RAISING & MAPPING AWARENESS OF THE GLOBAL GOALS

*2019 UPDATE
Report from Sulitest,
Tangible implementation
of the HESI & Contributor to
the review of the 2030 Agenda*

ELYX BY YAK

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

*United Nations Headquarters
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United Nations Nations Unies

Dated: 24 May 2019

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 recognizes 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 is a tangible outcome of HESI and a contributor to the review of the 2030 agenda through the HLPF. This easy-to-use online test has been created to raise awareness of the SDGs among students. The Division for Sustainable Development Goals has collaborated with SULITEST to develop some specific SULITEST modules related to the Global Agenda Framework and related to SDG 7 on Ensuring access to affordable, reliable, sustainable and modern energy for all. I am delighted that already 7500 people have taken those specific modules and that other UN agencies are starting to support the same king of module creation related to other SDGs.

I strongly encourage higher education institutions to fully engage with HESI and all their students to check their awareness on our common agenda by taking SULITEST.

Ms. Lotta Tahtinen
Chief of Outreach and Partnership Branch
Division for Sustainable Development Goals

EXECUTIVE SUMMARY

SULITEST AT A GLANCE

• An **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 4 on the SDGs

• More than **120,000 candidates** (32,000 since July 2018)

• A global average score of **56%** of expected answers

• 40 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)

For the third consecutive year, Sulitest is presenting the update of its report "Raising & Mapping Awareness of the Global Goals" at the High Level Political Forum.

In this 2019 edition, you will learn more about the different projects that have been deployed, how the diverse tools are currently being used, and find out about the level of global awareness of the Sustainable Development Goals (SDGs). You will also discover pilot projects that are currently under way, and some ideas for future development.

After the pilot phase, which spanned from 2013 to 2016, Sulitest reached an important milestone in May 2016 with the launch of its new platform and foundational matrix. The matrix emphasizes a systemic vision of sustainability and alignment of the Sulitest with the SDGs.

A tangible implementation of HESI, Sulitest was recognized in 2016 as **one of the first featured initiatives of the UN Partnerships for Sustainable Development Goals** and contributed to the second UNESCO Global Education Monitoring Report in 2017. As of 2017, Sulitest became a **contributor to the review of the 2030 Agenda through the High-level Political Forum (HLPF).** This year we have been invited to be partner of the new *UN SDG: Learn* platform.

Sulitest now offers a variety of tools aligned with the SDGs. To date, more than **120,000 people have taken Sulitest's best-known tool** - the international test - of which more than 74% expressed that they felt this test was useful for them in an optional survey.

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 32,000 tests taken between the HLPF 2018 and 2019, compared to 27,000 the year before and 16,000 between HLPF 2016 and 2017. Although the current Sulitest data sample is not statistically representative of the overall global population, the growing database of participants does offer insights on indicators of sustainability awareness, which are contextually related to the SDGs. Over the last two years, participation increase and content development trends suggest that Sulitest has the potential to be a successful tool for monitoring sustainability literacy on 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 **56% of expected answers** on the overall sample, and significant differences between SDGs. More discussion on these observations can be found in the Trends section of this report.

2019 saw the rollout of a **module on SDG12** ("Sustainable Consumption and Production") and the testing of another on SDG4 ("Quality Education"), with the development of a **module for future primary school teachers**. Discussions for the development of additional modules are under way. The final goal is to have modules available for each of the SDGs, with stewardship from a UN agency supporting each module.

Upon suggestion from our United Nations colleagues, the first **two SDG-specific modules** (SDG 7: Affordable and Clean Energy and SDG 11: Sustainable Cities and Communities) were launched last year (2018).

A **community platform** has been developed and tested within different contexts. Its imminent launch will allow further engagement opportunities for the Sulitest community, by efficiently crowdsourcing and validating new questions using participative collective intelligence processes.

Last but not least, a decision by the Sulitest Board of Directors in the Fall of 2018 resulted in the availability of the "**Quiz**" to the community free of charge. This tool has been proven as a successful starting point for teams and groups working to begin their sustainability dialogue.

Many have said that in 2018/19, a tipping point was reached in citizens' global awareness of the major sustainability challenges the world is facing today. Even if the SDGs themselves are not necessarily well known by the public, there is an undeniable interest in each of these challenges. This tipping point has been especially obvious among the younger generations: it has been seen in the streets - with climate strikes around the world – and in the growing volume of students' voices urging their universities and future employers to acknowledge that these challenges are urgent and to take significant action. There are still reasons, then, to be optimistic if the social movement continues to accelerate, and enable the world to achieve the 17 SDGs of the 2030 Agenda.

At Sulitest, through ongoing collaboration with partners like you, **we will continue to do our part by supporting universities and organizations in raising the sustainability awareness of students, staff and all stakeholders** throughout the world, working together to build the future we want.

Jean-Christophe CARTERON
Sulitest President
HESI Senior Advisor

Sulitest.org
Sustainability Literacy Tools & Community

Aurelien DECAMPS
Sulitest General Secretary
Head of Research for the Sulitest

THE SULITEST INITIATIVE
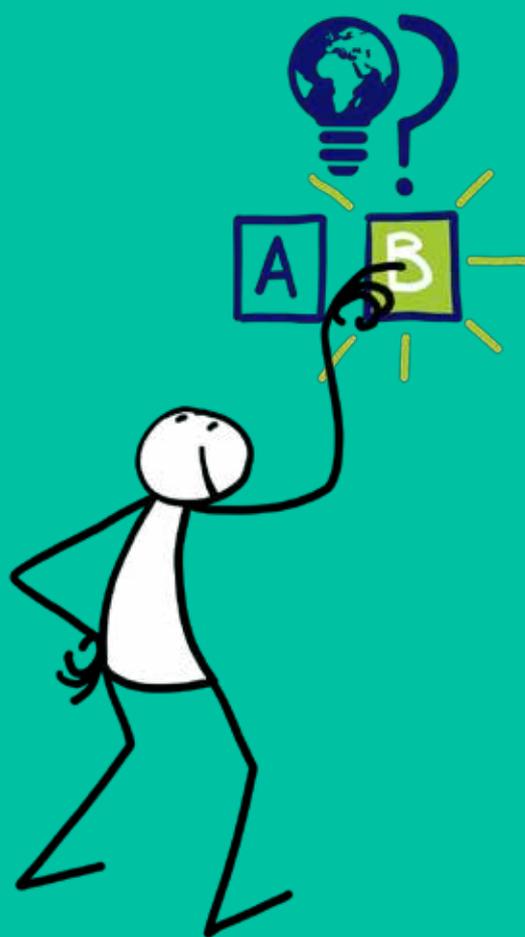
VISION, MISSION AND PHASES OF DEVELOPMENT

Sulitest is a movement whose mission is to support the expansion of sustainability **knowledge, skills and mindsets.** The development of sustainable thinking motivates individuals to become deeply committed to building a sustainable future and making informed and effective decisions.

Inspired by the United Nations Conference on Sustainable Development, RIO + 20 (in particular in Article 47 of the final document that highlights the need for sustainability measurement and reporting), Sulitest was one of the first initiatives featured by 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 40 international institutions and networks, including UNESCO, UNEP, SDSN, 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 SDGs. More tools are currently being developed.

FROM AN INTUITION TO VARIOUS USES

The pilot phase of Sulitest served as a proof of concept and explored the ways which the tool might be most beneficial to society. The pilot phase (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. Following these updates, the revised version of Sulitest was released in May 2016.

Phase 1 includes the currently available tools for **"Mapping and raising awareness"** among participants. Sulitest's best-known tool - the Test – is anchored by the International Core Module, with optional Locational or Topical modules (see page 10). This content is focused on the area of "Knowledge" and "Awareness". The universal nature of these questions informs the global Sulitest findings presented in this report to the HLPF. Demographic data collected in this section (optional) also supports the research potential of Sulitest. The Quiz provides a shorter gamified module for live use. Customization and Explorer mode for users with specific content needs are provided for a fee.

Sulitest movement

RAISING AWARENESS

Pilot Phase

• Pilot _international core_ module (44,000 users worldwide)
• First national committees created location -specific pilot modules
• Presentation of one year report at the UNESCO World Conference on Education for Sustainable Development, (Carteron, Décamps, 2014)

MAPPING & RAISING AWARENESS

Currently Available (Phase 1)

• International Core module (+ 80,000 users)
• 17 national and regional modules
• Specialized modules on SDG 7, 11,12 and on SDG Framework
• Customizable modules
• Global Awareness trends at the HLPF
• Quiz & Explorer tools
• Data for research (demographics and test data summaries)

NEW PLATFORM / NEW MATRIX

Ongoing

ENHANCING ROBUSTNESS

Current Beta testing (Phase 2)

• Working Groups (Research, Teaching Tools, Organizational Development)
• Specialized modules on SDG 4
• Online Collaborative Platform
• Pedagogical interface
• Mindset module (PRME)
• Working group on competences (PRME)
• Interface with other pedagogical tools

ASSESSING SUSTAINABILITY LITERACY

Future development (Phase 3)

• Certificate, badges
• Specialized module on each SDG
• More Locational modules
• Topical & Professional modules
• New languages available
• New audiences

MOVING TO ACT & ENGAGE

2013   2016   2030

Phase 2 allows **enhancing robustness** and includes exciting new tools and initiatives requested by the community that are currently in development. Key tools include: (1) The **Community Platform** - which allows community members to co-create Sulitest questions and modules, through wiki-style editing and expert review (see p.19) and (2) **Tools for Teachers** - such as pedagogical interface, sample slide decks, case studies and curriculum examples that will clearly help to scale-up the initiative. Hands-on resources like these support the continuous improvement process, based on contributions and collaborations from the Sulitest community.

Initiatives to take Sulitest to the next level regarding research, robustness and the business model are also under way. 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

a singular tool for measuring engagement to a more robust assessment tool that can support the growing body of sustainability knowledge, skills and mindsets (see page 21).

Scaling-up will will also benefit the Sulitest business model. A working group is **exploring funding opportunities to support the mission and financial sustainability** of Sulitest.

Phase 3 includes areas that can be developed in the future. With the increased rigor expected from Phase 2, we look to the **possibility of creating a Certificate** in Sustainability Literacy. In addition, we may develop tools that includes not only a Knowledge, but also the **Mindset** and **Skills** components. Sulitest is also committed to creating culturally relevant tools which are relevant to those wishing to be active in their communities and across society. We look forward to establishing local 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 accross the worldwide community. **Join us!**

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/their 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 or the two endorsed by UNEP on SDG11 (focused on waste) and on SDG12 (focused on Circular Economy).

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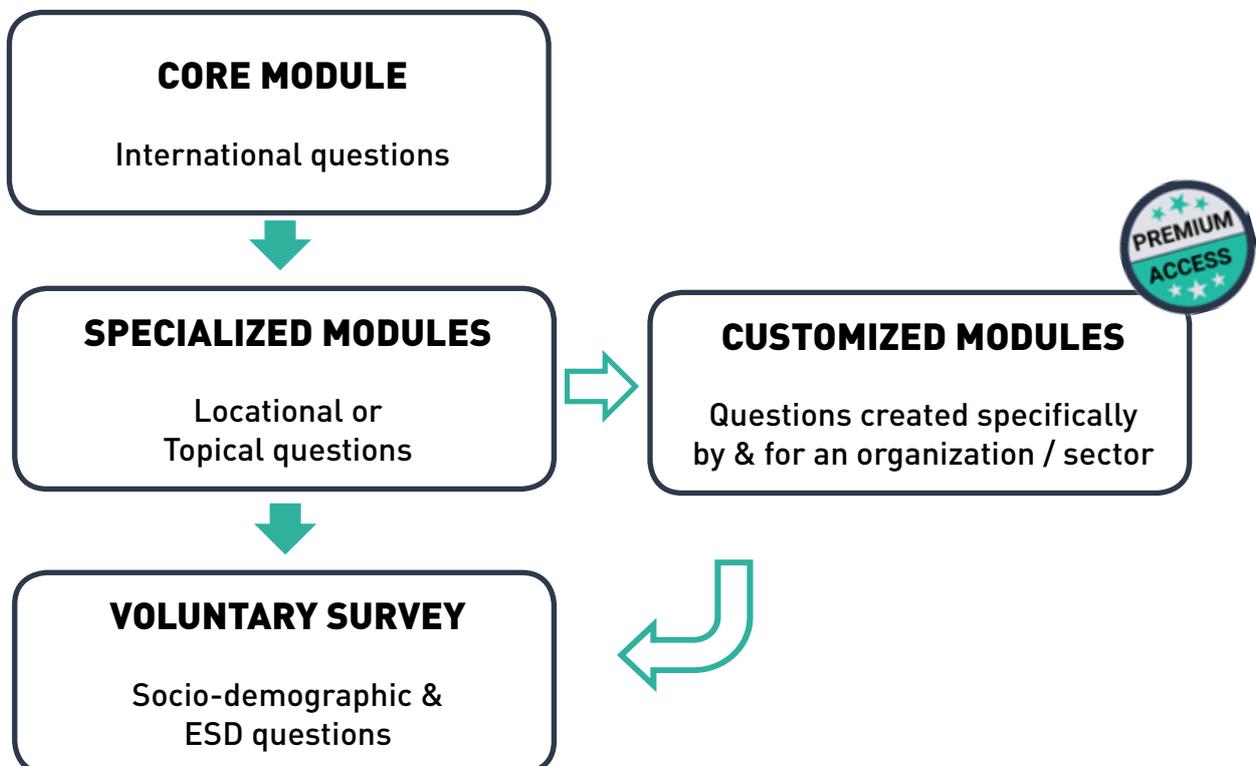
The questions developed by Sulitest for its International Core module are based on relevant and verified sources that are subject to a broad consensus in the community of researchers and practitioners in the field (international texts and

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 17 modules currently available (see page 23).

