the sustainability literacy test

Can universities be sure they are producing sustainability literate graduates?

IMPLEMENTING

RIO+20
United Nations
Conference on
Sustainable
Development

HESI
Higher
Education
Sustainability
Initiative

WHAT DO YOU KNOW ABOUT YOUR STUDENTS'
KNOWLEDGE OF SUSTAINABILITY AND GLOBAL RESPONSIBILITY
WHEN THEY ENTER YOUR CLASSROOM OR YOUR COLLEGE/UNIVERSITY?

DO THEY HAVE THE BASIC KNOWLEDGE
TO UNDERSTAND THESE CONCEPTS?

ARE YOU RISKING LOSING THEIR ATTENTION
BY PRESENTING THEM WITH INFORMATION THEY ALREADY KNOW?

HOW CAN YOU BE SURE THAT YOUR COURSES ARE ADAPTED
TO THEIR CURRENT LEVEL OF KNOWLEDGE?

AT A UNIVERSITY/COLLEGE LEVEL,
DO YOU HAVE A CLEAR IDEA OF WHAT LEVEL OF KNOWLEDGE THAT IS?

THE SUSTAINABILITY LITERACY TEST ALLOWS HIGHER EDUCATION
INSTITUTIONS TO MAP THEIR STUDENTS' BASIC KNOWLEDGE AND
COMPARE THEIR RESULTS NATIONALLY AND INTERNATIONALLY WITH
OTHER STUDENTS.

EXECUTIVE SUMMARY

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ACHIEVEMENTS

One year ago, we launched the idea of finally being able to measure our students' knowledge on the key issues of sustainable development. We did not want to create a tool for just one or two universities in a specific country but one that could be shared worldwide, regardless of a student's degree level or area of study. We wanted a tool that could help faculty to measure the sustainability literacy level of their new incoming students, to assess their level before graduating and use these indicators to drive changes in pedagogy and in the curriculum. Most of all, we wanted to design an innovative tool to raise sustainability awareness and knowledge of students, staff and faculty.

Not only have we worked with major international organizations (e.g. UNESCO, UNEP, UNDP, PRME...) to validate the process, the matrix and content (nearly 600 questions), but we've also managed to bring together a vibrant, active community of more than **200 volunteers** from all over the world (teachers and researchers, students, business, NGOs). All this in just a few months! Thanks to the hard work of our regional committee, questions are now **customized in 17 countries** or regions (Argentina, Brazil, China, Costa Rica, Egypt, France, Hong Kong, India, Ireland, Italy, Japan, Peru, Quebec, South Africa, Spain, UK and USA) and translated into **8 languages** (English, French, Spanish, Portuguese, Italian, Japanese, Chinese and Wales).

Among the **261 universities registered** today, some have organized small sessions for few students, others have asked to all of their new incoming students to take the test.

We have reached more than **24,500 Students from 30 countries who have taken the Sustainability Literacy Test with Version 0 and 1 combined.**

At the occasion of the World Conference on Education for Sustainable Development, organized by the United Nations (Aishi-Nagoya, Japan, November 2014) we presented the first survey on global trends on students' sustainability knowledge.

This document describes the different dimensions of this international project and provides the preliminary data and trends from the students' results obtained.

NEXT STEPS

We are certain that the more students we bring into the survey, the more impact we will have at the international level. And more importantly, the next version of the tool will be even better.

We are at the beginning of an adventure. The 200 volunteers from all over the word who have worked hard to create this pilot version know that the test can be even better. The versions which will follow will have more systems-based questions; will focus not only on issues but also on solutions; and we are currently thinking about a version that will offer students a certificate and yet another version that has the answers, sources, videos, Pdfs or even links to MOOCs to go further, broader and deeper in their learning...

But like the first photograph ever taken with a "camera obscura" (Joseph Nicéphore Niépce 1828), the snapshot of our students' sustainable development knowledge will probably be a blurry picture, but at least it will exist! It took quite a few years to evolve from the technology of that first photo taken to get to today's numeric HD 3-D color photography. What will the tool to measure knowledge (and probably skills and competencies) in sustainability look like in 10 years? We don't know! But we do know that we need as many photos as possible, from as many universities as possible from all over the world to be able to improve our tool. Won't you help us make this tool better for a better world in the future?

CONTEXT

The Rio+20 Conference confirmed sustainable development as the international framework for action and cooperation. One of the major outcomes of the Rio+20 Conference are the Sustainable Development Goals, which reinforce the common future and responsibilities of our communities. Regardless of the content of SDG's to be defined in 2015, these goals will impact and engage all countries and all generations. The Rio+20 outcomes also highlighted the role of non-state actors in the implementation of SD through voluntary commitments and actions. Higher Education Institutions (HEI) must and should play an increasingly important role in developing their students' awareness of sustainability challenges. In the Higher Education Sustainable Initiative (HESI), launched during Rio+20, Chancellors, Presidents, Rectors, Deans and leaders of Higher Education Institutions and related organizations, acknowledged the responsibility that they bear in the international pursuit of sustainable development. They agreed to teach sustainable development concepts, encourage research on sustainable development issues, green their campuses, support sustainability efforts in their communities and share results through international frameworks.

The UNESCO World Conference on Education for Sustainable Development (Nagoya, Japan in November 2014) has celebrated the end of the UN Decade of Education for Sustainable Development (ESD) and set the agenda for ESD in the decade to come. On this occasion, two major questions have been raised:

How can HEIs assess & report on their global performance?

Can universities be sure that they are producing sustainability literate graduates?

To answer these questions, the Platform for Sustainability Performance in Education, launched during the UNEP's Governing Council, provides a web-based hub that host worldwide sustainability assessment tools to help HEIs implement, monitor and report their institutions' sustainability commitments and performance.

The "Sustainability Literacy Test" is a tool created by the academic community to evaluate their students' knowledge in these critical areas. It assesses the level of knowledge in economic, social and environmental responsibility for higher education students; applicable all over the world, in any type of Higher Education Institution (HEI), for students studying in all fields and at all levels (Bachelors, Masters, MBAs, PhD).

Sustainability Literacy is the knowledge, skills, and mindsets that help compel an individual to become deeply committed to building a sustainable future and allow him or her to make informed and effective decisions to this end.

In this pilot version, the Sustainability Literacy Test assesses the level of knowledge in economic, social and environmental responsibility for higher education students.

PRINCIPLES

All of the questions from this assessment tool are designed to ensure that future graduates have basic knowledge in sustainable development, covering both individual and organizational responsibility. The scope of this assessment tool focuses on 2 key areas:

Questions about the current **challenges facing society and the planet** e.g. general knowledge on social, environmental and economic issues, basic understanding of the earth system e.g. water and carbon cycles, greenhouse effect etc.

Questions on an **Organization's responsibility** e.g. questions about **organizational practices** for integrating social responsibility in their activities and questions on the responsibility of individuals as employees and citizens.

A Multiple Choice Question (MCQ) format was chosen to make the test easier to use and implement worldwide.

50 MCQ's are randomly selected among a wide range of questions from a question bank. Out of these 50 questions, 30 are focused on Supra/International level issues (global warming for instance) and 20 are focused on national/regional issues (e.g. local regulations and laws, culture and practices).

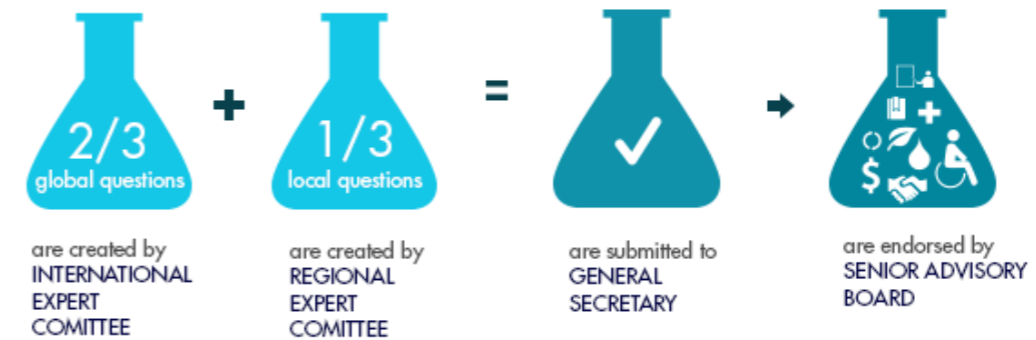Completing the test usually takes 30 minutes.

CREATING QUESTIONS

To ensure that this tool remains relevant, **one-third** of the questions, updated yearly, come from a database produced by local networks all over the world made up of academics, practitioners, the corporate world and civil society. Currently, Version 1 has been customized in **seventeen** different countries / regions (and five other National/Regional committees are currently finalizing their sets of questions).

To be able to compare knowledge from one region of the Globe to another, and to allow institutions / students to benchmark at a worldwide level, **two-thirds** of the questions come from the same database.

At the end of the test, **fifteen** optional questions allow the tool to gather information on trends and links between knowledge from diverse cohorts (gender, age, economic background, major or program of study, personal engagement, college's / university's curriculum...).

2/3 global questions	1/3 local questions	=	✓	➜
are created by **INTERNATIONAL EXPERT COMITTEE**	are created by **REGIONAL EXPERT COMITTEE**		are submitted to **GENERAL SECRETARY**	are endorsed by **SENIOR ADVISORY BOARD**

Questions are based on verified and reputed sources that are subject to a broad consensus in the community of researchers and practitioners in the field:

They are based on the founding principles of sustainable development including basic definitions (e.g. sustainable development, corporate social responsibility, socially responsible investment, social entrepreneurship, etc....); trends and key figures of global issues covering environmental, social and economic dimensions. (e.g. demographic, biodiversity extinction, etc.); sources in international texts (e.g. international reports, UN conventions, etc.); and from reports and surveys from specialized national agencies.

Others are structured by core issues addressed in ISO 26000, the international standard for social responsibility of Organizations (7 core subjects and 37 core issues).

TYPES OF QUESTIONS	CORE SUBJECTS		SUBJECT REF.	TOPICS / ISSUES
Core subjects and issues of sustainable development	Founding principles of sustainable development		SD-DEF	Basic definitions
			SD-G	Governance (international and national institutions)
			SD-DEMO	Demography (figures/age pyramid/urbanization)
	Trends and key figures of global/local issues	Environment	SD-ENV1	Stake 1 : Biodiversity
			SD-ENV2	Stake 2 : Climate
			SD-ENV3	Stake 3 : Pollution
			SD-ENV4	Stake 4 : Energy & Resource
		Social	SD-SOC1	Stake 1 : Fundamental Rights
			SD-SOC2	Stake 2 : Health & Basic needs (including education & Equal opportunities)
			SD-SOC3	Stake 3 : Inequality & poverty
			SD-SOC4	Stake 4 : Wellbeing and social progress
			SD-SOC5	Stake 5 : Cultural diversity & heritage preservation
		Economy	SD-ECO1	Stake 1 : Economic Growth & development
			SD-ECO2	Stake 2 : Global finance (financialization of the economy, short term), debt
			SD-ECO3	Stake 3 : Green economy , circular economy, resource dependency
			SD-ECO4	Stake 4 : Taxation (tax havens) and corruption
			SD-ECO5	Stake 5 : Underground economy (Black market, criminal activity)
			SD-ECO6	Stake 6 : Prosperity indicators
Core subjects and issues of social responsibility addressed in ISO 26000	Organizational governance		SR-GOV	For example : Values, stakeholder engagement, diagnostic and strategy, decision making process, control and continuous improvement, accountability and reporting
	Human rights		SR-HR1	Issue 1 : Due diligence
			SR-HR2	wrisk situations
			SR-HR3	Issue 3 : Avoidance of complicity
			SR-HR4	Issue 4 : Resolving grievances
			SR-HR5	Issue 5 : Discrimination and vulnerable groups
			SR-HR6	Issue 6 : Civil and political rights
			SR-HR7	Issue 7 : Economic, social and cultural rights
			SR-HR8	Issue 8 : Fundamental principles and rights at work

TYPES OF QUESTIONS	CORE SUBJECTS	SUBJECT REF.	TOPICS / ISSUES
Core subjects and issues of social responsibility addressed in ISO 26000	Labor practices	SR-LP1	Issue 1 : Employment and employment relationships
		SR-LP2	Issue 2 : Conditions of work and social protection
		SR-LP3	Issue 3 : Social dialogue
		SR-LP4	Issue 4 : Health and safety at work
		SR-LP5	Issue 5 : Human development and training in the workplace
	Environment	SR-ENV1	Issue 1 : Prevention of pollution
		SR-ENV2	Issue 2 : Sustainable resource use
		SR-ENV3	Issue 3 : Climate change mitigation and adaptation
		SR-ENV4	Issue 4 : Protection of the environment, biodiversity and restoration of natural habitats
	Fair operating practices	SR-FAIR1	Issue 1 : Anti-corruption
		SR-FAIR2	Issue 2 : Responsible political involvement
		SR-FAIR3	Issue 3 : Fair competition
		SR-FAIR4	Issue 4 : Promoting social responsibility in the value chain
		SR-FAIR5	Issue 5 : Respect for property rights
	Consumer issues	SR-CONS1	Issue 1: Fair marketing, factual and unbiased information and fair contractual practices
		SR-CONS2	Issue 2 : Protecting consumers' health and safety
		SR-CONS3	Issue 3 : Sustainable consumption
		SR-CONS4	Issue 4 : Consumer service, support, and complaint and dispute resolution
		SR-CONS5	Issue 5 : Consumer data protection and privacy
		SR-CONS6	Issue 6 : Access to essential services
		SR-CONS7	Issue 7 : Education and awareness
	Community involvement and development	SR-COMMU1	Issue 1 : Community involvement
		SR-COMMU2	Issue 2 : Education and culture
		SR-COMMU3	Issue 3 : Employment creation and skills development
		SR-COMMU4	Issue 4 : Technology development and access
		SR-COMMU5	Issue 5 : Wealth and income creation
		SR-COMMU6	Issue 6 : Health
		SR-COMMU7	Issue 7 : Social investment

Are you a student who just took the Sustainability Literacy Test? Are you an educator who has created test sessions for your students? Are you an expert on or otherwise involved in sustainable development? Join the Sustainability Literacy Test community and participate in the creation of questions for the next version of the test.

