ONLINE SURVEY APPLICATION GUIDELINES & REPORT

Country: Croatia

ECOUNITY

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SURVEY APPLICATION PROCESS

WP-Specific objectives:

O2.1 Apply an online survey to HE administration staff about the sustainability policies of higher education institutions,

O2.2 Apply an online survey to undergraduate students inquiring about their opinions and initiatives in sustainable green development,

Expected Main Results

- 5 Survey Reports (results from HEIs)

- 5 Survey Reports (results from Undergraduate Students)

- Increased awareness of sustainable green development practices

- Increased visibility of the project, EU funding and the project message

Indicators

Quantitative indicators:

- 5 online survey reports including the responses of 100 HEI administrative staff members at least (20 per partner country)

- 5 online survey reports including the responses of 500 HEI undergraduate students at least (100 per partner country)

Quantitative Indicators

- Quality and accessibility of the resources including survey results

- Satisfaction of the partners/students/local actor representatives with the obtained results

Tasks & Responsibilities

COMU will lead the WP2 process. The tasks and responsibilities (T) of the partners are as follows.

T2.1 and T2.2- Online survey results and reports

Tasks and Responsibilities:

- UNIRI, SUA, COMU, UPB and UL will collaborate to design an online survey about HEI administration staff and university students' opinions and initiatives in sustainable green development and use an existing scale developed in the "Erasmus Goes Green" project to survey the sustainability policies of higher education institutions in their respective countries.

- MELLIS will assist in designing and administering the surveys and compiling and analysing the results.

- All partners will be involved in the survey translations and preparation of reports in English.

Survey Application Activities

1- Partners will clarify the objectives of the surveys, the target audience, and the specific topics or questions to be covered.

2- A question pool will be formed, and all partners will contribute.

3- The surveys will be produced on an online platform enabling us to calculate and analyse the data.

4- Partners will copy the English version of the online surveys and translate them into national languages.

5- MELLIS will prepare the report templates in line with the survey structures.

6- Partners will write their reports by using this template and unity in reports will be ensured.

Participants

A- 100 HEI administrative staff members will be involved in the online survey application process with their responses in total (20 staff in each partner country)

The selection criteria
- Administrative Staff
- Involved in campus's environmental protection, waste management, conservation of resources, etc.
- Has knowledge about the university's environmental policies

B- 500 undergraduate students will be involved in the online survey application process with their answers in total (100 students in each partner country)

The selection criteria:

- Volunteers

- The students who attend the partner universities' economics, business, and administrative sciences departments

Questions for HEI Managers

https://forms.gle/L4qo8RoZWjP2xND77

Questions for Students

https://forms.gle/mUkRTRGmMtQ2YMuE6

DATA ANALYSIS – HEI MANAGEMENT

Demographics

Question 2.1. Gender Distribution

Gender Status	Male		Female		Prefer not to say	
	N	%	N	%	N	%
Number/Percentage	9	42,9	12	57,1	-	-

Question 2.2. Age Ranges

Age Range	25-30		31-35		36-40		41-45		46-50		51-55		56-60		60+	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Number/Percentage			2	9,5	3	14,3	5	23,8	6	28,6	2	9,5	1	4,8	2	9,5

Question 2.3. Latest Degree of Education

Latest Diploma	Bachelor's Degree		Master's Degree		Doctorate Degree	
	N	%	N	%	N	%
Number/Percentage	-	-	1	4,8	20	95,2

