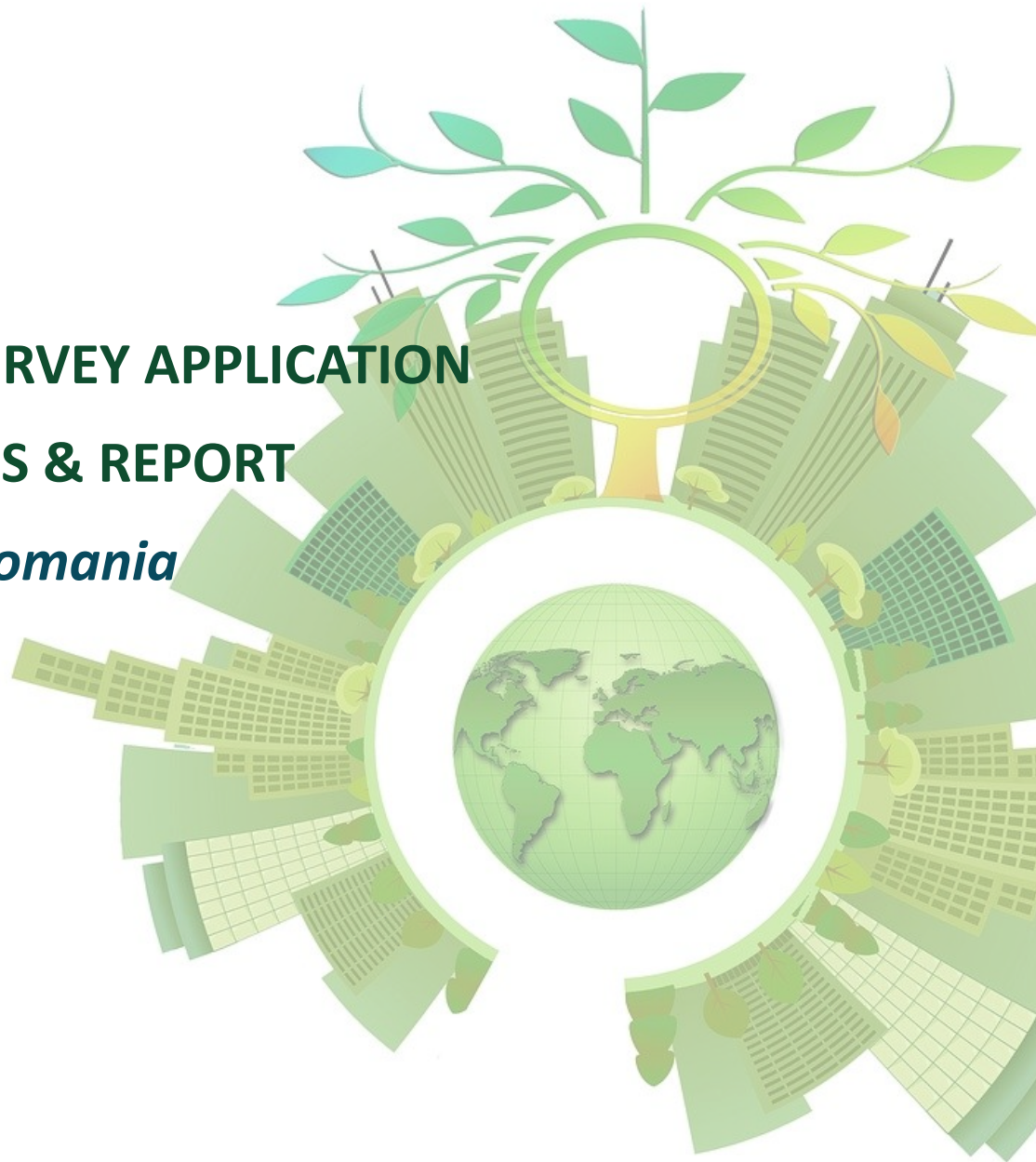




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ONLINE SURVEY APPLICATION GUIDELINES & REPORT

Country: Romania



DATA ANALYSIS – HEI MANAGEMENT

Demographics

Question 2.1. Gender Distribution

Gender Status	Male		Female		Prefer not to say	
	N	%	N	%	N	%
Number/Percentage	8	32	13	68	0	0

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	10	5	24	4	19	4	19	2	10	1	5	1	5	2	10

Question 2.3. Latest Degree of Education

Latest Diploma	Bachelor's Degree		Master's Degree		Doctorate Degree	
	N	%	N	%	N	%
Number/Percentage	5	24	8	38	8	38

