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VIEWS ON SUSTAINABLE DEVELOPMENT GOALS IN HIGHER EDUCATION IN ALBANIA

Abstract

This paper explores the views on Sustainable Development Goals (SDGs) within higher education institutions in Albania, based on an online survey conducted among stakeholders in the academic community. The survey, which gathered responses from 465 participants including students, academic staff, administrative workers, and alumni, aimed to measure awareness, perceived importance, and engagement with the SDGs. The findings reveal a moderate level of familiarity with the SDGs, with a significant gap between the recognized importance of the goals and the personal actions taken towards their achievement. While 85% of respondents consider the SDGs crucial for a sustainable future, only 37% frequently engage in activities supporting these goals. The study highlights strong support for integrating SDGs into university curricula and initiatives, with a preference for workshops, seminars, and elective courses. Additionally, respondents emphasized the need for government policy alignment, community engagement by local governments, and sustainable business practices by the private sector. The results underline the pivotal role of higher education institutions in fostering sustainability education and practice, and the importance of multi-stakeholder collaboration in accelerating progress towards the 2030 Agenda for Sustainable Development.

Keywords: sustainable development, sustainable development goals, SDGs, higher education, Albania

1. INTRODUCTION

Sustainable development is a global topic of relevance to all countries, including Albania. The United Nations 2030 Agenda and a set of 17 Sustainable Development Goals (SDGs), established by the United Nations in 2015², have 169 targets to be achieved by 2030. The SDGs bring together economic, social and environmental dimension for the first time, underpinned by peace, good governance and partnerships, and aim to address critical global challenges such as poverty, inequality, and climate change. They cover three interconnected dimensions - economic, social, and environmental, and can also be grouped into 5 Pillars: people, prosperity, planet, partnership, and peace, also known as the 5Ps.

- **People:** To end poverty and hunger, in all their forms and dimensions, and to ensure that all human beings can fulfill their potential in dignity and equality and in a healthy environment (Goals 1, 2, 3, 4, 5, and 6).
- **Prosperity:** To ensure that all human beings can enjoy prosperous and fulfilling lives and that economic, social, and technological progress occurs in harmony with nature (Goals 7, 8, 9, 10, and 11).
- **Planet:** To protect the planet from degradation, including through sustainable consumption and production, sustainably managing its natural resources, and taking urgent

¹ The views expressed are those of the author and do not necessarily reflect those of the United Nations.

action on climate change, so that it can support the needs of the present and future generations (Goals 12, 13, 14, and 15).

- Peace: To foster peaceful, just, and inclusive societies free from fear and violence. There can be no sustainable development without peace and no peace without sustainable development (Goal 16).
- Partnership: To mobilize the means required to implement this agenda through a revitalized global partnership for sustainable development, based on a spirit of strengthened global solidarity, focused in particular on the needs of the poorest and most vulnerable and with the participation of all countries, all stakeholders, and all people (Goal 17).

Higher education institutions (HEIs) play a crucial role in achieving these goals by integrating sustainability into their curricula, research, and campus operations. This paper explores the views on SDGs within higher education in Albania, based on an online survey conducted among stakeholders in the academic community. This survey aimed to measure and raise the awareness of SDGs in higher education and to enhance the contributions of higher education, individuals, and other stakeholders for accelerating progress on sustainable development and SDGs.

The survey was distributed to all higher education institutions in Albania via email and social media platforms. The questionnaire included both closed and open-ended questions, covering topics such as awareness of SDGs, perceived importance of integrating SDGs into higher education, current initiatives, and barriers to implementation. A total of 465 respondents participated in the survey, representing alumni, academic staff, administrative staff, and students from various higher education institutions across Albania.

Apart from the Introduction as Section 1, this paper is structured as follows. Section 2 describes the survey and its coverage. Section 3 shows the demographic characteristics of the responses, presents the responses received, and graphically shows and interprets the key summary statistics for the entire survey. In addition, it also presents the empirical analysis focusing on differences in groups and interprets the results. Section 4 summarizes and concludes.

2. BACKGROUND AND GENERAL OBJECTIVES

A framework for transition toward a sustainable future is crucial in today's world, and HEIs serve a vital role in nurturing the principles, expertise, and skills required for successfully achieving it. SDGs need to be encompassed into HEIs. This is especially significant in the Western Balkan region, where encouraging sustainable development provides particular challenges. The importance of SDG integration in HEIs has been acknowledged by the European Commission (EC). It particularly intends to aid HEIs in integrating the SDGs into their regional involvement research, and teaching efforts as part of the 2030 Agenda for Sustainable Development. This stands in accordance with the European Union's (EU) wider target for a sustainable and technologically empowered future, which is stated in the European Green Deal and the Digital Strategy and OECD's Sustainable Development Goals Framework (OECD, 2023; The European Green Deal, 2021). Numerous EU initiatives aim specifically at this prerequisite. Funds for initiatives encouraging innovation and cooperation across HEIs, especially those with an SDG integration concentration, are made accessible through the Erasmus+ program (Erasmus+ Funding Programme, n.d.). In addition, through facilitating the exchange of efficient procedures and SDG inclusion expertise, the European Universities Initiative enables universities to cooperate across European boundaries (Education, n.d.).

The performance of the world on achieving the UN SDGs, is not very adequate, according to progress reports' results. The SDR 2023 (SDR2023, n.d.-a) ranks the countries by their overall score of SDG achievement and shows that many high-income countries perform well in economic development, but still fall short of achieving a good all-round SDG performance, especially in areas such as climate change, income inequality, gender equality, and education. Based on the pace of progress since 2015, none of the goals is on track to be achieved globally by 2030. On average only around 18 % of the SDG targets are on track to be achieved globally by 2030. The report also shows that the WBCs face specific challenges and opportunities for sustainable development and higher education and need more support and resources from the EU and the UN to achieve the SDGs by 2030.

The realization performance of the UN SDGs target 2030 in WBCs has not exhibited a commendable performance thus far. The SDR 2023 (SDR2023, n.d.-a) ranks the WBCs between the 48th and the 137th positions out of 193 UN Member States, based on their overall score of SDG achievement. The report also shows that the WBCs have significant spillover effects on other countries, meaning that their actions and policies have negative impacts on the global progress towards the SDGs. The main challenges and gaps for the WBCs are related to the socio-economic goals (SDG 1 and SDGs 3 to 9) and the goal of justice, peace, and strong institutions (SDG 16). The report also highlights some of the opportunities and initiatives the WBCs have taken or can take to improve their SDG performance, such as regional cooperation, policy alignment, innovation, and civil society engagement.

The new Sustainable Development Report 2024 was released in June 2024, which catapulted Albania from the rank of 54 in 2023 to 42, a jump of amazing 12 places (building on a jump of 7 places last year, and a jump of 3 the year before). Despite these strides, challenges persist. In terms of levels, SDGs 9 (Industry, Innovation, and Infrastructure), 14 (Life Below Water), 5 (Gender Equality), and 2 (Zero Hunger) have been identified as particularly challenging areas. These goals demand urgent attention and concerted efforts to accelerate progress. On a positive note, in this year's report, progress has been observed in SDGs 1 (No Poverty), SDG 7 (Affordable and clean energy), SDG 9 (Industry, innovation and infrastructure) and SDG 10 (Reduced Inequalities). Also for the specific goal of quality education challenges continue in the higher education sector. Data from the Programme for International Student Assessment (PISA) 2018 (PISA) 2018, (Maghnouj et al., 2020; OECD, 2020) reveals low proficiency levels in reading and mathematics among 15-year-old students, impacting future opportunities and employability.

It is neither merely an ethical responsibility nor a matter of strategic importance for Western Balkan HEIs to incorporate the SDGs into their most fundamental operations. A wide-ranging framework for tackling critical issues like hunger, inequalities, poverty, climate change, and destruction of the environment is presented by the SDGs. Western Balkan HEIs may encourage their graduates to serve as responsible global citizens and activists through integrating these principles into their studies, courses, and involvement in community initiatives. The advantages of implementing the SDGs into HEIs have been emphasized by multiple studies. The study conducted by (Leal Filho et al., 2019) indicates that incorporating curriculum may enhance pupil academic results and foster their analytical skills. Furthermore, research by (Lozano et al., 2013) and (Aramburuzabala & Cerrillo, 2023) underlines the importance of social engagement and multidisciplinary education for encouraging teamwork and creating remedies to current problems which are in accordance with the SDGs.

Yet, there are specific barriers that must be overcome when attempting to apply the SDGs in Western Balkan HEIs. The learners, educators, and executives' inadequate knowledge and comprehension of the SDGs must be tackled, as highlighted by Beka (2015). In addition, there are major challenges because of outdated curriculum and limited funds. According to Marco (2017), addressing these obstacles requires

collaboration and strong organizational leadership. This endeavor embodies a movement instead of simply an initiative. It is a call to come together, share thoughts, and work together to build a better future. Fortunately, Western Balkan Higher Education Institutions have ample opportunities to tackle this obstacle. The governing bodies of the Western Balkans recently became committed to the SDGs, resulting in an advantageous policy environment, as highlighted by Ferrer-Estévez & Chalmeta (2021).

The main objective of the study *Advancing Awareness and Integration of UN Sustainable Development Goals within Higher Education Institutions in Albania* is to develop an in-depth understanding and effortless incorporation of the United Nations Sustainable Development Goals (SDGs) within HEIs across Albania. This article aims to assess the awareness of the SDGs among the students, professionals in education, and administrators to serve as proactive change accelerators via a community of coordinated and cooperative endeavors.

A comprehensive survey titled "Sustainable Development Goals in Higher Education in Albania" was conducted to boost awareness and integration of UN SDGs within HEIs in Albania. The survey, conducted in collaboration with Epoka University and the UN country directory, had 465 responders. Participants contributed to the thorough gathering of data as a whole, consisting of alumni, academic staff, administrative staff, and students. The goal of the questionnaire was to assess and raise awareness of the SDGs in higher education while delivering a glimpse into the perspectives of the participants.

The research gap addressed by this study pertains to the limited understanding of SDG awareness and integration within HEIs in Albania. While the global discourse on SDGs has gained momentum, specific insights into the Western Balkan region, and particularly Albania, remain scarce. This study fills this gap by offering a detailed analysis of the current state of SDG awareness and integration within Albanian HEIs, providing a foundation for further research and action in this critical area.

2. METHODOLOGY

This research paper employs a mixed-methods approach, incorporating both qualitative and quantitative methodologies. Data collection was conducted via an online survey disseminated among the Albanian HEIs alumni, academic staff, administrative staff, and students. Through personal networks and social media platforms, the survey reached 465 responses, which comprise the sample for analysis. The utilization of an online survey ensures the randomness and originality of the data.

Primary data obtained from the survey constitute the primary focus of the paper, supplemented by secondary data sourced from scholarly literature and United Nations reports. The sample under analysis is localized to Albania but encompasses diverse demographic characteristics such as age, gender, and occupation. Normality test, frequency, and according to result of the normality test Kruskal Wallis test as a non-parametric test instead of the ANOVA were employed for data analysis, facilitated by SPSS and Excel software.

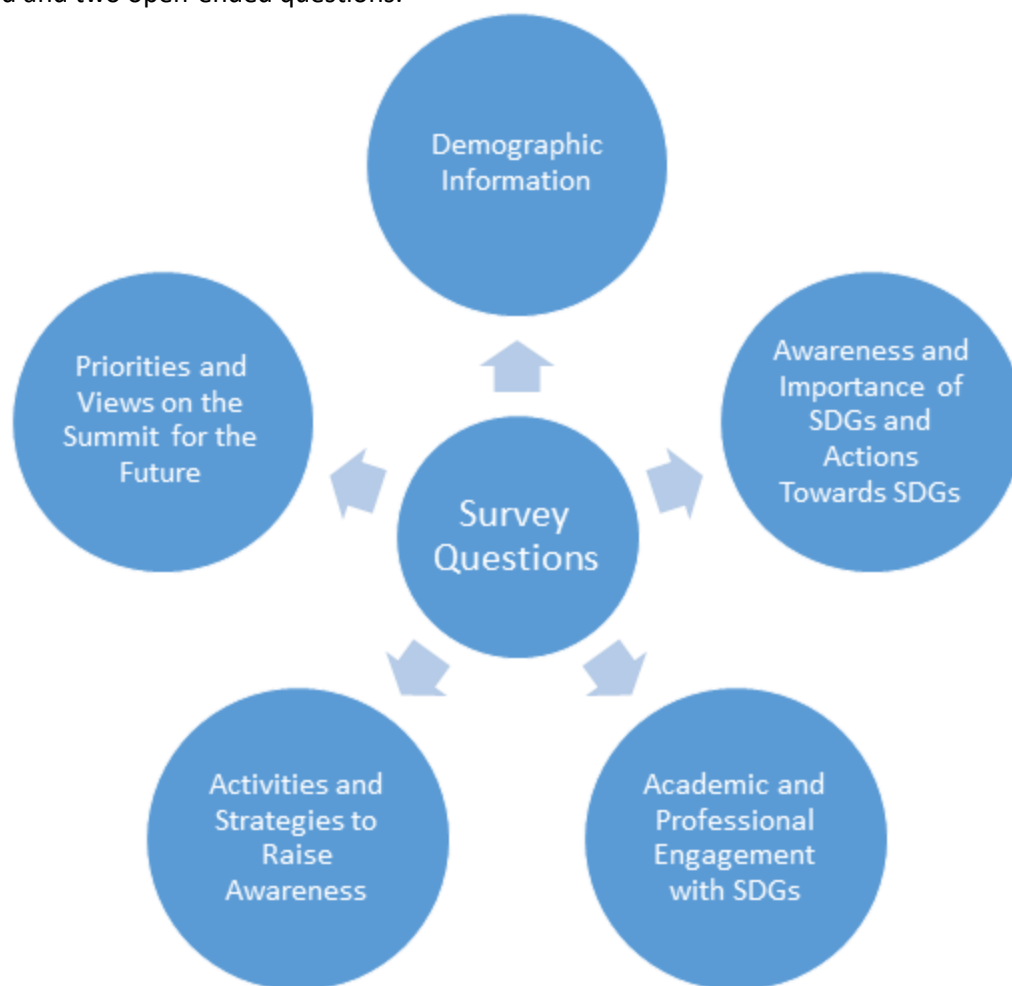
The Kruskal-Wallis test is a non-parametric statistical test used to determine if there are statistically significant differences between the medians of three or more independent groups. It is an extension of the Mann-Whitney U test to more than two groups. The test is used when the assumptions of one-way ANOVA (Analysis of Variance) are not met, specifically when the data do not follow a normal distribution or when the samples have different variances.

Mean ranks, often used in non-parametric statistical tests such as the Kruskal-Wallis test and the Mann-Whitney U test, refer to the average rank assigned to values within a group when data from multiple

groups are combined and ranked together. The concept of mean ranks is essential for comparing distributions without assuming normality. In the Kruskal-Wallis test, the mean ranks are used to assess whether there are significant differences between groups. The test statistic is calculated using these ranks and helps determine if the observed differences in mean ranks are unlikely to have occurred by chance.

The interpretation of the Kruskal-Wallis test results followed a two-stage analysis approach. In the first stage, the presence of significant differences between groups was determined. In the second stage, the nature of these differences was interpreted based on the mean rank values. The interpretation reveals that variables not explicitly mentioned do not exhibit significant differences, indicating consistent preferences across groups.

Survey Schema on Sustainable Development Goals (SDGs) Awareness and Performance in Albanian Higher Education Institutions (HEIs) is shown in the Figure below. The survey consisted of twenty-eight closed-ended and two open-ended questions.



2. DESCRIPTION OF THE SURVEY

Part 1: Demographic Information

The first part of the survey focuses on gathering demographic information from the respondents. This section includes multiple-choice questions that help categorize participants based on their affiliation with

the institution, age, gender, citizenship, level of education, area of study, employment status, years of experience in higher education, and current year of study for students. Questions in this section include:

- "Please select the option that best describes your affiliation with the institution."
- "What is your age?"
- "What is your gender?"
- "Are you a citizen of Albania?"
- "What is your highest level of education and/or academic title?"

Part 2: Awareness and Importance of SDGs and Actions Towards SDGs

This section assesses the respondents' familiarity with the United Nations Sustainable Development Goals (SDGs) and their perceived importance. It also explores the frequency of personal actions taken by respondents towards achieving the SDGs, their interest in participating in SDG-related events, and their opinions on the responsibility of achieving the SDGs. It also examines the urgency and optimism regarding the SDGs. It includes both multiple-choice questions and Likert scale questions to understand how well the participants know the SDGs and which goals they prioritize for themselves and for Albania. Questions include:

- "How familiar are you with the United Nations Sustainable Development Goals (SDGs)?"
- "Which are the most important SDGs for you?"
- "Which are the most important SDGs for your country?"
- "How important do you think the SDGs are for the world to achieve a sustainable future?"
- "How often do you take personal action towards achieving the SDGs, such as volunteering or reducing your environmental impact?"
- "How interested are you in participating in events or activities related to the SDGs organized by your institution or other organizations?"
- "How much do you agree that achieving the SDGs is a shared responsibility among individuals, education institutions, NGOs, governments, and businesses?"
- "How urgent do you think it is for the world to achieve the SDGs?"
- "How optimistic are you about achieving the SDGs by the target year of 2030?"