Complete the form online for submitting questions. Questions will be proposed to your country's National Committee and to the General Secretary who oversees all test questions and processes.

A strict review process guarantees the quality and reliability of the assessment tool. Senior advisors, representatives from international organizations and UN agencies, check the local and international set of questions with a "review grid" and give a feedback to the general secretariat on each question (Accepted / Rejected / Need clarification) using the following criteria.

• **Content:**
Does the question make sense? Is the source indicated, and is it clear, acceptable (legitimate) and verifiable? Does the question address a controversial topic? Does it focus on the appropriate level (international for IQ, national or regional for LQ)?

• **Form:**
Is the question understandable? Are the possible answers understandable? Are the answers clear – neither too vague, nor too precise? Is the question pitched at the right level – neither too easy, nor too complicated? Are the answers formulated coherently in relation to the questions? Is the formulation pitched at the right level – not too biased/subjective/leading

N.B.: when local questions are not available in a specific country/region, students take a MCQ of 50 international questions.

WHAT TYPE OF ASSESSMENT?
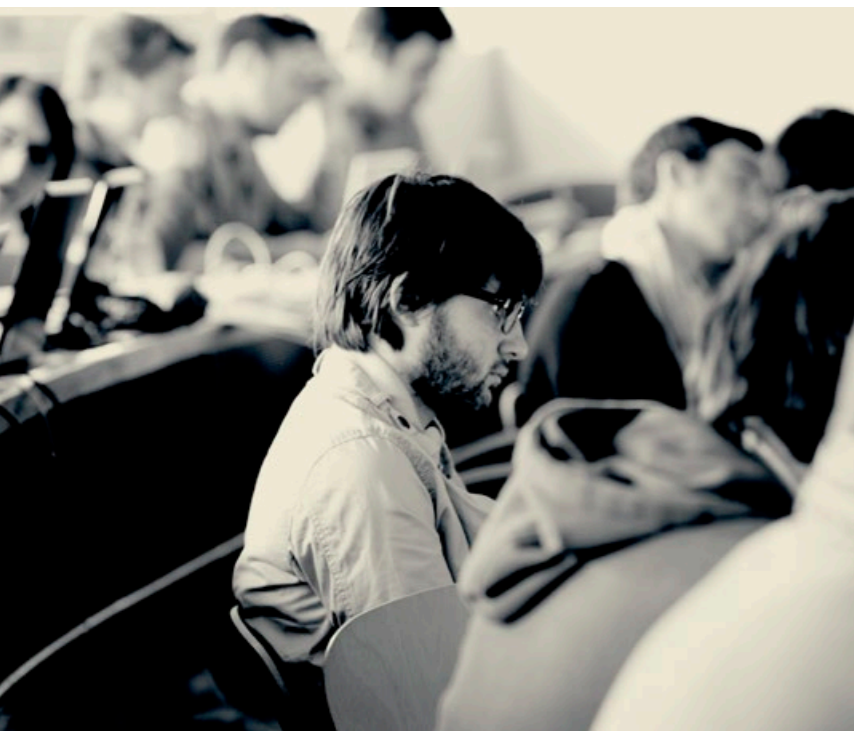
This test was primarily designed to assess students' knowledge before graduation and has a **summative function** when evaluating student learning. The test gives the average score obtained by students in each topic area. (Items are grouped together by topics to be more readable.) The final score represents the percentage of correct answers per topic.

This structure allows students see their performance in each topic area and to benchmark themselves against other students in their own program, university, country or even worldwide. It also allows examiners and institutions to have a global overview on the sustainability knowledge of their student population by topic area. Institutions can theoretically use the test as requirement for awarding degrees or as part of a grade in a course or program. In this case, the test can be passed in an "examination mode" (limited time, no access to internet, proctored exams...).

The test can also be used as a **diagnostic evaluation**. Institutions can use it at different stages in the curriculum or as an entry/exit exam in order to monitor progress or successful learning. This can help schools make changes and improvements in their pedagogy and curriculum design based on strengths and weaknesses of their students.

The test can also be used as an assessment tool with a **formative function**. Universities can choose to organize sessions spread over 2 weeks maximum in a "learning mode". Thanks to the sources and references given in the questions (mention of UN references, name of reports, legislative text...), the test can be an excellent tool to raise the sustainability awareness and knowledge of their students.

In the future, it's likely that Version 2 of the test will have two formats:

- A summative test taken in an exam mode resulting in a score and a certificate that can be cited on a professional CV or résumé.

- A formative test based on the same matrix, but used as a formative tool in learning mode (in conjunction with MOOCs/other e-learning platforms).

SUSTAINABILITY LITERACY TEST V1

Name of the examination session: TRAIL SESSION (based on French LQ) -
The test was administered between: 24/04/2014 16:23 and 04/05/2014 16:23
Number of students who have completed the test: : 6

Name of HEI : kedge (test - university for faculty members)
Name of the examiner : Jean- Christophe Carteron
Average Score: 59.33 %

To date, the average score of individuals who have taken the test, worldwide, is **53.27%** in your country is **54.47%** in your university is **54.93%**

The following tables display the average score obtained by students in each topic areas. Items have been gathered to be more readable (please find details CORE SUBJECTS & SUBJECTS REFERENCE.pdf)The score represents the percentage of correct answers per topic.

Only scores of students who have completed the test are taken into account in the calculation of the average rating of the student population. Questions are randomly selected out of among a wide range. The symbol "-" means that students do not have issues related to this item during the examination session.

STUDENT ID	TOTAL	Total Inter/supra national	Total Local	CORE SUBJECTS AND ISSUES OF SUSTAINABLE DEVELOPMENT				CORE SUBJECTS AND ISSUES OF SOCIAL RESPONSIBILITY ADDRESSED IN ISO 26000			
				Founding principles of sustainable development	Environment : Trends and key figures of global/local issues	Social : Trends and key figures of global/local issues	Economy : Trends and key figures of global/local issues	Organizational governance	Human rights & Community involvement and development	Environment	Fair operating practices & Labour practices & Consumer issues
▓▓▓▓	76%	83.33%	65%	80%	71.43%	91.67%	83.33%	100%	75%	75%	66.67%
▓▓▓▓	44%	46.67%	40%	40%	42.86%	25%	50%	100%	33.33%	75%	41.67%
▓▓▓▓	60%	63.33%	55%	80%	71.43%	58.33%	66.67%	100%	58.33%	75%	41.67%
▓▓▓▓	64%	73.33%	50%	80%	57.14%	66.67%	66.67%	50%	58.33%	75%	66.67%
▓▓▓▓	68%	83.33%	45%	60%	57.14%	83.33%	83.33%	100%	66.67%	50%	75%
▓▓▓▓	not.completed	0	0	0%	not.completed	not.completed	not.completed	not.completed	not.completed	not.completed	not.completed
▓▓▓▓	44%	50%	35%	20%	42.86%	41.67%	66.67%	50%	41.67%	25%	66.67%
▓▓▓▓	not.done%	0	0	not.done	not.done	not.done	not.done	not.done	not.done	not.done	not.done
▓▓▓▓	not.done%	0	0	not.done	not.done	not.done	not.done	not.done	not.done	not.done	not.done
AVERAGE SCORE	59.33%	66.67%	48.33	60%	57.14%	61.11%	69.45%	83.33%	55.56%	62.5%	59.73%

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TRENDS

In October 2013, a "draft version" of the Sustainability Literacy Test 5 (V0) was launched in France. Between January and October 2014 a pilot version (V1) was launched worldwide.

261 universities are registered in 34 countries: 236 universities in 17 countries where the test is already customized (international + local questions) and 25 universities in 17 countries are using international questions only as of October 24, 2014.

Multiple sessions were organized and 24 555 students have already taken the Sustainability Literacy Test: 6 002 in France took Version 0 and 18 553 worldwide took Version 1.

This has allowed us to create the first map of Sustainability Literacy worldwide. The following section highlights the main results of this first Sustainability Literacy snapshot.

METHODOLOGY :

Figures in this section are based only on Version 1 results. Data was extracted on October 24, 2014. As some faculty members wanted to see the questions before organizing their own sessions, all "test" or "trial" sessions, as well as sessions with less than 10 students, were not be taken into account in this survey. Only "completed" tests (the totality of the 50 questions) were taken into account in the different figures and calculations

THE FOLLOWING FIGURES ARE THUS BASED ON A SAMPLE OF 18 416 STUDENTS.

THE SUSTAINABILITY LITERACY TEST AT A GLANCE:

- 36 UN partners and academic networks
- More than 200 volunteers
- 2 versions (V0 and V1)
- 64 topics and issues
- 17 national /regional customizations
- 8 languages
- 589 supra/international and local questions
- 261 universities registered from 34 countries
- 314 sessions organized (taken by more than 5 students) 45% in a Learning mode and 55% in an Examination mode
- 24,555 students have completed the test (out of which 18 553 for the Version 1)
- Average correct answers obtained by student for the V1 : 56%

IMPORTANT INFORMATION FOR UNDERSTANDING THE DATA:

The average score of the Sustainability Literacy Test V1 is 54% of correct answers with a balanced distribution (presented on the following section).

As already mentioned, the current version is a pilot version of the test. **These figures should interpreted with caution to avoid misinterpretation.**

Firstly, some countries already have a customized version of the test (international + local questions), whereas others are using only international questions. This is why only general results for the test are presented with a particular focus on the analysis of the international questions (common to all the test takers).

Secondly, universities can deploy the Sustainability Literacy Test in different testing modes and environments. As it is an free and open tool, universities can choose to organize sessions in examination mode or as a learning tool in learning mode. The conditions under which the test is conducted are different between these two types of sessions and impact the data differently.

- **Examination mode:** Students take the test under standard exam conditions, in a fixed, limited time without access to reading material or other external resources. The test is invigilated by a teacher.

- **Learning mode:** Students take the test at home, either alone or in a group. Sufficient time is granted to allow them time to look up information and supporting data to answer the questions.

Consequently, we have presented the results of these two types of session "modes" separately. As might be expected the learning mode sessions result in an average score slightly higher than examination mode sessions but the difference is small.

N.B. The choice of the conditions and test modes are are organized at the discretion of each school and university, and at this stage we don't verify the actual conditions declared during the test sessions.

As requested by some universities/ colleges, the test is also open to faculty and staff (19 sessions). We have also included these figures in the data, except for the "trial" sessions as it gives us an idea of the global literacy of the institutional collaborators as compared to their students.

Additionally, depending on the cultural or organizational context, scores may be interpreted differently. As a result, different universities and/or different countries might not have the same expectations concerning their students' scores. For example, a "high score" in one context may be considered "low" in another the university culture. As universities are free to use the Sustainability Literacy Test in their own way, the interpretation of the score belongs to them.

Finally, local questions are specific to each RNEC / Country. Although they are all based on the same topic matrix, the way questions are formulated, the level of difficulty, and even the balance between topics covered may be diverse. This makes the comparison of results difficult and complex.

Therefore, we have chosen to focus on the International Questions (taken by everyone) and to avoid any comparison between countries for the version 1.

The aim of the following section is to present an overview of Sustainability Literacy Test results worldwide and analyze the general trends from Version1. More detailed results and a closer analysis of the data will be the focus of future academic research following this first version of the Sustainability Literacy Test.

FIG 1: Universities registered / test completed
As of Oct. 24, 2014,

Countries where the test is already customized	Registered Universities (V1)	students who have completed the test
Argentina	1	176
Brazil	20	2229
Canada - Quebec	3	348
China	2	132
China (Hong Kong)	8	824
Costa Rica	9	75
Egypt	1	88
France	86	8776
India	7	38
Ireland	1	91
Italy	6	675
Japan	3	76
Peru	1	600
South Africa	4	73
Spain	7	56
United Kingdom	19	1926
USA	58	1553
	236	17736

Countries without customized questions (orange : local questions in progress)		
Australia	2	4
Belgium	2	77
Burkina Faso	1	
Canada	5	
Ecuador	1	
Finland	1	
Germany	2	
Haiti	1	
Israel	1	
Kenya	4	
Malaysia	1	708
New Zealand	1	
Sweden	1	20
Switzerland	1	7
Taiwan	1	1
Dominican republic	0	
Senegal	0	
	25	817

TOTAL	261	18553

261 Universities are registered in 34 countries from all continents.

236 Universities from 17 countries where the test is already customized (international + local questions)

25 Universities from 17 countries are using international questions only.

Almost 25,000 students have already taken the Sulitest

In 2013, more than 6.000 took the V0 in France

In 2014, more than 18 500 took the V1 worldwide

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

The students took the test at various moments in their studies or program; this choice was up to each university. Additional survey questions were asked to analyze students' backgrounds and experience with ESD (Education for Sustainable Development) at the end of the test.

These questions were not mandatory and the following results do not apply to the entire sample. However, it does present an overview of where the respondents are in their program of study.

