SUSTAINABLE DEVELOPMENT GOALS LITERACY SURVEY 2023

Universitas Sumatera Utara

Transformation Towards the Ultimate

Contents

Foreword

We express our gratitude to God Almighty for His blessings and grace, enabling us to complete this book, "Sustainable Development Goals (SDGs) Literacy Index." This book is part of Universitas Sumatera Utara's (USU) efforts to support the achievement of sustainable development goals by enhancing SDG literacy among students.

Sustainable development is a shared responsibility that requires active participation from various sectors, including higher education institutions. Universitas Sumatera Utara, as one of the leading universities in Indonesia, plays a strategic role in educating and empowering young generations to become change agents capable of addressing global challenges. This book serves as a guide and evaluation tool to measure students' understanding, attitudes, and behaviors towards the SDGs.

The SDG Literacy Index presented in this book is the result of extensive research and studies involving academics, researchers, and practitioners. We hope this book will be a valuable reference for educators, students, and other stakeholders in integrating sustainable development principles into the curriculum and academic activities.

We recognize that efforts to enhance SDG literacy are an ongoing process that requires commitment and collaboration from all parties. Therefore, we invite the entire academic community and our partners to contribute together in realizing sustainable development goals through holistic and inclusive education.

Finally, we extend our gratitude to all those who have contributed to the preparation of this book. We hope this book will provide significant benefits and be a crucial step in our journey towards a more sustainable future.

Medan, November 2023

Editorial Team

CHAPTER I
INTRODUCTION

A. Background

Universitas Sumatera Utara (USU) stands as a beacon of higher education in Indonesia, fostering intellectual growth, research, and community engagement. In the contemporary global landscape, one of the most pressing responsibilities for academic institutions is to contribute to sustainable development. This commitment not only aligns with USU's mission to produce graduates equipped with the skills and knowledge to thrive in the modern world but also ensures that the university actively contributes to global well-being. One of the most effective ways for USU to engage with this mission is by fostering comprehensive literacy in the **Sustainable Development Goals (SDGs)** among its student body.

The SDGs, adopted by the United Nations in 2015, comprise 17 ambitious goals that address a range of global challenges, including poverty, inequality, climate change, environmental degradation, peace, and justice. These goals are designed to create a sustainable future where economic growth, social inclusion, and environmental protection are balanced. Universities like USU play a pivotal role in achieving these goals by educating and empowering the next generation of leaders, professionals, and changemakers. However, to effectively integrate SDGs into their academic and extracurricular activities, institutions must first measure and understand the level of SDG literacy among their students.

SDGs literacy refers to the awareness, understanding, attitudes, and behaviors that reflect knowledge and commitment to sustainable development. This concept encompasses more than just familiarity with the goals; it also involves the ability to analyze issues related to sustainability, adopt a proactive stance toward solving global problems, and engage in activities that support sustainable practices. The introduction of an **SDGs literacy Index** at USU provides a structured approach to evaluate and enhance this aspect of student learning and development.

B.The Importance of SDGs literacy in Higher Education

In the context of higher education, SDGs literacy serves multiple functions. First, it acts as an essential component of holistic education, equipping students with a broader perspective on how their fields of study intersect with global sustainability issues. For instance, engineering students may learn how sustainable practices can be applied to infrastructure projects, while business students can explore how economic models can incorporate sustainability to benefit society and the environment.

Secondly, SDGs literacy fosters critical thinking and problem-solving skills that are crucial for addressing complex, interrelated challenges. The SDGs are inherently interconnected, meaning progress in one area often supports or influences others. For example, advancements in SDG 4 (Quality Education) can lead to improvements in SDG 5 (Gender Equality) and SDG 8 (Decent Work and Economic Growth). By developing an understanding of these linkages, students can approach problem-solving with a comprehensive, systems-thinking mindset.

Moreover, SDGs literacy is integral for nurturing responsible global citizens who are aware of the social, economic, and environmental impact of their choices. Students equipped with SDG knowledge are more likely to take actions that contribute to societal well-being, whether through personal lifestyle changes, community involvement, or professional pursuits. At a university level, fostering such awareness and behavior can translate to initiatives that enhance the institution's reputation and contribution to sustainable practices, both locally and globally.