Question 2.4. The Unit Represented

The Unit	Rectorate		Faculty	
	N	%	N	%
Number/Percentage	2	10	19	90

Question 2.5. Years of Experience

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

Number/ Percentage	4	19	1	5	6	29	4	19	6	29
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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.	2	10	4	19	8	38	4	19	3	14
3.2.	0	0	4	19	8	38	4	19	5	24
3.3.	5	24	3	14	7	33	2	10	4	19
3.4.	4	19	0	0	5	24	7	33	5	24
3.5.	3	14	6	29	5	24	4	19	3	14
3.6.	9	43	5	24	3	14	2	10	2	10
3.7.	8	38	4	19	5	24	3	14	1	5
3.8.	3	14	10	48	3	14	3	14	2	10
3.9.	8	38	4	19	3	14	5	24	1	5
3.10.	3	14	4	19	7	33	5	24	2	10
3.11.	4	19	2	10	5	24	4	19	6	29
3.12.	5	24	4	19	7	33	2	10	3	14
3.13.	3	14	6	29	6	29	4	19	2	10
3.14.	3	14	4	19	8	38	3	14	3	14
3.15.	4	19	4	19	4	19	4	19	5	24
3.16.	9	43	4	19	3	14	3	14	2	10
3.17.	4	19	1	5	3	14	6	29	7	33
3.18.	3	14	4	19	5	24	3	14	6	29
3.19.	6	29	5	24	5	24	2	10	3	14
3.20.	5	24	7	33	4	19	2	10	3	14
3.21.	5	24	4	19	5	24	4	19	3	14
3.22.	6	29	5	24	4	19	4	19	2	10
3.23.	1	5	2	10	6	29	7	33	5	24
3.24.	2	10	3	14	7	33	4	19	5	24
3.25.	3	14	3	14	5	24	6	29	4	19
3.26.	4	19	3	14	4	19	5	24	5	24
3.27.	3	14	4	19	6	29	4	19	4	19
3.28.	6	29	2	10	3	14	4	19	6	29
3.29.	4	19	4	19	8	38	3	14	2	10
3.30.	5	24	2	10	8	38	3	14	3	14

3.31.	3	14	5	24	5	24	5	24	3	14
3.32.	3	14	4	19	6	29	5	24	3	14
3.33.	5	24	2	10	8	38	5	24	1	5
3.34.	4	19	4	19	10	48	1	5	2	10
3.35.	2	10	4	19	6	29	6	29	3	14
3.36.	3	14	4	19	8	38	4	19	2	10

3.37. Other activities for climate, biodiversity and natural resources

All activities

Titles	Activities
1	N/A
2	Education for the people
3	Passive House in the campus, Green laboratories buildings
4	Planting trees
5	Seminars, some environment caring projects like upcycling, eTwinning
6	Awareness-raising competitions with prizes
7	Nothing else
8	Giving info about recycling
9	There aren't any other activities
10	My university has a council of sustainability and community service
11	Unaware of said activities
12	None
13	N/A
14	Reusing
15	Fair trade company, world day at school
16	N/A
17	Protect or restore ecosystems
18	Raise awareness through education within all the activities.
19	Own energy producer
20	Greywater system and green building
21	Own energy plant, green house

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	0	0	3	14	3	14	3	14	12	57
Innovators/ researchers	0	0	1	5	4	19	4	19	12	57

Consumers	1	5	0	0	6	29	4	19	10	48
Media	0	0	2	10	4	19	3	14	12	57
Government	0	0	0	0	6	29	3	14	12	57
Local authorities	1	5	1	5	4	19	4	19	11	52
NGOs	0	0	3	14	3	14	4	19	11	52
Activist groups	0	0	3	14	5	24	4	19	9	43

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.	0	0	2	10	7	33	5	24	7	33
4.2.	1	5	2	10	6	29	5	24	7	33
4.3.	0	0	2	10	8	38	4	19	7	33
4.4.	0	0	0	0	7	33	4	19	10	48
4.5.	0	0	1	5	7	33	6	29	7	33

Report 1 (HEI)

Demographics

The survey included thirteen women and eight men aged between 25 and over 60. The largest groups were in the 31-35 and 36-40 age ranges, followed by those in the 41-45 and 46-50 brackets. There were fewer respondents in the 25-30, 51-55, and 56-60 age groups. Thirty-eight percent of participants hold a master's degree, while another 38% have a doctorate. The remaining respondents have bachelor's degrees. Regarding professional experience, 29% have been in the profession for 11-15 years, another 29% for more than 20 years, 19% for either 1-5 years or 16-20 years, and 5% for 6-10 years.

University Policies on Green Sustainable Development

Employees evaluated various sustainability actions undertaken by the university, providing ratings on a scale from 1 to 5, with 5 being the highest. The responses offer a comprehensive view of the frequency and effectiveness of these actions based on the employees' experiences and knowledge.

A common recycling system was highlighted as a significant initiative, with 19% of respondents indicating it is often implemented and 14% reporting it is very often used. However, some noted that it is very seldom implemented, showing a need for more consistent application across the institution. Similarly, the monitoring of energy consumption is an area of focus, with 24% of respondents stating it is often undertaken and 19% noting it is very often done. Despite these efforts, 19% mentioned that this practice is seldom implemented, suggesting room for improvement in energy monitoring practices.

