comes from HESI founders (Global Compact's PRME, UN-DESA, UNESCO, UNEP) associated with several academic and professional networks such as GRLI, GUPES, CEEMAN, Copernicus Alliance, ARIUSA, HEASC, IDDRI, ULSF and WFCP (detailed composition of the SAB can be found in the chapter «SULItestimonials» and on the Sulitest website). The role of the SAB is to

validate the consistency and coherence of the test; to guarantee the independence, intent and spirit of the project; to support the development of the Sulitest mission; and to capitalize and leverage the strength of their diverse networks and expertise.



The Sulitest community also relies on a second important group: the contributors. More than 350 volunteers from UN agencies, academic institutions and civil society have actively contributed to create the content, spread the initiative and improve the tool. Among these contributors, **the RNECs (Regional / National Expert Committees)** play a key role (see Appendix E). They lead the development of the Sulitest in their local environment by coordinating diverse stakeholders to develop local questions, translate content in their own language when needed and to engage local HEIs in using the test.

As of June 2017, sixteen countries / regions have already developed their own set of local questions. Eleven more are currently adapting their questions to the new format (see opposite map)

If RNECs are crucial for the dissemination and development of the initiative, every individual is encouraged to propose content and to contribute to the question bank and to the future evolutions of the tool. Hundreds of people around the world have at some point contributed their time, energy, ideas and goodwill to the project and the community; and they continue to do so.

« Especially now, students, faculty and staff as well as the larger community need to understand the SDGs and how they can help create solutions via the Sulitest. » »

**Debra ROWE, Advisor
Higher Education Associations Sustainability
Consortium**


« We are happy to see the PRME community and especially the regional PRME Chapters playing a crucial role in the creation of the local questions and the diffusion of the Sulitest throughout regional networks.»

Jonas HAERTLE, Head - UN PRME

Finally, the community of users plays a key role in enhancing the initiative. An academic institution educating future decision-makers, a company, or other organization using the Sulitest to raise awareness and improve core literacy among students, staff, executive board, suppliers, clients or competitors, is obviously the first way to contribute to the Sulitest's core mission and to the 17 Sustainable Development Goals.



 RNEC with Local Modules currently available:
Brazil, Canada, Denmark, Faroe Islands (Denmark), Finland, France, Hong Kong (China), India, Japan, Norway, Peru, South Africa, Sweden, Russia, UK, USA.

 RNEC currently adapting their questions to the new format:
Argentina, Belgium, China, Costa Rica, Egypt, Italy, Ireland, Kenya, Mexico, Quebec (Canada), Spain.

Finally, it is important to keep in mind that the Sulitest will always have limitations. Its mission and content have to be improved regularly to remain relevant. One major strength is the diversity of the community and its active contribution with the help of the General Secretariat and Board of Directors working daily to coordinate the initiative. The Sulitest is created by and for an open community of users. It constitutes a collaborative initiative that keeps on improving and adapting to the community's challenges and expectations.

« Developing the 'Canadian' questions has been important to ensure people in Canada can see how the Sustainable Development Goals are relevant both locally and globally.»

**Kerry B. Godfrey, Associate Dean
University of Guelph**



FOUNDING PARTNERS

Among the community of users, several organizations have chosen to be Sulitest's Founding Partners (see Chapter Sulitestimonials) to support the development of the initiative thanks to donations and financial support.

At the very beginning (2013-2015), Sulitest received major support from KEDGE Business School, notably from the Foundation for Sustainable Leadership and the IT company Degetel. Other partners, like the law firm Savin Martinet Associates and the communications agency Sidière volunteered time and skills and thus contributing to the development and deployment of the pilot version.

« To address the key stakes our industry faces, we need to ensure that the managers, now and in the future, are committed to our Corporate Social Responsibility. From this perspective, Sulitest Premium Access, used in our on-boarding process, will be a powerful lever for them to take effective decisions aligned with our CSR policy. »

Katia MICHIELETTO - Sustainable Development & CSR Director
L'Occitane en Provence (Founding Partner)

In 2015-16, a funding campaign successfully financed the development of the second scaling phase. Sulitest received financial and moral support from 11 higher education institutions (EAUC, Ecole des Ponts Paris Tech, EFMD, Institut Mines Telecom, Kedge, Kingston University, PRME Chapter UK & Ireland, School of Business, Economics and Law at the University of Gothenburg, COMUE Université Paris Seine, Grenoble EM, CGE) and 8 corporate or professional organizations (Edf, C3d, La Banque Postale, L'Occitane en Provence, LVMH, Onet, Orange, Pernod Ricard). The UX Design agency, Welcome Max, also volunteered time and skills during this second phase.

These donations allowed the development of a new online platform with a new (and amazing) IT partner, Aleaur.

« The CGE, Sulitest's founding partner, is developing a customized module relative to "responsible innovation and entrepreneurship" which will be available in 2018 for all our 220 higher education institutions members. We use this tool to mobilize the community of our professors and our students around global and business/jobs stakes necessary for their life as responsible professionals. It is also one way for us, as an institution in the educational sector, to contribute to the SDGs »

Gérald MAJOU DE LA DEBUTERIE,
Project leader in sustainable development - CGE
(founding partner)



CREDIBILITY

To ensure credibility and free academic inquiry, a clear separation is established between supporting partners and their influence on the content of the test.

As the community regularly renews all sets of questions, partners are invited, like any citizen, to propose questions. But they can in no way directly impact the content of the test to serve their interests.

The diverse Sulitest community alone chooses and validates the content of this collaborative tool.



FREEMIUM

Taking the Sulitest in its learning version has always been free for higher education institutions.

In July 2017, the Board of Directors validated the extension of this gratuity to all organizations beyond the academic community. In accordance with the Sulitest mission, this should allow massive dissemination of the test in companies, NGOs and institutions.

Some organizations want to go further and choose a premium access to unlock other features, including the addition to the basic module, customized questions which allows them to :

- Understand perceptions, expectations & motivations of key stakeholders - students, faculty and staff
- Collect feedback from students on pedagogy, course and program design
- Assess brand image and reputation
- Provide indicators and tangible data to external auditors
- Customize staff and managerial training programs
- Create an internal movement within the SD

TOWARDS AUTONOMY

When launching such a project for the common good and ensuring its future, one of our key responsibilities is to make our non-profit organization financially sustainable.

The Sulitest was totally free since the beginning for academic institutions. In order to fulfill its mission - to improve and measure Sustainability Literacy worldwide - registration and organization of Sulitest sessions is now **free for any organization** in its basic version (including the core module and any specialized module).

The association is now able to maintain its independence by:

- offering services to academic, non-academic stakeholders and organizations (certificates or the “premium access”, which allows an organization to create customized questions and unlock tools like the quiz or the discovery mode)
- Obtaining public grants/funds
- Accepting donations from corporation, institutions (foundations) and even individuals

«Human and Sustainable Development have been at the heart of NORMALL's values since its creation. We have engaged all our 40+ employees in an education roadmap on Sustainable Development, and have used Sulitest as a knowledge evaluation tool, to sensitize employees and understand our training requirements»

**Marie-Sigrid MINET, Co-founder
Normall Group**

«The customized module “GEM School for Business for Society” helps raise awareness among faculty and students about GEM's CSR strategy, organizational culture and activities while simultaneously learning more about their individual areas of interest and commitment to sustainability.»

**Jaclyn ROSEBROOK-COLLIGNON
Head of Sustainability & Global Responsibility
GEM (Founding Partner)**



TRENDS





CAMERA OBSCURA

Even if the new platform of the Sulitest launched this year is far better than the Pilot one, the tool is just at its early stage.

Like the first photograph ever taken with a “camera obscura” (by Joseph Nicéphore Niépce in 1828), the snapshot of our students’ sustainable development knowledge is still a blurry picture, but at least it exists!

It took quite a few years to evolve from the technology of that first photo taken to get to today’s digital HD 3-D color photography.

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 as possible in the world, to be able to improve our tool.

Won’t you contribute to a better future by helping us make this tool better!”

TRENDS 2016-2017

As a tool to measure and assess the sustainability literacy in a variety of contexts, Sulitest can be mined for data to provide tangible indicators monitoring core literacy on the key challenges of the global agenda (No personal information and no personal data obtained for the creation of accounts or taking the test – individual or organizational – will be used without authorization of the person or organization - see our Privacy Policy).

After a pilot phase (2014-2016) involving 260 active universities in 35 countries and 42,683 candidates, Sulitest launched its new platform built on the users’ feedback and aligned with the SDGs’ framework in September 2016. Among the many improvements detailed in the previous section, this new platform allows Sulitest to contribute to the review of the 2030 Agenda in two ways:

- The **global database of the Sulitest results** can be used to map the current sustainability literacy of the candidates on the entire scope of challenges addressed by the SDGs as each question of the Core Module is attached to one or several SDGs;
- **A specialized module focused on the SDGs framework** has been developed by UN DESA in collaboration with Sulitest so that citizens improve their knowledge on the SDGs process and roadmap as well as their ability to contribute to the agenda.



MAPPING THE CURRENT SUSTAINABILITY LITERACY ON THE SDGs

The trends displayed in this report are the results of the first academic year using the new Sulitest platform aligned with the SDGs. Since September 2016, **16,575 students from 170 universities in 31 countries** (see Table 1) have taken the Sulitest (in addition to the ones who took the pilot version) with an **average score of 55%** of expected answers for the Core Module.

The following mapping is based on this sample. This sample will grow as more and more universities and organizations use the Sulitest, contributing to refine the mapping of the SDGs' awareness over time and improving the monitoring.

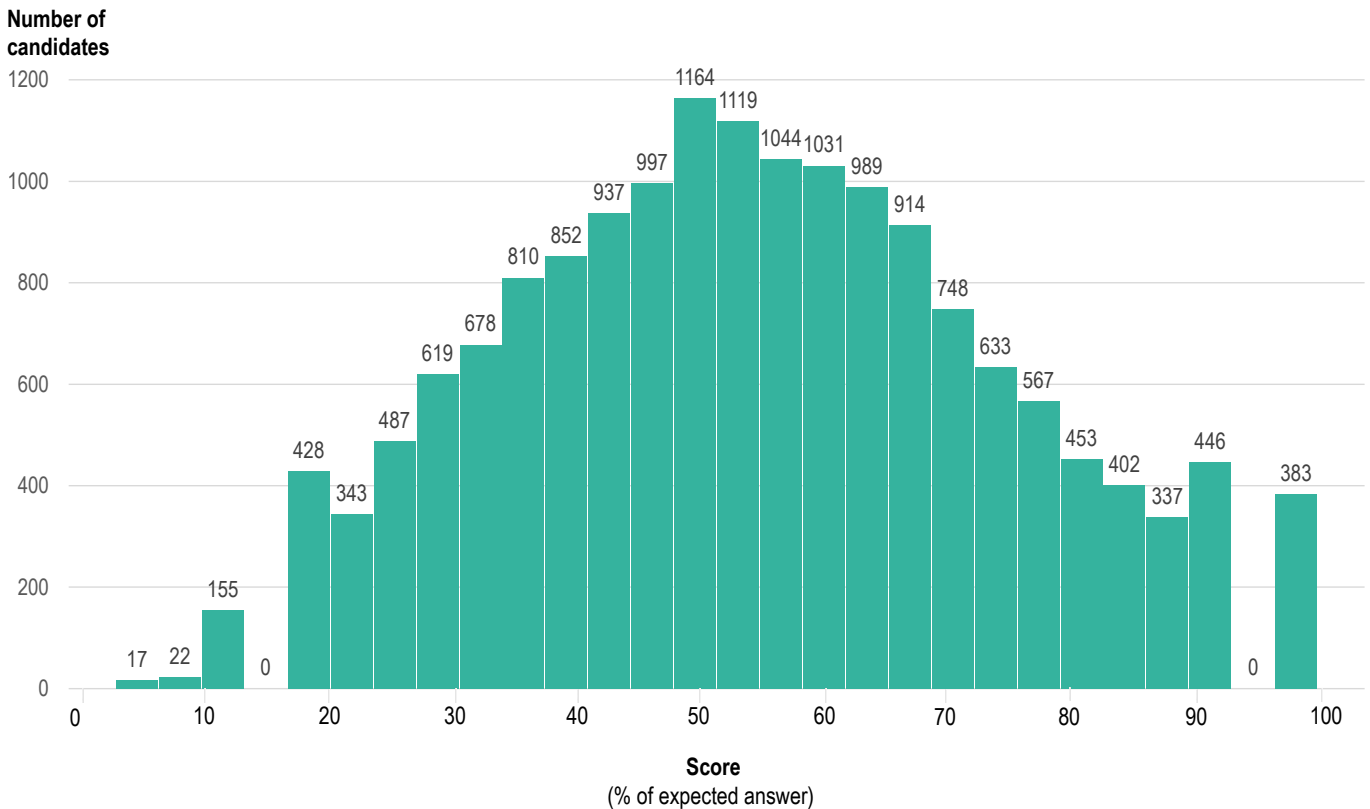
We acknowledge that this first snapshot is neither perfect nor entirely representative (see accepted limits), however it provides a first global view of

sustainability awareness on the entire scope of the SDGs with the ability to review progress on a regular basis.

The Sulitest Core Module is based on a common question bank for every country displaying "international questions" which address global challenges. This module represents the Sulitest's Core, representing the common knowledge base for sustainability literacy: The only module that each candidate worldwide has to take at least once.

The results of this module can thus be used to map sustainability literacy in different contexts with comparable data, as the question bank is the same for everyone. Figure 1 shows that the distribution of candidates' scores on the Sulitest Core Module is **quite balanced around the average score**.

