

Baseline of Individual Competences

Ciemat & UAB

Preliminary overview of the perceptions and expectations of students, teachers and administrative staff concerning sustainability at the beginning of the project, prior to the interventions.

We seek to produce evidence from the groups of people we will engage with throughout the project, not statistically representative results.

MAIN RESULTS

METHODS

a) Short surveys

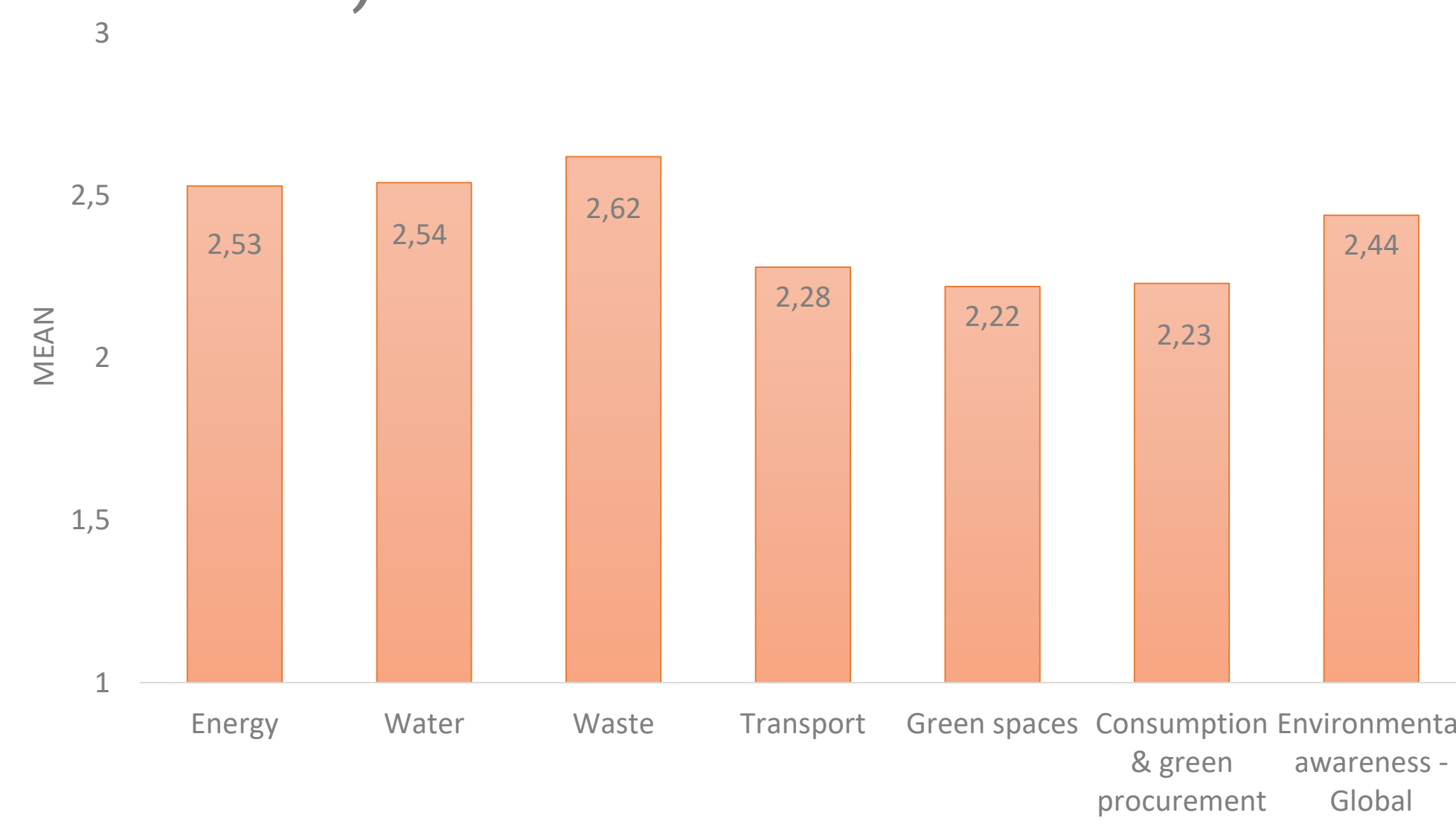
b) Deliberative & participatory process (SCT & diaries):