C. Current State and Challenges of SDGs Literacy at Universities

While many universities, including USU, have incorporated sustainability topics into their curriculum and extracurricular activities, challenges remain in assessing the depth and effectiveness of these efforts. A comprehensive evaluation tool such as the **SDGs literacy Index** provides a benchmark for understanding the current state of SDGs literacy among students. Without such an index, universities may lack clarity on whether their teaching methods, research focus, and community outreach programs are successfully embedding the principles of sustainable development.

The primary challenge lies in ensuring that students do not just memorize facts about the SDGs but develop a deep understanding of their importance and interrelations. Additionally, fostering behaviors that reflect SDG principles requires an approach that goes beyond theoretical knowledge. It involves creating opportunities for students to participate in real-world projects, workshops, and community engagement activities that put their knowledge into practice.

At USU, efforts have already been made to integrate SDGs into various aspects of university life, from research projects that address local and regional sustainability issues to student organizations that champion environmental awareness and social equity. However, these initiatives need a structured framework for measurement and improvement. This is where the **SDGs literacy Index** becomes crucial. It enables the university to identify strengths and gaps in students' understanding, attitudes, and actions related to SDGs, thus guiding future strategies for curriculum development, extracurricular activities, and partnerships with local and global stakeholders.

D. Benefits of Implementing the SDGs literacy Index

The **SDGs literacy Index** at USU will have several benefits. Firstly, it will provide a data-driven foundation for assessing the current level of SDGs literacy among students. This insight allows the university to design targeted educational programs, workshops, and campaigns that address identified knowledge gaps or enhance areas of strength. For instance, if the index reveals a strong understanding of SDG 13 (Climate Action) but lower familiarity with SDG 11 (Sustainable Cities and Communities), USU can tailor its curriculum or activities to build more balanced literacy across all goals.

Secondly, the index encourages continuous improvement in teaching and learning practices. Educators can use the data to revise their course content, ensuring that lessons not only inform but also inspire students to take action. By integrating real-life case studies, interactive projects, and cross-disciplinary collaboration into the curriculum, USU can foster a more engaging and impactful learning environment that supports SDG literacy.

Furthermore, the SDGs literacy Index can strengthen USU's partnerships with governmental, non-governmental, and private organizations focused on sustainable development. By demonstrating a commitment to promoting SDG literacy, USU positions itself as a valuable collaborator in sustainability initiatives, opening doors to joint projects, funding opportunities, and participation in global discussions on sustainable development.

The implementation of the SDGs literacy Index also aligns with the broader objectives of international educational standards. For instance, many universities around the world are adopting frameworks like the **United Nations Academic Impact (UNAI)** and **Principles for Responsible Management Education (PRME)** to integrate sustainability into education. An SDGs literacy Index reinforces USU's dedication to these principles, showcasing its leadership in advancing education for sustainable development in Indonesia and beyond.

E. Strategic Goals and Future Implications

The establishment of an **SDGs literacy Index** at USU is not just a tool for measurement but a catalyst for comprehensive change. By setting strategic goals informed by the index, USU can focus its efforts on areas with the most potential for impact. For example, integrating SDG projects into course requirements, promoting interdisciplinary research on sustainable solutions, and encouraging student-led sustainability initiatives will enrich the educational experience and empower students to become leaders in sustainable development.

In the long run, fostering SDGs literacy among students contributes to creating a university culture that values sustainability. This culture extends beyond academic settings, influencing students' future professional paths and personal decisions, thus contributing to society's broader effort to achieve the SDGs. It ensures that graduates

are not only well-versed in their fields of study but are also equipped with the knowledge, skills, and attitudes needed to contribute to a more sustainable and equitable world.

In conclusion, the **SDGs literacy Index** represents an essential step for Universitas Sumatera Utara in measuring and enhancing student literacy related to the Sustainable Development Goals. This initiative supports USU's commitment to nurturing globally conscious graduates capable of driving positive change and positions the university as a leader in sustainability education in Indonesia.

CHAPTER II
METHOD FOR CALCULATING THE SDGs LITERACY INDEX

Calculating the **SDGs literacy Index** at Universitas Sumatera Utara (USU) involves a structured and multi-dimensional approach to assess the knowledge, attitudes, skills, and behaviors of students in relation to the Sustainable Development Goals (SDGs). This section outlines the comprehensive method used to develop, measure, and interpret the index to ensure it reflects an accurate understanding of students' literacy levels. The method includes selecting and defining variables, data collection, normalization, weighting, and the interpretation of results.

