

# EDU4SDGs Project

# NEWSLETTER



Co-funded by  
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## About the Project

The #edu4sdgs initiative is inspired by a powerful goal: to amplify emotional intelligence and drive higher education's role in achieving the United Nations Sustainable Development Goals (SDGs). By fostering social responsibility and equipping individuals with critical skills, the project aims to empower the academic community to create meaningful change.



## Welcome to the Hub!

The SDGs University Knowledge Hub is a free, online platform designed to advance sustainable development in higher education. Central to the #edu4sdgs initiative, the hub integrates three key areas: the Sustainable Development Goals (SDGs), emotional intelligence (EQ), and micro-credential pathways. It offers curated resources, including publications, videos, SDG policies, and reports, all organized by type and topic.



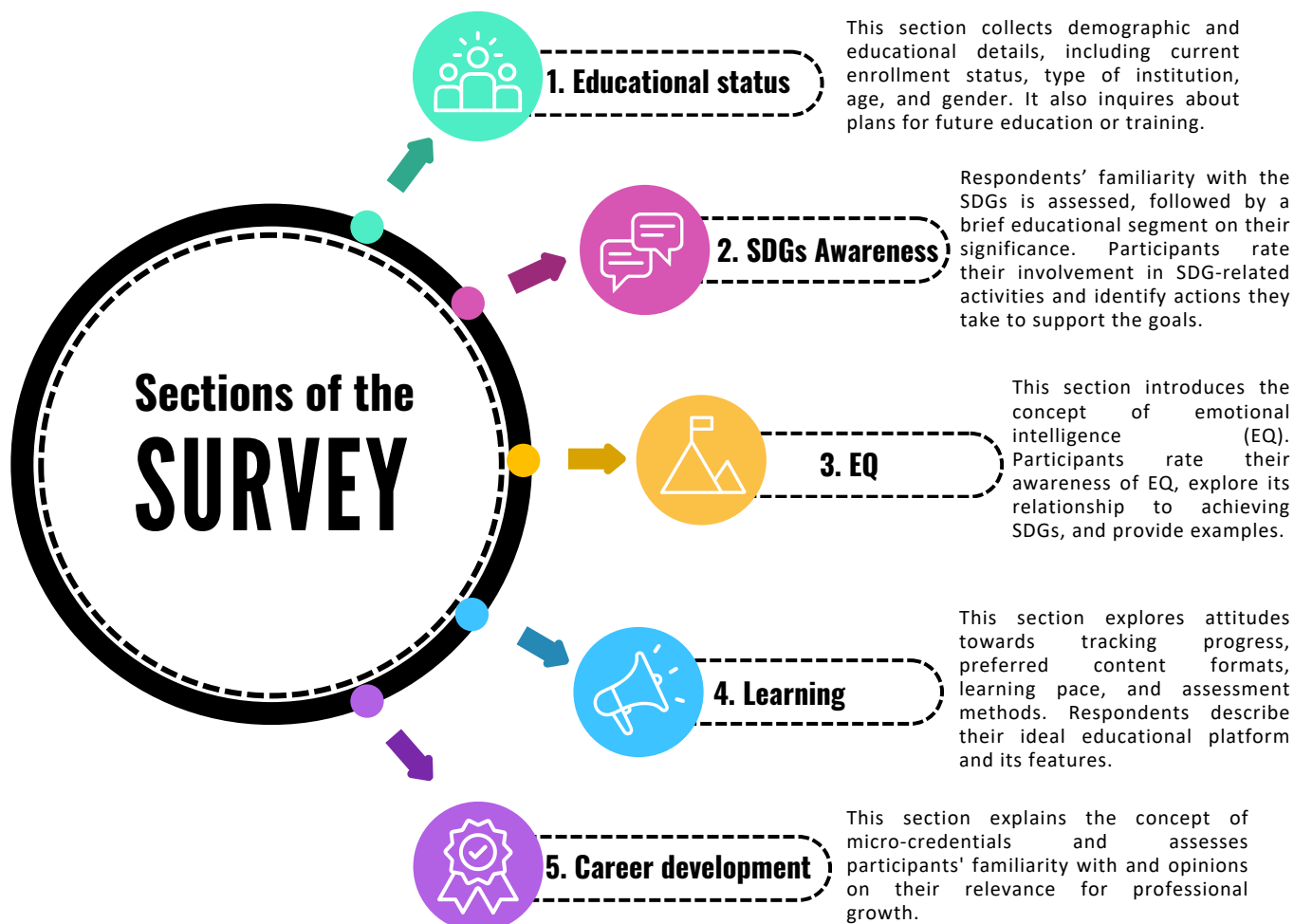
Users can explore upskilling and reskilling pathways that lead to micro-credentials, fostering understanding of SDGs and EQ in higher education. Developed with accessibility and inclusivity in mind, the hub will also feature educational materials, a demo platform, and training for effective HEI-NGO cooperation, ensuring impactful implementation of sustainability practices.