- Evocation
- Perceived drivers & barriers to transformational change

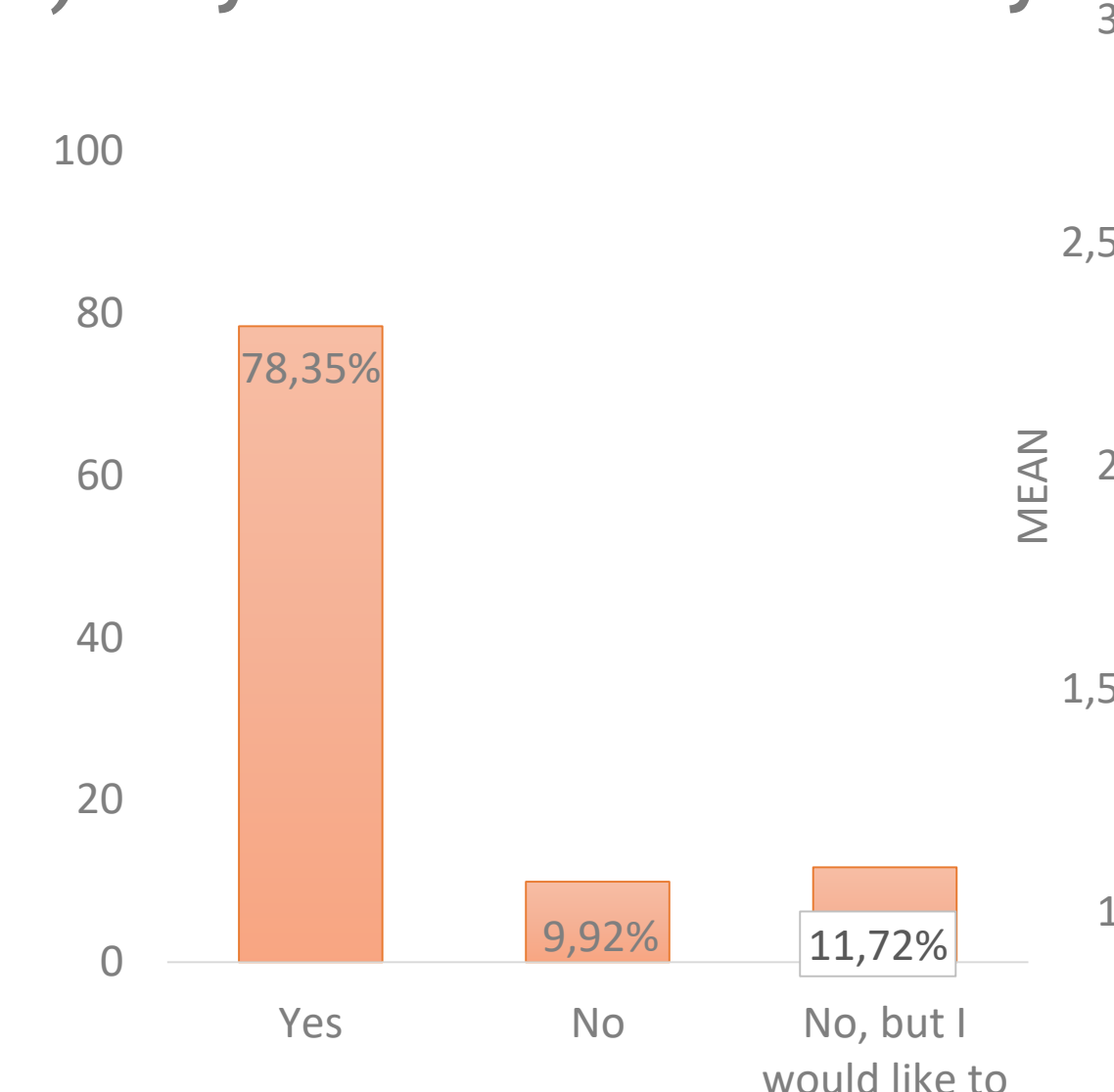
Short Survey (sample by country)	TOTAL
Finland	440
Portugal	153
Romania	85
Spain	289
TOTAL	967

Short Survey (Sample by educational level)	TOTAL
Students	794
Teachers	114
Staff	59
TOTAL	967

