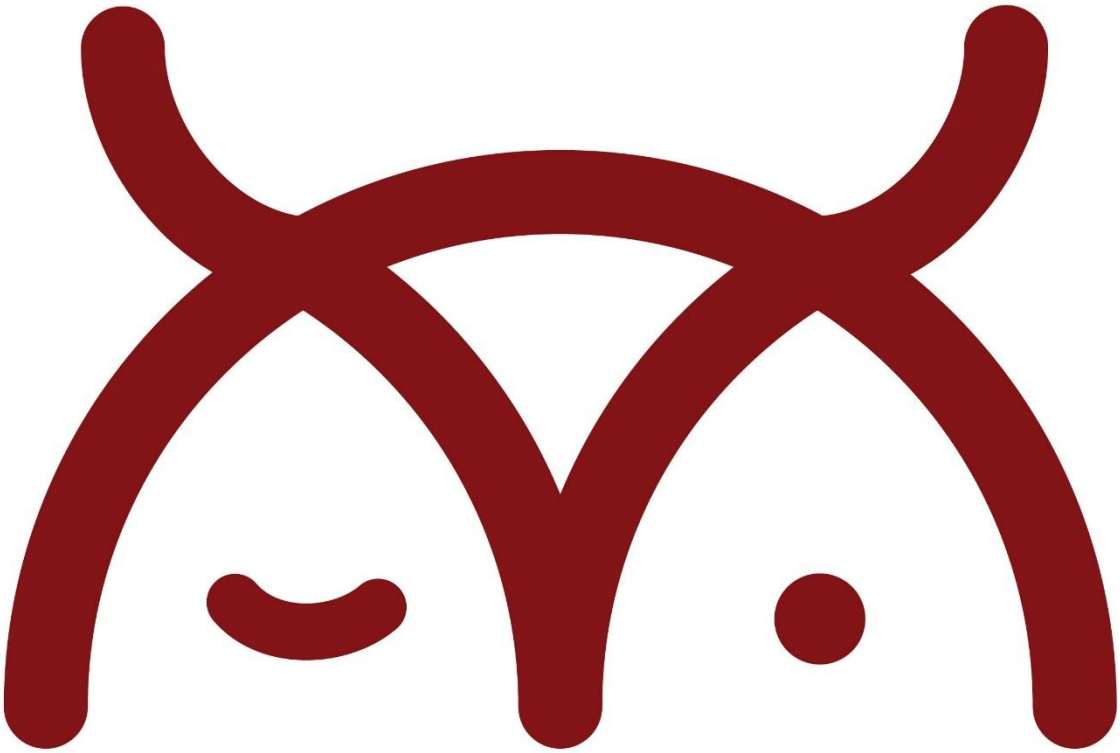
#edu4sdgs



Learner Perspectives on the SDGs, Emotional Intelligence, and Digital Education:

Survey Report

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Introduction

This report presents the results of a survey conducted by the consortium within the Erasmus+ project "#edu4sdgs – Building a Comprehensive Educational Ecosystem for Sustainable Development Goals." The project aims to strengthen the contribution of higher education (HE) to the Sustainable Development Goals (SDGs) by fostering social responsibility and empowering individuals to act as agents of change. Its core thematic focus combines sustainable development with emotional intelligence (EQ, short for emotional quotient).

According to the needs analysis carried out by the project partners, the implementation of the 2030 Agenda is currently at significant risk. Since 2019, progress towards achieving the goals has largely stagnated. In response, the project focuses on an area where higher education institutions (HEIs) can play a particularly important role: the development of "SDG implementers" through targeted education. This involves equipping learners not only with knowledge, but also with the skills, mindsets, and sense of agency necessary to actively address sustainability challenges. Increasing the likelihood of success requires individuals who demonstrate competences such as empathy and a commitment to socially meaningful goals—both integral components of emotional intelligence. For this reason, education for sustainable development should be closely integrated with the development of EQ. This interconnection forms a central premise of both the project and the survey presented in this report.

The structure of the consortium reflects the project's cross-sectoral approach. It brings together three European HEIs, one non-governmental organisation (NGO), one provider from the adult training sector, and one accreditation body. By combining their diverse expertise and experience in working with different target groups, the partners aim to address the challenge of insufficient HE engagement in advancing sustainable development. This diversity creates a unique synergy, increasing the potential for meaningful and lasting impact that extends beyond the primary audience of students and academic staff.

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1. Questionnaire Survey

1.1. Objective

The objective of the survey was to explore the learning preferences of the project's target groups, as well as their awareness of and attitudes toward emotional intelligence and the SDGs. Specifically, it aimed to:

1. identify user needs and expectations regarding digital education platforms,
2. assess familiarity with and engagement in actions related to the SDGs,
3. understand perceptions of emotional intelligence and its relevance to sustainable development and personal/professional growth,
4. collect insights on the familiarity and perceived value of micro-credentials as a tool for upskilling/reskilling and professional growth.

The survey results were originally intended to guide the project team in the process of creating the SDGs University Knowledge Hub (an online learning platform offering educational pathways to enhance users' knowledge and skills related to the SDGs, available at: www.edu4sdgs.eu) and the development of educational materials within ten distinct learning pathways designed for different groups of learners (both to be developed within Work Package 2). However, the findings from the section concerning the Sustainable Development Goals revealed additional potential. They also proved valuable for designing the game and scenario-based learning activities - both developed within Work Package 3.

1.2. The Questionnaire and the Procedure for Conducting the Survey

The questionnaire was structured into five distinct sections, each designed to gather insights on key aspects of the respondents' educational journey and engagement with global sustainability goals:

- **Demographic Data and Current Educational Status**: Participants were asked to provide basic demographic information such as gender, age, and country of residence. Additionally, they were asked about their current educational status, including enrolment in educational institutions, the type of institution, and their role within the institution (e.g., student, teacher, or staff).
- **Career and Skill Development**: This section assessed the participants' engagement in further education and skills development. Questions were focused on whether respondents were

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considering future education programs, their familiarity with micro-credentials, and their views on how micro-credentials could contribute to their professional development.

- **Sustainable Development Goals (SDGs):** In this section, respondents were asked about their awareness of the SDGs, level of involvement in actions related to them, and their perception of which goals require the most urgent action. They were further invited to assess their personal ability to contribute to these goals and to evaluate their overall knowledge of the SDGs.
- **Emotional Intelligence (EQ)**: Participants were questioned about their understanding of emotional intelligence, with a definition provided for clarity. They were then asked about the relationship between EQ and the SDGs, as well as their agreement with statements regarding how emotional intelligence impacts both personal and professional success.
- **Learning Preferences**: The final section focused on participants' preferred methods for engaging with educational content. This included questions about their use of educational platforms, comfort with digital learning tools, and preferred types of digital learning experiences. Respondents also indicated how much time they were willing to spend on online courses and provided input on the ideal features of educational platforms.