Figure 1: Distribution of Candidates' Scores on the Core Module

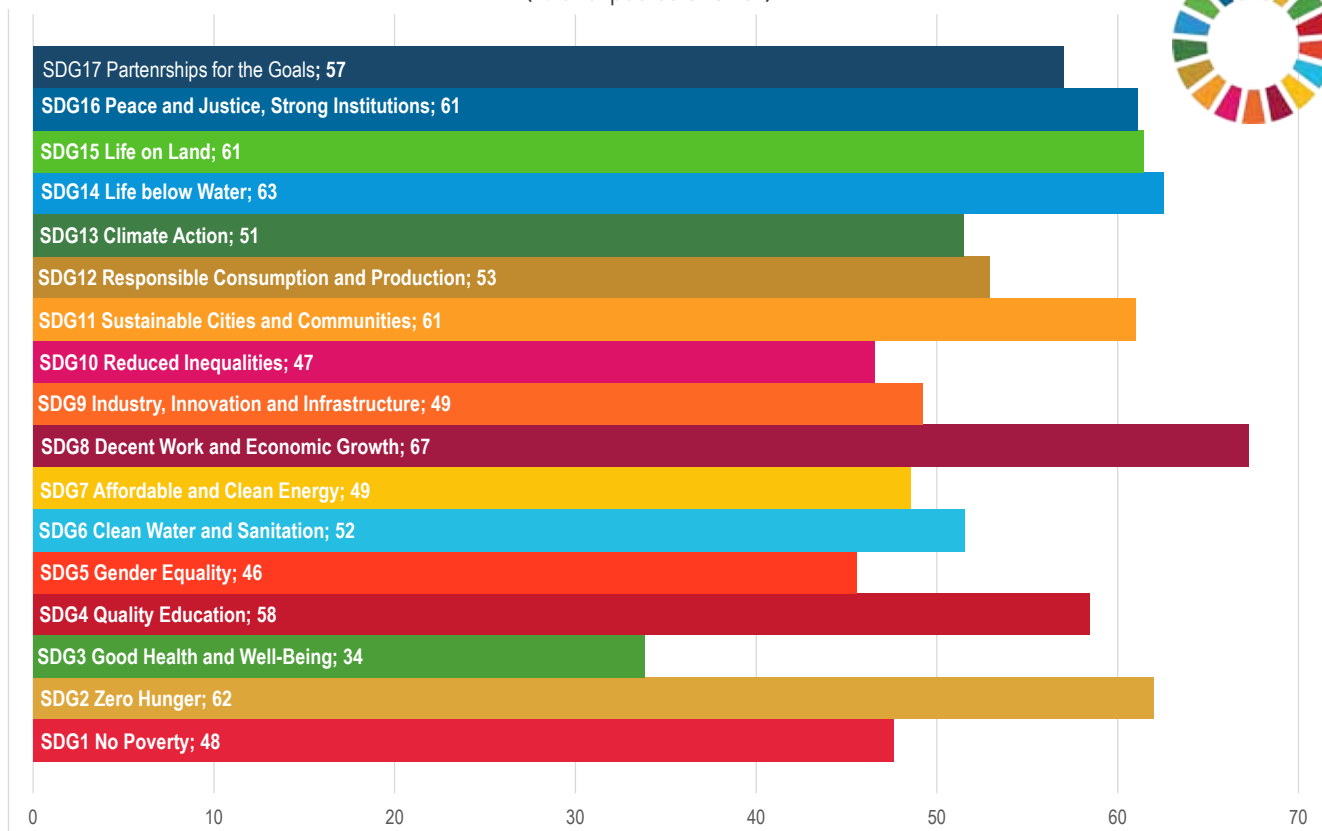


As each question is attached to one or several SDG(s), the candidates' results can be mined to map the current sustainability literacy on challenges addressed by the global agenda. As of July 2017, 30 questions out of 57 are randomly selected for the Core Module. The Sulitest team is now actively working to increase the number of questions for the Core Module. At the same,

this question bank makes sure that all the 17 SDGs are covered. Figure 2 provides the general picture of sustainability awareness in our sample with the average score (% of expected answers) in each of the 17 SDGs.

Figure 2: Average Score on the 17 SDGs (Core Module)

(% of expected answer)



This general mapping from our sample identifies different levels of sustainability awareness on the SDGs.

- **A first group with average scores over 60% can be considered as SDGs with a higher level of awareness:** SDG2 Zero Hunger; SDG 8 Decent Work and Economic Growth; SDG11 Sustainable Cities and Communities; SDG14 Life below water; SDG15 Life on Land and SDG16 Peace and Justice, Strong Institutions.

- **Two SDGs are also characterized by an important level of awareness** with average scores of 58 and 57%: SDG4 Quality Education and SDG17 Partnerships for the Goal

- **A third group is characterized by a medium level** regarding our sample with average scores between 46 and 53%: SDG1 No Poverty; SDG5 Gender Equality; SDG6 Clean Water and Sanitation; SDG7 Affordable and Clean energy; SDG9 Industry, Innovation and Infrastructure; SDG10 Reduced Inequalities; SDG12 Responsible Consumption and Production and SDG13 Climate Action.

- Finally, **one specific SDG is clearly associated with a lower level** in our sample with an average score of 34%: SDG3 Good Health and Well-Being. This would mean that the the challenges addressed by this specific SDG need to be tackled more urgently in terms of education and awareness.

This global result indicates that the level of conscious on challenges addressed by the SDGs is relatively homogenous: there are neither SDGs with a very low level of awareness (i.e. under 10%) nor SDGs with complete awareness (i.e. over 90%). However, four groups are distinguished between the SDGs with the lowest and the highest level of awareness in our sample (34% and 67%, respectively). This heterogeneity highlights the need for the development of education and initiatives to raise awareness on specific SDGs.

Using the Sulitest as the main platform to raise awareness on sustainability issues, **this calls for the development of complementary modules addressing each specific SDG in addition to the Core Module to better assess the “global picture”**. By addressing the scope of specific SDGs one by one, these complementary modules could contribute to a higher and more homogeneous level of awareness.

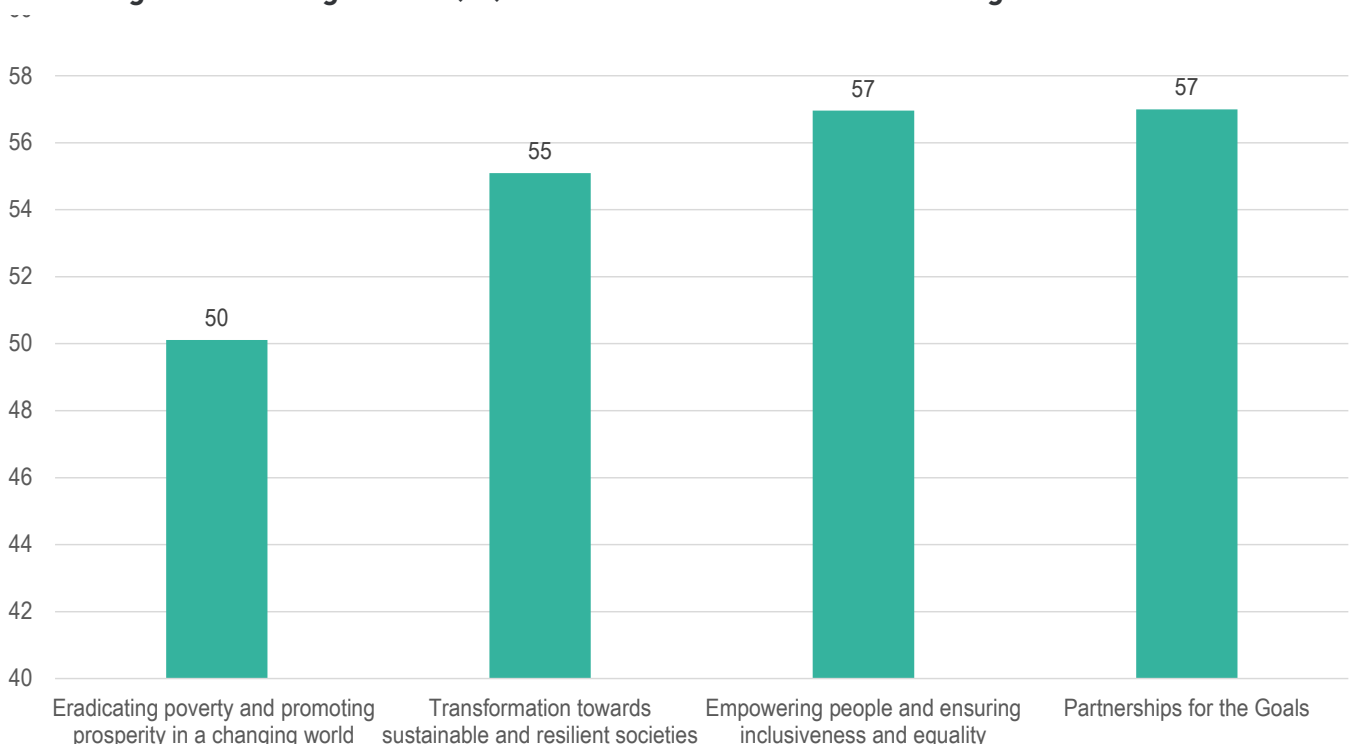
In order to have a closer look to this general picture, the typology set-up by the High Level Political Forum’s agenda for 2020 can be used. The High Level Political Forum (HLPF) is the main platform in charge of the follow-up and review of the implementation of the Global Goals to achieve the 2030 Agenda for Sustainable Development. The review will be organized in

3 main steps until 2020 with the SDGs being grouped in 4 main themes:

- Eradicating poverty and promoting prosperity in a changing world (HLPF 2017 review): SDG1 No Poverty; SDG2 Zero Hunger; SDG3 Good Health and Well-Being; SDG5 Gender Equality; SDG9 Industry, Innovation and Infrastructure; SDG14 Life Below Water.
- Transformation towards sustainable and resilient societies (HLPF 2018 review): SDG6 Clean Water and Sanitation; SDG7 Affordable and Clean Energy; SDG11 Sustainable Cities And Communities; SDG12 Responsible Consumption and Production; SDG15 Life on Land.
- Empowering people and ensuring inclusiveness and equality (HLPF 2019 review): SDG4 Quality Education; SDG8 Decent Work and Economic Growth; SDG10 Reduced Inequalities; SDG13 Climate Action; SDG16 Peace and Justice, Strong Institutions.
- SDG 17 Partnerships for the Goals, as this specific goal is by nature transversal and highly connected to all the other goals.

Figure 3 displays the average score (%) aggregated in these 4 main themes to visualize the current awareness on the scope of the 3 upcoming HLPF toward 2020.

Figure 3: Average Score (%) on the four themes of the HLPF agenda toward 2020

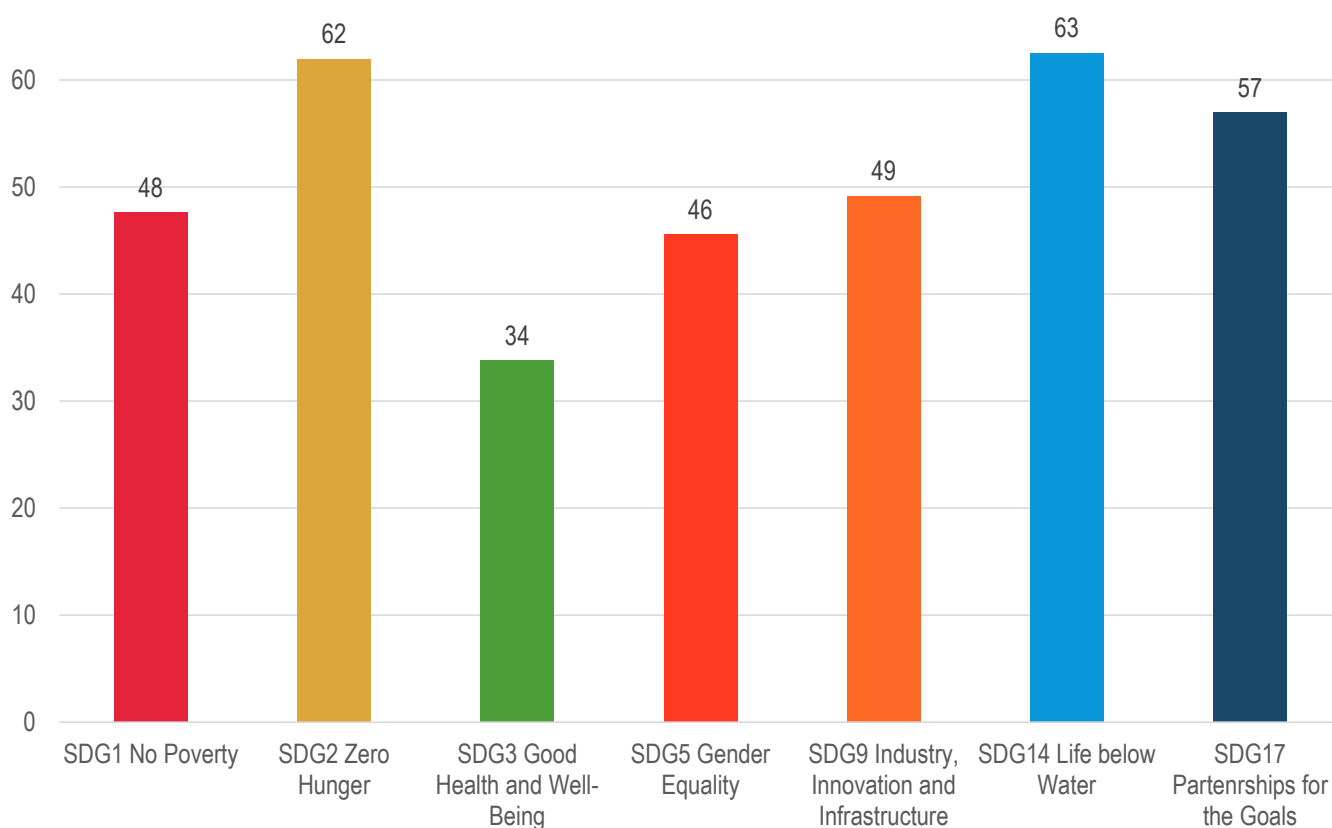


It is interesting to note that the **sustainability awareness measured in our sample emphasizes a regular progression along the HLPF agenda toward 2020**. This would infer that the HLPF 2017 with the objective of “Eradicating poverty and promoting prosperity in a changing world” is tackling the more urgent goals as they are (on average) addressing less well-known challenges. It is also interesting to note that the SDG17 Partnerships for the Goals - as the transversal goal dealing with tangible implementation and

initiatives to answer the other challenges- is relatively well known. The 2017 edition of the HLPF focuses on the following goals: SDG1 No Poverty; SDG2 Zero Hunger; SDG3 Good Health and Well-Being; SDG5 Gender Equality; SDG9 Industry, Innovation and Infrastructure; SDG14 Life Below Water. In order to have a closer look at this specific agenda, Figure 4 shows a map of awareness on these specific goals.