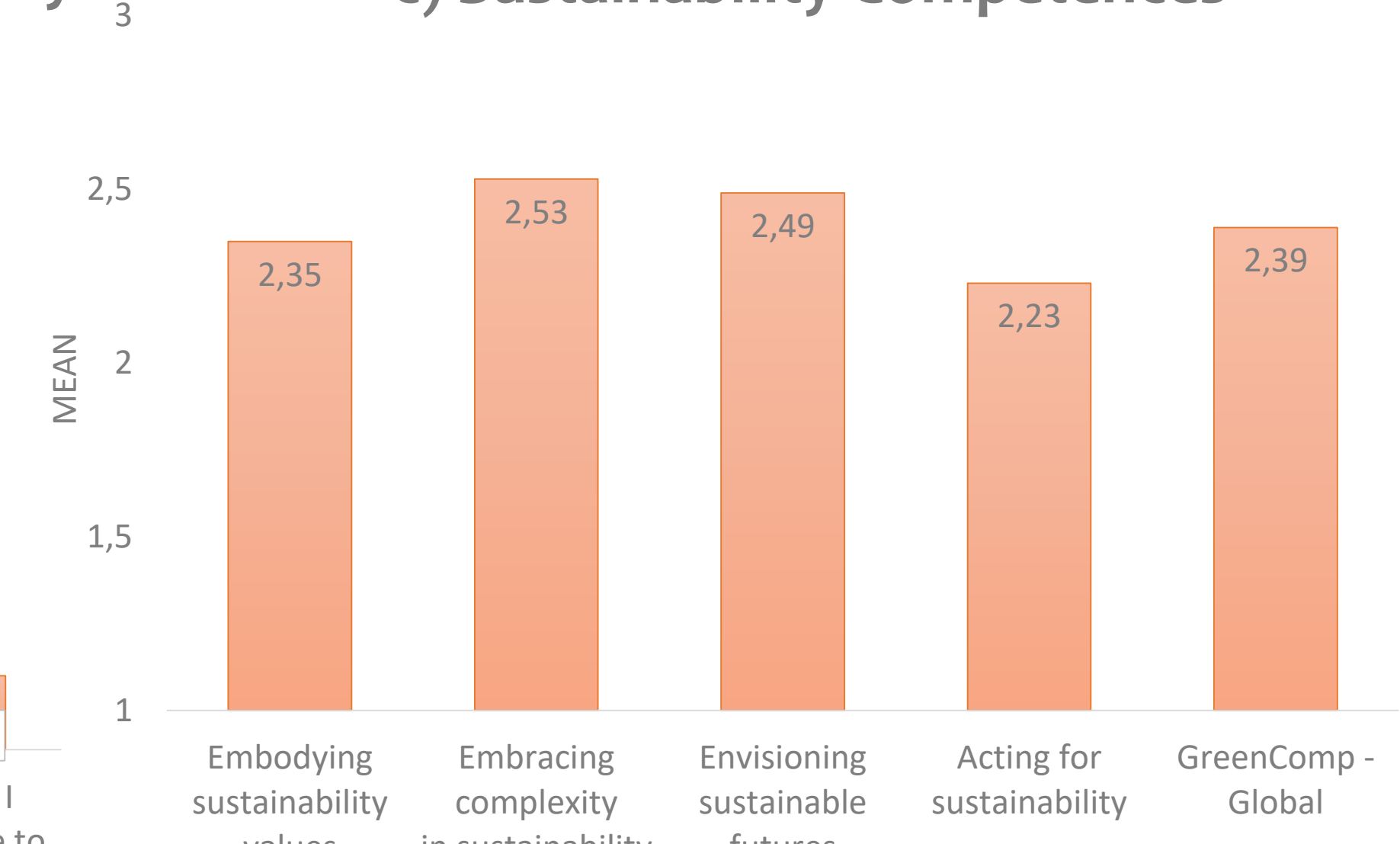
a) Environmental awareness



b) Do you behave sustainably?