Creating spaces and conditions for the exchange or trading of used items is another noteworthy effort, often implemented according to 33% of respondents, while 19% mentioned it is seldom done. Environmental awareness programs or workshops to improve staff knowledge are frequently (24%) and very often (24%) conducted, demonstrating a strong commitment to enhancing environmental knowledge. In contrast, integrated training to emotionally involve employees in environmental management practices, such as recycling and waste management, is often (19%) and very often (14%) implemented, though 29% reported it as seldom practiced.

Promoting a vegetarian diet through initiatives like meatless days is less common, with 24% noting it is seldom implemented and 43% reporting it as very seldom. Food sharing points are available often (24%) and very often (14%), but a significant 38% mentioned these are very seldom implemented. Green knowledge sharing points are also seldom (14%) and very seldom (14%) available, with 48% indicating they are sometimes provided.

The elimination of plastic utensils is sometimes (33%) and often (24%) practiced, though 19% reported it as seldom implemented. The use of recycled printing paper is often (24%) and sometimes (10%) adopted, while 29% noted it as seldom. A zero-printing policy is often (24%) and very often (14%) enforced, though 24% indicated it is seldom practiced. Efforts to unplug electronics are sometimes (29%) and often (19%) carried out, with 14% noting this as seldom done.

Green public procurement practices are sometimes (38%) and very often (19%) adopted, though 19% reported them as seldom implemented. Making new construction projects green, such as incorporating photovoltaics, is sometimes (19%) and very often (24%) done, while 19% noted it as seldom implemented. A bicycle rental system is seldom (19%) and very seldom (43%) available, indicating a significant area for potential development.

Subsidizing public transport for students is very often (33%) and sometimes (14%) done, while partial subsidies are sometimes (24%) and often (29%) provided. Subsidies for employees' public transport are often (29%) and very often (14%) available, with partial subsidies being offered often (33%) and very often (14%). Linking business trips' financing with the calculated carbon footprint is often (24%) and sometimes (19%) done, though 24% reported it as seldom practiced.

Rainwater management is often (24%) and sometimes (19%) practiced, with 10% indicating it is seldom done. Efforts to green the campuses are very often (24%) and often (33%) implemented, while 10% noted it as seldom practiced. Organizing eco-events is often (33%) and very often (24%) conducted, with 14% indicating it is seldom done.

The implementation of mobility policies or strategies is often (29%) and sometimes (24%) carried out, though 14% noted it as seldom done. Sustainability standards, such as setting environmental responsibilities for staff and hiring employees with environmental awareness, are sometimes (24%) and often (24%) implemented, with 14% indicating they are seldom practiced. Efforts to reduce water consumption are sometimes (29%) and often (19%) undertaken, with 14% reporting it as seldom done.

Energy production for the university's own use, such as prosumer power generation, is often (29%) and sometimes (19%) practiced, though 10% noted it as seldom done. Installing openwork concrete surfaces on campuses is sometimes (19%) and often (38%) implemented, with 19% reporting it as seldom done. Initiating pro-environmental urban actions and participating in urban projects is often (38%) and sometimes (14%) done, with 24% indicating it is seldom practiced.

Employing financial incentives for staff and students to promote environmental behavior is often (24%) and sometimes (24%) done, though 14% noted it as seldom practiced. Comprehensive sustainability curricula for students are often (29%) and sometimes (19%) implemented, with 14% reporting it as seldom done. Obligatory sustainability courses in curricula are often (38%) and sometimes (10%) included, with 24% reporting it as seldom practiced.

Offering micro credentials on sustainability is very often (48%) and sometimes (19%) done, though 19% noted it as seldom implemented. Eco-certificates or recognition-based rewards to encourage participation in environmental management are often (29%) and very often (29%) offered, with 19% noting them as seldom available. Using green labels and stickers in facilities to promote responsible environmental behavior is often (38%) and sometimes (19%) done, with 19% reporting it as seldom implemented.

Respondents also highlighted several other activities related to climate, biodiversity, and natural resource conservation, such as planting trees, organizing environmental awareness competitions, and establishing green laboratories and buildings. These efforts underscore the university's commitment to sustainability and the diverse approaches being taken to enhance environmental stewardship within the institution.

DATA ANALYSIS STUDENTS

Demographics

Question 2.1. Gender Distribution

Gender Status	Male		Female		Other	
	N	%	N	%	N	%
Number/Percentage	60	57	45	42	1	1

Question 2.2. Level of study

Latest Diploma	Bachelor's Degree		Master's Degree		Doctorate Degree	
	N	%	N	%	N	%
Number/Percentage	10	9	95	90	1	1

Question 2.3. Year of study

Year of Study	1		2		3		4		5	
	N	%	N	%	N	%	N	%	N	%
Number/Percentage	46	43	47	44	1	1	4	4	8	8

Question 2.4. The field of study

Field of Study	Engineering			Other	
	N		%	N	%
Number/Percentage	81		76	25	24

Question 2.5. The title of the study programme

Titles	Number (N)	Percentage (%)
T.1. Artificial intelligence	1	1
T.2. Automotive engineering	1	1