Figure 4: Focus on the goals reviewed by the HLPF 2017

(% of expected answer)

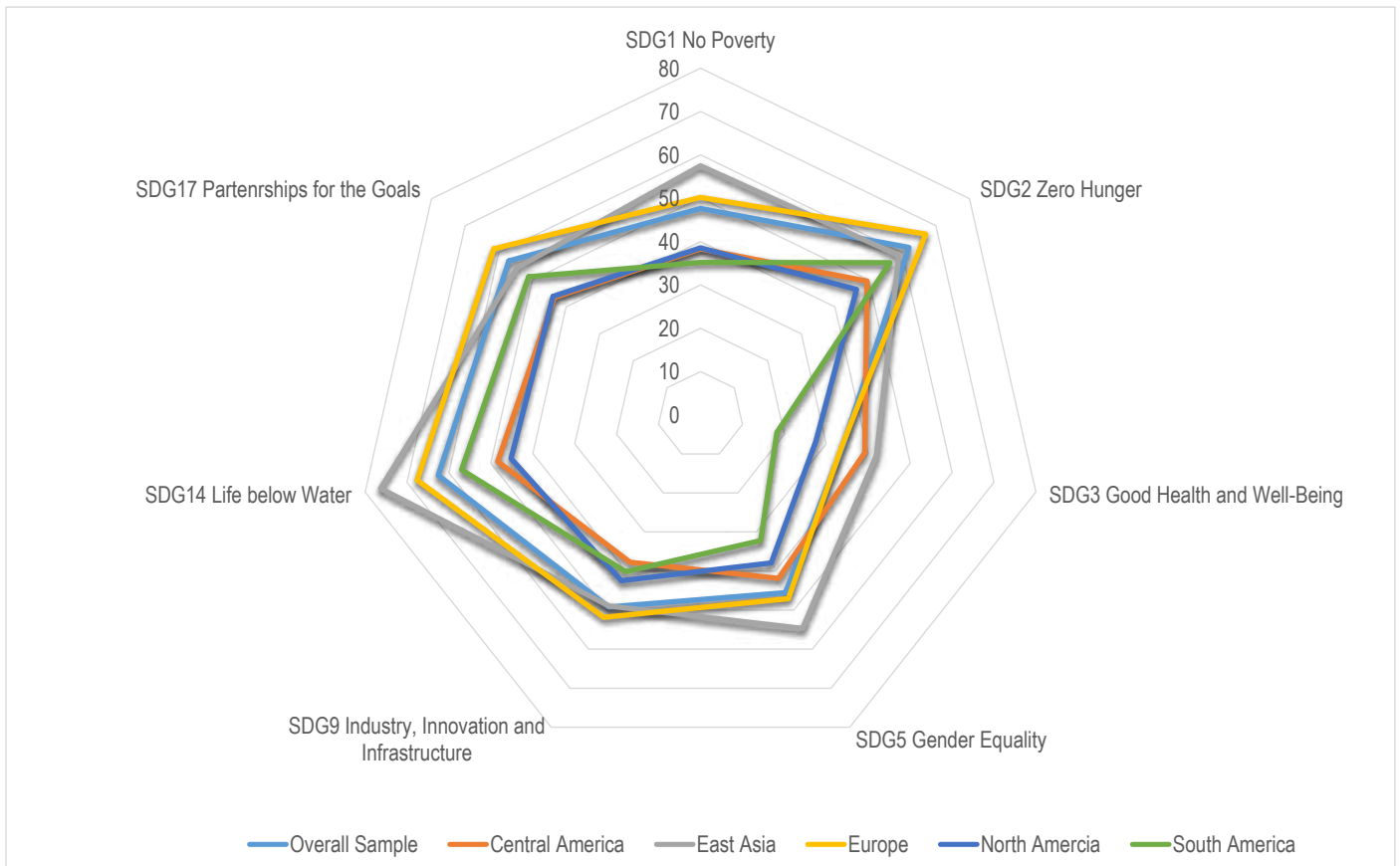


The first important result from the HLPF 2017 focus highlights the need to improve sustainability awareness on SDG3 Good Health and Well-Being, characterized by the lowest % of expected answer (compare to Sulitest average scores). Particular attention should also be paid to challenges concerning SDG1 No Poverty, SDG5 Gender Inequality and SDG9 Industry, Innovation and Infrastructure. Whereas SDG2 Zero Hunger, SDG 14 Life below Water and SDG 17 Partnerships for the Goals benefit from a higher level of awareness.

In addition to the review of the global awareness on the HLPF 2017 agenda, we adopt a regional perspective by clustering the results in 5 large regional groups: Europe, East Asia, Central America, North America and South America. The entire sample is not represented in these 5 regional groups (as we selected regions with at least 200 candidates from at least 2 different countries to ensure a minimum of statistical robustness).



Figure 5: Focus on the goals reviewed by the HLPF 2017



This regional comparison must be interpreted with caution because it is representative of our sample, but not representative of the awareness of these entire regions (see accepted limits) and because Sulitest allows participating universities and organizations to choose the way they use the tool. As a result, the conditions under which the test is taken (learning mode or exam mode with shorter duration) may vary from one organization to another and may partly explain the regional differences. The pilot version (2014-2016) showed that the difference between learning mode and exam mode is not large (59% vs. 54%), but it is still significant (Carteron and Décamps, 2014).

Figure 5 displays the results on the 7 goals reviewed during the HLPF 2017 per regional group “Eradicating poverty and promoting prosperity in a changing world”.

With this caveat in mind, Figure 5 shows that the hierarchy between the challenges addressed by the SDGs reviewed by the HLPF 2017 may vary from one region to another. For example, East Asia appears to show a higher level of awareness for challenges addressed by SDG1 No poverty, SDG 5 Gender Equality and SDG 14 Life below

Water. Europe has a higher level of awareness for SDG2 Zero Hunger, SDG 17 Partnerships for the Goals (and partly SDG9 Industry, Innovation and Infrastructure). South America is characterized by a higher level of awareness for SDG2 Zero Hunger, SDG14 Life below Water and SDG17 Partnerships for the Goals; Central America especially for SDG3 Good Health and Well-Being and North America especially for SDG9 Industry, Innovation and Infrastructure

The previous trends mapped the global awareness on the challenges covered by the SDGs using the Sulitest Core Module. As sustainability issues are intrinsically embedded in local contexts, Sulitest also develops specialized modules with local questions produced by RNECs (Regional / National Expert Committees) to address issues specific to national / regional contexts. Functioning in a collaborative way, Sulitest provides advice to RNECs during the creation and validation process of the local questions, but RNECs are, and should stay, fully responsible for the content of their own specialized modules.



CANDIDATES' PROFILE



45% male



54% female



Undergraduate degree **32%**
Graduate degree **60%**
Postgraduate **8%**



Business, administration and law **54 %**
Engineering, manufacturing and construction **16 %**
Natural sciences, math. & statistics **6 %**
Arts, humanities & languages **4 %**
Social sciences, journalism & information **4 %**
Education & teacher training **3 %**
Other fields of study **7 %**



AGE

20 and less : **46%**
21-25 : **39%**
26-30 : **7%**
31 and above : **8%**

* percentages based on the optional survey at the end of the session (5474 candidates from academia)

As the local questions are different from one specialized module to another (with potential differences in the way questions are asked and in the level of the questions), they cannot be compared from one country to another to conduct a global mapping, as can be done by the international questions of the Core Module. However, all the specialized modules are built using the same matrix as the Core Module (architecture of subjects covered and MCQ format). Thus, it is interesting to look at the specialized modules to examine how questions on a similar list of subjects are produced in a different culture and how global challenges covered by the SDGs are questioned in these contexts.

All RNECs are currently working to link their own set of local questions to the SDGs. Several pioneer RNECs have already attached their local questions to the SDGs and widely spread their specialized modules so that the results can be interpreted in terms of SDGs' awareness connected to the regional / national context. These specialized modules (with at least 100 candidates) are highlighted in Table 2 and their results on the 4 themes of the HLPF agenda toward 2020 and on the specific SDGs reviewed by the HLPF 2017 are displayed in Figures 6 and 7 respectively.

Table 2: RNECS with specialized modules attached to the SDGs and at least 100 candidates

	Finland	France	Hong Kong	India	UK	USA
Average Score (%)	45	53	61	78	61	69
# of candidates	198	2925	117	246	429	638

Figure 6 shows the average scores on the SDGs connected with the challenges specific to the local context (addressed by each local module). As a result, the interpretation of the comparison is not so much about differences in the level of awareness, but rather differences in the importance of the challenges for this specific context. Two different profiles are identified - between India, where local questions seem to promote strong awareness for the 3 themes of the

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

**H.E. OYUN SANJAASUREN - First elected president
United Nations Environment Assembly (UNEA)**

HLPF toward 2020 but less for the SDG 17 Partnerships for the Goals; and Hong Kong, where local questions promote stronger awareness on Transformation towards sustainable and resilient societies (HLPF 2018) and SDG17 Partnerships for the Goals. The other local modules seem to be more balanced between the 4 dimensions, especially with the USA local questions promoting a high level of awareness on the 4 dimensions.

Figure 6: Average Score (%) on the four dimensions of the HLPF agenda (Local Modules)



TRAINING CITIZENS ON THE SDGS FRAMEWORK

In addition to the awareness mapping based on the Sulitest results, **a specialized module has been developed by UN DESA to train people on the functioning and the framework of the SDGs roadmap to improve their ability to contribute to the agenda.**

This module has recently been launched and is now fully available online for the community. Like the monitoring database, this module aims at being improved and updated over time, as long as we will progress towards the 2030 agenda. This cycle starts in 2017 with a 15-questions module covering 4 main dimensions:

- SDGs' Global Framework, where questions address the main characteristics of the goals (number of goals and targets, areas of critical importance, timeline for the goals, etc.),
- Specific SDG(s), where a focus is made on the detailed targets and scope of a specific SDG,
- Systemic Vision and Interlinkages, where questions address the critical importance of nexus and interlinkages between the 17 SDGs, to provide a systemic vision and roadmap for the 2030 agenda,
- Process and UN bodies in charge, aiming at understanding 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 this specialized UN DESA SDGs Module has just been launched, we have conducted the first sessions using this module with 352 candidates (mainly in France) as of July 2017.

The average score is 45% (of expected answers).