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, Sulitest is setting a new benchmark for collaborative innovations serving people, planet and then prosperity. »
>
> **John NORTH, Managing Director - GRLI**

> « The uniqueness of the Sulitest is, that it is the result of very positive consultations and co-creation by many actors around the world. Everyone can take it and ask questions to others. The test is both serious and fun to take, confronting underlying misconceptions as well. Everyone should take it to better understand one's level of knowledge of the complex world we live in. The tool can be used individually and in a group. IAU is proud to be part of this global project. »
>
> **Hilligje VAN'T LAND, Secretary General**
> **International Association of Universities**

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.

4 Themes of Knowledge

Sustainable humanity & ecosystems on planet Earth

Global & local human-constructed systems

Transitions towards sustainability

We each have roles to play to create and maintain individual and systemic changes

3 Themes of Skills

- *Personal skills*
- *Working with others*
- *Think & act systemically*

Mindset
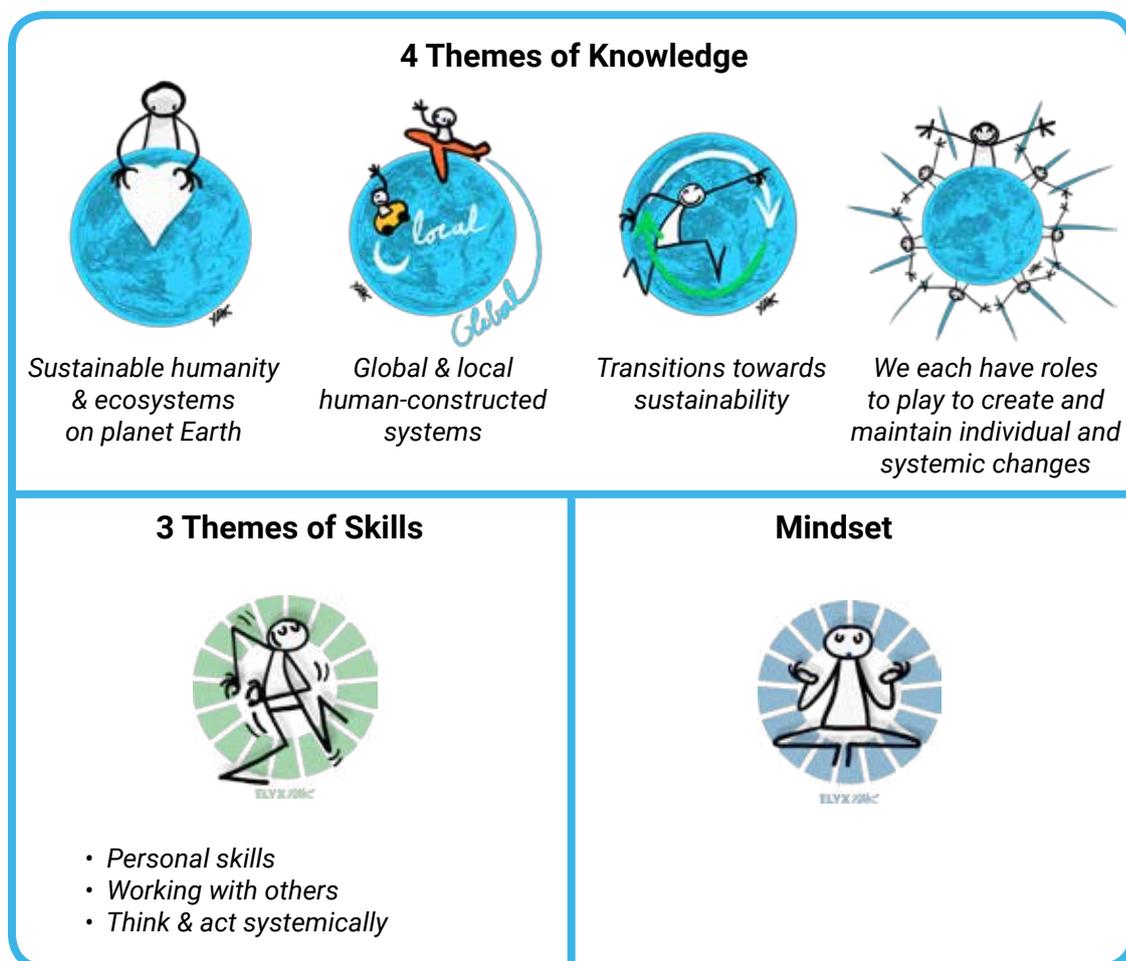
THINK BIG, START SMALL

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 third year of Sulitest results on the SDGs agenda.

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 sessions using this module are discussed later on page 32.

FIRST 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 have been launched since last year:

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

The Division for Sustainable Development of the United Nations Department of Economic and Social Affairs (DSD/UN DESA) – the Secretariat of the HLPF - led a process to create a Sulitest SDG 7 module for use by all.

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 was officially launched during the HLPF 2018, and to date taken by 119 people. (see page 33)

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

Future generations are already here. School children are the leaders of tomorrow. Their understanding of the world will expand, and their ability to feel that they can make a difference in issues related to society and environment will grow. It is crucial that this feeling that they can make a difference - is nurtured, cultivated, and encouraged to flourish. Primary school teachers, therefore, are in a unique position to help students develop confidence about their abilities to influence the future. A working-group was therefore 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 on crosscurricular competencies in education on sustainable development.

A first set of questions has been tested this year on a sample of students who are studying to become

French primary school teachers (École supérieure du professorat et de l'éducation of Versailles). At the time of writing this report, a workshop is in preparation in partnership with the CRI (Interdisciplinary Research Center - Paris). During this "Saventuriers" summer school, education experts will use results of this initial set of questions as the basis to launch an international working group that will finalize the SGD 4 module next academic year.
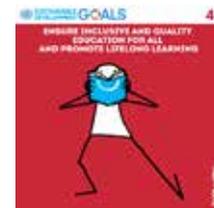
Educating teachers on the sustainable development goals will improve their own awareness, and in turn make them better able to teach their students and move towards a more responsible society.

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 the challenges of SDG 11, focusing on holistic waste management, was developed in 2018 by Sulitest and the UN Environment - International Environmental Technology Centre (IETC) in Osaka, Japan.

The module was officially launched at the July 2018 High-level Political Forum and to date, taken by 84 people.(see result page 33)

> « 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, Programme Management Officer
UN Environment (Economy Division)
International Environmental Technology Centre (IETC)

SDG 12: Ensure sustainable consumption and production patterns, in partnership with UNEP
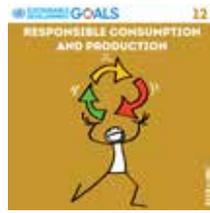
The Circular Economy is not a new idea. Our parents, grandparents, and their parents before them – gener-ations ahead of us have used many of these concepts. Industrialization from the second half of the 20th Century lead to many of these lessons being lost to our generation. Through the Industrial Revolution, the mass production of goods and materials, the race for low-cost production and efficient standardized distri-bution has led to the establishment of a linear economy. In this linear model, raw materials are extracted at low cost, regardless of their finite character and environmental impact. These materials are then transformed, distributed, used, and discarded at the end of their product lifecycle.

The linear model is not sustainable for medium- or long-term growth nor for sustainable development. There are a number of factors which contribute to this unsustainability, including: population growth, standard of living increase, natural ecosystem disruption, waste byproducts produced, greenhouse gas emission and over production. All of these factors suggest that the linear economy needs to be reconsidered.

The Circular Economy is a model which can be used for societies to reduce impacts on the natural environ-ment. Reducing, reusing, repairing, refurbishing, remanufacturing or recycling products; rethinking and reforming our business models; searching for synergies between companies to reduce waste; and imple-menting strategies to cut wasteful production and consumption are some of the strategies used in the Cir-cular Economy.

With the help of UNEP, and a group of universities and NGOs, Sulitest has decided to create a new specialized model on the Circular Economy. This module will help higher education institutions and organizations to discover concepts, pathways and opportunities for embracing the Circular Economy.

> « We would like to thank for their support and contribution in conceiving and creating this module: the Ellen MacArthur Foundation, the Association Orée, Vito, Delft Technical University, Exeter University, and also the "Institut de l'Economie Circulaire", University of Ibadan, de La Salle University, and Kedge Business School ».
>
> **Yves DAUMAS, Project Manager - Sulitest**

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

> « Circular economy means sustainability in practice that leaves no race or trade behind. It is the real measure of the economy without greed nor grey »
>
> **Dr Olawale OLAYIDE**
> **Research Fellow, CESDEV,**
> **University of Ibadan, Ibadan, Nigeria**

> « The circular economy is our revolution for the 21st century. [...] But how can we ensure that this economic model becomes the future reality? How can we let everyone become aware of the benefits of a circular industrial system ? One answer : raising awareness on sustainable development. And that is the mission that Sulitest has embraced. Sulitest modules enable citizens around the world to measure and improve their knowledge of sustainable development day after day. [...]. Thanks to UNEP, Sulitest is lauching a module dedicated to this new economic model. This is an unprecedented approach to further spread the foundations of the circular economy, which is at the center of the Sustainable Development Goals.
> I invite you to take this new module and share it. »
>
> **Brune POIRSON,**
> **Minister of State attached to the Ministre d'Etat,**
> **Minister for the Ecological & Inclusive Transition**

> « At Orée, we have been working for more than 10 years on the change towards the circular economy, we can no longer avoid in view of the exhaustion of our planetary resources. We have a holistic and multi-stakeholder vision, which we find in the Sulitest, a tool intended for higher education but also for companies.
> [...]. Acculturing and advancing our society on these topics is essential: that is why we are happy to have participated in the design of Sulitest »
>
> **Nathalie BOYER- Ambassador of Economy at the Ministry of Ecological and Solidarity Transition, and also, OREE General Delegate.**

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
• Obtaining public grants/funds
• Accepting donations from corporations, institutions, foundations and individuals

OTHER TOOLS AVAILABLE WITH PREMIUM ACCESS

CUSTOMIZED MODULES

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

In July 2018, the Sulitest Board decided to offer - for free - the access to the Quiz. This should allow extensive dissemination of engagement tools in companies, NGOs and institutions.

Some organizations want to go further and choose to purchase "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, and
• Customize staff and managerial training programs

Customization
Design your own experience

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

> « 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**

EXAMPLES OF CUSTOMIZATION

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. To try this module as Individual, log in and use the session code "**MINTZBERG**". You may also want to invite your students to take it, in this case enter the module code "**MINTZBERG**" in other module when setting up your session.

Example 2: Beta-testing a "Mindset" module by PRME

Through its Working Group on Sustainability Mindset, a network of academics in over 40 countries, the PRME initiative has worked with Sulitest and developed a module on the Sustainability Mindset.

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 former UN Secretary-General Ban Ki-Moon.

We also 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.

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. Moreover, 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 to what extent their current behaviors are not sustainable or are indeed 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. To try this module as Individual, log in and use the session code "**MINDSET**". You may also want to invite your students to take it, in this case enter the module code "**MINDSET**" in other module when setting up your session.

> *« Qualitatively different from the carefully selected questions that highlight key aspects of ecoliteracy, the Sustainability Mindset module was designed to prompt self-awareness, reflection and dialogue. Shaping a sustainable world requires a combination of knowledge, competencies and mindset. Complementing the questions that highlight key aspects of ecoliteracy, the Sustainability Mindset module is designed to prompt self-awareness, reflection and dialogue »*
>
> **Isabel RIMANOCZY**
> **Convener PRME Working Group**
> **on the Sustainability Mindset**

PROVIDING A MODULE FOR YOUR STAFF:
Example 3: The "Responsible Manager" module by ONET, a corporation

ONET is the first founding member of the Sulitest Partners College, and after a successful trial run has decided to deploy the Test with the "Responsible Manager" module , by integrating it into a degree course at ONET University. This initiative completes a series of training modules aimed at improving the knowledge and approach of all current and future managers, so that they can make informed decisions regarding international issues and responsible development challenges for the ONET group's activities.