T.3. Business Administration and Engineering	19	18
T.4. Business Economics and Entrepreneurship	1	1
T.5. Business Engineering and Entrepreneurship	44	42
T.6. Computer Engineering	1	1
T.7. Cybersecurity	2	2
T.8. E-government	1	1
T.9. Electrical and Computer Engineering	1	1
T.10. Electronic and automatic engineering	1	1
T.11. Engineering and management	1	1
T.12. Engineering on industrial organization	1	1
T.13. Engineering school ESTACA (France)	1	1
T.14. Financial Computing	3	3
T.15. Computer Graphics Multimedia and Virtual Reality	1	1
T.16. Industrial engineering	1	1
T.17. Industrial Organization Engineering	1	1
T. 18. Law and Business	1	1
T.19. Management	1	1
Management of Digital Enterprises	17	16
T.20. Mechanical Engineering	2	2
T.21. Security of Complex Networks	1	1
T.22. Transport Engineering in Automotive	1	1

T.23. Other	1	1
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Question 2.6. The home located

Inhabitancy	Number (N)	Percentage (%)
500.000+	48	45
100.000-499.999	8	7
50.000-99.999	9	8
10.000-49.999	17	16
1.000-9.999	5	5
Village-Rural Area	20	19

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	22	21	40	38	23	22	15	14	6	6

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

Parents' Educational Background	Number (N)	Percentage (%)
Not applicable	4	4
Higher	79	75
Secondary	17	16
Vocational	2	2
Elementary/Middle	4	4

Question 2.9. Family financial situation

Financial Situation	Number (N)	Percentage (%)
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Significantly below average	1	1
Below average	18	17
Average	48	45
Above Average	32	30
Significantly above average	7	7

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		4	4	11	10	32	30	20	19	39	37
Infectious Diseases		2	2	7	7	31	29	30	28	36	34
Wars		0	0	6	6	23	22	22	21	55	52
Environmental Pollution		2	2	4	4	23	22	32	30	45	42
Civilisational Diseases		2	2	25	24	31	29	26	25	22	21
Mass Migrations		4	4	26	25	40	38	24	23	12	11
Global Warming Climate Change		1	1	6	6	30	28	28	26	41	39
Poverty and unemployment		2	2	19	18	37	35	24	23	24	23
Exhaustion of natural resources		0	0	18	17	31	29	26	25	31	29
Fake news		4	4	21	20	23	22	20	19	38	36
Cybercrime		0	0	13	12	28	26	37	35	28	26
Addiction to technology		6	6	21	20	26	25	25	24	28	26
Ageing populations		8	8	32	30	31	29	19	18	16	15
Other		33	31	14	13	39	37	7	7	13	12

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	2	4	4	16	15	24	23	60	57
4.2.	37	35	22	21	18	17	11	10	18	17
4.3.	46	43	31	29	16	15	9	8	4	4
4.4.	2	2	5	5	16	15	26	25	57	54

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.	0	0	1	1	17	16	41	39	47	44
5.2.	0	0	5	5	15	14	37	35	49	46
3.3.	2	2	18	17	29	27	29	27	28	26
5.4.	2	2	2	2	11	10	40	38	51	48
5.5	0	0	8	8	18	17	37	35	43	41
5.6	2	2	9	8	20	19	27	25	48	45

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.	0	0	13	12	54	51	36	34	3	3
6.2.	7	7	25	24	53	50	18	17	3	3
6.3.	0	0	18	17	49	46	32	30	7	7

Section 7 – Eco-friendly behaviour

Frequency of Behaviour	Never		Rarely		Sometimes		Often		Always	
	N	%	N	%	N	%	N	%	N	%
7.1.	7	7	21	20	37	35	30	28	11	10
7.2.	5	5	20	19	35	33	36	34	10	9

7.3.	17	16	22	21	33	31	27	25	7	7
7.4.	42	40	34	32	17	16	7	7	6	6
7.5.	32	30	15	14	27	25	25	24	7	7
7.6.	28	26	17	16	25	24	18	17	18	17
7.7.	5	5	14	13	53	50	22	21	12	11
7.8.	19	18	35	33	31	29	15	14	6	6
7.9.	32	30	27	25	28	26	15	14	4	4

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.	54	51	49	46	3	3
8.2.	3	3	21	20	82	77
8.3.	3	3	25	24	78	74
8.4.	44	42	53	50	9	8
8.5.	23	22	58	55	25	24

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.	3	3	14	13	32	30	35	33	22	21
9.1.2.	4	4	13	12	38	36	35	33	16	15
9.1.3.	10	9	23	22	27	25	30	28	16	15
9.1.4.	3	3	12	11	25	24	36	34	30	28
9.1.5.	16	15	29	27	26	25	18	17	17	16
9.1.6.	34	32	35	33	27	25	7	7	3	3
9.1.7.	44	42	25	24	22	21	9	8	6	6