Part 3: Academic and Professional Engagement with SDGs

This section evaluates the respondents' academic and professional engagement with the SDGs, including whether they have written any documents on the SDGs, the types of documents written, and their beliefs about institutional initiatives related to the SDGs. This part includes a mix of multiple-choice and open-ended questions to capture detailed information. Questions include:

- "Have you in your studies or professional career written any documents on SDGs?"
- "If you have written a document on SDGs, what kind of document was it?"
- "Do you believe the institution should have initiatives or policies related to SDGs?"
- "If you believe SDGs should be part of the curriculum, what modality should they take?"

Part 4: Activities and Strategies to Raise Awareness

The final part of the survey focuses on identifying the most effective activities and strategies to raise awareness about the SDGs within the university community. It also explores the importance of collaboration with external organizations and the ways respondents believe they can contribute to achieving the SDGs in their future careers or personal lives. This section includes multiple-choice and Likert scale questions to gather comprehensive insights. Questions include:

- "Which of the below activities would be the best to raise awareness of SDGs at the university? (e.g., Lectures, Trainings, Workshops, Debates)"

- "How important do you think it is for higher education institutions to collaborate with external organizations or community stakeholders to achieve the SDGs?"
- "How do you think you can contribute to achieving the SDGs in your future career or personal life? (e.g., By working for an organization that focuses on the SDGs, By volunteering for organizations that focus on the SDGs)"
- "How can the university raise awareness and encourage the university community to take action towards achieving the SDGs? (e.g., Educational campaigns and events, Rewards and incentives for sustainable behavior)"

Part 5: Priorities and Views on the Summit for the Future

This section is dedicated to collecting information on the respondents' priorities and their views on the upcoming Summit for the Future. It aims to understand which SDGs they believe should be prioritized in future discussions and their opinions on the significance of such summits in promoting sustainable development. This part includes multiple-choice and open-ended questions to capture both specific choices and detailed perspectives. Questions include:

- "Which SDGs do you think should be prioritized in future discussions and policies?"
- "What are your views on the importance of the Summit for the Future in promoting sustainable development?"
- "How do you think the outcomes of the Summit for the Future can impact higher education institutions and their role in achieving the SDGs?"

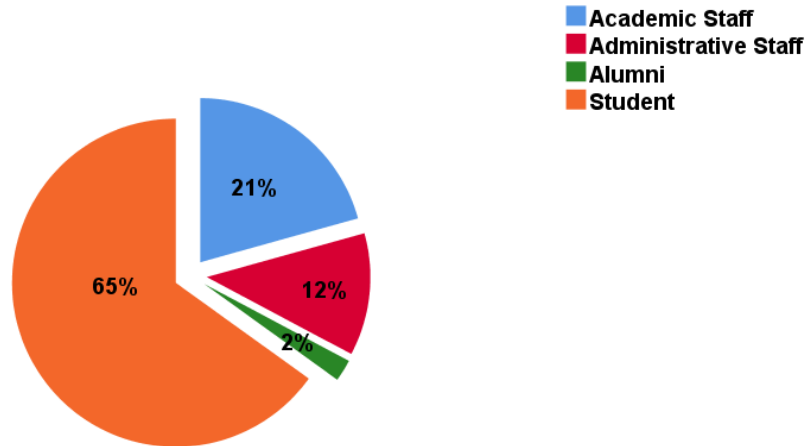
3. SUMMARY STATISTICS

3.1 DEMOGRAPHIC COMPOSITION OF RESPONDENTS

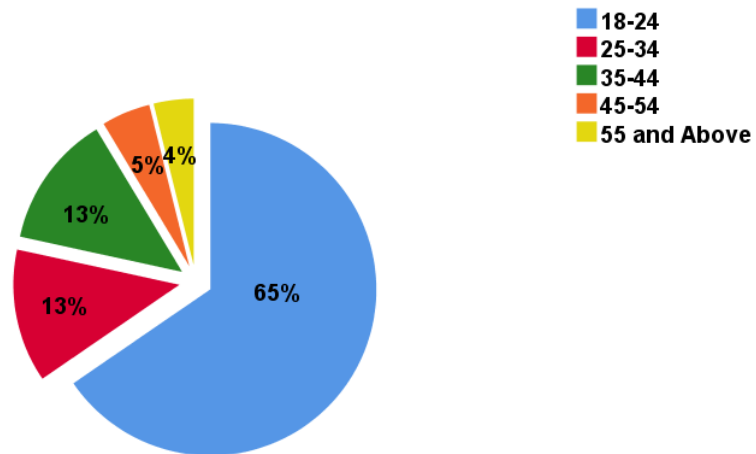
Out of the 365 responses recorded, 65% are students, 21% are academic staff and 12% are administrative workers at the universities. 66% are in the age group 18-24, and 13% in each of the age groups of 25-34 and 35-44. 67% of respondents is female, and almost all are Albanian in nationality.

The academic level achieved is a High School degree for 46%, Bachelors for 18%, Masters for 21%, and Doctorate for 9%. 54% are full time students, while the others either work full or part time. Almost 75% of respondents have less than 5 years of exposure to the tertiary education sector, with 42% in their first year of University, and another 12% in their second.

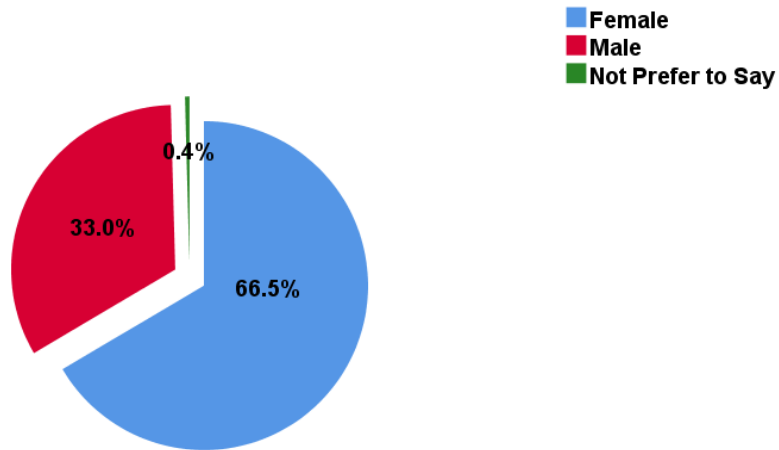
Affiliation



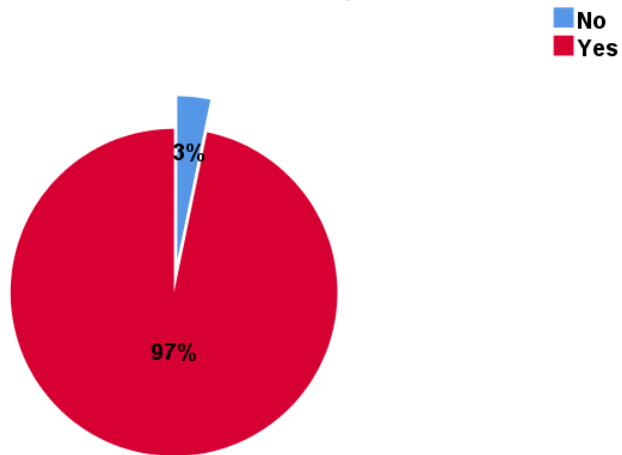
Age



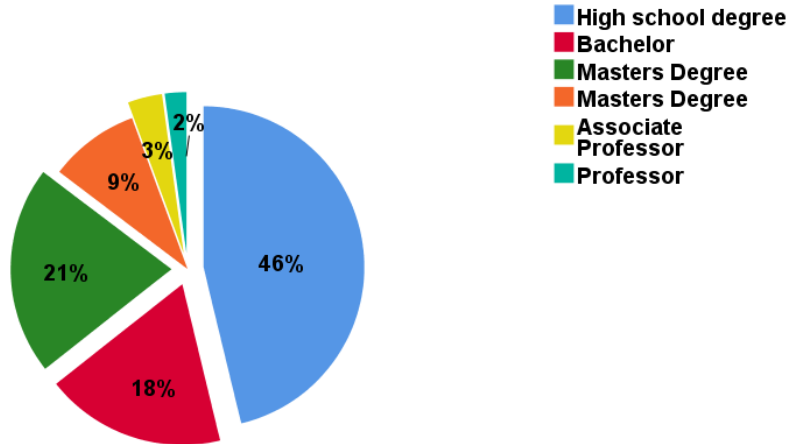
Gender



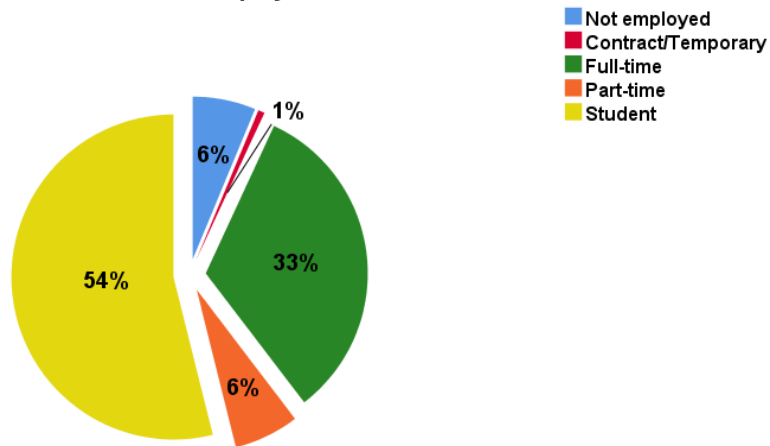
Citizenship

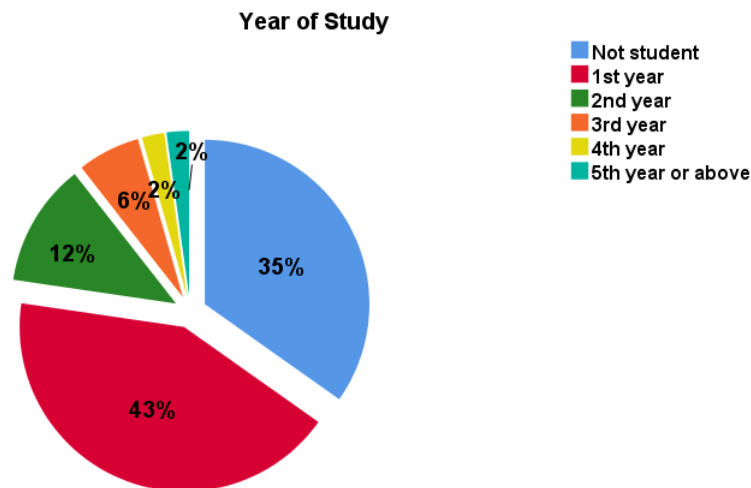
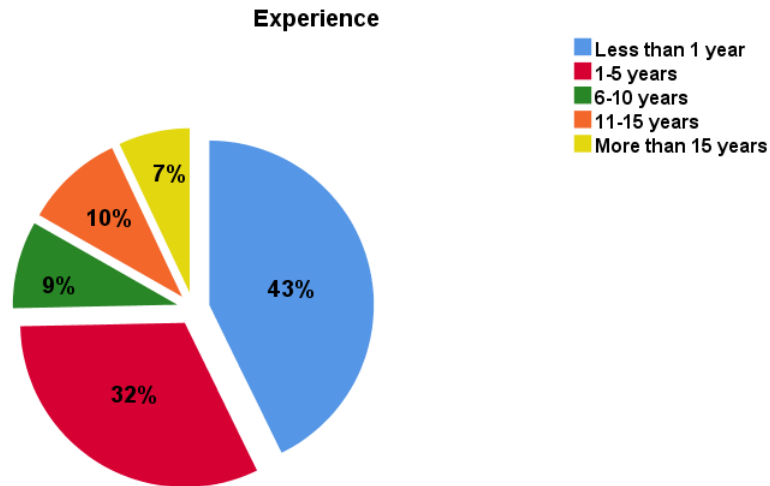


Level of Education



Employment Status



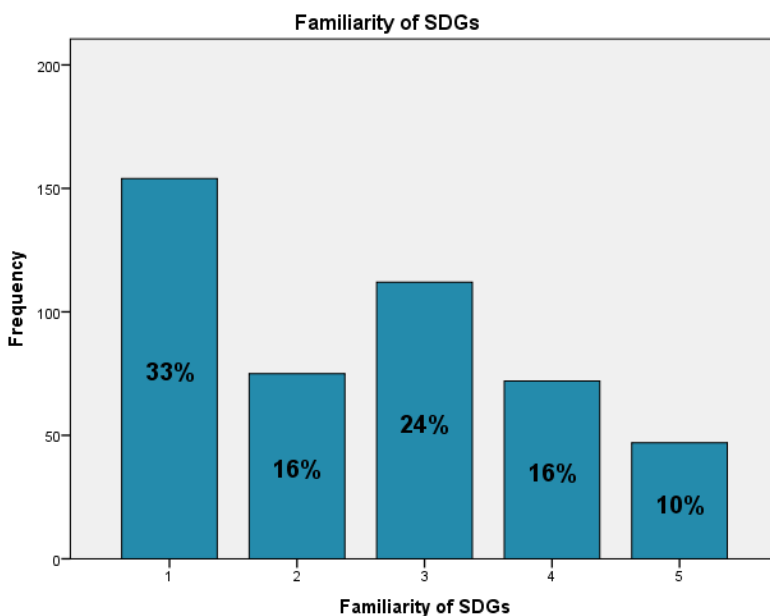


3.2 AWARENESS AND IMPORTANCE OF SDGs

Only 26% of respondents are reasonably or very familiar with SDGs, and one third of them is not familiar with SDGs at all. The most important SDGs for both people personally and for the government are SDGs 1 – 4 inclusive, focusing on human development, and SDG 8 on Decent work, and SDG 16 on peace and governance. The least important SDGs are SDGs 7 on Clean water and sanitation, and SDGs 14 and 15 on Life below water and Life on land.

85% of respondents think that the SDGs are important for achieving a sustainable future, but only 37% expressed that they are taking actions on a personal level often to contribute to this achievement. Almost

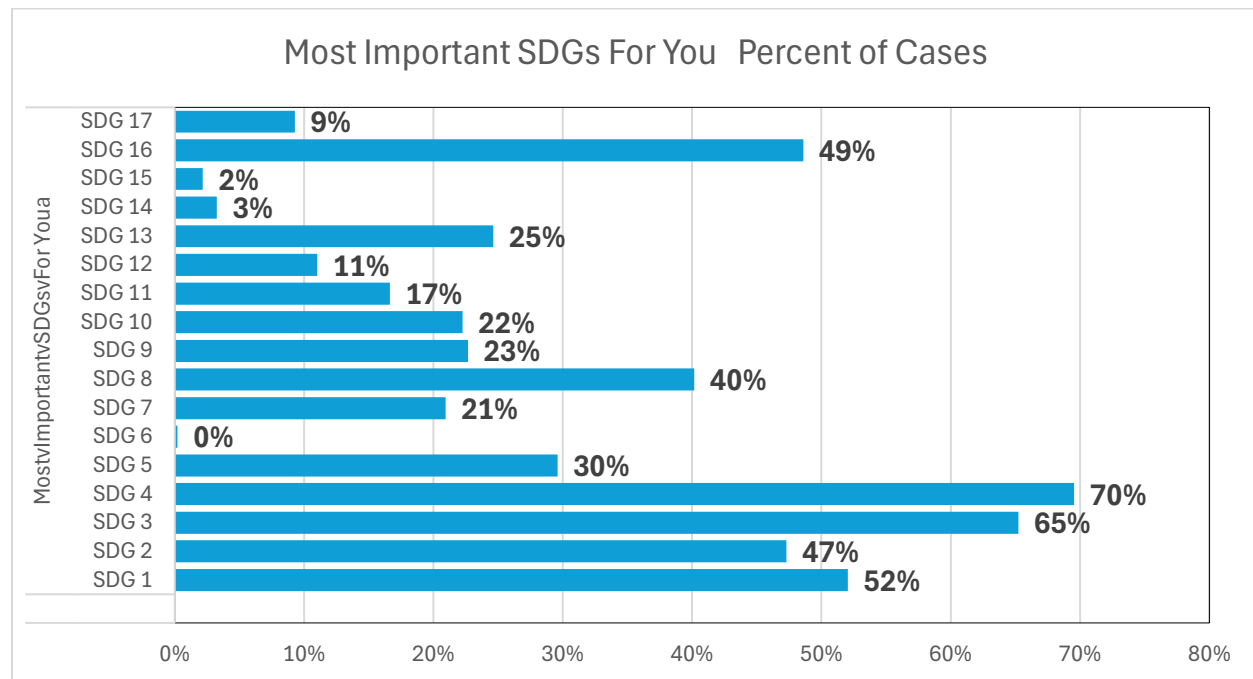
60% are interested in participating in organized activities on SDGs, and 80% believe the SDGs are a shared responsibility among all stakeholders in the society. Again a very high 85% believe that it is urgent for the world to achieve SDGs, but only 20% are optimistic that this will happen.