## BUILDING A COMPREHENSIVE EDUCATIONAL ECOSYSTEM FOR SUSTAINABLE DEVELOPMENT GOALS

Project Number: 2023-1-PL01-KA220-HED-000165127. Disclaimer: Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

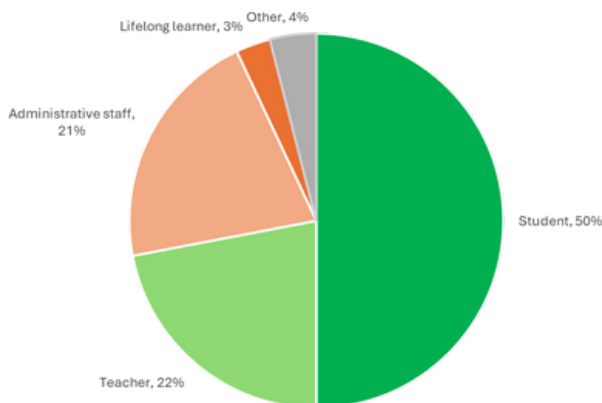
## THE SURVEY

Between June 6th and October 29th, 2023, a survey was conducted to gather insights for Work Packages 2 and 4 of the #edu4sdgs project. After an initial section to gather information about the educational status of participants, the questionnaire focuses on four key areas: Awareness of the Sustainable Development Goals (SDGs), emotional intelligence (EQ), learning preferences, and career and skill development through micro-credentials. Participants were assured that their responses would be voluntary, anonymous, and confidential.



## THE RESULTS

A total of 253 responses were received, surpassing the expected 200, with **248 valid entries**. Respondents represented a diverse range of countries, including Poland (182), Latvia (35), Spain (7), Germany (7), the Netherlands (3), Sweden (2), Denmark (1), England (1), Estonia (1), France (1), Ireland (1), Italy (1), Kazakhstan (1), Portugal (1), Rwanda (1), South Korea (1), Turkey (1), and Ukraine (1). This international participation provides valuable perspectives for the project's goals.



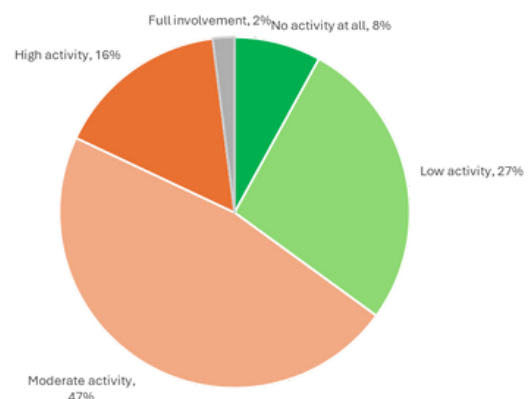
### 1. Educational status

- 54% female, 46% male.
- 15-67 years old (45% below 25 years old).
- 81% are currently enrolled in an educational institution.
- 83% consider enrolling in the near future,
- 77% use educational platforms.

### 2. SDGs Awareness

- 64% know the SDGs graphic very well.
- 16% saw it before, but they don't know what it represents.
- 20% do not know it at all and they have never seen it before.