In the introduction of parts 2-4, the survey questionnaire presented the definitions of micro-credentials, the Sustainable Development Goals and emotional intelligence to familiarize participants with these issues before inquiring about their experiences. The provided definitions were as follows:

Micro-credentials *are small learning units that enable individuals to acquire specific skills or competencies in a particular subject area. They are earned through short courses, modules, or assessments. They provide proof of expertise in a specific area, often complementing traditional degrees.*

Sustainable Development Goals (SDGs), *also known as the Global Goals, were adopted by the United Nations in 2015 as a universal call to action to end poverty, protect the planet, and ensure that by 2030 all people enjoy peace and prosperity. The objective was to produce a set of universal goals that meet the urgent environmental, political and economic challenges facing our world. The five SDG pillars are: people, prosperity, planet, peace, and partnership. For more information see:* https://sdgs.un.org/goals

Emotional Intelligence (EQ) *is the ability to manage both your own emotions and understand the emotions of people around you. It is the capacity to blend thinking and feeling to make optimal decisions. It's being smarter with feelings. There are five key elements to EQ: self-awareness, self-regulation, motivation, empathy, and social skills.*

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The survey was conducted online using Microsoft Forms between 6 June and 29 October 2024 across all partner countries. The target audience was contacted mostly through social media, but also via e-mail communication. Only the English version of the questionnaire was prepared in the first stage. Later, automatic translations were added in the Microsoft Forms tool, providing versions in Spanish, Catalan, and Latvian.

1.3. Additional Comments

The consortium initially set a target of collecting 200 responses, a goal which was successfully surpassed with a total of 248 valid responses. Nevertheless, the distribution of respondents across the partner countries varies significantly. While Poland contributed most responses, with 182 survey participants, the numbers from other partner countries are much lower. For instance, Germany and Spain saw just 7 respondents and Latvia - 35.

Due to this uneven distribution, the findings presented in this report may not be universally applicable to all partner countries. Nonetheless, they provide a robust dataset for analysis and present important perspectives on the needs and expectations of the project's target groups. Importantly, the findings have been discussed both within the consortium and by individual partners in their respective local and professional contexts. These consultations confirmed that the results provide a useful indication of broader tendencies observed by the partner institutions.

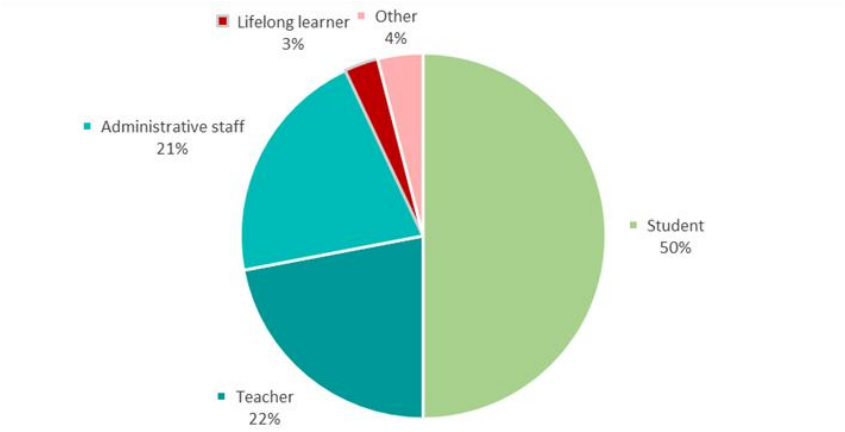
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2. Survey Results

2.1. Profile of Respondents

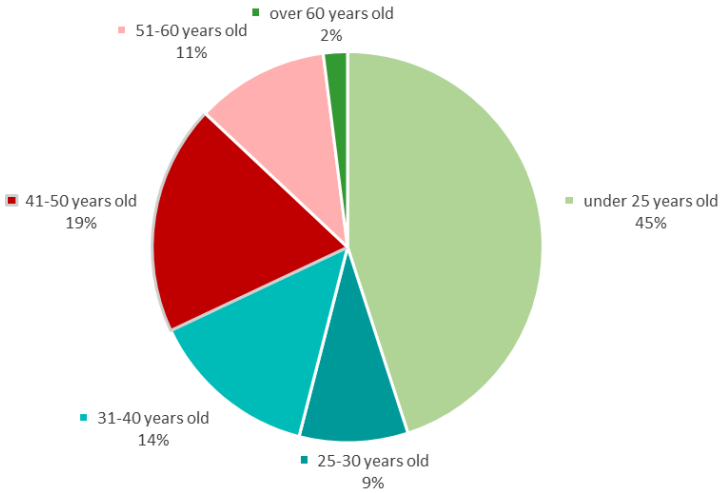
The survey collected 253 responses, of which 248 were considered valid and included in the analysis. Figure 1 shows the distribution of participants across different categories. Students constitute the largest group, making up 50% of all respondents, followed by university staff, who represent an additional 43% (including teachers and administrative staff).

Figure 1. Respondents' role at the university



Almost 55% of the respondents identified as women. The youngest survey participant was 15 years old, and the oldest was 67. The overwhelming majority were young, with more than half under the age of 30, and only 13% over 50 (see Figure 2).

Figure 2. Age of respondents



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The distribution of respondents' countries of residence shows significant variation across the partner nations. Poland accounted for most responses, with 182 participants, while other countries had considerably fewer respondents. Germany and Spain each had 7 respondents, and Latvia had 35. The remaining respondents are from the following countries: Netherlands (3), Sweden (2), Denmark (1), England (1), Estonia (1), France (1), Ireland (1), Italy (1), Kazakhstan (1), Portugal (1), Rwanda (1), South Korea (1), Turkey (1), and Ukraine (1).

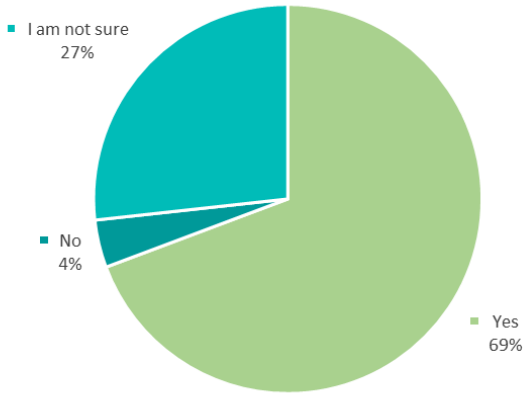
2.2. Career and Skill Development

Exactly 83% of respondents are considering enrolling in an educational program or other form of training, upskilling, or reskilling in the near future. This group includes representatives of all age categories, encompassing both young people and individuals over the age of 50. Nearly 54% are women.