FIG 2: Test taken per university

(Number of students who have completed the test)

UNIVERSITY (In green the ones which announced willing to be full players)	COUNTRY	STUDENTS
TOTAL (V1)		**18553**
KEDGE BUSINESS SCHOOL	France	1771
SKEMA BUSINESS SCHOOL	France	1598
MONTPELLIER BUSINESS SCHOOL	France	1162
BRISTOL UNIVERSITY	United Kingdom	821
BENTLEY UNIVERSITY	USA	818
FACULDADE DE ECONOMIA, ADMINISTRAÇÃO E CONTABILIDADE DE RIBEIRÃO PRETO/USP	Brazil	813
CENTRE FOR GLOBAL SUSTAINABILITY STUDIES	Malaysia	708
UNIVERSIDAD DEL PACIFICO	Peru	600
GRENOBLE ECOLE DE MANAGEMENT	France	593
ESCOLA SUPERIOR DE PROPAGANDA E MARKETING	Brazil	547
POLITECNICO DI MILANO	Italy	502
EMLYON BUSINESS SCHOOL	France	469
ECOLE POLYTECHNIQUE DE L'UNIVERSITE DE NANTES	France	441
UNIVERSITY OF WALES TRINITY SAINT DAVID	United Kingdom	376
ESSEC BUSINESS SCHOOL	France	282
STRATHCLYDE BUSINESS SCHOOL	United Kingdom	271
THE UNIVERSITY OF HONG KONG	China (Hong Kong)	269
UNIVERSIDADE DE UBERLANDIA	Brazil	254
SERVIÇO NACIONAL DE APRENDIZAGEM INDUSTRIAL (Senai : Telemaco Borba, Londrina, Cascavel, Cic, Toledo & Maringa)	Brazil	238
GROUPE ESC TROYES	France	222
UNIVERSIDADE TECNOLÓGICA FEDERAL DO PARANÁ	Brazil	219
BRADFORD UNIVERSITY SCHOOL OF MANAGEMENT	United Kingdom	212
UNIVERSITE DE TECHNOLOGIE DE BELFORT-MONTBELIARD	France	202
TELECOM BRETAGNE	France	200
INSTITUT POLYTECHNIQUE LASALLE BEAUVAIS	France	189
WEBER STATE UNIVERSITY	USA	181
ECOLE EN ELECTRICITE PRODUCTION ET METHODE INDUSTRIELLE	France	180
UNIVERSIDAD NACIONAL DEL NORDESTE	Argentina	176
ECOLE DES INGENIEURS DE LA VILLE DE PARIS	France	174
CITY UNIVERSITY OF HONG KONG	China (Hong Kong)	168
UNIVERSITY OF GUELPH	Canada	167
UNIVERSITE DE TECHNOLOGIE DE TROYES	France	162
INSTITUT SUPERIEUR DES TECHNIQUES DE LA PERFORMANCE	France	141
THE HONG KONG UNIVERSITY OF SCIENCE AND TECHNOLOGY	China (Hong Kong)	140
UNIVERSITY OF SIENA	Italy	139
TONGJI UNIVERSITY	China	132
ECOLE DE BIOLOGIE INDUSTRIELLE	France	130
UNIVERSITY OF NEW HAVEN	USA	129
ECOLE DES PONTS PARISTECH	France	122
UNIVERSITY OF THE WEST OF ENGLAND, BRISTOL	United Kingdom	113
THE HONG KONG POLYTECHNIC UNIVERSITY	China (Hong Kong)	105
UNIVERSITE LAVAL	Canada	100
UNIVERSITY OF LIMERICK	Ireland	91
THE AMERICAN UNIVERSITY IN CAIRO	Egypt	88
ECOLE DES MINES DE NANTES	France	86
ECOLE DES METIERS DE L'ENVIRONNEMENT	France	85
MCGILL UNIVERSITY	Canada	79
ICHEC BRUSSELS MANAGEMENT SCHOOL	Belgium	77
UNIVERSITY OF EXETER	United Kingdom	77
WHATCOM COMMUNITY COLLEGE	USA	73
KYOTO UNIVERSITY	Japan	71
LINGNAN UNIVERSITY DE HONG KONG	China (Hong Kong)	70
FACULDADE FIA DE ADMINISTRAÇÃO E NEGÓCIOS	Brazil	65
ISAE/FGV - INSTITUTO SUPERIOR DE ADMINISTRAÇÃO E ECONOMIA	Brazil	60
INSTITUT NATIONAL DES SCIENCES APPLIQUEES DE TOULOUSE	France	58
STELLENBOSCH UNIVERSITY	South Africa	57
KANKAKEE COMMUNITY COLLEGE	USA	53
INSTITUT CATHOLIQUE D'ARTS ET METIERS	France	51
UNIVERSITE PARIS OUEST NANTERRE LA DEFENSE	France	50
EARTH UNIVERSITY	Costa Rica	48
THE CHINESE UNIVERSITY OF HONG KONG	China (Hong Kong)	47
DUKE UNIVERSITY	USA	46
ECOLE MINE DE DOUAI	France	44
UNIVERSITY OF HAWAII	USA	41
ECOLE DES OFFICIERS DE LA GENDARMERIE NATIONALE	France	40
UNIVERSIDAD SAN JORGE	Spain	39
ISARA-LYON	France	38
CENTRAL INSTITUTE OF BUSINESS MANAGEMENT RESEARCH & DEVELOPMENT, INDIA	India	38
CENTRAL CAROLINA COMMUNITY COLLEGE	USA	37
ICN BUSINESS SCHOOL	France	36
CA' FOSCARI UNIVERSITY OF VENICE	Italy	34
AGROCAMPUS OUEST	France	31
ECOLE NATIONALE SUPERIEURE DE CHIMIE DE LILLE	France	31
UNIVERSITY OF WISCONSIN OSHKOSH	USA	28
UNIVERSITY OF UTAH	USA	27
EPF	France	26
SCIENCES PO	France	26
GLASGOW CALEDONIAN UNIVERSITY	United Kingdom	25
BALL STATE UNIVERSITY	USA	24
UNIVERSIDAD PARA LA COOPERACIÓN INTERNACIONAL	Costa Rica	23
FACULDADES INTEGRADAS SANTA CRUZ DE CURITIBA	Brazil	21
ECOLE NATIONALE SUPERIEURE DE CERAMIQUE INDUSTRIELLE DE LIMOGES	France	21
KEDGE (TEST - UNIVERSITY FOR FACULTY MEMBERS)	France	21
HAWAII PACIFIC UNIVERSITY	USA	21
SCHOOL OF BUSINESS, ECONOMICS AND LAW AT THE UNIVERSITY OF GOTHENBURG	Sweden	20
UNIVERSIDAD AUTONOMA DE MADRID	Spain	17
UNIVERSITY OF CALIFORNIA RIVERSIDE	USA	17
HONG KONG BAPTIST UNIVERSITY	China (Hong Kong)	16
ECAM STRASBOURG-EUROPE	France	16
RHODES UNIVERSITY	South Africa	16
STATE UNIVERSITY OF NEW YORK AT NEW PALTZ	USA	15
ENSGTI	France	14
FACULDADES INTEGRADAS DO BRASIL - UNIBRASIL	Brazil	12
PORTLAND COMMUNITY COLLEGE	USA	12
CANTERBURY CHRIST CHURCH UNIVERSITY	United Kingdom	11
EM STRASBOURG	France	10

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

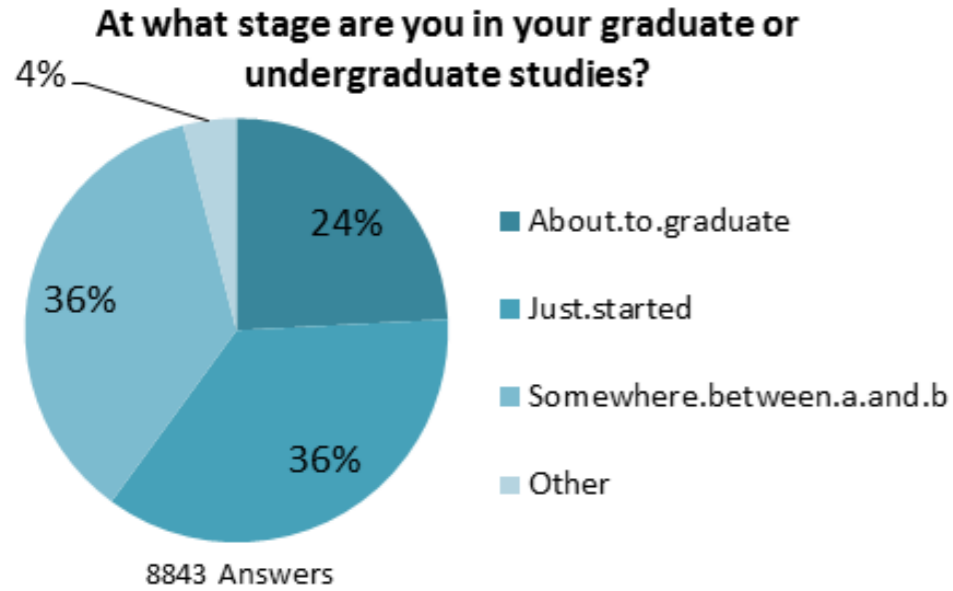## FIG 3: Survey Question on the Stage of Studies (%)

At what stage are you in your graduate or undergraduate studies?

- About.to.graduate — 24%
- Just.started — 36%
- Somewhere.between.a.and.b — 36%
- Other — 4%

8843 Answers

FIG 5: Average and median % of correct answer per test mode (examination mode, learning mode) Results on global score

Score (%)

	Average	Median
Examination Mode	51,71	52
Learning Mode	54,68	54

Among the 314 sessions organized by the registered universities, 55% choose to conduct the test as an examination; whereas 45% used it as a learning tool (students are free to take the test in their own time in a specific time slot).

The score between the two types of sessions are similar. However, as expected, the results of the sessions in Learning Mode are a little higher.

FIG 4: Average correct answers obtained by students Sustainability Literacy Worldwide (%) V1
(period January 15 to October 24, 2014) – Results on global score
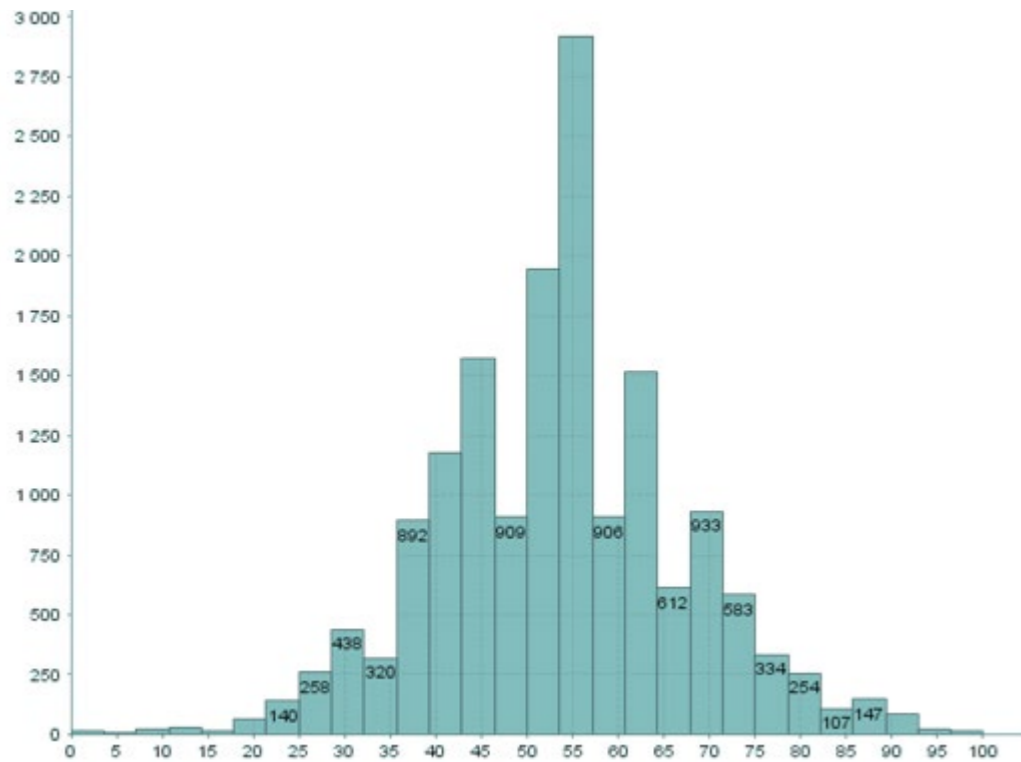
18553 students have taken the V1 of the Sustainability Literacy Test worldwide between January and October 2014.

The average score of the Sulitest (worldwide) is 53.61%

The median score is 54%

The distribution of results is balanced.

For the Version 2, this result can be used to calibrate the level of difficulty expected for the test.