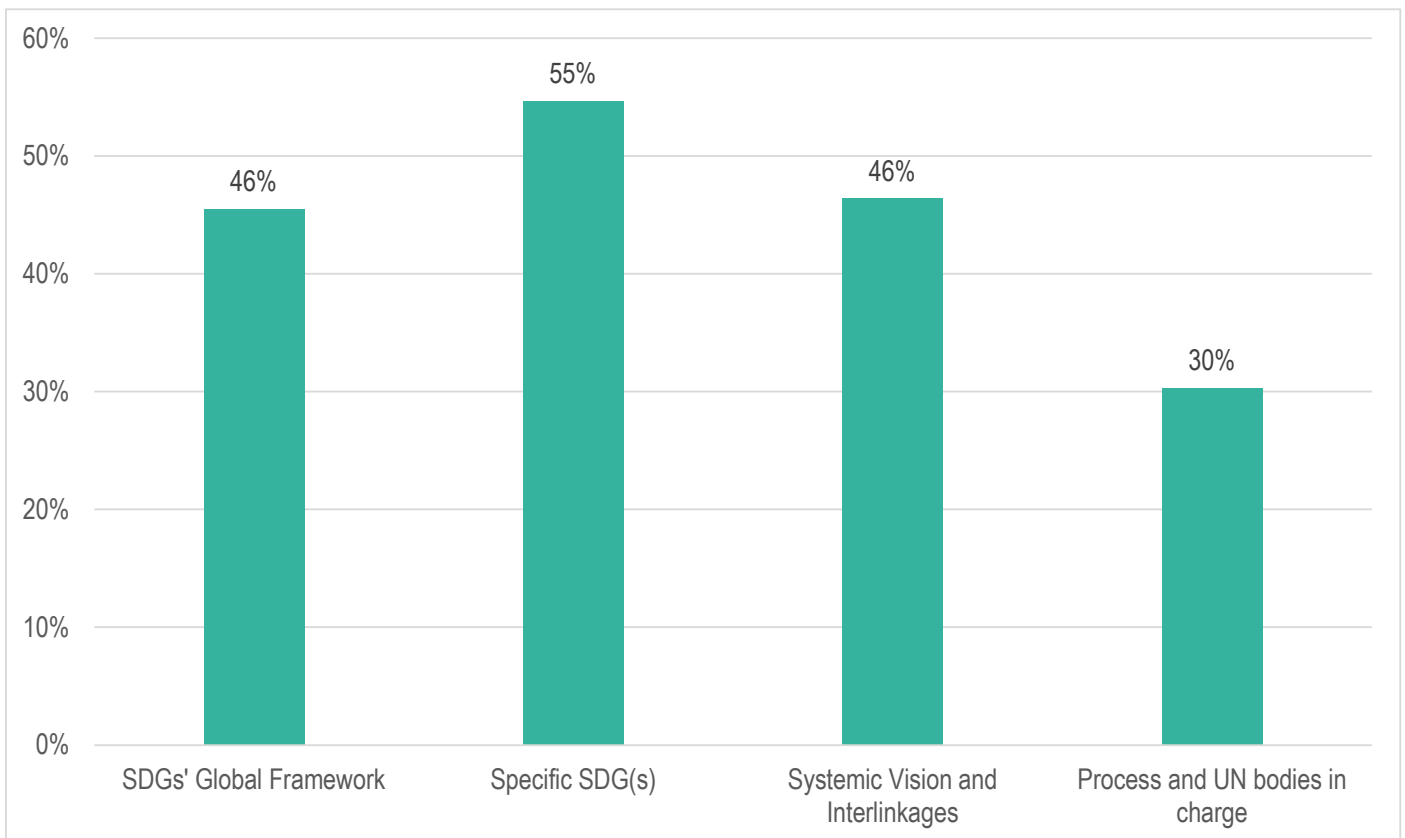
This indicates that the processes and functioning of the SDGs may be less well known than the issues targeted by the SDGs (as measured by the Sulitest mapping). This first result needs, of course, to be confirmed with a broader use of this training module. This initial result depicts a need for better education and communication on the coherence and framework of the SDG's agenda beyond the UN through, for example, universities and other educational institutions.

Figure 7 displays the average score on the 4 main dimensions covered by the module.

This result would call for the need to train citizens to handle the overall framework and systemic approach of the Global Goals. If questions on specific SDGs are characterized by an average score comparable to the Sulitest questions on the challenges (55%), questions on the global framework and on the nexus, interlinkages and systemic vision are characterized by lower than average scores (46%). Finally, there is a clear need to train people to better understand the process, initiatives and the UN bodies in charge of implementing, supporting or reviewing the SDGs as these questions are clearly characterized by lower average scores (30%).



Figure 7: Average Score (%) on the four dimensions of the UN DESA SDGs Module



It is not so surprising that the process and framework are a little less well known than the challenges covered by the SDGs (highlighted in the Sulitest mapping) as it implies to go into the logic behind the global framework and into several UN procedures in charge of implementing the agenda. This result confirms that this specialized module has a crucial role to play to ease the commitment of citizens and external stakeholders in the Global Agenda by training them to know better the process in addition to the challenges.



ACCEPTED LIMITS

The trends presented in this report provide a preliminary picture of sustainability awareness about the challenges addressed by the SDGs based on a large sample of 16,575 students from 170 universities in 31 countries. Sulitest thus contributes to the 2030 Agenda by providing tangible indicators and allowing one to monitor trends and progresses over time. However, it is crucial to be perfectly transparent on the current accepted limitations of this mapping.

First, the trends and statistics highlighted in the report are only representative of the global awareness in our sample and not the global awareness of every citizen worldwide. As in every survey, we have a **limited sample** (even if this one is quite large). The diversity of participating universities and countries ensures a minimum of representativeness, but some limitations remain: For example, France is currently **over-represented** in our sample due to a high number of candidates (53% of the sample). This first limitation will decrease as more and more universities use the Sulitest in different countries and enrich the database.

Second, the **number of questions which are picked up randomly in the Core Module** and their content may have an influence on the trends. The Core Module currently contains 57 questions. An important work of rewriting has been conducted between the pilot phase and the current version to improve the quality and accuracy of the questions, resulting in a lower number of questions compared to the Sulitest pilot phase. This transition is now complete and the Sulitest community is actively working to produce new questions coordinated by the General Secretariat. A new batch of questions is already planned for September 2017 and this work will continue into 2018. Moreover, it is important to keep in mind that the content of every question integrated in the Core Module follows a strict validation process by the Senior Advisory Board (see previous sections) verified by the General Secretary. The General Secretary has also attached the questions to the SDGs for this edition of the report: In future versions this will be validated by the Senior Advisory Board.

Third, 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 in learning mode with a longer duration, or in exam mode with a shorter duration. This can have a significant impact on the results, even if the pilot phase has shown that the difference was not very large (Carteron, Décamps, 2014). A new session type with strict conditions will be implemented in September 2017 to deliver a Sulitest Certificate. This will allow one to clearly separate the Learning Mode from the Certificate Mode in the future versions of the mapping.

In a broader perspective, this report highlights the potential of the Sulitest to initiate and accelerate change toward a sustainable future and to actively contribute to the SDG's agenda. Clearly, **no test will ever guarantee that students, professionals and citizens will behave responsibly and make ethical decisions**. Anyone can have knowledge about crucial social and environmental issues and choose not to act; or worse, take unethical advantage of the situation. Similarly, "knowledge about the challenges" does not mean "knowledge of possible courses of responsible and ethical action."

The epistemological limits of the tool are acknowledged, as well as the need to use it in coordination with many other multi-stakeholder initiatives working on the achievement of the 2030 Agenda. However, this initiative and its growing community are contributing to this Global Agenda.

At the very least, the Sulitest is a potentially powerful tool for raising awareness about these urgent issues, the need for action and change in addressing sustainability challenges. Its wide use by a large community of diverse stakeholders is critical to realize this potential.

NEXT STEPS



TOWARD 2030

This report constitutes a first important milestone on the Sulitest contribution to the 2030 Agenda for Sustainable Development. After couple months with the new platform aligned with the SDGs framework and a community still growing, Sulitest is providing a first mapping of sustainability awareness on the global goals and is engaged in a continuous process to enrich the initiative.

We are perfectly aware of the limitations of the tool in its current version (see accepted limits). Since the beginning we have dedicated all our energy developing relevant, coherent and impactful tools to launch a dynamic with inputs from the community, rather than waiting for the tools to be perfect. We are engaged in a continuous improvement process based on collaboration which is progressively gaining international recognition. We accept the fact that the tool will never be perfect, but we will continue to work hard so it can keep on creating impact and accelerating change.

Several several improvements are in progress and should be implemented late 2017 and beginning of 2018 to help Sulitest fulfill its core mission and to overcome some of the current limitations.

First, as long as Sulitest continues to be disseminated and increasingly used by academic institutions and other organizations, sustainability literacy will spread and the Sulitest database monitoring awareness on the global challenges will grow.

Collaborating with RNECs (Regional / National Expert Committees) will **increase the number of specialized modules with local questions to connect SDGs** to the specific challenges of different local contexts. 16 Specialized Modules are currently online and 11 additional RNECs are currently working to create their own set of local questions aligned with the SDGs framework and to disseminate the Sulitest in their local contexts.

A working group coordinated by the General Secretary is also developing **new questions for the Core module** to be validated by the Senior Advisory Board. This working group is also in

charge of creating a separate question bank dedicated to the Sulitest **Certificate** coming in late 2017. The certificate will be taken in specific examination conditions and deliver an official document of the candidates' score and thus can be valorized in a professional context.

The customization (with a premium access) of questions related to challenges specific to an organization or sector will be enriched with new tools: The SuliQuiz (see Appendix E) and Discovery Sessions will provide adapted versions of the Sulitest to facilitate its integration beyond academia.

The **specialized module on the SDGs framework created in collaboration with UN DESA** is now fully available for the community and will be largely disseminated to maximize its impact and accelerate community involvement in the 2030 agenda.

Finally, the results of this first mapping have highlighted differences in the level of awareness between the SDGs. The Sulitest customization should go further and **develop specific modules for each of the 17 SDGs** to improve awareness and knowledge on the entire scope of challenges. This perspective could be an exciting new step on the path toward sustainability literacy for all!

1 MILLION TESTS

TAKEN PER YEAR BY 2030 !

Our objective is to progressively accelerate so that we reach a massive dynamic as of 2030: One million tests taken per year, major universities and companies assess (& are evaluated on) the sustainability literacy of their graduates/staff, a collaborative eco-system contributing to push the initiative further.

To achieve these ambitious objectives, the community continues to grow: every citizen is welcome to propose questions and/or improvements for the tool and researchers are starting to look at the tool and to use the database for their work.

The movement has begun! Join the community to collectively build a sustainable future! **See you at the HLPF 2018!**

SULItestimonials



Senior Advisors are UN bodies and relevant international networks/ associations involved in education and sustainable development. They ensure homogeneity, coherence and validate the whole process. They guarantee the credibility, independence and spirit of the Sulitest project.



"From the perspective of UNDESA, as a founding sponsor of HESI, the Sulitest represents a valuable assessment and training tool to measure and enhance core knowledge and competencies in sustainable development. Sulitest should increasingly serve as a reference for developing core curricula for teaching sustainable development. HEI and other sustainability stakeholders should consider expanded use of the Sulitest to advance sustainability competences."

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



PRME

"The Sustainable Literacy Test has the potential to transform management education. By testing a learner's sustainable development knowledge the test provides a key tool to assess whether we are making progress towards responsible management education. Responsible management seeks solutions which benefit the planet, people and an organization's financial bottom line. I am encouraged to know that already a number of business schools of the UN-supported Principles for Responsible Management Education (PRME) initiative and regional PRME Chapters are using the test."

Jonas HAERTLE, Head - PRME, UN Global Compact



Empowered lives.
Resilient nations.

"Global efforts to achieve the Sustainable Development Goals require new knowledge and skills that respond to the social, economic and environmental issues we face. Local communities, civil society advocates, researchers, and public and private policy makers all require meaningful data and information to ensure more informed decisions for a sustainable future, including through initiatives such as Sustainable Literacy."

Tim Scott, Policy Advisor, Environment Sustainable Development Cluster Bureau for Policy and Programme Support - UNDP



"The Sustainability Literacy Test 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, the Sustainability Literacy Test 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 - catalysing 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



"Agenda 2030 identifies a set of 17 Sustainable Development Goals (SDGs) and 169 targets for all stakeholders in society to contribute to. Universities, Civil Society, business and the world of work in particular are aware of these goals and contribute in a wide variety of ways to achieving them. Sulitest est is a unique tool that stakeholders and in particular higher education students can use to measure where they are in terms of understanding the SDGs and to learn how they can improve their knowledge base; the aim is for them to be equipped to contribute to addressing the Global Challenges that the World faces today. IAU is pleased to support the development of this initiative."

Pam FREDMAN, President IAU (2016-2020) & Rector Gothenburg University



"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. We are pleased about our cooperation with the Sulitest under the Global Action Programme on ESD."

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



“ Among the many tasks we are dealing with in universities with a serious environmental commitment is the evaluation of our student’s basic knowledge about sustainability. The Sulitest project is building a tool which allows: to measure the level of knowledge they have reached, to do useful comparisons between students of many countries, and to learn from the most significant experiences in the field. Unfortunately, the participation of universities from Latin America and the Caribbean is still limited. I invite my colleagues of AIUSA to coordinate and amplify our commitment in this important global collaboration project, beginning with our input in the construction of a better evaluation tool which takes into account the reality of our region.”

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

“The Sulitest provides an excellent opportunity to assess the understanding of sustainable development among students and staff so to further improve study and professional training programs. The possibility of individual test adaptation makes context specific assessment available. This is a core element for monitoring processes and to learn among peer groups as like international networks.”

Clemens MADER, President COPERNICUS Alliance

“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 Sulitest module on the Sustainable Development Goals, which is currently available to all universities in the world through the Global Universities Partnership on Environment and Sustainability (GUPES), 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 for the assessment and monitoring of progress toward achievement of the Sustainable Development Goals.”

Monika G MacDevette (PhD), Deputy Director, Ecosystems Division UN Environment

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OTHER MEMBERS OF THE SAB



RNECs (Regional and National Expert Committees) are key actors in spreading the test worldwide. Their main mission is to develop local questions and engage local higher education institutions in piloting the assessment.



RNEC HONG KONG

"The launching of the Sustainability Literacy Test in Hong Kong has helped our university teachers, administrators and students to deeply rethink and reflect on the various issues related to sustainability in our curriculum. Furthermore, it has inspired us to [re]consider how we can promote sustainability in every part of our work, which I find very meaningful and important."

Ming FAI PANG, PhD - Chairperson of the HONG KONG RNEC for Sulitest



RNEC USA

"The Higher Education Association Sustainability Consortium of the United States supports the development and dissemination of the Sustainability Literacy Test. The new architecture and design for this test makes it an outstanding learning and assessment tool that will help improve the quality of education for sustainable development in the U.S. and internationally."

Debra ROWE, Ph.D. – Advisor, Higher Education Associations Sustainability Consortium



RNEC USA

"The Sustainability Literacy Test 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 it's evaluation of students and their skills, will help to realize this goal throughout the world."