A. Variables for Measuring the SDGs literacy Index

The SDGs literacy Index is built upon five key dimensions, each representing a crucial component of SDG literacy: conceptual understanding, specific knowledge of SDGs, analytical skills, attitudes toward sustainable development, and sustainable behavior. Each dimension is defined and measured through specific indicators that provide a robust and comprehensive picture of SDG literacy.

1. **Conceptual Understanding of SDGs**
    - **Definition and Importance**: This dimension assesses students' basic knowledge about the SDGs, including their overall purpose, the 17 goals, and why they are critical for global development.
    - **Indicators**: Questions or assessments that evaluate whether students can define the SDGs, identify their importance, and provide examples of SDG-related policies or initiatives.
    - **Measurement**: Conceptual understanding can be measured through written tests, quizzes, or digital assessments. Questions may include, "What are the main goals of the SDGs?" or "Why is sustainable development important for future generations?"
2. **Specific Knowledge of SDG Goals**
    - **Definition and Importance**: This dimension focuses on students' in-depth knowledge of individual SDG goals, such as SDG 4 (Quality Education), SDG 13 (Climate Action), and SDG 3 (Good Health and Well-being). It tests their understanding of key targets and indicators within each goal.

- **Indicators**: Assessment questions that cover specific details of various SDG goals, including examples of local or global initiatives that support these goals.
- **Measurement**: Surveys, questionnaires, or structured interviews can be employed. Example questions might be, "Explain the main objectives of SDG 13 and how they relate to local environmental policies."

3. **Analytical Skills**
    - **Definition and Importance**: This dimension evaluates students' ability to analyze data, interpret case studies, and assess how different SDGs interact and influence each other. Analytical skills are essential for applying theoretical knowledge in practical scenarios.
    - **Indicators**: Case studies, data interpretation exercises, or project-based tasks that require students to examine the impact of policies on SDG targets.
    - **Measurement**: Students might be given case studies with questions such as, "Analyze how a community development program impacts SDG 1 (No Poverty) and SDG 8 (Decent Work and Economic Growth)." Their responses are graded based on the depth of analysis and the connections they draw between different SDG elements.
4. **Attitudes toward Sustainable Development**
    - **Definition and Importance**: This dimension assesses students' beliefs, values, and perceptions related to sustainable development and their personal commitment to contributing to SDG achievement.
    - **Indicators**: Survey questions or attitude scales that capture students' perspectives on issues such as the importance of climate action, gender equality, or reducing inequalities.
    - **Measurement**: Surveys with Likert scale questions (e.g., 1 = Strongly Disagree to 5 = Strongly Agree) could include statements like, "I believe it is important for individuals to take action to reduce their carbon footprint." The responses provide a quantitative measure of students' attitudes toward sustainability.
5. **Sustainable Behavior**
    - **Definition and Importance**: This dimension evaluates the extent to which students engage in behaviors that reflect their understanding and support of SDGs, such as recycling, participating in environmental or social activities, and advocating for sustainability.
    - **Indicators**: Self-reported behavior surveys and participation records in university or community sustainability programs.

- **Measurement**: Questionnaires can include questions like, "How frequently do you participate in recycling activities?" or "Have you been involved in any community projects that support sustainable development?" Responses can be scored to indicate behavior frequency and commitment.

B. Data Collection

To accurately calculate the SDGs literacy Index, data must be collected from a representative sample of students across various faculties and disciplines at USU. The data collection process conducted by doing **surveys and Questionnaire.** These are the primary tools for gathering data on students' conceptual understanding, specific knowledge, attitudes, and behaviors toward the literacy of Sustainable Development Goals. Surveys can be distributed online or in-person. For this initial research there are 42 students involved in the survey.

C. Normalization of Data

Data normalization ensures that all indicators are on a comparable scale, allowing for meaningful aggregation. The raw scores from tests, surveys, and behavioral assessments can be converted to a 0-1 scale using the following formula:

Normalized Score=Actual Score−Minimum ScoreMaximum Score−Minimum ScoreN ormalized Score=Maximum Score−Minimum ScoreActual Score−Minimum Score

For example, if a student scores 80 out of 100 on a conceptual understanding test, the normalized score would be:

Normalized Score=80−0100−0=0.8Normalized Score=100−080−0=0.8

This ensures that all dimensions contribute equally to the final SDGs literacy Index, regardless of the original measurement scale.