Nearly half of respondents are familiar with the concept of micro-credentials. This group includes individuals representing various roles, such as students, academic staff, administrative personnel, and lifelong learners. A significant proportion (43%) of respondents familiar with the concept have already pursued at least one micro-credential course.

Considering the entire cohort of respondents, nearly 70% would like to pursue micro-credential learning opportunities to enhance their skills or qualifications (see Figure 3), 4% of participants stated they would not be interested, while nearly one-third remain undecided in this regard.

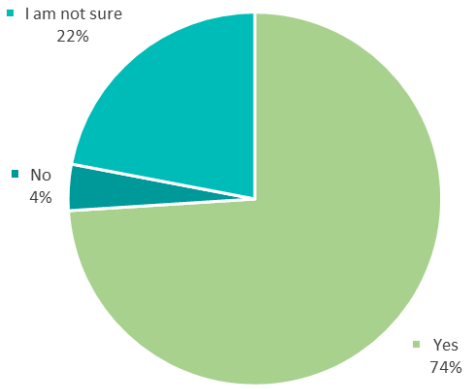
Figure 3. Would you like to pursue a micro-credential to enhance your skills or qualifications?



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The findings indicate that respondents generally recognize the value and potential of micro-credentials in enhancing their skills and advancing their careers. A substantial majority (74%) believe that micro-credentials could contribute to their professional development (see Fig. 4), highlighting a growing awareness of their practical benefits. Only 4% expressed a contrary opinion, suggesting that scepticism toward this form of learning remains limited. Meanwhile, 22% of respondents are unsure whether micro-credentials translate into career advancement, which may reflect uncertainty about their impact or limited familiarity with this type of learning.

Figure 4. Do you believe micro-credentials could contribute to your professional development or educational goals?



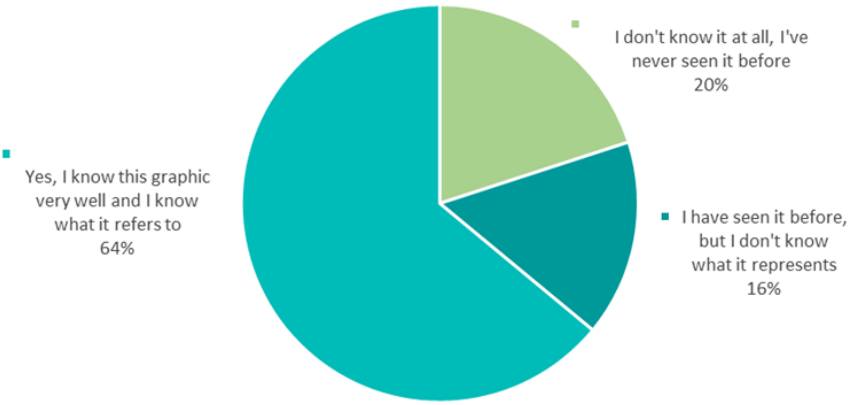
2.3. SDGs Awareness

In the first question of this section, respondents were shown a graphic representing the Sustainable Development Goals[1] and asked whether they recognized it. The majority (64%) declared that they knew the graphic very well and understood what it referred to (see Fig. 5), indicating a relatively high level of awareness of the SDGs among the survey participants. However, 16% stated that although they had seen the graphic before, they were unsure of its meaning, suggesting a gap between visual recognition and actual understanding. Meanwhile, 20% of respondents admitted that they had never encountered the graphic before. This is a relatively high proportion, particularly considering that over 90% of the surveyed group are affiliated with higher education institutions; as such, it may be regarded as a concerning indicator of limited awareness within this population.

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Figure 5. Do you know this graphic?



Personal Involvement in the SDGs

Prior to the subsequent questions, respondents were presented with a detailed explanation[2] regarding the concept of the SDGs. Following this, they were invited to reflect on and evaluate their personal involvement in the pursuit of these noble goals, assessing the extent to which they actively contribute to their realization in both their daily lives and broader social contexts.

The results show that many respondents (47%) engage in the pursuit of the SDGs to a moderate extent (see Fig. 6), while 27% of individuals rate their involvement as low, and only 16% claim a high level of activity. Merely 2% consider themselves fully involved, indicating that complete engagement in the SDGs is relatively rare. Meanwhile, 8% of respondents report no involvement at all, suggesting a group of people who either do not see the need to act for sustainable development or are unaware of how they could contribute.

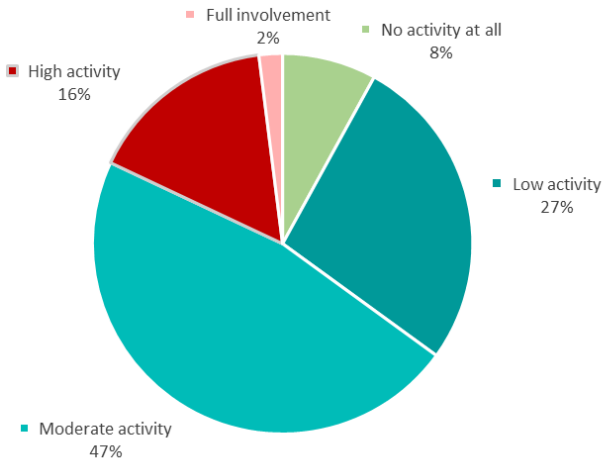
This distribution highlights a few important points. First, despite growing awareness of sustainable development, many individuals do not yet take significant action in their daily lives. It may stem from barriers such as a lack of knowledge, support, time, or resources that hinder more substantial actions in this area. Additionally, the low percentage of fully engaged individuals suggests that further

[2] The following explanation was included in the questionnaire:
Sustainable Development Goals (SDGs), *also known as the Global Goals, were adopted by the United Nations in 2015 as a universal call to action to end poverty, protect the planet, and ensure that by 2030 all people enjoy peace and prosperity. The objective was to produce a set of universal goals that meet the urgent environmental, political and economic challenges facing our world. The five SDG pillars are: people, prosperity, planet, peace, and partnership. For more information see:* https://sdgs.un.org/goals

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initiatives are needed to increase public involvement and understanding to fully realize the SDGs. On the other hand, majority of respondents (90%) are engaged to some degree (from low to high), showing that sustainable development is becoming a more noticeable element of daily life, though it is not yet fully realized by all.