The data reveals significant variations in familiarity with Sustainable Development Goals (SDGs) among different affiliation groups within an academic institution. Academic staff, who make up 20.7% of the total respondents (N=460), have the highest mean familiarity score (3.36), with a notable concentration at higher familiarity levels, particularly 34.7% at Level 4 and 20.0% at Level 5, followed closely by alumni with a mean score of 3.40. Administrative staff have a moderate mean score of 2.70, while students, who constitute 65.0% of the sample, display the lowest mean familiarity at 2.20, with 83.1% reporting the lowest familiarity level (Level 1). The overall mean familiarity across all respondents is 2.53, indicating a moderate level of awareness. The Kruskal-Wallis H test results underscore these differences, revealing significant variations in familiarity with SDGs across different affiliations, with Academic Staff and Alumni having the highest mean ranks (308.47 and 313.25, respectively) and Students showing the least familiarity (mean rank of 199.56). This trend extends to the perceived importance of individual SDGs, where Academic Staff consistently rank these goals higher in personal importance compared to Students. These disparities highlight the need for increased educational efforts to raise awareness and engagement with the SDGs among students.

Female respondents show a higher mean familiarity score with Sustainable Development Goals (SDGs) (2.64) compared to male respondents (2.30), with an overall mean familiarity across all respondents of 2.53, indicating a moderate level of awareness. Among 460 respondents, females (66.7% of the sample) exhibit higher familiarity with SDGs across all levels, particularly at the highest familiarity levels (77.8% at Level 4 and 66.0% at Level 5), whereas males (32.8% of the sample) have higher proportions at the lowest familiarity level (42.9% at Level 1). The Kruskal-Wallis H test reveals significant gender differences in both familiarity with SDGs ($H=7.123$, $p=0.028$) and their perceived importance ($H=12.532$, $p=0.002$), with females having higher mean ranks for both familiarity (241.58) and importance (243.13) compared to males (207.62 and 204.01, respectively). This data underscores a clear gender disparity, with females demonstrating greater awareness and prioritization of SDGs than males.

Students' familiarity with Sustainable Development Goals (SDGs) varies across different academic years, with third-year students showing the highest familiarity (mean = 2.29), followed by second-year (mean = 2.35) and first-year students (mean = 2.17). First-year students have the highest proportion of low familiarity (Level 1) at 54.9%, contrasting with higher-year students who demonstrate greater familiarity. Non-students and first-year students exhibit the highest familiarity levels at Levels 4 and 5. Overall, the data suggests a need for enhanced SDG awareness among students in later academic years, supported by significant differences in familiarity levels across year groups ($\chi^2=44.201$, $df=5$, $p<0.001$).

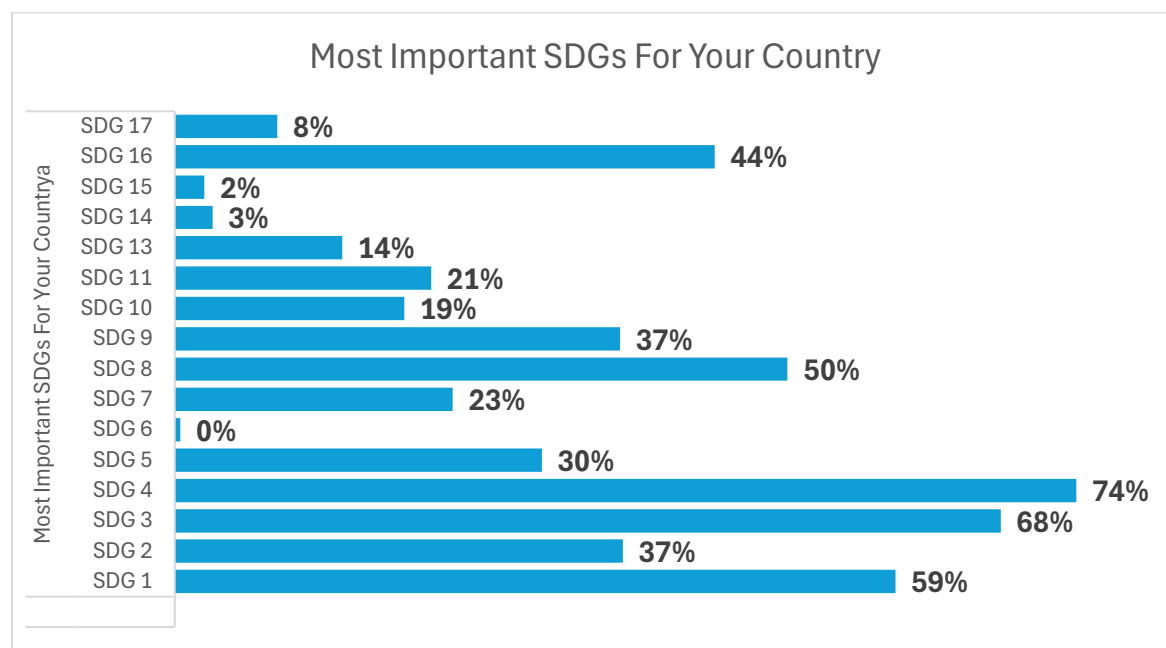


The table provides a crosstabulation of the most important Sustainable Development Goals (SDGs) across different affiliations within an academic context. Among students, SDG 3 (Good Health and Well-being) emerges as the most important, with 65.2% of students identifying it as their priority SDG, followed by SDG 4 (Quality Education) at 60.9%. Academic staff similarly prioritize SDG 4 (76.0%) and SDG 3 (63.5%), highlighting a focus on education and health within this group. Administrative staff show a strong preference for SDG 8 (Decent Work and Economic Growth) and SDG 16 (Peace, Justice, and Strong Institutions), indicating an emphasis on governance and economic issues. Alumni, though fewer in number, also prioritize SDG 4 (80.0%) and SDG 3 (60.0%) significantly. Overall, the data underscores varying priorities across different groups, reflecting their roles and perspectives within the academic setting towards achieving sustainable development goals. The Kruskal-Wallis test highlights significant variations in how respondents assign importance to different SDGs. Specifically, SDGs 1, 2, 4, 8, 11, 12, and 16 exhibit statistically significant associations across different affiliations.

The emphasis on Sustainable Development Goals (SDGs) by gender reveals distinct preferences and significant differences. Among females, who make up 66.5% of respondents, the highest mean scores are for SDG 4 (Quality Education) at 0.72, SDG 3 (Good Health and Well-being) at 0.67, and SDG 1 (No Poverty) at 0.53. Males, comprising 33.0% of respondents, also focus on SDG 4 (0.65) and SDG 3 (0.61), with a notable emphasis on SDG 1 (0.50). The "Not Prefer to Say" group shows equal or full importance for SDG 2 (Zero Hunger), SDG 3, and SDG 4, each with a mean of 1.00. The crosstabulation further highlights that 75.1% of females emphasize SDG 4 and 68.4% emphasize SDG 3, while 71.6% of males stress SDG 4 and

66.2% stress SDG 3. Both genders also demonstrate strong preferences for SDG 1 and SDG 16 (Peace, Justice, and Strong Institutions). SDG 5 (Gender Equality) is predominantly highlighted by females (35.2%) compared to males (20.3%). The Kruskal-Wallis test indicates statistically significant differences in the importance assigned to SDG 5 ($p = .000$) and SDG 8 ($p = .042$) across genders. Females consistently rate the importance of these SDGs higher than males, suggesting the need for gender-responsive strategies to effectively engage all stakeholders in achieving sustainable development goals.

The crosstabulation of the most important Sustainable Development Goals (SDGs) by year of study shows diverse preferences among students and non-students. SDG 4 (Quality Education) is highly prioritized across all groups, especially non-students (78.5%), 4th-year (80.0%), and 5th-year students (80.0%). SDG 3 (Good Health and Well-being) is emphasized by 3rd-year (82.1%) and 5th-year students (90.0%). SDG 1 (No Poverty) is important to 1st-year students (50.0%) and non-students (28.4%). SDG 16 (Peace, Justice, and Strong Institutions) is important to non-students (53.8%) and 3rd-year students (53.6%). SDG 5 (Gender Equality) is prioritized by 1st-year students (32.1%) and non-students (20.9%). The Kruskal-Wallis Test results show 1st-year students rank SDG 1 (Mean Rank: 248.29) highest, while non-students prioritize SDG 4 (Mean Rank: 247.65). SDG 5 is significant to 3rd-year students (Mean Rank: 275.50), and SDG 14 (Life Below Water) is consistently important, with 2nd-year students ranking it highest (Mean Rank: 240.64). This data highlights the need to tailor sustainable development initiatives to different student cohorts.

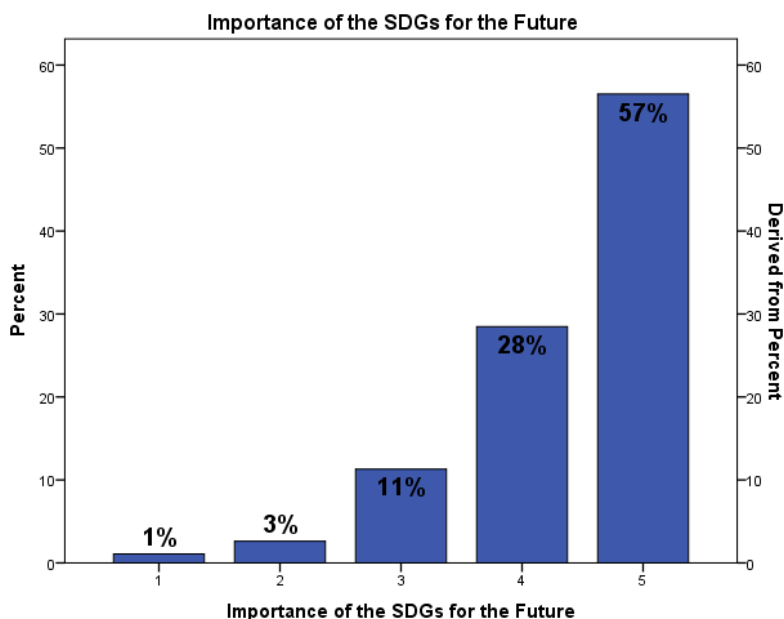


The crosstabulation of the most important Sustainable Development Goals (SDGs) for the country by affiliation reveals varying priorities among different groups. SDG 4 (Quality Education) is the most prioritized, especially by academic staff (76.0%), administrative staff (80.4%), alumni (80.0%), and students (65.1%). SDG 3 (Good Health and Well-being) is also highly important, particularly among academic staff (63.5%) and administrative staff (67.9%). Students and academic staff notably prioritize SDG 1 (No Poverty) (56.8% and 45.8%, respectively), while alumni prioritize SDG 16 (Peace, Justice, and Strong Institutions) (90.0%). SDG 5 (Gender Equality) is more emphasized by students (32.9%) and academic staff (27.1%). The Kruskal-Wallis Test shows significant differences, with SDG 8 (Decent Work and Economic Growth) highly prioritized by administrative staff (Mean Rank: 276.43) but ranked lower by students (Mean Rank: 221.17). SDG 11 (Sustainable Cities and Communities) is most important to

academic staff (Mean Rank: 272.00) compared to students (Mean Rank: 220.34). Additionally, SDG 16 is ranked highest by administrative staff (Mean Rank: 269.21) and lowest by students (Mean Rank: 216.24). These findings underscore the need for tailored approaches to address SDG priorities reflecting the unique concerns of each group.

The analysis of the most important Sustainable Development Goals (SDGs) by gender reveals distinct preferences. SDG 4 (Quality Education) is the top priority, especially among females (71.8%) and males (64.7%). SDG 3 (Good Health and Well-being) is also highly prioritized, with 66.9% of females and 61.4% of males emphasizing its importance. Both genders find SDG 1 (No Poverty) significant, with 53.2% of females and 49.7% of males prioritizing it. Females give higher importance to SDG 5 (Gender Equality) (35.1%) compared to males (18.3%), and also prioritize SDG 8 (Decent Work and Economic Growth) more (43.2%) than males (33.3%). The Kruskal-Wallis Test further highlights significant gender differences in the importance of certain SDGs: females rank SDG 2 (Zero Hunger) and SDG 5 (Gender Equality) significantly higher than males, while males slightly prioritize SDG 15 (Life on Land) over females. These findings underscore the need for gender-specific approaches in addressing sustainable development goals.

The crosstabulation and Kruskal-Wallis Test results reveal varying SDG priorities among different student groups and non-students. SDG 4 (Quality Education) is the top priority for both non-students (78.5%) and students, especially in the first year (63.7%) and higher years (80.0%). SDG 3 (Good Health and Well-being) is highly important for non-students (67.1%) and later-year students (82.1%). First-year students prioritize SDG 1 (No Poverty) significantly (61.1%), while SDG 5 (Gender Equality) is notably prioritized by first-year students (32.1%). The Kruskal-Wallis Test shows significant differences in the prioritization of SDG 8 (Decent Work and Economic Growth) and SDG 16 (Peace, Justice, and Strong Institutions), with non-students and advanced students ranking them highly. These findings highlight the need for tailored approaches to address SDGs based on educational progress and demographic differences.

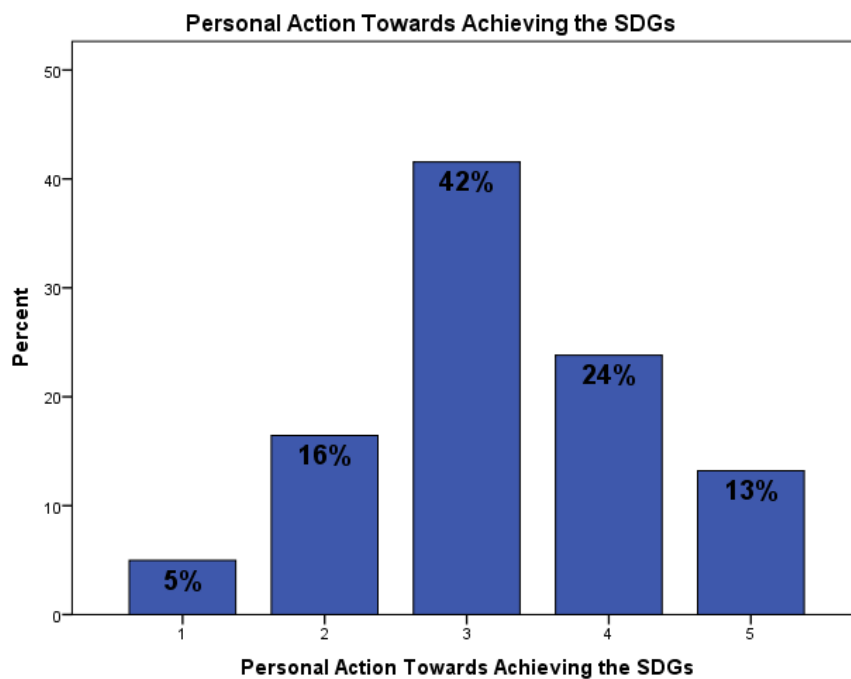


The analysis of the importance of Sustainable Development Goals (SDGs) for the future shows high recognition across all groups, with alumni assigning the highest importance (mean = 4.60), followed by academic staff (mean = 4.53), administrative staff (mean = 4.43), and students (mean = 4.30). The overall

mean importance is 4.37, reflecting strong consensus on the SDGs' significance. Crosstabulation reveals that students are highly engaged, with 64.8% rating the SDGs as highly important, including 60.8% giving the highest rating (5). Academic staff and administrative staff also show strong support, though slightly lower, at 56.5% and 64.3%, respectively, while alumni express the strongest support, with 70.0% rating the SDGs highly. The Kruskal-Wallis test confirms no statistically significant differences in SDG importance perceptions across affiliations (Chi-Square = 5.251, $p = 0.154$).

Female respondents attribute a slightly higher importance to the SDGs for the future (mean = 4.46) compared to male respondents (mean = 4.18), with the overall mean importance across all respondents being 4.37. Crosstabulation reveals that 66.3% of females and 33.3% of males rate the SDGs as highly important, with 61.6% of females and 45.8% of males selecting the highest rating (5). Despite these variations, both genders exhibit strong support for the SDGs, though females are more likely to rate them as extremely important. The Kruskal-Wallis test shows a significant difference in perceived importance based on gender (Chi-Square = 12.532, $p = 0.002$), indicating that females have a higher mean rank (243.13) compared to males (204.01), reflecting a greater perceived significance of the SDGs among female respondents.