D. Weighting of Indicators

Assigning appropriate weights to each indicator is crucial to reflect their relative importance in measuring SDG literacy. The suggested weighting for the five main dimensions is as follows:

- **Conceptual Understanding**: 25%
- **Specific Knowledge of SDG Goals**: 25%
- **Analytical Skills**: 25%
- **Sustainable Behavior**: 25%

These weights can be adjusted based on the strategic goals of USU or the specific focus of the literacy program. The weighted scores are then summed to obtain the overall SDGs literacy Index.

E. Calculation and Aggregation of the SDGs literacy Index

The final SDGs literacy Index score is calculated by combining the weighted scores of each dimension:

SDGs literacy Index=∑i=1nwi×liSDGs literacy Index=i=1∑nwi×li

where wiwi represents the weight of the iith dimension, and lili is the normalized score for that dimension. The resulting score provides a quantitative representation of the SDGs literacy level of the student or group being assessed.

F. Interpretation of Results

The overall score is categorized into different literacy levels to facilitate interpretation and action:

- **Very Low (0.00 – 0.20)**: Indicates minimal awareness and understanding of SDGs. Students in this category need substantial educational support and exposure to sustainability topics.
- **Low (0.21 – 0.40)**: Reflects limited knowledge and engagement. More targeted learning interventions are needed to build their literacy.
- **Moderately High (0.41 – 0.60)**: Shows a basic understanding but with gaps in practical application or consistent behavior.
- **High (0.61 – 0.80)**: Demonstrates good understanding and positive attitudes with evidence of practical behavior.
- **Very High (0.81 – 1.00)**: Reflects comprehensive literacy with consistent behavior supporting the SDGs.

The interpretation of these scores helps USU to identify areas of strength and opportunities for improvement. By mapping these insights, the university can develop tailored strategies for curriculum development, extracurricular activities, and partnerships aimed at enhancing SDG literacy.

Table 1. Index of SDGs Literacy

Aspect	Weighted	Average Score	Index
Conceptual Understanding	25%	0,82	0,21
Specific Knowledge of SDG Goals	25%	0,78	0,20
Analytical Skills	25%	0,78	0,20
Sustainable Behavior	25%	0,70	0,18
Index of SDGs Literacy			**0,77**

This table presents the assessment of the SDGs (Sustainable Development Goals) Literacy Index at Universitas Sumatera Utara. The index is based on four key aspects, each contributing equally (25%) to the overall SDGs Literacy Index. The specific aspects and their corresponding weighted scores are as follows:

1. **Conceptual Understanding**: This measures the participants' general comprehension of the concepts related to the SDGs. The average score for this aspect was 0.82, contributing 0.21 to the overall index.
2. **Specific Knowledge of SDG Goals**: This reflects how well participants understand the detailed content of the individual SDG goals. The average score was 0.78, resulting in an index contribution of 0.20.
3. **Analytical Skills**: This aspect evaluates the participants' ability to analyze and interpret SDG-related data or situations. It also had an average score of 0.78, adding another 0.20 to the index.
4. **Sustainable Behavior**: This assesses the extent to which participants demonstrate behavior aligned with sustainability principles. The average score was lower at 0.70, contributing 0.18 to the overall index.

The **overall Index of SDGs Literacy** was calculated to be **0.77**, indicating a high level of SDGs literacy among participants. This assessment was part of the initial measurement conducted in October 2024 during the selection of SDGs Ambassadors at the university. Although the score shows that participants have a strong understanding, this is considered a preliminary study. Next year, Universitas Sumatera Utara's SDGs Center plans to conduct a broader assessment involving a larger student sample to achieve more representative results for the SDGs Literacy Index measurement.

CHAPTER III
CONCLUSION

The implementation of the **SDGs literacy Index** at Universitas Sumatera Utara (USU) marks a significant step forward in embedding sustainability into the fabric of higher education. This guidebook serves not only as a tool for assessing and understanding current literacy levels among students but also as a framework for fostering deeper engagement with the SDGs. By comprehensively evaluating students' conceptual understanding, specific knowledge, analytical skills, attitudes, and sustainable behavior, the university can create a robust profile of how well the principles of sustainable development are being absorbed and enacted by its student body.

One of the primary benefits of having an **SDGs literacy Index** is the actionable insight it provides. With quantitative and qualitative data on hand, USU can identify which areas of SDGs literacy require the most attention. For instance, if the index reveals that students demonstrate strong conceptual understanding but weaker analytical skills, educational strategies can be revised to include more data-driven assignments and practical exercises that foster critical thinking. Similarly, if sustainable behavior scores are lower than expected, the university can introduce initiatives such as campus-wide sustainability challenges, workshops, and community service programs that encourage students to practice what they learn.