Figure 6. How do you rate your activity in terms of working towards the Sustainable Development Goals?



The respondents were also asked about the actions they take to implement the SDGs. The results reflect a range of activities, with varying levels of involvement. The most common action reported is reducing waste in daily life, with 210 respondents (approximately 85%) saying they engage in this practice (see Fig. 7). This suggests a high level of awareness and commitment to waste reduction, a key area of sustainable development.

Following this, 178 respondents (72%) report conserving energy and/or water in their daily lives, highlighting a strong focus on resource efficiency. Other common actions include practicing responsible consumption (162 respondents, 65%), reducing paper use (158 respondents, 64%), and supporting local and ethical products (134 respondents, 54%).

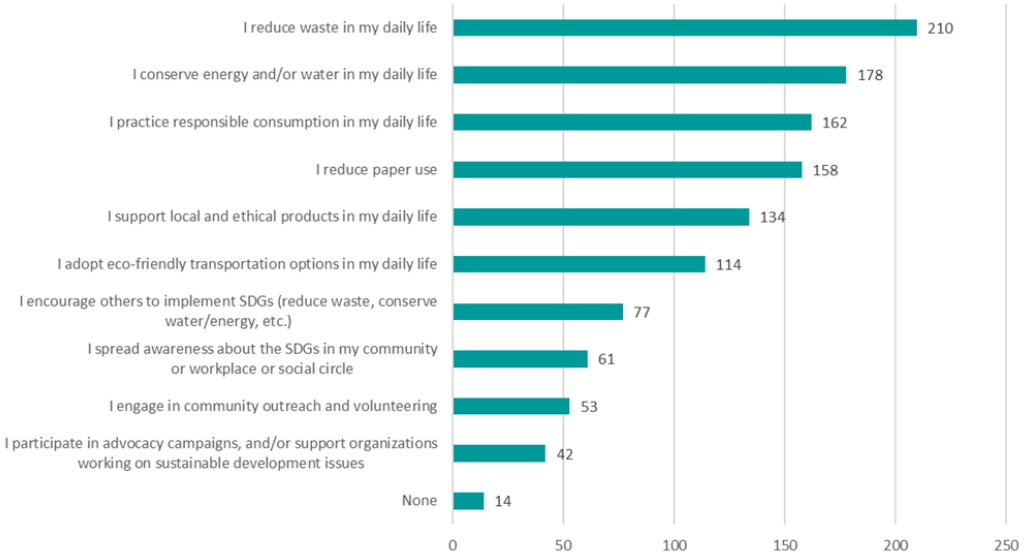
In terms of broader engagement, 114 respondents (46%) choose eco-friendly transportation options, and 77 (31%) encourage others to implement SDGs, such as reducing waste or conserving resources. These figures indicate a growing trend towards eco-conscious behaviours in everyday life, though there is still room for greater collective involvement in spreading sustainable practices.

On the lower end of the spectrum, 61 respondents (25%) spread awareness about the SDGs within their communities or workplaces, while 53 (21%) engage in community outreach and volunteering.

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The lower percentages for these actions suggest that while many people are making sustainable choices in their personal lives, there is still limited engagement in advocacy and community-based activities.

Figure 7. What actions do you take to implement the SDGs?



Urgency versus Contribution

The survey participants were invited to indicate the SDGs they considered most urgent, with the option to select up to five. They pointed out SDG 13: Climate Action as the most critical, with 118 mentions, which reflects the widespread recognition of the pressing need to address climate change (see Fig. 8). This urgency is further emphasized by the high rankings of related goals like SDG 6: Clean water and sanitation (95 mentions) and SDG 7: Affordable and clean energy (70 mentions), both of which are key to mitigating the effects of climate change.

Following closely behind are SDG 2: Zero hunger (109 mentions) and SDG 4: Quality education (105 mentions), showing that respondents also see the immediate need for tackling poverty, hunger, and inequality as integral to achieving long-term sustainability. These goals are often seen as foundational to creating a more equitable and stable world, and their urgency is tied to the ongoing crises in global food security and education systems.

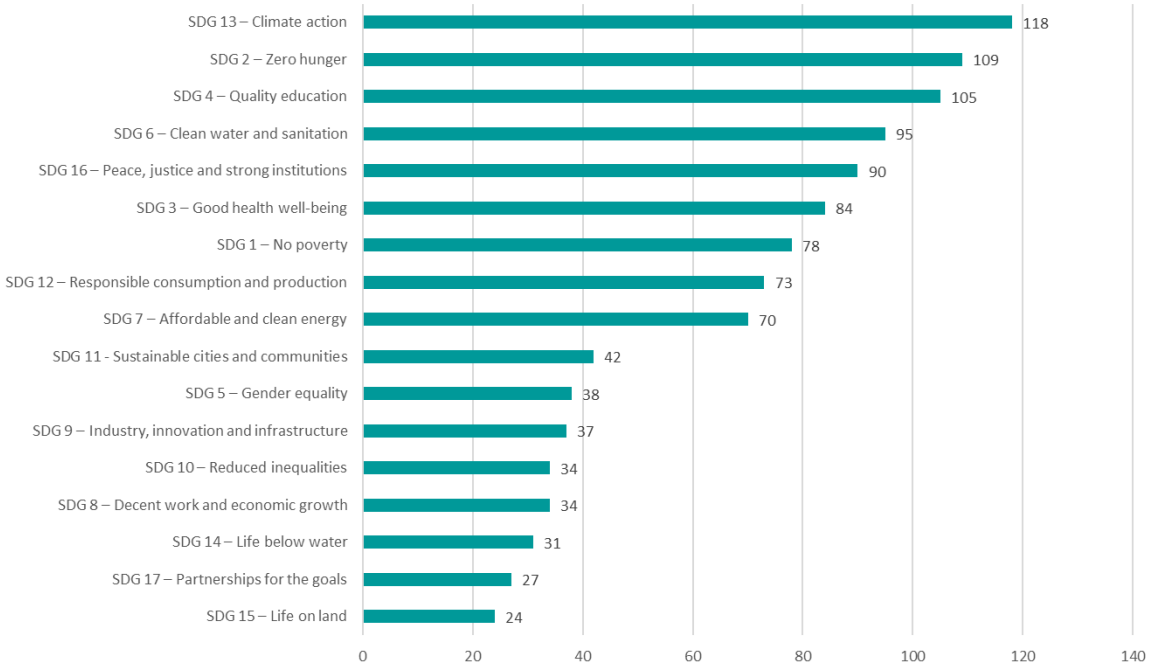
The high priority given to SDG 16: Peace, justice, and strong institutions (90 mentions) further supports the view that addressing systemic issues, such as governance, rule of law, and peaceful societies, is essential for the stability required to pursue other SDGs effectively.

