

RAISING & MAPPING AWARENESS OF THE GLOBAL GOALS



*Report from Sulitest,
Tangible implementation
of the HESI & Contributor to
the review of the 2030 Agenda*



**HIGH-LEVEL POLITICAL FORUM
ON SUSTAINABLE DEVELOPMENT**

*United Nations Headquarters
NYC, USA - July 2018*

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The Higher Education Sustainability Initiative (HESI), a partnership between United Nations Department of Economic and Social Affairs, UNESCO, United Nations Environment, UN Global Compact's Principles for Responsible Management Education (PRME) initiative, United Nations University (UNU), UN-HABITAT, UNCTAD and UNITAR, was created in 2012 in the run-up to the United Nations Conference on Sustainable Development (Rio+20). With commitments from over 300 universities from around the world, HESI accounted for more than one-third of all voluntary commitments launched at Rio+20. Through its strong association with the United Nations, HESI provides higher education institutions with a unique interface for higher education, science, and policy making.



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

1. Teach sustainable development across all disciplines of study
2. Encourage research and dissemination of sustainable development knowledge
3. Green campuses and support local sustainability efforts, and
4. Engage and share information with international networks.

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



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



5 years is the time that some consider necessary for a project to mature...

In 2012, the idea that emerged in Rio at the United Nations Conference on Sustainable Development first led us to an experimental phase aligned with the commitments of the Higher Education Sustainability Initiative (HESI) signatories. Sulitest designed an initial platform to further the mission to “Support expanded sustainability knowledge, skills and mindset that motivate individuals to become deeply committed to building a sustainable future and to making informed and effective decisions.”

In 2013, universities were the first to begin to experiment with Sulitest’s international tool through the pilot platform. It was also at this time that many regional committees were created and produced their first set of local questions. All of them were convinced, as much as we, that in order to build a sustainable future, all current and future decision-makers urgently needed to improve their literacy on sustainable development.

Learning from the pilot phase, a new platform was launched at the UN Environment Assembly in Nairobi (May 2016). In this new Phase 1, Sulitest presented a more user-friendly tool, both for users and for examiners, which was built on a refined matrix and aligned each question with one or more of the 17 Sustainable Development Goals (SDGs) of the Global Agenda.

Sulitest was recognized in 2016 as one of the first featured initiatives of the UN Partnerships for Sustainable Development Goals, and in 2017 as a contributor to the review of the 2030 Agenda through the High-level Political Forum (HLPF). In total, nearly 90,000 people have used Sulitest’s best-known tool, the international Test, and Sulitest continues to refine existing tools and develop new ones. This year, over half the test-takers took an optional survey, and of those, 73% concluded that this kind of test was useful.

In this new report, “Raising & Mapping Awareness of the Global Goals,” you will learn more about the different projects that have been deployed this year, how the tools are currently being used (with testimonials from university and corporate users), and observations on global SDG awareness. You will also discover the projects in Phase 2, which are currently being piloted, and some ideas for future development (Phase 3).

All over the world, the news shows us every day how the Global Agenda is a priority for humanity. As an international movement, Sulitest is proud to contribute -like many other great initiatives- to this challenging and energizing journey. More than ever, we need the support of all to continue to accelerate the movement to help current and future decision-makers and all of us better understand and integrate SDGs into our daily lives and decisions.

Jean-Christophe CARTERON

Sulitest President
HESI Senior Advisor

Aurelien DECAMPS

Sulitest General Secretary
Head of Research for the Sulitest



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Dated: 18 September 2018

Letter of support from DSDG to SULITEST

In September 2015, Heads of State and Governments of United Nations adopted the 2030 Agenda for Sustainable Development – a new global and universal plan of action for people, planet, prosperity, peace and partnership, 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, are to implement this agenda.

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

The Higher Education Sustainability Initiative (HESI), an open partnership between several UN entities and higher education institutions world-wide, was created to act as an interface between higher education, science, and policy making around sustainable development. Each year in the margins of the HLPF, a global HESI event is organized to showcase how the 2030 Agenda for Sustainable Development and the SDGs are being integrated by higher education institutions into sustainability strategies, research, teaching, pedagogy, and campus practices, and to position these institutions as key drivers for achieving the SDGs.

The SULITEST – short for Sustainability Literacy Test – is a tangible outcome of HESI. This easy-to-use online test has been created to raise awareness of the SDGs among students. In the lead-up to the 2018 HESI event held on 11 July 2018 at the United Nations Headquarters in New York, my office collaborated with SULITEST to develop a specific SULITEST module related to **SDG 7 on Ensuring access to affordable, reliable, sustainable and modern energy for all**, as one of the Goals that were reviewed in-depth at HLPF in 2018.

I strongly encourage all students from higher education institutions to fully engage with HESI and to take the assessment modules of SULITEST.

Juwang Zhu
Director
Division for Sustainable Development Goals

EXECUTIVE SUMMARY



Sulitest.org



SULITEST AT A GLANCE

- International movement, led by an independent NGO, offering tools for raising awareness and mapping the SDGs
- Its best known tool - the **Test** - is an online, Multiple Choice Question test available in 10 languages
- **Foundational Matrix** ensures a systemic vision
- **Aligned with the SDGs**
- 1 international core module on global challenges that are shared worldwide
- 16 specialized modules on local specificities and 3 on the SDGs
- Almost 90,000 candidates (27,500 since July 2017) from 684 universities and organizations in 64 countries
- A global average score of 54% of expected answers
- 39 UN partners and academic networks
- A community of volunteers
- A tool for the common good available for free for all organizations (& fully customizable for a fee)

EXECUTIVE SUMMARY

Sulitest is a movement whose mission is **to support expanded sustainability knowledge, skills and mindset that motivate individuals to become deeply committed to building a sustainable future and to making informed and effective decisions.**

Inspired by the United Nations Conference on Sustainable Development, RIO + 20 (Article 47 of the final document), Sulitest was one of the first featured initiatives of the United Nations Partnerships for Sustainable Development Goals. Led by an independent NGO and co-created with a community of users and a network of contributors, Sulitest is supported by 39 international institutions and networks such as UNESCO, UNEP, UNGC PRME, UNDP, GRI, IAU and UN DESA.

PHASE 1: CURRENT TOOLS

Sulitest offers a **set of online tools for raising awareness and improving understanding of the 17 Sustainable Development Goals (SDGs)** of the 2030 Agenda for Sustainable Development. Sulitest's best known tool - the Test - is in an online, easy to use, multiple-choice-question format that consists of a set of 30 international questions (the **International Core Module**) selected by an algorithm from an expert-approved database. The selection of the questions relies on a **foundational matrix, ensuring that each session of the Test covers a comprehensive scope of sustainability** and a systemic perspective between topics. It also associates each question with one or more goals of the Global Agenda, helping to create a large database mapping citizens' awareness of the SDGs. This way, Sulitest has become an active contributor to the 2030 Agenda for Sustainable Development.

In addition to the International Core Module, optional **Specialized modules** address country-specific (or regional) challenges, or specific topics. **Locational modules** select 20 questions out of a question bank covering national, regional and cultural specificities (environment, laws and practices). Currently, 16 of these are available. They are developed by multi-stakeholder networks who adapt the Sulitest initiatives within their contexts. These are called Regional / National Expert Committees (RNECs). There are three **topical modules** that touch on a variety of issues, such as the modules on the SDG process and on SDG 7 (Energy), created by UN DESA. Other tools include a 10-question interactive gaming tool

called the Quiz, as well as Customized Modules that can be created by the users with questions specific to their own needs (organizational, classroom, training, other). More modules and tools are currently under development.

PHASE 2: TOOLS & INITIATIVES IN DEVELOPMENT

Aligning Sulitest to the SDGs framework led to the idea of creating **specific modules for each SDG** to improve awareness on each of these goals. Several UN agencies have taken the lead on the development of SDG-specific modules. Two modules will be launched this year during the July 2018 HLPF (High-level Political Forum) on Sustainable Development: the **SDG 7** module on “Energy” in partnership with UN DESA, and the **SDG 11** module focusing on “Holistic Waste Management in Cities” in partnership with the UN Environment International Environmental Technology Centre (IETC) in Osaka, Japan. In addition, a group of academics from the Université de Cergy Pontoise (France) has done significant work on an **SDG 4** module on “Education.” This module will target students training to be primary school teachers and will be piloted in September 2018 at ESPE of Versailles (the institution in charge of training primary school teachers in France).

Other tools are currently under development, such as the **collaborative platform** and tools to support faculty. In November 2017, the Ile-de-France Region (Paris Area) awarded a grant to Sulitest in partnership with the University of Cergy-Pontoise, B&L Evolution and Aleaur for digital innovation in higher education. This grant is financing the development of a Sulitest collaborative platform that will **allow faculty and students to co-create questions to enrich the Sulitest content and research database, as well as provide teaching and engagement opportunities**. The collaborative platform will initially be beta-tested in one university in September 2018.

In addition, professors experienced in using Sulitest as a teaching and engagement tool are working with Sulitest to provide tools that will make it easier for other teachers to do the same. Tools such as discussion questions, sample slide decks, case studies and curriculum examples will be made available on the Sulitest website for the 2018-2019 school year. Additional examples and best practices will be offered later through

collaborations in France with Impact Campus, La Banque Postale and LVMH, where the incorporation of Sulitest is being piloted in face-to-face courses, digital courses and trainings.

Initiatives to take Sulitest to the next level regarding research, robustness and business are also underway. The first International Collaborative Strategy Session with Sulitest researchers took place in June 2018, and kicked off a **coordinated discussion of the international research community** around Sulitest. Two of the pilot studies are focused on the robustness of the tools developed by Sulitest and how to sharpen the interpretation of the data collected. These studies will help to scale up the initiative and to support a continuous improvement process based on collaboration and contributions from the community. The objective is to move from an interesting engagement tool to an academic and scientific assessment tool in the future phases of the initiative.

The business model is also scaling up. A working group is being established that will focus on **exploring funding opportunities and models** to best support the mission as well as the financial sustainability of Sulitest, with the intention of providing recommendations by the end 2018.

PHASE 3: FUTURE DEVELOPMENT

With the increased rigor expected from Phase 2, Sulitest looks to the **possibility of creating a Certificate**, and possibly developing a Sulitest tool that includes not only a Knowledge Test (like the current international module), but also the Mindset and Skills components, which together would make a **comprehensive test** of Sustainability Literacy.

Sulitest is also committed to creating culturally-relevant tools for any region where there are people who would like to engage and become active in the community. We look forward to establishing **more national committees** that can create relevant modules for their areas, and to translating tools into more languages.

DATA REVIEW

After the pilot phase between 2013 and 2016, Sulitest reached an important milestone in May 2016 with the launch of its new platform and



SUSTAINABILITY LITERACY

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

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

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

foundational matrix, which emphasized a systemic vision of sustainability, and alignment with the SDGs. This report highlights the second year of activity of this current platform, between July 2017 and July 2018.

Initially deployed in the academic world, almost **90,000 people** from 780 universities and organizations in 64 countries have already taken the Test since the pilot phase. Now, any type of organisation (corporations, NGOs, institutions, others) can access a free set of tools available at [Sulitest.org](https://sulitest.org).

As the community of users grows, Sulitest contributes more and more to its core mission: raising awareness and improving sustainability literacy on a global scale. **Growth is accelerating** with more than 27,000 tests taken between the HLPF 2017 and 2018, compared to 16,000 the year before. Although the current Sulitest data sample is clearly not statistically representative of the overall population, this growing database provides a unique opportunity to collect **tangible indicators on sustainability awareness connected with the SDGs** with a large sample. After two years, the snapshot provided gives some insight into the potential of the tool for monitoring sustainability **literacy** at a global scale.

As **each question is linked to one or several SDGs**, the data collected from the Test offers a glimpse into the global awareness of SDGs based on this year's sample of Sulitest users. Results showed **an average score of 54%** of expected answers on the overall sample, and significant differences between SDGs. No one SDG was characterized by a very low level of awareness, nor by complete awareness (the average score ranges from 39% for SDG 6 to 66% for SDG 8). We observed that SDGs with a strong social focus score lower on average, whereas SDGs with a strong focus on environment, economy or with a more transversal scope score higher on average. More discussion on these observations can be found in the Trends section of this report.

The **results of the SDG Module designed by UN DESA**, to raise awareness of the global framework and processes, also provide interesting indicators and trends. Almost 3,000 people have taken this module since its launch in 2017. The results show that individuals score higher on average for specific SDGs rather than for the global framework, or for the interlinkages between SDGs, or the implementation and review processes. This suggests a need to use this module to train citizens on those dimensions in order to support them in more effectively engaging in the Global Agenda.

The currently available Sulitest tools offer powerful engagement and educational opportunities. Additional development and research will further enhance coming offerings.

THE SULITEST INITIATIVE



Sulitest.org

VISION, MISSION AND PHASES OF DEVELOPMENT

Sulitest is a movement whose mission is to support expanded sustainability **knowledge, skills and mindset** that motivate individuals to become deeply committed to building a sustainable future and to making informed and effective decisions to this end.

Inspired by the United Nations Conference on Sustainable Development, RIO + 20 (Article 47 of the final document), Sulitest was one of the first featured initiatives of the United Nations Partnerships for Sustainable Development Goals. Led by an independent NGO and co-created with a community of users and a network of contributors, Sulitest is supported by 39 international institutions and networks such as UNESCO, UNEP, UNGC PRME, UNDP, GRLI, IAU and UN DESA.

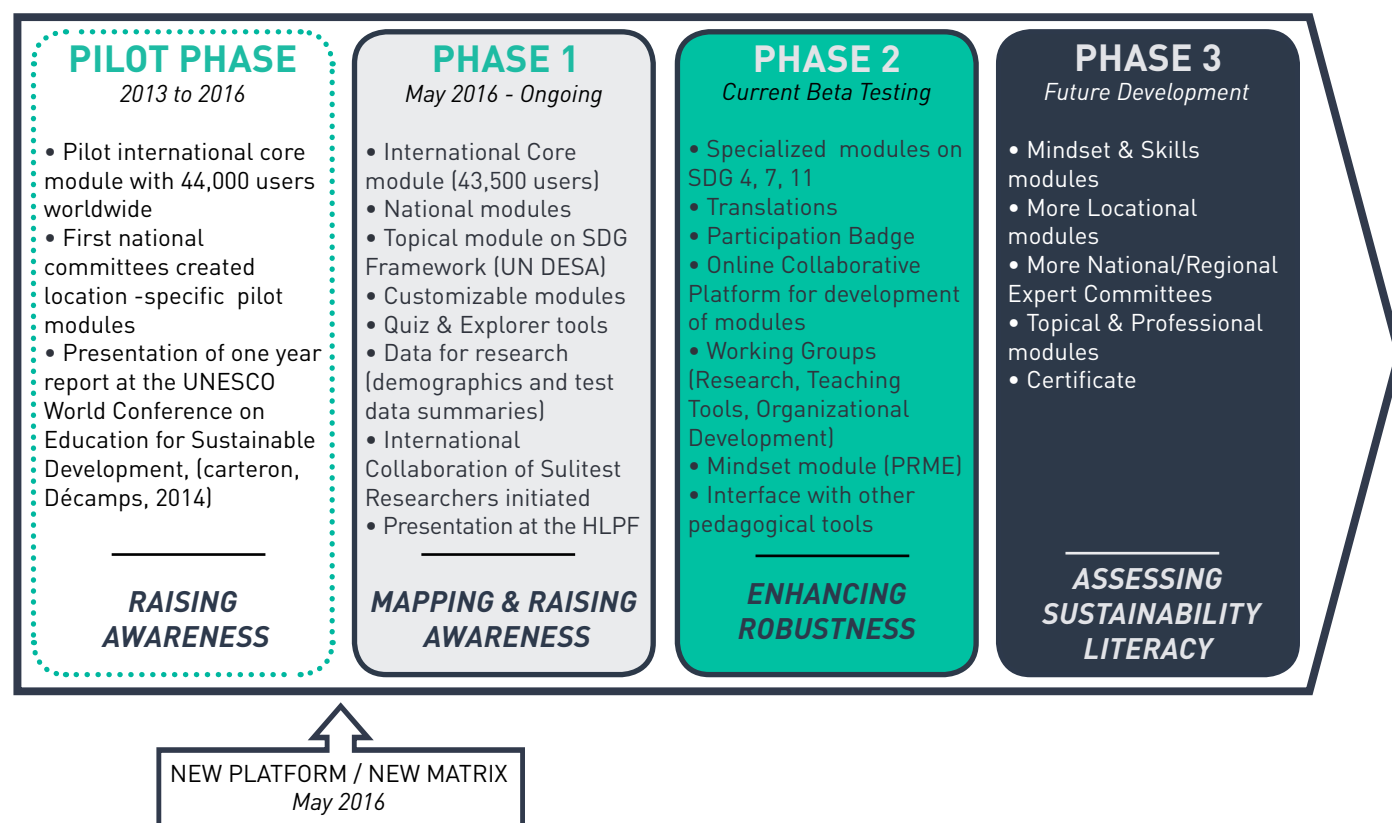
Working to provide free, accessible, global and locally-relevant tools, Sulitest currently offers an initial set of online tools for raising awareness and improving understanding of the 17 Sustainable Development Goals (SDGs) of the 2030 Agenda for Sustainable Development. More tools are currently being developed.