Question 2.4. The Unit Represented

The Unit	Rectorate		Faculty	
	N	%	N	%
Number/Percentage	3	14,3	18	85,7

Question 2.5. Years of Experience

Experience	1-5	6-10	11-15	16-20	20+

	N	%	N	%	N	%	N	%	N	%
Number/ Percentage	13	61,9	4	19	2	9,5	-	-	2	9,5

University Policies on Green Sustainable Development

Question 3

Actions	Frequency									
	Very seldom		Seldom		On average		Often		Very often	
	N	%	N	%	N	%	N	%	N	%
3.1.	3	14,3	2	9,5	4	1,19	9	42,9	3	14,3
3.2.	1	4,8	3	14,3	6	28,6	5	23,8	6	28,6
3.3.	6	28,6	4	19	6	28,6	5	23,8	0	0
3.4.	3	14,3	9	42,9	4	19	1	4,8	4	19
3.5.	5	23,8	9	42,9	3	14,3	4	19	0	0
3.6.	13	61,9	4	19	1	4,8	2	9,5	4	4,8
3.7.	13	61,9	4	19	3	14,3	1	4,8	0	0
3.8.	8	38,1	8	38,1	1	4,8	4	19	0	0
3.9.	13	61,9	5	23,8	3	14,3	0	0	0	0
3.10.	4	19	3	14,3	4	19	4	19	6	28,6
3.11.	0	0	1	4,8	3	14,3	4	19	13	61,9
3.12.	1	4,8	3	14,3	8	38,1	5	23,8	4	19
3.13.	4	19	9	42,9	4	19	2	9,5	2	9,5
3.14.	2	9,5	6	28,6	8	38,1	5	23,8	0	0
3.15.	4	19	6	28,6	11	52,4	0	0	0	0
3.16.	19	90,5	2	9,5	0	0	0	0	0	0
3.17.	11	52,4	6	28,6	1	4,8	1	4,8	2	9,5
3.18.	5	23,8	6	28,6	5	23,8	1	4,8	4	19
3.19.	7	33	2	9,5	3	14,3	2	9,5	7	33,3

3.20.	6	28,6	5	23,8	5	23,8	1	4,8	4	19
3.21.	16	78,2	1	4,8	3	14,3	1	4,8	0	0
3.22.	20	95,2	1	4,8	0	0	0	0	0	0
3.23.	4	19	7	33,3	5	23,8	5	23,8	0	0
3.24.	5	23,8	3	14,3	7	33,3	1	4,8	5	23,8
3.25.	3	14,3	6	28,6	4	19	6	28,6	2	9,5
3.26.	2	9,5	6	28,6	7	33,3	4	19	2	9,5
3.27.	2	9,5	10	47,6	7	33,3	0	0	2	9,5
3.28.	13	61,9	4	19	4	19	0	0	0	0
3.29.	13	61,9	5	23,8	2	9,5	1	4,8	0	0
3.30.	1	4,8	5	23,8	10	47,6	3	14,3	2	9,5
3.31.	13	61,9	7	33,3	1	4,8	0	0	0	0
3.32.	2	9,5	1	4,8	4	19	3	14,3	11	52,4
3.33.	3	14,3	2	9,5	2	9,5	2	9,5	12	57,1
3.34.	0	0	4	19	5	23,8	5	23,8	7	33,3
3.35.	5	23,8	6	28,6	6	28,6	1	4,8	3	14,3
3.36.	1	4,8	4	19	3	14,3	3	14,3	10	47,6n

3.37. Other activities for climate, biodiversity and natural resources

List of Activities

Titles	Activities
Climate	
C.1	No suggestions
C.2	Faculty of tourism and hospitality management has a green flag. To achieve such a flag there is a lot of steps to maintaining in order to preserve the environment and reduce carbon footprint
C.3	Popularisation of scientific activities and supporting green and sustainable topics through EFRI SPORT as an organisation within the Faculty.

	Informing and raising students' awareness of students, employees, local and general public on sustainable development. Implementation of environmentally and socially responsible projects one the Faculty and the community. Cooperation with local community and other faculties on the University
C.4	Application for EU projects that promote sustainable development, analysis of sustainable development targets within university, connecting learning outcomes with goals of sustainable development
Biodiversity	
B.1	Faculty has an eco-campus. Actions of Eco-committee consisted of students and teachers
B.2	Implementing and encouraging UN SDG
B.3	
B.4	
Natural Resources	
N.1	Collecting used paper, dividing trash
N.2	Actions of cleaning the environment, planting, SD billboards, eco-recipes, mobility analysis.
N.3	Calculation of CO2 footprint, separate recycle bins for plastics, paper etc
N.4	Engaging sustainability experts and natural resource management