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Overall, the results reflect a broad awareness of interconnected challenges, with climate action and poverty alleviation being identified as particularly critical. The high number of responses focusing on goals related to environmental sustainability, social equity, and justice signals a recognition that progress on one front often depends on progress in others. Immediate action in these areas is seen as vital for securing a sustainable future for all.

The economic aspects of the SDGs are perceived as less urgent. Goals such as SDG 8: Decent work and economic growth (34 mentions), SDG 9: Industry, innovation, and infrastructure (37 mentions), and SDG 17: Partnerships for the goals (27 mentions) were mentioned with significantly fewer references. While these goals emphasize the importance of fostering sustainable economic growth, innovation, and building strong institutions to support inclusive and resilient economies, they were recognized as essential but secondary to the environmental and social goals in terms of urgency. This may suggest that, although economic development is a key component of sustainable development, respondents view it as less immediate compared to the need for climate action and social equity.

Figure 8. Which of the SDGs require the most urgent action?



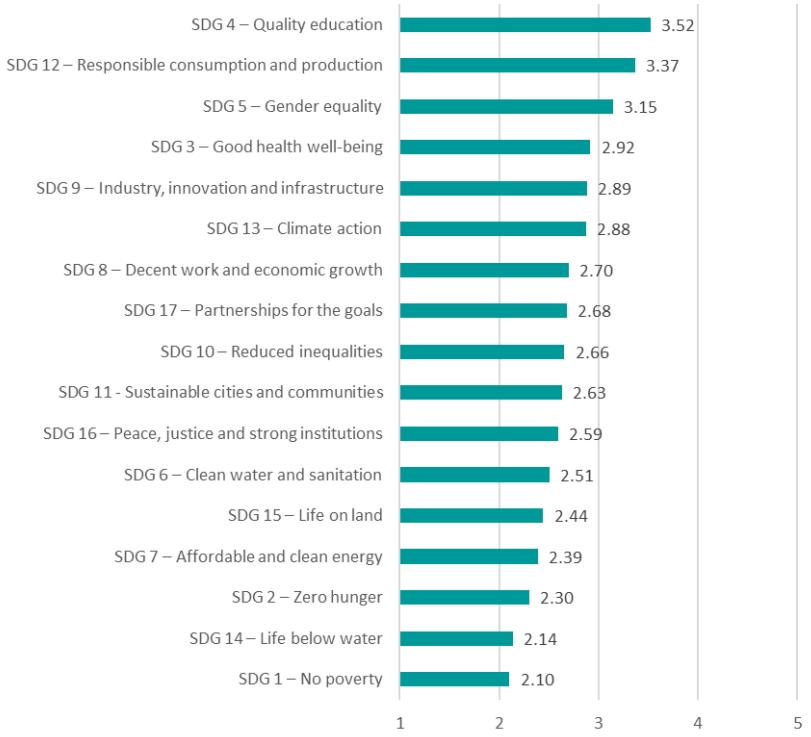
The results of a question about individual contributions to specific Sustainable Development Goals reveal an interesting pattern in how respondents perceive their ability to make a difference. Responses were measured on a 1–5 scale, where 1 indicated *no possibility of contribution* and 5 indicated *possibility of significant contribution*. On the lower end of the scale, goals such as SDG 1: No

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poverty (average score 2.10), SDG 14: Life below water (2.14), and SDG 2: Zero hunger (2.30) are viewed as the most challenging to contribute to, with respondents rating their potential for involvement quite low (see Fig. 9). Similarly, low scores were observed for SDG 7: Affordable and clean energy (2.39), SDG 15: Life on land (2.44), and SDG 6: Clean water and sanitation (2.51), which - like SDG 14, one of the three lowest-rated goals - are closely linked to climate and environmental issues. This may suggest that while these issues are clearly important, many people may feel that their individual actions have limited impact on such large-scale, systemic problems. The complexity and scale of poverty, hunger, and environmental degradation could contribute to this perception, as they require broad, collective action and structural change.

In contrast, SDG 4: Quality education (3.52) emerges as the area where respondents feel they can make the greatest contribution, followed by SDG 12: Responsible consumption and production (3.37) and SDG 5: Gender equality (3.15). These results highlight a greater sense of personal agency in areas where individuals feel their everyday actions can directly make a difference. For example, in SDG 12, many respondents may feel empowered to reduce their own consumption, recycle, or choose more sustainable products, which contributes to a broader cultural shift towards responsible consumption.

Figure 9. Which of the SDGs can you contribute to the most? Please rate on a scale of 1-5, where 1 means 'no possibility of contribution', and 5 - 'possibility of significant contribution'.



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SDG 4: Quality education is particularly notable, as it suggests that respondents feel they can have a positive impact through personal education efforts, advocacy, or supporting others in learning. Notably, 22% of respondents are teachers, which may significantly influence the high rating for this goal. As educators, they likely feel a strong sense of agency in contributing to SDG 4, both directly through their teaching efforts and indirectly through promoting lifelong learning and access to education.

Similarly, SDG 5: Gender equality shows a relatively high rating, likely because many people recognize the ability to promote gender equality through actions such as challenging stereotypes, advocating for equal rights, or supporting inclusive practices in their communities.

At the same time, the ratings for SDG 13: Climate action (2.88), SDG 9: Industry, innovation, and infrastructure (2.89), and SDG 3: Good health and well-being (2.92) suggest that while people recognize the importance of these goals, they may feel less confident in their capacity to drive significant change in these areas. The scale of change required in addressing climate change, improving health systems, or advancing industrial innovation may contribute to this perception.

In summary, the data reveals a clear sense that respondents feel most capable of contributing to the SDGs that align with personal behaviours and community-level actions, such as education, responsible consumption, and gender equality. The substantial representation of teachers among the respondents likely influences the strong confidence in SDG 4. However, issues like poverty and climate change are seen as more difficult to address on an individual level, highlighting the need for collective action and systemic change to make meaningful progress.

Attitudes Toward Implementing the SDGs

The responses indicate a generally positive and open attitude toward engaging with the Sustainable Development Goals. A significant majority of participants (70%) expressed a desire to know more about how they can contribute to the SDGs (see Fig. 10), suggesting strong interest and a willingness to become more involved. This interest is reinforced by the fact that only a small minority (6%) agreed with the statement that they do not see the need to contribute, while nearly four out of five respondents (79%) disagreed with that sentiment, affirming a shared belief in the importance of the goals.