9.1.8.	15	14	26	25	37	35	24	23	4	4
9.1.9.	6	6	19	18	31	29	43	41	7	7
9.1.10.	33	31	30	28	31	29	10	9	2	2
9.1.11.	4	4	4	4	18	17	27	25	53	50

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.	22	21	23	22	33	31	20	19	8	8
9.2.2.	7	7	15	14	32	30	33	31	19	18
9.2.3.	6	6	23	22	29	27	31	29	17	16

Section 10 – Students' Views

Section 10.1 – Participation in Educational Programmes

Frequency of Participation	Never		Rarely		Occasionally		Often	
	N	%	N	%	N	%	N	%
10.1.	36	34	44	42	22	21	4	4

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.	11	10	26	25	43	41	22	21	4	4
10.3.	2	2	4	4	33	31	49	46	18	17
10.4.	1	1	9	8	38	36	39	37	19	18
10.5.	1	1	6	6	37	35	43	41	19	18

10.6.	2	2	3	3	30	28	53	50	18	17
10.7.	3	3	13	12	48	45	31	29	11	10
10.8.	2	2	2	2	35	33	39	37	28	26
10.9.	1	1	4	4	29	27	45	42	27	25
10.10.	2	2	4	4	42	40	41	39	17	16
10.11.	3	3	4	4	37	35	40	38	22	21
10.12.	2	2	2	2	39	37	39	37	24	23

Report 2 (Students)

Demographics

The survey included responses from 106 full-time undergraduate students. The gender distribution among the respondents shows a predominance of male students, who make up 57% of the respondents, while female students account for 42%. Additionally, 1% of the respondents identified as other.

Regarding the level of study, the majority of respondents (90%) are pursuing a master's degree, while 9% are pursuing a bachelor's degree, and 1% are pursuing a doctorate.

In terms of the year of study, students are distributed as follows: 43% are in their first year, 44% are in their second year, 1% are in their third year, 4% are in their fourth year, and 8% are in their fifth year.

The fields of study among respondents are diverse. The majority, 76%, are studying engineering, while 24% are enrolled in other fields. Specific study programs include Business Engineering and Entrepreneurship (42%), Management of Digital Enterprises (16%), Business Administration and Engineering (18%), and various other specialized programs.

Regarding their place of residence, 45% of respondents live in cities with populations over 500,000. Smaller cities (with populations between 50,000 and 499,999) are home to 7%, while 8% live in towns with populations between 50,000 and 99,999. Seventeen percent reside in towns with populations between 10,000 and 49,999, 5% in areas with populations between 1,000 and 9,999, and 19% live in rural areas.

When it comes to household size, 21% of respondents live alone, 38% live with one other person, 22% live with two other people, 14% live with three other people, and 6% live with four or more other people.

In terms of parents' or guardians' educational background, 75% have higher education, 16% have secondary education, 2% have vocational education, and 4% have elementary or middle school education. Four percent indicated that this was not applicable.

Regarding family financial situations, 45% of respondents consider their family's financial situation to be average. Thirty percent rate it as above average, 17% as below average, 7% as significantly above average, and 1% as significantly below average.

World Risks

The respondents of the survey from Romania demonstrated their opinions on the most significant risks to the modern world, covering a range of issues from terrorism to environmental pollution.

A notable concern among the respondents is environmental pollution, with 42% rating it as a very high risk and 32% as a high risk. This highlights a significant awareness and concern for environmental issues among the students. Closely related, global warming and climate change were also viewed as critical, with 39% of respondents identifying them as a very high risk and 26% as a high risk.

Wars were seen as the top threat by the majority of respondents, with 52% rating it as a very high risk and 21% as a high risk. This reflects the ongoing concerns regarding geopolitical stability and the impact of conflicts globally. Infectious diseases also emerged as a major concern, particularly in the post-pandemic context, with 34% rating it as a very high risk and 28% as a high risk.

Civilizational diseases, including lifestyle-related health issues, were considered significant by many respondents, with 29% rating them as a moderate risk and 25% as a high risk. This suggests an awareness of the growing impact of modern lifestyle diseases.

Poverty and unemployment were rated as moderate to high risks by a large portion of the respondents, indicating concerns about economic stability and social welfare. Specifically, 35% saw poverty and unemployment as a moderate risk, and 23% as a high risk.

Cybercrime was highlighted as an emerging threat, with 44% rating it as a very high risk and 24% as a high risk. This underscores the increasing importance of cybersecurity in the digital age. Similarly, fake news was seen as a significant issue, with 42% identifying it as a very high risk and 22% as a high risk.

Mass migrations were viewed as a moderate to high risk by respondents, with 38% rating it as moderate and 23% as high. This reflects concerns about the socio-economic impacts of large-scale migrations.

Addiction to technology and ageing populations were also noted as important risks. For technology addiction, 26% saw it as a very high risk and 24% as a high risk. For ageing populations, the concern was slightly lower but still notable, with 15% rating it as a very high risk and 18% as a high risk.