PROVIDING A MODULE FOR YOUR STUDENTS:
Example 4: The "Create, Share, Care" and course-specific modules by the Kedge Business School, an academic institution

For three years, Kedge Business School has used customization to measure sustainability literacy across the student body (Decamps et. al. 2017). The first point of engagement 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 here?"; "Do you think knowledge about CSR and sustainable development will be useful in your professional life?"; "Well-being, equal opportunities, responsible management... What is your opinion about those sustainability themes your school is engaged with?" Those questions help the CSR department and faculty members better understand the sustainability awareness and affinity for specific actions of their incoming students.

The second means of engaging students is through coursework customization during their classroom experience. When students begin a module, they are invited to engage in a customized course based on their interests. The teacher will facilitate the Sulitest module choices, sharing those which are relevant to the classroom content. For example, a teacher may encourage students to engage with modules on responsible finance, sustainable supply chain, or other sustainability topics closely related to the subject matter being addressed by the class. This useful snapshot gives an idea of baseline student knowledge so that the teacher can begin to address these sustainability issues in the classroom.

> « The CGE is developing a customized module relative to responsible innovation and entrepreneurship. 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**

> « 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 sustainaiblity. »
>
> **Jaclyn ROSEBROOK-COLLIGNON**
> **Head of Sustainability & Global Responsibility**
> **Grenoble Ecole de Management**

Example 5 : France Benelux PRME Chapter – Sulitest collaboration on competencies

Within the France Benelux PRME Chapter, a working group emerged around the assessment of sustainability competencies. More or less at the same time, Sulitest started to explore the possible development of mindset and skills components to complement the current knowledge-based Test.

When representatives of both initiatives met at the France-Benelux PRME Chapter Meeting early 2019, it was only logical to decide to join forces (Eva Geluk, Antwerp Management School Wim Lambrechts, Open Universiteit; Mirjam Minderman, TIAS School for Business and Society Talia Stough, KU Leuven Faculty of Economics and Business; Aurelien Decamps, Kedge).

Hence, the working group now focuses on contributing a competency component to Sulitest. In order to do so, it will first establish a theoretical framework, defining concepts such as competencies, mindsets and skills in relation to sustainability and suitable for use in the context of Sulitest. A thorough analysis of the existing Sulitest modules and questions will also be undertaken in order to map the possibilities for integrating and/or adding a competency component. As Sulitest has defined Sustainability Literacy as a combination of knowledge, skills and mindset, the goal is to ensure that the various components of Sulitest complement each other and are interrelated.

At the time of writing, the development of the theoretical framework is under way, and a timeframe with further actions will be established.

GAMIFICATION

The Quiz is the perfect tool to engage students and staff in only 15 minutes. The facilitator displays the Quiz on a projector screen and players<<<<<<<<<<<<<<<<< use their computer, tablet or phone 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.

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

Projector Screen (video projector)
Questions, possible answers and percentage of team members who have responded are displayed.

Summary of overall game results with percentage of correct answers per team and the winning team!
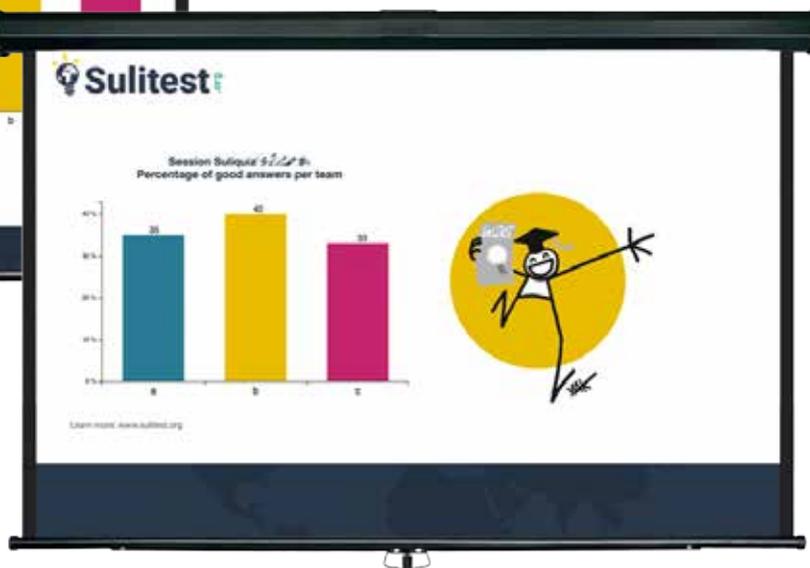
RESEARCH, ROBUSTNESS AND COMMUNITY ENGAGEMENT

Universities in a variety of countries are expanding the use of Sulitest test sessions to meet both educational AND research goals.

Sharing research across countries and sectors is a key role of Sulitest. **The 2nd International Sulitest Researchers' Collaborative Session** will take place at the end of July 2019, when researchers from different continents will share research results and discuss possible collaborative approaches.

In addition, a **Call for Papers** will be issued in September 2019 by Aurélien Décamps, PhD for a special issue of the journal, Sustainability (https://www.mdpi.com/journal/sustainability). Interested parties are invited to contact Dr. Décamps (aurelien.decamps@kedgebs. com), who is co-founder of the Sulitest NGO and in charge of academic coordination, as well as is a tenured Associate Professor at the KEDGE Business School in France. The "open access" design of this peer-reviewed journal will further support robust review of research and inclusive, open sharing of information - a foundational tenet of Sulitest.

> « 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**

Research questions that Sulitest data is helping to investigate range from changes in student sustainability knowledge over time within one classroom, to assessing the relevance of Sulitest results from all global test-takers, and many permutations in between. Two examples of research within a university:

(1)   Within the Kapiolani Community College in Hawaii, U.S.A., Krista Hiser, PhD co-ordinated a formal study in five sustainability-focused classes using Sulitest to assess learning outcomes, as well as to assist in program evaluation by ascertaining how well these courses covered core concepts of sustainability. Dr. Hiser reported that results revealed strengths (understanding what an individual can do) as well as weaknesses (teaching social justice). In addition, the college is using Sulitest to conduct baseline testing to compare the knowledge of students who are taking classes that are sustainability-focused and those who are not.

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

> « Sulitest has been an excellent collaborator, providing access to data and staff who have supported my master's thesis process. »
>
> **Michael JANSSEN, Master of Liberal Arts in Extension Studies, Harvard University**

> « 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, sustainability education researcher & consultant**

Two examples of research on Sulitest itself:

(1)   In order to assess and improve the global Sulitest test session, the independent research team of Brooke Suter, Dr. Michelle Merrill, Dr. Brandon Verhoff and Mi-chael Janssen has been working on an experimental prototype to test the hy-pothesis that Sulitest scores are a valid measure of an individual's level of sus-tainability literacy. They are evaluating the overall test result of a participant as well as their test results reported for the four themes of knowledge outlined in the Sulitest foundational matrix, specifically, 1. Sustainable humanity and ecosys-tems, 2. Global and local human-constructed systems, 3. Transition toward sustainability, and, 4. Individual's role to play in creating systematic change. The ex-perimental design compares the participant's Sulitest scores to scores on re-sponses to open-ended short-essay questions for each of the four themes. Initial pilot results were used to refine the methodology and the revised design was tested in a second small pilot. The refined experimental prototype would need to be applied to a larger sample size in order to obtain statistically significant results, and tested in a variety of countries to assess cultural relevance. These efforts and the added engagement of psychometricians will help **to scale up the initiative and to support the continuous improvement process.**

(2)   Using factor analysis and item response theory, the team of Dr. Colin Kuehl, Dr. Heather Hodges, Dr. Aaron Sparks and Dr. Eric R. A. N. Smith, is using the anonymous data of all Sulitest version 2 test-takers to continue to, "**analyze the Test's ability to adequately measure the broad set of concepts within sustainability** and its ability to differentiate between people with high and low levels of knowledge. The project has important implications for the broader sustainable development agenda, the impact of knowledge on individual environmental action, and sustainability education," as reported in the 2018 Sulitest report. They presented early versions of that work at the International Studies Association an-nual conference in Toronto in March 2019 and the Western Political Science Association annual conference in San Diego in April 2019. They are currently revis-ing, and are slated to present at the Sustainability and Development Conference in Ann Arbor in October 2019.

With the launch of Monitoring and Evaluation of Climate Change Education (MECCE), a large-scale international partnership for a multi-year research project, Dr. Marcia McKenzie of the Sustainability and Education Policy Network in partnership with 70 lead-ing scholars and agencies, including Sulitest, will conduct important research investiga-tions into Case Studies, Indicator Development and Knowledge Mobilization.

The anonymous, varied data that Sulitest is collecting and can provide to researchers offers possibilities for many research pathways on sustainability broadly or on specific topics, within an organizational context or for global studies. Continuous improvement of Sulitest is expected as we assess and develop it together.

A COLLABORATIVE PLATFORM

As noted previously, a new collaborative platform complementary to the Sulitest was beta-tested thanks to the support and collaboration of the Regional Council of the Isle of France - Paris (Conseil régional d'Île de France - Paris), Sulitest.org, the University of Cergy-Pontoise, Aleaur and B&L Evolution.

Suli-Community is an online collaborative platform aimed at creating new content for Sulitest to improve its relevance and accuracy through a "wiki-style" crowdsourcing design process. Freely accessible, all can contribute - regardless of whether they are members of an HEI. Users can : propose new questions to Sulitest community; improve proposed questions from the community; and create working groups to facilitate workshops dealing with Sustainable development.

Suli-Community helps educators to teach sustainability-related issues in an innovative manner. Educators use it to design and implement workshops based on an active pedagogy: the educator chooses a topic, students search the web to find relevant sources to design questions and assess them through a peer-review process supported by the educator.

During the beta-test implementation, Sulitest. org, University of Cergy-Pontoise and B&L evolution co-designed the blueprint of a 3-hour-workshop and tested it with 6 groups of students (undergraduates, graduates and PhD candidates).

They crafted around 100 questions and gave feedback to improve the Suli-Community user-experience as well as facilitation of the workshop.

THE INTERNATIONAL SULITEST COMMUNITY

The commitment to culturally-relevant tools is one of Suiltest's unique attributes. More than 350 volun-teers from UN agencies, academic institutions and civil society have actively contributed to content crea-tion, participant engagement, and quality improvement.

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 2019, seventeen countries / regions have already developed their own set of local questions. Ten 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, Belgium, Canada, Denmark, Faroe Islands (Denmark), Finland, France, Hong Kong (SAR, China), India, Japan, Norway, Peru, South Africa, Sweden, Russia, UK and USA.

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

EDUCATIONAL INTERFACE

The Sulitest.org resources and tools provide a solution for teaching students about the SDGs, assessing baseline sustainability knowledge, sparking classroom discussions, uncovering trends in understanding across global participants, and understanding student interpretations of sustainability as well as their expectations towards sustainability in a specific institution (customized mode).

Several universities are taking part in the development of Sulitest. These universities are using Sulitest as a learning tool or a tool for increased accountability. As a learning tool, Sulitest can be used in many ways– to raise awareness, to start a conversation or to aid flipped-classroom learning. As a checking tool related to accountability, Sulitest can be used at the start and end of a class in order to assess a change in knowledge and awareness.

The Sulitest already has tools that can be used academically, and there is further potential for it to facilitate teaching and learning in a frame course. The main goal is to provide teachers and trainers with a set of SDGs-related tools relevant for specific or general courses. The project aims to develop an « educational interface » on the collaborative platform (Suli-Community p.21). This interface will be available for higher education professionals worldwide.

This interface will offer interactive tools and « ready to use» kits, containing components for preparing and facilitating a course. Applicable to various subjects, the tools are easy to integrate into different educational scenarios (reversed classroom, knowledge checking, co-creating knowledge by writing questions that may end up in the database of Sulitest and so on).

The French SDSN network (led by UCP, PSL and Kedge Business School) will present a prototype of the educational interface at the SDSN's annual conference, i.e. the "Global Solutions Forum", at Columbia University in New York City on September 24-25, 2019.

Workshops have been developed, and will be, organized in order to further develop educational scenarios. They will allow us to present a first « turnkey project » workshop during the SDSN conference (September 2019). An IT project has also been started to adapt the current platform to the new functionalities.