Despite this willingness, many respondents face challenges in translating their interest into action. Nearly one-third (29%) agreed that the abundance of information on the SDGs makes it difficult to

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identify concrete steps to take, and another 30% remained neutral on this point. Furthermore, social context seems to play a role in shaping engagement. Almost half of respondents (48%) agreed that few people in their circles are familiar with the SDGs or actively contribute to them, making it difficult to initiate conversations or actions. Similarly, a significant number (31%) reported that even when they believe action should be taken, others around them do not necessarily share this view. These findings suggest that a lack of community-level dialogue and support may act as a barrier to wider involvement.

In addition, individual perceptions of capacity and impact present further challenges. About one-third of respondents (35%) believe that their actions are not capable of significantly impacting the situation, and a nearly equal proportion (31%) feel they lack the knowledge needed to take meaningful action. These views highlight the need for accessible, clear, and empowering educational resources that help individuals see both their potential influence and the specific steps they can take.

On a more positive note, the link between the SDGs and professional development is well recognized. A combined 68% of respondents agreed that knowledge and competencies in this area could be valuable in their professional lives. This practical relevance provides a strong incentive for designing and promoting SDG-related training programs, particularly in educational and workplace settings.

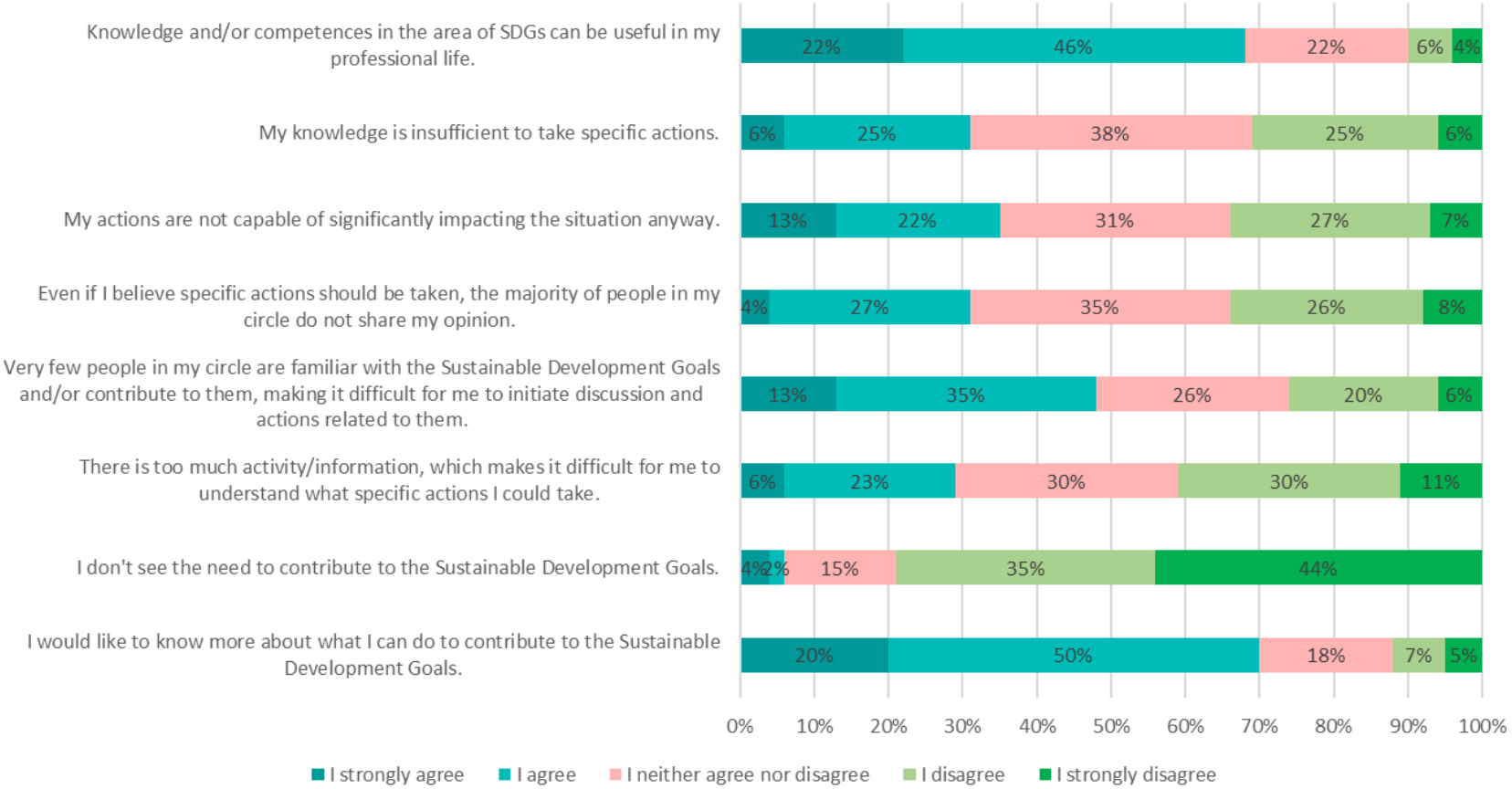
Overall, the findings point to a population that is largely supportive of the SDGs and motivated to contribute, but one that also faces information overload, limited social reinforcement, and occasional self-doubt. Addressing these barriers through targeted communication, community engagement, and skill-building opportunities could significantly enhance participation and impact.

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Figure 10. Please rate the extent to which you agree with the following statements on implementing the Sustainable Development Goals.