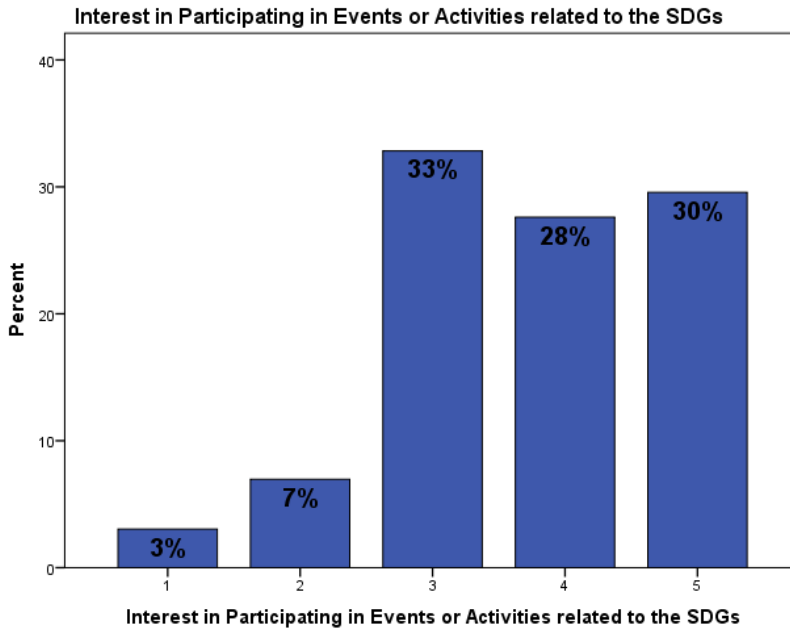
The importance attributed to Sustainable Development Goals (SDGs) varies among students at different academic levels. Not students report the highest mean score (4.48), followed by 3rd-year (4.37) and 1st-year students (4.36), reflecting a general recognition of SDGs' significance. The overall mean importance is 4.36, indicating strong consensus. Crosstabulation data reveals that 44.4% of final-year students and 43.1% of 1st-year students rate the SDGs as 5 (extremely important), whereas 2nd and 3rd-year students show lower proportions in this category. Notably, 60.0% of 4th-year students assign the highest rating, suggesting an increasing appreciation with academic progression. However, the Kruskal-Wallis test with a Chi-Square value of 9.841 and a p -value of 0.080 indicates that these differences are not statistically significant.



The analysis of personal actions towards achieving the SDGs, measured on a scale from 1 to 5, reveals varying levels of engagement across different groups, with an overall mean score of 3.24. Alumni exhibit the highest level of commitment, with a mean score of 3.60 and a corresponding mean rank of 269.85 as per the Kruskal-Wallis Test. Academic staff follow closely, achieving a mean score of 3.45 and a mean rank of 259.43. Administrative staff demonstrate moderate engagement, with a mean score of 3.41 and a mean rank of 251.62. Students, despite having the highest overall participation rate (64.9%), display the lowest mean score of 3.13 and the lowest mean rank of 217.53. Crosstabulation indicates that students are most engaged in categories 1 (73.9%), 2 (73.7%), and 3 (68.2%). Academic staff show notable activity in categories 3 (39.6%) and 4 (31.3%). Administrative staff and alumni exhibit lower overall participation, with administrative staff primarily engaged in categories 3 (35.7%) and 5 (19.6%) and alumni showing more dispersed involvement. These findings highlight the significant roles of students and academic staff in advancing SDG initiatives, despite students' lower frequency of individual actions compared to alumni and staff.

On a scale from 1 to 5 assessing the frequency of personal actions towards achieving the Sustainable Development Goals (SDGs), such as volunteering or reducing environmental impact, the data indicates a marginal difference between genders. Female respondents report a mean score of 3.21, while male respondents have a mean score of 3.28. The overall mean score across all participants is 3.24, reflecting a moderate level of individual engagement. Females are more frequently involved, accounting for 66.7% of those taking personal action, compared to 32.9% of males. Specifically, females are notably represented in categories 1 (65.2%), 2 (68.4%), and 3 (68.2%), whereas males show higher participation in categories 2 (31.6%) and 3 (31.3%). The Kruskal-Wallis test reveals no statistically significant differences in the frequency of personal actions towards the SDGs between genders (Chi-Square = 0.682, $p = 0.711$), suggesting that gender does not significantly influence the frequency of such personal actions.

The analysis of personal action towards achieving SDGs reveals differences based on the year of study. Non-students have the highest mean score of 3.44, indicating the most frequent engagement, followed by 4th-year students (3.20) and 2nd-year students (3.27), with an overall mean score of 3.23 for all respondents. Crosstabulation shows that non-students account for 34.9% of SDG actions, with significant involvement in category 3 (11.1%). Among students, 3rd-year students are the most active, contributing 41.3% of total actions, especially in categories 1 (36.7%) and 2 (47.2%). 1st-year students also show notable engagement, representing 42.6% of total actions. The Kruskal-Wallis test indicates significant differences in engagement based on the year of study (Chi-Square = 12.272, $p = 0.031$), with non-students showing the highest mean rank (251.89) and 1st-year students the lowest (205.99). This highlights increasing engagement with advancing years of study, with non-students leading in overall SDG involvement.

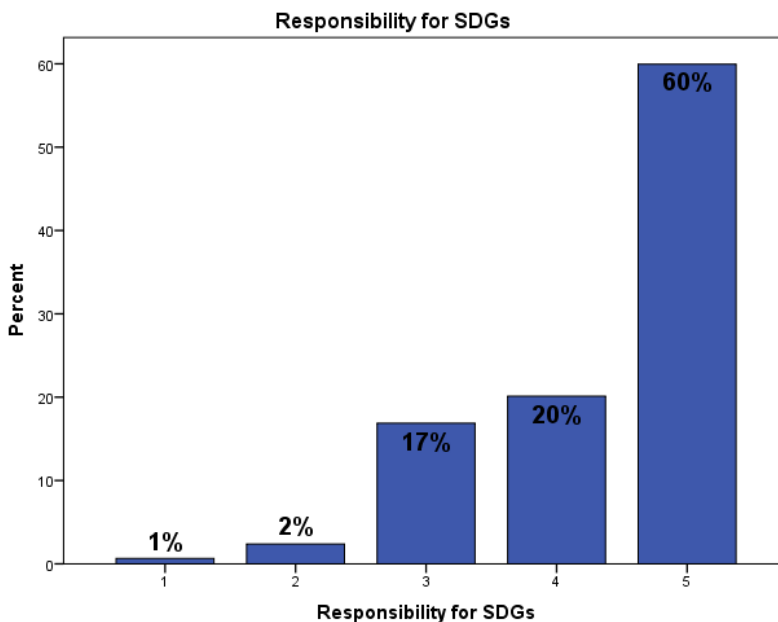


The data on interest in participating in Sustainable Development Goals (SDGs) activities reveals diverse engagement levels among respondent groups. Alumni demonstrate the highest interest with a mean score of 4.60 and the highest engagement at Level 5 (70.0%). Academic staff follow with a mean score of 4.19 and notable interest at Levels 3 (22.9%), 4 (32.3%), and 5 (43.8%). Administrative staff, representing 12.2% of respondents, show significant interest at Levels 3 (25.0%), 4 (30.4%), and 5 (33.9%). Students, who make up 64.8% of respondents, exhibit considerable engagement with 38.3% at Level 3, 25.8% at Level 4, and 22.8% at Level 5. The overall mean score is 3.74, indicating a moderate level of interest across all groups. The Kruskal-Wallis test confirms significant differences in interest across affiliations (Chi-Square = 35.436, df = 3, $p < .001$).

The analysis of interest in participating in Sustainable Development Goals (SDGs) activities shows that female respondents have a slightly higher mean interest score (3.84) compared to male respondents (3.51), with an overall mean score of 3.74 indicating moderate interest across all groups. Crosstabulation data reveals that females, constituting 66.3% of the 460 respondents, demonstrate higher engagement at each interest level: 2.0% at Level 1, 5.9% at Level 2, 30.2% at Level 3, 29.8% at Level 4, and 32.1% at Level 5. In contrast, males, making up 33.3% of the sample, show lower engagement: 5.2% at Level 1, 9.2% at Level 2, 38.6% at Level 3, 23.5% at Level 4, and 23.5% at Level 5. The Kruskal-Wallis test confirms a significant gender-based difference in interest (Chi-Square = 12.685, df = 2, $p = .002$), with females having a higher mean rank (242.73) compared to males (203.99) and those not disclosing their gender having the highest mean rank (392.50).

Students across different years of study show varying levels of interest in participating in SDG-related events or activities, with non-students exhibiting the highest interest (mean = 4.08), followed by 1st-year (3.59) and 4th-year students (3.60). The overall mean score is 3.73, indicating moderate interest. Crosstabulation data reveals that the highest interest level (Level 5) is most prominent among non-students (42.4%), 5th-year or above students (60.0%), and 1st-year students (37.7%). In contrast, 3rd and 4th-year students show substantial engagement at Level 3, with 33.3% and 30.0%, respectively. The Kruskal-Wallis test indicates a significant difference in interest across different years of study (Chi-Square

= 31.350, df = 5, $p < .001$), with non-students having the highest mean rank (269.61) and 3rd-year students the lowest (179.04). This data highlights a notable readiness among students to engage in SDG initiatives, with enthusiasm varying slightly based on their academic year.

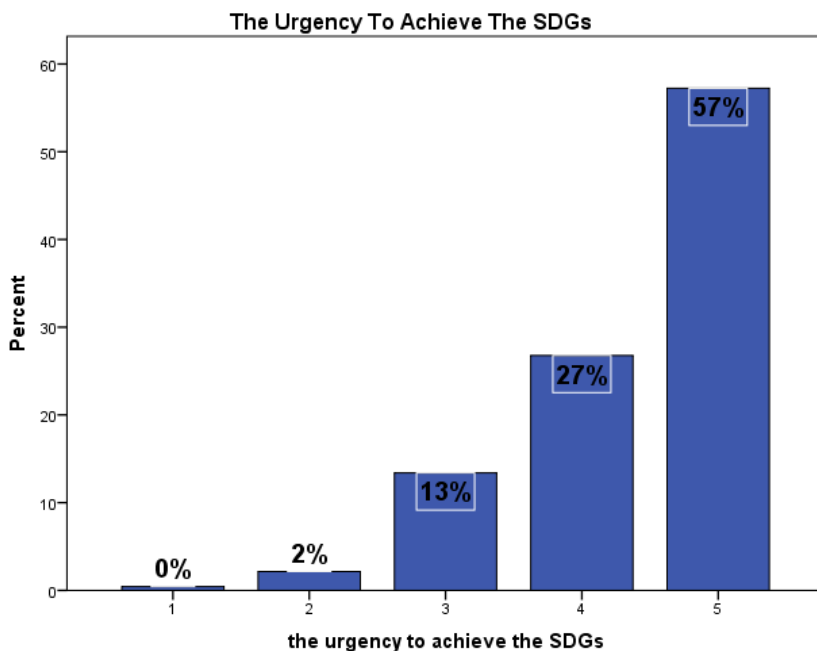


The analysis of perceived responsibility for Sustainable Development Goals (SDGs) across different affiliations within the academic community reveals a strong consensus on the importance of SDGs. Alumni perceive the highest responsibility (mean score = 4.80), followed by academic staff (mean = 4.62), administrative staff (mean = 4.57), and students (mean = 4.23), with an overall mean score of 4.36. Crosstabulation data shows that academic (74.7%) and administrative staff (71.4%) feel the most responsible, with a significant portion of students (52.5%) also acknowledging high responsibility. The Kruskal-Wallis test confirms significant differences among affiliations (Chi-Square = 22.018, df = 3, $p < .001$), with alumni having the highest mean rank (287.00), followed by academic staff (267.33), administrative staff (260.39), and students (212.97). Despite being the largest group, students show a comparatively lower sense of responsibility, though still substantial.

Females and males exhibit similar levels of perceived responsibility for SDGs, with females scoring slightly higher (mean = 4.49) compared to males (mean = 4.09). The overall mean score across all respondents is 4.36, reflecting a broad recognition of the importance of taking responsibility for achieving SDGs. Crosstabulation data reveals that among the 462 respondents, females (66.7%) and individuals not disclosing their gender (100%) show a stronger sense of responsibility towards SDGs at the highest level (Level 5) compared to males (46.7%). Lower responsibility levels (Levels 1 and 2) are minimally represented across all genders, with males showing slightly higher percentages at these levels. The Kruskal-Wallis test further supports these findings, indicating a significant difference in perceived responsibility between genders (Chi-Square = 18.499, df = 1, $p < .001$), with females having a higher mean rank (246.97) compared to males (197.13).

The analysis indicates a statistically significant variation in perceived responsibility for Sustainable Development Goals (SDGs) across different academic years ($\chi^2 = 22.330$, df = 5, $p < 0.001$). Non-students exhibit the highest mean responsibility score (4.61), with 5th-year or above students (mean = 4.30) and

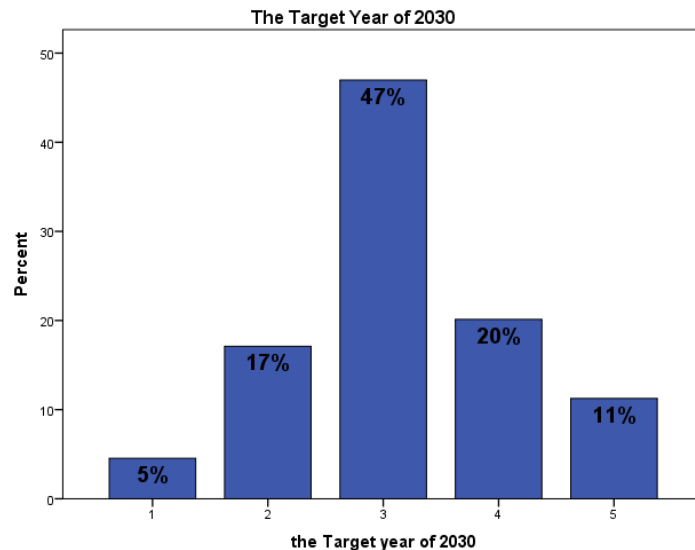
4th-year students (mean = 4.30) following closely. The overall mean score for all respondents is 4.36, reflecting a general acknowledgment of individual responsibility towards SDGs. Crosstabulation data reveals that 59.7% of all respondents perceive a high level of responsibility (Levels 4 and 5), with 5th-year students and above (60.0%) and 4th-year students (60.0%) showing the highest proportions. Conversely, lower responsibility levels (Levels 1 and 2) are rarely reported. The mean rank for non-students (261.95) is significantly higher than that of 1st-year students (211.02), indicating that responsibility perceptions increase as students progress in their academic careers.



The analysis of the urgency to achieve Sustainable Development Goals (SDGs) indicates that alumni have the highest mean score (4.70), followed by academic staff (4.63), administrative staff (4.55), and students (4.26). The overall mean score across all respondents is 4.38, reflecting broad recognition of the urgency. Crosstabulation data shows that 50.3% of students rate the urgency at level 5, corresponding to a count of 152 students. In comparison, 71.4% of administrative staff and 80.0% of alumni rate it at level 5, while 68.4% of academic staff do so. The Chi-Square test ($\chi^2 = 19.298$, $df = 3$, $p < 0.001$) reveals a statistically significant difference in urgency perceptions across affiliations. Post hoc analysis shows that students have the lowest mean rank (214.38) compared to alumni (282.80), academic staff (264.68), and administrative staff (262.52), indicating that students perceive the urgency of achieving SDGs less intensely than other groups.

The analysis of perceived urgency to achieve Sustainable Development Goals (SDGs) shows a comparable sense of urgency between female (mean = 4.44) and male (mean = 4.25) respondents, with an overall mean score of 4.38. Crosstabulation data indicates that 59.7% of females and 51.3% of males rate the urgency at level 5, with females contributing a higher total count (184) compared to males (78). Additionally, 26.8% of all respondents rate the urgency at level 4, demonstrating a widespread recognition of the urgency. The Chi-Square test result ($\chi^2 = 5.471$, $df = 2$, $p = 0.065$) reveals no statistically significant difference in urgency perceptions between genders, suggesting that the sense of urgency is broadly similar across gender groups.

Students across different years of study exhibit varying levels of urgency regarding Sustainable Development Goals (SDGs), with non-students demonstrating the highest urgency (mean = 4.60), followed by 1st-year (mean = 4.29) and 3rd-year students (mean = 4.29). The overall mean score is 4.37, indicating broad awareness of the urgency to address SDGs. Crosstabulation data shows that 70.3% of non-students and 50.0% of 5th-year students rate the urgency at level 5, compared to 49.7% of 1st-year students and varying proportions among 2nd-year (45.5%) and 3rd-year students (57.1%). The Chi-Square test ($\chi^2 = 21.572$, $df = 5$, $p = 0.001$) confirms a significant difference in urgency perceptions, with non-students having the highest mean rank (260.73) compared to students in earlier years, indicating a stronger sense of urgency among non-students and advanced students.



The data on optimism about achieving Sustainable Development Goals (SDGs) by 2030 shows varied levels of commitment and optimism across different affiliations. Alumni exhibit the highest average dedication with a mean score of 3.30, followed by students at 3.27, administrative staff at 3.05, and academic staff at 2.90, with an overall mean score of 3.16. Students display the highest optimism, with 14.3% rating it at level 5 and 45.3% at level 3, whereas academic staff and administrative staff show lower levels of high optimism (6.3% and 3.6%, respectively). Alumni mostly rate their optimism at level 3 (60.0%). The Chi-Square test result ($\chi^2 = 11.635$, $df = 3$, $p = 0.009$) confirms there is no statistically significant difference in optimism across affiliations, indicating that students are notably more optimistic about achieving the SDGs by 2030 compared to other groups.