3 PHASES

The Pilot Phase of Sulitest from 2013-2016 provided important opportunities for the experimentation and development of RNECs (Regional / National Expert Committees). Based on feedback from the worldwide Sulitest community and the results of the 44,000 tests taken during the pilot phase, Sulitest revised: (1) The foundational matrix on which the test questions were based (2) The test questions themselves and (3) The web platform. The new version of Sulitest was released in May 2016.



Phase 1 includes the currently available revised tools. The International Core Module is the anchor, with optional Specialized modules (Locational or Topical) also available. All are focused simply on “knowledge” questions. Demographic data is also collected for research purposes. Quiz, Explorer and Customized modules are also available for a fee.





Phase 2 includes exciting new tools and initiatives requested by the community that are currently in development. Key tools include: (1) The **Community Platform** that will further augment the community's ability to co-create Sulitest questions and modules (similar to a wiki concept with additional expert review features), and which will be beta-tested at one university in September 2018 and, (2) **Tools for teachers** such as discussion questions, sample slide decks, case studies and curriculum examples that will be made available on the Sulitest website for the 2018-2019 school year.

Initiatives to take Sulitest to the next level regarding research, robustness and the business model are also underway. The first International Collaborative Strategy Session with Sulitest researchers took place in June 2018, and kicked off **a coordinated discussion of the international research community around Sulitest**. Two of the pilot studies are focused on the rigor of the tools developed by Sulitest and how to sharpen the interpretation of the data collected. These studies will clearly help **to scale up the initiative and to support a continuous improvement process based on collaboration and contributions from the community**. The objective is to move from an interesting engagement tool to a robust assessment tool in the future phases of the initiative.

Also scaling up is the Sulitest business model. A working group is being established that will focus on **exploring funding opportunities and models to best support the mission as well as the financial sustainability** of Sulitest, with the intention of providing recommendations by the end of 2018.

Phase 3 includes areas we would like to develop in the future. With the increased rigor expected from Phase 2, we look to the **possibility of creating a Certificate**. In addition, we may develop a Sulitest tool that includes not only a Knowledge Test, but also the Mindset and Skills components, which together would make a **comprehensive test of Sustainability Literacy**. Sulitest is also committed to creating culturally-relevant tools for any region in which there are people who would like to engage and become active in the community. We look forward to establishing **more national committees** that can create relevant modules for their areas, and to translating tools into more languages.

The Sulitest community is active and growing rapidly. The strength and the future of Sulitest and our global society will be thanks to the richness, diversity and engagement of the worldwide community. **Join in!**

OUR "RAISON D'ÊTRE"

The idea that drove the creation of Sulitest is that, in order to address the social, economical and environmental challenges the world is currently facing, and in order to build a sustainable future, all current and future decision-makers urgently needed to improve their knowledge, skills and mindset on sustainable development.

Hence, there is an urgent and vital need to create and develop tools to educate decision-makers and all of us on sustainability and corporate social responsibility, and to evaluate our global level of knowledge and awareness.

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

Jeffrey D. Sachs
Special Advisor to the
UN Secretary General on
the SDGs - Director of the
UN Sustainable Development
Solutions Network

HOW SULITEST CONNECTS TO THE SDGS AND HIGHER EDUCATION

In September 2015, heads of state from all around the world gathered at the United Nations headquarters to 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, aimed at 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 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 mission 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 mission is specifically highlighted in SDG 4 Quality Education. Goal 4.7 states that by 2030 “all learners acquire the knowledge and skills needed to promote sustainable development [...] 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) ensures 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 and the establishment of the Higher Education Sustainability Initiative (HESI). For the first time in the context of UN initiatives, HEIs acknowledged the responsibility they bear in the pursuit of a sustainable future and agreed to act collectively and to share practices. The broad scope of initiatives aimed at integrating sustainability in higher education included pedagogy and learning, academic research, campus management, organizational practices and community impact.

While numerous tools exist for management of individual campuses (Green Plan, STARS, Life, CRU...), **Sulitest is unique in working to create internationally relevant tools to enhance and map sustainability literacy worldwide.**

From this starting point, key questions quickly emerge: How can HEIs engage students, faculty and staff members in a meaningful and culturally-relevant way? How can HEIs evaluate the awareness of their students and adapt their pedagogical approach? How can HEIs monitor learning outcomes on global systemic topics like the SDGs?

The Sulitest initiative, developing and measuring sustainability literacy, is one key response to this pressing need.



A TEST SESSION: HOW DOES IT WORK?

Its best-known tool - the Test - is in an easy to use, online, multiple-choice-question format.

For each organization, one or more people are “Examiners” and can organize a Test Session with the automated online tool, and invite his/her students or colleagues to participate.

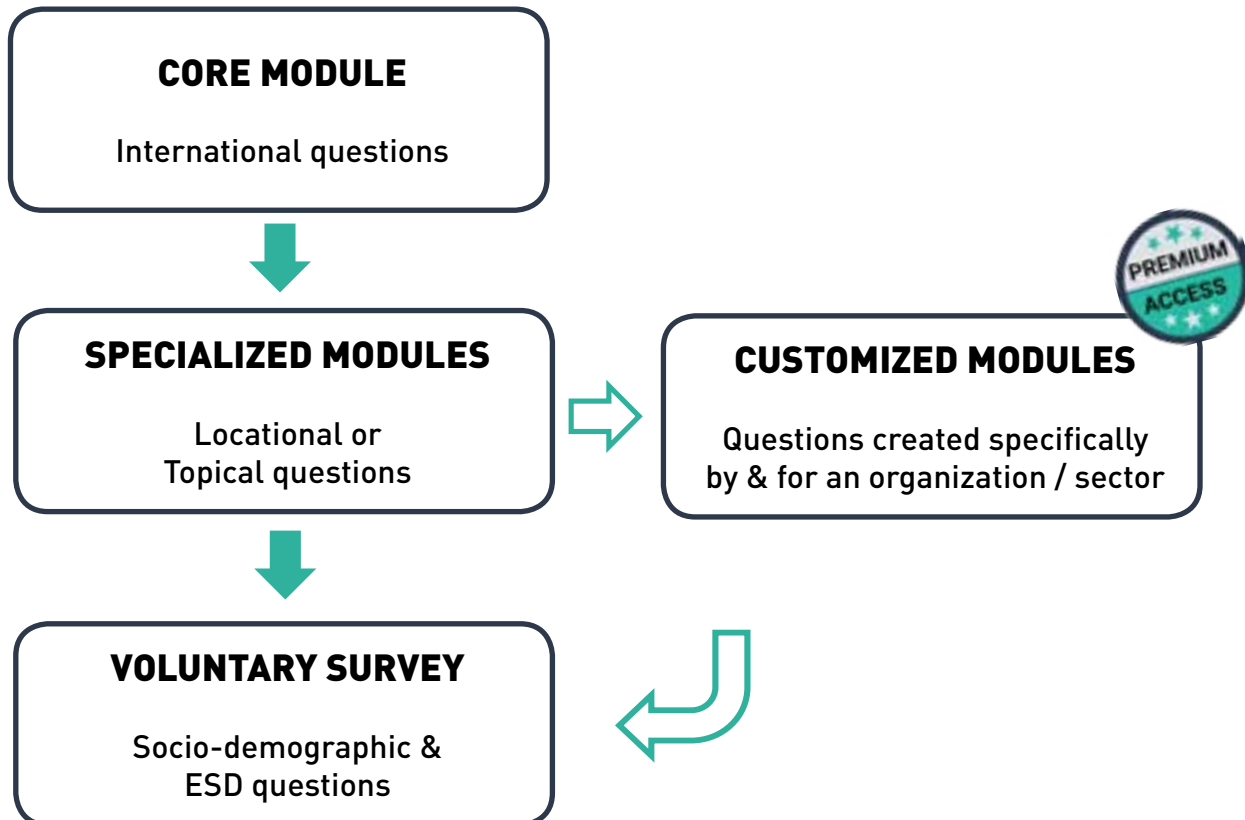
To understand sustainable development, it is crucial to have a macro understanding of global issues. The **International Core module** of the Test consists of a set of 30 international questions that are selected from an expert-approved database by an algorithm. This core module covers global issues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

It is also important to comprehend local or specific issues, and that is why the International Core module is usually combined with a **Specialized**

module of 20 additional questions. **Locational modules** cover national, regional and cultural specificities (environment, laws and practices). **Topical modules** touch on a variety of issues, such as the two specialized modules on the SDG process and on SDG 7 (Energy), created by UN DESA.

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 provided to the respondents at the end of each session to collect data for research purposes, including: socio-demographic characteristics, interests and sensitivity to sustainability issues. If the candidates are students, Sulitest adds some questions about prior education on sustainable development.



The questions developed by Sulitest for its International Core module are based on relevant and verified sources that are subject to a broad consensus in the community of researchers and practitioners in the field (international texts and

reports, UN conventions, specialized national agencies, etc.). A **Senior Advisory Board (SAB)** with representatives from international organizations and UN agencies validates the questions and the iteration of the tool.

The Locational modules are being developed and validated by a **Regional or National Expert Committee (RNEC)** driven by committed local stakeholders in 27 countries, with 16 modules currently available (see page 21).

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 the Sulitest team, and consequently are the customizing organization's own responsibility.



As sustainable development is by its 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 issues (QAA ESD guidance, 2014). Following this, ESD can be a way to support and develop systems 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)**

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

John NORTH, Managing Director - GRLI

« The Sulitest is the result of very positive consultation and co-creation by many actors around the world. The test is both serious and fun to take, confronting underlying misconceptions as well.. Everyone should take it to better understand one's level of knowledge of the different challenges we face today. The tool can be used individually and in a group.

IAU is proud to be part of this global project. »

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

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

- Questions must assess an individual's current knowledge of sustainable development, and also provide an informative "learning statement" that motivates additional learning and action. The number of questions should not overwhelm the test-taker.
- The overall experience of taking the test should help learners understand the bigger picture and be touched and inspired by specific stories or facts, while simultaneously avoiding the trap of regurgitating facts or issues without making connections between them. Topics should be presented with a balance between alarming news and inspiring actions.

To reach these ambitious objectives, the test is designed with: **(1) A foundational matrix that provides a coherent, educational and systemic framework; (2) Questions tagged with up to three thematic tags to ensure balanced representation of concepts within each Test; (3) Alignment with the SDGs framework to provide indicators on the Global Agenda.**



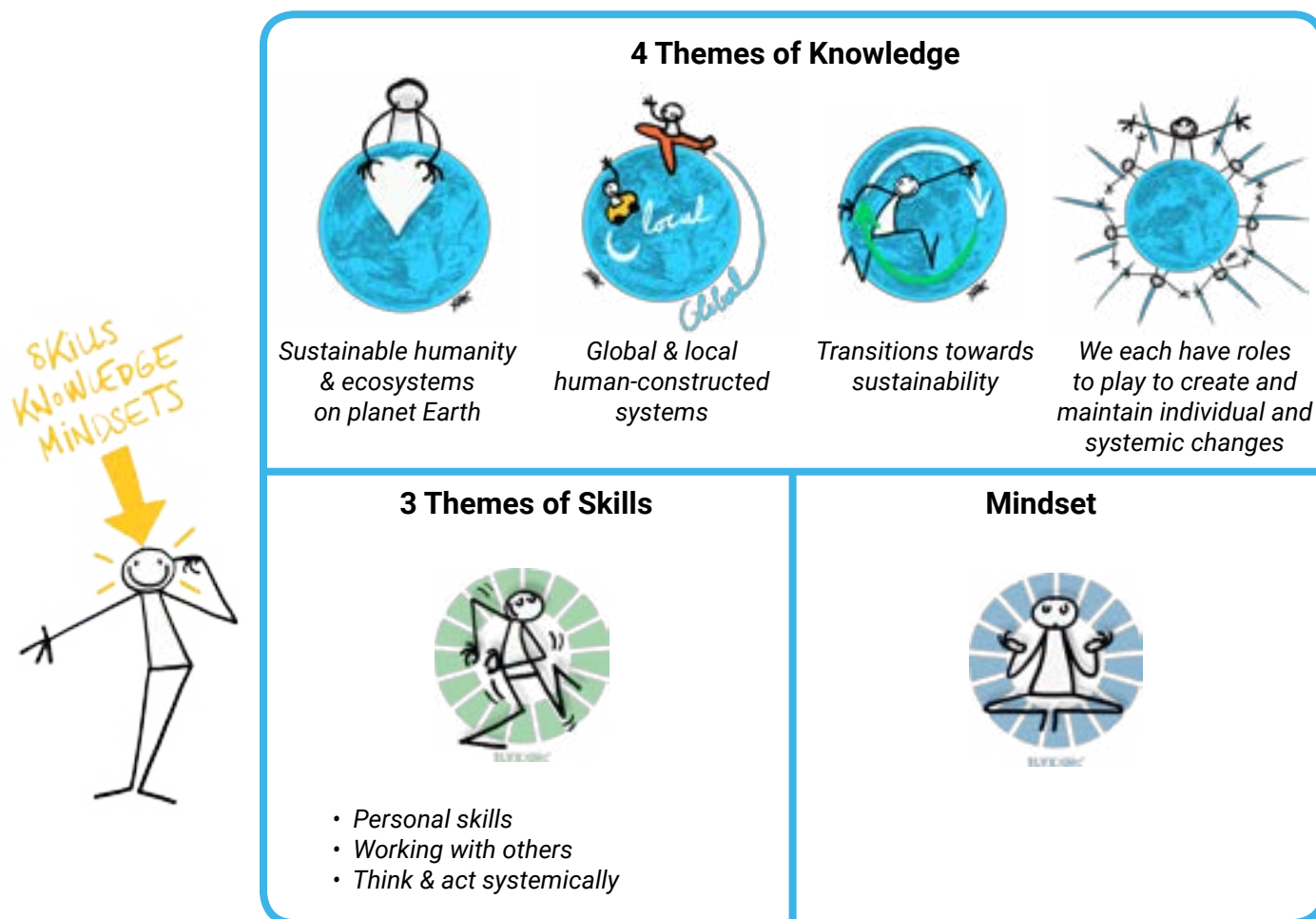
« Sustainable Development is at the heart of our strategy at Guerlain and we want to recruit people who are committed. This is the reason why we have been very interested in the Sulitest for a long time and we want to promote it! »

**Emmanuelle Greth, Human Resource Director
GUERLAIN**

THE FOUNDATIONAL MATRIX OF SULITEST

As previously stated, we are convinced that every decision-maker, as well as all of us, should be “sustainability literate,” which would include sustainability knowledge, skills and mindset. The Foundational Matrix of Sulitest is designed with all three elements. The current test questions

focus primarily only on the knowledge section and are tagged to the SDGs; however, we aspire to add modules to also include the skills and mindset elements. The full details of the matrix can be found in the Appendix A.



THINK BIG, START SMALL

Finding relevant and universal sources acceptable to everyone worldwide is never an easy task. It is simpler to find consensus on questions based on “knowledge” facts and concepts, as opposed to the more complex approaches needed to investigate skills and mindset.

For this reason and also for easier implementation worldwide, the modules currently available in this initial Phase 1 focus on knowledge. A Mindset module is being beta-tested as part of Phase 2.

The knowledge subjects are divided into four themes ranging from broad, system perspectives to an individual’s role. They include:

- **Sustainable humanity and ecosystems on planet earth**, which includes ecological and social perspectives.
- **Global and local human-constructed systems to answer humanity’s needs**, which includes social and economic systems, such as governance, education, water, energy, food and other systems.
- **Transitions towards sustainability**, with examples and concepts regarding how change happens.
- **We each have roles to play to create and maintain individual & systemic changes**, which includes awareness of roles and impacts, and how an individual can effectively create change.

THEMATIC TAGS FOR QUESTIONS

To ensure that all subjects included in the foundational matrix are represented in a test's question set, each question is tagged with up to three thematic tags, which also aids in the interpretation of test results (see Appendix B for the complete list of the 44 Tags).

CORRESPONDENCE WITH THE SDGs' FRAMEWORK

Each question in Sulitest is also linked to up to three of the SDGs. This provides a process for monitoring the progression of core literacy in all 17 fields covered by the SDGs. As a result, Sulitest can provide tangible indicators to help individuals and organizations assess and improve their awareness and knowledge of the SDGs. These indicators 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 second year of Sulitest results on the SDGs agenda and represents Sulitest's annual contribution to the Partnership Exchange for the SDGs during the High-level Political Forum (HLPF).