FIG 6: Average correct answers obtained by students Sustainability Literacy Worldwide V1
### (period January 15 to October 24, 2014) - Results on International Questions
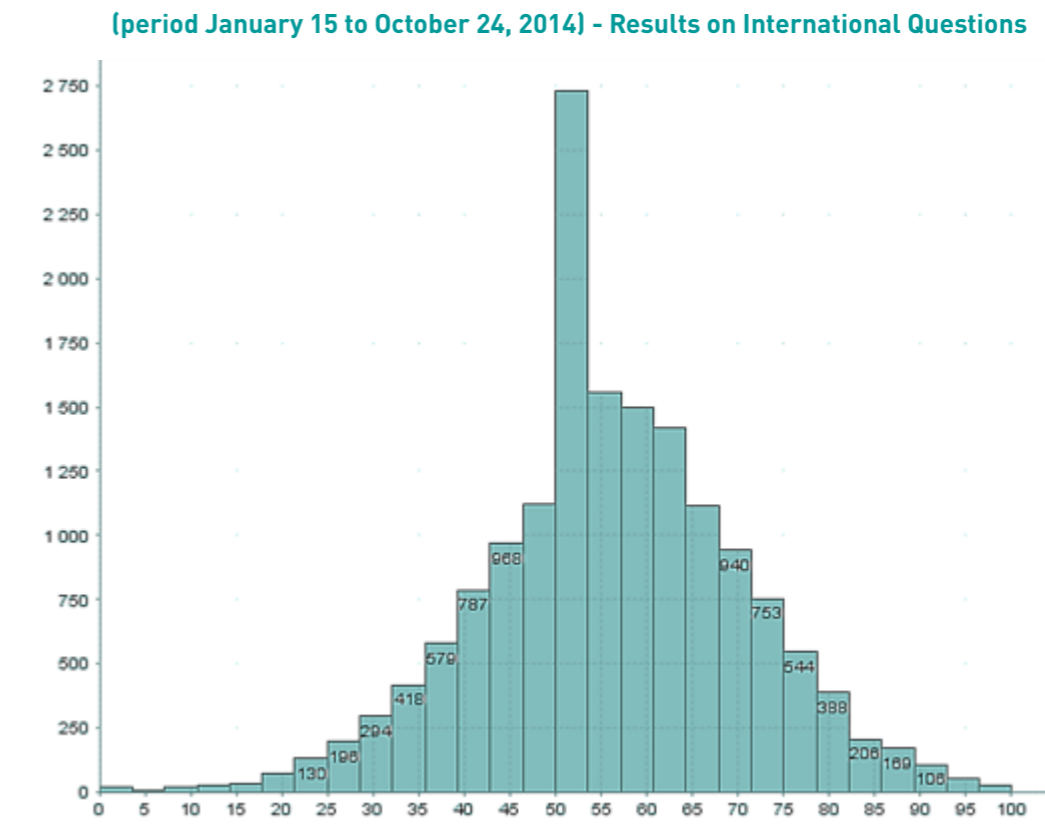
The average score of the test (worldwide) for the International Questions is 56.05%

The median score is 56.67%

The distribution of results is balanced.

FIG 7: Average and median % of correct answer on international questions per testing mode

As expected, sessions organized in Examination Mode result in lower scores than in Learning Mode.
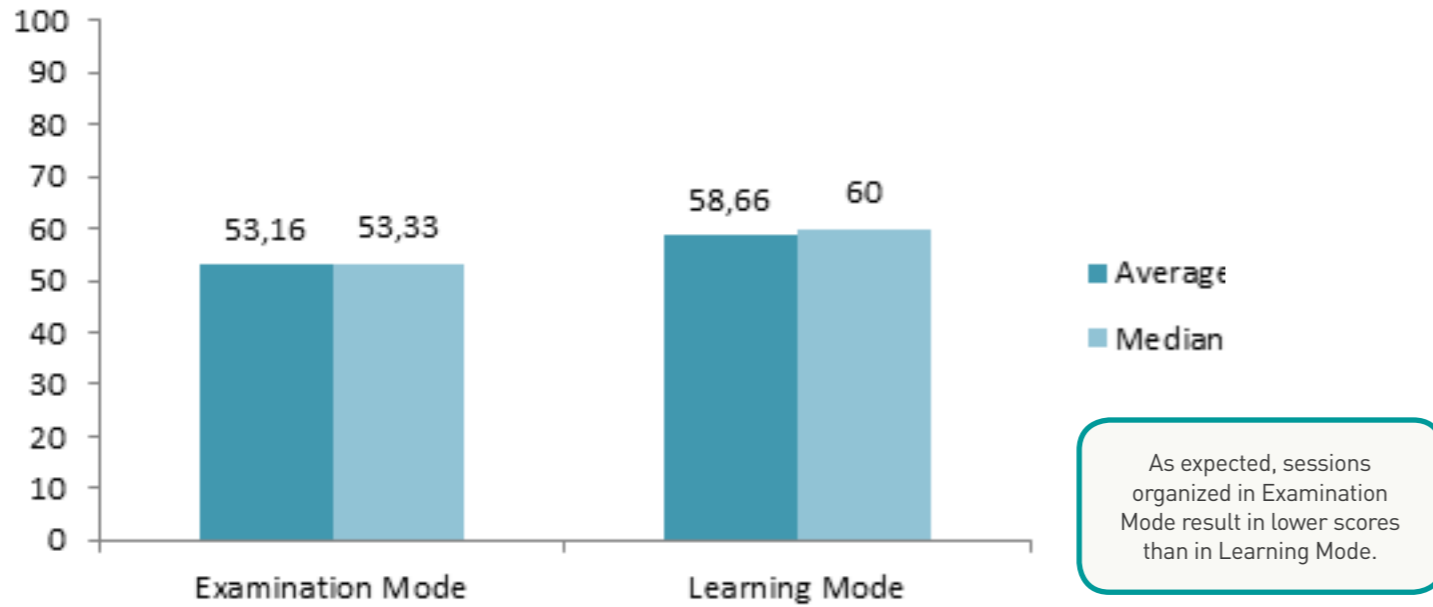
Sessions taken by more than 5 students in Examination Mode vary from 6 to 287 students with an average of 53 students per session.

Sessions taken by more than 5 students in Learning Mode vary from 6 to 495 students with an average of 60 students per session.

We have chosen to differentiate between two types of sessions to present results as the level of difficulty is clearly different in examination and learning mode.

FOCUS ON EXAMINATION MODE SESSIONS

Among the sample of 18416 students, 52% took the test in Examination Mode.

FIG 8: Average score (%) on International Questions

per student type (examination mode)
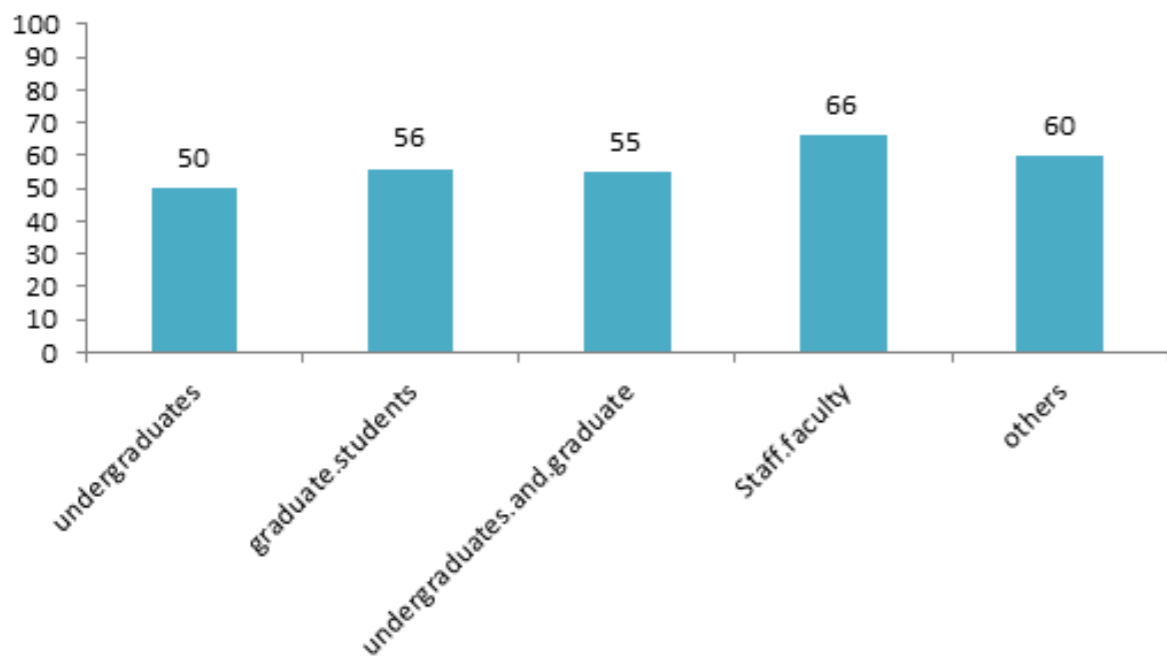
FIG 9: Average score (%) on International Questions

per core subject (examination mode)

FIG 10: Average score (%) on International Questions :

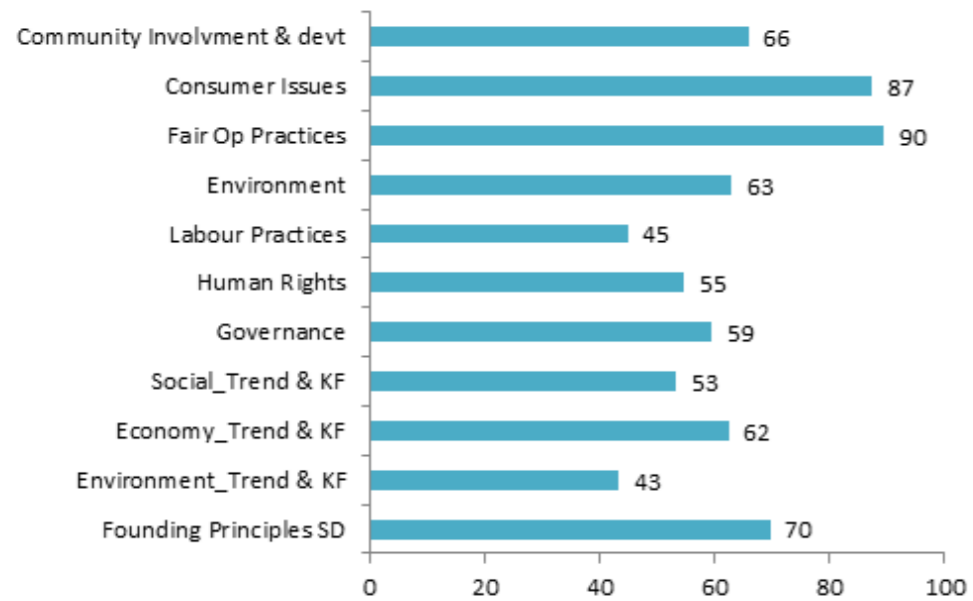**Core Subjects per Type of Students (Examination Mode)**
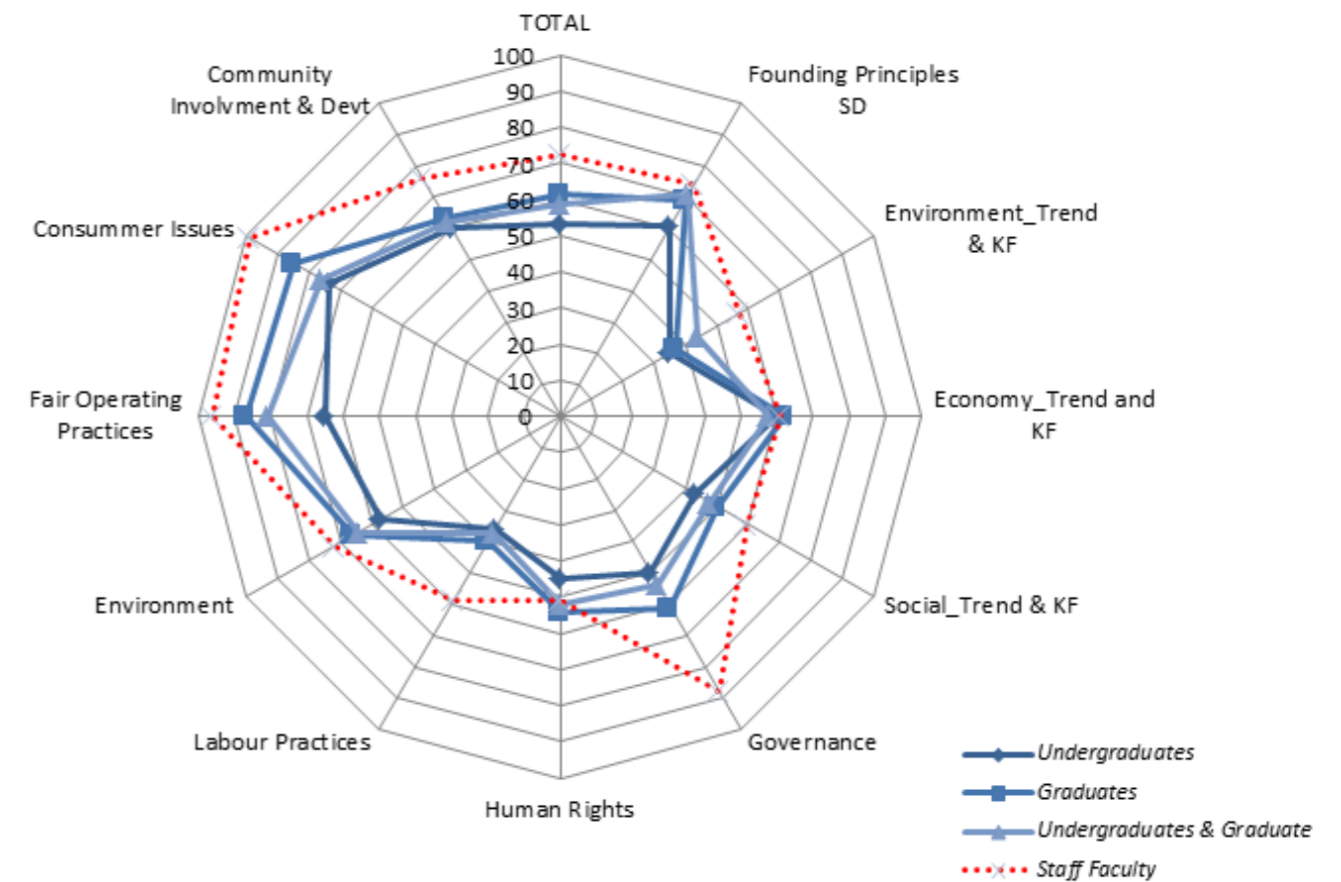
FOCUS ON LEARNING MODE SESSIONS