3.38. Importance of stakeholder in collaborative work for SGD.

Actions	**Frequency**									
	Very seldom		**Seldom**		**On average**		**Often**		**Very often**	
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**
Companies/ entrepreneurs					6	28,6	3	14,3	12	57,1
Innovators/ researchers					1	4,8	7	33,3	13	61,9
Consumers			6	28,6	9	42,8	3	14,3	3	14,3
Media					3	14,3	12	57,1	6	28,6

Government					4	19	6	28,6	11	52,4
Local authorities			2	9,5	2	9,5	7	33,3	10	47,7
NGOs	1	4,8	3	14,3	7	33,3	8	38,1	2	9,5
Activist groups	3	14,3	6	28,6	8	38,0	3	14,3	1	4,8

Question 4 Efficiency of Various Collaborations

Actions	**Frequency**									
	Not at all efficient		**Not efficient**		**Neither efficient nor inefficient**		**Efficient**		**Very efficient**	
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**
4.1.	1	4,8	1	4,8	7	33,3	4	19	8	38,1
4.2.	1	4,8	3	14,3	4	19	7	33,3	6	28,6
4.3.	0	0	2	9,5	6	28,6	7	33,3	6	28,6
4.4.	1	4,8	2	9,5	5	23,8	5	23,85	8	38,1
4.5.	1	4,8	3	14,3	5	23,8	7	33,3	5	23,8

Report 1 (HEI)

Demographics

Sample was made out of 21 HEI management members from University of Rijeka in Croatia (42,9% male, 57,1%), with 95,2 % having doctorate degrees, and most of them (52,4%) in the age between 41-50. Of the given sample 85,7% of HEI management members work at the faculty level while 14,3% are engaged as HEI management members in the rectorate, with most of them (61,9%) having work experience between 1-5 years.

University Policies on Green Sustainable Development

Very seldom or on average HEI organise conditions for second hand material (28,6% in both cases). 28,6% of respondents state that they, on average, very often monitor their energy consumption. 42,9% of the respondents state that they organise environmental awareness programmes to increase environmental knowledge of staff and exactly the same output when it comes to integrated training of employees to environmental management. Also most of HEI (61,9%) very seldom organise Meat

free days or promotion of vegetarian diets, and unfortunately the same percentage doesn't have sharing points for eating. Also 38,1% of HEI have very seldom and seldom sharing points for green information and very seldom they do not have sharing points for clothes, tools and equipment). Where Croatian HEIs stand good is the agenda of removing the use of plastics being i.e. 19% in average and often and 28,6% very often (regularly), while 61,2% of them recycles paper regularly, with an average tendency to no printing policies. On average 38,1% of HEI implement green public procurement and also on average tend to make every new construction investment in terms of green policies 52,4%. Unfortunately there is a bike hiring system on the campus (90,5%) and total subvention of public transportation for students is very seldom (52,4%) or seldom (28,6%), while partial subventions in average is 23,8%. Fully subsiding public transportation for faculty staff shows two extremes – very seldom with 33,3% and the same percentage when it comes to very often. 76,2% of HEI state that they do not evaluate business travels based on calculated carbon footprint, while on average 14,3% of them do. Most of HEI don't have a rainwater management system 95,2% while 33,3% of them very seldom engage in greening of campuses. When it comes to organising green or eco-events, on average 33,3% of them do so, while 23,8% do this very seldom and also the same percentage does it very often. 33,3% of HEI in average has implemented sustainability standards and 47,6% are very seldom when it comes to reducing water consumption. However, respondents HEI managers stated that 52,4% very often provides a sustainability curriculum for their students and regularly compulsory courses related to sustainability in their educational programs (57,1%).