AN "SDGs FRAMEWORK" MODULE

To support understanding of the SDG framework, Sulitest and **UN DESA** have developed a module on the SDGs' overall conceptual framework. This module was made available in May 2017 (Carteron, Décamps, 2017). The results of the first sessions using this module are discussed later on page 28



« 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 (SAB)



BETA TESTING INDIVIDUAL SDG MODULES

While the SDGs framework module supports an understanding of the interconnectedness of our challenges and targets, modules on specific SDG targets would support deeper knowledge on individual goals. For that reason, Sulitest has launched several projects in partnership with UN entities to create specific modules related to certain SDGs. The following modules will be launched in the coming months:

SDG 7: Affordable and Clean Energy, in partnership with UN DESA

In support of the upcoming in-depth review of SDG 7 at the 2018 session of the HLPF, the Division for Sustainable Development of the United Nations Department of Economic and Social Affairs (DSD/UN DESA) – the Secretariat of HLPF – led a process to create a Sulitest SDG 7 module for use by all.



On January 2018, an online survey was launched to collect input about SDG 7. Draft questions were submitted and discussed at a workshop held at the global SDG 7 conference in February 2018 in Bangkok (UN ESCAP). Questions were edited and then validated by UN DESA. This module will be officially launched during the HLPF 2018.

SDG 4: Inclusive and Equitable Quality Education, in partnership with UNESCO

Future generations are already here and school children are the leaders of tomorrow.

Their understanding of the world in which they will grow, and their ability to feel they can influence their lives and society is crucial. Teachers of primary school are in a unique position to help students begin to feel strong in their future role. A working group convened to create a Sulitest module for those teachers.

A multidisciplinary team of teachers and research professors from ESPE of Versailles Academy (a French graduate school of Teaching and Education linked to the University of Cergy-Pontoise) has begun to develop a pilot module dedicated to the SDG 4. In January 2018, they began to consider approaches and draft questions, particularly relying on UNESCO's 2017 publication, "Education for Sustainable Development Goals: Learning Objectives." A particular focus has been developing cross-curricular competencies in education on sustainable development.

In September 2018, the first set of questions will be tested with students who are training to be French primary school teachers. The results of this initial work will serve as the basis to launch an international working group that will finalize the SGD 4 module during the 2018-2019 academic year.



Educating teachers on the sustainable development goals will improve their own awareness, and make them better able to teach their students and move towards a more responsible society.



SDG 11: Sustainable Cities and Community, focus on Holistic Waste Management, in partnership with UNEP

The challenges of waste management in cities affect many people around the world. A specific module to address SDG 11 challenges, focusing on holistic waste management, was developed in 2018 by Sulitest and the UN Environment - International Environmental Technology Centre (IETC) in Osaka, Japan. The module will officially be launched at the July 2018 High-level Political Forum at the UN headquarters in New York, and will be one of the free tools available on the Sulitest website.



« UN Environment's IETC is pleased to contribute to Sulitest by developing a module on SDG 11 issues, more specifically on holistic waste management. This module will be available online for any university or organization through the Sulitest platform. We hope that this module will be enriched over time along with the advancement of the 2030 Agenda and next iteration of the Global Waste Management Outlook. The consolidated results will be reviewed annually during the HLPF. Sulitest provides an excellent basis to raise awareness and to assess knowledge on sustainability issues in general, which in turn can evolve into a global benchmark. »

**Mahesh PRADHAN, Associate Programme Officer
UN Environment (Economy Division)
International Environmental Technology Centre (IETC)**



CUSTOMIZED MODULES

With the the new platform, in September 2016, it became possible for organizations with premium access to create and deploy their own questions specifically for their stakeholders. Whether it is a module on their sustainable development strategy or on specific topics or professions, these modules help to raise awareness and respond to the issues of concern for staff and/or students. Although questions in the core module and specialized modules always have the same format (MCQ with 4 answers, out of which only one is correct), customized modules are totally flexible in format, with Likert scales, open text boxes, and other answer response options. Following are examples of customized modules for different audiences.

PROVIDING A MODULE FOR YOUR MEMBERS:

Example 1: The “Rebalancing Society” module by PRME, an academic network

Paralleling the HLPF in 2017, UNGC PRME (in collaboration with McGill University and Kedge Business School) launched a worldwide questionnaire based on Henry Mintzberg’s major contribution on “Rebalancing Society.” The aim of this module was to estimate the students’ current perception and willingness to rebalance society. This questionnaire will be conducted iteratively to monitor the evolution of students’ perspective on the concepts in “Rebalancing Society” and will inform PRME.

« Healthy society balances the power of respected governments in the public sector with responsible businesses in the private sector and robust communities in what I call the plural sector. This is the essence of sustainability and I applaud the Sulitest for what it is trying to achieve. »

Henry Mintzberg, McGill University / Professor and Author of 180 articles and 19 books, Distinguished Scholar for the year 2000 by the Academy of Management, two McKinsey prizes for articles in the Harvard Business Review

Example 2: Beta-testing a “Mindset” module by PRME

Through its Working Group on Sustainability Mindset, a network of academics in over 35 countries, the PRME initiative is working with Sulitest to pilot a module on Mindset.

Research has shown that to promote sustainability actions we need to develop ecoliteracy, in order to learn about the current state of our planetary challenges. Knowledge of the 17 SDGs provides both a path for possible actions and a vision for a “world that works for all,” in the words of previous UN Secretary-General Ban Ki-Moon.

Research has also indicated that we need to develop a particular mindset, since the mindset is the lens through which we analyze information and make meaning. The sustainability mindset is based not only on knowledge, but also on how we process information. This includes systems thinking to understand causes and effects not just in linear ways, but the cyclical, circular and web-like interactions.

« Qualitatively different from the carefully selected questions that highlight key aspects of ecoliteracy, the Sustainability Mindset module was designed to prompt self-awareness, reflection and dialogue. »

**Isabel Rimanoczy
Convener PRME Working Group
on the Sustainability Mindset**

Furthermore, a mindset for sustainability relies on the ability to unleash creative thinking in order to imagine and reinvent how we produce, source, or distribute services and goods. And it incorporates the “being” dimension, which includes awareness of the values that anchor our identity and that manifest in our decisions and behaviors, as well as aspects of our higher self, such as purpose and personal mission.

The questions in the Mindset module take a particular aspect of ecoliteracy, and invite the student to explore their emotional reactions to the data, their assumptions, their contributions to the problems, and how their current behaviors are not sustainable or are creating positive change..

The questions have been designed as invitations for personal reflection, without a right or wrong answer. Educators can create dialogues in their classrooms to address these key aspects that help develop the mindset for sustainability.

The Mindset module is currently being tested within the PRME community and will inform the development of a module that will be accessible to everyone.

Example 3: The “Design” module by Cumulus, a professional network

In October 2017, a module for designers was co-produced by Kedge Design School and the Cumulus network. It was presented at the World Design Summit in Montreal during the workshop, “How can we assess and report on sustainability’s impact in our programs and be sure that we are producing sustainability-literate graduates?”. This module is being updated and should be made available to members of the Cumulus network as soon as next academic year.

PROVIDING A MODULE FOR YOUR STAFF:

Example: The “Responsible Manager” module by Onet, a corporation

Onet, the first corporate partner of Sulitest, has used this tool since 2017 in its curriculum at the Responsible Manager Center. In the context of Onet University, managers were able to learn more about the major global issues. They were also able to test themselves on the actions carried out under Onet’s responsible development policy, “A present for the future!” This application of Sulitest opens up new opportunities with our current partners who are already interested, and for new prospects.

« 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
Grenoble Ecole de Management

« The business schools of today are especially well-positioned to address some of the grand challenges facing society. The newly developed Sulitest module, which was inspired by the work of Professor Henry Mintzberg of the Desautels Faculty of Management, is a shining example of how the research emanating from business schools can help restore the social equilibrium and effectively transform our world for the better. We are very proud of this initiative, which coincides with the strides that McGill University is making toward advancing key topics in sustainability. »

Isabelle BAJEUX-BESNAINOU, Dean
Desautels Faculty of Management, McGill University

« Through its global distribution and its flexibility of use, we are convinced that the Sulitest is an exceptional tool for change. »

José MILANO, Director General & Dean
KEDGE BUSINESS SCHOOL

PROVIDING A MODULE FOR YOUR STUDENTS: Example: The “Create, Share, Care” and course-specific modules by the Kedge Business School, an academic institution

For two years, this school has used customization at two different levels (Décamps et Al. 2017). The first level takes place when new students arrive on campus. They are asked to take the international module as well as a module on the CSR strategy of the school. Sample questions include: “To what extent did Kedge Business School’s CSR and sustainability policy influence your decision to enroll into the school?” and “Do you think knowledge about CSR and sustainable development will be useful in your professional life?” and “Well-being, equal opportunities, responsible management... What is your opinion about those sustainability themes your school is engaged with?” Those questions help the CSR department and faculty members better understand the sustainability awareness and affinity for specific actions by their incoming students.

The second level, currently used in several courses is customization for a specific course. Before the start of the course, based on the elective course they chose, students are invited by their teacher to take a specific module relevant to that course, for instance, responsible finance, sustainable supply chain, or others. This useful snapshot gives an idea of the subjects on which the students are strong, or, where the teacher will have to reinforce their class.

« The CGE 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



FREE & PREMIUM ACCESS

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

In July 2017, the Board of Directors validated the extension of this opportunity to all organizations beyond the academic community. In accordance with the mission, this should allow extensive dissemination of engagement tools in companies, NGOs and institutions.

Some organizations want to go further and choose to buy “Premium Access” to unlock other features, including additional modules and the option of 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

OTHER TOOLS AVAILABLE WITH PREMIUM ACCESS

OTHER TOOLS

The Quiz is the perfect tool to engage students and staff in only 15 minutes. Available with Premium Access on the Sulitest platform, the facilitator displays the Quiz on a projector screen and gamers use their computer, tablet or phone or tablet to connect. Played as an interactive game between several teams, the Quiz is based on 10 questions that can be taken from the International Core module or from a Specialized module. Each question is displayed in real time, and each team member has one minute to respond. After each question is completed, team scores are displayed on a graph, along with a Learning Statement. At the end, a summary displays the overall results and the winning team. The Quiz game can be used during board meetings, classes and other events for quick, fun engagement and to help raise awareness of sustainability.

The Explorer is an option for individuals and is in a short online, multiple-choice-question format that consists of a set of 10 international questions. It is used to help elevate the basic concepts and challenges of sustainability and can be taken by anyone – no need to be a specialist in sustainable development! Each question is followed by an informative Learning Statement, which contains information regarding the context of the question, the challenge faced, or other details about the question and the expected answer.

TOWARDS FINANCIAL SUFFICIENCY

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. In order to fulfill its mission - to improve and measure Sustainability Literacy worldwide - basic Sulitest has been free for academic institutions since the beginning. Now it is also **free for any organization** to register for Sulitest in its basic version, including the International Core Module and some specialized modules.

To achieve financial sufficiency, Sulitest as an independent non-profit organization is:

- Offering services to academic and non-academic organizations, such as 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 corporations, institutions, foundations and individuals

RESEARCH, ROBUSTNESS AND COMMUNITY ENGAGEMENT

Academic researchers from institutions around the globe have begun to conduct experiments using data from Sulitest test sessions. Researchers from Belgium, Finland, France, Norway, South Africa, Switzerland and the United States participated in the **first International Collaborative Strategy meeting**, which took place in June 2018. This meeting kicked off a coordinated discussion with respect to how Sulitest data could be used, the most pressing questions, and opportunities for possible collaborations between research teams.

The twelve research groups were not only geographically diverse, but also represented **institutions with a variety of teaching foci**, ranging from a premier hospitality school, Ecole hôtelière de Lausanne in Switzerland, to the University of Science and Technology in Norway, to educational institutions that cater to older-than-average students, such as the Harvard Extension School and Kapi'olani Community College in the United States. Such an array offers abundant options for research with varying emphases and scopes, as well as interesting cross-sector collaborations.

The scope of current research ranges from: (1) Data collection from students, faculty and staff **within a school** to provide internal indicators that can inform activities in a particular school, to, (2) Analyzing the anonymous data for all **global test-takers** (provided for free by Sulitest) to identify strengths and weaknesses of the Sulitest tool itself and make recommendations for improvement. An example of each follows.

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

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

(1) Agathe Peyre and Julitte Huez are working with ENSIACET, the chemical engineering school of Toulouse, France. Recently **all first-year students took the Test**. The Sulitest was used as a tool to collect data on the students' sustainability literacy and on how they see their school's commitment, how they themselves act for sustainable development and why they engaged in engineering studies. These last questions were asked thanks to the purchase of the Premium Access, which supports a customizable module. The aim is to use new understanding to build learning modules to be included in the curriculum.

(2) The team of Dr. Eric R. A. N. Smith, Dr. Aaron Sparks, Dr. Colin Kuehl, and Dr. Heather Hodges is using the global Sulitest data to conduct analysis on assessing progress towards SDG 4 and the state of global sustainability knowledge. In addition, using factor analysis and item response theory they will **analyze the Test's ability to adequately measure the broad set of concepts within sustainability** and its ability to differentiate between people with high and low levels of knowledge. The project has important implications for the broader sustainable development agenda, the impact of knowledge on individual environmental action, and sustainability education. They expect to present this research at the 2019 annual International Studies Association conference: *ISA 2019 Abstract: Sustainability Literacy and the SDGs: The "Sulitest" and Global Understandings of Sustainable Development*.

Some research has already been presented at conferences or been published. Following is a sample of some of the investigations this year.

- In a cross-Atlantic collaboration, established academics Dr. Laura Zizka and Dr. Doreen McGunagle presented a developmental paper at the 2017 British Academy of Management (BAM) annual conference entitled, *"Sustainability: Exploring Gaps in Higher Education."* They presented the potential for using the Sulitest tool to gauge the existing knowledge of higher education students and identify how to incite authentic engagement

towards sustainability with all students. They have run the test with one group of STEM students in the U.S. and used this information for a new paper entitled, “*Sustainability in STEM Higher Education: It Takes an Institution to Make Social Change*,” to be presented at the BAM conference in September 2018. Further research implementing Sulitest with more students in STEM and hospitality higher education institutions is planned.

- **Three of the dissertations and master’s theses** involving Sulitest this past year included: **(1)** Brandon Verhoff’s recently published PhD dissertation. Using face validity and criterion validity techniques in follow-up in-person interviews with 32 students who took Sulitest, Dr. Verhoff concluded there was a **correlation between students with high Sulitest scores and high sustainability literacy** as assessed through interview, as well as students with **low Sulitest scores and low sustainability literacy** as assessed through interview. See: *Influences of Student Sustainability Literacy in a University Setting*, Author: Verhoff, Brandon L., Publication info: Saint Louis University, ProQuest Dissertations Publishing, 2017. 10686579. **(2)** For Juliette Mabardi’s master’s thesis, she solicited feedback from students who took Sulitest and produced recommendations for improvement of the user experience. She concluded that Sulitest was already taking action on some of those points. The recommendations will also influence the organization of a CSR course for the next academic year. **(3)** In Charlotte Solveig Engeseth Teigen’s master’s thesis, she used Sulitest to map the sustainability literacy of the students at her university and to see how the university could include sustainability in all master programs. She concluded that **Sulitest was an important tool for collecting data** for her master’s thesis, and **to raise awareness of sustainability in the curriculum**.

« Sulitest has been an excellent collaborator, providing access to data and staff who have supported my master’s thesis process. »

**Michael JANSSEN, master degree candidate
Harvard Extension School**

Additional research studies to take Sulitest’s robustness to the next level are underway in Phase 2, with the objective of moving Sulitest from an interesting engagement tool to an academic and scientific assessment tool in the future Phase 3 of the initiative. The result of these studies will help to scale up the initiative and to support the continuous improvement process.

With these robustness studies, Sulitest is also working to meet another objective, which is to **further refine the review process** that new content, such as test questions, should pass before being included in Sulitest tools.

« I’ve volunteered with two teams of dedicated experts, one developing new U.S. module questions, and the other investigating how Sulitest data corresponds to other measures of sustainability competence. It is so inspiring to participate in this initiative with people who share enthusiasm, thoughtfulness, and commitment to continuous improvement in sustainability education. »

Michelle Y. Merrill, Ph.D., sustainability education researcher and consultant

A COLLABORATIVE PLATFORM

One new initiative for which the review process has particular relevance is the creation of a collaborative platform (similar to wiki with additional levels of expert review). In November 2017, the Ile-de-France Region (Paris Area) awarded a grant to Sulitest in partnership with the University of Cergy- Pontoise (UPC), B&L Evolution and Aleaur to finance the development of a Sulitest online, open access collaborative platform. The tool will allow faculty and students to co-create questions to enrich the Sulitest content and research database, as well as provide teaching and engagement opportunities.

The collaborative platform will initially be beta tested at UCP’s university in September 2018. The project aims to engage UCP’s community (students, teachers, researchers, staff) in deeper thinking on sustainable development through the test-question development process, which will help students develop critical thinking skills and therefore be better able to respond to current and future societal challenges. The collaborative platform will also serve as a tool for pedagogical

innovation by supporting teaching based on active pedagogy or project pedagogy such as co-construction workshops. In its current form, Sulitest provides powerful tools for engagement and discussion. By developing tools

for researchers and the broader population to interact more deeply, we will further develop the Sulitest community and the robustness of the Sulitest tools, while putting into practice SDG 17: Partnerships for the Goals.