Other risks such as terrorism, exhaustion of natural resources, and civilizational diseases also figured prominently in the responses. Terrorism was seen as a very high risk by 37% and a high risk by 19%, while exhaustion of natural resources was viewed as a moderate to high risk by many, with 29% seeing it as a very high risk.

Climate Change

The survey responses from Romanian students reveal significant insights into their perceptions and concerns about climate change. A vast majority, 80%, strongly agree that climate change is a scientifically proven truth, with an additional 17% agreeing with this statement. This indicates a high level of awareness and acceptance of scientific consensus on climate change among the students.

However, when it comes to the responsibility of climate change, opinions are more divided. Thirty-five percent strongly disagree and 21% disagree with the statement that climate change is not about their generation but a problem for future generations. Seventeen percent of respondents neither agree nor disagree, suggesting some uncertainty, while 10% agree and 17% strongly agree, indicating a minority that views climate change as a distant issue.

In contrast, skepticism about the severity of climate change is quite pronounced. Forty-three percent strongly disagree and 29% disagree with the notion that climate change is a problem but not as serious as portrayed. Only 15% of students neither agree nor disagree, while 8% agree and a mere 4% strongly agree with this downplaying perspective.

There is a strong consensus on the need for immediate action to combat climate change. A significant 54% strongly agree and 25% agree that urgent measures are necessary. Only a small fraction of

respondents (5%) are indifferent, and an even smaller number disagree or strongly disagree (5% and 2%, respectively).

Importance of the Climate Change Effects

Students rated the significance of climate change effects on ecosystems and populations on a scale from 1 (very unimportant) to 5 (very important). The majority view these effects as critical concerns. Extreme weather events are seen as very important by 44% of respondents and important by 39%, reflecting high awareness of the immediate impacts of climate change. Only 16% consider these events as neither important nor unimportant, with a negligible number rating them as unimportant or very unimportant.

Loss of biodiversity is another major concern, with 46% rating it as very important and 35% as important. A smaller portion, 14%, see it as neither important nor unimportant, while only a few view it as unimportant.

Displacement of populations due to climate change is viewed as a significant issue, with 28% rating it as very important and another 27% as important. Interestingly, a relatively high 27% rate it as neither important nor unimportant, suggesting mixed perceptions about the immediacy of this impact.

Rising temperatures are considered very important by 48% and important by 38%, indicating strong concern about this fundamental aspect of climate change. Only 10% rate this issue as neither important nor unimportant, with minimal numbers finding it unimportant.

Lower yields in agriculture, impacting food production, are seen as very important by 41% and important by 35%, underscoring concerns about food security. Seventeen percent view this as neither important nor unimportant, with a small minority rating it as unimportant.

Food availability loss is similarly viewed, with 45% considering it very important and 25% important. This highlights the perceived threat to food security due to climate change. Nineteen percent see this issue as neither important nor unimportant.

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

The survey results indicate a varied level of knowledge among Romanian students regarding climate change, biodiversity, and the protection of natural resources. Respondents rated their knowledge on a scale from 1 (very bad) to 5 (very good), providing insights into their awareness and understanding of these critical environmental issues.

A significant portion of respondents, 51%, rated their knowledge of climate change as "neither good nor bad," suggesting a moderate level of awareness. About 34% of students considered their knowledge to be good, while a small fraction, 3%, rated it as very good. However, 12% of respondents felt their knowledge was bad, indicating gaps in understanding among a subset of the students.

When it comes to biodiversity, 50% of respondents rated their knowledge as "neither good nor bad." Twenty-four percent of students felt their knowledge was bad, while 17% rated it as good, and only 3% considered their knowledge to be very good. This distribution shows that many students recognize a need for improved education and awareness in this area.

The knowledge level about protecting natural resources follows a similar trend. Forty-six percent of respondents rated their knowledge as "neither good nor bad." Thirty percent felt they had a good understanding, and 7% rated their knowledge as very good. Conversely, 17% considered their knowledge to be bad, indicating a significant portion of students feel inadequately informed about protecting land, air, and water resources.

These results highlight a general trend of moderate knowledge among Romanian students about environmental issues, with a notable proportion recognizing the need for improved education and awareness in these critical areas. The data suggests a potential for targeted educational initiatives to

enhance students' understanding and engagement with climate change, biodiversity, and natural resource conservation.

Eco-friendly behaviour

The survey results from Romanian students provide a comprehensive overview of their eco-friendly behaviors and environmental practices. The respondents rated the frequency of their actions on a scale from "never" to "always," shedding light on their commitment to sustainability.

A significant portion of students, 42%, reported that they rarely use disposable products such as straws, bags, and plates. Another 28% use them sometimes, while 16% use them often, and 10% always opt for these products. This suggests that while a majority are making efforts to reduce single-use plastics, there is still a considerable number who regularly use them. Reducing consumption to minimize waste is a common practice among the students. Thirty-four percent often buy less, and 9% always do so. On the other hand, 35% sometimes reduce their consumption, and 19% rarely do so. Only 5% never consider reducing their purchases to decrease waste.