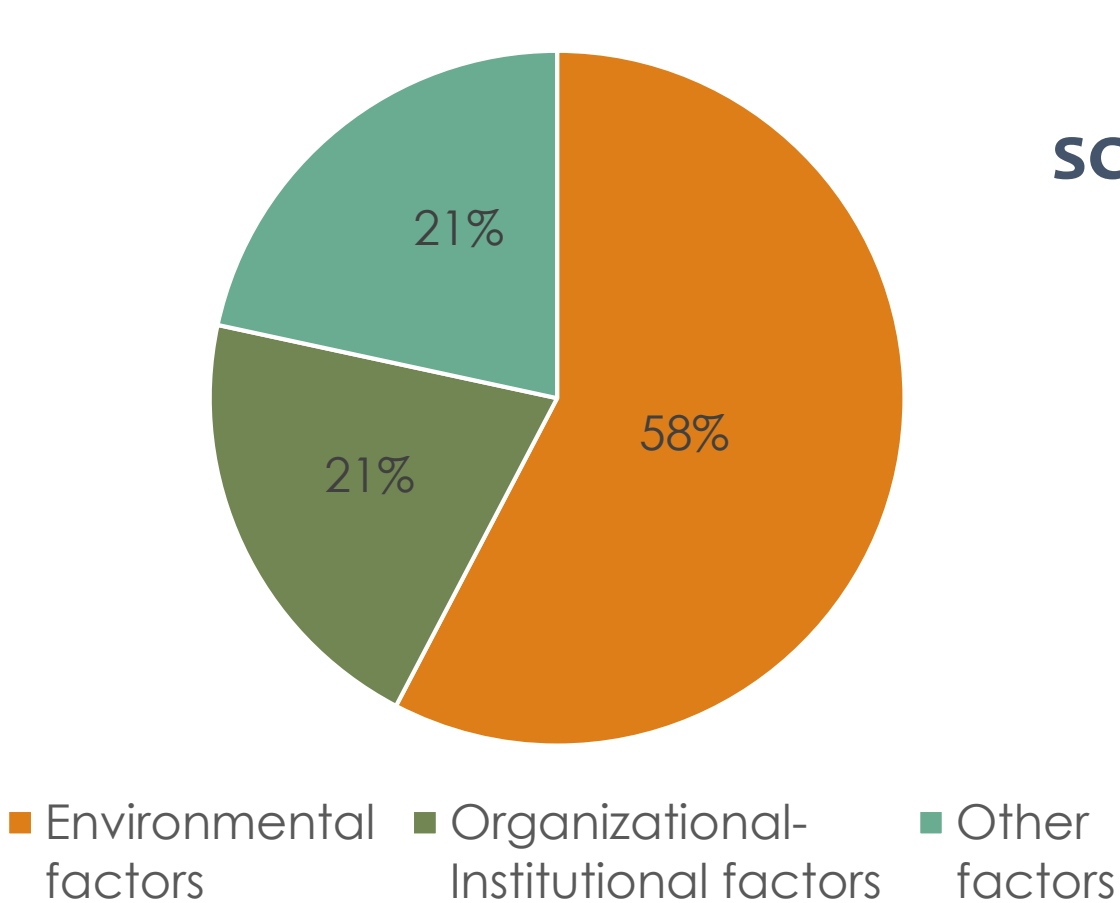


c) Sustainability Competences



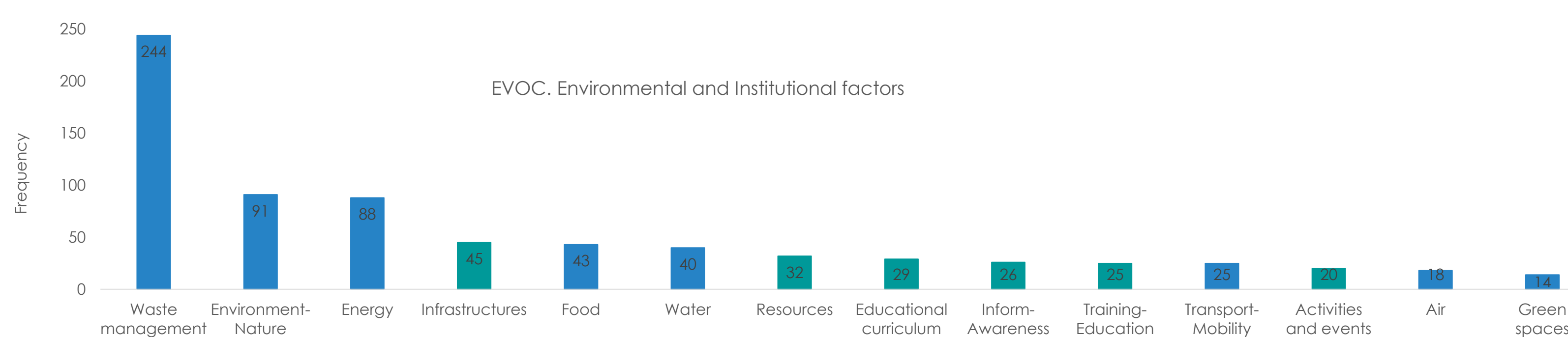
EVOCATION exercise (results)