THE INTERNATIONAL SULITEST COMMUNITY

The commitment to culturally-relevant tools is one of Sulitest's unique attributes. 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 Regional / National Expert Committees (RNECs)** play a key role. They lead the development of Sulitest in their local environment by coordinating diverse stakeholders to develop local questions, translating content into their own language when needed and engaging local HEIs in using the test.

As of June 2018, sixteen countries / regions have already developed their own set of local questions. Eleven more are currently adapting their questions to the new format (see the map below).

RNECs are crucial for the formal development and sharing of local modules. In addition, every individual is encouraged to propose content and to contribute to the evolution 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.



RNECs with Locational modules currently available:

Brazil, Canada, Denmark, Faroe Islands (Denmark), Finland, France, Hong Kong (China), India, Japan, Norway, Peru, South Africa, Sweden, Russia, UK and USA.



RNECs currently adapting their questions to the new format:

Argentina, Belgium, China, Costa Rica, Egypt, Italy, Ireland, Kenya, Mexico, Quebec (Canada) and Spain.



COMPLEMENTARITY AND INTERCONNECTIVITY WITH OTHER PLATFORMS

The Sulitest tools have been designed to allow flexibility of use to suit different organizational needs. One can choose from different formats, modules, session durations, customization of questions, individual or group sessions, gamification, learning mode, and “test” mode. Sulitest tools can – and will – be used at different moments in the learning process, from checking initial awareness to the assessment of learning outcomes.

Sulitest should always be considered as a complementary tool among others, allowing everyone to become aware, learn and act. It will never replace the formal courses (face-to-face or online) or other learning methods (learning by doing, research thesis) but it can be an interesting tool to augment the learning experience. One of the projects Sulitest starting this year is a consideration of how its tools can interface and support learning with other existing tools and processes.

Impact Campus, a French organization working to promote sustainability in higher education, has developed one digital course dedicated to the SDGs. Two pilot projects are also in progress in two companies. La Banque Postale will integrate various functionalities in a face-to-face training process. LVMH will integrate some Sulitest tools into a SPOC (Small Private Open or Online Course) for architects and store planners.

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

Anne Catherine Husson Traore, CEO - Novethic

« We wanted to develop a reference course on the SDGs and the current sustainable development challenges to train students, the future decision-makers, while developing their reflexivity and critical analysis. Our Digital Course brings the training part and the Sulitest assessment part together, to achieve our goal: make people aware of the SDG challenges and become changemakers. »

Aude Serrano, Director - Impact Campus

TRENDS



Sulitest.org



CAMERA OBSCURA

The current Phase 1 of Sulitest was improved from the Pilot Phase, but the tools are still in their early stages and will continue to evolve for the better with your feedback.

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

Won’t you contribute to a better future by helping us continue to make the tools better?”

Email us at contact@sulitest.org

INDICATORS & TRENDS JULY 2017- JULY 2018

Initially deployed in the academic world, almost **90,000 people from 780 universities and organizations in 64 countries have already taken the Test** since the pilot phase. Results can be mined for data to provide tangible indicators and trends to map sustainability awareness and monitor its progress. Once research is completed in Sulitest’s Phase 2, it will be more clear what additional conclusion can be made from the Sulitest Data.

After a pilot phase (2013-2016) involving 260 active universities in 35 countries and more than 40,000 test takers, in May 2016, Sulitest launched its new Phase 1 platform built on the users’ feedback and data analysis. Among many improvements, this platform’s Foundational Matrix (discussed on page 13) organized the subjects covered by the Test with a systemic perspective of sustainability and aligned the tool with the SDGs. This report highlights the second year of activity of this current platform, between July 2017 and July 2018, **representing 27,500 tests taken.**

As long as the tools are disseminated and the community of users is growing, **Sulitest provides a unique opportunity to develop indicators and trends on the progress of sustainability awareness covering the scope of the SDGs.** Thanks to the sample of Sulitest Test takers, an initial “snapshot” of global sustainability awareness can be provided. Of course, this sample is not representative of the overall population and is still far from the long-term objective of Sulitest, which is to achieve Sustainability Literacy for all. However, **it gives some insight into the potential of the tool for monitoring sustainability literacy at a global scale.**

This chapter highlights two main contributions. Firstly, the results of the Test are used to map the current sustainability awareness of the sample of Sulitest users between the July 2017 HLPF and July 2018 HLPF. Secondly, the results of the SDGs’ Framework module designed by UN DESA, intended to train citizens on the SDGs’ global framework and processes, also provides interesting indicators.



MAPPING SUSTAINABILITY AWARENESS ON THE SCOPE OF THE 17 SDGS

This section displays the trends and indicators derived from the sample of Sulitest's users between HLPF 2017 and HLPF 2018. There were **27,500 test-takers** from 197 universities and organizations in 35 countries who took the Test this past year. This number shows that **the dynamic is significantly accelerating** if we consider that around 16,000 people took the test the year before (between HLPF 2016 and HLPF 2017). This increase contributes to the improvement of the mapping conducted in a yearly basis.

In order to map the evolution of sustainability awareness using the Sulitest data, we have to use the **International Core module** of the Test. This module is based on a common question bank across countries, displaying questions that address global challenges. This is the only module that each test-taker has to take at least once and that relies on the same question bank worldwide.

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

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

MORE ON THE LIMITATION OF THE DATA SET

- **Test conditions:** Sulitest lets the universities and organizations choose the way they are using the tool resulting in different conditions of use. For example, a university can choose to use the test in learning mode with a longer duration, or in exam mode with a shorter session duration. This

can have a significant impact on the results, even if the pilot phase has shown that the difference was not very large (see previous reports available at www.sulitest.org). A clear separation between these two uses is under development for the Sulitest platform.

- **Question bank:** The question bank dedicated to the International Core module is still too small (57 questions approved by the Senior Advisory Board are currently online, with 35 more being uploaded in September 2018). Appendix D shows the number of questions linked to each of the 17 SDGs in the Core module's question bank.

The development of the collaborative platform is expected to help in overcoming this limitation by providing test questions from the wider expert Sulitest community.

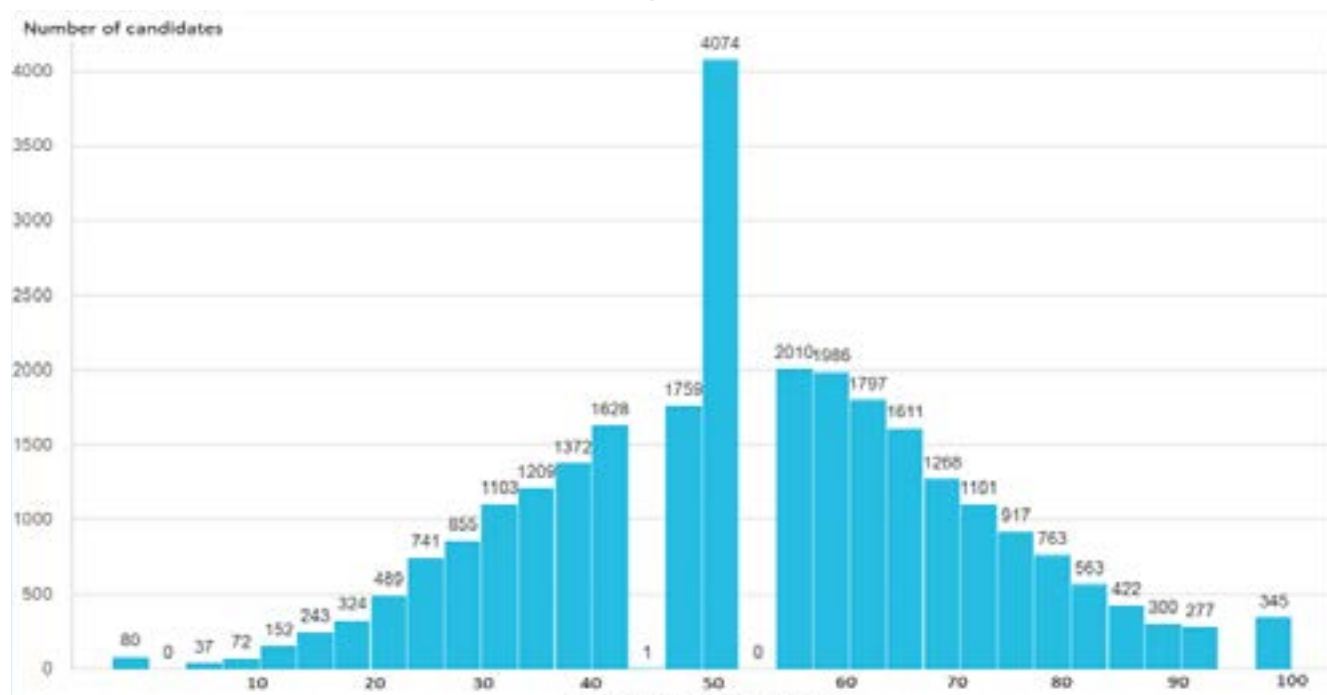
- The **Test Population** comes from a variety of contexts, potentially influencing the comparability of the test results.



Keeping these limitations in mind, the International Core module still provides some valid comparability with a sample of more than 27,000 test-takers, who have taken a test of questions based on the same foundational matrix, chosen from the same question bank, and presented in the same, structured test format.

The global average result of the International Core module in 2017-2018 is 54% of expected answers, which is stable compared to 2016-2017 (55%). Figure 1 shows a predominance of test-takers close to this average score and a relatively balanced distribution of test-takers around this average score.

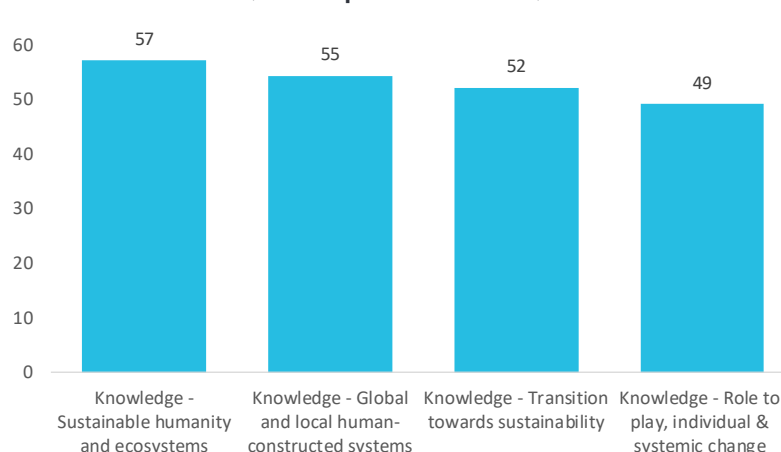
Figure 1: Distribution of test-takers' scores on the Core module
(% of expected answers)



Four Themes: The matrix of the Test is based on four main themes to ensure that the subjects covered by the Test are comprehensive and organized a systemic perspective, ranging from broader inter-relationships to personal actions, all needed to achieve systemic change. The four themes are: 1. Sustainable humanity

and ecosystems 2. Global and local human-constructed system 3. Transition towards sustainability 4. Role to play, individual & systemic change. Figure 2 displays the average score of the International Core module in 2017-2018 on these four dimensions.

Figure 2: Average score on the 4 themes (Core module)
(% of expected answers)

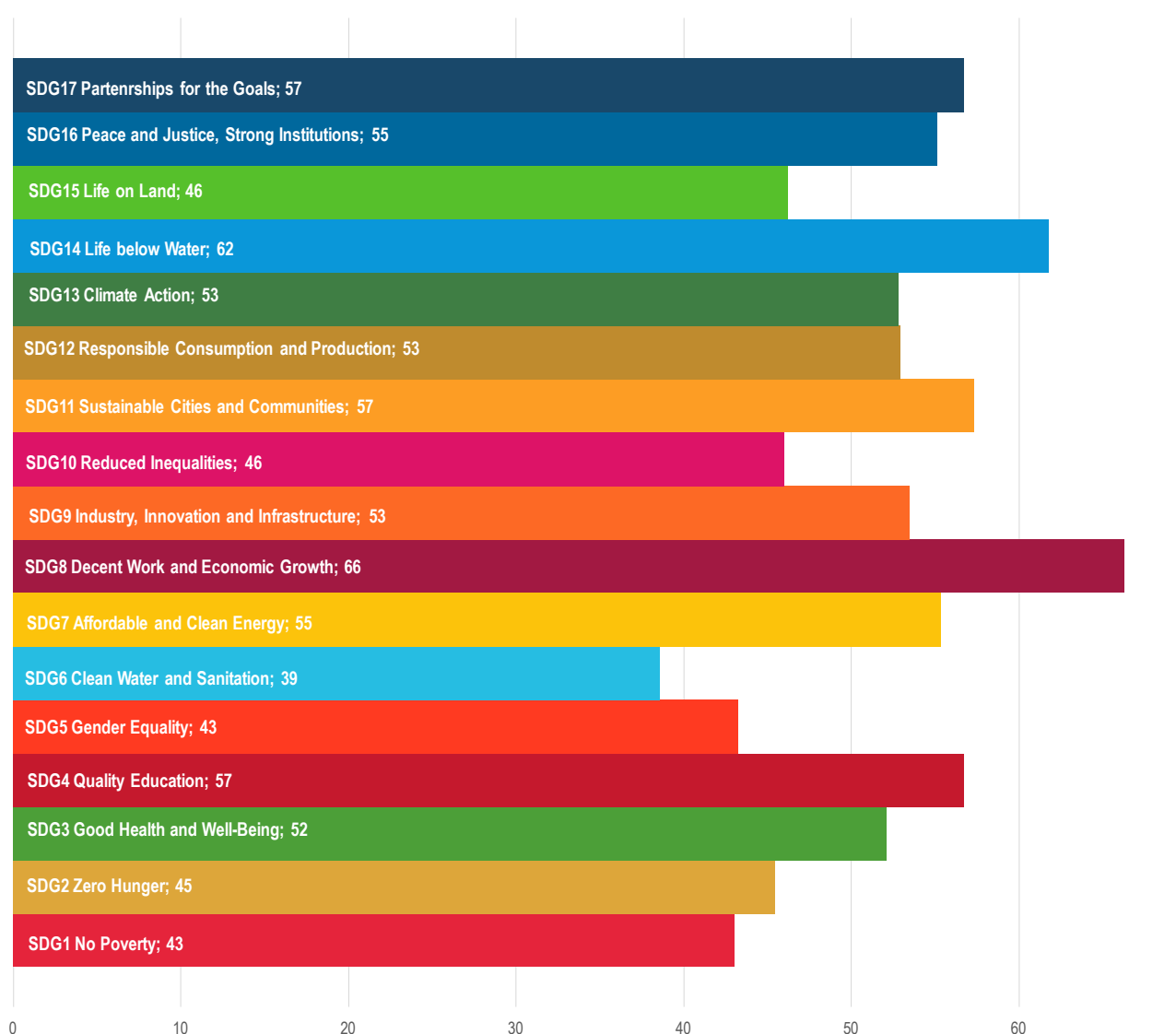


17 SDGs: Since each question of the International Core module is linked to up to three SDGs, the test-takers' results can be mined for a glimpse into the current sustainability awareness on challenges addressed by the 17 SDGs. As of July 2018, 30 questions are randomly selected from a bank of 57 to create a test session for the International Core module. The Sulitest team is now actively working to increase the number of questions for the Core module, and the next

batch of 35 questions is currently in the validation process and expected to be uploaded before September 2018. Appendix D shows the number of questions linked to each of the 17 SDGs from the Core module's question bank.

Figure 3 below provides the general picture of sustainability awareness of the 17 SDGs from the sample of the 27,500 candidates who took the Test between the HLPF 2017 and the HLPF 2018.

Figure 3: Average score on the 17 SDGs (Core module)
(% of expected answers)



From this general mapping, we can identify the trends of our sample's sustainability awareness covering the scope of the 17 SDGs. First, it is interesting to notice that there are no SDGs with a very low level of awareness (i.e. under 10%) nor SDGs with complete awareness (i.e. over 90%). However, significant differences are identified between the SDGs with the lowest and the highest level of awareness in our sample (39% and 66%, respectively). This heterogeneity highlights the need for the development of education and initiatives to raise awareness on specific SDGs.

More specifically, even if all 17 SDGs include challenges integrating environmental, social and economic perspectives of sustainable development, it is interesting to highlight the following trends.

- We observe that the SDGs characterized on average by a lower level of awareness are the ones with a strong focus on **Social challenges** (SDG1 No Poverty, SDG2 Zero Hunger, SDG5 Gender Equality, SDG6 Clean Water and Sanitation, and SDG10 Reduced Inequalities).
- On the other hand, the SDGs characterized on average by a higher level of awareness in our sample were:
 - SDGs with a strong focus on **Environment** (SDG7 Affordable and Clean Energy, SDG13 Climate Action, SDG14 Life below Water), or on **Economy** (SDG8 Decent Work and Economic Growth, SDG9 Industry, Innovation and Infrastructure, and SDG12 Responsible Consumption and Production)
 - SDGs with a highly transversal scope (SDG4 Quality Education, SDG11 Sustainable Cities and Communities, SDG16 Peace and Justice, Strong Institutions, and SDG17 Partnerships for the Goals)



Using Sulitest as a main platform to raise awareness on sustainability challenges, these trends suggest value in the development of modules that address each specific SDG to complement the International Core module

that provides “the global picture.” This task is in progress with the launch of two specific modules highlighted in the previous chapter of this report on SDG7 Affordable and Clean Energy (led by the UN DESA) and SDG11 focused on Holistic Waste Management (led by the UN Environment - International Environmental Technology Centre in Osaka, Japan). By addressing specific SDGs one by one, these complementary modules will help improve weaker areas of knowledge, and will help sharpen the annual mapping that Sulitest can provide.