### How do you rate your activity in terms of working towards the SDGs?



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## What actions do you take to implement SDGs?

Top three responses:

1. "I reduce waste in my daily life" (85%)
2. "I conserve energy and/or water in my daily life" (72%)
3. "I practice responsible consumption in my daily life" (65%)

## Which of the SDGs requires the most urgent action?

Top three responses:

1. SDG 13: Climate action (48%)
2. SDG 2: Zero hunger (44%)
3. SDG 4: Quality education (42%)

## Which of the SDGs can you contribute to the most?

Top three responses:

1. SDG 4: Quality education (56%)
2. SDG 12: Responsible consumption and production (48%)
3. SDG 5: Gender equality (40%)

## Additional Comments

- 70% (strongly) agree they would like to know more about what they can do to contribute to the SDGs.
- 69% (strongly) agree knowledge and/or competences in the area of SDGs can be useful in their professional life.
- 48% (strongly) agree very few people in their circle are familiar with the SDGs and/or contribute to them, making it difficult to initiate discussion and actions related to them.
- 35% (strongly) agree their actions are not capable of significantly impacting the situation anyway.
- 31% (strongly) agree their knowledge is insufficient to take specific actions.

## 3. EQ Awareness

- 82% agree or strongly agree that the higher their level of EQ, the more likely they are to succeed in their personal life.
- 70% agree or strongly agree that the higher their level of EQ, the more likely they are to succeed in their professional life.
- 63% agree or strongly agree that emotional intelligence can foster their commitment to SDGs.
- 80% would like to further develop their EQ.

## How do you perceive the relationship between EQ and the pursuit of SDGs?

- EQ fosters empathy and understanding of others' needs, and empathy is crucial for recognizing the importance of the SDGs and the impact of global issues.
- EQ drives a sense of responsibility for social well-being and environmental concerns.
- A broader understanding of the world's problems, facilitated by EQ, increases interest in the SDGs.

## 4. Learning preferences

**How do you typically prefer to consume educational content?**

Top three responses:

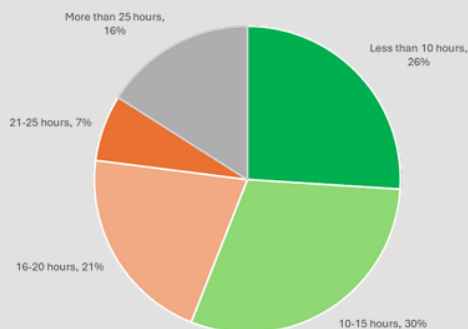
1. Watching videos: 63%
2. Reading: 49%
3. Interactive learning tools, such as quizzes, simulations: 44%

**What types of assessment methods do you prefer?**

Top three responses:

1. Quizzes: 65%
2. Interactive simulations (real-world scenarios or tasks that learners must complete): 42%
3. Self-assessment: 28%

**How much time are you ready to spend on the platform in total for one course/micro-credentials?**



### Additional Comments

- 77% use educational platforms.
- 87% are comfortable or very comfortable with using digital technology for educational purposes.
- 30% utilize digital learning tools (e.g., online courses, educational apps, virtual labs) as part of your educational experience daily (27% - weekly, 20% - monthly).

**Please consider a perfect educational platform you would like to use, how would it look? What features/components would you prioritize?**

- Interactive Learning and regular feedback.
- Simple and not time-consuming.
- Free access and a wide range of learning tools.
- Easy to navigate and user-friendly.
- Avoid excessive use of videos.
- Project-based learning.

## 5. Career and skill development

- 48% are familiar with the concept of micro-credentials.
- 39% have pursued a micro-credential to enhance their skills or qualifications.
- After reading the definition of micro-credentials, 69% of respondents stated that they would like to pursue a micro-credentials to enhance their skills or qualifications, while another 27% was unsure (4% - not interested).
- 74% believe that micro-credentials could contribute to their professional development or educational goals (another 22% unsure about it, 4% do not agree).