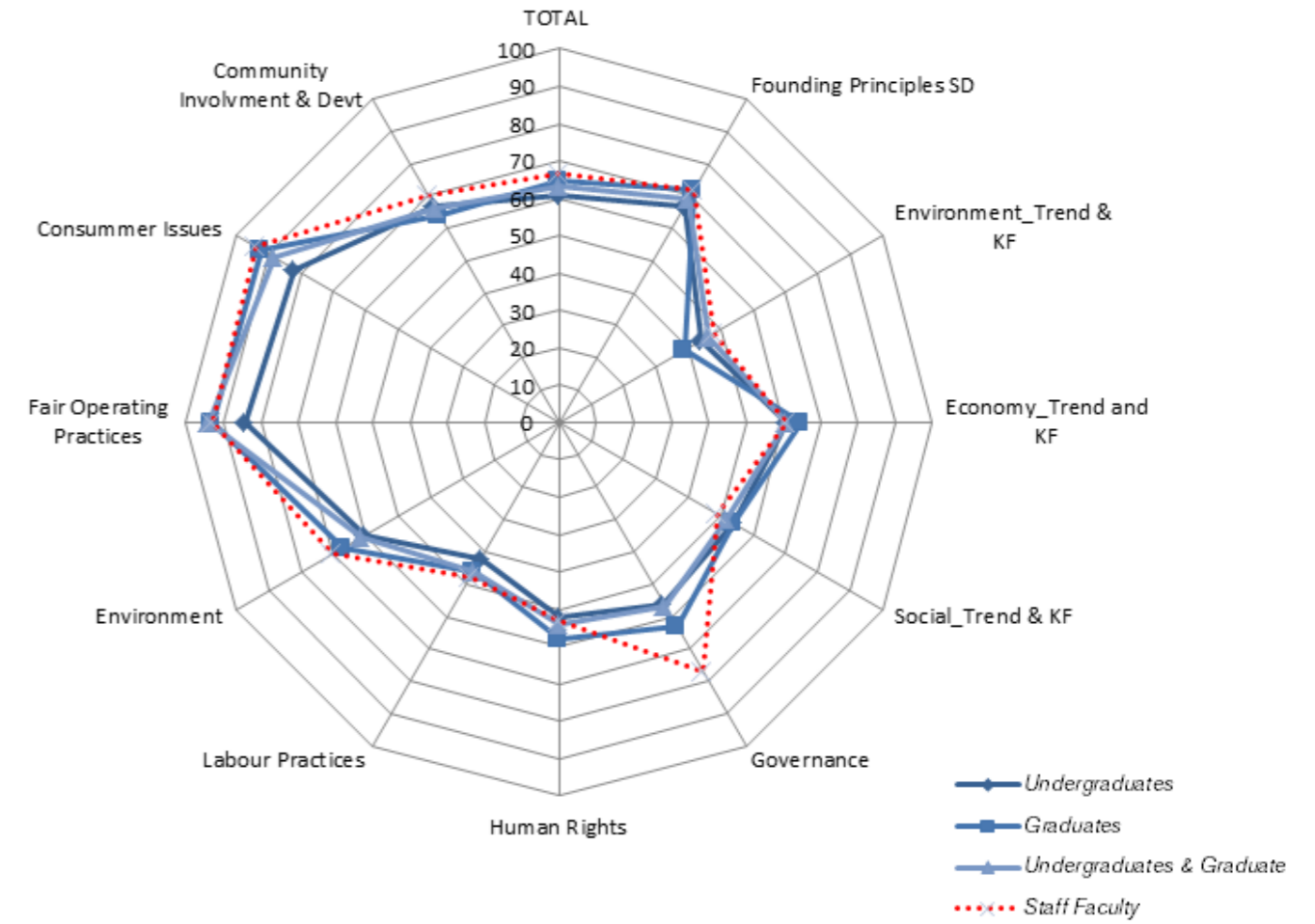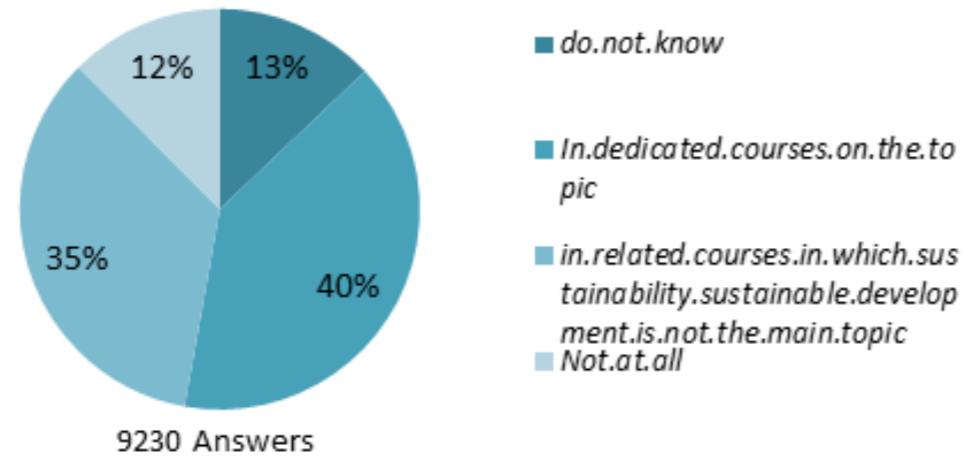Among the sample of 18416 students, 48% took the test in Learning Mode.

FIG 11: Average score (%) on International Questions per student type (Learning mode)

Student type	Score
undergraduates	57
graduate students	60
undergraduates and graduate	59
Staff faculty	61
others	59
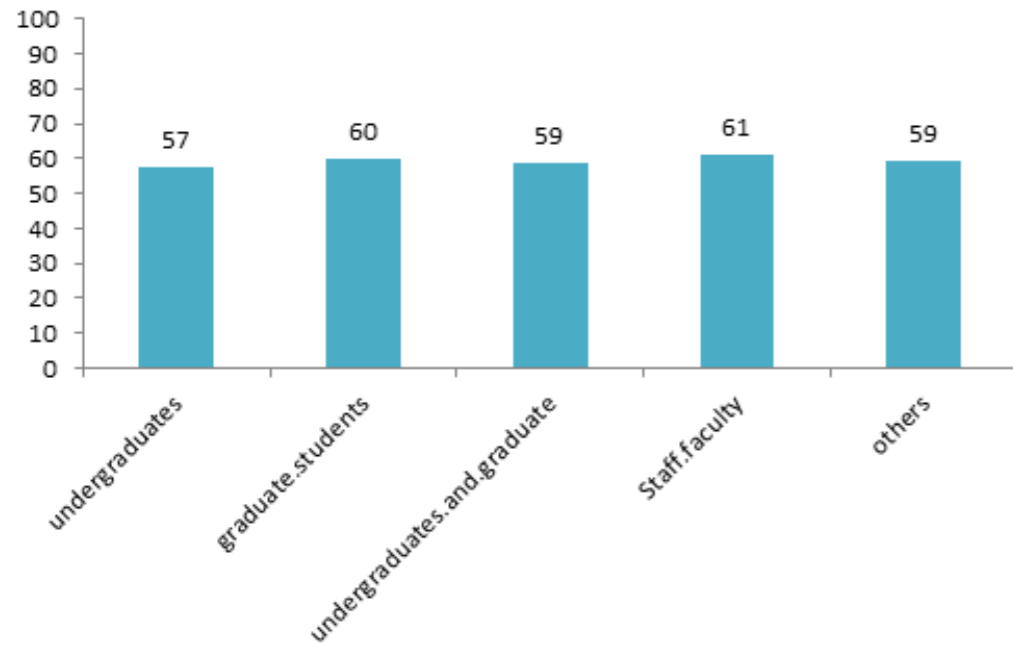
FIG 12: Average score (%) on International Questions per core subject (Learning mode)

Core subject	Score
Community Involvment & devt	66
Consumer Issues	87
Fair Op Practices	90
Environment	63
Labour Practices	45
Human Rights	55
Governance	59
Social_Trend & KF	53
Economy_Trend & KF	62
Environment_Trend & KF	43
Founding Principles SD	70

FIG 13: Average score (%) on International Questions : Core Subjects per Type of Student

ESD SURVEY QUESTIONS

At the end of the test, students are asked to answer to several survey questions about their backgrounds and experience in ESD (Education for Sustainable Development).

These questions were not mandatory and the following results do not apply to the entire sample. However, they do give us an overview of the responses on these issues.

FIG 14: Sustainable Development University's Curriculum
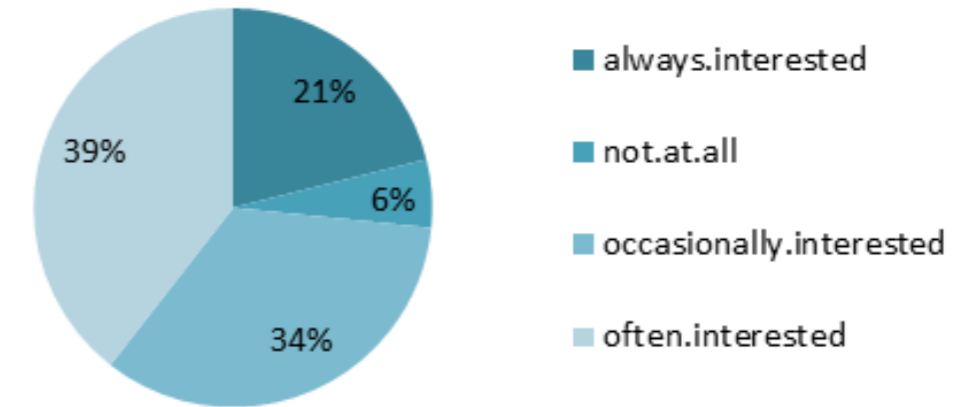
Is SD included in your university's curriculum?

- do.not.know
- In.dedicated.courses.on.the.topic
- in.related.courses.in.which.sustainability.sustainable.development.is.not.the.main.topic
- Not.at.all

9230 Answers

FIG 15: Sustainable Development in University's Graduation

Is SD required for graduation at your university ?

- do.not.know
- No
- Yes

9220 Answers
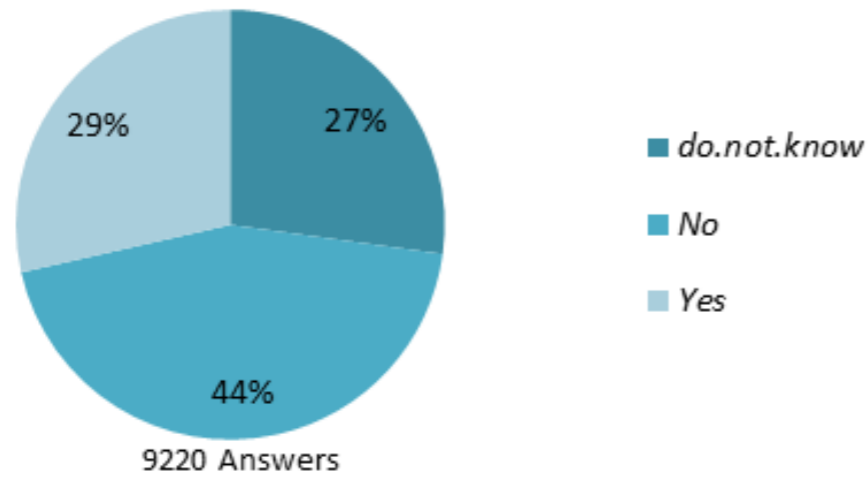
FIG 16: Interest in Sustainable Development

How interested are you in SD?

- always.interested
- not.at.all
- occasionally.interested
- often.interested

FIG 17: Staying Informed about Sustainable Development

Do you keep up with the news about SD?

- Never
- often
- rarely
- try.to.all.the.time

9259 Answers
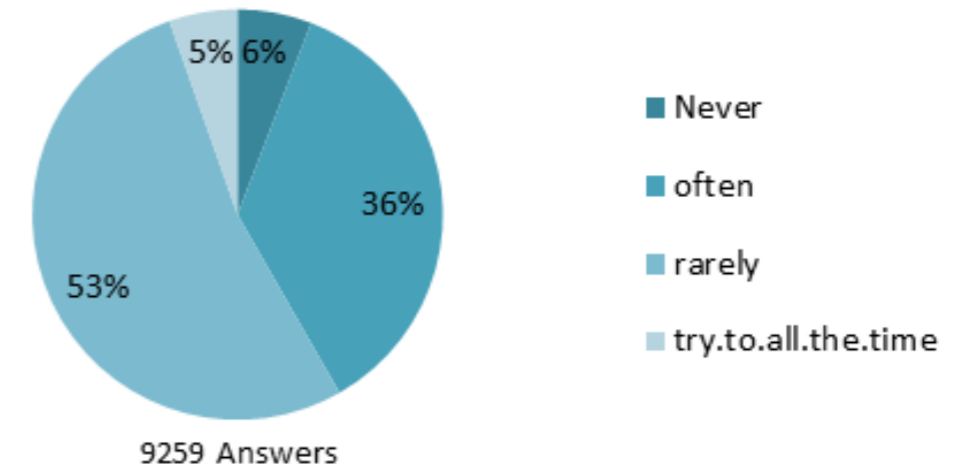
This data give a snapshot of the type of respondent and their experience in ESD (Education for Sustainable Development). More detailed results are available, as we want to promote more interest in conducting academic research on the basis of this first version of the Sustainability Literacy Test.

