



Ecology Awareness of Sustainable Green Development: Collaboration of  
Universities and Local Actors  
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WORKSHOP REPORT

ROMANIA



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# WORKSHOP REPORT

## DATA ANALYSIS & FINDINGS

### Workshop Process and the Data Collected

The workshop in Romania aimed to improve the collaboration between universities and local actors to promote sustainable green development. Data was collected through an online survey, capturing responses from both university management and students.

### University Management Survey Findings

#### Demographics:

- Gender: 32% male, 68% female.
- Age: Most respondents were between 31-35 and 36-45 years.
- Education: 38% had a master's degree, 38% had a doctorate.
- Units Represented: 90% from faculties, 10% from the rectorate.
- Experience: Varied, with notable groups having 11-15 years and over 20 years of experience.

### Key Findings on University Policies:

1. **Recycling Practices:** There is a varied implementation of recycling practices, with 19% indicating they are often implemented but 10% noting very seldom implementation.
2. **Energy Monitoring:** Energy monitoring shows potential, with 24% indicating it is very often done, though 19% reported it as seldom implemented.
3. **Environmental Awareness Programs:** Strong commitment with frequent workshops, 33% often and 24% very often conducted.
4. **Training for Emotional Involvement in Environmental Management:** Inconsistent implementation, with 29% indicating seldom practice.
5. **Promotion of Vegetarian Diets:** Rarely practiced, with 43% noting it is very seldom implemented, indicating an area for development.

### Other Activities:

- Various initiatives like food sharing points, green knowledge sharing points, and eco-events show room for improvement in frequency and consistency.

The university has made significant strides in implementing policies that promote sustainability. However, the analysis reveals that the impact of these policies is often limited by inconsistent implementation and various challenges. Addressing these challenges through targeted strategies, such as improving infrastructure, increasing awareness, and securing funding, can enhance the effectiveness of sustainability initiatives. Regular monitoring and evaluation of these policies will ensure continuous improvement and help the university achieve its sustainability goals.

## Student Survey Findings

### Demographics:

- Gender: 57% male, 42% female, 1% other.
- Study Level: Majority (90%) pursuing master's degrees.
- Year of Study: Mostly first (43%) and second (44%) year students.
- Field of Study: Predominantly engineering (76%).

### Key Findings on Students' Views and Behaviors:

1. **World Risks:** High concern for environmental pollution (42% very high risk), wars (52% very high risk), and global warming (39% very high risk).
2. **Climate Change Perception:** 80% strongly agree it is a scientifically proven truth, with divided views on immediate versus future responsibility.
3. **Eco-friendly Behaviors:** Moderate engagement in reducing single-use plastics, conserving water, and preferring digital formats.
4. **Travel Preferences:** Predominantly walking (51%) and using public transport (42%).

### Knowledge and Education:

- **Climate Change Knowledge:** Majority rated their knowledge as moderate, with significant gaps noted.
- **Educational Program Participation:** Limited, with many students expressing a desire for more education on sustainability.

The analysis reveals that students in Romania are highly aware of environmental issues such as pollution and climate change but possess moderate to low knowledge levels on these topics. Their behaviors show a tendency towards sustainability, particularly in travel and consumption habits, though there is significant room for improvement. The high interest in further education and engagement with NGOs indicates a strong potential for fostering a more sustainable mindset through targeted educational initiatives and practical opportunities.

By addressing the identified gaps in knowledge and providing more avenues for active participation in sustainability efforts, the university can significantly enhance students' environmental awareness and encourage more sustainable behaviours.

### 5 Key Findings on Student-Local Actor Interactions:

1. **High Interest in Sustainable Green Development Education:** 80% of students either strongly agree or agree that they want to learn more about sustainable green development.
2. **Strong Desire to Learn about the Role of NGOs:** 80% of students either strongly agree or agree that they want to learn about the role of NGOs in sustainable green development.
3. **Need for Direct Interaction with NGOs:** 80% of students either strongly agree or agree that they want to gain more awareness about sustainable green development through direct interaction with NGOs as part of their university education.
4. **Active Involvement in NGOs:** 75% of students either strongly agree or agree that they would like to be actively involved in NGOs related to the sustainable environment.
5. **Demand for More Interactive Engagement between NGOs and Students:** 90% of students either strongly agree or agree that they would like NGOs to be more interactive with university students.

The findings indicate a strong desire among students to learn about and engage with sustainable green development through direct interaction with NGOs. This highlights the need for the university to establish stronger partnerships with local actors and create more opportunities for students to participate in sustainability initiatives. By doing so, the university can enhance students' practical knowledge, foster a culture of sustainability, and build a more environmentally conscious student body.