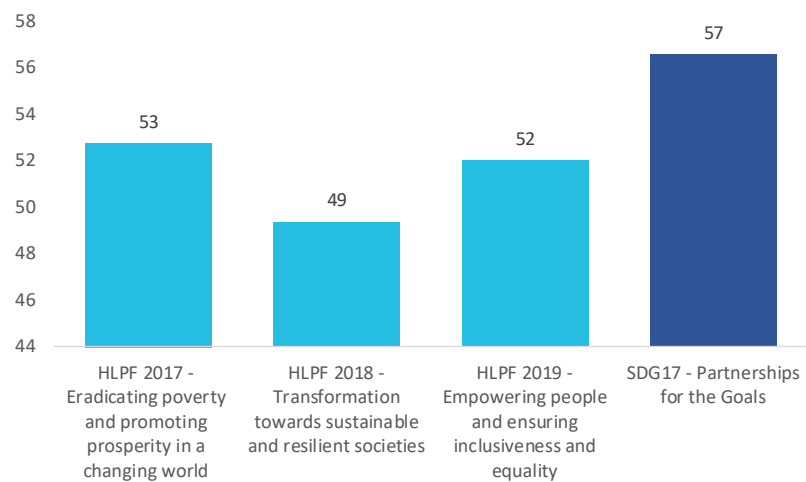
Finally, these global indicators can be mapped following the typology set up by the High-level Political Forum's agenda for 2020, which ensures a review of the implementation progress towards the Global Goals. The agenda is organized in 3 main steps until 2020 with the SDGs being grouped in 4 main themes:

- 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; and, 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; and, 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; and, 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 4 shows the average score (% of HLPF 2018 as the SDGs reviewed this year are expected answers) for these 4 main groups. This representation helps demonstrate the importance of the work conducted during the

HLPF 2018 as the SDGs reviewed this year are currently characterized by the lower level of awareness (on average).

Figure 4: Average score on the HLPF agenda towards 2020
(% of expected answers)



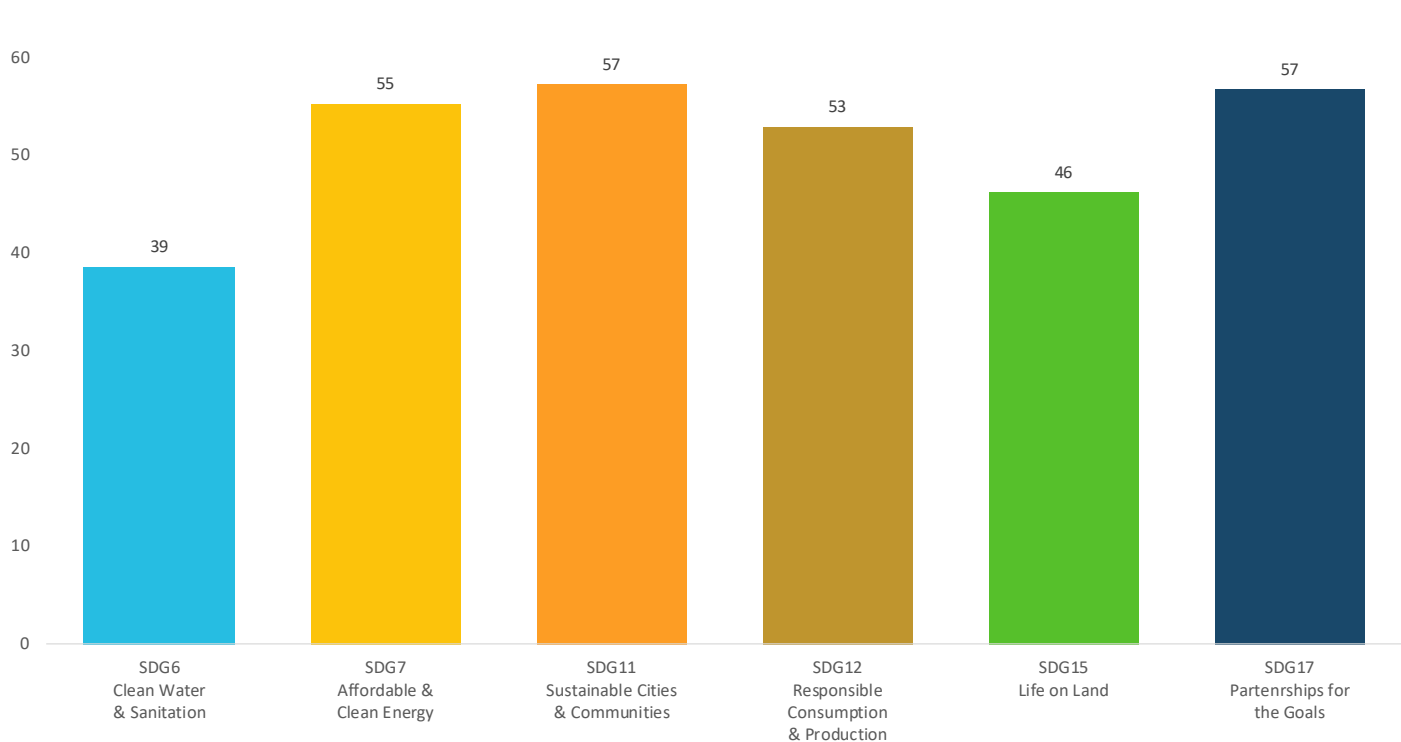
The 2018 HLPF, Transformation towards sustainable and resilient societies, focuses on the review of the following goals: SDG6 Clean Water and Sanitation; SDG7 Affordable and Clean Energy; SDG11 Sustainable Cities And Communities; SDG12 Responsible Consumption and Production; SDG15 Life on Land.

level of awareness of our sample is slightly higher for SDG7, SDG11, SDG12 and SDG17 than for SDG6 (which had a lower level of awareness among the 17 SDGs according to the scores of the International Core module) and SDG15.

This calls for a specific attention to SDG6 & 15, characterized by a lower average score than the International Core module.

Figure 5 maps the global level of awareness on these specific goals. **It shows that the global**

Figure 5: Focus on the goals reviewed by the HLPF 2018
(% of expected answers)



UN DESA MODULE: TRAINING CITIZENS ON THE SDGS' FRAMEWORK

In addition to the awareness mapping based on the results of the Sulitest International Core module, a specialized module has been developed by UN DESA to train people on the functioning and the framework of the SDGs roadmap, in order to improve their ability to contribute to the global agenda. This module was launched in 2017 and is now fully available online for the community.

As of July 2018, over 2,970 people have taken this module.

As with all Sulitest tools, this module expected to be improved and updated over time, as long as we progress towards the 2030 agenda. This work started in 2017 with a 15-question module covering 4 main dimensions:

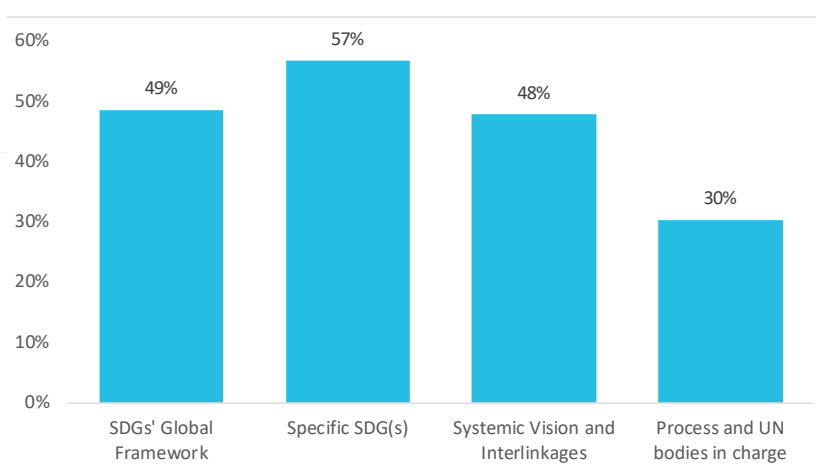
- **SDGs' Global Framework**, where questions address the main characteristics of the goals (number of goals and targets, areas of critical importance, timeline for the goals, etc.)
- **Specific SDGs**, focused on the detailed targets and scope of a specific SDG

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

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

The average score on the module was 46% (of expected answers). This indicates that the processes and functioning of the SDGs may be less well known than the challenges targeted by the SDGs (as measured by the Sulitest Core module). This first result (after 1 year) needs, of course, to be confirmed with a broader use of this training module. It suggests a need for better education and communication on the coherence and framework of the SDGs Agenda beyond the UN through, for example, universities and other educational institutions.

Average score on the UN DESA module
(% of expected answers)



This result would call for the need to train citizens to handle the overall framework and systemic approach of the Global Goals. **Questions on specific SDGs** are characterized by an average score comparable to the Core module questions (57%), but **questions on the global framework and on the nexus, interlinkages and systemic vision** are characterized by lower average scores (respectively 49 and 48%). Finally, with **lower average scores (30%), there is a clear need for training citizens to better understand the processes, initiatives and the UN bodies in charge of implementing, supporting or reviewing the SDGs.**

It is not so surprising that the processes and framework are a little less well known than the specific challenges covered by the SDGs (highlighted in the previous section) as the specific SDGs may be more concrete to people, whereas the overall SDG framework and processes may not be encountered in daily life as often. This result suggests that this specialized module has

a crucial role to play in educating citizens about the processes that can be leveraged to help achieve the SDGs.



**SUSTAINABLE
DEVELOPMENT
GOALS**



CANDIDATES' PROFILE



47% male



52% female



Undergraduate degree **34%**

Graduate degree **59%**

Postgraduate / Doctoral **7%**



Business, administration
and law **52 %**

Engineering,
manufacturing and
construction **17 %**

Natural sciences, math. &
statistics **7 %**

Arts, humanities &
languages **4 %**

Social sciences, journalism
& information **4 %**

Education & teacher
training **2 %**

Other fields of study **14 %**



AGE

20 and less : **43%**

21-25 : **42%**

26-30 : **7%**

31 and above : **8%**

** percentages based on the optional
survey at the end of the session
(8,650 candidates from academia)*

VOLUNTARY SURVEY

At the end of each session of the Test, an optional, short, anonymous survey is offered to each test-taker in order to collect background socio-demographic variables on the respondents, and to question the interest and exposure to sustainability in their daily life and in the context of the university.

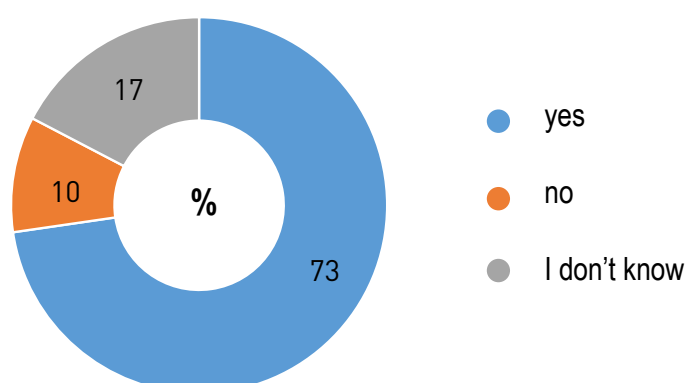
This survey is not mandatory so we do not have the responses from the entire sample of test-takers. However, 13,889 test-takers have answered the survey since September 2016 when the new Sulitest platform was released. Among these candidates, 8,650 answered during our report period, July 2017-July 2018 (data released in this section come from this 2017-2018 sample). Based on the test-takers' profiles, we can see that we have an interesting sample, which may be not representative of the overall population, but does represent some diversity among the student population. As most of the active universities ask entire cohorts of students to take the Test, we also know that we do not have a sample composed only of students already involved in sustainability (i.e. students only from a dedicated program on sustainability), but also of students who are not necessarily aware nor interested in these issues. This is part of the Sulitest core mission.

It is interesting to notice that 73% of the respondents said they thought it was useful to assess the sustainability knowledge of students, and provide feedback to educators through tools such as Sulitest (see Figure 6).

Figure 6: Utility of this kind of test

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

(% of respondents)



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



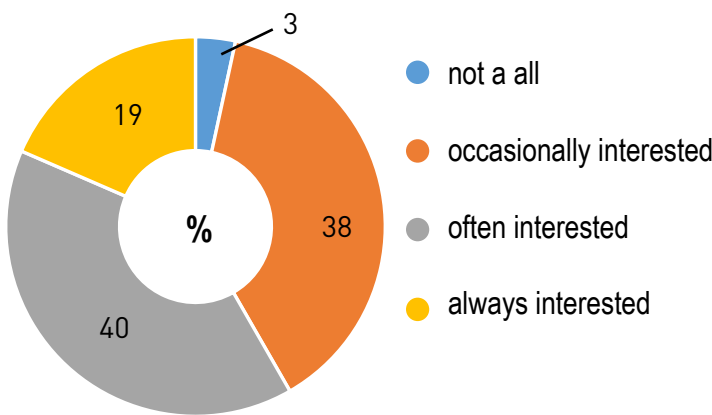
SUSTAINABILITY IN DAILY LIFE AS A CITIZEN

Figures 7 and 8 highlight that the more the respondents declared they were interested / involved in sustainability in their daily life, the higher they scored on the Test (on average). In the same way, Figure 9 shows that the more the respondents declared they were informed by keeping up with the news about sustainability, the higher they scored on the test.

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

Figure 7: Interest in sustainability compared to Test score

"In your daily life, how interested would you say you are in sustainability/sustainable development?"
(% of respondents)



Core module: Average Test Score
(% of expected answers)

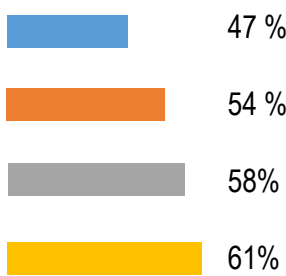
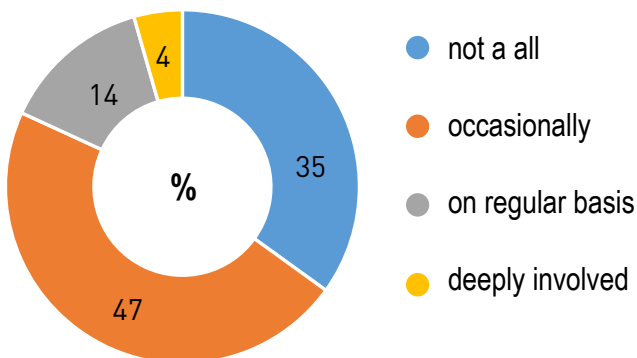


Figure 8: Activity level in sustainability compared to Test score

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



Core module: Average Test Score
(% of expected answers)

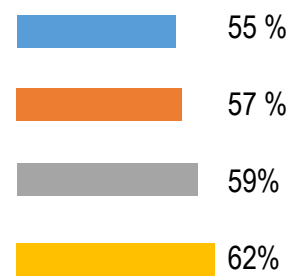


Figure 9: Keeps up with the news about sustainability compared to Test score

"Do you keep up with the news about sustainability?"

(% of respondents)

Core module: Average Test Score

(% of expected answers)



SUSTAINABILITY AT UNIVERSITY AS A STUDENT

The differences are less pronounced when comparing exposure to sustainability at a university to Test scores. Figure 10 shows that there may be a positive effect of integrating sustainability in related or dedicated courses, resulting in test-takers with higher scores on the Test. However, making sustainable development

required for graduation does not seem to have a significant effect in our sample (Figure 11). The integration of sustainability in the university's practices (as perceived by the test-takers) seems to also have some level of correlation with the average score on the Core module, although not a consistent trend (Figure 12).

Figure 10: Sustainability included in curriculum compared to Test score

"Is sustainability/sustainable development included in your college's/university's curriculum?"