Meghan FAY ZAHNISER - Executive Director at AASHE



RNEC FRANCE

"I am involved in global change topics since my studies in a French business school. All the projects I've launched or be part of are related to climate change or people empowerment to face those challenges."

The REFEDD has taken part in the Sustainability Literacy Test to raise awareness of students about the various topics of sustainability. The Sulitest is an excellent tool to help higher education train students to become actors of global change"

**Julie REMY
REFEDD General Delegate
(REseau Français des Etudiants pour le Développement Durable / French Network of Students for Sustainable Development)**



RNEC SPAIN

"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 Interuniversity Institute INAECU ("Investigación Avanzada sobre Evaluación de la Ciencia y la Universidad")



RNEC COSTA RICA

"The Sustainability Test is a useful tool that we have administered to students in some of the Costa Rican universities affiliated with REDIES. Upon having evaluated the results obtained from the test, there appears to be an opportunity to discuss the relevance of sustainability in career development and the link that it has as a central focus in the curriculum. In particular, I think one must work on improving the knowledge transfer to students in higher education, so that they will assume a greater awareness of the opportunities and challenges of sustainable development so as to view it in a fresh manner."

Manrique ARGUEDAS CAMACHO - Unidad de Acción Ambiental Universidad Earth - RED Costarricense de Instituciones Educativas Sostenibles/RED Costarricense de Instituciones Educativas Sostenibles



RNEC JAPAN

“The idea of Sustainable Development” can and should be a principal notion to lead the world in the 21st century. We have to make lots of effort to transfer the importance of the idea to younger generations. In this sense, the Sustainability Literacy Test has an important meaning. Campus Sustainability Network in Japan (CAS-Net JAPAN) would like to be a hub in order to disseminate the Test in Japan.”

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



RNEC BRAZIL

“As the PRME Chapter Brazil and ISAE President, we helped in the Literacy Test dissemination and application to all PRME Brazilian institutions signatories, including in our own institution. Brazil had the second largest number of respondents to the survey”

Norman DE PAULA ARRUDA FILHO, President - ISAE



RNEC FRANCE

“The Collective for the Integration of Social Responsibility in Higher Education (CIRSES) is a professional association of those who bear the function Sustainability / Corporate Social Responsibility in the French higher education institutions. In France, CIRSES is part of the Sulitest regional committee of experts for its development, both in its teaching and in its appropriation in universities. The Sulitest is a great tool that allows not only to engage the new generations to the new challenges and global impacts, but also to support the growing competence of higher education internationally.”

Clara TACCONI, President - CIRSES



RNEC FRANCE

“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-François BALAUDÉ, President of the ecological transition Comitée - Conférence des Présidents d’Université (CPU)



RNEC UK

“Education for Sustainable Development (ESD) is critical for all students in the 21st Century. The Sustainability Literacy Test 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, Chair PRME Chapter UK and Ireland



RNEC BELGIUM

“The Belgian Sulitest Expert Committee is appointed by the Foundation for Future Generations 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 goals in Belgium. As the Sustainable Development Goals are at the heart of the international agenda for all countries and stakeholders, we elaborate each question so as to connect it to at least one of the 17 SDGs, thereby ensuring that the set of questions will test and improve peoples’ sustainability literacy in the field of all SDGs. So we see Sulitest as an important tool to light the various paths of sustainability across regions and countries towards these goals in 2030 and to contribute to a common understanding of sustainable development by the international community in the 21st century.”

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



RNEC RUSSIA

“As we provide non-formal education on sustainable development and also work with Russian universities, the first time we have learned about the Sulitest we thought that it must exist in Russian. Such international tool provides an opportunity for people around the world to have equal opportunities to have the same level of education and skills, as well as it helps to create a common understanding about sustainability among different nations which is crucial for the achievement of global goals. We hope that Russian version of the test will raise awareness on sustainability issues in Russian-speaking communities. ”

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



RNEC KENYA

“Sustainable literacy awareness is important for all of us. Conservation and protection is now an important issue like never before and which cuts across all disciplines and affects our daily livelihood. Sitting for Sulitest will help students to make informed decisions on their actions towards sustainable lives. Environmental issues require us to take a broader perspective, since they cannot be resolved by one region or one country alone. The cumulative effects of individual efforts can have a big impact on sustainable development. It is vital that each of us adopts a sincere attitude towards sustainable laws. RCE Greater Nairobi is happy to join effort Sulitest in helping students and publics in Kenya and in Africa to increase sustainability literacy levels for future safe earth.”

**May Akinyi OTIENO, President - RCE Greater Nairobi
Academic Lecturer- Kenyatta University**



RNEC INDIA

«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. 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



RNEC NORDIC COUNTRIES

“Sulitest is an effective tool for universities to test the competences of their students and staff on sustainability. Aalto University will use the test to explore the differences between students from different disciplines and to develop curricula and teaching. Aalto University is also leading a Nordic-wide project, funded by the Nordic Council of Ministers, in which the Sulitest is applied to different Nordic countries. Thus, SuLiTest strengthens the work of the Nordic Sustainable Campus Network (NSCN) and Nordic university collaboration around ESD and curricula planning.”

Meeri KARVINEN, Chair NSCN

OTHER NETWORKS LEADING RNECs INVOLVED IN CREATING LOCAL QUESTIONS



RNEC CHILE



RNEC CHINA



RNEC COLOMBIA



RNEC AUSTRALIA



RNEC ITALY



RNEC EGYPT



RNEC QUEBEC



RNEC ARGENTINA



RNEC DOMINICAN REP.

& some national facilitators (institutions that take a leading role within a region in the absence of a RNEC) in South Africa, Canada, Mexico, Brazil, Denmark, Faroe Islands (Denmark), Finland, Norway, Sweden, & Peru...



Founding partners are organisations which really play a key role. Thanks to their financial and in-kind support, Sulitest is now able to offer a new platform to measure and improve sustainability worldwide. (academic partners quote herein are also full players)



"Responsibility as a HEI can no longer be limited to the confines of our campus. If Kedge Business School is internationally recognized as a reference in terms of Corporate Social Responsibility, it is of course thanks to the numerous publications of its researchers, its pedagogical approach favouring student commitment, and for the responsible management of its campuses. But it is also because we are contributing to the construction of what should be the higher education of tomorrow. By initiating and financially supporting the Sulitest, we wanted to help the global academic community, and beyond, to measure and lead the spread of sustainability literacy worldwide. Our new student intakes are not only required to take the test, in 2020 our students will be required to have a minimum score to obtain their diploma. Higher education must be a driving force in societal innovation. Through its global distribution and its flexibility of use, we are convinced that the Sulitest is an exceptional tool for change."

Thomas FROEHLICHER, Director General & Dean - Kedge BS



"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 supports the sustainability literacy test since the beginning of its creation, its expert members are associated to the creation of the questions for France and on the international level. The CGE 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)



"Having used the Sustainability test for some years in my master class 'Sustainable Management', I see the value of having a tool that engage 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



"The Occitane group is, since its creation, bound to biodiversity and nature. We develop 70 plotted plant sectors and we minimize our impact on the environment, for example by adopting renewable energy sources for our French boutiques. Sustainable development is a pillar of our strategy. The Sulitest is to us an amazing opportunity to increase our companies current and future decision makers level of awareness on environmental, and social challenges of tomorrow. That is why we decided to become one of the first international companies to support the development of Sulitest."

Reinold GEIGER, Executive Chairman and CEO - L'Occitane



"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 VANTREEESE, Head of CSR La Banque Postale



“Engaging with this pioneer project will provide Onet with a new opportunity to pursue its differentiated approach to responsible development and to demonstrate this commitment to its partners. Internally, the test will be included in Onet’s managerial development programmes in France and in its foreign subsidiaries. In our external relations, it will complete our offer of responsible solutions by opening up new realms of dialogue with our clients”

Denis GASQUET - President of the Onet Executive Board.



“Onet supports the Sustainability Literacy Test because it contributes toward building a more sustainable world.”

Elisabeth COQUET-REINIER - Member of the Onet Group’s supervisory Board and President of the Reinier holding company.

“The design and manufacture of luxury products not only require innovation, creativity and production excellence, but also environmental and social performance. Products created by the Group’s Houses are made from natural and often rare and exceptional raw materials. We have launched in 2012 the LIFE program which allows each group entity to define action plans by prioritizing strategic objectives, along with indicators to measure performance.

But the management of an international group present in more than 70 countries with more than 120 000 employees is complex and it is for us essential that each employee understands the impact of its decisions on the planet and society. A tool such as Sulitest will allow us to measure the state of sustainability literacy of our current and future employees and support them for even better perform on those crucial topics... By joining the partner college members of Sulitest, LVMH is proud to contribute to the deployment of this tool, useful not only internally but whose scope will impact, without doubt, all the business segments.”

Sylvie BENARD, Corporate Environment Director - LVMH

“Grenoble Ecole de Management (GEM) has been participating actively in the development and deployment of the Sustainability Literacy Test 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 - Grenoble Ecole de Management



“The Sustainability Literacy Test is one way of empowering our global student body to check if they have the contextual knowledge and critical-thinking skills to move us to doing business to benefit all life globally and in the future. It presents an opportunity for educators to monitor how they are contributing to this goal and is an example of collaborative co-creation - anyone can suggest improvements and questions..”

victoria HANDS, Sustainability Hub Director - Kingston University





“With a presence in 85 countries and 100 production sites across the world, Pernod Ricard has put sustainability at the heart of its long term strategy. Launching Sulitest via its Corporate University, the Group wishes to use a modern Learning format to spread the sustainable business and get its 18,000 employees to check their knowledge and understanding of these important topics. Global results of the test will guide Pernod Ricard to take more targeted actions to embed this culture in everything we do. Sulitest will also be used to convey a powerful message to new joiners in the group who will be asked to take the test as one of their very first activities with the company. Sulitest is a wonderful tool to help transform our 18 000 employees in ambassadors for sustainable business which is key for long term success.”

**André Hemard, VP CSR
Pernod Ricard**

“Through our school’s research and teaching focus (transport, urban planning, materials, energy, environment, sectorial economy and finance ...), the Ecole des Ponts ParisTech has chosen for several years to analyze the key issues and develop innovative solutions for a sustainable development. The Sustainability Literacy Test 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**

“The Sustainability Literacy Test 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**

OTHER FOUNDING PARTNERS



Université // Paris Seine





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



“Universidad del Pacífico is committed to embedding sustainable development into our different academic activities. Our institutional goal is to enhance our students capacities to have a better understanding of sustainable development and the different dimensions it involves. This will build more awareness of how decisions impact human well-being. The Sustainability Literacy Test (Sulitest) is a very useful tool to measure students comprehension of the different dimensions of sustainability. At Universidad del Pacífico, we use the Sulitest at the undergraduate level. The results are very interesting, providing valuable information for identifying learning areas that have been acquired and those that need improvement. Sulitest results at the Universidad del Pacífico also offer faculty an opportunity to strengthen team work initiatives to improve, articulate and share methodological tools to enhance learning and build meaningful sustainability knowledge.”

Zoila Del Rosario GÓMEZ GAMARRA,
Professor Researcher Centro de
Investigacion
Universidad del Pacifico

“During the 2016/2017 academic year, we decided to require all these students to complete the Sulitest, as a mandatory requirement for the validation of the academic term. First, a specific lecture was devoted to the implicit logic that shapes the test and to its main contents. Approximately 700 students (the amount of our yearly student intake) took then the test, which they welcomed with a mix of personal interest and collective intellectual curiosity; they got above the average results. Henceforth, what at start was merely an experiment will next become a full part of our teaching and a component of our socially responsible University training policy.”

Pierre Maclouf, Associate Professor & Responsible of the Global Contemporary Issues Program
DAUPHINE UNIVERSITY

“We at McGill have long been working towards a sustainable future, and in 2014 adopted the vision where “all decisions at McGill are made and implemented with a sustainable future in mind. The way we function as an institution and a community matches the values we hold, and supports the commitment McGill has made to sustainability.” After almost a sesquidecade of experience in campus sustainability, I was excited to be part of the deployment of the Sulitest, being the first international tool supported by the United Nations that serves to assess the knowledge of respondents on basic sustainability principles, foundational towards achieving the future we want. I am especially pleased with the development of the “Rebalancing Society” module by our own Henry Mintzberg, internationally acclaimed management thinker extraordinaire, bringing us to become a full player in the SuliTest universe.”

Kathleen Ng,
Senior Sustainability Officer
Mc Gill University

To be a recognised as Full Player, an academic institution must commit to having at least 75% of its entering or exiting students take the Sulitest or 2,000+ tests takers at their institution per year.

Want to take part ? contact@sulitest.org



Fostering sustainability literacy, civic engagement, and a mindset of global stewardship—this is the new gold standard for learning and development in international education today. The EDUCATION ABROAD Network, a provider of study abroad programs in the Asia-Pacific region, uses the Sulitest to assess and evaluate student cognitive, attitudinal and behavioral outcomes around the key issues of global sustainable development. The Sulitest empowers us in this important work.

Scott BLAIR,
Director Assessment & Sustainability
The EDUCATION ABROAD Network



“On behalf of Bentley University, we are delighted to continue as a full player in the Sulitest initiative. We are planning to, once again, integrate the test into our first year seminar program in which all entering students participate. The test has become a foundational dimension of our sustainability and responsible management module as part of our core curriculum..”

Anthony BUONO,
Professor of Management & Sociology
BENTLEY University



“In our Master of Science (MSc) in Finance our goal is to train managers and practitioners with a holistic view of the economy. Our new specialization “Environmental, Social and Governance (E.S.G) Engineering in Finance – Finance for a New Growth” will provide to our students the keys to integrate these new stakes and to enhance the practices towards more wellbeing, social equality and ecologic transition.