« Mobilising collective intelligence of the next generation towards the SDG is key for our common future. The Sulitest is a first step towards the acknowledgement of their contributions and the ones of their school and university. »

François TADDEI, Director, Centre de Recherches Interdisciplinaires (CRI)

« 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

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 started last year (2018) 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, and 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**

> *« The Sulitest has been an amazing tool in training students to acquire the essential knowledge of the social and economic transition. It helps us evaluate students' work and progression easily, it allows us to measure the impact of our formation and it is an international test that students can value once taken. »*
>
> **Aude SERRANO, Director - Impact Campus**

TRENDS

Sulitest

INDICATORS & TRENDS JULY 2018- JULY 2019

Initially deployed in the academic world, **more than 120,000 people from more than 800 universities and organizations in 68 countries have already taken the Test** since the pilot phase. Results can be mined for data to provide tangible indicators and trends to map sustainability awareness and monitor its progress. 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 platform (currently online) 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 third year of activity of this current platform, between July 2018 and July 2019, representing **32,087 tests taken by 29,151 test takers.**

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 three 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 2018 HLPF and July 2019 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. Thirdly, SDG-specific modules led by UN DESA and UN Environment are used to improve citizens' awareness of specific challenges addressed by SDG7, SDG11 on waste management and SDG12 on Circular Economy.

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 2018 and HLPF 2019. There were **29,151 test-takers** from 191 universities and organizations in 35 countries who took the Test this past year. This number shows that **steady growth**, considering that around 27,500 people took the test the year before (between HLPF 2017 and HLPF 2018) and around 16,000 the year before that (between HLPF 2016 and HLPF2017).

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 stricly 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 (92 questions approved by the Senior Advisory Board are currently online).

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.

• **Geographical dissemination**: With more than half of the test taken in France, 24% in Europe (without France) and 21% in America this year, the trends presented in this chapter are not representative of the worldwide population. One key challenge is maintaining the momentum in every continent, which requires resources for translation and support. Even if the test is available in 10 languages, insufficient means to translate the website in those languages has resulted in a significant decrease of use in South America and Asia. In the pilot phase, 3 countries in these continents were among the top users of the tool. It is one of the top reasons why the Sulitest NGO must become financially sustainable.

Keeping these limitations in mind, the International Core module still provides some valid comparability with a sample of more than 29,000 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 56% of expected answers, which is slightly improving compared to 2017-2018 (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)
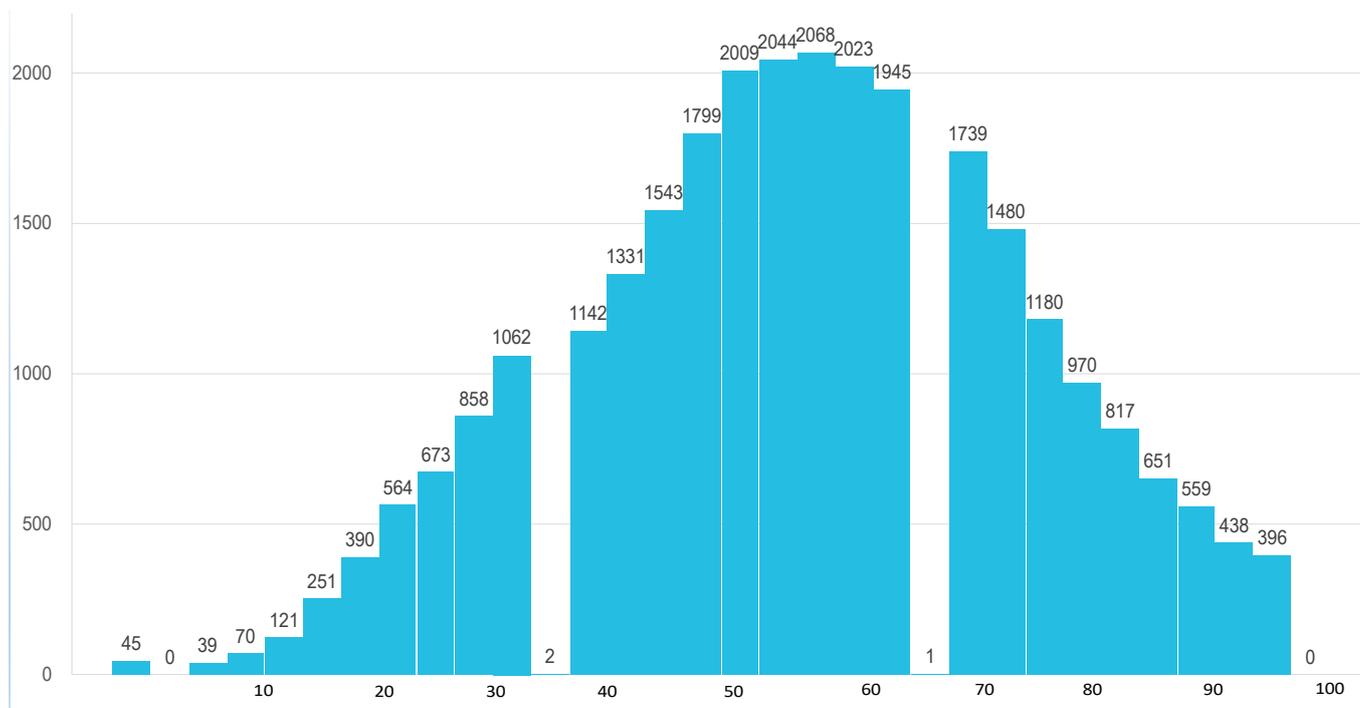
Four Themes: The matrix of the Test is based on four main themes to ensure that the subjects covered by the Test are comprehensive and organized a holistic perspective, ranging from broader inter-relationships to personal actions, all needed to achieve systemic change. These four themes are: 1. Sustainable humanity and ecosystems 2. Global and local human-constructed systems 3. Transition towards sustainability 4. Role to play, individual & systemic change. Figure 2 displays the average score of the International Core module in 2018-2019 on these four dimensions.

Figure 2: Average score on the 4 themes (Core module)
(% of expected answers)
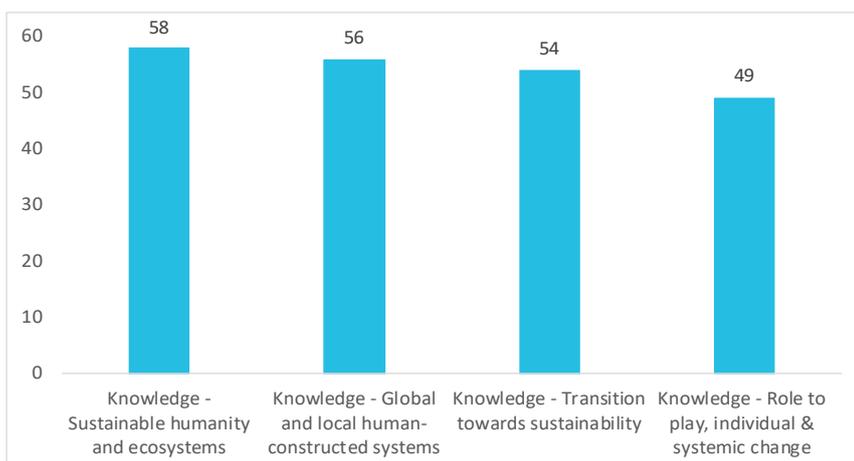
17 SDGs: Since each question of the International Core module is linked to up to three SDGs, the test-takers' results can be mined for a glimpse into the current sustainability awareness on challenges addressed by the 17 SDGs. As of July 2019, 30 questions are randomly selected from a bank of 92 to create 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.

Figure 3 below provides the general picture of sustainability awareness of the 17 SDGs from the sample of the 29,151 candidates who took the Test between the HLPF 2018 and the HLPF 2019.

Figure 3: Average score on the 17 SDGs (Core module)
(% of expected answers)
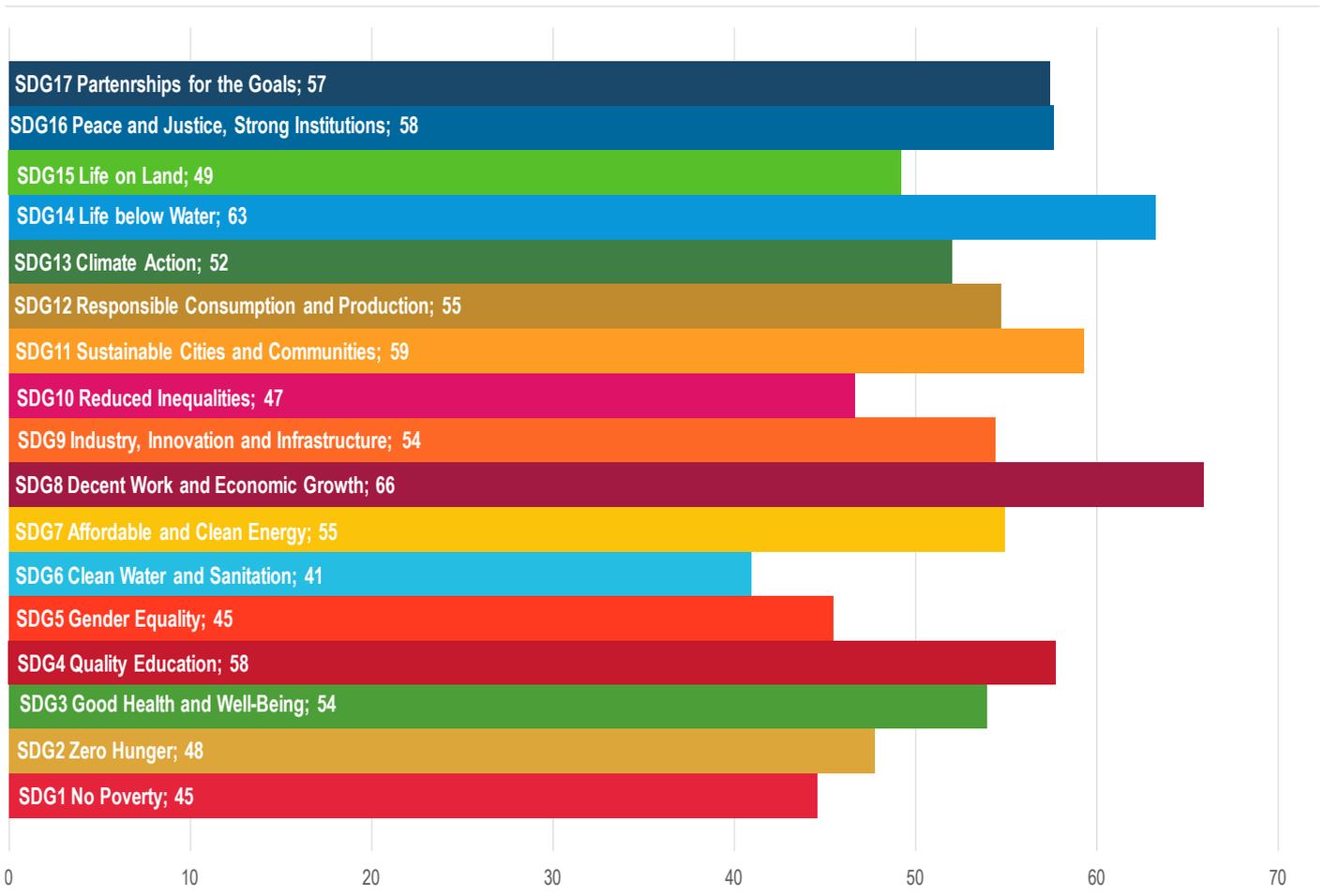
From this general mapping, we can identify the trends of our sample's sustainability awareness covering the scope of the 17 SDGs. First, it is interesting to notice that there are no SDGs with a very low level of awareness (i.e. under 10%) nor SDGs with complete awareness (i.e. over 90%). However, significant 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), with the exception of SDG15 Life on Land.

• SDGs with an average score above 50% but below the average score of the sample (56%) are mix of SDGs with an environmental focus and an economic focus (SDG7 Affordable and Clean Energy, SDG9 Industry, Innovation and Infrastructure, SDG12 Responsible Consumption and Production, and SDG13 Climate Action). SDG3 is also characterized by the same level of awareness.

• SDGs characterized on average by a higher level of awareness in our sample were 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). We can add to this group SDG8 Decent Work and Economic Growth and SDG14 Life below Water with the two highest average scores.

Using Sulitest as a 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 in July 2018 during the last edition of the HLPF 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).

As emphasized in the previous chapter of this report, a new module on SDG12 Responsible Consumption and Production focusing on Circular Economy (led by UN Environment) has been officially launched in 2019.

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 expected answers) for these 4 main groups. This representation helps demonstrate the importance of the work conducted during HLPF as the SDGs reviewed in 2019 show a progression compared to the ones reviewed in 2018 (on average).