Other activities for climate, biodiversity and natural resources

- Faculty of tourism and hospitality management has a green flag. To achieve such a flag there is a lot of steps to maintaining in order to preserve the environment and reduce carbon footprint
- Popularisation of scientific activities and supporting green and sustainable topics through EFRI SPORT as an organisation within the Faculty
- Informing and raising students' awareness of students, employees, local and general public on sustainable development.
- Implementation of environmentally and socially responsible projects one the Faculty and the community.
- Cooperation with local community and other faculties on the University
- Application for EU projects that promote sustainable development, analysis of sustainable development targets within university, connecting learning outcomes with goals of sustainable development

Importance of stakeholder in collaborative work for SGD

On average HEI states that in order of importance of stakeholders in collaboration regarding SDG is 28,6% on average for companies, 61,9% very often with innovators while media and government get often 57,1% and 52,4% of collaboration importance. 38,1% of collaborations with stakeholders are marked as very efficient while 33,3% are being stated as neutral (neither efficient or inefficient). Joint competition organisations (cycling, photography, other sports) to draw attention to sustainable green development are considered efficient (33,3%) and highly efficient (28,6%). The same values stand to question collaborations for environmental events.33,3% of respondents think that student congresses

sponsored by local actors are very efficient while 23,8% think they are highly efficient and the same percentage stand for being neutral (efficient or inefficient).

HEI Overall conclusions

Data shows high intentions of HEI to implement green actions and sustainability plans. They all have traditional intentions of recycling paper and dividing plastic trash from other forms of waste, however, data shows that they are still not able to implement actions that would provide a stronger environmental footprint (like they own solar cells). On the other hand, HEI are regularly designing actions, committees, student and non-profit organisations in order to deal and rethink green futures on a local and global scale. Regarding the stakeholders cooperation, innovators and customers have the strongest relations and importance for HEI.

DATA ANALYSIS STUDENTS

Demographics

Question 2.1. Gender Distribution

Gender Status	Male		Female		Other	
	N	%	N	%	N	%
Number/Percentage	28	21,7	100	77,5	1	0,8

Question 2.2. Level of study

Latest Diploma	Bachelor's Degree		Master's Degree		Doctorate Degree	
	N	%	N	%	N	%
Number/Percentage	126	97,7	1	0,8	2	1,6

Question 2.3. Year of study

Year of Study	1		2		3		4		5	
	N	%	N	%	N	%	N	%	N	%

Number/ Percentage	18	14	72	55,8	38	29,5			1	0,8

Question 2.4. The field of study

Field of Study	Economics		Non-Economics	
	N	%	N	%
Number/Percentage	129	100		

Question 2.5. The title of the study programme

Titles	Number (N)	Percentage (%)
T.1. Business Economics, (Management, Marketing, Finance, Entrepreneurship, International Business)	119	92
T.2. Economics	10	8

Question 2.6. The home located

Inhabitancy	Number (N)	Percentage (%)
500.000+	18	14
100.000-499.999	26	20,2
50.000-99.999	10	7,8

10.000-49.999	18	14
1.000-9.999	28	21,7
Village-Rural Area	29	22,5

Question 2.7. Number of people live in the household

Number of people	1		2		3		4		5 or 5+	
	N	%	N	%	N	%	N	%	N	%
Number/ Percentage	8	6,2	10	7,8	33	25,6	54	41,9	24	18,6

Question 2.8. Parent's/guardian's educational background

Parents' Educational Background	Number (N)	Percentage (%)
Not applicable	2	1,6
Higher	50	38,8
Secondary	60	46,5
Vocational	16	12,4
Elementary/Middle	1	0,8

Question 2.9. Family financial situation

Financial Situation	Number (N)		Percentage (%)	
Significantly below average	/		/	
Below average	7		5,4	
Average	82		63,6	
Above Average	38		29,5	
Significantly above average	2		1,6	

Section 3 - World Risks

World Risks		Very low risk		Low risk		Moderate risk		High risk		Very high risk	
Risk ↓	N/% →	N	%	N	%	N	%	N	%	N	%
Terrorism		2	2	13	10	37	29	38	29	39	30
Infectious Diseases		/		10	8	43	33	41	32	35	27
Wars		3	2	7	5	21	16	35	27	63	49
Environmental Pollution		1	1	9	7	32	25	47	36	40	31
Civilisational Diseases		1	1	13	10	40	31	41	32	34	26