This tool is not only beneficial for understanding the current state of SDGs literacy but also for setting goals and tracking progress over time. The SDGs literacy Index can serve as a benchmark for USU to measure the impact of its academic and extracurricular programs year after year. By periodically reassessing students' literacy levels, the university can monitor trends, adapt strategies as necessary, and ensure that the curriculum remains relevant and effective in instilling a comprehensive understanding of sustainable development.

Beyond the campus, the SDGs literacy Index positions USU as a proactive leader in sustainability education. By showcasing a commitment to integrating the SDGs into the student experience, USU can strengthen its reputation both nationally and internationally. This not only attracts prospective students interested in sustainability but also opens doors to partnerships with other institutions, NGOs, and industries that value educational alignment with sustainable practices. Such collaborations can bring in additional resources, expertise, and opportunities for joint projects that enrich the learning environment and benefit the wider community.

Moreover, the benefits of promoting SDGs literacy extend far beyond academic achievements. Students who are well-versed in SDG principles are better equipped to contribute meaningfully to their communities and the world at large. Whether they go

on to become engineers, educators, policymakers, or entrepreneurs, graduates with a solid foundation in sustainability are likely to incorporate responsible practices in their professional lives. This multiplier effect supports societal transformation, as informed and empowered individuals become agents of change, leading initiatives that drive progress toward achieving the SDGs.

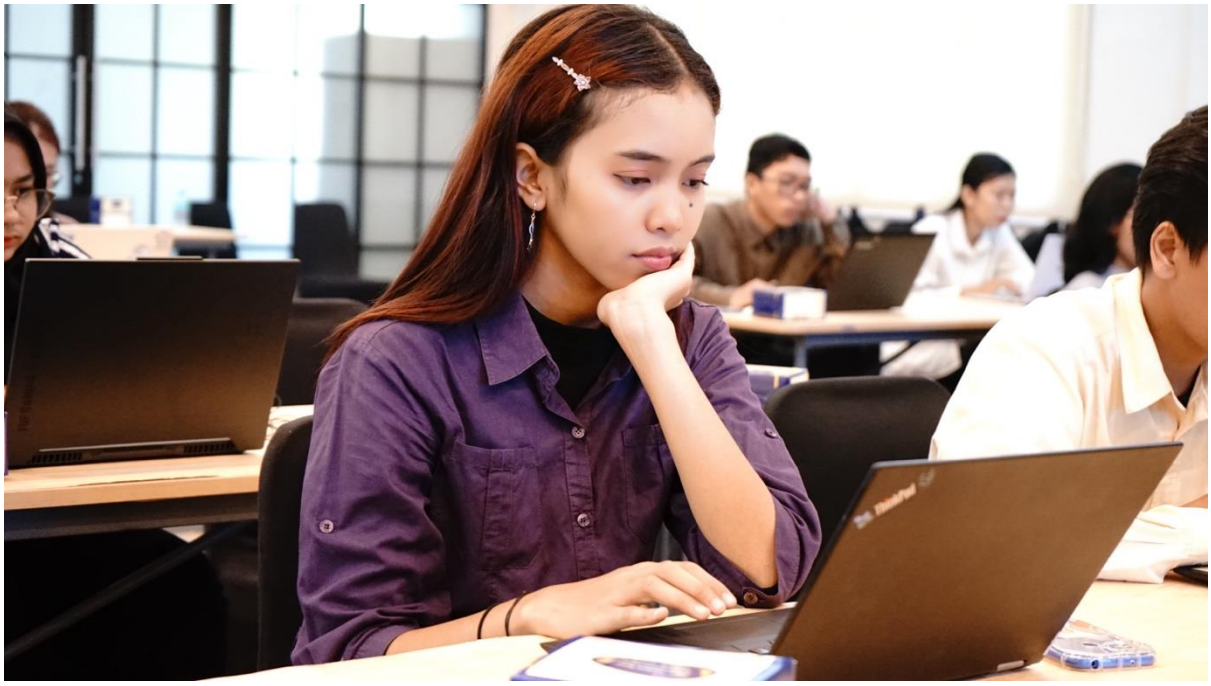
It is essential to recognize that building SDGs literacy is not an isolated task; it requires an integrated approach involving faculty, administration, and the students themselves. Faculty members must be trained to effectively incorporate SDG-related content into their teaching and encourage interdisciplinary thinking. Administrators need to ensure that policies and resources support the goals of sustainability education, from funding research initiatives to providing platforms for student-led sustainability projects. Students should be encouraged to take an active role in their learning, participating in discussions, projects, and activities that reinforce the importance of the SDGs.