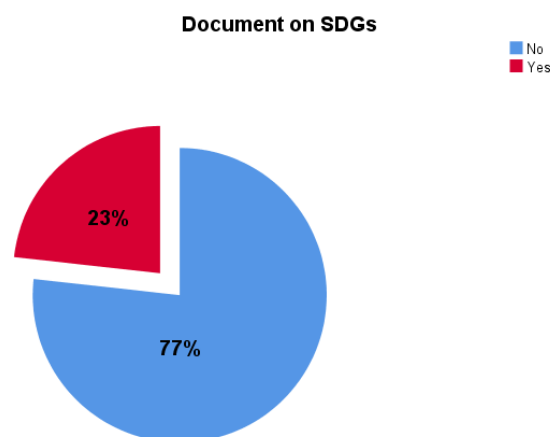
Both female (mean = 3.21) and male (mean = 3.07) respondents demonstrate a commitment to meeting the SDGs by 2030, with females showing slightly higher alignment with this target. The overall mean score is 3.16, reflecting a collective dedication to achieving these goals within the specified timeframe. Crosstabulation reveals that 49.5% of females rate their optimism at level 3, with significant proportions at levels 4 (19.9%) and 5 (11.4%), whereas 42.1% of males rate it at level 3, with fewer at levels 4 (21.1%) and 5 (10.5%). The "Not Prefer to Say" group mirrors the female pattern, with 50.0% rating their optimism at level 3. The Chi-Square test ($\chi^2 = 1.288$, $df = 1$, $p = 0.256$) indicates no statistically significant difference in optimism across genders, suggesting similar levels of optimism between male and female respondents.

The alignment with the 2030 target for SDGs varies among students at different academic stages, with non-students showing the highest mean score (3.01), followed by 3rd-year students (3.54), and 4th-year

students (2.10). This variation reflects differing levels of emphasis and commitment to the SDGs across student years. The optimism about achieving SDGs by 2030 also differs, with non-students and 5th-year students showing higher levels of optimism, as evidenced by 7.0% and 20.0% rating their optimism at level 5, respectively. In comparison, 1st-year students have a lower proportion (11.5%), with 3rd-year students showing the highest optimism at 28.6%. Overall, while moderate optimism (level 3) is prevalent across all year groups, advanced students and non-students express higher optimism compared to those in earlier years. The Chi-Square test ($\chi^2 = 24.602$, $df = 5$, $p < 0.001$) confirms a statistically significant difference in optimism levels, with 3rd-year students having the highest mean rank (267.80) and 4th-year students the lowest (104.25), indicating that 3rd-year students are the most optimistic about achieving the SDGs by 2030.

3.3 ACADEMIC AND PROFESSIONAL ENGAGEMENT WITH SDGs

Only 23% of respondents have had written on SDGs, and around half of that was either an academic or seminar paper. Almost everyone agrees that their university should have initiatives and policies on SDGs, about half support the modality of workshops and seminars, and another third the modality of elective courses, while 17% think they should be compulsory. 70% of respondents are not involved in any activities related to social or sustainability impact.

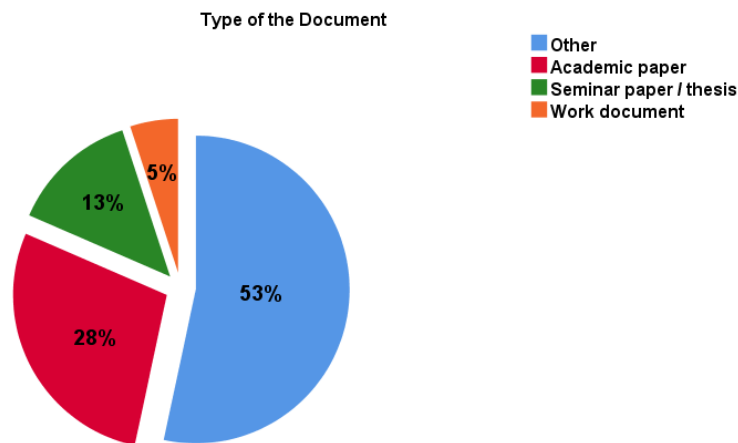


The crosstabulation of responses regarding writing on SDGs by affiliation reveals significant differences. A substantial majority of students (71.7%) have not reviewed the SDG document, compared to only 42.5% of those who have. Academic staff and administrative staff show higher engagement, with 40.6% and 12.3%, respectively, having reviewed the document, while 4.7% of alumni have done so. Overall, 76.8% of respondents have not engaged with the SDG document, indicating a need for increased dissemination and awareness efforts, particularly among students. The Kruskal-Wallis test ($\chi^2 = 40.471$, $df = 3$, $p < 0.001$) underscores significant differences in engagement, with academic staff showing the highest mean rank (278.70) compared to students (210.16), administrative staff (229.39), and alumni (289.50).

The crosstabulation of responses to the survey question "Have you in your studies or professional career written any documents on SDGs?" reveals a significant disparity in engagement levels by gender among the 456 respondents. A substantial majority of females (66.9%) and males (33.1%) have not written any documents on SDGs, accounting for 76.8% of the total. Conversely, 66.0% of females and 32.1% of males have written such documents, representing 23.2% of the total. This distribution indicates a general lack

of engagement in SDG document writing across genders, though a notable proportion of females have done so, highlighting a need for increased outreach efforts. The Chi-Square test ($\chi^2 = 0.007$, $df = 1$, $p = 0.932$) reveals no statistically significant difference in engagement with SDG document writing between genders.

The case summaries on engagement with writing documents on SDGs reveal significant variation across different years of study. Non-students contribute 58.8% to the total sum of engagement. In contrast, 1st-year students reflect a lower level of engagement, contributing 20.6% to the total. The crosstabulation shows that 77.2% of respondents, predominantly 1st-year students (37.5%) and non-students (21.7%), have not written any documents on SDGs. Conversely, 22.8% have written such documents, with non-students (13.4%) and 1st-year students (4.7%) showing the highest engagement levels. The Kruskal-Wallis test ($\chi^2 = 42.136$, $df = 5$, $p < 0.001$) indicates a statistically significant difference in engagement across years of study, with non-students showing the highest mean rank (259.11) and 4th-year students having a notable engagement score of 285.50. This suggests that engagement in writing SDG documents is significantly higher among non-students and advanced-year students compared to those in earlier years of study, underscoring a need for targeted outreach to increase engagement among 1st-year and other lower-year students.

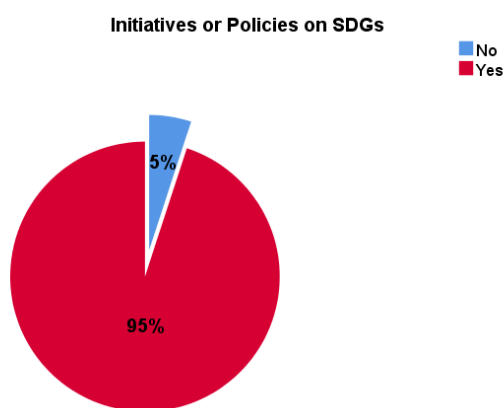


The analysis of document types related to SDGs across different affiliations shows distinct patterns of engagement. Students, representing 52.1% of respondents, are most engaged with "Other" types of documents (57.5%), whereas academic staff predominantly engage with academic papers (49.3%), contributing to 28.6% of the total responses. Administrative staff and alumni show less engagement overall, with the highest proportion of alumni focusing on academic papers (1.5%). Seminar papers/theses are primarily reviewed by students (62.5%), while work documents are least engaged with by all groups. The Chi-Square test ($\chi^2 = 4.539$, $df = 3$, $p = 0.209$) indicates that there are no statistically significant differences in engagement with different document types across affiliations, suggesting that while engagement patterns vary, they do not differ significantly between the groups.

The analysis of engagement with various types of documents related to SDGs by gender reveals notable patterns. Female respondents are the majority across all document types, particularly in "Other" documents (68.5%) and academic papers (73.1%), contributing 69.3% of the total responses. Males show lower engagement, with 30.7% in "Other" documents and 26.9% in academic papers. The distribution is

similar for seminar papers/theses and work documents, with females showing higher engagement. The Chi-Square test ($\chi^2 = 0.019$, $df = 1$, $p = 0.892$) indicates no statistically significant difference in engagement with different document types between genders.

The distribution of engagement with different types of SDG-related documents varies significantly across year of study. The "Other" document type is most frequently reviewed by respondents not currently in academic programs (42.4%), while 1st-year students contribute 37.6% to this category. Academic papers are predominantly engaged with by respondents not in study (59.4%), with 1st-year students accounting for 21.9% of this type. Seminar papers/theses are more prevalent among 1st-year (34.4%) and not-student (40.6%) groups, while work documents see relatively low engagement from all year groups. The Chi-Square test ($\chi^2 = 7.063$, $df = 5$, $p = 0.216$) indicates that these variations are not statistically significant, suggesting that engagement with different document types is broadly consistent across different academic years.

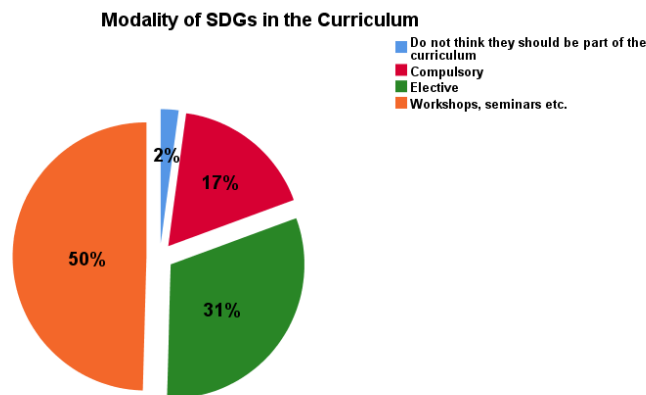


The analysis of beliefs regarding whether the institution should have initiatives or policies related to SDGs reveals a predominance of student support. Among the 457 respondents, 94.0% of students believe that the institution should have such initiatives, compared to 95.8% of academic staff, 98.2% of administrative staff, and all alumni. Conversely, only 6.0% of students and smaller proportions of other groups do not support these initiatives, with the absence of alumni dissent being particularly notable. The Chi-Square test ($\chi^2 = 2.428$, $df = 3$, $p = 0.488$) indicates that there are no statistically significant differences in support levels across affiliations, suggesting that while students represent the majority of supportive respondents, the overall distribution of support among different groups does not vary significantly.

The distribution of beliefs regarding whether the institution should have initiatives or policies related to SDGs by gender reveals a high level of support among both female and male respondents, with 94.4% of females and 96.0% of males indicating agreement. The "Not Prefer to Say" group shows complete support (100%), though it comprises only a small fraction of the total respondents. The Chi-Square test ($\chi^2 = 0.518$, $df = 1$, $p = 0.472$) indicates that there are no statistically significant differences in support levels between genders.

The analysis of beliefs regarding whether the institution should have initiatives or policies related to SDGs by year of study indicates strong support among respondents, with 94.9% affirming their agreement. Specifically, the majority of respondents in their first and second years exhibit strong support, with 95.3%

and 98.1% respectively, while fewer respondents in their third to fifth years show similar levels of support, ranging from 75.0% to 90.0%. The Chi-Square test ($\chi^2 = 26.940$, $df = 5$, $p = 0.000$) reveals a statistically significant difference in support levels across different years of study. The mean rank scores suggest that "Not students" and those in their second year have higher support, whereas those in their third year exhibit significantly lower support levels. This variation suggests that support for SDG initiatives is more pronounced among earlier year students and less so among those in later years or who are not currently students.

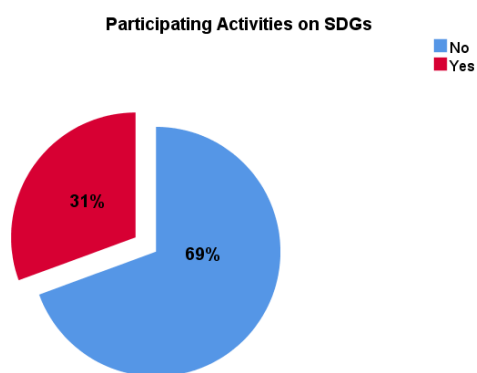


The analysis of opinions regarding the modality of incorporating Sustainable Development Goals (SDGs) into the curriculum shows varied preferences across different affiliations. A majority of respondents believe that SDGs should be included in workshops, seminars, and other forms of extracurricular activities, with 49.6% favoring this approach. Students are the largest group in this category, reflecting a preference for integrating SDGs into practical and applied learning experiences rather than traditional coursework. In contrast, only 17.2% of respondents support making SDGs a compulsory part of the curriculum, while 31.0% advocate for elective courses focused on SDGs. Notably, a small proportion of respondents, predominantly students, do not believe SDGs should be part of the curriculum at all (2.2%). The Chi-Square test ($\chi^2 = 2.632$, $df = 3$, $p = 0.452$) indicates no statistically significant differences in opinions across affiliations. This suggests a general consensus on the value of SDGs in educational settings, but with diverse views on the most effective way to integrate them.

The analysis of the modality for integrating Sustainable Development Goals (SDGs) into the curriculum, segmented by gender, reveals notable differences in preferences. The majority of respondents, particularly females (52.9%), favor incorporating SDGs through workshops, seminars, and other extracurricular activities. This contrasts with a smaller percentage of males (43.1%) who also support this approach, indicating a preference for applied and interactive methods. A significant proportion of female respondents (29.2%) advocate for elective courses on SDGs, whereas a lower percentage of males (34.6%) support this modality. The preference for making SDGs compulsory in the curriculum is modest, with 16.2% of females and 19.0% of males endorsing this approach. Notably, the Chi-Square test ($\chi^2 = 3.865$, $df = 1$, $p = 0.049$) indicates a statistically significant difference in the views on SDG integration between genders, with females showing a higher mean rank (238.89) compared to males (215.11). This suggests that female respondents are more likely to support the integration of SDGs into practical and non-traditional educational formats.

The analysis of the preferred modality for integrating Sustainable Development Goals (SDGs) into the curriculum by year of study reveals distinct trends. Among those who do not believe SDGs should be part

of the curriculum, the proportion is low across all years, with the highest being among 1st-year students (3.1%). The preference for making SDGs compulsory is relatively higher among 1st-year students (27.8%), decreasing notably in subsequent years, with only 10.0% of 4th-year students supporting this approach. The most favored modality across all years is integrating SDGs through workshops, seminars, and similar activities, particularly among 1st-year students (54.4%) and decreasing slightly in later years. Elective courses are most popular among 2nd-year students (42.0%) and less favored in the final years of study. The Chi-Square test results ($\chi^2 = 9.648$, $df = 5$, $p = 0.086$) suggest that there is a marginally significant difference in preferences based on the year of study. This indicates that while there is a general trend towards favoring workshops and seminars, specific preferences for SDG integration modalities do vary across different stages of academic progression.



The analysis of participation in activities or organizations related to social or sustainability impact by affiliation reveals significant differences among various groups. Students have the highest participation rate (25.3%), yet the majority (74.7%) still do not participate. In contrast, academic staff show a closer split, with 48.4% participating, while 51.6% do not. Administrative staff and alumni show lower participation rates, with 28.6% and 30.0%, respectively, actively engaging in these activities. The Chi-Square test ($\chi^2 = 18.201$, $df = 3$, $p = 0.000$) indicates a statistically significant difference in participation rates based on affiliation. The mean rank scores highlight that academic staff are the most involved in social or sustainability impact activities (mean rank = 272.11), followed by alumni (229.65), administrative staff (226.36), and students (218.89). This distribution suggests that while academic staff lead in engagement, overall participation remains relatively low, especially among students, underscoring a potential area for increased focus and encouragement in social or sustainability impact involvement.

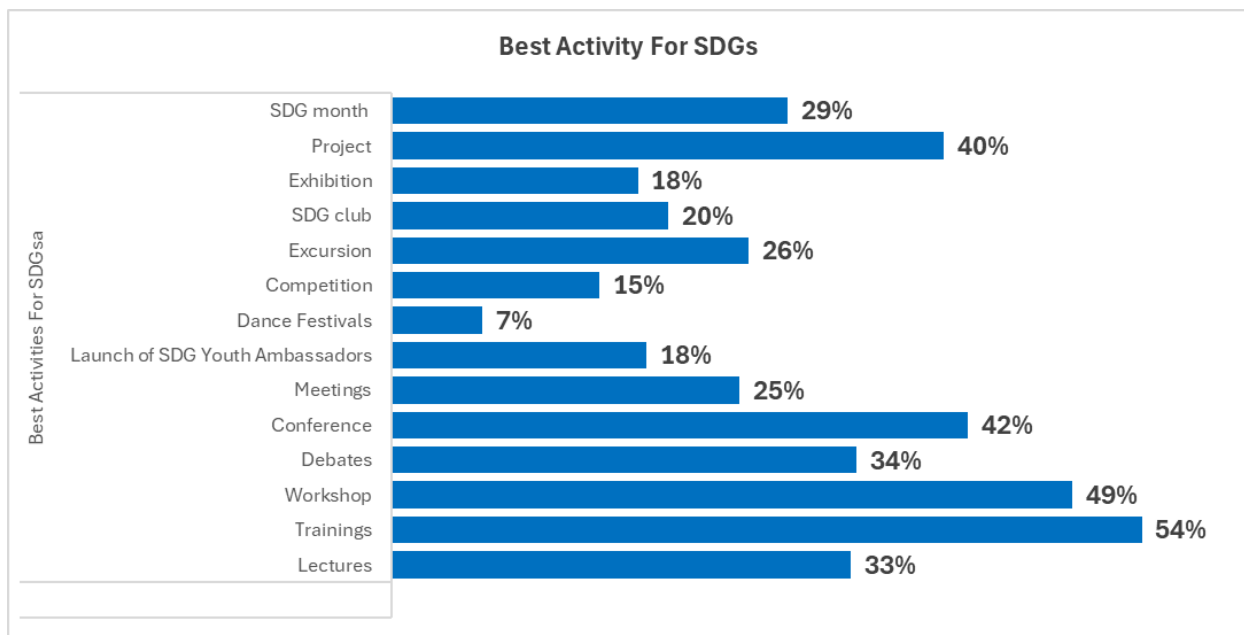
The examination of involvement in activities or organizations related to social or sustainability impact by gender reveals no significant differences. The data shows that 69.4% of respondents, regardless of gender, are not involved in such activities, with females slightly higher at 69.7% compared to males at 69.1%. Conversely, 30.6% of respondents are involved, with females constituting 30.3% and males 30.9% of this group. The Chi-Square test ($\chi^2 = 0.019$, $df = 1$, $p = 0.891$) confirms that these differences are statistically insignificant. This suggests that gender does not influence the likelihood of involvement in social or sustainability impact activities, indicating that other factors might play a more critical role in engagement levels.