Figure 4: Average score on the HLPF agenda towards 2020
(% of expected answers)
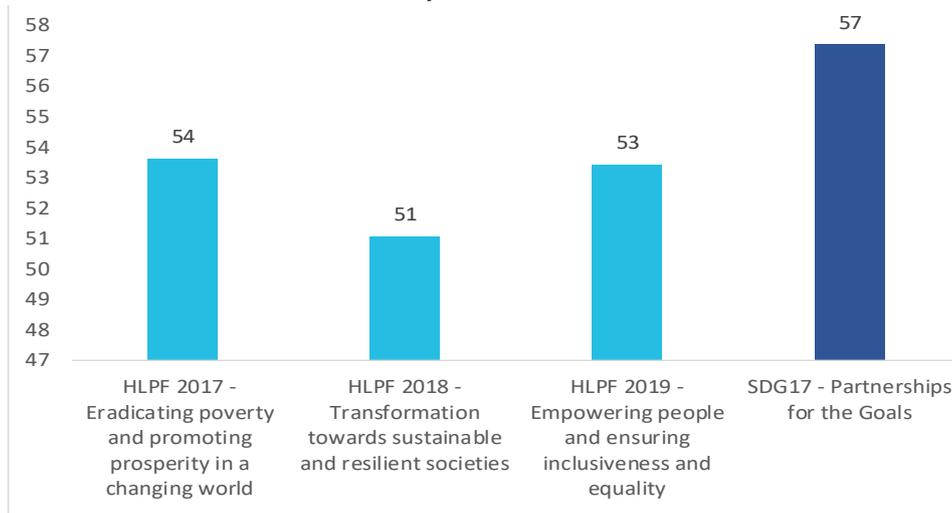
The 2018 HLPF, Transformation towards sustainable and resilient societies, focuses on the review of the following goals: SDG6 Clean Water and Sanitation; SDG7 Affordable and Clean Energy; SDG11 Sustainable Cities And Communities; SDG12 Responsible Consumption and Production; SDG15 Life on Land.

Figure 5 maps the global level of awareness on these specific goals. **It shows that the global 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: Focus on the goals reviewed by the HLPF 2019
(% of expected answers)
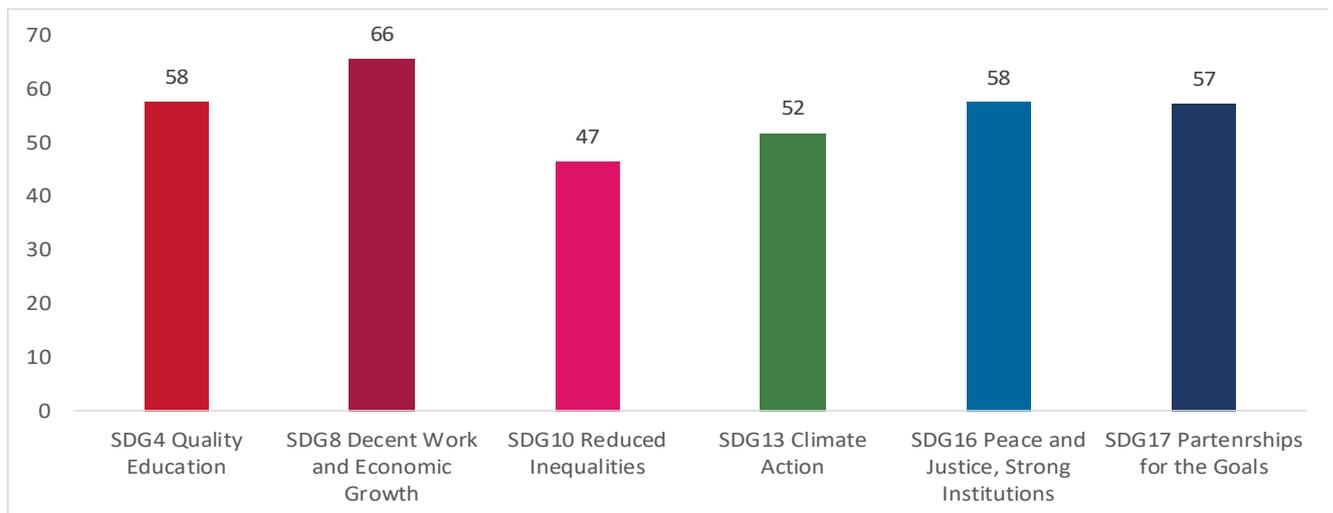
SDG MODULES IN PARTNERSHIP WITH UN ENTITIES

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 2019, over 7,956 people have taken this module.

As with all Sulitest tools, this module is intended 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:

1) **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.)

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

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

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

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 2 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.

Figure 6: Average score on the UN DESA module
(% of expected answers)
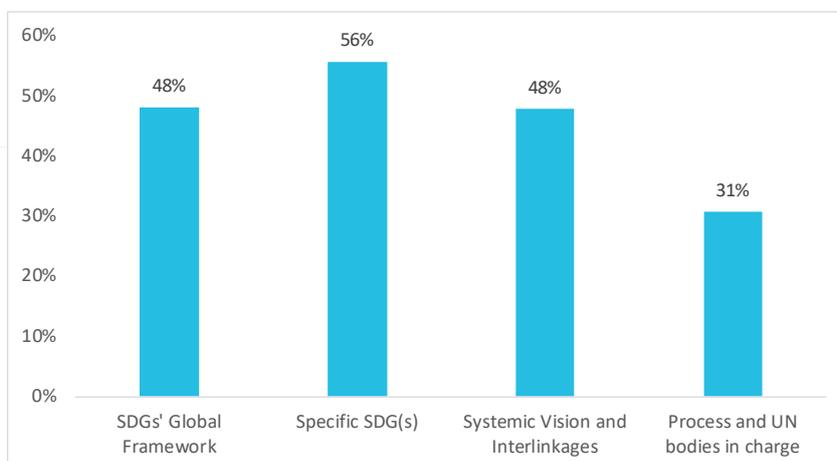
This result would call for the need to train citizens to handle the overall framework and systemic approach of the Global Goals. **Questions on specific SDGs** are characterized by an average score comparable to the Core module questions (57%), but **questions on the global framework and on the nexus, 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.

SDG-SPECIFIC MODULES WITH UN AGENCIES

While the SDGs framework module by UN DESA supports an understanding of the interconnectedness of our challenges and targets, modules on specific SDGs has been developed to support deeper knowledge on individual goals.

The scope of these modules is necessarily narrower than the International Core Module that provides a systemic perspective on the 17 SDGs and the Sulitest foundational matrix; or the UN DESA module designed to improve knowledge of the processes, framework and interlinkages of the SDGs. The SDG-specific modules are targeting specific audiences willing to go deeper in a specific area of the 2030 Agenda.

Two modules were launched at the HLPF 2018.

The Division for Sustainable Development of the United Nations Department of Economic and Social Affairs (DSD/UN DESA) – the Secretariat of HLPF – led the creation of a module on SDG7 Affordable and Clean Energy by a group of experts in support of the indepth review of this goal in 2018. This module has been taken by 119 respondents as of July 2019 with an average score of 53,9% of expected answers, helping to improve citizens' knowledge of the specific challenges of SDG7.

The UN Environment - International Environmental Technology Centre (IETC) in Osaka, Japan, led the creation of a module on SDG11 challenges, focusing on holistic waste management. This module has been taken by 84 respondents as of July 2019 with an average score of 54,75% of expected answers.

A new SDG module launched in 2019.

Learning from the experience of launching the SDG7 and SDG11 modules, Sulitest encouraged the creation of group of experts led by UN Environment with a group of universities and NGOs to launch a new module on SDG12, focusing on the Circular Economy in 2019 (see previous chapter p15 of this report). This module has been taken by 208 respondents as of July 2019 with an average score of 76% of expected answers. This score is higher than the other SDG-specific modules and the International Core Module. This result can be explained partly by the sample of respondents: during the launching phase of the module, the Head of French Delegation of the SDGs asked some of his staff and primary stakeholders (such as the SDG focal points in each Ministry) to take this module in preparation of the indepth review of SDG12 during the HLPF 2019. As a result, a significant share of the respondents already have an expertise on the topic compared to the usual Sulitest audience, which may be an explanation for this score.

The creation process for this module categorized the questions in 6 main areas to help sharpen the interpretation of the results: 1 - Global context and Importance of Circular Economy (CE); 2 - Basic Concepts of CE; 3 - How to implement CE for people and consumers? 4 - How to implement CE for companies? 5 - How to implement CE for cities and territories? 6 - Examples of successful deployment initiatives and results.

Figure 7 displays the average score obtained for each of the 6 categories. It shows that, on average, questions related to the implementation of circular economy are characterized by a higher level of awareness, whereas questions related to global context, concepts or specific examples achieve slightly lower level of awareness. Once again, the sample may explain a part of this result as it is partly composed by experts engaged in the implementation of this topic in their daily work.

Figure 7: Average score on the SDG12 Circular Economy module
(% of expected answers)
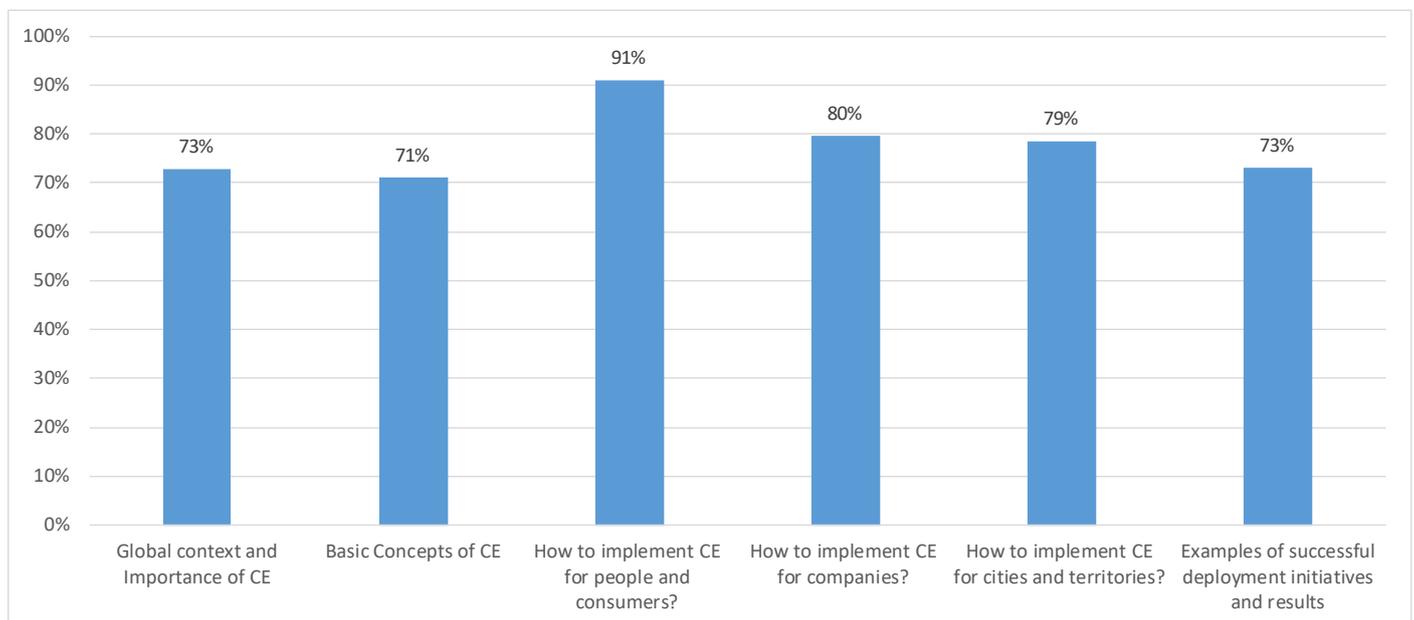
VOLUNTARY SURVEY

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 better understand the interest and exposure to sustainability in their daily life and in the context of the university.

Since this survey is not mandatory , responses are not available from the entire sample of test-takers. However, 22,381 test-takers have answered the survey since September 2016 when the new Sulitest platform was released. Among these candidates, 8,515 answered during our report period, July 2018-July 2019 (data released in this section come from this 2018-2019 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 74% 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 8).

Figure 8: 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)

- yes
- no
- I don't know

18
8
%
74
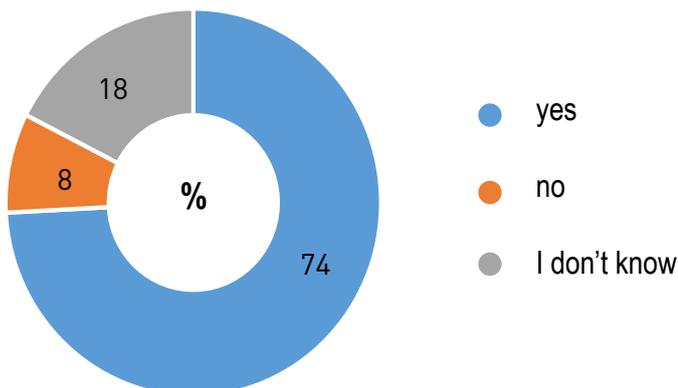
CANDIDATES' PROFILE

46% male   **53%** female

Undergraduate degree **34%**
Graduate degree **59%**
Postgraduate / Doctoral **7%**

Business, administration and law **50 %**
Engineering, manufacturing and construction **16 %**
Natural sciences, math. & statistics **6 %**
Arts, humanities & languages **3 %**
Social sciences, journalism & information **4 %**
Education & teacher training **1 %**
Other fields of study **14 %**

AGE
20 and less : **44%**
21-25 : **44%**
26-30 : **7%**
31 and above : **5%**

* percentages based on the optional survey at the end of the session (8,515 candidates from academia)

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 caveats mentioned previously in the Trends section).