EVOC. Global



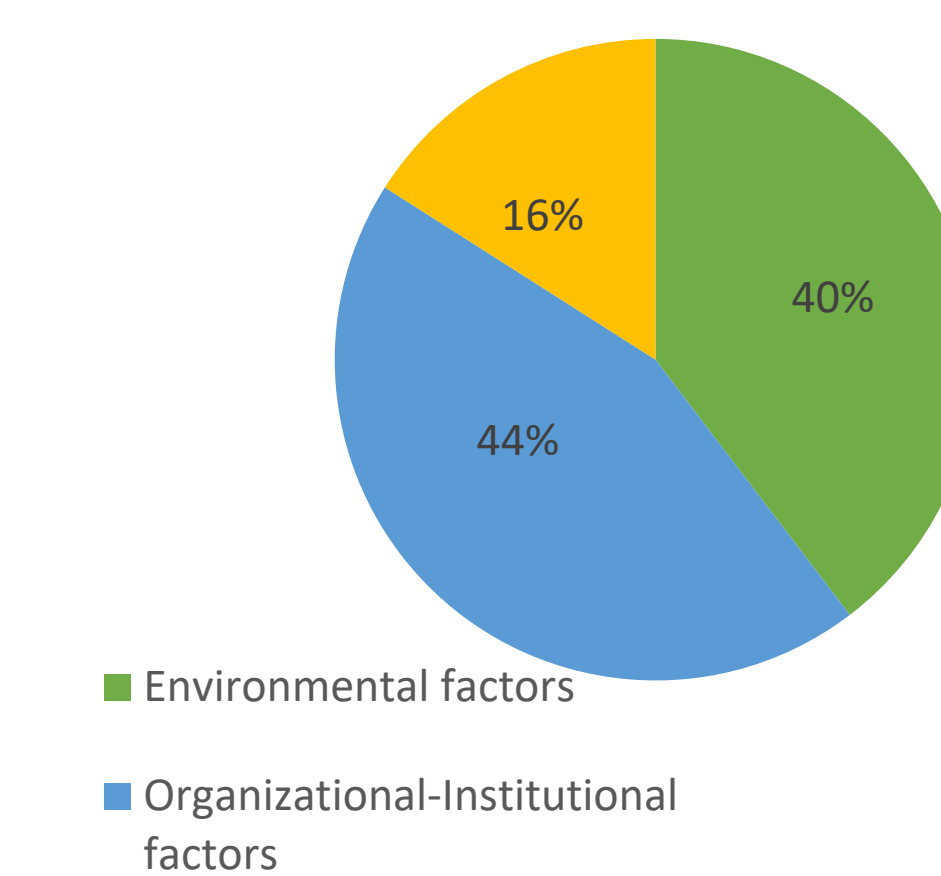
What comes to your mind when you think about sustainability at your school/university?