In conclusion, the **SDGs literacy Index** is more than just a measurement tool—it is a catalyst for growth and change. By understanding where students currently stand and where they need to go, USU can create a pathway that not only enhances the educational experience but also contributes to a more sustainable world. This initiative underscores USU's commitment to producing well-rounded graduates who are not just academically proficient but also socially and environmentally conscious. As the world continues to face complex sustainability challenges, equipping students with the knowledge, skills, and attitudes to engage with these issues is a critical investment in our collective future.

The results of the SDGs Literacy Index measurement at Universitas Sumatera Utara indicate that participants involved in the SDGs Ambassador selection have a high level of understanding and engagement with the principles of the Sustainable Development Goals, reflected in an overall index score of 0.77. This suggests that the university's efforts in promoting SDGs awareness and education have been effective to a significant extent. However, given that this was the initial assessment, the results should be seen as a baseline for future studies. The SDGs Center's plan to expand the scope of measurement to include a larger student sample in the coming year is essential for obtaining more comprehensive and representative data. This broader assessment will help identify areas for further improvement and ensure that SDGs literacy is well-integrated across the student body.

APPENDIX

Caption: Participants of the SDGs Ambassador selection at Universitas Sumatera Utara are completing the SDGs literacy questionnaire in an examination room. This activity is part of the first SDGs Literacy Index measurement conducted by Universitas Sumatera Utara in October 2024, aimed at assessing the participants' understanding of concepts, specific knowledge, analytical skills, and sustainable behavior related to the SDGs.



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Name _____
Date _____

Sustainable Development Goal's QUIZ

Score _____

1. What is the main objective of Goal 2: Zero Hunger?

(A) Achieve gender equality
(B) End poverty in all its forms everywhere
(C) Achieve food security and promote sustainable agriculture
(D) Ensure quality education for all

2. What is the focus of Goal 12: Responsible Consumption and Production?

(A) Ensure sustainable consumption and production patterns
(B) Achieve clean water and sanitation for all
(C) Promote inclusive and sustainable industrialization
(D) Achieve gender equality

3. Which goal aims to address the protection and sustainable use of terrestrial ecosystems?

(A) Goal 9: Industry, Innovation, and Infrastructure
(B) Goal 15: Life on Land
(C) Goal 8: Decent Work and Economic Growth
(D) Goal 6: Clean Water and Sanitation

4. What does Goal 17: Partnerships for the Goals aim to strengthen?

(A) Means of implementation and global partnership for sustainable development
(B) Gender equality and empowerment of women and girls
(C) Access to quality education
(D) Inclusive and sustainable industrialization

5. What is the primary focus of Goal 13: Climate Action?

(A) Take urgent action to combat climate change

(B) Ensure sustainable consumption and production

(C) Achieve gender equality

(D) Promote decent work and economic growth

6. What does sustainability mean?

(A) The inability to maintain balance in the environment

(B) Striving to exhaust all natural resources for present needs

(C) The ability to be maintained at a certain rate or level

(D) Conserving natural resources for future generations

7. What is the international poverty line set at?

(A) $1.25 a day

(B) $3 a day

(C) $1.90 a day

(D) $5 a day

8. Which region has the largest number of undernourished people?

(A) Europe

(B) Asia

(C) North America

(D) South America

9. How are the Sustainable Development Goals (SDGs) related to the concept of sustainability?

(A) The SDGs focus solely on economic growth, while sustainability focuses on the environment

(B) The SDGs and sustainability have no relationship

(C) The SDGs aim to achieve a balance between economic, social, and environmental needs for a sustainable future

(D) Sustainability is not a consideration in the SDGs

10. Why is sustainability important in the context of the SDGs?

(A) Sustainability is not important for achieving the SDGs

(B) Sustainability ensures the goals are achieved quickly

(C) Sustainability helps in balancing the needs of the present without compromising the future