A research group gathering partners from registered universities and RNEC has already been created for this purpose with a first meeting taking place in July 2014. There are many possibilities for conducting academic research just based on these preliminary first results. A list of potential research themes has already been identified and is being completed. For example, research could focus on the following topics:

- The potential of the test as a tool to improve ESD

- The impact of local contexts on the vision of sustainability literacy through the production process of local questions by each RNEC: the topics covered, the questions' format (quantitative / qualitative, focus on diagnosis / policy and leverages of action...)

- Analysis of the results. Do they depend on the individual back-grounds of respondents (socio-demographics, nationality, family background, level of income...) or the contextual/environmental effects such as country of residence, type of university, level of de-gree / advancement in the studies.

- The influence of students' experience in ESD on the test results. Does the interest for sustainability have an impact on the results? Is the way sustainability is addressed by universities (included or not in the curriculum, mandatory or not) influence the size and results of sessions?

This list of potential topics based on the Sustainability Literacy Test is broad and far reaching.

ACCEPTED LIMITS
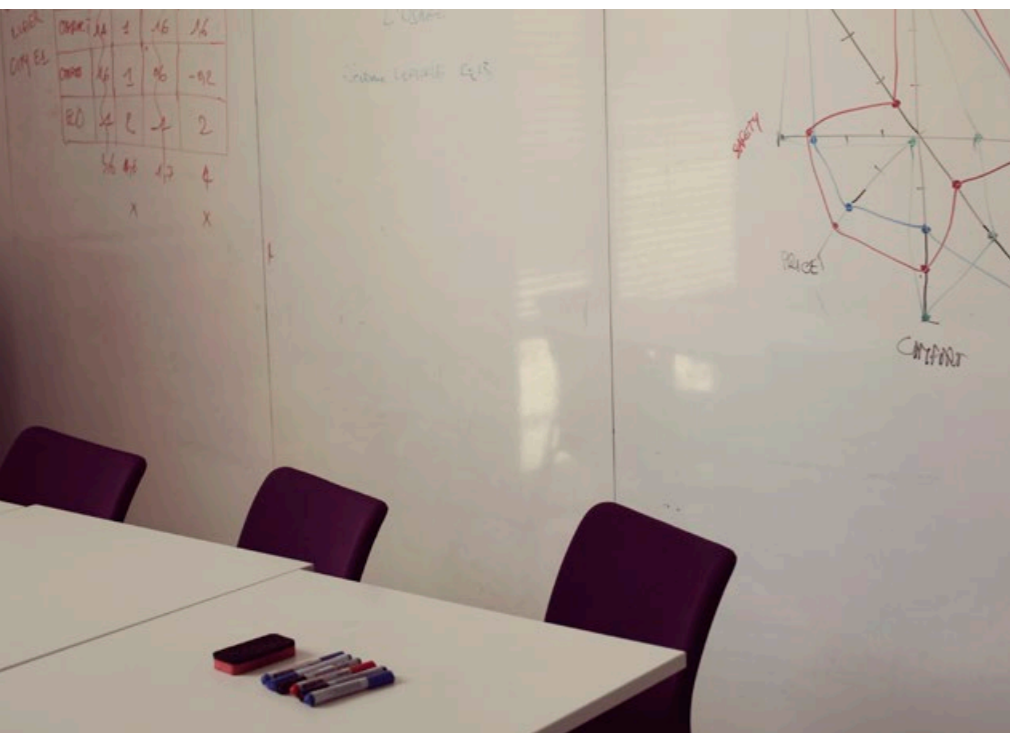
We know that this test will never guarantee that our students will behave responsibly and make ethical decisions. Anyone can have knowledge about crucial social and environmental issues and decide not to act; or even to take unethical advantage of the situation. Similarly, "knowledge about the challenges" does not mean "knowledge of possible courses of responsible and ethical action".

Is this a test of basic literacy or expertise?

At this stage, the test is designed to assess a minimum level of knowledge, not a higher level of expertise about sustainability. We have received requests to work on a more expert-level test and this is on our docket for the future.

Will this test assess students' ability to contribute to a sustainable world?

This test doesn't claim to be "The" solution to evaluate the ability of students and graduates to contribute to a sustainable world. It should be complemented with other assessment tools on values and competencies necessary to create systemic changes for a sustainable future.

How does the Sustainability Literacy Test assess complex knowledge given its "simple" multiple choice question format?

It simply can't! We recognize that knowing about the elements of our complex world system doesn't guarantee systemic comprehension of the challenges facing humanity and the planet. On the other hand, if we want to collectively find solutions to those different issues, we need at the very least a shared core of basic knowledge. At this stage, this test is focused on the basic knowledge necessary to move sustainability issues forward.

Too many questions with precise numbers? Not enough questions on basic definitions? What about more questions on systems thinking and interdependencies? Questions seem to be too hard, too easy?

Create a relevant worldwide test is not an easy task! While some countries like to have numerical questions, others would prefer to avoid any numbers. For this pilot version of the test we've tried to create a balance between different mindsets and we recognize it's certainly not perfect, but at least it exists... We welcome any feedback in order to improve this first worldwide tool.

I took the test and I think some of the questions are less relevant than some others; or, as an examiner, I think there are some missing topics.

As questions are randomly selected out of a pool, nobody taking the test will have access to the full set of questions. Our database of global questions as well as questions for each region/country will be enhanced year after year. We have tried to cover the whole scope of Sustainable Development and corporate social responsibility in the pilot version, and to avoid too many facts and definitions. Every RNEC welcomes feedback and ideas that could be implemented in Version 2.

TOMORROW

The enthusiasm for this Sustainability Literacy Test pilot version confirms the need for such a tool in order to help raise awareness and spread the concept of sustainable development globally.

In just a few months the test has generated tremendous amount of positive energy, we are only just beginning.

Already a dozen organizations have committed to creating in the coming month local questions for new countries/regions. With the continued unwavering support of UN organizations, academic networks and the commitment of faculty, students and civil society (NGOs, companies, trade unions ...), this test will be customized in fifty countries in time for the V2; and we will soon be able to reach 50,000 students!

If the tool was initially designed for students, nearly 200 faculties and staff from universities have already taken it. We have been contacted by companies wishing to use this tool for their staff, and recruitment agencies for their candidates. We having been working the past few weeks on a version for businesses, institutions, government etc., adding the features for customizing and adding test questions related to specific industries, professions or particular challenges facing an organization.

Students have also asked us whether they could indicate their score on their CV or résumé. A team has been working for several months to design an "official certification" process for the test in the near future.

From a research perspective, the first academic articles are about to be written and considerable amount of (anonymous) data has opened up a huge field of investigation.

In the coming months, in collaboration with experts, the scientific committees and feedback from users, we are going to improve this pilot version. We will rework questions and rethink the matrices to give the test a more systematic approach. One of the major challenges will obviously be to find a sustainable business model for the NGO which lead the test. These future improvements are exciting and important projects to pursue.

The NGO needs to grow and be able to offer this test for free and at any time to universities around the world. All the people committed in this project have a dream: to be sure that tomorrow all graduates from higher education will be sufficiently equipped with knowledge and skills to act responsibly. Please, help us to make this dream a reality.

APPENDIX

APPENDIX 1 :
## PROCESSES

5 STEPS TO TAKE THE TEST
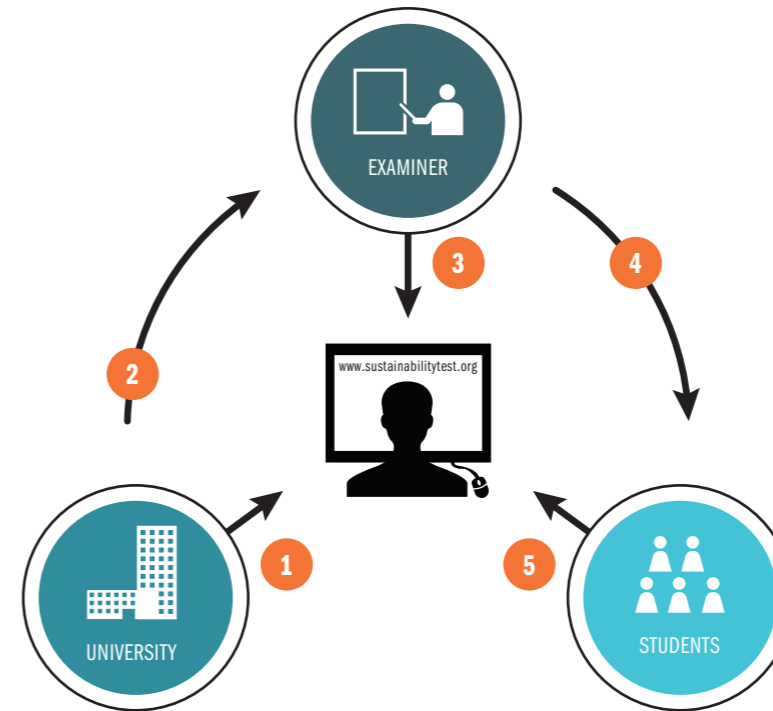
1 HEI*
registers (creation of a university/ college account)
nominates examiner(s).

2 HEI
sends examiner(s) login & password.

3 EXAMINER
creates examination session(s) (time, duration...).

4 EXAMINER
invites students for a specific examination session (exam session number & personal student login**).

5 STUDENT
creates an account (exam session N°, personal student login & password***)
chooses the language (when available)
takes the test.

* Higher Education Institution

** In order to allocate students with their Personal Student login, examiners could for example use existing student ID such as student card number.

*** Which will allow student to come back to the test

4 LEVELS OF RESULTS
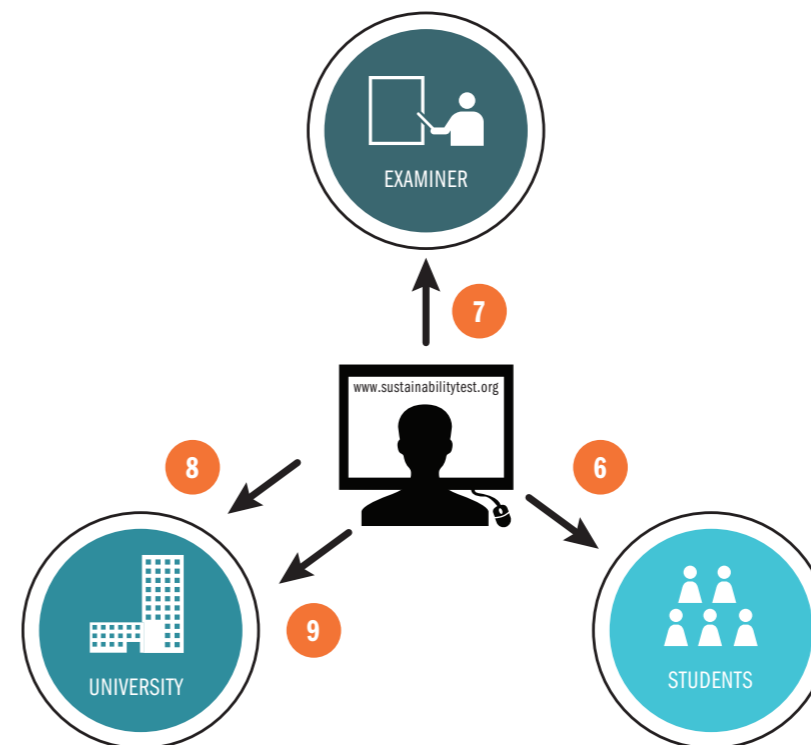
6 STUDENT
receives their personal score (directly at the end of the exam).

7 EXAMINER
receives their individual students' scores with statistics per topic (at the end of each session).

8 HEI
receives all students' scores for the institution (confidential).

9 HEI
receives statistics and worldwide survey (anonymous results) at the end of the Version 1 period.

APPENDIX 2 :
ORGANISATION & GOVERNANCE

GLOBAL CONTEXT: OUR 'RAISON D'ÊTRE'

There is an ever growing awareness of the urgent need for knowledge and skills necessary to address the current social, economic & environmental challenges, locally and globally, and the need to create and develop tools and training in sustainability & CSR. Educators, researchers and educational institutions have a critical role to play in addressing these urgent issues by raising awareness and contributing to the development of knowledge and skills of current and future generations.

OUR VISION

To achieve worldwide Sustainability Literacy (knowledge, skills, and mindsets) for global citizens, professionals and consumers with the goal of building engagement and commitment, making informed and responsible decisions so that we may collectively build a sustainable future*.

(*meet the needs of the current generations without compromising the ability of future generations to meet theirs).