Water conservation is an important practice for many students, with 38% often and 7% always reducing their water usage. Thirty-one percent sometimes take measures to conserve water, while 21% rarely and 16% never engage in water-saving behaviors.

The survey indicates that 40% of students never or rarely limit their consumption of meat and other animal products. Sixteen percent sometimes reduce their intake, while 7% often and 6% always do so. This shows a moderate level of awareness regarding the environmental impact of meat consumption among the students. There is a low level of engagement with deposit return schemes for bottles, as 30% never and 14% rarely buy beverages in such packaging. Twenty-five percent sometimes use deposit bottles, while 24% often and 7% always do so, indicating room for improvement in this area.

A significant number of students prefer digital formats over traditional books, with 36% sometimes, 20% often, and 11% always choosing e-books or audiobooks. Meanwhile, 14% rarely and 39% never opt for digital editions, suggesting a mixed attitude towards this eco-friendly alternative.

Students reported varying levels of engagement in learning about environmental issues from independent sources. Twenty-one percent often and 5% always seek information independently, while 36% sometimes, 13% rarely, and 25% never do so. This highlights a significant opportunity to increase environmental education among students.

Thirty-three percent of students sometimes expand their knowledge on environmental issues through their regular study programs. Twenty percent do so often, and 4% always. However, a considerable number, 25%, rarely and 39% never engage with environmental topics through their regular studies. Engagement with environmental issues through postgraduate studies is relatively low. Thirty percent never, and 25% rarely pursue this knowledge, while 26% sometimes, 14% often, and only 4% always expand their understanding through postgraduate programs.

These findings suggest that while there is a notable commitment to eco-friendly behaviors among Romanian students, there are areas where awareness and practices could be further enhanced, particularly in reducing disposable product use, conserving water, limiting meat consumption, and increasing engagement with environmental education.

The way of travel within the city

The survey responses provide detailed insights into how Romanian students travel within the city. The preferred modes of transportation reveal a mix of walking, using public transport, and limited use of personal or public bicycles and scooters. A significant 51% of respondents reported that they always

walk within the city. This is the most common mode of transportation among the students, indicating a preference for this environmentally friendly and healthy option. An additional 46% of students walk occasionally, leaving only 3% who do not walk as part of their city travel routine.

Public transport is another widely used mode of travel, with 42% of respondents always using it and 50% using it occasionally. Only 8% of students do not use public transport, highlighting its importance in their daily commute. In contrast, the use of private or public bicycles and scooters is much lower. Only 3% of respondents always use their own bike or scooter, and 20% use them occasionally. A significant majority, 77%, do not use these modes of transportation at all. Similarly, public bicycle or scooter systems are used always by 3%, occasionally by 24%, and not used at all by 74% of students. Driving a car is less common among the respondents, with 22% always driving and 55% doing so occasionally. Another 24% do not drive a car for their city travel, suggesting that many students prefer or rely on other modes of transportation. Overall, the data shows a strong reliance on walking and public transport among Romanian students, with minimal use of personal or public bicycles and scooters. This indicates a potential area for improvement in promoting and facilitating eco-friendly transportation options like cycling and scooter use. Here

Decisions on Buying Clothes

The Appearance factor is the most significant one for students, with 33% often and 21% always considering it when buying new clothes. Another 30% sometimes take appearance into account, while a small minority rarely (13%) or never (3%) consider it. Price is also a major consideration, with 34% often and 28% always factoring it into their decisions. Twenty-four percent sometimes consider price, and only a small percentage rarely (11%) or never (3%) think about it.

The convenience of the clothes is important to many students, with 36% often and 15% always considering it. Thirty percent sometimes take convenience into account, while 12% rarely and 4% never consider this factor. The naturalness of the material is a significant factor for some, with 28% often and 15% always considering it. Twenty-five percent sometimes take it into account, whereas 22% rarely and 9% never consider this aspect.

Fashion trends influence 17% of students often and 16% always, while 25% sometimes consider fashion. A notable 27% rarely and 15% never let fashion trends influence their purchasing decisions.

The opinions of others play a role for some students, with 8% often and 6% always considering them. Twenty-four percent sometimes factor in others' views, while 24% rarely and 42% never take them into account.

Ethical considerations about animal use in production are important for a minority, with 6% always and 8% often considering this factor. Twenty-one percent sometimes think about it, while a larger proportion, 24%, rarely and 42% never consider it. Brand loyalty is significant for some students, with 23% often and 4% always considering the brand when buying clothes. Thirty-five percent sometimes take the brand into account, while 25% rarely and 14% never consider it.

The availability of clothes is a practical consideration, with 41% often and 7% always considering it. Twenty-nine percent sometimes factor in availability, while 18% rarely and 6% never consider it.