SUSTAINABILITY IN DAILY LIFE AS A CITIZEN

Figures 9 and 10 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 9: 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)

- not at all — 46 %
- occasionally interested — 54 %
- often interested — 58%
- always interested — 60%

Figure 10: 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)

- not at all — 56 %
- occasionally — 57 %
- on regular basis — 56%
- deeply involved — 58%

Figure 11: 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)

- never — 50
- rarely — 55
- often — 59
- try to all the time — 61
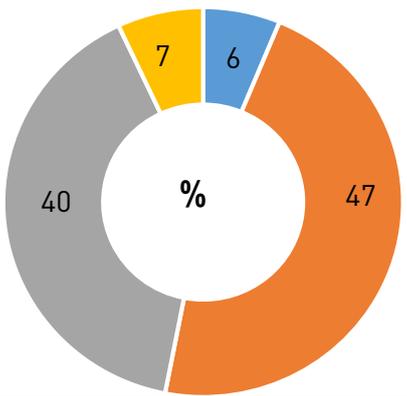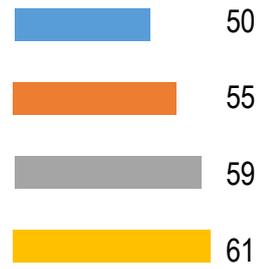
SUSTAINABILITY AT UNIVERSITY AS A STUDENT

The differences are less pronounced when comparing exposure to sustainability at a university to Test scores. Figure 12 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. This result suggests that there may be a role for education and integration of sustainability in the curriculum. However, making sustainable development required for graduation does not seem to have a significant effect in our sample (Figure 13). 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 (Fig. 14).

Figure 12: 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)
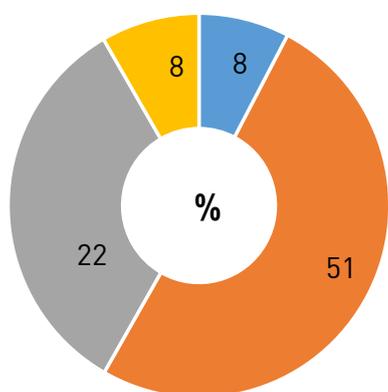
- not at all — 54
- in dedicated course on the topic — 58
- in related courses *(in which sustainaibility / Sustainable development is not the main topic)* — 57
- I don't know — 53
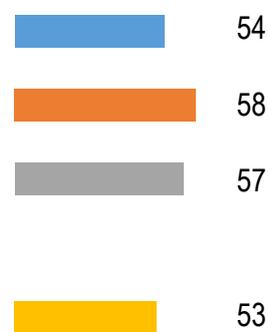
Figure 13: Sustainability required for graduation compared to average score

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

Core module: Average Score (% of expected answers)

- yes — 57%
- no — 59%
- I don't know — 54%

Donut chart: yes 38, no 33, I don't know 29

Figure 14: University sustainability practicies 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)

- non-existent — 52
- insufficient — 58
- satisfactory — 56
- high performance — 56

Donut chart: non-existent 3, insufficient 23, satisfactory 58, high performance 15
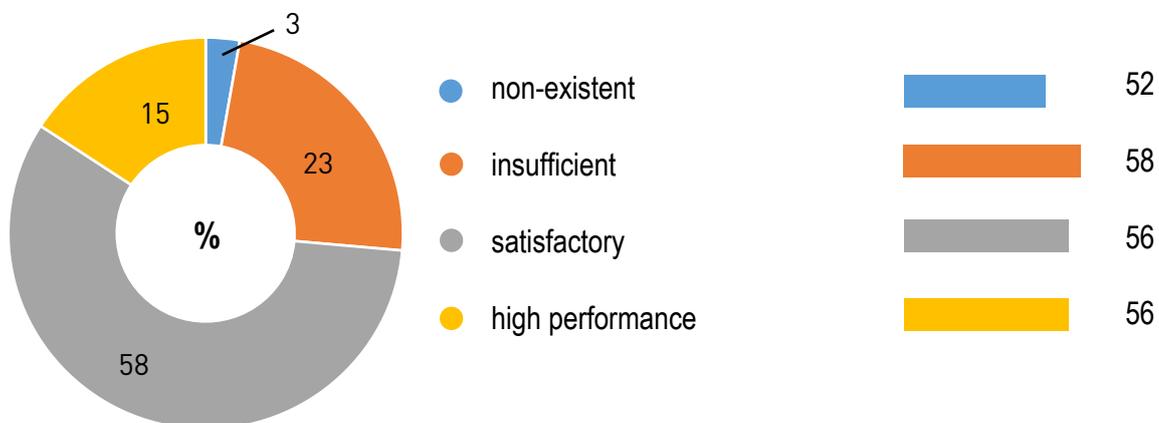
SUSTAINABILITY IN YOUR FUTURE JOB

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 15 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 16 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 15: Interest in implementing sustainability in a job compared to Test score

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

Core module: Average Test score
(% of expected answers)
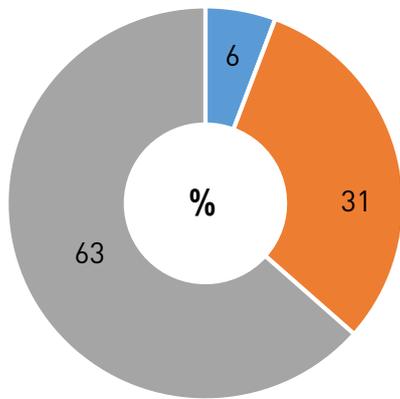
- ● not at all — 50
- ● only if it helps my career — 53
- ● deeply interested — 59
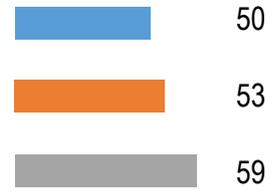
Figure 16: Perceived ability to implement sustainability in a job compared to Test score

"Do you think you will be able to follow sustainability / sustainable development principles in your future job(s)?"
(% of respondents)
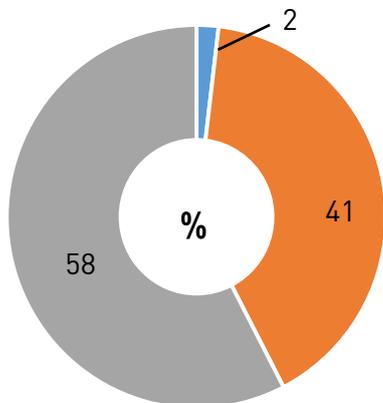
Core module: Average Test Score
(% of expected answers)

- ● not at all — 48
- ● I am not sure — 56
- ● I am sure — 58
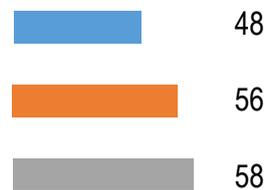
SULITestimonials

Senior Advisor

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. We appreciate Sulitest's collaboration with DESA, other UN entities and relevant actors to create SDG specific modules, to raise awareness on the individual goals, test students' knowledge on the goals, and identify areas that need improvement so that we can reach the Goals by 2030, for example the SDG 7 specific module launched in 2018. Higher Education Institutions and other sustainability stakeholders should consider expanding the use of the Sulitest to advance competences on sustainable development."

Luisa KARST, Associate Sustainable Development Officer, Division for SDGs - UN Department of Economic and Social Affairs

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

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

"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

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

John NORTH, Managing Director GRLI

"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

"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)

"Sulitest is a fantastic tool to give people across the world a chance to understand how they can learn, act and live against the Sustainable Development Goals. We're delighted to be a partner and are excited to see how this could scale up to reach millions instead of thousands of people."

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

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

Debra ROWE, Advisor Higher Education Associations Sustainability Consortium

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

Florencia LIBRIZZI, Head of Program and Partnerships, SDG Academy

"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)

"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

OTHER MEMBERS
OF THE SAB

42

Regional & National Expert Committee
Sulitest.org

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 COSTA RICA

"Higher Education Institutions (HEIs) are one of the actors that are called to play an important role in the application of the 17 Sustainable Development Goals (SDGs), focusing specifically on the goal 4.7. If we do not work towards the development goals by 2030, we will be responsible for the environmental disaster ahead of us. I believe it is very important not only to prepare our Professors and students on how to become contributors for the implementation of these goals but also to measure their impact and level of application according to the results acquired. One way to measure this is through The Sulitest initiative which aims to determine the impact of sustainability literacy."

Manrique ARGUEDAS CAMACHO, Unidad de Acción Ambiental Universidad Earth - 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 camparing other countries."

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

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 NORDIC COUNTRIES

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

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

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 BRAZIL

"As 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 that moment. Nowadays, we continue to believe Sulitest as an excellent tool that contributes to 2030 Agenda."

Norman DE PAULA ARRUDA FILHO, President - ISAE

RNEC FRANCE

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

Jean-Marc OGIER, President of the ecological transition Comitee - Conférence des Présidents d'Université

RNEC RUSSIA

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

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

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 BELGIUM

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

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

RNEC 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 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. The Association for Promoting Sustainability in Campuses and Communities (APSCC) has supported Sulitest since the beginning through localization and dissemination of the test among the Indian Institutions. Together, we envision a world where campuses and communities are sustainable, ensuring that due recognition is given to the role of education and research in the promotion of sustainable development.".

Dr. Golda A. EDWIN, Executive Director APSCC

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

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.

"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 GCE has supported the sustainability literacy test since the beginning of its creation. Its expert members are associated with the creation of the questions for France and on the international level. The 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)

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

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

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

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

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

Jaclyn ROSEBROOK-COLLIGNON, Head of Sustainability & Global Social Responsibility - GEM

"Sulitest is a powerful and pioneering global initiative bringing together a unique and huge diversity of education stakeholders. This diversity is helping us learn to better collaborate and speak the same language of a more sustainable future. Being the UK lead sustainability body for universities and colleges the EAUC is fully committed to this project and ensuring our students leave our universities equipped to lead change for a sustainable future."

Iain PATTON, Chief Executive EAUC

"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

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

Anders SANDOFF, Assistant Professor – University of Gothenburg

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

Nicholas VANTREESE, Head of CSR La Banque Postale

The 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
Sulitest.org

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.

UDEM

"At Universidad de Monterrey (UDEM), we are convinced of our responsibility in building a more sustainable world, and we believe this is achieved through education. At the Sustainability Center of the university, we have established the goal that all freshmen must complete the Sulitest. This tool has been very useful to us because it allows us to know the level of knowledge of sustainability (equity, environmental, social, etc.) of all our new students when they arrive. The results are easy to handle and give us a whole picture of the topics which we must work in our courses activities, and programs; for our students, it is a great opportunity to have a much broader picture fo what they know and don´t know of the global and local issues we face and to create innovative and holistic solutions for these issues. We hope and working on how to apply the Sulitest upon graduation, and be able to compare results before and after."

Cesar NANNI, Sustainability Coordinator Universidad de Monterrey

GCU Glasgow Caledonian University
University for the Common Good

" In the Glasgow School for Business and Society (GSBS) at Glasgow Caledonian University I use Sulitest in two ways.
a) To raise awareness of economic, social and environmental sustainability amongst first year students, I ask students on the International Business and Business Management Degree Programmes to take the test during their first week at University. I use Sulitest in 'learning mode', giving students the opportunity to do some quick research related to questions posed. Using Sulitest at this early stage in a business student's university life sensitizes students to the meaning of 'Sustainability' and problems facing the world and the U.K;
b) I then use Sulitest with students on the same Programmes in fourth year, on a module called Sustainability, Corporate

Responsibility and Ethics (SCoRE). This offers the opportunity to compare average results at first and fourth year – allowing assessment of improved understanding, and ensuring that Sustainability is firmly embedded in the minds of our soon-to be graduates.
Summary: Sulitest is a fabulous tool with which to encourage students to learn about sustainability in the context of our world. The portfolio of Sulitest, Suliquiz, SDG Module offer a range of tools to use in the classroom to promote education for sustainable development and develop the sustainability mindset of our students. The platform is very easy to use."