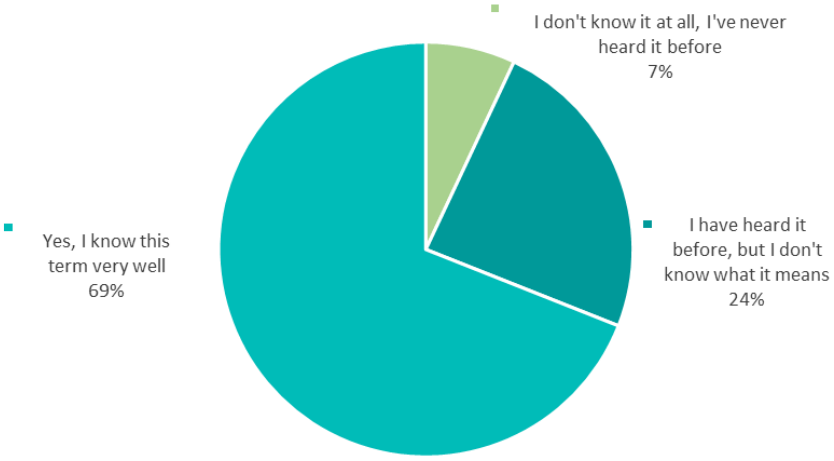
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2.4. Emotional Intelligence Awareness

The survey reveals a generally high level of awareness of emotional intelligence among respondents. Almost 70% stated that they know the term very well (see Fig. 11), 24% have heard it before but do not know what it means, and only 7% have never heard of it. These figures point to a strong familiarity with the concept of emotional intelligence, particularly when considering that a significant portion of the sample (respondents from Lodz University of Technology) had participated in training on emotional intelligence. This likely had a direct impact on the high percentage of respondents who reported deep understanding of the term.

Figure 11. Do you know the term 'emotional intelligence'?



Prior to proceeding with the subsequent questions in this section of the questionnaire, respondents were first presented with a definition of emotional intelligence[3]. Only after this introduction were they asked to reflect on whether and how they perceived a connection between emotional intelligence and the SDGs. A significant number of participants provided thoughtful and well-articulated responses, demonstrating a deep understanding of the topic and offering insightful reflections on the link between emotional intelligence and sustainable development. Given that a significant number of respondents underwent EQ training, the high recognition of the term and the rich, reflective nature of many responses suggest the training had a notable impact. Respondents are

[3] The following explanation was included in the questionnaire:
Emotional Intelligence (EQ) *is the ability to manage both your own emotions and understand the emotions of people around you. It is the capacity to blend thinking and feeling to make optimal decisions. It's being smarter with feelings. There are five key elements to EQ: self-awareness, self-regulation, motivation, empathy, and social skills.*

not only familiar with EQ but can articulate how it relates to real-world global challenges. Their open-ended responses reveal several key insights and themes:

Strong Positive Connection between the SDGs and EQ (76 mentions)

Many respondents noticed a strong connection between emotional intelligence and the SDGs. They expressed a clear belief that emotional intelligence is essential for understanding and addressing the SDGs holistically and that it is fundamentally tied to achieving these noble goals:

Emotional intelligence is necessary to feel responsible for social well-being, for caring about people in need and caring about our planet.

Emotional intelligence is a vital component in driving the success of SDGs by fostering leadership, collaboration, community engagement, resilience, ethical decision-making, and global partnerships.

Emotional intelligence makes it possible to understand the needs of others and therefore to understand how important it is for others and for the world as a whole to achieve the SDGs.

It's about understanding the other person's emotional state and putting yourself in the place of those who struggle with hunger, poverty, lack of access to clean water and education. Emotional intelligence allows us to understand their point of view, making the SDGs one of the key points of human activity in the fight against inequality.

I believe that these two terms could have much in common. Since emotional intelligence is based on understanding other's emotions, it has a strong impact on the SDGs. If you're capable of putting yourself in someone's position, then you are able to feel their needs. For example, when you are able to imagine what living in poverty would look like, then there's a chance that you will feel the need of making an impact on that problem.

Empathy as the Bridge (62 mentions)

A large group emphasized empathy (a component of EQ) as the key link between emotional intelligence and the motivation to act on global issues. Respondents believe empathy helps understand the needs of others and the planet:

Empathy leads to understanding about the importance of the SDGs.

Empathy is crucial. You can only help other people if you put yourself in their situation.

You need empathy to contribute to the SDGs.

Above all, empathy and the desire to understand oneself and others lie at the heart of responsibility for the planet and for others.

I believe that having empathy, which is an example of emotional intelligence, plays a vital role is pursuit of sustainable development. Empathy is what protects from human greed and mindless exploitation and adds essential ethical aspect that, in my opinion, should be always considered.

EQ Drives Action (49 mentions)

Respondents described EQ as a driving force behind real, compassionate action. These responses stressed that EQ fosters personal motivation, compassion, and social responsibility, which lead to active support of the SDGs. Emotional intelligence motivates people to get involved, volunteer or lead and it helps turn awareness into sustainable behaviours and advocacy:

With emotional intelligence and social skills, you are more aware of all problems around you connected with the SDGs. You are also more motivated to do something about it and fight for the SDGs.

If you have high emotional intelligence, you see the 'bad' around you and know it should change, you want to change it.

I believe that the more emotionally intelligent we are, the more we're eager to pursue the SDGs.

EQ in Leadership/Collaboration (31 mentions)

Some highlighted that EQ improves leadership, conflict resolution, and cooperation - all essential for SDG implementation. Respondents also pointed out that emotionally intelligent leaders and communities are more effective in driving change and collaborating toward shared goals:

Leaders with high EQ can manage their emotions and understand others, which helps in resolving conflicts and building peaceful societies.

Using your emotional intelligence in the workplace can help you be a more productive and effective employee, leading you to greater professional success.

EQ enables people to build strong social relationships and work effectively in teams. This is vital for SDG 17.

Self-awareness and Global Perspective (26 mentions)

Some viewed EQ as helping people connect local actions to global impact and see their own role in global systems. These answers focused on how EQ helps people understand their own impact on the world and broaden their thinking beyond personal needs:

This is first of all self-awareness of how I contribute and can contribute to the SDGs.

Recognizing your own impact and the consequences of your actions.

Being aware of the situation around the world and acknowledging that my actions can create big impact on events in the world.

Indirect/Conditional Relationship (18 mentions)

Some respondents recognized a potential indirect link between emotional intelligence and the SDGs, suggesting that EQ may enhance other qualities, such as motivation or responsibility, that contribute to achieving these goals. However, they emphasized that this relationship is complex and may depend on additional factors, such as education or broader societal support:

> *There is an indirect relation. If you are emotionally intelligent, you deem it important to have a sustainable, equal environment with the same opportunities for all.*

A smaller subset questioned the relevance or measurability of emotional intelligence or doubted its real influence on achieving the SDGs (14 mentions). Other doubted the relevance or utility of the EQ concept:

> *I have strong doubts about emotional intelligence... I think it is unhelpful because it is not possible to measure it in any meaningful way for research purposes.*

> *Emotional intelligence is yet another buzzword and measuring stick that does not meaningfully contribute to positive action.*

> *No relationship between them. SDG is bull…. No one cares about it. People are only pretending to care about it to feel better about themselves.*

Several participants were unsure or openly admitted they did not see a connection or had not thought about it (13 mentions). Others said they did not have enough information to comment.