### 5 Key Findings on Sustainable Practices:

1. **Use of Disposable Products:** Only 10% of students never use disposable products, while 10% always do. Most students (40%) use them sometimes.
2. **Reducing Consumption to Minimize Waste:** A majority of students (80%) engage in this behaviour at least sometimes, with 30% doing it often and 15% always.
3. **Conserving Water:** Most students (80%) conserve water at least sometimes, with 30% doing it often and 20% always.
4. **Limiting Meat Consumption:** A significant portion of students (40%) rarely or never limit their meat consumption, with only 10% always doing so.
5. **Using Deposit Return Schemes for Bottles:** A majority of students (70%) use deposit return schemes at least sometimes, with 20% always doing so.

The analysis indicates that students engage in various sustainable practices to different extents. While behaviours like reducing consumption to minimize waste and conserving water are relatively common, there is still significant room for improvement in areas such as reducing the use of disposable products and limiting meat consumption. Promoting the benefits of these practices and providing practical alternatives can help increase the adoption of sustainable behaviours among students.

### **5 Key Findings on Capacity Building and Best Practices:**

1. **Participation in Educational Programs:** 55% of students have participated in educational programs on sustainable environmental development outside their regular study programs.
2. **Satisfaction with Faculty Content:** 50% of students are satisfied with the level of content on sustainable green development provided by their faculty.
3. **Interest in Learning About Contribution to Society:** 75% of students are interested in learning how they can contribute to society through sustainable green development.
4. **Belief in Education's Role in Increasing Awareness:** 80% of students believe that sustainable environment education will increase their environmental awareness.
5. **Desire for More Seminars:** 80% of students want more seminars on sustainable green development at the university.

The analysis reveals that there is a significant interest and belief among students in the value of education for building capacity in sustainable practices. While there is moderate satisfaction with current offerings, there is a clear demand for more comprehensive and practical educational programs. By addressing these needs, the university can better equip students with the knowledge and skills necessary to contribute effectively to sustainable development, both during their studies and in their future careers.



## ANNEX – CHALLENGES & SOLUTIONS

Please provide 5 different challenges and 5 solution offers to bridge the gap between university students and local actors to stimulate university students to gain the capacity for developing green sustainability mentality in their future professions.

### CHALLENGES

- 1- **Limited Awareness and Engagement Opportunities:** Many students are unaware of the existing sustainability initiatives and opportunities for engagement with local actors such as NGOs, local government agencies, and businesses focused on sustainability.
- 2- **Bureaucratic Barriers and Administrative Hurdles:** Administrative processes and bureaucratic hurdles often make it difficult for students to engage with local actors and participate in sustainability projects.
- 3- **Insufficient Funding for Sustainability Projects:** Lack of financial resources can hinder the development and implementation of sustainability projects involving students and local actors.
- 4- **Fragmented Communication Channels:** Poor communication channels between universities, students, and local actors can lead to missed opportunities for collaboration and engagement.
- 5- **Lack of Practical Opportunities and Hands-on Experience:** Students often lack practical opportunities to apply their theoretical knowledge in real-world sustainability projects, limiting their ability to develop essential skills and experience.

### SOLUTION OFFERS

- 1- Conduct regular workshops, seminars, and awareness campaigns to inform students about local sustainability initiatives and opportunities for engagement. Utilize social media platforms, university websites, and newsletters to highlight success stories, upcoming events, and opportunities for students to get involved. Collaborate with local actors to create a centralized information hub or portal where students can find details about sustainability projects, volunteer opportunities, and internships.
- 2- Simplify the administrative processes required for students to participate in external sustainability projects. This can include reducing paperwork, providing clear guidelines, and offering support through dedicated coordinators.
- 3- Seek grants and funding from government bodies, international organizations, and private sector partners specifically for sustainability projects. Create university-sponsored funding programs or competitions that provide seed money for student-led sustainability initiatives.

Encourage local businesses and NGOs to sponsor sustainability projects, offering them visibility and collaboration opportunities with the university community.

- 4- Establish regular meetings, forums, and networking events that bring together students, faculty, and local actors to discuss sustainability goals and collaborative opportunities. Develop an online platform or app where students and local actors can connect, share ideas, and collaborate on sustainability projects. Appoint student ambassadors or representatives who can act as intermediaries, facilitating communication and collaboration between the university and local actors.
- 5- Develop partnerships with local actors to create internship programs, volunteer opportunities, and hands-on projects that allow students to gain practical experience in sustainability. Incorporate sustainability projects into the university curriculum, allowing students to work on real-world challenges as part of their coursework. Organize sustainability hackathons, design sprints, and project-based learning experiences that encourage students to collaborate with local actors and develop innovative solutions to sustainability issues.