Mass Migrations	5	4	18	14	49	38	36	28	21	16
Global Warming Climate Change	4	3	12	9	31	24	42	33	40	31
Poverty and unemployment	2	2	8	6	39	30	38	29	42	33
Exhaustion of natural resources	3	2	14	11	37	29	48	37	27	21
Fake news	8	6	20	16	48	37	23	18	30	23
Cybercrime	4	3	16	12	48	37	35	27	26	20
Addiction to technology	4	3	18	14	36	28	33	26	38	29
Ageing populations	5	4	21	16	52	40	32	25	19	15
Other	22	17	18	14	63	49	17	13	9	7

Section 4 – Climate Change

Level of Agreement	Strongly Disagree		Disagree		Neither Agree nor Disagree		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
4.1.	2	1,6	4	3,1	23	17,8	38	29,5	62	48,1
4.2.	68	52,7	25	19,4	26	20,2	7	5,4	3	2,3
4.3.	33	25,6	45	34,9	26	20,2	15	11,6	10	7,8
4.4.	5	3,9	6	4,7	27	20,9	31	24	60	46,5

Section 5 – Importance of the Climate Change Effects

Level of Importance	Very Unimportant		Unimportant		Neither Important nor Unimportant		Important		Very Important	
	N	%	N	%	N	%	N	%	N	%
5.1.	4	3	11	9	27	21	40	31	47	36
5.2.	4	3	5	4	24	19	53	41	43	33
3.3.	7	5	12	9	46	36	35	27	29	22
5.4.	2	2	6	5	32	25	39	30	50	39
5.5.	3	2	4	3	21	16	49	38	52	40
5.6.	2	2	4	3	20	16	39	30	64	50

Section 6 – Knowledge Level on Climate Change, Biodiversity and The Protection of Natural Resources

Level of Knowledge	Very Bad		Bad		Neither Good nor Bad		Good		Very Good	
	N	%	N	%	N	%	N	%	N	%

6.1.	6	4,7	19	14,7	78	60,5	24	18,6	2	1,6
2.2.	6	4,7	27	20,9	82	63,6	14	10,9	0	0
6.3.	4	3,1	18	14	68	52,7	33	25,6	6	4,7

Section 7 – Eco-friendly behaviour

Frequency of Behaviour	Never		Rarely		Sometimes		Often		Always	
	N	%	N	%	N	%	N	%	N	%
7.1.	12	9,3	53	41,1	33	25,6	26	20,2	5	3,9
7.2.	13	10,1	27	20,9	55	42,6	26	20,2	8	6,2
7.3.	7	5,4	11	8,5	39	30,2	44	34,1	28	21,7
7.4.	44	34,1	36	27,9	32	24,8	12	9,3	5	3,9
7.5.	8	6,2	19	14,7	23	17,8	25	19,4	54	41,9
7.6.	27	20,9	21	16,3	43	33,3	25	19,4	13	10,1
7.7.	10	7,8	26	20,2	58	45	28	21,7	7	5,4
7.8.	30	23,3	43	33,3	41	31,8	13	10,1	2	1,6
7.9.	57	44,2	22	17,1	38	29,5	9	7	3	2,3

Section 8 – The way of travel within the city

In-city travel	Yes, always		Yes, occasionally		I don't travel that way	
	N	%	N	%	N	%
8.1.	68	53	57	44	4	3
8.2.	5	4	29	22	95	74
8.3.	7	5	19	15	103	80
8.4.	50	39	52	40	27	21
8.5.	39	30	67	52	23	18

Section 9 – Decisions on Buying Clothes

Section 9.1. – Decisions on Buying Clothes

Frequency of Driving Decision-Making	Never		Rarely		Sometimes		Often		Always	
	N	%	N	%	N	%	N	%	N	%
9.1.1.	1	1	9	7	28	21	46	36	45	35
9.1.2.	1	1	11	9	33	25	54	42	30	23