(% of respondents)

Core module: Average Test Score

(% of expected answers)

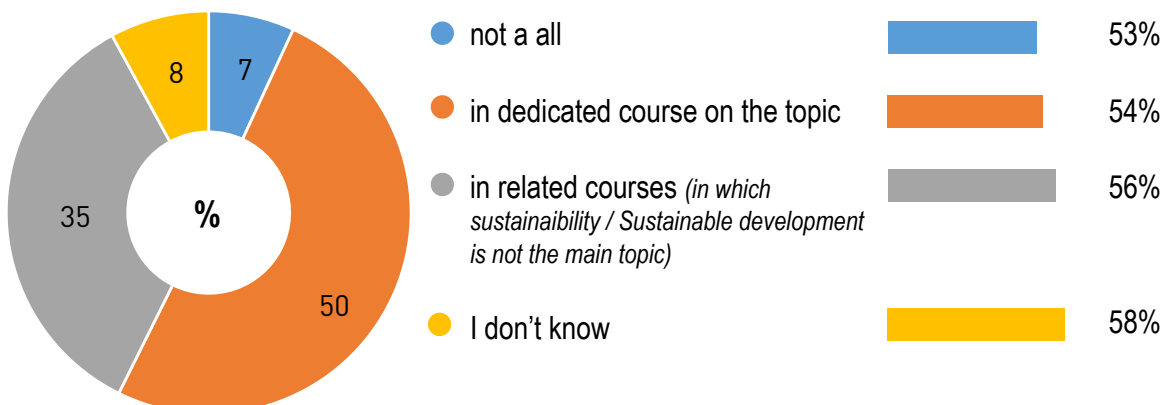


Figure 11: Sustainability required for graduation compared to average score

“Is sustainability/sustainable development required for graduation at your college/university?”
(% of respondents)

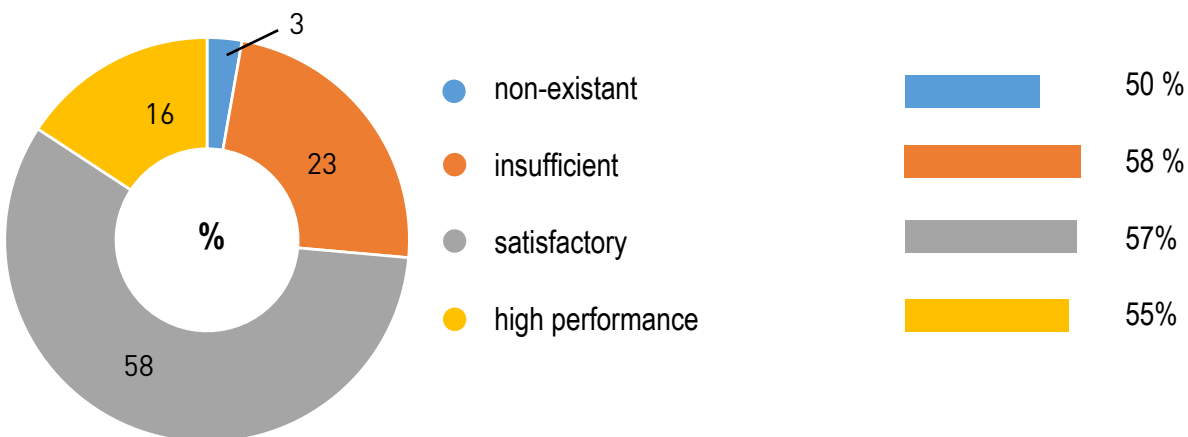
Core module: Average Score
(% of expected answers)



Figure 12: University sustainability practices compared to average score

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

Core module: Average Test Score
(% of expected answers)



SUSTAINABILITY IN YOUR FUTURE JOB

Finally, it is very interesting to observe that there is a positive relationship between the score obtained on the International Core module and the student's willingness to implement sustainability ideas, practices and principles in a future job. Figure 13 shows that (on average) students who are interested in implementing

sustainability ideas and practices are the ones who scored higher on the Core module. Similarly, Figure 14 shows that students with higher scores on the International Core module were also the ones who felt they would be able to implement sustainability principles in their future professional context.

Figure 13: Interest in implementing sustainability in a job compared to Test score

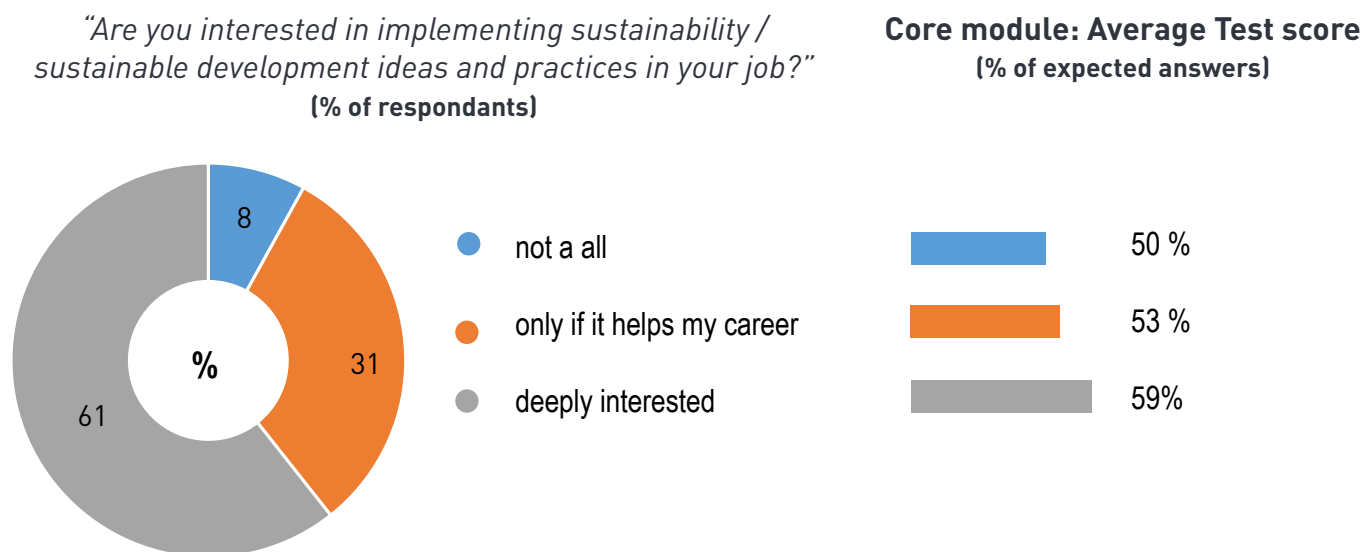
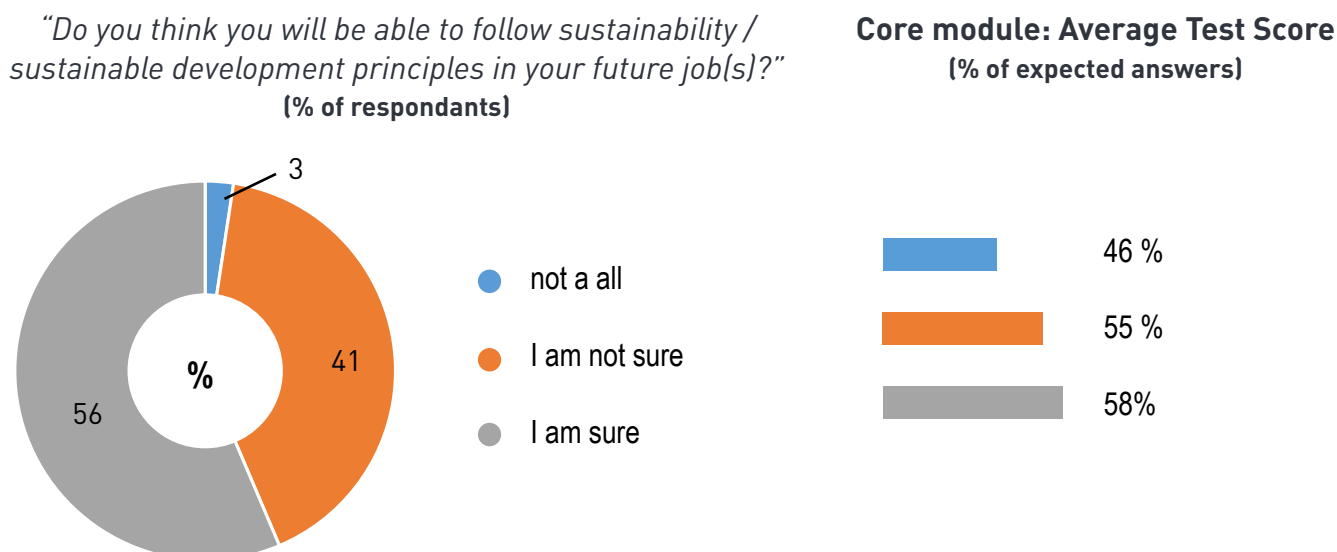


Figure 14: Perceived ability to implement sustainability in a job compared to Test score



SULITestimonials



Sulitest.org



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



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



"To accelerate progress on the Sustainable Development Goals, we need innovative solutions that are informed by rigorous data and information. To use this data, policy-makers and stakeholders representing the public and private sectors, civil society and academia, all require new knowledge and skills, which can be strengthened by initiatives such as Sustainable Literacy."

Tim SCOTT, Policy Advisor, Environment Sustainable Development Cluster Bureau for Policy and Programme Support - UN development Programme



"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



"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



"Agenda 2030 and the 17 associated Sustainable Development Goals (SDGs) call for strong uptake by all stakeholders in society. Universities and other higher education institutions, 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 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 identify areas for improvement. Students wish to be equipped better to contribute to addressing the Global Challenges that the world faces today. This can help improve and teaching and understanding. IAU is pleased to support the development of this initiative."

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



"The Sulitest is a pioneering initiative on multiple fronts. Firstly, it accelerates the emergence of the issue-centered curriculum of the future, one that is no longer confined to narrow subject and discipline-based silos. Secondly, by successfully mobilising a global network of experts, academics and institutions to co-create the tool and its content, Sulitest is setting a new benchmark for collaborative innovations serving people, planet and then profit. Finally, and this is crucial from GRLI's point of view, it supports educators, academics and learners worldwide in the critical mission of our time - 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



"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 to gather information towards achievement of the Sustainable Development Goals. The diversity of the tools offered by Sulitest, constantly refined with feedback from a wide variety of experts, and the possibility of customization make the tools useful for organizations that want to embrace the Global Agenda."

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



UN Environment

"HEIs in Latin America and the Caribbean assumed their environmental commitment since 1985 with the Bogotá Charter. Now, in 2018, the institutional commitment is specifically with the SDGs. One of the most important contributions of the universities to society is to educate the new generations with a clear vision of the need to protect the planet from degradation and secure the sustainability of the economic and social development. After four decades of teaching on environmental sustainability, it is necessary to know the level our students have reached in this issue. Sulitest provides one of the most important tools to measure their knowledge, skills and mindset on Sustainable Development"

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



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

Debra ROWE, Advisor
Higher Education Associations Sustainability Consortium



"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



"Sustainable development is the defining challenge of our time for rich and poor countries alike. Every leader in business, government, or civil society needs to have a broad understanding of key sustainable development challenges. Sulitest makes sustainable development concrete and fun. It offers an opportunity to take sustainable literacy testing mainstream, which will make important contributions towards the achievement of the Sustainable Development Goals. At the Sustainable Development Solutions Network we strongly support Sulitest and its vision"

Guido SCHMIDT-TRAUB,
Executive Director, Coordinator
UN SDSN

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

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

Debra ROWE, Founder and Facilitator Disciplinary Associations Network for Sustainability



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 its 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 have been involved in global change topics since my studies in a French business school. All the projects I've launched or been part of are related to climate change or people's 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



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

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."

Armelle LEBEURRIER, 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."

Olivier LABOUX, President of the ecological transition Comité - Conférence des Présidents d'Université



RNEC UK



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

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



RNEC BELGIUM



"The 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 learned about the Sulitest we thought that it must exist in Russian. Such an international tool provides an opportunity for people around the world to have equal opportunities to have the same level of education and skills, and it also helps to create a common understanding about sustainability among different nations which is crucial for the achievement of global goals. We hope that the 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 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 that played 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 quoted herein are also Full Players.



KEDGE CREATE
BUSINESS SCHOOL SHARE CARE

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

José MILANO, Director General & Dean - KEDGE Business School



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

Eric CORNUEL, Director General & CEO EFMD



"The CGE has supported the sustainability literacy test since the beginning of its creation. Its expert members are associated with the creation of the questions for France and on the international level. The 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 engages students from all over the world in a common understanding of important sustainability challenges. As a tutor I also appreciate the discussions one can have on regional and even national differences."

Anders SANDOFF, Assistant Professor - University of Gothenburg



"The Occitane group is, since its creation, bound to biodiversity and nature. We developed 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 company's 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 VANTREESE, 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 performance 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, Former 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**

MORE ABOUT OUR PARTNERS

The beginnings (2013-2015)

In addition to the financial contributions from several institutions, Sulitest received major support from Kedge Business school, notably from the Foundation for Sustainable Leadership and the company, Degetel. Kedge Business School also contributed resources to support the General Secretary. Other partners, like the law firm Savin Martinet Associates and the communications agency, Sidièse, volunteered time and skills and contributed to the construction and deployment of the pilot phase. Overall, more than 200,000 Euros were invested in this initial phase.

Fundraising to launch the new platform (2015-2016)

After the success of the pilot version, Sulitest has spent much of its energy consolidating the human and financial resources for our community. The preliminary funding campaign was a success and the Sulitest organization received financial

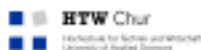
and moral support from 11 higher education institutions (EAUC, Ecole des Ponts Paris Tech, EFMD, Institut Mines Telecom, Kedge Business School, Kingston University, PRME Chapter UK & Ireland, School of Business, Economics and Law at the University of Gothenburg, COMUE Université Paris Seine, Grenoble School of Management, and Conférence des Grandes Ecoles) and 8 corporate or professional organizations (Edf, C3d, La Banque Postale, L'Occitane en Provence, LVMH, Onet, Orange, and Pernod Ricard). These donations allowed Sulitest association to contract with a new IT partner, Aleaur, who is ensuring the development of the new and improved version. The UX Design agency, Welcome Max, also volunteered time and skills.

We are extremely grateful to these organizations who are helping us to build this tool for the common good of our global society.





Full Player universities provide large cohorts of students, offering us data from a broad and diverse population with little bias or skewing due to program-specific populations or specialized study in sustainable development. The large number of smaller sessions organized in many different types of schools and universities offers an overall sample of exceptional richness.



"From November 2017 to February 2018 HTW Chur made it compulsory for all students, also the technical ones, to take the Sulitest during a lesson. The questions on knowledge were a tool to sensitize students for sustainable development topics."

**Jürg Kessler, President
HTW Chur – Switzerland**



"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. Sulitest is a very useful tool to measure students comprehension of the different dimensions of sustainability."

**Zoila Del Rosario GÓMEZ GAMARRA,
Professor Researcher - Universidad del Pacífico**



"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, Director
IMT Atlantique**



"Since 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**



"In the Glasgow School for Business and Society (GSBS) at Glasgow Caledonian University I use Sulitest in two ways. a) To raise awareness of economic, social and environmental sustainability amongst first year students, I ask students on the International Business and Business Management Degree Programmes to take the test during their first week at University. I use Sulitest in 'learning mode', giving students the opportunity to do some quick research related to questions posed. Using Sulitest at this early stage in a business student's university life sensitizes students to the meaning of 'Sustainability' and problems facing the world and the U.K. b) I then use Sulitest with students on the same Programmes in fourth year, on a module called Sustainability, Corporate Responsibility and Ethics (SCoRE). This offers the opportunity to compare average results at first and fourth year - allowing assessment of improved understanding, and ensuring that Sustainability is firmly embedded in the minds of our soon-to-be graduates."

Summary: Sulitest is a fabulous tool with which to encourage students to learn about sustainable in the context of our world. The portfolio of Sulitest, Suliquiz, SDG Module offer a range of tools to use in the classroom to promote education for sustainable development. The platform is very easy to use."

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



"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 de Monterrey



"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



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



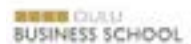
"Montpellier Business School is deeply committed to Ethics, Global responsibility and Diversity. We integrated those principles in our values and mission which is "to train, through our higher education programs, managers that are strong in their diversity, aware of their global responsibility in carrying 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**



"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



"I have been using Sulitest to map the sustainability literacy of the students at NTNU and to see how NTNU can include sustainability in all master programs. For me Sulitest has been used as an important tool for collecting data to my master thesis, and to raise awareness of sustainability in the curriculum."

"We use Sulitest in our MBA required course on Environmental Management and Sustainable Development. Students take the test at their own convenience, and are encouraged to get the answers from all available sources, creating a self-paced learning environment, outside class hours."

Charlotte S Teigen is graduating from the interdisciplinary master degree in Globalization: Transnationalism and Culture at the Norwegian University of Science and Technology (NTNU)



"We use the Sulitest to help study abroad students address sustainable development in comparative and cross-cultural contexts. We use the Sulitest to assess the impact our study abroad programs have on student attitudes and behaviors vis-à-vis sustainable development. We deliver the Sulitest in pre- and post-program formats so as to track attitudinal and behavioral change over time. We believe the learning outcomes of international education should include sustainability literacy and behavioral change. We want our students to use their study abroad program as an opportunity to learn about global issues such as sustainable development. The Sulitest helps our students think about how they can reduce their carbon footprint while studying abroad. What is particularly of value to you? We really like that the Sulitest provides immediate analytical and comparative feedback, both in numbers and in graphs. The set-up and delivery of the Sulitest is fast and easy. The Sulitest Learning Mode is perfect for students unfamiliar with the issues and concepts of sustainable development."