The necessity of the item is a strong driver, with 50% always and 25% often considering need in their purchasing decisions. Seventeen percent sometimes think about need, while 4% rarely and 4% never let need influence their decisions.

When it comes to sustainability, the survey highlights that a significant portion of students rarely consider the ability of clothing to be recycled, reused, or repaired. Specifically, 29% sometimes, 19% often, and 8% always consider the recyclability of clothing. For reusability, 31% sometimes, 31%

often, and 18% always consider this factor. Regarding repairability, 27% sometimes, 29% often, and 16% always take it into account.

These findings suggest that while Romanian students are primarily driven by appearance, price, and convenience when buying clothes, there is an emerging awareness and consideration of sustainability factors such as recyclability, reusability, and repairability. However, there is still considerable room for increasing the importance of these sustainability factors in their purchasing decisions.

Participation in Educational Programmes

The survey results reveal varied participation levels among Romanian students in educational programs related to sustainable environmental development.

A significant number of respondents, 18%, have taken education for sustainable development classes twice in the past five years. Only about 7% of students have taken such classes three or more times during the same period. These responses are primarily from students who strongly believe that climate change is a scientifically proven truth.

When it comes to satisfaction with the university's curriculum on sustainability, 40% of students expressed that they are somewhat satisfied. However, a considerable 39% have no opinion on the subject, which can be interpreted as a lack of interest in or awareness of the topic. Despite this, most students indicated a desire to learn more, with 51% stating that they would like to understand the role of the third sector (NGOs) in sustainable development. A significant portion of this group strongly agreed (39%) or partially agreed (44%) that they would like to further their education on sustainable development by working with NGOs as part of their university classes.

There is a notable gender difference in the desire to learn more about sustainability. Significantly more women than men expressed an interest in learning how they can influence the process of building a sustainable society. On the other hand, 29% of respondents do not want to expand their knowledge on sustainable development issues. Regarding becoming active in NGOs dealing with sustainability, 25% of students expressed interest, while 37% were not interested, and 38% did not provide a clear answer.

A majority of students (57%) indicated that they want to study on a green campus. However, 35% could not address this question, and the remaining respondents did not consider it particularly important. The vast majority of students (70%) believe that increasing their knowledge about the environment and sustainable development is important. However, one in four respondents had no opinion on the subject, and 6% believed that this knowledge is unnecessary. Interestingly, 6% of respondents strongly or partially disagreed that increasing awareness of sustainable development would positively impact their understanding of social and environmental problems.

Furthermore, 37% of students expressed a desire to attend more seminars on sustainable development, with the majority being third-year students. However, 44% had no opinion on this issue, and 19% showed no interest in deepening their awareness of environmental values. Lastly, 54% of students believe that NGOs should establish more frequent relations with students to promote involvement in socially valuable projects, while 40% were indifferent and 6% were not interested in such activities.

Overall, the data suggests a strong interest among Romanian students in learning more about sustainable development and engaging with NGOs, despite some ambivalence and lack of awareness among a significant portion of the student body.

Students' Views on SGD Activities

The survey results show a strong interest among Romanian students in learning about sustainable green development and participating in related activities. This interest is reflected in their responses to various questions regarding their views on SGD activities.

A significant portion of respondents (51%) expressed a desire to learn more about the role of NGOs in sustainable green development. This interest is further supported by the fact that 39% strongly agreed and 44% partially agreed that they would like to further their education on sustainable development by working with NGOs as part of their university classes.

Gender differences are evident in the responses, with significantly more women than men wanting to learn about their influence on building a sustainable society. However, 29% of all respondents indicated that they do not wish to expand their knowledge on sustainable development issues.

Interest in becoming active in NGOs dealing with sustainable development issues is also notable, with 25% of students expressing a desire to get involved. However, 37% were not interested, and 38% did not provide a clear answer. This indicates a mixed level of commitment to active participation in sustainability initiatives.

More than half of the students (57%) expressed a desire to study on a green campus, although 35% could not address this question, and the remaining respondents did not find it particularly important. This suggests that while there is significant interest in sustainable campus initiatives, awareness or understanding of their importance may vary.

A substantial majority (70%) believe that increasing their knowledge about the environment and sustainable development is important. Despite this, one in four respondents had no opinion on the subject, and 6% believed that such knowledge is unnecessary. Furthermore, 6% of respondents strongly or partially disagreed that increasing awareness of sustainable development would positively impact their understanding of social and environmental problems.

Interestingly, 37% of respondents indicated a desire to attend more seminars on sustainable development, with the majority of these being third-year students. However, 44% had no opinion on this issue, and 19% showed no interest in deepening their awareness of environmental values.

Finally, 54% of students believe that NGOs should establish more frequent relations with students to promote involvement in socially valuable projects. However, 40% were indifferent, and 6% were not interested in such activities. This suggests that while there is a considerable interest in NGO-student collaborations, a significant portion of the student body remains disengaged or indifferent.



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