The analysis of involvement in activities or organizations related to social or sustainability impact across different years of study reveals a statistically significant variation ($\chi^2 = 13.807$, $df = 5$, $p = 0.017$). Students

in their initial years of study, particularly first-year students, have a higher rate of non-participation (76.6%) compared to their more advanced peers, with 60.8% of non-students and 60.7% of third-year students also not engaging in these activities. Conversely, first-year students exhibit a lower rate of participation (23.4%) compared to not students (39.2%) and second-year students (29.1%). The data suggests that participation in SDG activities increases with academic advancement, as indicated by higher mean ranks for non-students (247.38) and third-year students (247.48), whereas students in the later years of study and those with higher academic ranks show lower mean ranks for participation, reflecting less involvement.

3.4 ACTIVITIES AND STRATEGIES TO RAISE AWARENESS

Half of the respondents think that the best activities to raise awareness of SDGs at the university would include trainings and workshops, 40% agree also for conferences and projects each, and a third each on lectures and debates. 75% think that it is important for the university to collaborate with external parties on SDGs, and 60% think the university should particularly contribute to achievement of SDGs by encouraging research on sustainable development and by implementing sustainable development practices on campus, with educational campaigns being the most supported answer for raising awareness.

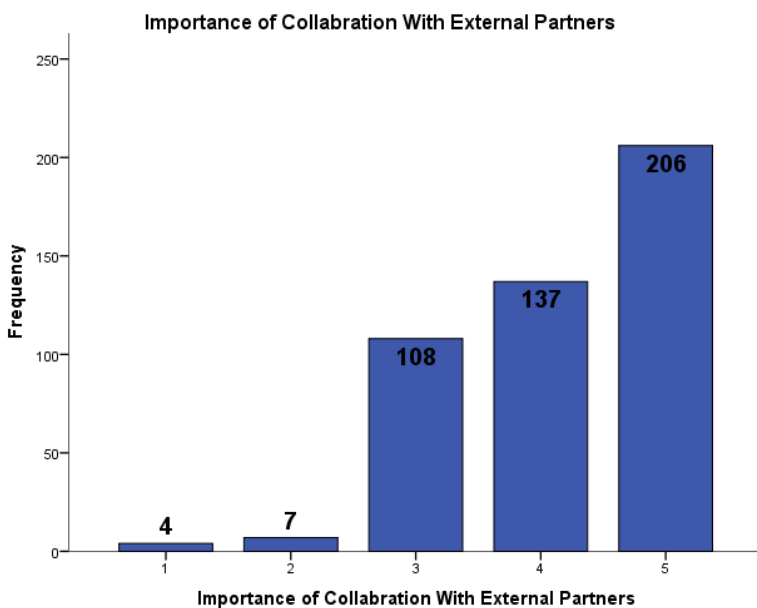


The analysis of the preferred activities for Sustainable Development Goals (SDGs) across different affiliations reveals significant differences in preferences. Lectures are favored most by academic staff (47.4%), while training sessions are the top choice among administrative staff (67.9%) and students (51%). Workshops are highly favored across all groups, with 65.3% of academic staff, 57.1% of administrative staff, and 60% of alumni preferring them. Debates are relatively popular among students (32.7%) and academic staff (42.1%). Conferences are a preferred activity for 48.4% of academic staff and 40.7% of students. Projects are notably preferred by alumni (70%), academic staff (64.2%), and administrative staff (55.4%), indicating a strong inclination towards hands-on, project-based learning. The chi-square tests reveal significant differences in preferences for lectures ($\chi^2 = 11.683$, $p = .009$), workshops ($\chi^2 = 17.094$, $p = .001$), the launch of SDG youth ambassadors ($\chi^2 = 9.788$, $p = .020$), and projects ($\chi^2 = 49.119$, $p = .000$),

indicating that these activities have varied reception across affiliations. and other activities did not show significant differences.

The analysis of preferred activities for Sustainable Development Goals (SDGs) reveals significant gender-based differences in preferences for lectures ($\chi^2 = 5.895$, $p = .015$) and competitions ($\chi^2 = 4.287$, $p = .038$). Male participants showed a higher preference for lectures (40.8%, mean rank = 248.41) and debates (39.5%, mean rank = 244.39), while female participants favored training sessions (55.0%, mean rank = 233.48) and workshops (51.5%, mean rank = 236.74). Although both genders showed interest in various activities, males had a significantly higher preference for lectures and competitions. Overall, training sessions and workshops were popular among both genders, with no significant differences in other activities.

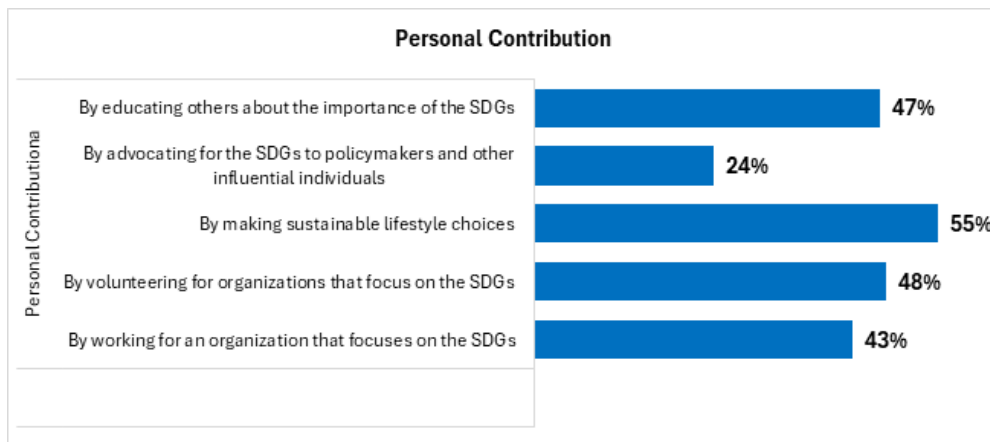
The analysis of preferred activities for Sustainable Development Goals (SDGs) based on year of study reveals significant differences for trainings ($\chi^2 = 20.878$, $p = .001$), workshops ($\chi^2 = 18.013$, $p = .003$), and projects ($\chi^2 = 58.461$, $p < .001$). Trainings are highly favored by 3rd-year students (82.1%) with the highest mean rank (291.46), and projects are particularly preferred by non-students (59.5%, mean rank = 272.55). While the 4th-year students show a significant preference for conferences (80.0%) and debates (50.0%), the 5th-year students also lean towards these activities, but not significantly. Overall, the popularity of SDG-related activities varies across different years of study, with notable preferences for practical and interactive formats like trainings and workshops among more advanced students.



The data reveals varying perspectives on the importance of collaboration between higher education institutions and external organizations or community stakeholders for achieving the Sustainable Development Goals (SDGs). Alumni assign the highest importance to such collaboration, with a mean score of 4.40, while academic staff also emphasize it significantly, scoring an average of 4.48. Administrative staff demonstrate a slightly lower but still substantial emphasis, with a mean score of 4.38. Students show a moderate emphasis, with a mean score of 4.00. Overall, the mean score across all respondents is 4.16, indicating widespread recognition of the critical role collaboration plays in advancing

the SDGs. The analysis further shows that among academic staff, 57.9% rate the importance of this collaboration as very high (5 on the scale), with a mean rank of 276.37. Similarly, administrative staff highly value it, with 57.1% rating it as very high and a mean rank of 263.10. Alumni also show high importance, with 50% rating it at the highest level and a mean rank of 261.50. In contrast, students, while recognizing the importance, have a lower proportion (37.9%) rating it as very high, reflected in a mean rank of 210.46. The Kruskal-Wallis test confirms these differences are statistically significant ($\chi^2 = 25.035$, $p < .001$), indicating that the perception of collaboration's importance varies significantly by affiliation, with institutional staff (both academic and administrative) valuing it more than students. The data reveals gender differences in the perceived importance of collaboration in advancing Sustainable Development Goals (SDGs). Females (mean = 4.26) and males (mean = 3.93) both recognize the significance of collaboration, with females indicating a slightly stronger emphasis on collaborative efforts. The overall mean score across all respondents is 4.16, underscoring the importance of cooperative endeavors in advancing SDGs. Among female respondents, 49.7% rate collaboration as very important (5 on the scale), while among male respondents, 34.2% give it the same rating. Those who did not prefer to disclose their gender also rate collaboration highly, with 50% marking it as very important, though this group is small ($n=2$). Overall, the majority of both female (78.9%) and male (64.5%) respondents rate collaboration as important (4 or 5 on the scale). The mean rank for females is higher at 245.31 compared to males at 200.49, indicating that females place a greater emphasis on collaboration. The Kruskal-Wallis test confirms these differences are statistically significant ($\chi^2 = 13.260$, $p < .001$), showing a significant gender-based variation in the importance attributed to collaboration.

The data reveals that students across different years of study recognize the importance of collaboration in achieving Sustainable Development Goals (SDGs) to varying extents. Fifth-year or above students show the highest emphasis on collaboration (mean = 4.50), followed by fourth-year students (mean = 4.20). Overall, the mean score across all respondents is 4.15, highlighting a strong consensus on the significance of collaboration. Among non-students, 58.2% rate collaboration as very important (5 on the scale), with a mean rank of 268.19. First-year students show a lower emphasis, with 35.8% rating it as very important and a mean rank of 203.78, while second-year students demonstrate even less emphasis, with 29.1% rating it as very important and a mean rank of 184.30. Third-year students indicate a higher importance, with 46.4% rating it as very important and a mean rank of 227.20. Fourth-year and fifth-year or above students both show strong emphasis, with 50% and 60% rating collaboration as very important, and mean ranks of 233.70 and 274.70, respectively. The Kruskal-Wallis test confirms these differences are statistically significant ($\chi^2 = 32.942$, $p < .001$), indicating significant variation in the importance attributed to collaboration based on the year of study.

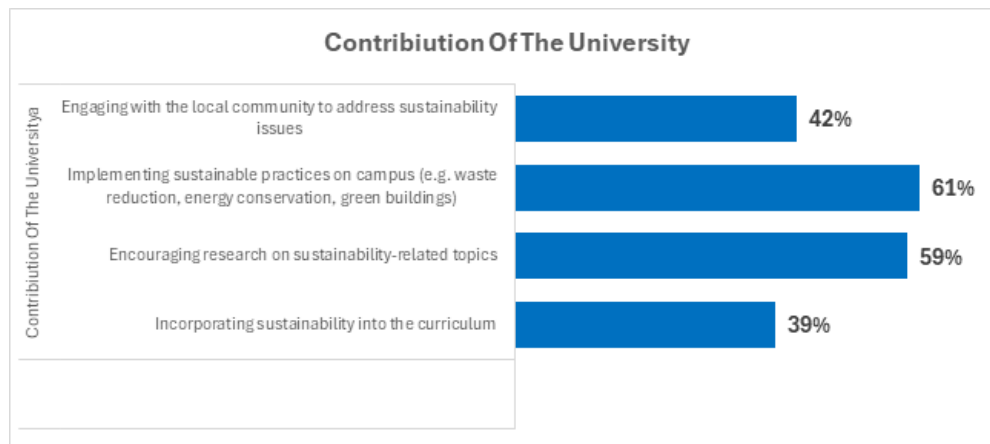


The data reveals diverse approaches to contributing to Sustainable Development Goals (SDGs) among different affiliations. Academic staff predominantly engage in educating others (72.6%) and making sustainable lifestyle choices (65.3%). Administrative staff also emphasize sustainable lifestyle choices (66.7%) but participate less in volunteering and advocacy. Alumni are notably committed to making sustainable lifestyle choices (80%) and working for organizations focusing on SDGs (60%). Students are significantly active in volunteering (52.5%) and making sustainable lifestyle choices (48.5%). Kruskal-Wallis tests reveal significant differences across affiliations for volunteering ($\chi^2 = 12.173$, $p = .007$), sustainable lifestyle choices ($\chi^2 = 14.249$, $p = .003$), and educating others ($\chi^2 = 33.265$, $p < .001$). Specifically, academic staff have the highest mean ranks for educating others (292.25) and making sustainable lifestyle choices (257.33), while students show lower mean ranks in these areas. In contrast, alumni have higher mean ranks for making sustainable lifestyle choices (293.10) and advocating for SDGs (246.60), while administrative staff have lower mean ranks across most activities. These variations underscore distinct patterns of engagement in SDGs based on affiliation, reflecting the unique contributions of each group to global sustainability efforts.

The data highlights gender-based differences in personal contributions towards Sustainable Development Goals (SDGs). Female respondents are notably more active across all areas, including working for SDG-focused organizations (46.2%), volunteering (50.5%), making sustainable lifestyle choices (56.1%), advocating for SDGs (24.6%), and educating others about SDGs (47.2%). Males contribute significantly in volunteering (41.6%) and making sustainable lifestyle choices (51.7%), but to a lesser extent in other areas. The Kruskal-Wallis test indicates significant differences in contributions by working for SDG-focused organizations ($\chi^2 = 4.594$, $p = .032$) and marginal differences in volunteering ($\chi^2 = 3.679$, $p = .055$), with females demonstrating higher engagement overall. There are no significant differences for making sustainable lifestyle choices, advocacy, or educating others about SDGs. This suggests that while gender influences the extent of involvement in specific SDG-related activities, females are generally more engaged in these efforts.

The cross-tabulation data highlights notable variations in personal contributions to Sustainable Development Goals (SDGs) based on the year of study. Significant differences are evident in contributions such as making sustainable lifestyle choices and educating others about the importance of SDGs ($\chi^2 = 22.627$, $p < .001$; $\chi^2 = 17.237$, $p = .004$). 3rd-year students have the highest engagement in making sustainable lifestyle choices (75.0%) and volunteering (57.1%), while 4th-year students also show significant involvement in these areas. In contrast, 1st-year students display substantial engagement in

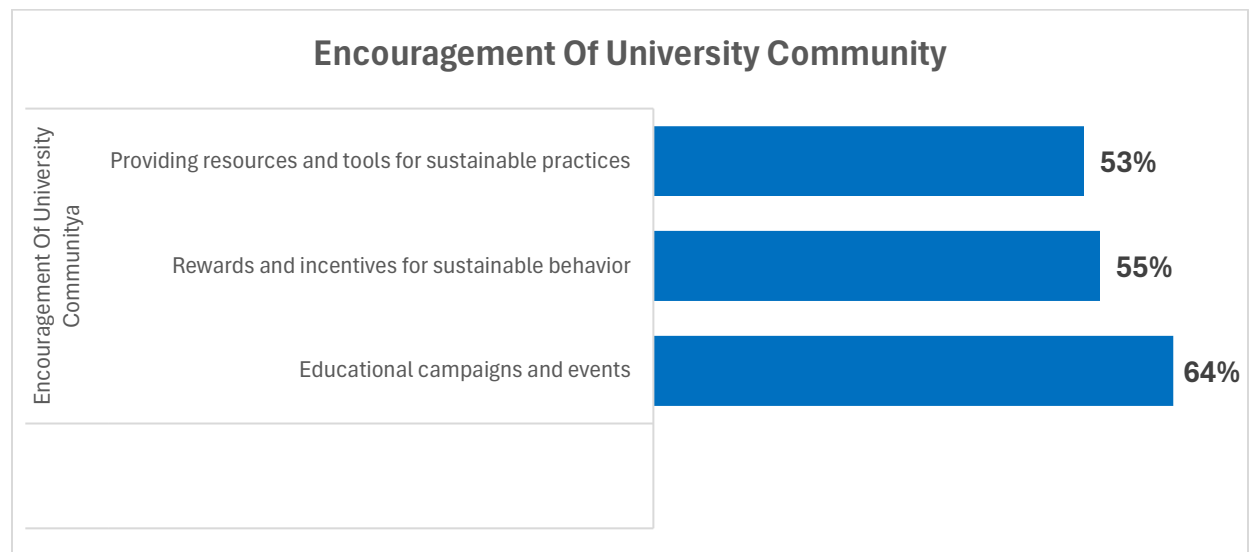
volunteering (53.9%) and working for SDG-focused organizations (47.1%). However, contributions like advocating for the SDGs to policymakers and working for SDG-focused organizations do not show significant differences across academic years. This suggests that while advanced-year students are more active in making sustainable lifestyle choices and educational efforts, first-year students and non-students exhibit varied but significant contributions in other areas related to SDGs.