9.1.3.	13	10	35	27	48	37	22	17	11	9
9.1.4.	2	2	11	9	29	22	48	37	39	30
9.1.5.	12	9,3	22	17	48	37	30	23	17	13
9.1.6.	34	26	44	34	44	34	7	6	/	
9.1.7.	45	35	40	31	33	26	4	3	7	5
9.1.8.	22	17	25	19	53	41	29	22	/	
9.1.9.	10	8	19	15	49	38	40	31	11	9
9.1.10.	24	18	35	27	46	36	19	15	5	4
9.1.11.	5	4	14	11	40	31	41	32	29	22

Section 9.2. – Decisions on Buying Clothes

Frequency of Driving Decision-Making	Never		Rarely		Sometimes		Often		Always	
	N	%	N	%	N	%	N	%	N	%
9.2.1.	25	19	41	32	49	38	11	9	3	2
9.2.2.	8	6	20	16	44	34	39	30	18	14
9.2.3.	3	2	23	18	36	28	48	37	19	15

Section 10 – Students' Views

Section 10.1 – Participation in Educational Programmes

Frequency of Participation	Never		Rarely		Occasionally		Often	
	N	%	N	%	N	%	N	%
10.1.	62	48,1	49	38	12	9,3	6	4,7

Section 10.2-10.12. – Students' Views on SGD Activities

Views	Strongly Disagree		Disagree		Neither Agree nor Disagree		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
10.2.	8	6,2	21	16,3	72	55,8	23	17,8	5	3,9
10.3.	5	3,9	10	7,8	47	36,4	56	43,4	11	8,5
10.4.	6	4,7	11	8,5	61	47,3	44	34,1	7	5,4
10.5.	6	4,7	8	6,2	54	41,9	51	39,5	10	7,8
10.6.	4	3,1	7	5,4	44	34,1	63	48,8	11	8,5
10.7.	5	3,9	28	21,7	63	48,8	28	21,7	5	3,9
10.8.	10	7,8	8	6,2	54	41,9	43	33,3	14	10,9
10.9.	8	6,2	4	3,1	39	30,2	65	50,4	13	10,1
10.10.	4	3,1	8	6,2	43	33,3	62	48,1	12	9,3
10.11.	7	5,4	12	9,3	63	48,8	40	31	7	5,4
10.12.	4	3,1	12	9,3	53	41,1	49	38	11	8,5

Report 2 (Students)

Demographics

The survey was conducted on the sample of undergraduate students of the Faculty of Economics and Business in Rijeka during the 23 January to 1 February 2024. Total of 129 students participated in the survey. Most of the participants are women (78%). The surveyed students are studying at the undergraduate level (98%), while one student is at the graduate level and two students are at the doctoral level of study. The majority of surveyed students are studying in their second year of study (56%), followed by students in their third year of study (30%). All students study in the field of economics (100%), because they are students of the Faculty of Economics and Business. Out of the total number of students examined, the vast majority of students are studying in the study program of business economics (92%), while a minority of students are studying in the study program of Economics (8%). An equal number of students live in a rural area (22.5%), in a place of residence with 1,000-9,999 inhabitants (22%) and in a city with 100,000-499,999 inhabitants (20%), and the majority of students live in households with 4 members (42%) and 3 members (26%). Parents' educational background mainly refers to secondary education (47%), followed by higher education (39%). The smallest share refers to elementary/middle parents' educational background. The majority of students declared that they have an average family financial situation (64%), and a small proportion of students declared that their family financial situation is above average (30%), while 2% of students significantly above average and significantly below average 5%.

World Risks

The students rated the 14 global risks offered on a scale of 1 to 5, with 1 being a very low risk and 5 being a very high risk. The students named wars (49%), poverty and unemployment (33%) and environmental pollution (31%) as the greatest risks at a global level. Students cited depletion of natural resources (37%), environmental pollution (36%) and global warming and climate change (33%) as high-risk threats. Population aging (40%), mass migration (38%), fake news (37%) and cybercrime (37%) were rated as moderate risks.