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

POLYTECH NANTES
Graduate school of engineering of the university of Nantes

"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

tbs TOULOUSE Toulouse Business School

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

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

NTNU Norwegian University of Science and Technology

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

John E HERMANSEN Associate professor, NTNU

« We know the decisons we make as an individual, and as a company where we work or which we manage have a real ipact on our world and its future. Many scientific studies confirm it, The IPCC report for instance, is final : growing natural resources scarcity, ecological imbalance, human displacement, animal extinction... We know our decisions can sometimes have disastrous or irreversible consequences on our world.

So as an institute of higher education, have a responsibility : we train the decisions makers and leaders of the future economy. They will shape our future economy and future consumer/corporate behaviors.

So we contribute to training leaders who can change things and create a desirable future. It's our duty to ensure that they take these challenges seriously, to deeply influence how they behave as future world economy decision makers and in a broader sense, as citizens. We must give them the tools to helps them design future solutions. Sulitest is a great tool to ensure this awareness and to encourage new behaviors. »
"

Pascal VIDAL, Associate Dean, Academic Program, Kedge Business School,

"In Finland and the other Nordic Countries, issues around sustainability are considered 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 has proven to be a great way of introducing and deepening the knowledge of these issues amongst university students, especially our M.Sc. in Business students who complete the test as compulsory part of their studies, and the Entrepreneurship minor students in our university. It has been an empowering exercise also for our Sulitest Team members at Oulu Business School, to design the Finnish questions for the test. We are proud to contribute to the success of Sulitest and our common cause."

Sauli SOHLO, Deputy Director - Martti Ahtisaari Institute

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

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

François GERMINET, Président Université de Cergy-Pontoise

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

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

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

**Rodolphe DURAND
Joly Family Professor of Purposeful Leadership --Strategy Department Founder and Academic Director --Society and Organizations (S&O) Center - HEC**

"I discovered the Sulitest a couple of years ago during a GRLI meeting attended by Mr Carteron and was enthusiastic about the product and the idea behind it. I saw in the Sulitest a new way to complement our lectures and a learning tool for the students. Since two years we offer the test to all our Master 1 students at the Louvain School of Management (400+ students). A deep statistical and qualitative review by Juliette Mabardi confirmed that our students like the tool and found it an attractive way to learn about Sustainability issues; they also offered suggestions to the Sulitest team to further improve the platform. The UCLOUVAIN university interfaculty sustainability coordination team expressend interest for the tool and we offered it in September 2018 to all the students fo the university on an optional basis. 807 additional students from the various faculties took the test. One of our students from the Medical faculty completed the 100,000th test."

**Carlos DESMET
Visiting Professor Louvain School of Management - UCLOUVAIN**

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

Carole PARKES, Professor of Global Issues and Responsible Management at Winchester University Business School

"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 Gordon S. Lang School of Business and Economics 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, Gordon S. Lang School of Business and Economics - University of Guelph**

"At the School of Management & Innovation, Sciences Po (Paris), all Master students take the Sulitest at the beginning of the year as part of our mandatory course Great Transition where they become familiar with the SDGs and associated challenges. For us, the Sulistest is not only a tool to measure and raise student awareness on crucial contemporary challenges. We want to move to a co-construction of some questions with our students to surface their own expectations and integrate them in our pedagogy ."

**Marie-Laure DJELIC
Dean, School of Management and Innovation, Professor, CSO
Sciences Po**

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

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

" At the University of Groningen we started using Sulitest as a pilot project to see if we can measure the level of Sustainability knowledge of our students and staff members. Green Office together with Sustainability Sounding Board of our university are now developing strategy to implement the test further so that more, probably all, students and staff members will fill out the test. The Sulitest not only provides us insight in the knowledge level of students, it provides students and staff members a better insight in the wide scope of sustainability problems. The test makes people think about sustainability and ignites curiosity."

**Joanna Sylwia GUSC
Chair, Sustainability Sounding Board at University of Groningen**

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

**Manon DUPONCHELLE,
Project Manager Quality and CSR
SKEMA**

" 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, almost 700 students took it at the beginning of the program to assess students' initial knowledge. For the first time, the test was also used this year by participants of our Executive MBA and we observed that even for people with a professional background, the test has a real added-value as a pedagogical tool. The test is now used on all our campuses in France (Paris, Lyon, St. Etienne) and in Morocco. Next year, it will be spread on our campuses in China and India."

Hans-Jörg SCHLIERER, CSR coordinator at EMLyon,
EMLyon

"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 September 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

"At Excelia group, we have been involved for 20 years in research and training in CSR. We introduced the Sulitest in 2018, with different objectives:
- To assess the level of knowledge of our students on different learning objectives (Assurance Of Learning) in CSR,
- To develop other assessment tools on the platform,
- To introduce a new educational and CSR awareness tool for our students,
- To raise staff awareness of the principles of CSR
We also participated in a SuliHackathon. This educational animation was very rich pedagogically for our students.
The Sulitest is a robust and valid assessment tool. The core module provides a relevant basis for knowledge and reflection on the issues that arise today in CSR and sustainable development.
It also allows for the development of supplementary questions to go further on points that it does not address, such as the identification of the ethical dilemma or the identification of stakeholders.
The opportunity to situate the results in comparison to other educational organisations is a very interesting point."

Valérie FERNANDES
Dean of the Faculty
Excelia Group

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

Sébastien BOURDIN
Associate Professor,
Ecole de Management de Normandie

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

Béatrice DE GIVRY
Head of Division ENAC/ATM - ENAC

"Unity College uses the Sulitest to offer all of our incoming students an opportunity to learn about global sustainability concerns when they arrive to our college, as well as test their acquired knowledge in their third and final general education course later in their education.
Our curriculum is beginning to integrate the UN Sustainable Development Goals into courses and objectives, so the Sulitest helps introduce students to the SDGs. Also, Unity College is one of many higher education institutions that participates in the Sustainability Tracking, Assessment, and Rating System (STARS); administering a sustainability literacy assessment to students is one of the credit categories in the rating system. We greatly appreciate having an internationally-reviewed question set based on the SDGs that we can use year over year and compare results to prior years as well as all the other participants."

Jennifer DEHART
Chief Sustainability Officer
Unity College

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

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

We have used Sulitest across all our Business Management final year undergraduate programmes in teaching Sustainable Business, reaching 329 tests this year. This has been of real value in helping us evidence student levels of understanding of the Sustainable Development Goals and plan at both course and University level to educate and raise awareness. Many students are inspired by learning about the SDG's to pursue careers or further study in Sustainability. We are now working to embed the goals in teaching across all years of our course."

**Rachel LANDER,
Senior Lecturer
Westiminster Business School**

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

**Sanchi MAHESHWARI
Social Responsibility coordinator
Hanken School of Economics**

"At the University of Salford our vision is by pioneering exceptional industry partnerships, we lead the way in real-world experiences, preparing students for life. At the Salford Business School, we aim to empower and inspire our next generation business leaders to make lasting environmental, social and economic benefits. We included the Sulitest as part of lecture and seminar activities at the core modules (level 4 and level 6). The sustainability literacy test helps broaden understanding of sustainable development goals and foster discussions regarding sustainability challenges that we are facing locally, nationally and internationally;"

**Romas MALEVICIUS,
Lecturer in Sustainability and Ethics
University of Salford Manchester**

"Sulitest is embedded into Personal Development Planning (PDP) within the Faculty of Engineering and Science embracing: employability – graduate attributes – research informed teaching – sustainability. On completion, students write a summative reflective piece re-examining their own sustainability identity against priorities for their disciplines and professional practice. 2nd year students develop objectives for a group sustainability challenge. Final year students also examine CSR credentials of a target employer with themselves as sustainability agents.
 This contributes to the University's SDG (United Nations Sustainable Development Goals) and QAA Education for Sustainable Futures guidance. Student feedback highlights: developmental opportunity from researching the answers mid-test or after; stimulating curiosity to read, own and engage in sustainable practice especially to redress knowledge gaps exposed by the test; pride and positive reinforcement for what they already know and do..."

**Kristina RUNGANO MASUWA-MORGAN
Director of Learning and Teaching
University of Greenwich**

"The Sulitest is part of our training for generalists engineers, and more specifically in our major « Energy and Environment ». Linked to our course unit on sustainable development, the Sulitest is used as a pedagogical tool. Our students have to take the Test at the beginning of the semester without any particular knowledge on the subject. A course on sustainable development is then offered during the semester. Students take the Test once again at the end of the semester. A debriefing session allows us to take stock on the knowledge they have gained in between the two Tests session (in the beginnning and at the end of the semester, meaning before and after the specific course on sustainable development).
The international platform of the Sulitest gives a credibility to the theme of sustainable development, which the main axis of our training course and the values of our school. Our school is also engaged in the Global compact network, and the HESI (Higher Education Sustainability Initiative)."

Julia MOUTON, Head of Energy & Environment Major - EPF

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

Thierry Sibieude, Professor, Social Entrepreneurship Chair Holder ESSEC

"In the early 1990s, INCAE was a pioneer in the inclusion of courses related to sustainable development in Latin America. Since then, Sustainable development is a topic that is inherent to INCAE Business School, in terms of its business philosophy, business model and value chain.
In this context, Sulitest is a tool that allows us to take structured measurements at different moments of the master's degree (before and after completing courses on sustainability). The results obtained are used to analyze, update and adjust the educational programs in a way that they align with global demands and allow students to develop skills to address the challenges in a more integral manner."

Carlos Rodriguez
Professor strategy and organizations Area, INCAE Business School

" Student success is the primary goal of California State University Monterey Bay. Success in a changing climate with ecosystem degradation, social inequity, and volatile economic markets requires a deep understanding of sustainability and the

systems that correspond with Sustainable Development Goals. Sulitest allows us to track how our students are performing in each of the areas of the Sustainability Development Goals, with the intention of improving curriculum and co-curricular activities, to ensure our student are prepared and successful in their careers and engaged in their communities."

Lacey RAAK,
Sustainability Director
California State University Monterey Bay

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

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

"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)

"Impact Campus help students to acquire the essential skills in our fast-paced changing world. We prepare them to become well-informed and aware leaders, who know and use their power of impact. To achieve our mission, we use a blended course; that is to say a course that uses digital and physical tools. This year, 1500 students have participated to our course and part of it is dedicated to the preparation of the Sulitest. Students thus acquire essential knowledge on SDGs and are able to measure their progress thanks to the Sulitest, that is part of the final exam. Not only is it a great label for the student, but also a very precise tool for us to evaluate student's assiduity and comprehension of the course and of the SDGs. We also use the Sulitest as a tool to evaluate the precision and efficiency of our course. We ask the students to take it before and after the class. The comparison between the results is a perfect data to help us measure how positive our impact is: the average score of the first test was 55% and it jumped at 75% for the second test (on the CORE International module). Last but not least, we use Suliquiz during physical classes: it is a fun way to show the students what the final exam will look like. They love being in teams and are often surprised by their ignorance, thus being motivated to work harder to succeed."

Aude SERRANO,
Impact Campus' director

"We are integrating Sulitest into the design of our systemwide minor in Sustainability, part of our general education program. Assessing sustainability learning for program-level assessment gives us a feedback loop to know how to support faculty. Our students enjoyed seeing how they compared to international community, and we saw what they didn't know about the global situation. I am proposing to design a custom module for the Pacific region, so that we can compare a place-based sustainability literacy with the essential planetary understandings. Teach global; assess local! ."

Krista HISER,
System Sustainability Curriculum Coordinator
University of Hawaii

"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.
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

"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

"As part of Global Responsibility Week, which took place from 25 to 29 March 2019 at Montpellier Business School, all students and staff were invited to spend 3 days at SULITEST. An award-winning competition was held to motivate candidates who did well in the "test". The diversity and relevance of the questions were noted by the participants. The award ceremony at the Sulitest was an opportunity to remind us of the importance of everyone's involvement in the preservation of our planet in the broadest sense."

Kathrin JACOB,
Sustainable Development Project Manage - Montpellier Business School r

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

EMERIC FORTIN,
Sustainable development Manager
École des Ponts ParisTech

The National Union of Students UK knows that students want to learn more about sustainability - 80% of students see sustainability as a priority for universities and 60% want to learn more about it within their own course. The Sustainability Literacy Test provides us with a tool to measure and better understand student learning. Having a global snapshot of students' understanding provides powerful statistics to influence change in education within the UK and around the world.
We need our universities to be creating graduates who are part of the solution to the world's greatest challenges, rather than a part of the problem, and the Sustainability Literacy Test can help us to get there.)."