(D) Sustainability hinders progress towards the SDGs

11. How do the SDGs contribute to long-term sustainability?

(A) By focusing only on short-term economic gains

(B) By ignoring environmental considerations

(C) By addressing a wide range of sustainable development issues

(D) By prioritizing individual wealth over community well-being

12. Which of the following best describes the relationship between the SDGs and sustainability?

(A) The SDGs are unrelated to sustainability

(B) The SDGs conflict with sustainability goals

(C) The SDGs align with principles of sustainability

(D) The SDGs prioritize economic growth over sustainability

13. In what ways can the SDGs promote sustainability globally?

(A) By disregarding social aspects of development

(B) By focusing solely on environmental protection

(C) By integrating social, economic, and environmental objectives

(D) By excluding developing countries from the goals

14. How do the Sustainable Development Goals (SDGs) address the social aspect of sustainability?

(A) By focusing solely on economic factors

(B) By excluding social considerations

(C) By integrating social, economic, and environmental dimensions

(D) By prioritizing environmental factors

15. Which goal of the SDGs specifically focuses on social equity and well-being?

(A) Goal #1 - No Poverty

(B) Goal #3 - Good Health and Well-being

(C) Goal #8 - Decent Work and Economic Growth

(D) Goal #13 - Climate Action

16. Why is it important for the SDGs to consider the social aspect of sustainability?

(A) Social aspects have no impact on sustainable development

(B) Social equity is crucial for addressing economic issues

(C) Social well-being contributes to overall sustainability and human development

(D) Social factors hinder environmental conservation

17. How do the SDGs aim to improve social inclusion and justice?

(A) By promoting inequality and discrimination

(B) By ignoring marginalized populations

(C) By advocating for equal rights and opportunities for all

(D) By prioritizing economic growth over social welfare

18. Which SDG targets specifically address social issues such as gender equality and reduced inequalities?

(A) SDG #2 - Zero Hunger

(B) SDG #7 - Affordable and Clean Energy

(C) SDG #5 - Gender Equality

(D) SDG #14 - Life Below Water

19. What is the definition of sustainability often based on?

(A) Economic needs only

(B) Social equity only

(C) Environmental resources needs only

(D) Concerns for the environment, social equity, and economic prosperity

20. Which SDG focuses on eradicating poverty?

(A) SDG #4 - Quality Education

(B) SDG #5 - Gender Equality

(C) SDG #1 - No Poverty

(D) SDG #7 - Affordable and Clean Energy

21. Which region has the majority of the world's undernourished people?

(A) Europe

(B) Asia

(C) North America

(D) South America

22. What is the importance of achieving good health for all societies?

(A) Increased social inequality

(B) Better economic growth

(C) Controlled labor markets

(D) Reduced community participation

23. How can educators incorporate SDG #4 - Quality Education into their curriculum?

(A) By teaching students about climate change

(B) By promoting gender equality in the classroom

(C) By focusing on providing inclusive education for all

(D) By implementing recycling programs in schools

24. What is a practical way to integrate SDG #7 - Affordable and Clean Energy into curriculum?

(A) Hosting a school-wide energy conservation challenge

(B) Teaching students about marine life conservation

(C) Implementing a community garden project

(D) Organizing a beach cleanup activity

25. In what way can students learn about SDG #12 - Responsible Consumption and Production?

(A) By participating in a clothing drive for those in need

(B) By studying the importance of biodiversity in ecosystems

(C) By analyzing the impact of fast fashion on the environment

(D) By conducting experiments on renewable energy sources

26. How can schools contribute to SDG #15 - Life on Land?

(A) By organizing a tree planting event in the local community

(B) By hosting a fundraising event for wildlife conservation

(C) By starting a composting program in the school cafeteria

(D) By advocating for clean water access in developing countries

27. **What is a hands-on way for students to engage with SDG #9 - Industry, Innovation, and Infrastructure?**

(A) Building a model sustainable community with renewable energy sources

(B) Writing a research paper on global health disparities

(C) Participating in a community service project at a local hospital

(D) Creating an art installation focused on climate change awareness

28. **How can educators incorporate SDG #16 - Peace, Justice, and Strong Institutions in their teaching?**

(A) Organizing a debate on current global conflicts and resolutions

(B) Teaching students about the history of human rights movements

(C) Hosting a cultural diversity fair at the school

(D) Implementing a mindfulness and conflict resolution program

29. **What is a creative way to introduce SDG #10 - Reduced Inequalities to students?**

(A) Creating a social media campaign to raise awareness about social justice issues