Climate Change

The students' perception of climate change was examined on the basis of four propositions that express valid attitudes towards the significance of climate change. The students expressed their views on a scale of agreement ranging from "strongly disagree" to "strongly agree". In general, it can be concluded that students are aware of the importance of climate change as a fundamental threat to humanity and the importance of proactive measures to tackle climate change for current generations,

which is also confirmed by students' measured attitudes towards the level of risk of certain threats to humanity on a global scale, with students identifying climate change as a high risk (33%). The majority of students strongly support (48%) i.e. express agreement with the statement (30%) that "climate change is a scientifically proven truth", indicating overall strong support for understanding climate change as a significant challenge to society (78%). Awareness of the importance of the threat posed by climate change is also indicated by students' opinion that climate change is a serious problem, i.e. a total of 60% of students either strongly disagreed or disagreed with the statement "Climate change is a problem, but certainly not as serious as people say". The proactive attitude of students in solving the challenges posed by climate change is confirmed by the fact that the majority of students believe that climate change affects their generation and do not see it as a problem exclusively for future generations (72% overall). The majority of students (71% overall) agree with the statement "We need to take immediate action to stop climate change".

Importance of the Climate Change Effects

A set of six measures addressing climate change effects was used to examine students' attitudes about the levels of importance of the effects that climate change produces. Overall, students rated the effects of "loss of food availability" (80%), "lower yields in agriculture" (78%) and loss of biodiversity (74%) as the most important. Displacement of the population as one of the consequences of climate change among students showed the lowest level of importance, and the majority of students expressed that they rated this statement as Neither Important nor Unimportant (36%), while 9% of students expressed the view that the stated statement is not important.

Knowledge Level on Climate Change, Biodiversity and The Protection of Natural Resources

The level of knowledge about climate change, biodiversity and the protection of natural resources was tested using a knowledge level scale ranging from "very bad" to "very good". Student answers indicate that they tried to be objective and critical in evaluating the knowledge they possess. In all three areas, the students assessed that their knowledge was at an intermediate level, i.e. "Neither Good nor Bad".

Students believe that they have the most knowledge in the area of natural resource protection (26%), and also around 5% of students rated their level of knowledge in this area as the highest grade"very good". Furthermore, the smallest number of students (3%) rated their knowledge of this area as "very bad". This can be explained by the fact that students listen to courses that emphasize this aspect of sustainable management as part of their studies, i.e. most thematic units on economic analysis emphasize this topic of environmental protection, and students was most exposed to knowledge acquisition in this area.

In general, students rated their knowledge of biodiversity at the lowest level. The majority of students rated their knowledge as average (Neither Good nor Bad, 64%). Not a single student rated their knowledge of this area as the highest level, and also the largest number of students rated their knowledge of this issue as "bad" (21%). It can be concluded that the topic of biodiversity is the most abstract for students, which can partly be explained by the fact that they study at the university in the field of social sciences and are primarily focused on topics that emphasize the economic aspect of analysis, i.e. the economization of natural resources, such as the protection of natural resources. This

is certainly an area in which, due to its importance, additional efforts should be invested in order to raise the level of knowledge among students.

Knowledge about climate change, after biodiversity, is the area for which the students rated a medium level of knowledge (61%), while around 19% of students believe that they have a good level of knowledge in this area. The above can be explained by reasons that also lie in the background of knowledge about biodiversity.