I Quinn RUNKLE
NUS UK
Senior Project Officer - Communities and Curriculum, Department for Sustainability
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APPENDICES

APPENDIX A
Foundational Matrix for Sulitest

KNOWLEDGE: 15 SUBJECTS WITHIN 4 THEMES

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	*Within local and global social structures and governance, zooms on :* **Education, and Culture**
	8	Local and global **economic systems**: paradigms; positive results negative impacts; production, distribution, consumption of goods and services; life cycles; value chains; finances; etc.
	9	*Within local and global economic system, zooms on :* **Water, Energy, and Food**
Transitions towards sustainability	10	**How to** start, reinforce, accelerate **systems change**
	11	**Initiatives** towards sustainability … more **from institution / int'l level** (like UN MDGs, Global Compact, GIEC, GRI, ISO 26000, ESD, etc.)
	12	**Concepts, tools, frameworks** … more from individual NGOs or smaller networks (like Cradle to Cradle, Natural Capitalism, The Natural Step, Ecological Footprint, etc.)
	13	**Examples and ideas we can learn from**: case studies of successes or failures ; technological, strategic, or social innovations
We each have roles to play to create and maintain individual &systemic changes	14	How does one become **aware of ones own roles and impacts** … whoever "one "is (individual, organisation, south, north, etc.)
	15	How does one **efficiently act to create both individual and system change** … whoever "one "is (individual, organisation, south, north, etc.)

↑ Themes ↑   ↑ Subjects ↑

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

APPENDIX C
TESTS TAKEN PER ORGANIZATION

Organizations that have organized sessions with 15 or more candidates
using the Phase 1 platform, July 2018 - July 2019

ORGANIZATION NAME	Country	2018-2019
KEDGE BUSINESS SCHOOL	FRANCE	>4500
LOUVAIN SCHOOL OF MANAGEMENT	BELGIUM	>1500
UNIVERSIDAD DE MONTERREY	MEXICO	>1500
SKEMA BUSINESS SCHOOL	FRANCE	>1400
ECOLE HOTELIERE DE LAUSANNE	SWITZERLAND	>1100
COLLEGE OF CHARLESTON	USA	>1000
TOULOUSE BUSINESS SCHOOL	FRANCE	>900
IMPACT CAMPUS	FRANCE	>900
UNIVERSITY OF GUELPH	CANADA	>800
EMLYON BUSINESS SCHOOL	FRANCE	>700
POLYTECH MONTPELLIER	FRANCE	>500
GRENOBLE ECOLE DE MANAGEMENT	FRANCE	>500
ECOLE POLYTECHNIQUE DE UNIVERSITE D'ORLEANS	FRANCE	>500
ECOLE POLYTECHNIQUE DE L'UNIVERSITE DE NANTES	FRANCE	>400
ECOLE DE MANAGEMENT DE NORMANDIE	FRANCE	>400
UNIVERSITY OF GOTHENBURG	SWEEDEN	>400
ENSIACT	FRANCE	>400
UNIVERSITY OF GREENWICH	UK	>400
ESSEC BUSINESS SCHOOL	FRANCE	>400
AMRITA SCHOOL OF BUSINESS, A	INDIA	>400
UNIVERSITE DE TECHNOLOGIE DE BELFORT-MONTBELIARD	FRANCE	>300
ECOLE NATIONALE DE L'AVIATION CIVILE	FRANCE	>300
UNIVERSITY OF GRONINGEN	NETHERLAND	>300
UNIVERSITY OF BIRMINGHAM	UK	>300
HANKEN SCHOOL OF ECONOMICS	FINLAND	>300
GLASGOW CALEDONIAN UNIVERSITY	UK	>300
UNITY COLLEGE	USA	>300
CALIFORNIA STATE UNIVERSITY - MONTEREY BAY	USA	>300
WESTMINSTER BUSINESS SCHOOL	UK	>300
EPF-ECOLE D'INGENIEURS	FRANCE	>300
UNIVERSITY OF SALFORD	UK	>300
INSTITUTO CENTROAMERICANO DE ADMINISTRACION DE EMPRESAS	COSTA RICA	>300
INSTITUT POLYTECHNIQUE DES SCIENCES AVANCEES	FRANCE	>300
UNION COLLEGE	USA	>200
EMBRY-RIDDLE AERONAUTICAL UNIVERSITY	USA	>200
INSTITUT POLYTECHNIQUE DE GRENOBLE	FRANCE	>200
UNIVERSITE PARIS NANTERRE	FRANCE	>200
OULU BUSINESS SCHOOL, UNIVERSITY OF OULU	FINLAND	>200
MACEWAN UNIVERSITY	CANADA	>200
GROUPE SUP DE CO LA ROCHELLE	FRANCE	>200
ECOLE MINE DE DOUAI	FRANCE	>200
ECOLE NATIONALE SUPERIEURE DE CHIMIE DE LILLE	FRANCE	>100
TELECOM ECOLE DE MANAGEMENT	FRANCE	>100
ITECH	FRANCE	>100
BOLOGNA BUSINESS SCHOOL	ITALY	>100
UNIVERSITY OF WINCHESTER	UK	>100
SULITEST	FRANCE	>100
ECOLE NATIONALE SUPERIEURE DES MINES DE SAINT-ETIENNE	FRANCE	>100
KENT STATE UNIVERSITY	USA	>100
UNIVERSITE DE CERGY-PONTOISE	FRANCE	>100
MODUL UNIVERSITY VIENNA	AUSTRIA	>100
UNIVERSITY OF WATERLOO	CANADA	>100
UNIVERSITY OF COLORADO COLORADO SPRINGS	USA	>100
ÉCOLE DES PONTS PARISTECH	FRANCE	>100
SCHOOL OF ECONOMICS AND MANAGEMENT, UNIVERSITY OF PORTO	PORTUGAL	>100
UNIVERSITE GRENOBLE ALPES	FRANCE	>100
NEOGREEN	FRANCE	>100
PORTLAND COMMUNITY COLLEGE	USA	>100
STOCKHOLM SCHOOL OF ECONOMCIS	SWEEDEN	>100
ECOLE DES MINES DE NANTES	FRANCE	>100
UNIVERSITY AT ALBANY – STATE UNIVERSTITY OF NEW YORK	USA	>100
LES ROCHES GLOBAL HOSPITALITY EDUCATION	SWITZERLAND	>100
JOHN JAY COLLEGE OF CRIMINAL JUSTICE	USA	>100
ECOLE NATIONALE DU GENIE DE L'EAU ET DE L'ENVIRONNEMENT	FRANCE	>100
INSTITUT POLYTECHNIQUE UNILASALLE	FRANCE	>100
TECHNICAL UNIVERSITY OF DENMARK	DANEMARK	>100

| ORGANIZATION NAME	Country	2018-2019
IMT ATLANTIQUE BRETAGNE-PAYS DE LA LOIRE	FRANCE	> 50
RISEBA UNIVERSITY	LATVIA	> 50
FORDHAM UNIVERSITY	USA	> 50
SULITEST RESEARCH - VALIDATION TEAM	USA	> 50
UNIVERSITY OF HAWAII	USA	> 50
INSTITUT SUPERIEUR DE MECANIQUE DE PARIS	FRANCE	> 50
UNIVERSIDADE FEDERAL FLUMINENSE	BRAZIL	> 50
ECOLE DES METIERS DE L'ENVIRONNEMENT	FRANCE	> 50
KENT BUSINESS SCHOOL	UK	> 50
ECOLE D ETE DES OBJECTIFS DU DEVELOPPEMENT DURABLE	FRANCE	> 50
UNIVERSIDAD CENTRAL DE VENEZUELA	VENEZUELA	> 50
BRADFORD UNIVERSITY SCHOOL OF MANAGEMENT	UK	> 50
IOWA STATE UNIVERSITY	USA	> 50
NIAGARA COLLEGE	CANADA	> 50
EDC PARIS BUSINESS SCHOOL	FRANCE	> 50
ICHEC BRUSSELS MANAGEMENT SCHOOL	BELGIUM	> 50
NORWEGIAN UNIVERSITY OF SCIENCE AND TECHNOLOGY	NORVÈGE	> 50
CESI	FRANCE	> 50
OPENSHKOLA	GERMANY	> 50
NORTHUMBRIA UNIVERSITY	UK	>15
ÉCOLE DE TECHNOLOGIE SUPERIEURE	CANADA	>15
COMMISSARIAT GENERAL AU DEVELOPPEMENT DURABLE (CGDD)	FRANCE	>15
SCIENCES PO	FRANCE	>15
TOULOUSE SCHOOL OF MANAGEMENT	FRANCE	>15
RHODES UNIVERSITY	SOUTH AFRICA	>15
WINTHROP UNIVERSITY	USA	>15
YSCHOOLS	FRANCE	>15
POLYTECHNIQUE SORBONNE	FRANCE	>15
UNIVERSITY OF MISSOURI	USA	>15
ONET	FRANCE	>15
GHENT UNIVERSITY	BELGIUM	>15
INSTITUT NATIONAL DES SCIENCES APPLIQUEES DE RENNES	FRANCE	>15
ECOLE NATIONALE SUPERIEURE DES SCIENCES APPLIQUEES ET DE TECHNOLO	FRANCE	>15
UNIVERSITY OF THE ARTS LONDON	UK	>15
UNIVERSITY OF STIRLING	UK	>15
DUKE UNIVERSITY	USA	>15
INSTITUT LEONARD DE VINCI	FRANCE	>15
SIENA COLLEGE	USA	>15
ST. MARY'S COLLEGE OF MARYLAND	USA	>15
ECOLE SUPERIEURE DU BOIS	FRANCE	>15
VU AMSTERDAM	NETHERLAND	>15
UNIVERSITAT POMPEU FABRA	SPAIN	>15
UNIVERSITAT POLITECNICA DE VALENCIA	SPAIN	>15
SCHOOL OF BUSINESS, ECONOMICS AND LAW AT THE UNIVERSITY OF GOTHENB	SWEDEN	>15
ECAM STRASBOURG-EUROPE	FRANCE	>15
TECHNOLOGICAL UNIVERSITY DUBLIN	IRLAND	>15
ART CENTER COLLEGE OF DESIGN	USA	>15
URAL FEDERAL UNIVERSITY	RUSSIAN FEDERATION	>15
UNIVERSITY OF BOLOGNA	ITALY	>15
STATE UNIVERSITY OF NEW YORK AT NEW PALTZ	USA	>15

APPENDIX D
SCREEN SHOTS

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

1 *Candidate screen shot*

2 *Examiner screen shots*

Sulitest.org

Sustainability Literacy Tools & Community
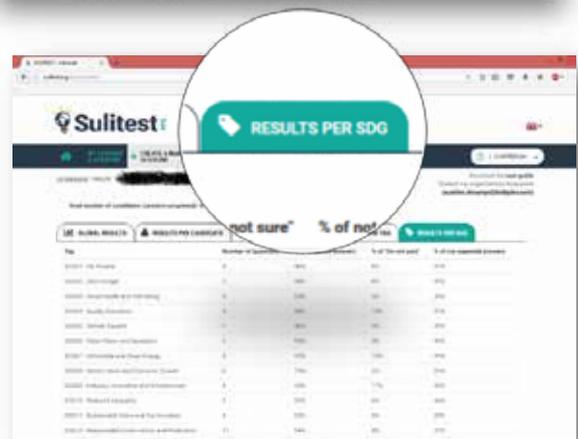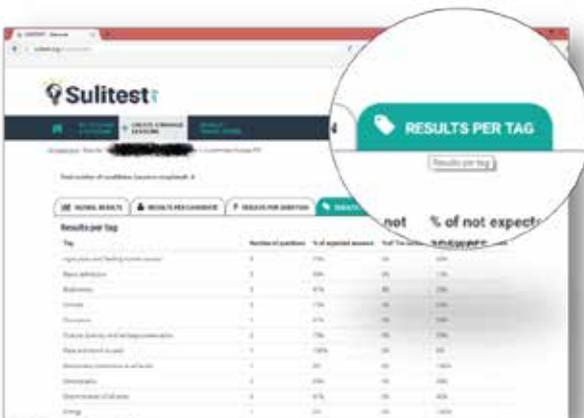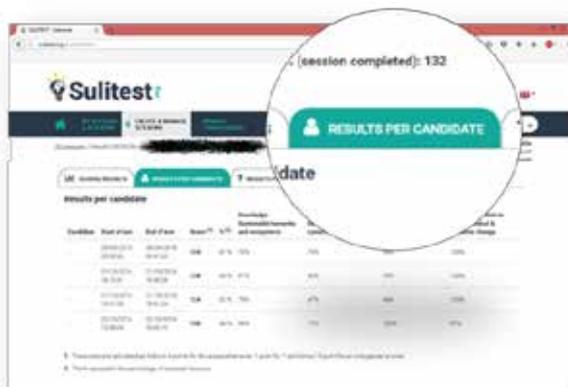
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«September 2015, the United Nations signed a contract with humanity called Sustainable Development Goals, 17 goals and 169 targets to be achieved in just 15 years. It could seem totally unrealistic but it's not at all if everyone does their part. To 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.*

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.