Scott BLAIR, Director Assessment & Sustainability The EDUCATION ABROAD Network



"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 University of Worcester



"At the university of Cergy-Pontoise numerous teachers and researchers specialize in the 3 pillars of sustainable development. We currently help them to understand why and how they should use Sulitest and encourage them and their students to participate in the new collaborative platform that will be launched in september. Sulitest has the advantage of being a transversal tool encouraging students to have a systemic view of the 21st century stakes, which is the goal of our university. why we use Sulitest for our first-time entrants."

François GERMINET, Président Université de Cergy-Pontoise



Delivering the keynote address at United Nations Academic Impact Initiative (UNAI) conference in July 2015, our Chancellor, Mata Amritanandamayi Devi, committed to integrating UN SDGs into curriculum. Amrita School of Business took the lead in designing a core course titled Environment Management for Sustainability Development for MBA students. Sulitest was made an important component of this course. We use Sulitest in exam mode, and use the results for measurement of a learning goal: 'Environmental and Societal Awareness', as a part of our AACSB Assurance of Learning process. It enables us to benchmark our educational standard globally using Sulitest."

Dr. Sanjay Banerji, Professor Emeritus School of Business, Coimbatore



"I discovered the Sulitest a couple of years ago during a GRLI meeting attended by Mr Carteron and was enthusiastic with the product and the idea. I was at the time looking for additional ways to complement our lectures. I saw in the Sulitest an opportunity to raise the awareness of our students to the multiple challenges linked to sustainability. With it, we can convey an understanding of the role of the SDG as a business enabler. We can open their appetite for the complexity and the huge business opportunities lying ahead of them in that area.

I first tested the Sulitest on a small class and with a few colleagues. The initial feedback was positive. So we decided to test it on a much larger scale on our class of CSR Master 1 students. Additionally, we decided to have a deep statistical and qualitative review of that experience (using the General and SDG questionnaire) to learn how to use it to its full potential as a learning tool. Juliette Mabardi has been instrumental in this respect to realize that study as part of her Master thesis."

"The feedback has been quite positive (and even enthusiastic) from the students. So we decided to pursue the experience with the new Master students. In June 2018, we will present a proposal to our University interfaculty sustainability coordination team to seek their support and advice on how to stimulate the diffusion of the test to students in other faculties (Law, Engineering, Economics,...). So hopefully more to follow soon in this area."

Carlos Desmet , Guest Professor at Louvain School of Management (LSM),



Juliet wrote her master's thesis about the learning experience of management students with the Sulitest. The goal of my thesis was first to integrate the Sulitest with the CSR Master 1 course program to measure and improve the students' sustainability literacy. It was also to collect the students' feedback about this experience, an essential element to understand how they lived and perceived

it and, with that information, improve the way we will use the Sulitest in the future at the UCL. Finally, the goal of the thesis is to suggest recommendations for improvement for the test based on the students' experience. Indeed, the analysis of the quantitative, the qualitative results and the students' feedback allowed us to learn much on the students, the impact of the course and also how the Sulitest could be further improved. We also discovered some limitations to our experiment along the way.

**Juliette Mabardi
Master Student at Louvain School of Management (LSM), Université Catholique de Louvain (UCL)**



"Sustainability literacy among all segments of our societies is a key driver to tackle global challenges and put our societies on transformative sustainable pathways. The Sustainable Development Goals (SDGs) have been proclaimed but the ambitions still need to be given more substance, and find ground in actions and reality. In view of this, the global goals need to be fully appropriated by research and higher education systems to support our future leaders and multi-stakeholders in integrating the complexity of the SDGs and taking well-informed decisions based on scientific-evidences.

The French National Research Institute for Sustainable Development (IRD) and its partners are pleased to collaborate with the Sulitest under the summer School program on the SDGs taking place every two years in Marseille, France. This Sustainability literacy Test offer a friendly tool to engage learning on the SDGs, demonstrates the complexity of the 2030 agenda process and the need to well-balanced the three dimensions of sustainable development according to local contexts and priorities. We look forward to caring on our collaboration, raise awareness and reinforce knowledge development on Sustainable Development."

Jean-Paul MOATTI, President & Director-general of the French National Research Institute for Sustainable Development (IRD)



"At Telecom Ecole de Management (TEM), the Institut Mines-Telecom business school, we train future managers and entrepreneurs to be responsible, innovative and open to the world around them. Responsibility is one of our 4 core values. We believe that by their graduation time our students should have got a clear understanding that their future professional actions and decisions will have an impact on people and on the planet. The Sulitest has already proved to be an effective evaluation and individual or collective learning tool in reaching such consciousness for some of our students. So we decided that , as of septembre 2017, all incoming students in TEM undergraduate and graduate programs will take the Sulitest.

The test not only gives indication on the student literacy and it has already contributed to its improvement; Cumulative data are also providing very valuable information for designing the appropriate courses".

**Denis GUIBARD, Dean
Telecom Ecole de Management**



"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**



"The Sustainability Literacy Test is integrated into all CSR courses given at EMLyon. It is an important element of an online learning package that is meant to be used for individual preparation of students before even the first session in a classroom. Last year, more than a thousand students took it at the beginning of the program to assess students' initial knowledge. Next year, it will be spread it on all our campuses in France, China and Morocco."

**Fred SEIDEL, CSR coordinator
EMLYon**



"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, Professor of Global
Issues and Responsible Management at
Winchester University Business School**

"Sulitest is implemented for all students across the Faculty. The test is a key part of Induction for our students, helping to articulate the University's expectation for students to become responsible leaders in business, and interfacing with the Faculty's overall curriculum. The test includes an annual competition to encourage all students to engage, including distance learning students. Winners of the competition for this academic year (2017) commented on their experience as follows: "I first tried Sulitest in 2015 and found it interesting, so I tried it again this year and I was surprised with my score" (Winner of Levels 5 & 6); "I was really surprised and delighted to win in the postgraduate category of Sulitest. Completing the test enabled me to reconsider how I view sustainability, helping me to realise the importance of raising awareness about sustainability, both as individuals and within the wider community" (Winner of PG category). The full story can be found at <https://www.bradford.ac.uk/management/news/sustainability-literacy-test-prizes-2017.php>."

**Kyoko Fukukawa, Faculty Lead on Ethics,
Responsibility and Sustainability, Faculty
of Management and Law, University of
Bradford UK**

"We use Sulitest to explore sustainability literacy in a University wide course 'Towards Sustainability'. This multi disciplinary course examines the importance of sustainability and introduces students to issues related to sustainability beyond their own disciplines by drawing on current affairs, research and applications. The course also explores the importance of the UN Sustainable Development Goals at multiple levels and how they interrelate to make a difference in a social, economic and environmental manner. Being a key contributor to the development of the Sulitest for content uniquely applicable to the Canadian Context has been an important project for our College in our role as a PRME Champion. Students take Sulitest at the beginning and at the end of the course, to help explore the shift in their knowledge and awareness of sustainability issues before and after taking the course."

**Rumina Dhalla, Associate Professor,
CSR Coordinator
College of Business and Economics
University of Guelph**

To be a recognized as Full Player, an academic institution must commit to having at least 50% of its entering or exiting students take the Test or 500+ test-takers at their institution per year.

Want to take part ? contact@sulitest.org

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Sulitest.org

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APPENDICES



Sulitest.org

APPENDIX A

Foundational Matrix for Sulitest

KNOWLEDGE: 15 SUBJECTS WITHIN 4 THEMES

	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 : Education, and Culture</i>
	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 : Water, Energy, and Food</i>
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 ↑

SKILLS: 9 SUBJECTS WITHIN 3 THEMES

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

↑ Themes ↑

↑ Subjects ↑

MINDSET: 6 SUBJECTS

Mindset	
25	Respect and care for the community of life, now and in the future
26	Humans as part of nature and not separate from it
27	Holistic versus mechanistic worldview
28	Golden rule (treat others as you would like them to treat you)
29	Belief one can initiate and reinforce personal and systemic changes towards sustainability
30	Active commitment to solve sustainability problems

APPENDIX B

Test Question Tags

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

- | | |
|---|---|
| 1. Basic definitions | 33. International Governance and institutions |
| 2. Future generations | 34. Democratic institutions at all levels |
| 3. Innovation, creative leadership, & vision of a sustainable way of life | 35. Peace and Justice |
| 4. Interconnected challenges | 36. Information and role of mass media |
| 5. Global interdependence and universal responsibility | 37. Data and how it is used |
| 6. Biodiversity | 38. Knowledge and technology exchanges |
| 7. Climate | 39. Stakeholder/communities involvement |
| 8. Pollution | 40. Decision making process |
| 9. Energy | 41. Indicators |
| 10. Material resources | 42. Transparency and accountability |
| 11. Water and sanitation | 43. Reporting |
| 12. Demography | 44. Solidarity and cooperation |
| 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 | |



APPENDIX C

TESTS TAKEN PER ORGANIZATION

Organizations that have organized sessions with 15 or more candidates
using the Phase 1 platform, July 2017 - July 2018

ORGANIZATION NAME	Country	2017-2018
KEDGE BUSINESS SCHOOL	FRANCE	2586
UNIVERSIDAD DE MONTERREY	MEXICO	1664
UNIVERSITE PARIS-DAUPHINE	FRANCE	1456
EMLYON BUSINESS SCHOOL	FRANCE	1253
UNIVERSITY OF GOTHENBURG	SWEDEN	1142
TOULOUSE BUSINESS SCHOOL	FRANCE	985
COLLEGE OF CHARLESTON	USA	970
LOUVAIN SCHOOL OF MANAGEMENT	BELGIUM	856
UNIVERSITY OF APPLIED SCIENCES HTW CHUR	SWISS	773
INSTITUT SUPERIEUR DES TECHNIQUES DE LA PERFORMANCE	FRANCE	618
APPALACHIAN STATE UNIVERSITY	USA	562
ECOLE POLYTECHNIQUE DE UNIVERSITE D'ORLEANS	FRANCE	553
UNIVERSITY OF GUELPH	CANADA	512
ECOLE DE MANAGEMENT DE NORMANDIE	FRANCE	454
POLYTECH MONTPELLIER	FRANCE	454
MCGILL UNIVERSITY	CANADA	434
ECOLE POLYTECHNIQUE DE L'UNIVERSITE DE NANTES	FRANCE	397
UNIVERSITE PARIS NANTERRE	FRANCE	372
ECOLE NATIONALE DE L'AVIATION CIVILE	FRANCE	358
HANKEN SCHOOL OF ECONOMICS	FINLAND	357
UNIVERSITE DE TECHNOLOGIE DE BELFORT-MONTBELIARD	FRANCE	357
GLASGOW CALEDONIAN UNIVERSITY	UK	354
UNIVERSITY OF BIRMINGHAM	UK	335
INP-ENSIACET	FRANCE	314
CONCORDIA UNIVERSITY	CANADA	300
UNITY COLLEGE	USA	298
FACULTY OF ECONOMICS, UNIVERSITY OF PORTO	PORTUGAL	294
GRENOBLE ECOLE DE MANAGEMENT	FRANCE	289
IMT ATLANTIQUE BRETAGNE-PAYS DE LA LOIRE	FRANCE	266
AMRITA SCHOOL OF BUSINESS	INDIA	254
ÉCOLE DES PONTS PARISTECH	FRANCE	251
UNIVERSITY OF TAMPA	USA	249
NORWEGIAN UNIVERSITY OF SCIENCE AND TECHNOLOGY	NORWAY	245
MACWAN UNIVERSITY	CANADA	241
TELECOM ECOLE DE MANAGEMENT	FRANCE	215
BRADFORD UNIVERSITY SCHOOL OF MANAGEMENT	UK	214
ECOLE MINE DE DOUAI	FRANCE	213
OULU BUSINESS SCHOOL, UNIVERSITY OF OULU	FINLAND	205
BOLOGNA BUSINESS SCHOOL	ITALY	203
STOCKHOLM SCHOOL OF ECONOMICS	SWEDEN	192
ECOLE NATIONALE SUPERIEURE DES MINES DE SAINT-ETIENNE	FRANCE	185
ITECH	FRANCE	177
KENT STATE UNIVERSITY	USA	176
IMT- MINES ALBI-CARMAUX	FRANCE	174
UNIVERSITY AT ALBANY – SUNY	USA	165
ECOLE DES MINES DE NANTES	FRANCE	163
TECHNICAL UNIVERSITY OF DENMARK	DENMARK	153
MODUL UNIVERSITY VIENNA	AUSTRIA	143
STATE UNIVERSITY OF NEW YORK AT NEW PALTZ	USA	129
UNIVERSITY OF HAWAII	USA	119
ISA LILLE	FRANCE	117
UNIVERSITY OF COLORADO COLORADO SPRINGS	USA	113
ECOLE NATIONALE DU GENIE DE L'EAU ET DE L'ENVIRONNEMENT	FRANCE	109
PORTLAND COMMUNITY COLLEGE	USA	109
KWANSEI GAKUIN UNIVERSITY	JAPAN	105
WEATHERHEAD SCHOOL OF MANAGEMENT	USA	104
THE EDUCATION ABROAD NETWORK	USA	103

ORGANIZATION NAME	Country	2017-2018
ÉCOLE DE TECHNOLOGIE SUPERIEURE	CANADA	97
UNIVERSITE GRENOBLE ALPES	FRANCE	92
ECOLE D'INGENIEURS LA ROCHELLE - CASABLANCA	FRANCE	84
ECOLE DES INGENIEURS DE LA VILLE DE PARIS	FRANCE	84
RISEBA UNIVERSITY	LATVIA	84
EMBRY-RIDDLE AERONAUTICAL UNIVERSITY	USA	84
UNIVERSIDAD CENTRAL DE VENEZUELA	VENEZUELA	81
UNIVERSITY OF WATERLOO	CANADA	79
SUP DES RH	FRANCE	77
CITY UNIVERSITY OF HONG KONG	HONG-KONG	75
JOHN JAY COLLEGE OF CRIMINAL JUSTICE	USA	75
ECOLE NATIONALE D'INGENIEURS DE SAINT-ETIENNE	FRANCE	73
ECOLE NATIONALE D'INGENIEURS DE BREST	FRANCE	68
MOHAMMAD ALI JINNAH UNIVERSITY	PAKISTAN	65
IAE - UNIVERSITE DE BORDEAUX	FRANCE	61
BUSINESS SCHOOL LAUSANNE	SWISS	60
GREEN MOUNTAIN COLLEGE	USA	59
INSTITUT POLYTECHNIQUE UNILASALLE	FRANCE	55
NORTHUMBRIA UNIVERSITY	UK	53
ECOLE DES METIERS DE L'ENVIRONNEMENT	FRANCE	52
UNIVERSITY OF WALES TRINITY SAINT DAVID	UK	50
KENT BUSINESS SCHOOL	UK	50
COPENHAGEN BUSINESS SCHOOL	DENMARK	47
URAL FEDERAL UNIVERSITY	RUSSIA	46
LVMH	FRANCE	45
RHODES UNIVERSITY	SOUTH AFRICA	45
FORDHAM UNIVERSITY	USA	45
MONTPELLIER BUSINESS SCHOOL	FRANCE	43
PORTO BUSINESS SCHOOL	PORTUGAL	43
UNIVERSITY OF SURREY, SURREY BUSINESS SCHOOL	UK	37
UNIVERSIDADE FEDERAL FLUMINENSE	BRAZIL	36
TOULOUSE SCHOOL OF MANAGEMENT	FRANCE	36
NORMALL	FRANCE	35
JÖNKÖPING INTERNATIONAL BUSINESS SCHOOL	SWEDEN	35
PITTSBURG STATE UNIVERSITY	USA	35
THAMMASAT UNIVERSITY	THAÏLAND	33
ESSEC BUSINESS SCHOOL	FRANCE	32
PENN STATE UNIVERSITY	USA	32
CESI	FRANCE	30
UNIVERSITY OF SIENA	ITALY	29
NOTTINGHAM BUSINESS SCHOOL	UK	28
COLORADO COLLEGE	USA	28
AIX-MARSEILLE UNIVERSITY	FRANCE	27
FHWS UNIVERSITY OF APPLIED SCIENCES WÜRZBURG-SCHWEINFURT	GERMANY	27
NHLSTENDEN UNIVERSITY OF APPLIED SCIENCES	NETHERLANDS	27
DUKE UNIVERSITY	USA	27
IOWA STATE UNIVERSITY	USA	26
ONET	FRANCE	25
KALU YALA	PANAMA	24
AGROCAMPUS OUEST	FRANCE	23
GROUPE ESC TROYES	FRANCE	23
OREGON STATE UNIVERSITY	USA	23
UNIVERSIDADE DE SAO PAULO	BRAZIL	20
INSTITUT SUPERIEUR D'ELECTRONIQUE ET DU NUMERIQUE TOULON	FRANCE	20
UNIVERSITY OF MARYLAND	USA	18
UNIVERSITY OF WOLLONGONG	AUSTRALIA	17
FONDATION POUR LES GENERATIONS FUTURES	BELGIUM	16
UNIVERSITE JEAN MOULIN LYON 3	FRANCE	16
BENTLEY UNIVERSITY	USA	16
KAUAI COMMUNITY COLLEGE - UNIVERSITY OF HAWAII	USA	16
INSTITUT LEONARD DE VINCI	FRANCE	15

APPENDIX D

NUMBER OF QUESTIONS PER SDG IN THE INTERNATIONAL CORE MODULE QUESTION BANK

(As of July 2018)



APPENDIX E

GAMIFICATION

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



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.