OUR MISSION

Our mission is to measure and improve Sustainability Literacy worldwide by providing citizens and organizations with internationally recognized and locally relevant assessment tools; and by sharing meaningful information and data with stakeholders, researchers and educators.
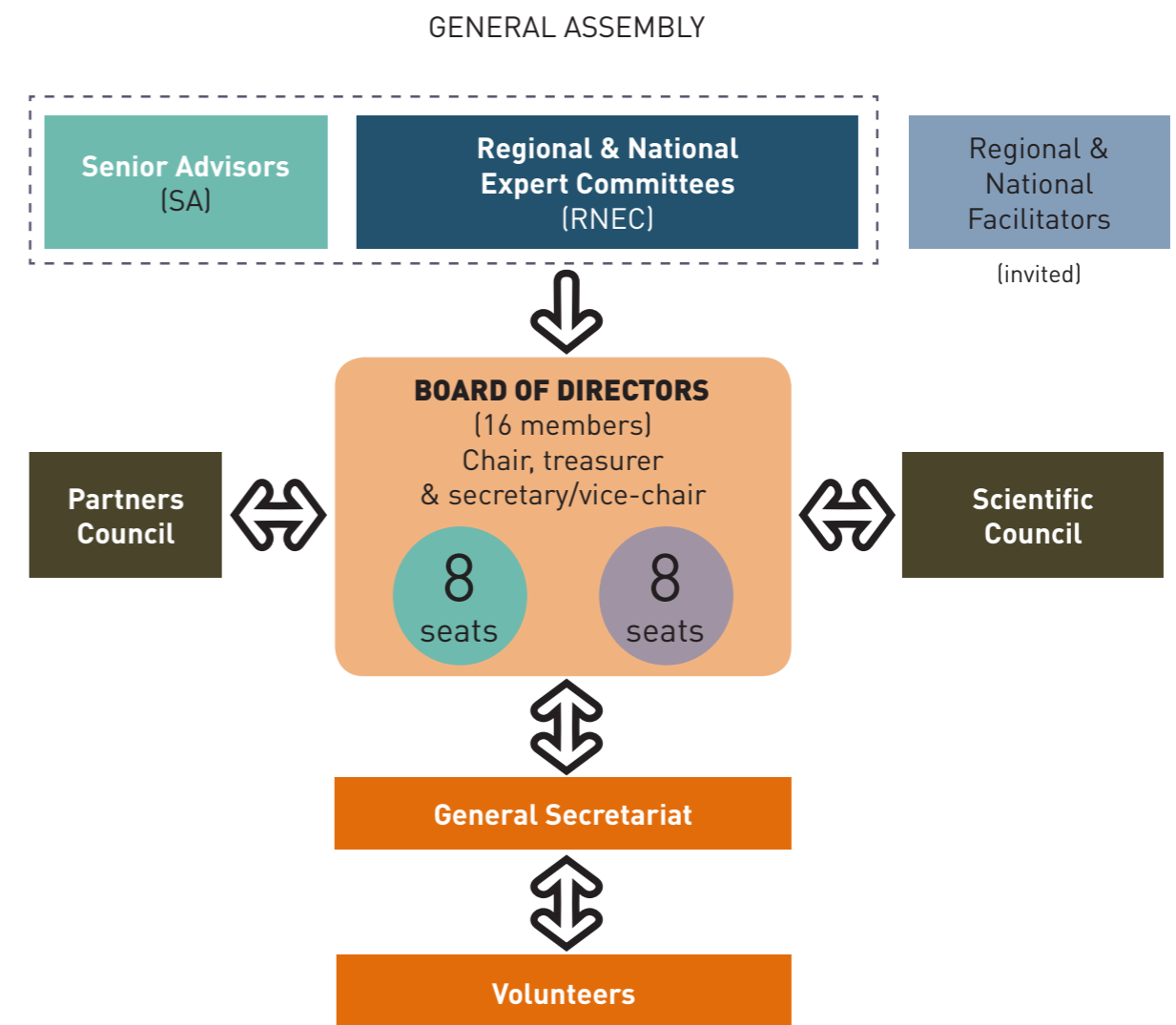
STRATEGY & RESOURCES

As universities and colleges are key players in the international pursuit of sustainable development education, the test is available for free to any academic institution in the world. In future versions, the test will be available to other stakeholders like corporations, recruitment agencies, institutions, governments...

In order to fulfill its mission for the « common good » and offer services (for free) to the academic world, our non-profit organization:

- Receives public grants/funds
- Receives donation from corporation, institutions (foundation) as well as individuals
- Sells services and products to organizations (e.g. test for employees) and individuals (e.g. certificate)

TYPE OF ORGANIZATION

NGO under French law ("Association loi 1901"),

GENERAL ASSEMBLY

Senior Advisors (SA)

Regional & National Expert Committees (RNEC)

Regional & National Facilitators (invited)

BOARD OF DIRECTORS
(16 members)
Chair, treasurer & secretary/vice-chair

8 seats

8 seats

Partners Council

Scientific Council

General Secretariat

Volunteers

PROCESS FOR SETTING UP THE ORGANIZATION

STEP 1
CREATION OF THE ASSOCIATION

- Formal / administrative creation in December 2014
- Nomination of a temporary Board for maximum one year

STEP 2
ORGANIZATION OF THE FIRST MULTI-STAKEHOLDER GENERAL ASSEMBLY IN THE SECOND HALF OF 2015

- Ratification of the members of the association:
  Senior Advisors
  Regional & National Expert Committees
- Election of the full Board (members & Chair)
- Discussion & Approval of the provisional budget & global strategy

General Assembly

• Mission

The General Assembly elects and gives a confidence vote to the Board of Directors and to the Chair.

It approves annual accounts and validates broad strategic direction

• Composition :

Members of the GA

Regional National Expert Committees: 50% of votes

Senior Advisors: 50% of votes

• Entry Procedure

Entry of new members is proposed / decided by the Chair / Director based on list of entry criteria.

• Operational functioning

At least one International Council Meeting (General Assembly meeting) per year

• Invited bodies (without right to vote)

Regional/National Facilitator

Board of Directors

• Mission

Discuss and approve strategic direction and decisions based on the proposals submitted by the Chair (while the recruitment of a Director)

Ratifies new members and can exclude members.

In charge of the recruitment of the Director

• Composition

16 individuals based on skills and competencies.

• Entry Procedure

Members are elected by the General Assembly for a 4 years period

They are renewed by half every 2 years.

2 colleges : SA (8 seats), RNEC (8 seats)

• Operational functioning

At least a Meeting per trimester (could be virtual)

A sub-group of the Board made up of the Chair, treasurer and Secretary/Vice-Chair prepares and defines strategy and is the main contact with the Staff

Regional / National Expert

• Mission:

Lead the development of the Sustainability Literacy Test in their local environment including

Translate International Questions (if needed).

Develop local questions (by identifying a local subject expert to head a local committee)

Engage local higher education institutions in piloting the assessment.

Composition

Regional or national higher education organizations (for instance, SD working group of the National association of universities or network of universities engaged in SD)

• Entry Procedure

Entry of new members is proposed / decided by the Chair and endorsed by the Board based on list of entry criteria.

• Operational functioning

Autonomous set-up in their own region/country

Online work with the General Secretary

At least one dedicated workshop during the yearly International Council Meeting (General Assembly).

50% of votes in the General Assembly

8 seats at the Board of Director

Senior Advisors

• Mission

Guarantee homogeneity and coherence and validate the whole test before diffusion

Guarantee the independence and spirit of the project

Support the development of the mission in all the ways they can and wish to,

Bring into the movement the strength of diverse networks and expertise

• Composition

HESI initiators and other UN bodies involved in education and sustainable development

HESI endorsers

Other relevant international networks/associations.

• Entry Procedure

Entry of new members is proposed / decided by the Chair and endorsed by the Board based on list of entry criteria.

• Operational functioning

Online work with the General Secretariat

At least one dedicated workshop during the yearly International Council Meeting (General Assembly).

50% of votes in the General Assembly

8 seats at the Board of Director

General Secretary

• Mission:

Coordination / secretariat / administration / partners management

Global organization, coordination between committees and boards.

IT administration (relation with the web agency, inscription, data base management, web site, confidentiality centralized collection and diffusion of results…)

Creation of MCQ (on line software) and web site

International surveys / reports

International development

Organization of a yearly International Council Meeting.

• Composition

Director and Staff

Regional/National Facilitator (RNF)

• Mission:

Same as RNEC

Responsibility to create/organize a national/regional representative organization within 3 years following its first participation

• Composition

In the absence of an official RNEC, leading university.

Leading institution with involvement from at least 2 experts outside their own institution.

Entry Procedure

Entry of new members is proposed/decided by the Chair and endorsed by the Board based on list of entry criteria

• Operational functioning

Autonomous set-up in their own region/country

Online work with the General Secretary

Invited to participate to the yearly International Council Meeting (General Assembly) without right to vote

At least one dedicated workshop during the yearly International Council Meeting (General Assembly).

Scientific Council

• Mission

Build up the credibility of the literacy test

Explore issues and advice the Board of Director on literacy test questions

In charge of the Test analysis, yearly evaluation of the result, promote the academic research linked to the test

• Composition

Experts and Academics (20 to 30 members)

Their collective expertise maps the core subjects of CSR and sustainable development (climate change, environment, health, poverty, education…)

• Entry Procedure

Entry of new members is proposed/decided by the Chair and endorsed by the Board based on list of entry criteria

Partners Council

• Mission

Strengthen the organization through their financial and institutional support (without becoming formal member)

• Composition

Financial and institutional supporters of the organization (institutions, Corporation, Media…)

SENIOR ADVISORS

UNESCO: As lead-agency of the UN Decade of Education for Sustainable Development, UNESCO supports policy-makers in integrating Education for Sustainable Development (ESD) into education plans and curricula; publishes material on ESD for decision-makers, teachers and students; monitors progress in the implementation of the UN Decade; communicates good ESD practice in all areas of education; brings together ESD practitioners from all world regions; and contributes to developing ESD further. http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-sustainable-development/

UNDP is the United Nations' International development agency, working on the ground in 177 countries to provide knowledge, experience and resources to craft country-owned solutions to International and national development challenges. UNDP partners with people at all levels of society to help build nations that can withstand crisis, and drive and sustain the kind of growth that improves the quality of life for everyone. UNDP helps countries build and share solutions to the challenges of: poverty reduction, democratic governance, crisis prevention and recovery, and environment and energy for sustainable development. UNDP's network also links and coordinates International and national efforts to reach the Millennium Development Goals and to support the post-2015 development agenda and the creation of the Sustainable Development Goals (SDGs). UNDP produces regular Human Development Reports, addressing major development issues at both International and national levels also maintains the widely cited Human Development Index, which provides comparative data on absolute and relative progress in quality of life among countries. www.undp.org

UNEP: The United Nations Environment Programme conducts Environmental Education and Training that promotes attitudes and value systems that influence environmentally ethical behaviour by developing understanding, skills and values that enable people to participate as active and informed citizens in the development of an ecologically sustainable and socially just society. Environmental Education is fundamental to the achievement of the goal of Sustainable Development. Education and training are essential to UNEP fulfilling its mandate of inspiring, informing and enabling nations and peoples to achieve sustainable development. UNEP's flagship initiative, in conjunction with the Higher Education Sustainability Initiative (HESI), is the International Universities Partnership on Environment and Sustainability (GUPES), which aims to promote the integration of environment and sustainability concerns into teaching, research, community engagement, the management of universities, greening of university infrastructure/facilities/operations, as well as to enhance student engagement and participation in sustainability activities both within and beyond universities. www.unep.org/training/about/index.asp

UN DESA: Working towards an inclusive, prosperous and sustainable world, the UN Department of Economic and Social Affairs collaborates with governments and stakeholders around the world to meet their economic, social and environmental goals.

DESA is the UN Secretariat entity responsible for the development pillar of the United Nations. www.sustainabledevelopment.un.org

UN PRME: The mission of the UN-supported Principles for Responsible Management Education (PRME) initiative is to inspire and champion responsible management education, research and thought leadership Internationally. The PRME are inspired by internationally accepted values such as the principles of the United Nations International Compact. They seek to establish a process of continuous improvement among institutions of management education in order to develop a new generation of business leaders capable of managing the complex challenges faced by business and society in the 21st century.