Eco-friendly behaviour

Eco-friendly behavior was examined with a set of 9 statements measured on an intensity scale: never, rarely, sometimes, often and always. Students manifest their eco-friendly behavior most by collecting glass bottles bought in the store and returning them to the store with a fee for return packaging (42%) and by trying to reduce water consumption (22%). These are the activities that the students rated that they do "always". Among the activities for which students evaluate their involvement in eco-friendly behavior with the intensity "often", the largest share also refers to behavior that tries to reduce water consumption (34%). Furthermore, within this group, students' efforts to expand their knowledge of environmental protection issues from independent sources (22%) are also highlighted, which is certainly positive, and one can expect student motivation to learn and accept new content on environmental protection issues. Also, students show positive examples of environmentally responsible behavior by practicing activities such as "I use disposable products (eg straws, bags, plates, etc.)" (20%) and "I buy less to reduce waste" (20%). The activities that students practice the least or do not practice at all ("rarely" and "never") are limiting the intake of meat and other animal products (62%), rather choosing e-books and audiobooks instead of traditional (printed) books (57%) and use of disposable products (50%). It is interesting that a high 23% of students rated that they never expand their knowledge of environmental topics in regular study programs. The above points to a large scope for action within the framework of regular study programs to increase awareness of the importance of active action and the self-perception of students as someone who cares about the environment and the future, and who proves it through their activities.

The way of travel within the city

Students rated their attitudes about traveling within the city within the five options offered on a scale: "yes, always", "yes, occasionally" and "I don't travel that way". Students mostly chose walking every day (53%), followed by using public transport (39%) and driving a car (30%) as the most used option for moving around the city. Students stated that they also occasionally ride a bicycle/scooter to move around the city (22%). Students do not use public bicycles/scooters (80%) and bicycles/scooters (74%) to move around the city.

Decisions on Buying Clothes

By the intensity of the frequencies expressed on the scale: never, rarely, sometimes, often and always, students evaluated the way of making decisions about buying clothes with regard to motivational factors based on 11 offered statements. Students most often base their purchase decisions on the following characteristics: appearance (71%), price (67%), practicality (65%), need for the product (54%) and availability (40%). The factors that play the least role or have no role at all

when deciding to buy clothes are: the use of materials of animal origin in production (66%), the opinions of others (60%), advertising (45%), and the natural composition of the material (37%).

The property of being able to repair clothes turned out to be the property that students will most often take into account out of the three options offered (52%), while the ability to recycle clothes will play the smallest role when making decisions about buying clothes (51%), which indicates that students still do not give importance to some other factors when making a purchase decision, such as appearance and price, which can also be explained by their status as persons who do not have greater purchasing power due to their still inactive role in the labor market.

Students' Views

Participation in Educational Programmes

The vast majority of students (86%) rarely participate (once in five years) or do not participate at all in education programs outside regular formal education on the topic of sustainable environmental development. It can be concluded that students are not inclined to acquire knowledge and improve their knowledge about environmental protection topics in general through informal programs, such as courses, summer schools, workshops, etc. About 5% of students confirmed that they often participate (three or more times in the last five years) in informal education programs on environmental protection.

Students' Views on SGD Activities

Students' views regarding the SGD activities were evaluated on a scale from "strongly disagree" to "strongly agree" based on 12 statements. With their answers, the students strongly confirm or agree about the need for learning and training in the field of sustainable green development (52%), as well as the motivation for an active contribution to society, which is evident from the statement "I would like to find out what kind of contribution I can make to society in terms of sustainable green development (57%)". Students showed awareness of the importance of education for increasing environmental awareness (61%) and, as stated, it further affects the tendency to prefer ecological products in everyday life (57%).

Students expressed a positive attitude towards establishing interaction with non-governmental organizations, which was confirmed by the statements "I would like to gain more awareness of sustainable green development through interaction with non-governmental organizations as part of education" (47%) and "I would like non-governmental organizations to be more interactive with to students" (47%), which stands out as a good guideline in designing student learning modalities and expanding knowledge on the topic of sustainable green development.

Students showed the highest level of passive attitude (Neither Agree nor Disagree) in terms of satisfaction with the level of content offered by the faculty in the field of sustainable green development (56%). Also, the majority of students (23%) expressed that they were not satisfied with the level of content offered by the faculty in the field of sustainable green development. Furthermore, students evaluated the statement about the possibility of holding more seminar classes on sustainable green development at the university as "Neither Agree nor Disagree" (49%).

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