The cross-tabulation and Kruskal-Wallis test results reveal significant differences in perceptions of the university's contributions to Sustainable Development Goals (SDGs) across different affiliations. Academic staff report the highest recognition for sustainable practices on campus (82.1%), support for research on sustainability (73.7%), and curriculum integration (50.5%). Alumni also show strong support, especially for research (90%) and curriculum integration (50%). In contrast, students report lower engagement, with only 53.6% recognizing sustainable practices and 33.6% noting curriculum integration. Administrative staff have moderate recognition but are less engaged compared to academic staff. The Kruskal-Wallis test highlights significant differences in perceptions, with academic staff and alumni generally ranking the university's efforts more positively. Significant findings include a p-value of 0.009 for curriculum integration, 0.001 for research encouragement, and less than 0.001 for sustainable practices implementation, while "engaging with the local community" also shows significant differences ($p < 0.001$). The "Other" category did not show significant variation.

The cross-tabulation of university contributions to Sustainable Development Goals (SDGs) by gender reveals that female respondents generally report higher recognition of the university's sustainability efforts compared to their male counterparts. Specifically, 62.6% of females acknowledge sustainable practices on campus, 60.0% support research on sustainability, and 41.0% note curriculum integration, whereas 57.0% of males recognize sustainable practices, 56.4% support research, and 34.2% report curriculum integration. Both genders equally acknowledge engagement with the local community (42.0% for females and 42.3% for males). Despite these differences in recognition, the Kruskal-Wallis test results indicate no statistically significant differences in perceptions based on gender, with Chi-square values for "Incorporating sustainability into the curriculum" (2.272, $p = 0.132$), "Encouraging research on sustainability-related topics" (0.853, $p = 0.356$), "Implementing sustainable practices on campus" (1.770, $p = 0.183$), and "Engaging with the local community" (0.006, $p = 0.938$) all exceeding common significance thresholds. This suggests that while females exhibit higher levels of recognition, both genders hold comparable views on the university's sustainability efforts.

The cross-tabulation and Kruskal-Wallis test results reveal significant variations in perceptions of the university's contributions to Sustainable Development Goals (SDGs) by year of study. "Implementing sustainable practices on campus" is the most widely recognized effort, with notable acknowledgment from 70.9% of non-students and 51.6% of first-year students. "Encouraging research on sustainability" also receives considerable recognition, especially from non-students (67.7%) and first-year students (55.3%). However, "Incorporating sustainability into the curriculum" and "Engaging with the local community" show more mixed responses, particularly among students, with a marked decrease in recognition of curriculum integration from 49.4% in non-students to 31.5% in second-year students. The Kruskal-Wallis test indicates significant differences in perceptions based on the year of study: non-students and students in their later years generally report higher mean ranks for all SDG contributions, suggesting a shift in engagement and awareness over time.



The cross-tabulation of efforts to raise awareness among the higher education community reveals distinct patterns based on affiliation. Educational campaigns and events are most recognized by students (58.9%) and academic staff (77.9%), totaling 64.4% acknowledgment. Rewards and incentives for sustainable behavior are notably endorsed by alumni (70.0%) and students (58.9%), with a total recognition rate of 55.3%, but less so by academic (49.5%) and administrative staff (43.6%). Providing resources and tools for sustainable practices is highly valued by administrative staff (81.8%) and academic staff (65.3%), resulting in a 53.3% total acknowledgment rate. The Kruskal-Wallis test shows significant differences in perceptions: "Educational campaigns and events" have a Chi-square value of 13.914 ($p = 0.003$), with academic staff reporting the highest mean rank (265.83), while "Providing resources and tools for sustainable practices" has a Chi-square value of 37.316 ($p < 0.001$), with administrative staff scoring highest (298.43). The "Rewards and incentives for sustainable behavior" category is not statistically significant (Chi-square = 5.855, $p = 0.119$), although alumni report the highest mean rank (269.90). The "Other" category shows no significant variation (Chi-square = 0.000, $p = 1.000$). These findings suggest varying levels of engagement and support for different awareness-raising strategies among the higher education community.

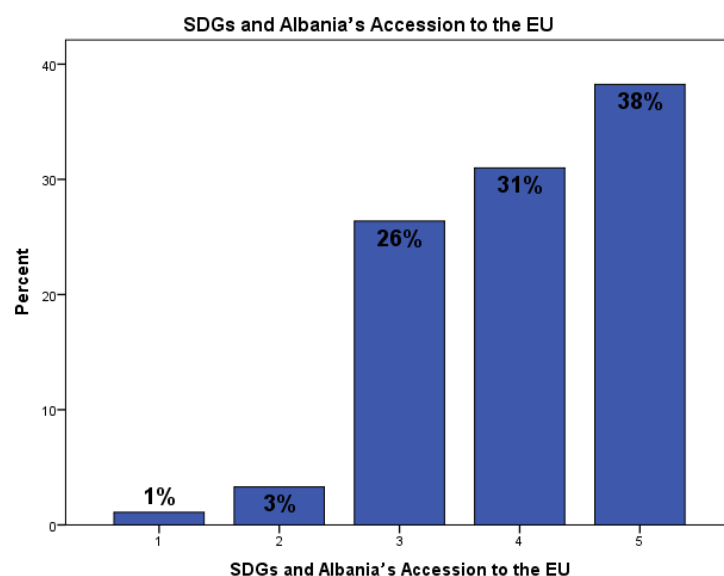
The cross-tabulation of awareness-raising efforts among the higher education community by gender highlights notable differences in engagement patterns. Female respondents exhibit higher recognition across all initiatives compared to males, with 67.0% acknowledging "Educational campaigns and events"

versus 58.5% of males, resulting in a total recognition rate of 64.2%. For "Rewards and incentives for sustainable behavior," 52.5% of females support the initiative compared to 60.5% of males, and for "Providing resources and tools for sustainable practices," 55.4% of females and 48.3% of males report recognition, leading to a total rate of 53.1%. These findings suggest greater overall engagement by females in sustainability-related awareness initiatives. The Kruskal-Wallis test confirms significant differences in perceptions of "Educational campaigns and events" based on gender (Chi-square = 4.103, $p = 0.043$), while no significant differences are found for "Rewards and incentives for sustainable behavior" ($p = 0.185$), "Providing resources and tools for sustainable practices" ($p = 0.100$), or "Other" ($p = 1.000$).

The cross-tabulation of efforts to raise awareness among the higher education community by year of study reveals notable variations in engagement with different sustainability initiatives. Non-students and students in their later years demonstrate higher levels of recognition for "Educational campaigns and events," with 71.8% of non-students and 70.0% of final-year students acknowledging these efforts compared to 59.0% of first-year students. Similarly, "Providing resources and tools for sustainable practices" is recognized by 70.5% of non-students and 87.5% of final-year students, while only 41.0% of first-year students acknowledge these resources. Conversely, "Rewards and incentives for sustainable behavior" are particularly favored by first-year students (59.0%) and second-year students (63.0%), with less recognition among non-students (49.4%) and those in later years. The Kruskal-Wallis test shows significant differences in perceptions of "Educational campaigns and events" and "Providing resources and tools for sustainable practices" across different years of study ($p = 0.037$ and $p < 0.001$, respectively), indicating higher mean ranks among non-students and final-year students, while no significant variation is observed for "Rewards and incentives for sustainable behavior" and "Other" categories ($p = 0.415$ and $p = 1.000$, respectively).

3.5 PRIORITIES AND VIEWS ON THE SUMMIT FOR THE FUTURE

70% of people think that investing/advancing on SDGs will also accelerate Albania's accession to the EU.



The data reveals varying perspectives on the relevance of Sustainable Development Goals (SDGs) to Albania's accession to the European Union (EU) among different respondent groups. Alumni attribute the

highest importance to SDGs in relation to Albania's EU accession, with 44.4% scoring this at level 5 and an average score of 3.89. Academic staff also recognize this connection significantly, with 34.0% at level 4 and 35.1% at level 5, averaging a score of 3.99. Administrative staff demonstrate notable acknowledgment, with 41.1% at both levels 4 and 5, and an average score of 4.20. Students show a moderate recognition, with 28.7% at level 4 and 38.5% at level 5, resulting in an average score of 4.00. Overall, the mean score across all respondents is 4.02, reflecting a collective understanding of the SDGs' relevance to Albania's EU accession process. Students make up the majority of responses (65.1%), with academic and administrative staff representing 20.7% and 12.3%, respectively. The Kruskal-Wallis test indicates no significant differences in perceptions of the SDGs and Albania's EU accession across different affiliations (Chi-square = 2.060, $p = 0.560$), suggesting that engagement levels with these issues are relatively uniform among academic staff, administrative staff, alumni, and students.

The analysis of perceptions regarding the relevance of Sustainable Development Goals (SDGs) to Albania's accession to the European Union (EU) reveals significant gender-based differences. Females, with a mean score of 4.09, attribute higher importance to the SDGs in relation to Albania's EU integration compared to males, who have a mean score of 3.87. This results in a higher average score of 235.38 for females versus 209.91 for males. Overall, the mean score across all respondents is 4.02, reflecting general recognition of the SDGs' relevance. The cross-tabulation shows that 39.8% of females score at level 5 and 32.9% at level 4, while 34.2% of males score at level 5 and 27.5% at level 4. The Kruskal-Wallis test confirms a statistically significant difference in perceptions based on gender (Chi-square = 4.219, $p = 0.040$), indicating that females generally place greater importance on the SDGs concerning Albania's EU accession compared to their male counterparts.

Several open ended questions were also asked in this part.

The responses to the survey question about the themes and critical challenges for the upcoming United Nations Summit of the Future in 2024 highlight several urgent and interconnected global issues. 293 out of the full sample of 465 responded to this question.

- **Climate Change and Environmental Sustainability**

A total of 76 respondents, representing 25.9% of all responses, highlighted the critical importance of addressing climate change and environmental sustainability. This theme included mentions of global warming, renewable energy, environmental preservation, and the urgent need to prioritize climate actions over corporate interests. Respondents emphasized the necessity of international cooperation to mitigate the effects of climate change, implement sustainable practices, and promote green economies. The urgency of this issue was underscored by the call for significant reductions in greenhouse gas emissions and the adoption of policies to support renewable energy projects and environmental conservation.

- **Poverty and Economic Inequality**

This theme was mentioned by 63 respondents, making up 21.5% of the total responses. Many respondents stressed the importance of tackling global poverty and economic inequality. They emphasized the need for comprehensive strategies to promote inclusive economic growth, social welfare programs, and job creation, especially in underdeveloped regions. The disparity in wealth distribution and the need for policies that promote economic inclusion were recurring points. Addressing these issues was seen as vital for achieving broader sustainable development goals and ensuring that economic benefits are shared more equitably among all populations.

- **Peace, Justice, and Strong Institutions**

A total of 58 respondents (19.8%) focused on the themes of peace, justice, and the need for strong institutions. This theme encompassed discussions on political stability, conflict resolution, corruption, and the importance of robust institutions to uphold justice and peace. Respondents expressed concerns over ongoing conflicts and geopolitical tensions, stressing the need for effective diplomatic solutions and the reinforcement of international law. Strengthening institutions was seen as crucial for maintaining justice and ensuring political and social stability worldwide.

- **Global Health and Pandemic Preparedness**

This theme was identified by 25 respondents, representing 8.5% of the total responses. The COVID-19 pandemic's impact highlighted the necessity of improving global health infrastructure, ensuring equitable vaccine distribution, and preparing for future health crises. Respondents called for enhanced international cooperation in health emergencies, building resilient health systems, and promoting global health security. Lessons learned from the pandemic underscored the need for robust health preparedness and response mechanisms to protect public health and prevent future outbreaks.

- **Quality Education and Awareness**

Quality education and raising awareness about sustainable development were emphasized by 20 respondents, accounting for 6.8% of the total responses. Education was seen as a cornerstone for achieving sustainable development, with calls to integrate SDG-related topics into educational curricula, improve the quality of education, and promote lifelong learning opportunities. Respondents stressed the importance of raising awareness about SDGs among students and the general public to foster a deeper understanding and commitment to sustainable development goals.

- **Human Rights and Social Justice**

Seventeen respondents (5.8%) focused on human rights and social justice issues. Ensuring the protection and promotion of human rights, gender equality, and social justice were highlighted as critical areas of concern. Respondents mentioned issues such as racial justice, LGBTQ+ rights, and the rights of marginalized communities. Addressing these concerns was seen as essential for creating a fair and equitable society where all individuals can enjoy their rights and freedoms without discrimination or inequality.

- **Technological Advancement and Cybersecurity**

Technological advancements and cybersecurity were mentioned by 14 respondents, making up 4.8% of the total responses. This theme included discussions on the role of technology in sustainable development, the associated risks such as cybersecurity threats, and the need for digital governance. Respondents emphasized the importance of harnessing technological innovations for development while ensuring data privacy and security. They called for responsible use of technology, discussions on the ethics of emerging technologies like artificial intelligence, and the implementation of policies to protect against cyber threats.

The survey also asks about any specific suggestion of what should the action of any or each of the following actors in Albania be, to accelerate progress towards SDGs (which are analyzed in turn below):

1. Government / Qeveria (123 responses)
2. Municipality/Local Government Unit/ Bashkia / Njësitë e qeverisjes vendore (106 responses)
3. Private sector/business community / Sektori privat/komuniteti i biznesit (101 responses)
4. Academia and think tanks / Akademia dhe grupet e mendimit (101 responses)
5. NGOs / Organizatë Joqeveritare (95 responses)
6. International Organizations / Organizatat Ndërkombëtare (94 responses)

According to the survey, the key actions the **government** should take to accelerate progress towards the SDGs in Albania are:

- **Policy Alignment and Implementation**

A significant number of respondents (28 or 22.8%) emphasized the need for the government to align national policies and strategies with the SDGs. This includes incorporating SDGs into national development plans, creating comprehensive strategies, and implementing them effectively. The focus is on ensuring that all government actions are guided by sustainable development principles, with clear targets and indicators.

- **Education and Capacity Building**

Respondents (24 or 19.5%) highlighted the critical role of education in achieving the SDGs. This involves investing in the education system, integrating SDG-related topics into curricula, and providing vocational training to enhance skills and employability. There is a strong call for building the capacity of government agencies and institutions to effectively implement SDG-related programs and initiatives.

- **Transparency and Accountability**

Transparency and accountability are seen as essential for the successful implementation of the SDGs, with 20 respondents (16.3%) urging the government to enhance transparency in its operations, ensure accountability in policy implementation, and combat corruption. This includes making government actions more visible to the public and holding officials accountable for their performance in relation to SDG targets.

- **Environmental Protection and Sustainability**

Many respondents (18 or 14.6%) called for stronger government action on environmental protection and sustainability. This includes promoting the use of renewable energy, implementing policies to reduce environmental degradation, and encouraging sustainable practices in various sectors. There is a need for policies that support renewable energy projects, waste management, and conservation efforts.

- **Social Welfare and Poverty Reduction**

Addressing social welfare and poverty reduction is a priority for several respondents (16 or 13.0%). They suggested comprehensive strategies to reduce poverty, improve social services, and create job opportunities. This includes policies that support vulnerable populations, provide social safety nets, and promote inclusive economic growth.

- **Public Awareness and Engagement**

Increasing public awareness and engagement about the SDGs is seen as crucial by 10 respondents (8.1%). They recommended launching public awareness campaigns to educate citizens about the importance of the SDGs and engaging them in local initiatives. This also involves fostering a culture of sustainability and encouraging community participation in achieving SDG targets.

- **Infrastructure and Healthcare Improvement**

A number of respondents (7 or 5.7%) emphasized the need for improvements in infrastructure and healthcare to support SDG progress. This includes investing in healthcare infrastructure to ensure universal access to quality services, and developing smart, sustainable infrastructure to manage population growth and urban development. The focus is on creating resilient systems that can support long-term sustainable development.

Based on the responses, the key actions that **municipalities and local government** units should take to accelerate progress towards the SDGs in Albania are:

- **Community Engagement and Awareness**

Thirty respondents (28%) emphasized the importance of municipalities engaging with the community and raising awareness about the SDGs. Suggestions include organizing events, workshops, and campaigns to educate citizens on sustainable development. The aim is to foster a community-driven approach where residents are informed, involved, and motivated to contribute to achieving the SDGs.

- **Infrastructure Development**

Twenty-five respondents (24%) highlighted the need for improving infrastructure. Key areas include enhancing public transportation, waste management, water and electricity supply, and overall urban planning. Respondents stressed the importance of developing smart and sustainable infrastructure to support urban and rural communities.