The Sulitest is for us a real opportunity to test the level of awareness and consciousness of our students on all this objectives, and to provide them new keys to bring back finance in the service of economy..”

Christophe REVELLI,
Professor of Ethical Finance and Scientific - Director of Master of Science (MSc) in Finance.) - KEDGE



“Montpellier Business School is deeply committed to Ethics, Global responsibility and Diversity. We integrated those principles in our values and mission which is “to train, through our higher education programs, managers that are strong in their diversity, aware of their global responsibility in carrying out their missions, and able to adapt to changes in local, national and international environments.”One of the 5 axes of our annual strategy regarding CSR and Diversity is to train and educate our students regarding ethics, global responsibility and diversity. The Sustainability Literacy Test is a relevant and useful tool to evaluate our students’ level of awareness. We choose to assess this level at entry in to all our programs and also at the time of graduation. The test may help us in the continuous improvement of our program content..”

Caroline CAZI, Human Resource, Diversity, CSR Director
Montpellier Business School



“All the students who join Polytech Nantes take the Sulitest during their first few days here. Welcoming students in this manner allows us to promote several key notions : first and foremost, this corresponds with the idea that sustainable development is an important value for Polytech Nantes. Furthermore, the Sulitest 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. 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. Finally, it is an opportunity to showcase our concrete actions at school and generate students’ involvement in sustainable development. Sulitest is a remarkable tool to accompany change towards a responsible and sustainable future”

Laurence CHARPENTIER, Sustainable development manager - Polytech Nantes



“In Finland and the Nordic Countries, the different issues around sustainability are well accepted and endorsed as an inseparable part of any nation, willing to sustain and improve the quality of life of its people, as well as the environment. The Sustainability Literacy Test is a great way of introducing and deepening the knowledge of these issues amongst university students. It has been an eye opening exercise also for our Sulitest Team members at Oulu Business School, to design the Finnish questions for the test. There really is more to sustainability, than one might think! .”

Sauli SOHLO, Deputy Director - Martti Ahtisaari Institute



UDEM

"At UDEM, we are convinced of our responsibility in building a more sustainable world, and we believe this is achieved through education. In 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. The results are easy to handle and give us a whole picture of the topics which we must work in; for our students it is a great opportunity to have a much broader picture of the global and local issues we face and to create innovative and holistic solutions. We hope we can apply the Sulitest before graduation, and be able to compare results before and after."

Cesar Nanni,
Sustainability Coordinator
Universidad of Monterrey



LaSalle
Beauvais - Institut Polytechnique
Sciences de la Terre, de l'Eau et de l'Environnement

"The Institut Polytechnique LaSalle Beauvais trains graduate students to hold high-level executive and top management positions in the following sectors: agriculture, food industry, food and health, geology and the environment. The school aims to encourage and develop values such as respect, sense of commitment, service and volunteer work, belief in equality and equal opportunities for the poor and underprivileged. To support and promote our values, we created the department of sustainable development in 2010. Thanks to The Sustainability Literacy Test we can assess the level of awareness of our students year after year on the campus, and in the long term, extend the test to all the students of the international La Salle network. These encouraging results will clearly benefit the department of sustainable development and offer an innovative tool to promote and further on our actions."

Maxime AGNES LaSalle Beauvais
Sustainable Development Manager



NTNU
Norwegian University of
Science and Technology

"The Norwegian University of Science and Technology (NTNU) creates knowledge for a better world and solutions that can change everyday life. NTNU, the largest university in Norway and the most important research and education institution within technology and innovation, has ambitious goals and strategies for research and education programs that support the development of sustainable communities and enterprises. Application of the Sulitest will be an important platform and tool for students acquiring knowledge and skills related to sustainable development, and can be used as a test for different courses and study programs in order to monitor and increase student sustainability knowledge. ."

John E Hermansen, Associate professor,
Department of Industrial Economics and
Technology Management - NTNU



IMT Atlantique
Bretagne - Pays de la Loire

"The Sulitest is a true teaching tool that comes in support of areas dedicated to community involvement in the educational program. Knowing that more and more students around the world are answering the same questions about strong societal issues is very stimulating. ."

Paul Friedel - IMT Atlantique Director



UWE
Bristol
University of the
West of
England

"The University of the West of England, Bristol, United Kingdom, is undertaking a conscious and meaningful assessment of the alignment between the activities and actions of the institution and the UN Sustainable Development Goals. To this end we are engaged in mapping the contribution of our programmes of study, research activities and external partnerships to meeting the global goals. We are committed to using the Sulitest as part of our mission to provide an Education for Sustainable Development experience for all our students. We are pleased to have been part of the UK and Ireland group who produced the region specific questions and we look forward to cooperating with Higher Education colleagues around the world as explore the powerful educational opportunities provided by the Sulitest."

James LONGHURST UWE Assistant Vice
Chancellor, Environment and Sustain-
ability, Faculty of Environment and
Technology



University
of Worcester

"At the University of Worcester sustainability is one of the four 'areas of distinction' in the University strategy; finding ways to measure if this is being done successfully continues to be a real challenge. Having a global benchmark in which to measure progress of students is extremely valuable as we seek to embed a sustainability culture on campus. It's important feedback for staff and students alike to track progress of our students. The new architecture and structure will prove to be a powerful tool and I suspect useful to enhancing their future employability."

Katy BOOM - Director of sustainability



Universidad
Externado
de Colombia
SCHOOL OF MANAGEMENT

"SuliTest is a powerful tool to motivate students about the importance of sustainability, to provide information to teachers about the effectiveness of their class and to inform the institution about the progress in their teaching process.."

GUSTAVO A YEPES LOPEZ,
Management and Social Responsibility
Director -
School of Management
Universidad Externado de Colombia



tbs
TOULOUSE
Toulouse Business School

"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."

**François BONVALET, CEO & CSR-SD
Comitte Chair - TBS**



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APPENDIX



APPENDIX A

Abstract of Sulitest Matrix (knowledge based)

selecting the questions to ensure a coherent, pedagogical and systemic framework

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

As of today Sulitest only offers knowledge questions in its international core module, universal and worldwide consensus on skills and mindset needed being very hard to find. As a consequence the data used in this report are based on the first part of the full matrix (available on www.sulitest.org). Skills and mindset questions are available in local modules, and some networks are currently working on a customized «mindset module.» We are working on it :-)

APPENDIX B

List of Tags

This tag list has been strongly influenced by the Sulitest's pilot version architecture, 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

TEST TAKEN PER ORGANISATION

(tests completed in the new platform)

ORGANIZATION	COUNTRY	CANDIDATES
KEDGE BUSINESS SCHOOL	France	3095
UNIVERSIDAD DE MONTERREY	Mexico	1425
EMLYON BUSINESS SCHOOL	France	1126
BENTLEY UNIVERSITY	USA	767
GRENOBLE ECOLE DE MANAGEMENT	France	576
UNIVERSITÉ PARIS-DAUPHINE	France	550
UNIVERSITY OF GOTHENBURG	Sweden	445
GLASGOW CALEDONIAN UNIVERSITY	UK	430
THE EDUCATION ABROAD NETWORK	USA	335
UNIVERSIDAD NACIONAL DE EDUCACIÓN A DISTANCIA	Spain	314
INSTITUT POLYTECHNIQUE DE GRENOBLE	France	301
ECOLE POLYTECHNIQUE DE UNIVERSITE D'ORLEANS	France	288
POLYTECH MONTPELLIER	France	222
ENSEEIH	France	221
IMT- MINES ALBI-CARMAUX	France	209
UNIVERSITY OF TAMPA	USA	199
OULU BUSINESS SCHOOL, UNIVERSITY OF OULU	Finland	167
ECOLE MINE DE DOUAI	France	164
UNIVERSITAT DE VALÈNCIA	Spain	150
ÉCOLE DES PONTS PARISTECH	France	148
ECOLE DES MINES DE NANTES	France	144
INSTITUT POLYTECHNIQUE LASALLE BEAUVAIS	France	140
COLLEGE OF CHARLESTON	USA	132
AMRITA SCHOOL OF BUSINESS, AMRITA VISHWA VIDYAPEETHAM UNIVERSITY	India	130
INSTITUT SUPERIEUR DE MECANIQUE DE PARIS	France	127
CITY UNIVERSITY OF HONG KONG	Hong Kong	118
TELECOM ÉCOLE DE MANAGEMENT	France	116
ECOLE NATIONALE DU GENIE DE L'EAU ET DE L'ENVIRONNEMENT	France	110
ECOLE DES INGENIEURS DE LA VILLE DE PARIS	France	109
SHEFFIELD HALLAM UNIVERSITY	UK	106
APPALACHIAN STATE UNIVERSITY	USA	100
MACEWAN UNIVERSITY	Canada	99
SAINT LOUIS UNIVERSITY	USA	99
ECOLE DES METIERS DE L'ENVIRONNEMENT	France	98
ECOLE NATIONALE D'INGENIEURS DE SAINT-ETIENNE	France	97
MODUL UNIVERSITY VIENNA	Austria	91
ESCOM	France	91
PLYMOUTH UNIVERSITY	UK	90
ECOLE NATIONALE D'INGENIEURS DE BREST	France	87
CALIFORNIA STATE UNIVERSITY - MONTEREY BAY	USA	85
NORWEGIAN UNIVERSITY OF SCIENCE AND TECHNOLOGY	Norway	82
ECOLE POLYTECHNIQUE DE L'UNIVERSITE DE NANTES	France	80
UNIVERSITY AT ALBANY – STATE UNIVERSTY OF NEW YORK	USA	74
BUSINESS SCHOOL LAUSANNE	Switzerland	70
UNIVERSIDADE FEDERAL FLUMINENSE	Brazil	69
FEA-RP/USP	Brazil	66
STATE UNIVERSITY OF NEW YORK AT NEW PALTZ	USA	63
UNIVERSITAT POLITÈCNICA DE CATALUNYA	Spain	62
KWANSEI GAKUIN UNIVERSITY	Japan	59
KALU YALA	Panama	54
UNIVERSITY OF GUELPH	Canada	52
SCHOOL OF ECONOMICS AND MANAGEMENT, UNIVERSITY OF PORTO	Portugal	51
INSTITUT SUPÉRIEUR D'ELECTRONIQUE ET DU NUMÉRIQUE TOULON	France	50
SUP DES RH	France	48

ORGANIZATION	COUNTRY	CANDIDATES
IMT ATLANTIQUE BRETAGNE-PAYS DE LA LOIRE	France	47
AGROCAMPUS OUEST	France	46
UNIVERSIDAD CENTRAL DE VENEZUELA	Venezuela	45
UNIVERSITY OF MISSOURI - ST. LOUIS	USA	44
ECOLE NATIONALE DE L'AVIATION CIVILE	France	43
ENTREPRENEURS D'AVENIR	France	42
PORTO BUSINESS SCHOOL	Portugal	41
IOWA STATE UNIVERSITY	USA	40
KENT BUSINESS SCHOOL	UK	38
AALTO UNIVERSITY	Finland	37
ASIAN INSTITUTE OF TECHNOLOGY	Thaïland	36
KENT STATE UNIVERSITY	USA	36
HAWORTH COLLEGE OF BUSINESS/WESTERN MICHIGAN UNIVERSITY	USA	35
ISAE/FGV - INSTITUTO SUPERIOR DE ADMINISTRAÇÃO E ECONOMIA	Brazil	34
ESSEC BUSINESS SCHOOL	France	33
PORTLAND COMMUNITY COLLEGE	USA	33
ECOLE NATIONALE SUPÉRIEURE DE CHIMIE DE MONTPELLIER	France	32
UNIVERSITÉ DE CERGY-PONTOISE	France	32
UNIVERSITAS INDONESIA	Indonesia	32
ÉCOLE DE TECHNOLOGIE SUPÉRIEURE	Canada	31
SCHOOL OF OCEAN AND EARTH SCIENCE - UNIVERSITY OF SOUTHAMPTON	UK	30
ELON UNIVERSITY	USA	30
UNITY COLLEGE	USA	30
ENSSAT	France	27
SCHOOL OF BUSINESS, ECONOMICS AND LAW AT THE UNIVERSITY OF GOTHENBURG	Sweden	27
BRADFORD UNIVERSITY SCHOOL OF MANAGEMENT	UK	27
UNIVERSITÉ JEAN MOULIN LYON 3	France	26
RHODES UNIVERSITY	South Africa	26
UNIVERSITY OF PORTLAND	USA	26
NORMALL	France	25
UNIVERSIDAD AUTÓNOMA DE BAJA CALIFORNIA	Mexico	25
AIX-MARSEILLE UNIVERSITY	France	23
DUKE UNIVERSITY	USA	23
CESI	France	22
KTH ROYAL INSTITUTE OF TECHNOLOGY	Sweden	21
BARD COLLEGE	USA	21
WASHINGTON UNIVERSITY IN ST. LOUIS	USA	21
UNIVERSITÉ CATHOLIQUE DE LOUVAIN - LOUVAIN SCHOOL OF MANAGEMENT	Belgium	20
STENDEN UNIVERSITY OF APPLIED SCIENCES	Netherlands	20
ISA LILLE	France	18
UNIVERSITAT POMPEU FABRA	Spain	18
ITECH	France	17
UNIVERSITÉ DE TECHNOLOGIE DE COMPIÈGNE	France	17
VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY	USA	17
TECHNICAL UNIVERSITY OF DENMARK	Denmark	15
BORDEAUX SCIENCES AGRO	France	15
IPAG BUSINESS SCHOOL	France	15
UNIVERSIDAD NACIONAL DE QUILMES	Argentina	13
UNIVERSITY OF ILLINOIS IN CHICAGO	USA	13
ECAM STRASBOURG-EUROPE	France	12
SKEMA BUSINESS SCHOOL	France	10

Universities that have not yet organized sessions of more than 10 candidates are not listed above

APPENDIX D

ESD Survey

A short survey is proposed to each candidate at the end of each session. The purpose of this survey is to gather information on the respondent profile (while ensuring strict anonymity) and to examine candidates' perceptions of sustainability / sustainable development in their lives and in their organizations.