EVOC. Environmental and Institutional factors



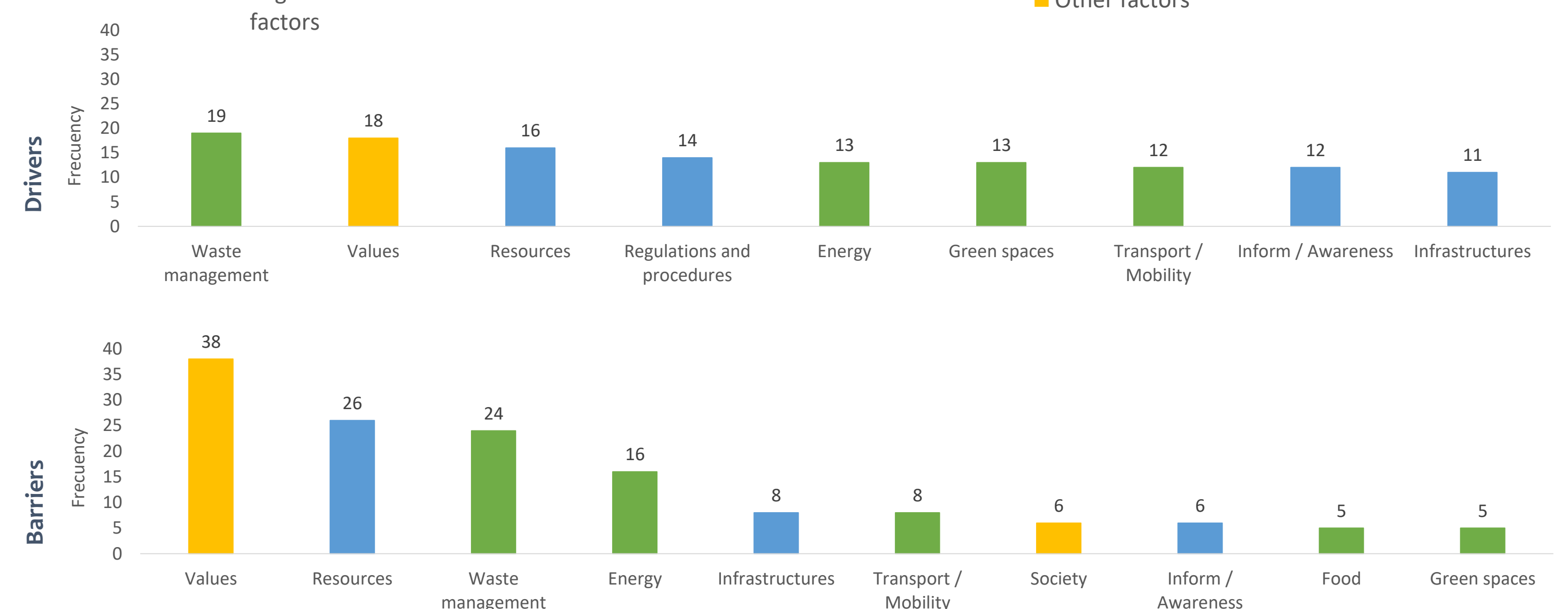
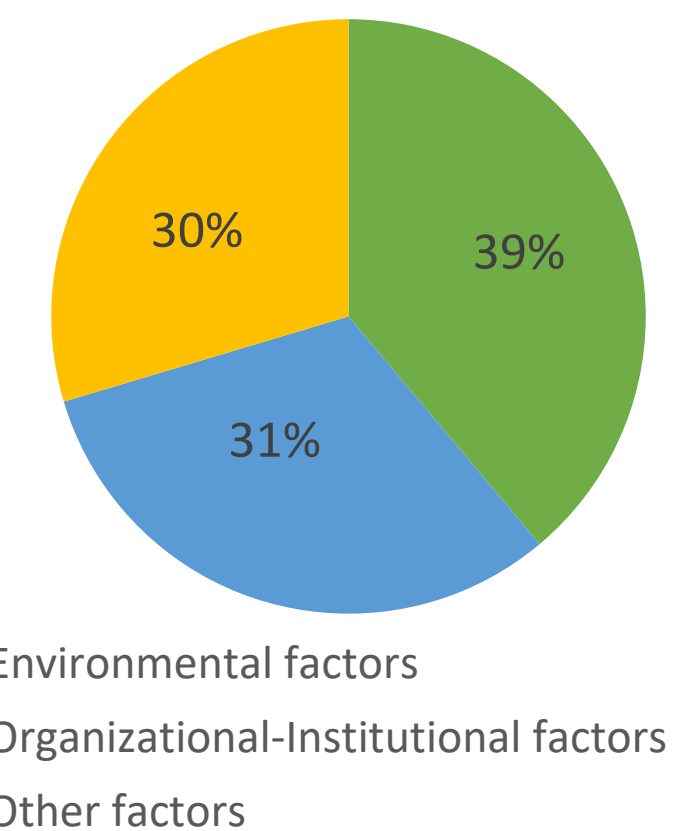
POST-IT exercise (results)

Drivers



Perceived drivers & barriers

Barriers



QUESTIONS TO CONSIDER

✓ **Quantitative results** (short surveys) suggest **an overall promising starting point** in terms of individual competences for sustainability:

- High (self-declared) levels of environmental awareness, willingness to act sustainably and no significant barriers to transformational change were identified via the short survey

How could we build on this adherence to the broad and rather abstract principles of sustainability to foster the transformation of educational institutions and improve the competences of students?

✓ **Qualitative evidence** from the deliberative and participatory process **reveals a much more complex picture** that ...

- Sustainability is mainly understood/conceived in environmental terms (waste, energy, etc.). The social & economic dimensions of sustainability remain secondary (EVOCATION).

Should we focus more on the socioeconomic and cultural dimensions of sustainability? Do we have a clear understanding on how to manage the articulation between these underestimated dimensions and environmental factors?

- Barriers are identified in the social values perceived as unsustainable, as well as organizational-institutional factors (DRIVERS & BARRIERS)

What is more feasible, transforming social values or transforming the management of educational institutions?