- **Environmental Sustainability**

Twenty-one respondents (20%) focused on promoting environmental sustainability. This includes promoting recycling, renewable energy, and pollution control. Support for businesses investing in green technologies and encouraging environmentally friendly practices are also highlighted.

- **Legal and Regulatory Framework**

Fifteen respondents (14%) stressed the need for a robust legal and regulatory framework. This involves passing laws and regulations aligned with the SDGs, ensuring enforcement, and monitoring compliance. Transparency in operations and accountability in decision-making processes, particularly regarding resource allocation and project implementation, are seen as crucial for achieving sustainable development goals.

- **Social Services and Welfare**

Ten respondents (9%) focused on the need for improved social services and welfare programs. This includes initiatives to reduce poverty, enhance healthcare, and provide better support for vulnerable populations, aiming to create inclusive communities where all residents have access to essential services and opportunities.

- **Other**

Five respondents (5%) provided a variety of suggestions that didn't fit into the above categories.

When asked about the actions that the Private sector/business community could take to accelerate progress towards SDGs, the following key areas were mentioned:

- **Sustainable Business Practices**

32 respondents (31.7%) emphasized the importance of the private sector adopting sustainable business practices. This includes responsible production, reducing waste, and ethical supply chain management. Respondents suggested that businesses should focus on eco-friendly technologies, renewable energy, and overall sustainability in their operations. They also highlighted the need for the private sector to incorporate sustainability into their core strategies and operations, which can contribute to long-term economic and environmental benefits.

- **Corporate Social Responsibility (CSR)**

26 respondents (25.7%) mention Corporate social responsibility as another key area. Many suggested that businesses engage in CSR initiatives that benefit local communities and the environment. This involves not only adhering to ethical practices but also actively participating in community development projects, supporting education, and promoting social justice. Respondents believe that through CSR, businesses can build stronger relationships with their communities and contribute positively to societal goals.

- **Collaboration and Partnerships**

22 respondents (21.8%) highlighted that collaboration between the private sector, government, and other stakeholders was crucial for achieving SDGs. Respondents suggested that businesses should coordinate with local governments and NGOs to align their activities with SDG objectives. This includes working together on projects that address community needs, sharing resources, and leveraging each other's strengths to achieve common goals. Such partnerships are seen as essential for creating impactful and sustainable changes.

- **Employee Engagement and Training**

11 respondents (10.9%) respondents focused on the need for businesses to engage their employees in increase sustainability efforts. This includes providing training on sustainable practices, encouraging volunteerism, and fostering a culture of responsibility and awareness within the workplace. By involving employees, businesses can not only improve their sustainability performance but also enhance employee morale and commitment to corporate values.

- **Innovation and Technology**

10 respondents (9.9%) mentioned innovation and the adoption of new technologies as critical for the private sector to address SDG-related challenges. Respondents suggested investing in innovative solutions that can drive sustainability, such as clean energy technologies, efficient water management systems, and advanced waste management practices. Embracing innovation is viewed as a pathway to not only solving environmental problems but also driving economic growth.

- **Economic Growth and Job Creation**

Also 10 respondents (9.9%) highlighted the role of the private sector in fostering economic growth and creating job opportunities. This includes investing in local economies, supporting small and medium enterprises, and ensuring fair labor practices. By contributing to economic stability and growth, businesses can help reduce poverty and improve living standards in their communities.

- **Other**

Other responses (10 responses, 9.9%) included areas such as the need for businesses to align their efforts with government policies and SDG strategies, reducing pollution and adopting cleaner production methods, and businesses to take an active role in raising public awareness about SDGs and sustainable practices through marketing and educational campaigns.

The respondents emphasized the following, the key actions **Academia and think tanks** should take to accelerate progress towards the SDGs in Albania:

- **Research and Analysis**

Twenty-six respondents (25.7%) emphasized the importance of academia and think tanks conducting research and analysis on SDG-related issues. These respondents believe that evidence-based recommendations provided by academic and research institutions can greatly assist policymakers in making informed decisions. They highlighted the need for rigorous studies and data collection to understand and address sustainable development challenges effectively.

- **Education and Curriculum Integration**

Twenty-four respondents (23.8%) identified the integration of SDG-related topics into educational curricula as a key area. This includes offering courses and programs focused on sustainable development. Respondents suggested that universities and educational institutions should embed sustainability concepts into their teaching materials, thereby educating the next generation about the importance of sustainable practices. This approach aims to raise awareness and promote sustainable behaviors among students.

- **Advocacy and Public Engagement**

Seventeen respondents (16.8%) stressed the role of academia and think tanks in advocating for SDGs and engaging the public. This involves organizing workshops, seminars, and public lectures to raise awareness about sustainable development goals. By actively participating in public discourse and educating the community, these institutions can foster a culture of sustainability and encourage broader societal involvement in achieving SDGs.

- **Collaboration and Partnerships (14 respondents, 13.9%)**

Fourteen respondents (13.9%) highlighted the importance of collaboration with government, civil society, and the private sector. Respondents suggested that academic institutions should partner with various stakeholders to support data collection, policy development, and implementation of sustainable practices. Such partnerships can leverage resources and expertise from different sectors, making sustainable development efforts more effective and comprehensive.

- **Practical Implementation and Projects**

Eleven respondents (10.9%) focused on the need for academia to engage in practical projects that demonstrate the application of SDG principles. This includes creating research centers for environmental protection, conducting real-world studies, and developing initiatives that address local sustainability challenges. By translating theoretical knowledge into practical solutions, academic institutions can contribute directly to sustainable development.

- **Other**

9 responses (8.9%) include various suggestions that did not fit into the main categories. Some respondents emphasized the need for academia to be more active and think beyond their own interests, focusing on community benefits. Others mentioned the importance of promoting critical thinking and interdisciplinary approaches to sustainability within academic programs.

Based on the responses, the key actions that **NGOs** should take to accelerate progress towards the SDGs in Albania are:

- **Awareness and Education Initiatives**

25 respondents (26%), the largest group, emphasized the need for NGOs to focus on continuous awareness activities and educational initiatives about the SDGs. They suggested organizing workshops, campaigns, and community engagement programs to raise awareness about sustainable development goals. This category highlights the importance of NGOs in educating the public and promoting SDG-related knowledge at the grassroots level.

- **Community Projects and Volunteerism**

20 respondents (21%) recommended that NGOs should initiate and participate in community projects, particularly those addressing clean energy, healthcare, and education. Additionally, they emphasized the

role of volunteerism, encouraging people to engage in voluntary activities to support SDG initiatives. This highlights the importance of community involvement and grassroots actions in achieving sustainable development.

- **Partnerships and Collaboration**

15 respondents (16%) suggested that NGOs should collaborate more closely with government institutions, the private sector, and other NGOs. They believe that partnerships can enhance the effectiveness of SDG initiatives through shared resources, expertise, and coordinated efforts. This category underscores the need for multi-stakeholder engagement to achieve the SDGs.

- **Advocacy and Policy Influence**

12 respondents (13%) respondents highlighted the role of NGOs in advocacy and influencing policy. They recommended that NGOs should advocate for local issues that align with the SDGs and work with local authorities to address them. This includes holding policymakers accountable and pushing for policies that support sustainable development goals.

- **Capacity Building and Training**

10 respondents (11%) focused on the need for NGOs to build their own capacities as well as those of local communities. They suggested providing training programs and capacity-building initiatives to empower communities and local leaders to implement and sustain SDG-related projects. This highlights the importance of building local capacities for sustainable development.

- **Other**

13 respondents or 13% noted other suggestions, like the need for better funding and resource allocation for SDG initiatives, organizing exhibitions, improving project impact, and enhancing the role of NGOs in economic development. These diverse suggestions were grouped into an "Other" category due to their varied nature.

When asked about the actions that the **International organisations** could take to accelerate progress towards SDGs, the following key areas were mentioned:

- **Funding and Technical Support**

Twenty-five respondents (26.6%) emphasized the need for international organizations to provide financial resources and technical assistance. They suggested that these organizations should support SDG implementation efforts in Albania by offering funding, training, and capacity-building programs. This support would help strengthen local institutions and ensure efficient use of resources. Additionally, respondents noted that consistent financial backing from international donors is essential for the sustainability of long-term projects aimed at achieving the SDGs.

- **Coordination and Partnerships**

Eighteen respondents (19.1%) highlighted the importance of coordination and partnerships. They recommended that international organizations facilitate collaboration among various stakeholders, including the government, private sector, NGOs, and local communities. This would ensure a unified approach to achieving the SDGs and prevent duplication of efforts. Respondents emphasized that effective coordination can help align resources and expertise, fostering a collaborative environment conducive to sustainable development.

- **Advocacy and Awareness**

Fifteen respondents (16.0%) focused on the role of international organizations in raising awareness and advocating for the SDGs. They suggested that these organizations should work with local partners to promote the SDGs and engage in advocacy efforts to influence policy changes that align with the goals. By organizing campaigns and interactive activities, international organizations can help educate the public and policymakers about the importance of the SDGs and the actions needed to achieve them.

- **Capacity Building**

Thirteen respondents (13.8%) mentioned the need for capacity-building initiatives. They suggested that international organizations should offer training and support to Albanian government agencies and civil society organizations to enhance their ability to plan, implement, and monitor SDG projects effectively. Strengthening the skills and knowledge of local actors is crucial for the successful implementation of SDG-related programs and initiatives.

- **Monitoring and Reporting**

Eleven respondents (11.7%) emphasized the importance of monitoring and reporting. They recommended that international organizations support the collection and analysis of data related to the SDGs, helping Albania improve its monitoring and reporting mechanisms. Strengthening statistical capacities and data quality was also suggested. Accurate data collection and reporting are vital for tracking progress, identifying gaps, and making informed decisions to advance SDG efforts.

Other

12 respondents (12.7%) provided various other suggestions, such as the role of international organizations in policy development, focusing on mental health, addressing double standards, and ensuring equal treatment for all nations. Some mentioned the need for international organizations to oversee progress and ensure that international standards are met. These diverse recommendations highlight additional areas where international organizations can play a role in supporting sustainable development efforts in Albania.

4. DISCUSSION AND CONCLUSION

This paper offers a comprehensive examination of the views on Sustainable Development Goals (SDGs) within higher education institutions in Albania. Based on the responses from a diverse group of stakeholders consisting of students, academic staff, administrative workers, and alumni, several key insights emerge that highlight the current state of awareness, engagement, and perceived importance of the SDGs in the Albanian higher education context.

Firstly, the survey reveals a moderate level of familiarity with the SDGs among respondents, with only 26% indicating that they are reasonably or very familiar with the goals. This suggests a significant opportunity for increasing awareness and understanding of the SDGs within higher education institutions. The high importance placed on SDGs 1 through 4, which focus on human development, along with SDG 8 on decent work and SDG 16 on peace and governance, indicates a strong alignment with the fundamental human and societal challenges perceived by the respondents.

Despite the acknowledged importance of the SDGs for achieving a sustainable future, there is a noticeable gap between awareness and action. While 85% of respondents believe the SDGs are crucial for a sustainable future, only 37% are frequently taking personal actions to contribute towards these goals. This disparity underscores the need for more proactive and engaging strategies to mobilize individuals towards actionable steps in support of the SDGs.

The findings also highlight a substantial interest in SDG-related activities, with nearly 60% of respondents expressing a desire to participate in organized events. This interest, coupled with the belief held by 80% of respondents that achieving the SDGs is a shared responsibility among all societal stakeholders, points to a fertile ground for institutions to foster greater involvement and collaboration in SDG initiatives.

Academic and professional engagement with the SDGs appears to be limited, as only 23% of respondents have written documents related to the SDGs, with most of these being academic or seminar papers. However, there is strong support for integrating SDGs into university initiatives and curricula, with preferences for workshops, seminars, and elective courses as effective modalities. This indicates a clear demand for institutional policies and programs that emphasize sustainability education and practice.

When it comes to raising awareness about the SDGs, training and workshops are seen as the most effective activities, followed by conferences and projects. Additionally, 75% of respondents believe that collaboration with external organizations is essential for achieving the SDGs, suggesting that partnerships can play a crucial role in driving sustainability efforts. The respondents also support research on sustainable development and the implementation of sustainable practices on campus as key contributions of universities towards the SDGs.

In terms of differences between sexes, the survey results show significant differences in familiarity and engagement with SDGs. Female respondents displayed higher overall familiarity with the SDGs, with 66.7% reporting moderate to high familiarity compared to 32.8% of male respondents. Specifically, 77.8% of females reported familiarity levels at 4 or 5, while only 34.2% of males did. The Kruskal-Wallis H test indicated a significant difference in SDG familiarity scores between genders ($H=7.123$, $p=0.028$), with females having a higher mean rank (241.58) compared to males (207.62). In terms of perceived importance, 85% of female respondents rated the SDGs as crucial for a sustainable future, compared to 73% of male respondents, with significant differences confirmed by the Kruskal-Wallis test ($H=12.532$, $p=0.002$). When it comes to personal actions towards achieving the SDGs, 66.3% of females reported frequent engagement, compared to 32.9% of males. Female respondents were more likely to prioritize SDGs related to social justice and gender equality, such as SDG 5 (Gender Equality), with 35.2% of females highlighting its importance versus 20.3% of males. Additionally, females exhibited slightly higher optimism about achieving the SDGs by 2030, with a mean score of 3.21, compared to 3.07 for males, although this difference was not statistically significant. These findings underscore the need for gender-responsive strategies to effectively engage both male and female stakeholders in sustainable development efforts.

Also there are differences in terms of the specificity of answers of the student population vs. other groups such as academic staff, administrative workers, and alumni in terms of familiarity, perceived importance, and engagement with SDGs. Students, who made up 65% of the respondents, had the lowest level of familiarity with the SDGs, with only 26% indicating reasonable or high familiarity (mean score of 2.20). In comparison, academic staff and alumni had significantly higher familiarity scores, with means of 3.36 and 3.40, respectively. The Kruskal-Wallis H test confirmed these significant differences ($H=44.201$, $p<0.001$). When assessing the perceived importance of the SDGs, academic staff consistently ranked these goals higher in personal importance compared to students. For instance, 76% of academic staff prioritized SDG 4 (Quality Education), compared to 60.9% of students. Engagement levels further highlighted these disparities, with only 23% of students having written documents related to SDGs, compared to 49.3% of academic staff and 40.6% of administrative staff. Additionally, students showed the lowest frequency of personal actions towards the SDGs, with a mean score of 3.13, significantly lower than the 3.60 reported

by alumni. Despite lower current engagement, nearly 60% of students expressed a strong interest in participating in SDG-related activities, indicating a high potential for increased involvement. This is contrasted with higher current involvement levels among academic staff and alumni, particularly in sustainable practices and advocacy. The data underscores the need for targeted educational efforts to raise awareness and engagement among students, leveraging their expressed interest to bridge the gap between awareness and action in support of the SDGs.

The study further identifies several priorities for the upcoming United Nations Summit for the Future, with climate change and environmental sustainability, poverty and economic inequality, and peace, justice, and strong institutions being the most frequently mentioned themes. These priorities reflect the global and interconnected nature of the challenges that respondents feel need urgent attention.

The open-ended responses regarding actions that different actors should take to accelerate progress towards the SDGs in Albania provide valuable insights into perceived priorities and responsibilities. For the government, the top three areas identified were policy alignment and implementation, education and capacity building, and transparency and accountability. Respondents emphasized the need for integrating SDGs into national policies and strategies, enhancing the education system with a focus on sustainability, and ensuring transparent and accountable governance to effectively drive sustainable development efforts.

Municipalities and local government units were urged to focus on community engagement and awareness, infrastructure development, and environmental sustainability. Engaging the community through educational events and campaigns, improving public infrastructure, and promoting environmentally friendly practices were seen as critical steps for local governments to support the SDGs.

The private sector was called upon to adopt sustainable business practices, engage in corporate social responsibility (CSR) initiatives, and foster collaboration and partnerships. Sustainable production methods, active involvement in community development through CSR, and working together with other stakeholders to align activities with SDG objectives were highlighted as essential actions for businesses.

For NGOs, the top areas of action identified were awareness and education initiatives, community projects and volunteerism, and partnerships and collaboration. Organizing workshops and campaigns to raise awareness, initiating community-based projects, and partnering with other organizations to enhance the effectiveness of SDG efforts were seen as vital roles for NGOs.

For international organizations, respondents suggested that the focus should be on providing funding and technical support, coordinating and fostering partnerships, and engaging in advocacy and awareness-raising activities. Financial and technical assistance, facilitating collaboration among stakeholders, and promoting the SDGs through advocacy were deemed crucial contributions from the international community to accelerate SDG progress in Albania. These targeted actions across various sectors underscore a collaborative and multi-faceted approach to achieving sustainable development goals.

In summary, the views on SDGs in higher education in Albania highlight both the challenges and opportunities for enhancing sustainability efforts within this sector. Increasing awareness, fostering engagement, and promoting actionable steps towards the SDGs are critical areas that require attention. Higher education institutions have a pivotal role to play, not only in educating future leaders about sustainability but also in implementing and advocating for practices that support sustainable

development. By addressing these areas, Albanian higher education institutions can significantly contribute to the global efforts in achieving the 2030 Agenda for Sustainable Development.

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