(B) Organizing a field trip to a local sustainable farm

(C) Starting a community book club focused on diversity and inclusion

(D) Hosting a guest speaker series on economic disparities

30. **How can schools support SDG #1 - No Poverty through educational initiatives?**

(A) Providing scholarships for underprivileged students

(B) Organizing a charity drive to collect food for local shelters

(C) Implementing financial literacy programs for students

(D) Hosting career development workshops for marginalized communities

31. **What does sustainability mean in the context of the environment?**

(A) Balancing only social and economic needs

(B) Depleting natural resources

(C) Maintaining an ecological balance

(D) Ignoring environmental needs

32. **What is the primary goal of the Zero Hunger Challenge launched by the United Nations?**

(A) Eradicating extreme poverty

(B) Ensuring access to clean water

(C) Achieving zero stunting in children under 2 years

(D) Eliminating hunger in all its forms by 2030

33. **What does sustainability mean in the context of the environment?**

(A) Balancing social and economic needs only

(B) Conserving natural capital and ecosystem services

(C) Focusing on economic prosperity only

(D) Ignoring natural resources

34. **How many Sustainable Development Goals (SDGs) were adopted in 2015?**

(A) 15

(B) 16

(C) 17

(D) 18

35. **What is one of the purposes of the 2030 Agenda for Sustainable Development?**

(A) Increase poverty and hunger

(B) Promote inequality

(C) Strengthen universal peace and freedom

(D) Neglect social development

36. **How can countries work towards reducing inequality, as outlined in the SDG #10 - Reduced Inequalities?**

(A) Implementing discriminatory policies

(B) Ignoring the needs of marginalized groups

(C) Promoting social inclusion and economic growth for all

(D) Exacerbating social disparities

37. What is the impact of reducing inequality within and among countries, according to the SDG #10 - Reduced Inequalities?

(A) Increased social exclusion

(B) Greater economic instability

(C) Enhanced social cohesion and economic growth

(D) Worsening poverty levels

38. Which of the following is a key aspect of promoting gender equality?

(A) Upholding traditional gender roles

(B) Providing equal opportunities and rights for all genders

(C) Discriminating based on gender

(D) Ignoring gender-based violence

39. What are some methods to ensure access to clean water?

(A) Polluting water sources

(B) Implementing water conservation strategies

(C) Ignoring water treatment processes

(D) Wasting water resources

40. Why is transitioning to clean energy important for the environment?

(A) It increases pollution levels

(B) It depletes natural resources

(C) It reduces greenhouse gas emissions and mitigates climate change

(D) It has no impact on environmental sustainability

41. Which of the following is a water conservation strategy to ensure access to clean water?

(A) Allowing leaks in water pipes to continue

(B) Encouraging excessive water use

(C) Implementing drip irrigation systems for agriculture

(D) Disposing of hazardous chemicals in water sources

42. How can industries promote water conservation?

(A) Disregarding water recycling and reuse practices

(B) Implementing water-efficient technologies and processes

(C) Increasing water wastage in production processes

(D) Ignoring water consumption in manufacturing

43. What is a key policy to ensure adequate education for all individuals?

(A) Limiting access to educational resources

(B) Implementing free and compulsory education

(C) Excluding certain groups from educational opportunities

(D) Prioritizing profit over educational quality

44. How can policymakers ensure equitable access to education for all individuals?

(A) By implementing discriminatory enrollment practices

(B) By providing targeted support for marginalized groups

(C) By promoting educational segregation

(D) By limiting educational opportunities based on socioeconomic status

45. Which of the following can be considered a job creation policy at the government level?

(A) Reducing funding for education

(B) Implementing workforce training programs

(C) Decreasing support for small businesses

(D) Raising barriers for international trade

46. Which of the following is an example of a policy that could directly lead to job creation?

(A) Implementing strict immigration laws

(B) Supporting entrepreneurship programs

(C) Cutting funding for job training programs

(D) Limiting access to capital for small businesses

47. How can the young generation contribute to the achievement of sustainable development goals?

(A) By ignoring the goals completely

(B) By waiting for the older generation to take action

(C) By actively participating and advocating for sustainable practices

(D) By focusing solely on personal gain

48. In what ways can the young generation actively engage with the sustainable development goals?

(A) By ignoring them and focusing on individual success

(B) By advocating for sustainable practices and policies

(C) By isolating themselves from global initiatives

(D) By relying solely on older generations for solutions