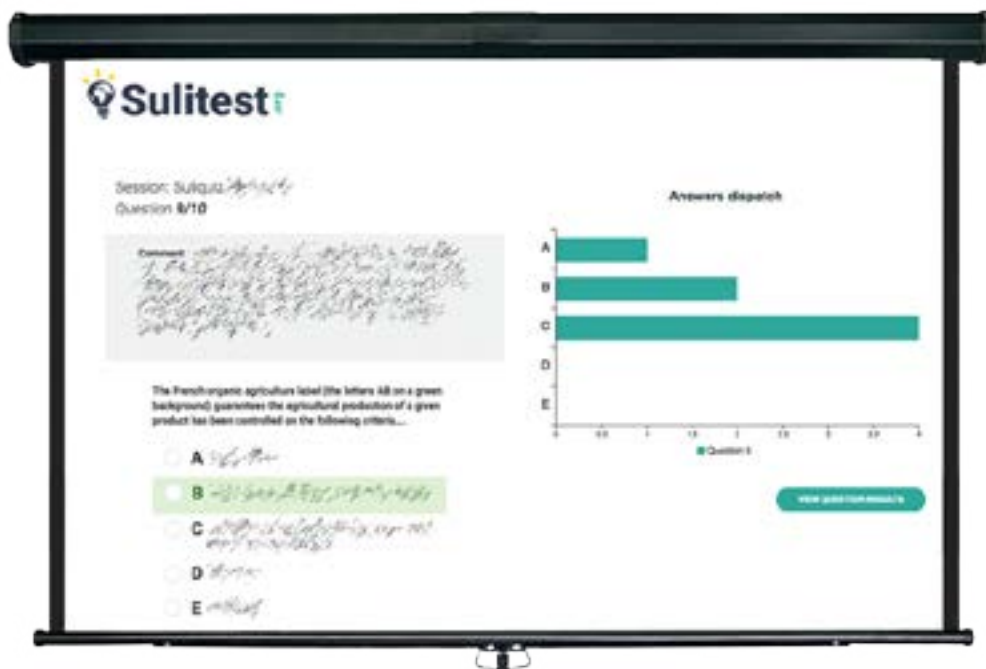
Player Screen
(smartphone, computer or tablet)

As soon as the facilitator launches the countdown, players can see the first question and must answer within one minute.

Projector Screen
(video projector)

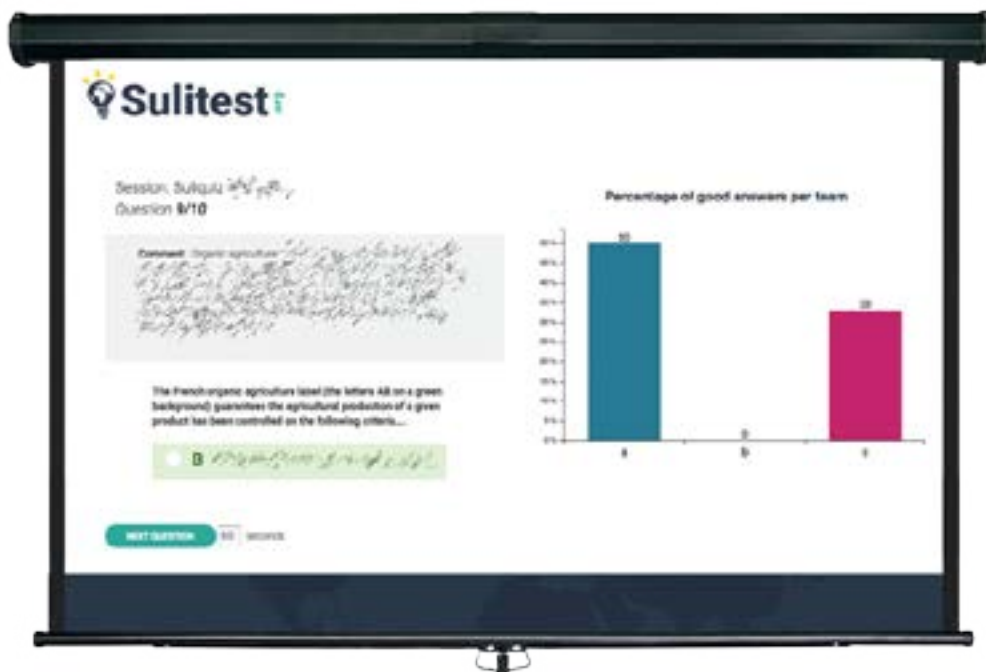
Questions, possible answers and percentage of team members who have responded are displayed.





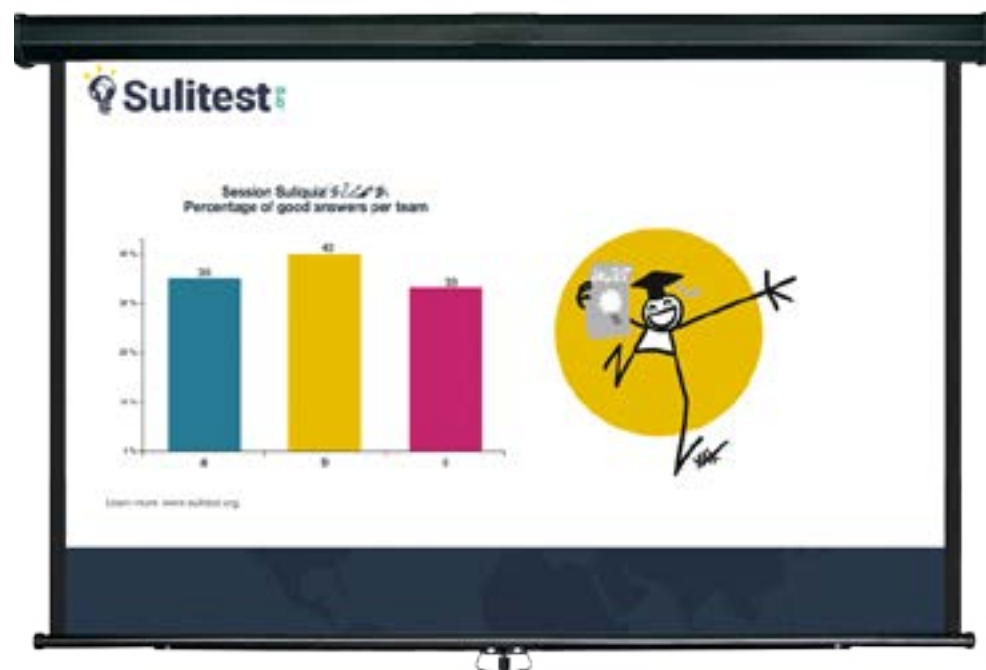
Projector screen

Correct answer & distribution of answer responses from ALL gamers.



Projector Screen

Percentage of correct answers per team per question.



Projector Screen

Summary of overall game results with percentage of correct answers per team and the winning team!

APPENDIX F

ACKNOWLEDGEMENTS

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.

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

YAK & ELYX, Ramzi ABDELAZIZ, Dalia ADEL, Annabel-Mauve ADJOGNON, Maxime AGNES, Jamie AGOMBAR, Camille ALBONICO, 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, Astrid BARTHELEMY, Anne-Sophie BARTHEZ, Indiana BASTERRA, Simone BASTIANONI, Mathieu BAUDIN, Anne BEAUVAL, Anne BEHLOULI, Sylvie BENARD, Javier BENAYAS DEL ALAMO, Ana Carolina BENELLI, Guillaume BEQUE, Stéphane BERANGER, Gilles BERHAULT, * Alexis BERNARD, * Pierre-Olivier BERNIERE, Rodrigo BERTE, Barbara BEUTER, * Guillaume BINDER, Clémence BIOJOUX, Filip BLADINI, Karen BLAKELY, Lau ØFJORD BLAXEKJAER, Gildas BONNEL, Alessandra BONOLI, Katy BOOM, Aurore BORDERIE, Julio Cesar BORGES, Dwipen BORUHA, Bibi BOUWMAN, Mark BRAY, Amandine BRETIGNIERE, Regina Márcia BROLES DE SOUZA, Sylvie BRUNET, Tanja BÜGLER, Anthony BUONO, Thomas BUSUTTIL, 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, Philippe CHARPENTIER, Patricia CHARVET, Charlotte CLARK, Priscila CLARO, David CLEMSO, Andreoli CLEVERSON, Gustavo Rafael COLLERE POSSETTI, Alexandre COMMUNAL, Jean-François CONNAN, * Tamara CONNELL, Elisabeth COQUET-REINIER, Stefano CORDINER, Eric CORNUEL, 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, Jenifer DE HART, Alexis DELAROQUE, Jean-Paul DELEVOYE, Christine DELHAYE, Barbara DELLE DONNE, Aurélie DEMARET, Leane DENBY, Benoît DERENNE, Carlos DESMET, Rumilla DHALLA, Cyril DION, Madické DIOP, Manuelle DOIN, * Clara DOLY-TACCONI, Antonio Raimundo DOS SANTOS, Hélène DOUCHE, Mounia DRABLA, Mark DREWEL, Pierre DUCRET, David DUDGEON, Brigitte DUMONT, Claire DUMONT, Vanessa DURRIEU, 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 FERNANDE, Martine FERRY, Daniel FORGET, Emeric FORTIN, Philippe FRANCOIS, Pam FREDMAN, * Thomas FROEHLICHER, Pablo FUENTENEYRO, 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 GOUZEE, Kate GRAHAM, Caroline GRANIER, Leticia GREYLING, Thomas GRINDSTED, Milenko GUDIC, Denis GUIBARD, Charles H. CHO, * Jonas HAERTLE, Victoria HANDS, Carolyn HAYLES, Nathalie HECTOR, André HEMARD, John E HERMANSEN, Jan HERMES, Krista HISER, Heather HODGES, Nicole HORVATH, Ghada HOWAIDY, Sarah HOWLAND, Julitte HUEZ, Julia Christensen HUGHES, Anne-Catherine HUSSON TRAORE, Jacques HUYBRECHTS, Kayo ITAHASHI, Liz JACKSON, Torvald JACOBSSON, Emma JACQUET, Mike JANSSEN, Sandrine JAVELAUD, Patrick JOLIVET, Michelle JOUHANEAU, Michael SOGAARD JORGENSEN, Benjamin KABOUCHE,

Matteo KALCHSCHMIDT, Joanna KAMICHE, Meeri KARVINEN, Simon KEMP, Anne KERANEN, Agnès KERECKI, Rita KHANFOUR-ARMALE, Colin KUEHL, Ann KIDHAL, Sheila KILLIAN, Georges KLENKLE, Tomas KOONTZ, James B. KUNG'U, Tammy KWAN, Guilhem LABINAL, 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, Agathe LEPEYRE, Céline LEROY, Mitch LEVENTHAL, Beppe LEVOI, Marc LIM, Cécile LOCHARD, Patrizia LOMBARDI, James LONGHURST, Romain LORTIE, Meri LÖYTTYNIEMI, Richard LUCHT, Ullika LUNDGREN, Jeppe LAESSOE, Juliette MABARDI, Claudia MAC-LEAN, Clemens MADER, * Gerald MAJOU DE LA DEBUTRIE, Thierry MARNEFFE, Sabrina MARQUANT, * Benoit MARTIMORT-ASSO, Yvon MARTINET, Magdy MARTINEZ-SOLIMAN, Christian MATHY, Caytlyn McFADDEN, Doreen M McGUNAGLE, Charles Ian McNEILL, Ahmed Abdel MEGUID, Michele MEOLI, Michelle Y. MERRILL, * Katia MICHIELETTI, José MILANO, Henry MINTZBERG, Chiara MOI, Mégane MIRALLES, Claire Mitchell, Yoko MOCHIZUKI, Elissa MUELLER, Katrin MUFF, Didier MULNET, Alan MURRAY, Nandhivarman MUTHU, Nakkeeran MUTHU, Claude NAHON, Takayuki NAKAMURA, Alfredo Cesar NANNI, Marvin NEEF, Karen Tora HJELMERVIK NERBO, Kathleen NG, Sascha NICK, Guénola NONET, * John NORTH, Anne Sophie NOVEL, Luisa OLDÖRP, Cobus OOSTHUIZEN, Myriam ORTEGA, May Akinyi OTIENO, Rochelle OWEN, Dario PADOVAN, Stefano PALEARI, Ming Fai PANG, Francis PARÉ, * Carole PARKES, Marco PASSIGATO, * Iain PATTON, Mohan PECK, Anya PENNEY, Erica Silvana PERALTA, Heitor José PEREIRA, Eleonora PEROTTO, Agathe PEYRE, Cynthia PHILIPPE, Isabelle PIGNATEL, Rosaura PIMENTEL, Gabriella PITA, Gopalsamy POYYAMOLI, * Mahesh PRADHAN, Rao PRAKASH, María Angela PRIALÉ, Danica PURG, Shaw RAJIB, Nelya RAKHIMOVA, Agnès RAMBAUD-PAQUIN, Peter RANDS, Prakash RAO, Dzulkifli Abdul RAZAK, Christophe REVELLI, Michel RICARD, * Renaud RICHARD, Henrik RIISGARD, Isabelle RIMANOCZY, * Jaclyn ROSEBROOK-COLLIGNON, Adriana ROSENFELD, * Debra ROWE, * Carine ROYER, Quinn RUNKLE, Sambamurthi K. BALACHANDER, Orlando SÁENZ ZAPATA, Mélanie SALAGNAT, Mario SALOMONE, Flor SANCHEZ, Teresia SANDBERG, Mattias SANDBERG, Anders SANDOFF, Jérôme SAUVAGE, Patricia SAVIN, Matilde SCHWALB, Maria SCOLAN, Michael SCOULLOS, Nassira SEBAI, Olga SEDINKINA, Fred SEIDEL, Lars Kristian SELBEKK, Jorulf B. SILDE, Jane SINGER, Pierre SKOWRON, Kim SMITH, Sauli SOHLO, Livia SOMERVILLE, Sandrine SOMMER, Paolo SOPRANO, Eric R. A. N. SMITH, Aaron SPARKS, Emanuela STEFANI, Olof JOHANSSON STENMAN, Mark STEWART, Louise STOKART, * Anja STOLL, Meredith STOREY, Emma STRÖMBERG, Mattias SUNDEMO, * Brooke SUTER, Kazuyuki TAHARA, Charlotte S TEIGEN, * Alain TORD, Celina TRANG, Laurence TUBIANA, Stephen TULIP, Peter TYEDMERS, Adam TYSON, Pauliina ULKUNIEMI, Francisco URQUIZA, Hélène VALADE, Marjan VAN DE MAELE, * Hilligje VAN'T LAND, Tanguy VAN LOQUEREN, Nicholas VANTREESE, Olga VELIGURSKA, Brandon VERHOFF, Jako VOLSCHENK, Wendy W. SCOTT, Anne-Lucie WACK, Judy WALTON, Yan WANG, Magdalena WANOT, Ashwani WASISHTH, * Alec WERSUN, Chris WILLMORE, Bethany WINSTONE, Jennie WINTER, Susanna WOLD, Matthew WOOD, Kirt WOOD, Tarah WRIGHT, Jiang WU, Maria XYPAKI, Natalia YAKOVLEVA, Rie YASUMOTO, Jane YEOMANS, Mayu YOSHINAKA, Gustavo A YEPES LOPEZ, Rui ZHANG, Laura ZIZKA, Adam ZWICKLE...

We thank YOU ALL!



We also want to recognise here the commitment and the professionalism of our IT provider ALEAUR. Alexis BERNARD and his team are more than supplier. ALEAUR is a real partner which greatly contributes to the success of the Sulitest.

A stick figure character with a surprised expression, standing next to a large purple circular graphic with radial lines. The character has its mouth open and one arm raised. The circular graphic is composed of many thin, purple radial lines emanating from a central point.

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GRAPHIC DESIGN

CSR Dpt Kedge Business School

ILLUSTRATIONS /PHOTOS

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.....
*A limited number of paper copies were issued &
printed on PEFC certified paper with vegetable-based ink*



«September 2015, the United Nations signed a contract with humanity called Sustainable Development Goals, 17 goals and 169 targets to be achieved in just 15 years. It could seem totally unrealistic but it's not at all if everyone does their part. To achieve such a challenge, citizens have to start with Sustainability literacy to speak a common language for a better future. This amazing tool is the key to this language. I am proud to support Sulitest with my character Elyx, UN first digital ambassador and a huge Global Goals supporter. Our motto : #WeAreOne.»

YAK

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



SUSTAINABLE DEVELOPMENT GOALS



Sulitest.org
Sustainability Literacy Tools & Community

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Observer status to the UN Environment Assembly (Accred. 430/218)