The survey is not mandatory so candidates can choose not to answer. However, 5,478 candidates have responded, which provides a good-sized sample to analyse. We highlight some interesting results below, but the full database is available for academic researchers who wish to use it for their work (please contact us if you are interested: contact@sulitest.org).

Figure 8:
In your daily life, how interested would you say you are in sustainability/sustainable development?

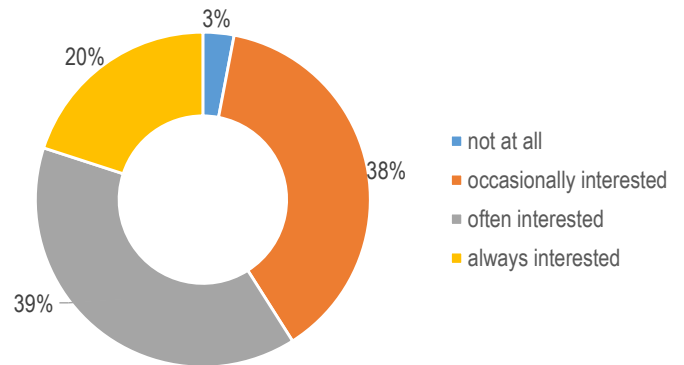


Figure 9:
Is sustainability/sustainable development included in your college's/university's curriculum?

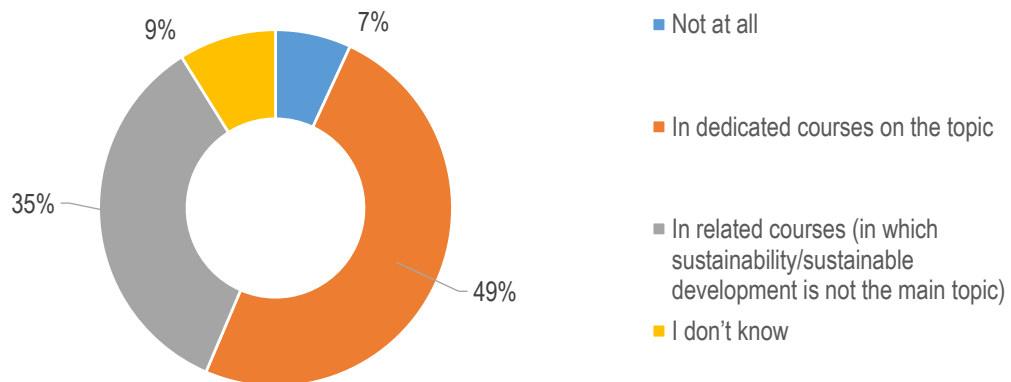


Figure 10:
Is sustainability/sustainable development required for graduation at your college/university?

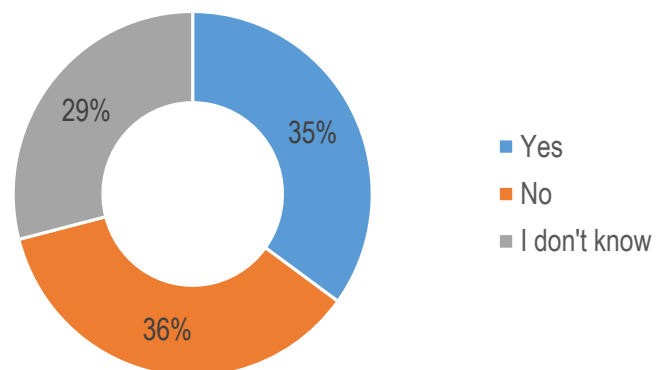


Figure 11:
 Except from pedagogy and research, how would you describe your university's performance in terms of sustainable / responsible practices (for example: green campus initiatives, energy consumption, ethics, labor conditions of employees...)?

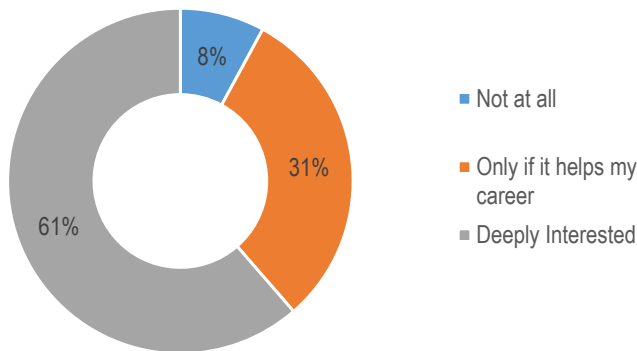
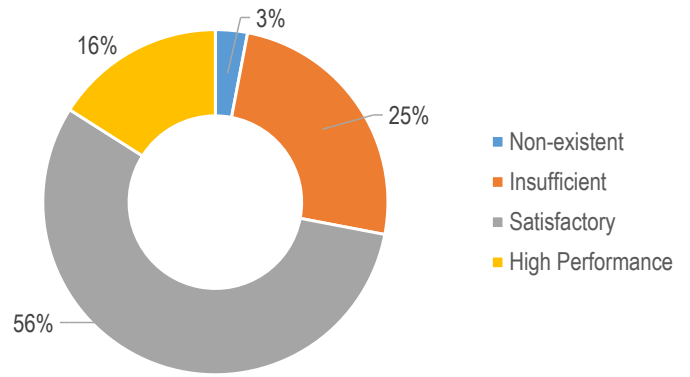


Figure 12:
 Are you interested in implementing sustainability / sustainable development ideas and practices in your job?

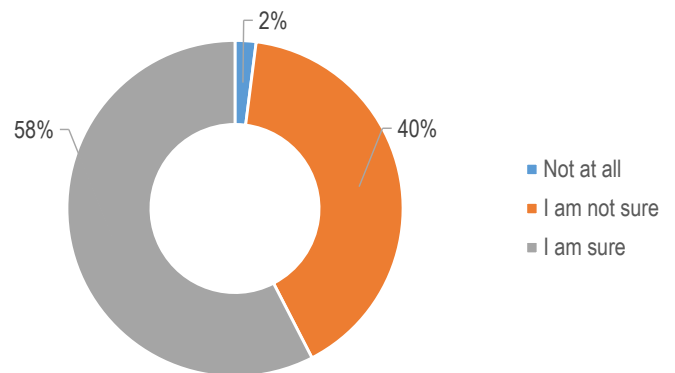


Figure 13:
 Do you think you will be able to follow sustainability / sustainable development principles in your future job(s)?

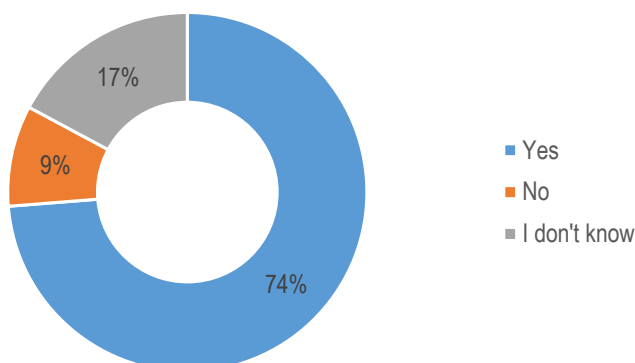


Figure 14:
 In your opinion, is it useful to assess the sustainability knowledge of students, such as through the Sustainability Literacy Test, and provide feedback to educators?

APPENDIX E

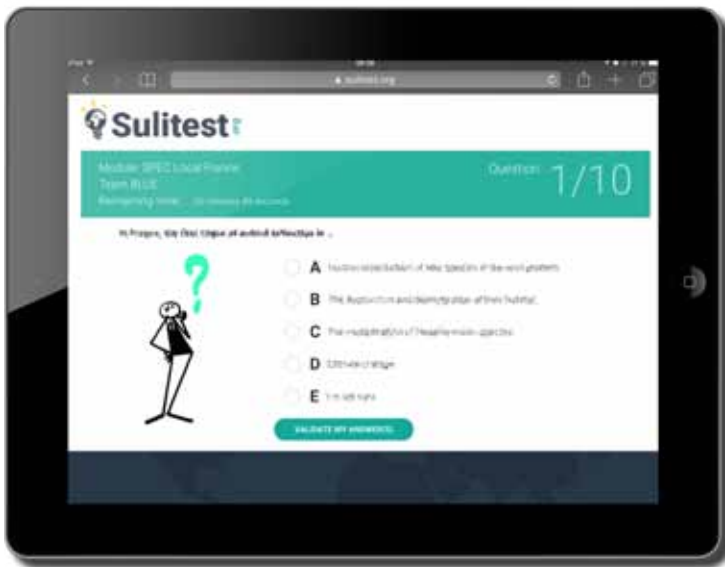
GAMIFICATION

Play as a team with the new Sulitest game on SDGs!



The Quiz

Available with the premium access, the Quiz is the perfect tool to play with students and staff. Divide participants into teams (minimum 2) on the Sulitest platform set-up. Teams connect via their phone or tablet to the game session. They have one minute to answer each of the 10 randomly selected questions. The individual results are presented on the screen with the questions. Graphs display the number of teams connected, the answers chosen and the each team's results by question, and an overall summary showing the winning team and their results.

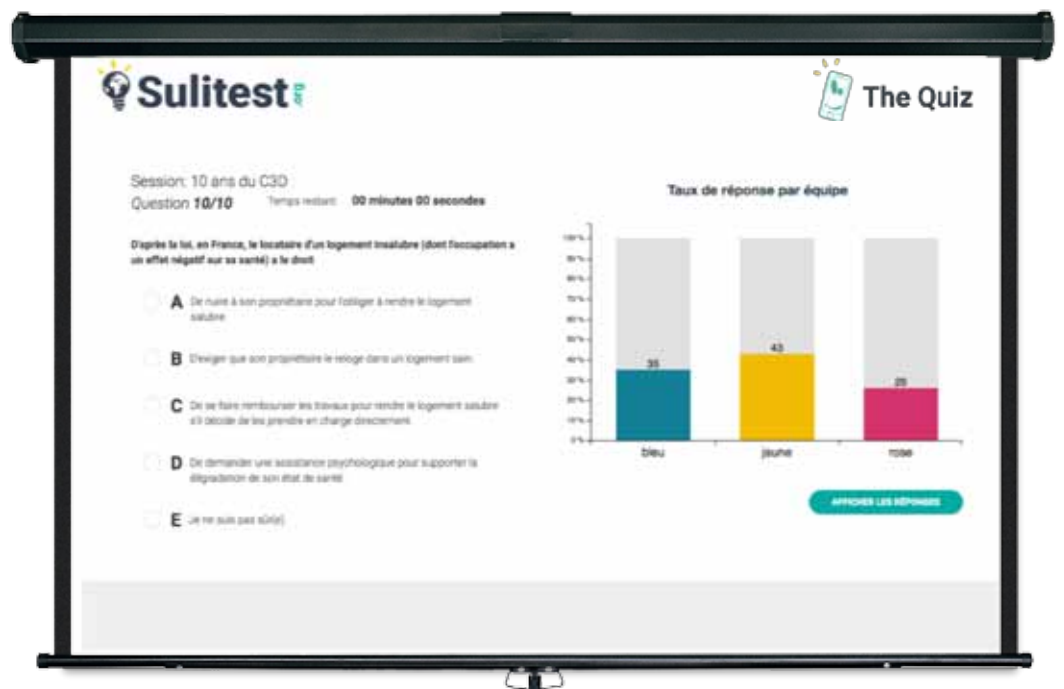


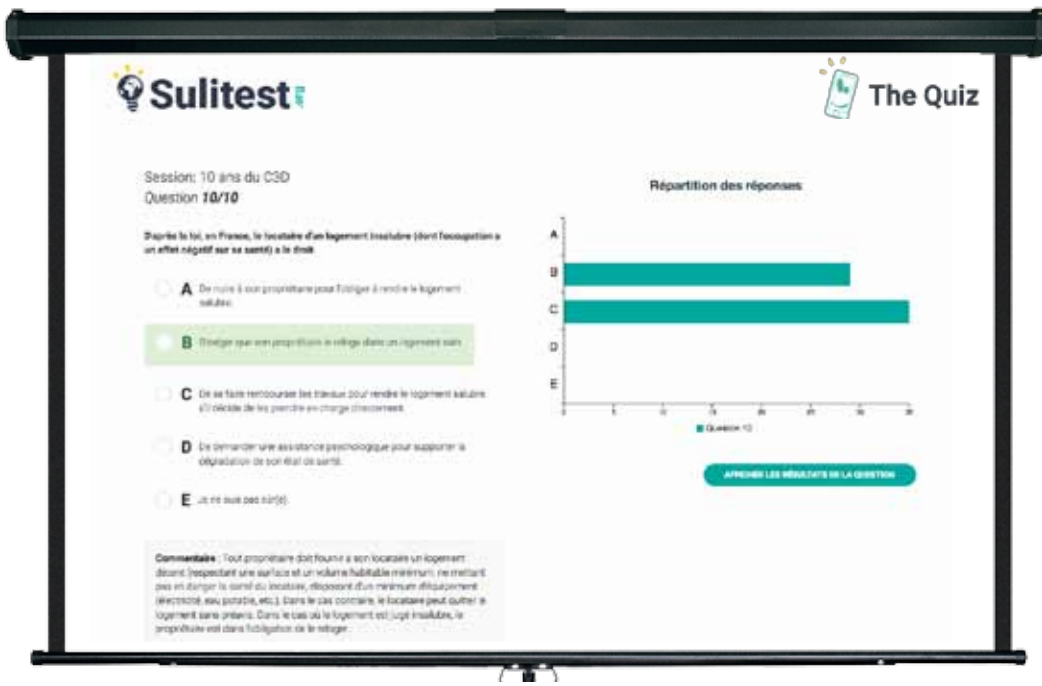
Player Screen
(smartphone or tablet)

As soon as the animator launches the countdown, players are given the questions and they must choose the right answer.