In the current academic environment, corporate responsibility and sustainability have entered but not yet become embedded in the mainstream of business-related education. The PRME are therefore a timely International call for business schools and universities worldwide to gradually adapt their curricula, research, teaching methodologies and institutional strategies to the new business challenges and opportunities. Taking the Six Principles as a guiding framework, any institution which is willing to integrate corporate responsibility and sustainability in a gradual but systemic manner is welcome to join the initiative. www.unprme.org

ULSF: The Association of University Leaders for a Sustainable Future is the Secretariat for signatories of the Talloires Declaration (1990), which has been signed by over 400 college and university presidents and chancellors worldwide. ULSF provides resources and support for sustainability as a critical focus of teaching, research, operations and outreach in higher education through publications, research, and assessment. www.ulsf.org

CEEMAN is the international association for management development in dynamic societies, Established in 1993 it has grown into an international association of more than 210 members from 53 countries in Europe, North America, Latin America , Africa and Asia CEEMAN fosters the quality of management development and change processes by developing education, research, consulting, information, networking support, and other related services for management development institutions and corporations operating in dynamically changing environments. Its holistic approach to the phenomena of change and leadership development builds on the specific value platform that celebrates innovation, creativity,respect for cultural values, and promotes the principles of responsible management education.
Learn more about CEEMAN at: www.ceeman.org

MEDIES . The Mediteranean Education Initiative for Environment and Sustainability aims to support the educational community in its efforts to contribute to the implementation of Agenda 21, the Millennium Development Goals (MDGs), as well as the UN Decade of Education for Sustainable Development (2005-2014), through the successful application of innovative educational programs in all countries around the Mediterranean basin. http://www.medies.net/main1.asp

GRLI: The Internationally Responsible Leadership Initiative is a worldwide partnership of companies and business schools/learning organizations working together in a laboratory of change to develop a next generation of internationally responsible leaders. The GRLI engages in thought leadership, advocacy and projects to achieve measurable impact. Founded in 2004 by the European Foundation for Management Development and the UN International Compact, today it comprises 70 partner (member) organisations who are committed to transforming leadership development. It is a member organization, a foundation, an advanced laboratory and a movement. www.grli.org

ARIUSA : The Alliance of Ibero American Networks of Universities for Sustainability and Environment (ARIUSA) is a network of networks created in Bogotá - Colombia, on 26 October 2007, during the IV International Congress on University and Environment. The mission of ARIUSA is to promote and support coordinated actions in the field of the higher environmental education, as well as academic and scientific cooperation between university networks on environment and sustainability. ARIUSA has 23 environmental university networks, at national and international level: 6 Founder Networks, 10 Member Networks and 7 Operating Networks. In total, there are grouped 291 universities in 15 countries: Colombia, Peru, Argentina, Uruguay, Mexico, Brazil, Guatemala, Cuba, Ecuador, Costa Rica, Dominican Republic, Bolivia, Chile, Venezuela and Spain. www.ariusa.net/

AMFORHT – Association Mondiale pour la FORmation Hôtelière et Tourisme or WAHTET - World Association for Hospitality and Tourism Education and Training was created at Nice in 1969, as part of the same movement which created UN WTO, the U.N. World Tourism Organization. Its aim is ¨to define, develop, promote and adapt world tourism training to the needs and evolution of the tourism industry¨. Every year, its world Forum gathers the representatives of the three categories of institution and people that can shape the future of tourism education and training : companies, schools and universities, NGO related to tourism. http://www.amforht.com

HEASC: The Higher Education Associations Sustainability Consortium is a network of higher education associations (HEAs) in the United States with a commitment to advancing sustainability in both their constituencies and in the system of higher education itself. HEASC helps higher education exert strong leadership in making education, research, and practice for a sustainable society a reality. Higher Education's leadership is critical to help businesses become sustainable, to have strong thriving and secure communities, and to provide economic opportunities for the broadest number of people while preserving the life support system on which all current and future generations depend.

WFCP: The World Federation of Colleges and Polytechnics is an international network of colleges and associations of colleges. WFCP provides leadership in delivering workforce education for our International economy. Members share leading-edge education strategies and best practices to increase workforce employability in countries around the world. The Sustainability and Renewable Energies Affinity Group/Network focuses on sharing curricular and other educational resources and precedents. http://wfcp.org

GUPES: The Global Universities Partnership on Environment and Sustainability. The flagship program of UNEP's Environmental Education and Training Unit is GUPES, the Global Universities Partnership on Environment and Sustainability (GUPES). Launched in June 2012 in the lead up to Rio+20 and the joint UN Higher Education Sustainability Initiative (HESI), the goal of GUPES is to increase the mainstreaming of environment and sustainability practices and curricula into universities by supporting innovative approaches to education. This is in accordance with the UN Decade of Education for Sustainable Development, and carried out in partnership with UNESCO, UNU and several partners. At present, over 400 universities are affiliated with the GUPES network worldwide, which continue to grows rapidly. http://gupes.org

IDDRI: The Institute for Sustainable Development and International Relations is a non-profit policy research institute based in Paris. Its objective is to determine and share the keys for analyzing and understanding strategic issues linked to sustainable development from a global perspective. IDDRI helps stakeholders in deliberating on global governance of the major issues of common interest: action to attenuate climate change, to protect biodiversity, to enhance food security and to manage urbanisation. IDDRI also takes part in efforts to reframe development pathways.

As an independent institute, IDDRI mobilises resources and expertise to disseminate the most relevant scientific ideas and research ahead of negotiations and decision-making processes.

It applies a cross-cutting approach to its work, which focuses on five themes—global governance, energy and climate change, biodiversity, urban fabric, agriculture—and one cross-disciplinary program—new prosperity. www.iddri.org

IAU, founded in 1950, is the UNESCO-based worldwide association of higher education institutions. It brings together institutions and organisations from some 120 countries for reflection and action on common concerns and collaborates with various international, regional and national bodies active in higher education. Its services are available on the priority basis to Members but also to organisations, institutions and authorities concerned with higher education, as well as to individual policy and decision-makers, specialists, administrators, teachers, researchers and students. One of its thematic priorities is Higher Education for Sustainable Development. IAU conferences, experts meetings, dedicated working group focusing on HESD help advance and foster the role of HE in promoting SD. See: www.iau-hesd.net

REGIONAL-NATIONAL EXPERT COMMITTEE

ARGENTINA
RAUSA (Argentine universities network for sustainability an environment): The fundamental mission is to promote and support the academically and scientific cooperation in the environmental field between universities of the Argentine and thru their, preserving the autonomy of each university that integrates the alliance and increasing their capacities and the number of members.

AUSTRALIA & NEW ZEALAND
ACTS: Australasian Campuses Towards Sustainability is a non-profit member based organisation representing higher and further education institutions within Australia and New Zealand. ACTS aims to inspire, promote and support change towards best practice sustainability within the operations, curriculum and research of the tertiary education sector. ACTS seeks to build community and business partnerships at the local, national and international level, in order to bring together a network of people for positive engagement, capacity building and change. www.acts.asn.au

BRAZIL
PRME Chapter Brazil, part of the Chapter Latin America and Caribbean, is a voluntary group of educational institutions, corporate universities and support organizations located in Brazil that share the vision of forming responsible leaders prepared to act in the new paradigm of sustainability.

CHINA
CGUN: Launched by Tongji University, "China Green University Network" is guided by the Ministry of Housing and Urban-Rural Development and the Ministry of Education. There are currently 30 university members. The main missions of CGUN are: (1) to reinforce inter-university cooperation and exchange in the field of green campus development; (2) to provide support for the national policy making to advance green campus development; (3) to promote collaborative research, innovation, and popularization of energy conservation and carbon reduction technology in campus facilities; (4) to train senior talents in the field of green campus and sustainability; (5) to provide practical demonstration bases for the green education, green research and the cultivation of green campus culture; (6) to lead the development of Green Universities in China. www.cgun.org

CHILE
Red Campus Sustentable has its origins in the dialogue between various Chilean universities. Its mission is to promote and foster Higher Education Institutions initiatives which contribute to a more just, culturally rich, and environmentally friendly society. To meet this end, the network will provide resources and create spaces of collaboration, also contributing to the continuous incorporation of ethics and best practices of sustainability at the universities.

COLOMBIA
RCFA (Red Colombiana de Formación Ambiental) : The goals of the RCFA is to get an space to collaboration and cooperation between universities, governors institutions and research institutes to improve the sustainability development in Colombia and outside Colombia.

COSTA RICA
REDIES: In 2009 EARTH University initiated the inter-institutional meeting: Prospects for Sustainability in Higher Education Organizations in Costa Rican. This gave rise to the birth of the Costa Rican Network of Sustainable Educational Institutions (REDIES). Started with nine founding organizations, there are now 18 member institutions, with EARTH as the organization's coordinator.   The main objective has been to achieve sustainability on college campuses. To do so, we have defined environmental indicators, achieved the adoption of environmental policies in these institutions, and gained the support and commitment of the universities leadership. REDIES has offered forums on environmental management issues, including: carbon neutrality, waste management, water and sustainable procurement, among others. Representatives of universities have also been trained through Performance Indicator Workshops. In 2012, REDIES joined the Latin American Alliance of Universities for Sustainability and Environment (ARIUSA) and has since been working with several networks including the Sustainability Indicators Network in Universities (RISU).

DOMINICAN REPUBLIC
RAUDO (Environmental Network of Dominicans Universities). It is an association of 16 universities in the Dominican Republic which aims articulate the potential of higher education institutions for the dissemination of topics related to environmental sustainability through education, research and extension. It was founded in February 2012. www.raudo.org.do

EGYPTE
The PRME national Chapter for Middle East and North Africa: host by the American University in Cairo, the MENA PRME Chapter works to provide a platform for dialogue, learning, and action on responsible management and leadership education and research, to increase the visibility of PRME and its signatories in a region, to adapt the Six Principles of PRME into a local context and to develop and promote activities linked to the Principles.

FRANCE
CGE: The Conférence des Grandes Ecoles is a non-profit organization dedicated to support higher education institutions through joint activities, accreditation of educational programs and promotional activities in France and abroad. CGE members are mainly engineering, management and other specialized schools (215), plus companies (16) and non-profit organizations (46). www.cge.asso.fr

CPU: The Conference of University Presidents, as defined in the « Freedoms and responsibilities of the universities » Act of August 10, 2007, is an association with recognized public benefit (117 members). It represents the common interests of institutions of higher learning. French universities have set up a Sustainable Development Committee within the framework of the CPU, in order to identify shared needs, to find answers through partnerships with the socio-economic world, and to share initiatives and tools. www.cpu.fr

REFEDD (French Student Network for Sustainable Development, in French Réseau Français des Etudiants pour le Développement Durable) is a voluntary membership organisation which strives to make sustainable development and associates topics a common and share reality in higher education. We are a network of 105 student-led associations whose projects deal with sustainable development. Our mission is to connect them together and, more globally, to accompany any student willing to implement a project dealing with sustainability whether inside or outside it campus. www.refedd.org

HONG KONG (CHINA)
HKSCC: Established as a consortium of the Heads of Universities Committee ("HUCOM") in 2010, the Hong Kong Sustainable Campus Consortium is a forum for the sharing of information and best practices among higher education institutions in Hong Kong. With participation of academic and non-academic staff from the eight UGC-funded universities, the consortium also provides a platform for reporting on environmental performance and serves as the implementing body of the Hong Kong Declaration. www.hkscc.edu.hk

INDIA
APSCC India: The Association for Promoting Sustainability in Campuses and Communities was founded to serve as an impetus organization for sustainable development among the educational institutions and local communities in India. The association provides resources, initiates and promotes sustainable solutions at grassroots level in collaboration with a network of sustainability professionals. www.apscc-india.org

JAPAN
CAS-Net JAPAN Campus Sustainability Network in Japan   . The goal of CAS-Net JAPAN is to accelerate campus sustainability in Japanese universities and contribute to create more environmentally sustainable society in Japan. In order to achieve this goal, 1/CAS-Net JAPAN promotes environmental activities of the "hard aspects" such as energy saving, CO2 reduction, traffic plan, waste management, etc. 2/ At the same time, CAS-Net JAPAN carries out the "soft aspects" such as environmental education, regional cooperation, food issue, effective administration, etc. 3/In line with above-mentioned efforts, CAS-Net JAPAN establishes cooperative relationship with the advanced network of foreign universities. http://www.esho.kyoto-u.ac.jp/cas-net

ITALY
The CRUI is the association of the state and private universities. Established in 1963 as a private association of Rectors, the Conference of Italian University Rectors (CRUI) has over time acquired an acknowledged institutional and representative role, as well as a practical capacity to influence the development of the university system through its intense activity of study and experimentation. www.crui.it

SPAIN
INAECU (The Interuniversity "Institute for Higher Education and Science") is an integrated center in the Alliance 4U and initially formed by the Carlos III University and the Autonomous University of Madrid. The Institute operates in two priority areas: assessment of scientific and technological activities and the policies and management of higher education institutions) http://www.inaecu.com/

UK

The PRME national Chapter UK and Ireland seeks to reach to all the business schools in our region to provide support and encouragement to those who wish to use the Principles as a reflection of the values that guide their practice. We seek to raise the awareness of PRME to non-signatories, and to design a range of support activities for signatory schools in their quest to fully engage with all the dimensions of PRME.

The EAUC (Environmental Association for Universities and Colleges) is the sustainability champion for universities and colleges in the UK. Run by members, for its members, the EAUC seeks to drive sustainability to the heart of further and higher education. With a Membership of over 320 colleges and universities from across the UK, the EAUC is now the recognized hub of sustainability best practice in the sector. The EAUC provides strong alliance of Further and Higher Education Institutions, sector bodies and commercial organizations, working together both in the UK and internationally. With links to similar bodies in North America, Australasia, Spain and South Korea amongst others, the EAUC is working on a International scale to raise the profile of sustainability in the tertiary education sector. Find out more at www.eauc.org.uk

USA

AASHE (the Association for the Advancement of Sustainability in Higher Education) is helping to create a brighter future of opportunity for all by advancing sustainability in higher education. By creating a diverse community engaged in sharing ideas and promising practices, AASHE provides administrators, faculty, staff and students, as well as the business that serve them, with: thought leadership and essential knowledge resources; outstanding opportunities for professional development; and a unique framework for demonstrating the value and competitive edge created by sustainability. www.aashe.org

DANS: Sponsored by the US Partnership on Education for Sustainable Development, the Disciplinary Associations Network for Sustainability is an informal network of professional associations working on:
• Professional development for associations' members (e.g. faculty)
• Educating the public about sustainability
• Curricula, standards and tenure requirements to reflect sustainability
• Legislative briefings on what higher education can bring to sustainability related policies
• Cross disciplinary projects on education for sustainability

See http://serc.carleton.edu/sisl and www.aashe.org/dans

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NRF leads by the Milpark business School

SENEGAL:
Leads by BEM Dakar

SOUTH AFRICA
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FULL PLAYER

Full Players are committed to integrating the Sustainability Literacy Test into their university practices. In addition to helping each participating university better understand the level of knowledge of their students in some specific programs, the test allows the entire global academic community to have a picture of the scale of sustainability knowledge across the planet.

Some universities are already deeply involved and have become "full players". These universities are crucial as they commit to asking all of their students (or at least to all their new incoming students) to take the test. As of now, the "full player" colleges and universities are:

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