Animator Screen
(video projector)

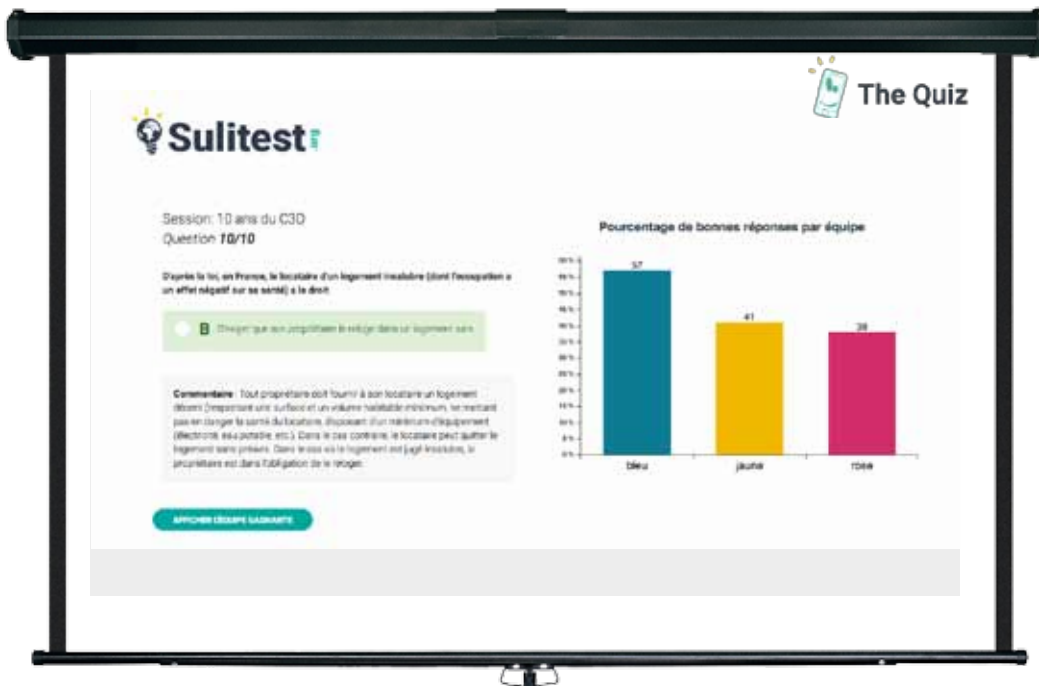
Question & possible answers
Interactive response rate per team





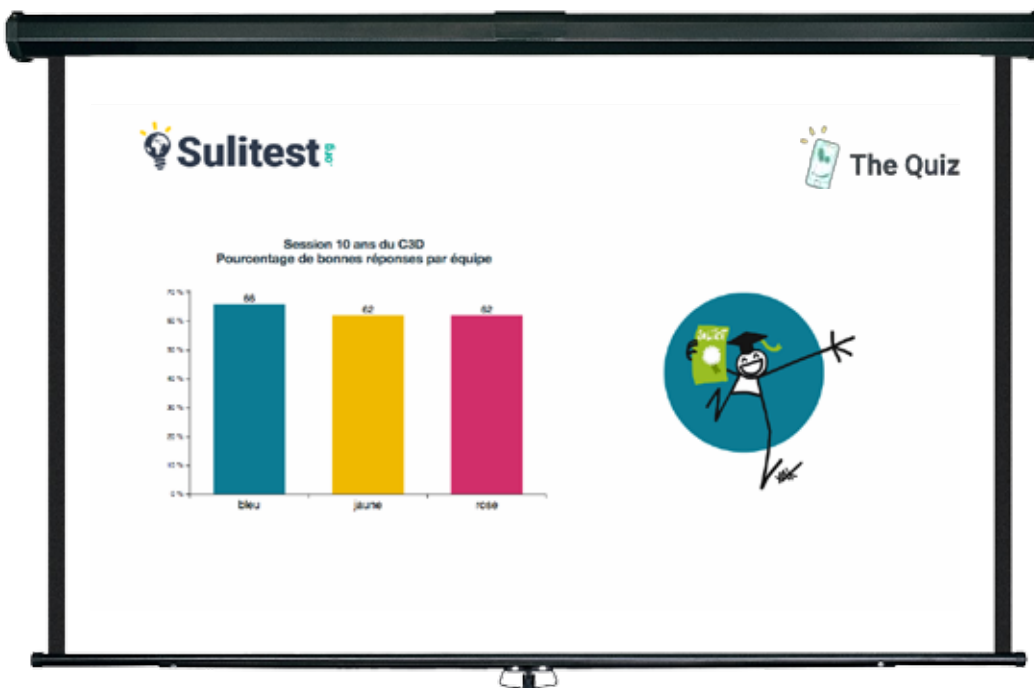
Animator Screen (video projector)

Correct answer & distribution of responses in the audience



Animator Screen (video projector)

Percentage of correct answers per team per question



Animator Screen (video projector)

Final percentage of correct answer per team overall

APPENDIX F

ACKNOWLEDGEMENT

Hundreds of people around the world have at some point in the project given their time, energy & good will to the community, and they continue to do so.

Follows is a list of the women and men responsible for the success of the Sulitest.
The world has to know! (If you know somebody who is missing from this list, please share)

YAK & ELYX, Ramzi **ABDELAZIZ**, Carla Delfina **ACEVES AVILA**, Dalia **ADEL**, Annabel-Mauve **ADJOGNON**, Maxime **AGNES**, Jamie **AGOMBAR**, Pedro **ALBUQUERQUE**, Iro **ALEMPEI**, Marc **ALIX**, Christophe **ALLIOT**, Cleverson **ANDREOLI**, Aurelio **ANGELINI**, Mouna **AOUN**, Jacques **AOUN**, María Virginia **APPENDINO**, Manrique **ARGUEDAS CAMACHO**, Marja **ARO**, Ali **AWNI**, Antonella **BACHIORRI**, Diana **BAKER**, S.K. **BALACHANDER**, * Guillaume **BARBAT**, Gilles **BAROUCH**, Marcela **BARRIOS RIVERA**, Astrid **BARTHELEMY**, Anne-Sophie **BARTHEZ**, Indiana **BASTERRA**, Simone **BASTIANONI**, Mathieu **BAUDIN**, Anne **BEAUVAL**, Anne **BEHLOULI**, Sylvie **BENARD**, Javier **BENAYAS DEL ALAMO**, Ana Carolina **BENELLI**, Stéphane **BERANGER**, Gilles **BERHAULT**, * Alexis **BERNARD**, Pierre-Olivier **BERNIERE**, Rodrigo **BERTE**, Barbara **BEUTER**, Guillaume **BINDER**, Clémence **BIOJOUX**, Filip **BLADINI**, Karen **BLAKELY**, Lau Øfjord **BLAXEKJÆR**, Gildas **BONNEL**, Alessandra **BONOLI**, Katy **BOOM**, Aurore **BORDERIE**, Julio Cesar **BORGES**, Dwipen **BORUAH**, Mark **BRAY**, Amandine **BRETIGNIERE**, Regina Márcia **BROLES DE SOUZA**, Sylvie **BRUNET**, Anthony **BUONO**, Thomas **BUSUTTI**, Gavin **BUTING**, Adriana **CALDANA**, Wynn **CALDER**, Laura **CANIOT**, Cristina **CARBALLO**, Hugues **CARLIER**, Rosanne **CARLIER**, Charles **CARNEIRO**, * Jean-Christophe **CARTERON**, Anne Marie **CARTERON**, Paul **CAULFIELD**, Gabriela **CAVAGLIÀ**, Caroline **CAZI**, Mathilde **CHAMPENOIS**, * Nikhil **CHANDAVARKAR**, Madeleine **CHARNEY**, Laurence **CHARPENTIER**, Patricia **CHARVET**, Charlotte **CLARK**, Priscila **CLARO**, David **CLEMSON**, Andreoli **CLEVERSON**, Gustavo Rafael **COLLIERE POSSETTI**, Alexandre **COMMUNAL**, Jean-François **CONNAN**, * Tamara **CONNELL**, Elisabeth **COQUET-REINIER**, Stefano **CORDINER**, Eric **CORNUËL**, Sandrine **CORTET**, Christophe **COTIN VALOIS**, Vincent **CROCHARD**, Peggy **CUNNINGHAM**, Guillaume **DANIELO**, Ali **DARDOUR**, * Yves **DAUMAS**, Jane **DAVIDSON**, Emilie **DE LOMBARDES**, Federica **DE MARCO**, Félix **DE MONTS**, Norman **DE PAULA ARRUDA FILHO**, * Aurélien **DECAMPS**, Jean-Paul **DELEVOYE**, Christine **DELHAYE**, Barbara **DELLE DONNE**, Aurélie **DEMARET**, Leane **DENBY**, Benoît **DERENNE**, Cyril **DION**, Madické **DIOP**, Clara **DOLY-TACCONI**, Antonio Raimundo **DOS SANTOS**, Hélène **DOUCHE**, Mounia **DRABLA**, Mark **DREWEL**, Pierre **DUCRET**, David **DUDGEON**, Brigitte **DUMONT**, Claire **DUMONT**, Boruah **DWIPEN**, Golda **EDWIN**, Amélie **ESLINE**, Benjamin **ESNAULT**, Marco Tulio **ESPINOSA LÓPEZ**, Ming **FAI PANG**, Cheikh **FALL**, * Audrey **FAURE**, Coline **FAURE**, Meghan **FAY ZAHNISER**, Valdir **FERNANDES**, Martine **FERRY**, Daniel **FORGET**, Emeric **FORTIN**, Philippe **FRANCOIS**, Pam **FREDMAN**, * Thomas **FROEHLICHER**, Pablo **FUENTENEbro**, Masayuki **FUJISAWA**, Kyoko **FUKUKAWA**, Amaury **GAGNON**, Annastella **GAMBINI**, Claire **GANNIER**, Tracey-jean **GANNON**, Denis **GASQUET**, Reinold **GEIGER**, Rebecca **GIESE**, Ganna **GLADKYKH**, Frédérique **GOBERT**, Jenni **GOBIND**, Kerry **GODFREY**, Zoila Del Rosario **GÓMEZ GAMARRA**, Olga **GONTIER**, Fiona **GOODWIN**, Poyyamoli **GOPALSAMY**, * Ola **GORANSSON**, Nadine **GOUZÉE**, Kate **GRAHAM**, Caroline **GRANIER**, Leticia **GREYLING**, Thomas **GRINDSTED**, Milenko **GUDIC**, Emilie **GUERET**, denis **GUIBARD**, Charles **H. CHO**, * Jonas **HAERTLE**, victoria **HANDS**, Carolyn **HAYLES**, Nathalie **HECTOR**, André **HEMARD**, John E **HERMANSEN**, Jan **HERMES**, Nicole **HORVATH**, Ghada **HOWAIDY**, Sarah **HOWLAND**, Julia Christensen **HUGHES**, Anne-Catherine **HUSSON TRAORE**, Jacques **HUYBRECHTS**, Kayo **ITAHASHI**, Liz **JACKSON**, Torvald **JACOBSSON**, Emma **JACQUET**, Sandrine **JAVELAUD**, Patrick **JOLIVET**, Michelle **JOUHANEAU**, Michael Søgaaard **JØRGENSEN**, benjamin **KABOUCHE**, Matteo **KALCHSCHMIDT**, Joanna **KAMICHE**, Meerri **KARVINEN**, Simon **KEMP**, Anne **KERANEN**, Agnès **KERECKI**, Ann **KIDHAL**, Sheila **KILLIAN**, Georges **KLENKLE**, Tomas **KOONTZ**, James B. **KUNG'U**, Tammy **KWAN**, Thibault **LACONDE**, Brice **LALONDE**, Henri **LANDES**, John **LANNON**, Paulette **LAURENT CAIRE**, Elisabeth **LAVILLE**, Jérôme **LE LOJOUX**, Daniel R. **LECLAIR**, * Alexander **LEICHT**, Pierre **LEMAY**, Bernard **LEMOULT**, Céline **LEROY**, Mitch **LEVENTHAL**, Beppe **LEVOI**, Marc **LIM**, Cécilie **LOCHARD**, Åsa **LÖFGREN**, Patrizia **LOMBARDI**, James **LONGHURST**

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IT PARTNER**

AUTHORS

Jean-Christophe CARTERON & Aurelien DECAMPS
with the support of Anja STOLL, Yves DAUMAS, Alain
TORD, Jaclyn ROSEBROOK-COLLIGNON, Nicolas
BALLESTER, Debra ROWE, Elissa MUELLER,
Caroline GRANIER, Anya PENNEY, Kathleen NG.

GRAPH DESIGN

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ILLUSTRATIONS /PHOTOS

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YAK & Elyx

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