Some respondents expressed scepticism toward the concept of emotional intelligence, while still valuing the underlying qualities of empathy and awareness. Their concerns focused more on the usefulness and clarity of the "emotional intelligence" label itself:

> *Emotional intelligence is yet another buzzword and measuring stick that does not meaningfully contribute to positive action. Setting this aside, the actual qualities it purports to measure are very important. Empathy is key for acknowledging the harm being done to people in far parts of the world. Social skills are important for community organising. Motivation is what sustains action. Self-awareness and self-regulation contribute to our capability to work together. I disagree with the notion of fusing these concepts under one umbrella term.*

EQ Statements

The responses to the statements on emotional intelligence indicate a generally strong recognition of its value across personal, professional, and societal contexts. A significant majority of respondents believe that emotional intelligence contributes positively to personal success, with 82% either agreeing or strongly agreeing with this statement (see Fig. 12). A similar trend is observed regarding

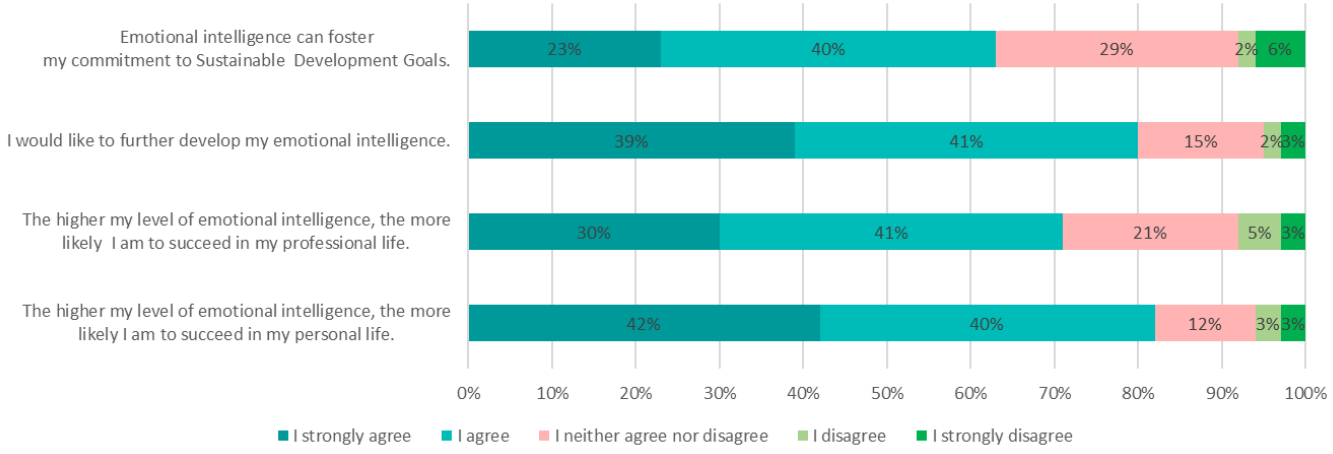
professional success, where 71% acknowledge the importance of emotional intelligence, though the proportion of strong agreement is slightly lower (30%) compared to personal life (42%). This may suggest that while emotional intelligence is valued in both domains, it may be perceived as more directly impactful in personal contexts.

The desire to further develop emotional intelligence is also notably high, with 80% of respondents expressing interest, indicating both awareness of its importance and motivation for self-improvement in this area.

Interestingly, when asked about the connection between emotional intelligence and commitment to the SDGs, opinions were more varied. While a combined 63% agreed or strongly agreed, a notable 29% chose a neutral stance, suggesting that the relationship between emotional intelligence and the SDGs may not be immediately clear to all participants. This could reflect a need for greater awareness or education on how emotional competencies support sustainable and socially responsible behaviour.

Overall, the results highlight a strong belief in the personal and professional benefits of emotional intelligence, a willingness to enhance these skills, and a moderate, but promising, recognition of their relevance to global challenges.

Figure 12. Please rate the extent to which you agree with the following statements on emotional intelligence.



2.5. Learning Preferences

Reasons for Using Educational Platforms

Almost 80% of respondents use educational platforms. Based on the wide range of answers, they primarily use them to expand their knowledge and skills, both for personal and professional development (over 100 mentions). Many respondents expressed a strong desire to learn new things, grow intellectually, and stay up to date in various fields. This intrinsic motivation to grow or better oneself is closely linked to the idea of lifelong learning and personal fulfilment. Example answers include:

To develop my knowledge and competences in new areas.

I want to learn more and be more aware about life around me.

Because I like to learn new things and using educational platforms is the easiest way to do this.

I want to better myself throughout my life.

Because I'm a curious person who is on a constant quest for knowledge, either if it's something demanding or a trivial hobby.

I want to become smarter and more knowledgeable. I enjoy learning and it gives me a sense of purpose.

Another major theme was the use of platforms for formal education, particularly at universities. Students frequently cited course requirements, exam preparation, and the integration of platforms like Moodle into their academic programs as key drivers for usage (45 mentions).

The convenience and flexibility of educational platforms also stood out. Almost 50 respondents appreciated being able to learn at their own pace, from any location, and at times that suit their schedules. This aspect was especially important for working professionals, non-traditional students, and those with limited time:

They allow for delocalized education in suitable timeframe.

The educational platforms allow me to expand my knowledge on my own pace and return to elements that I found problematic or difficult.

They allow learners to progress at their own pace and manage their own schedules, which is especially beneficial for working professionals and non-traditional students.

You can easily learn at your own pace and time.

Twenty-two respondents specifically mentioned using platforms for career advancement, professional upskilling, or learning specialized subjects like programming and foreign languages. For some, these

platforms serve as a cost-effective and efficient way to gain new competencies relevant to the workplace:

To increase my professional development.

For professional purposes.

To grow my knowledge in professional field and build my career.

They help in my professional job.

To gain additional knowledge that may be crucial in my professional life.

Teachers reported using platforms to teach, share content, and manage coursework efficiently. These tools help facilitate both in-person and remote learning environments, supporting communication and content delivery:

To provide education content to students.

To create and share new content.

Because they facilitate to reach out students and their learning needs.

Moodle makes my work easier and also supports me in traditional forms of classes. I don't lose notes for classes. Students also have access outside opening hours, which is especially useful in case of absence.

Better or easier access to information was mentioned as the reason for using educational platforms by 15 respondents, and 12 respondents highlighted the cost-effectiveness of these tools. A smaller but notable group highlighted the social benefits, such as networking and collaborating with peers.

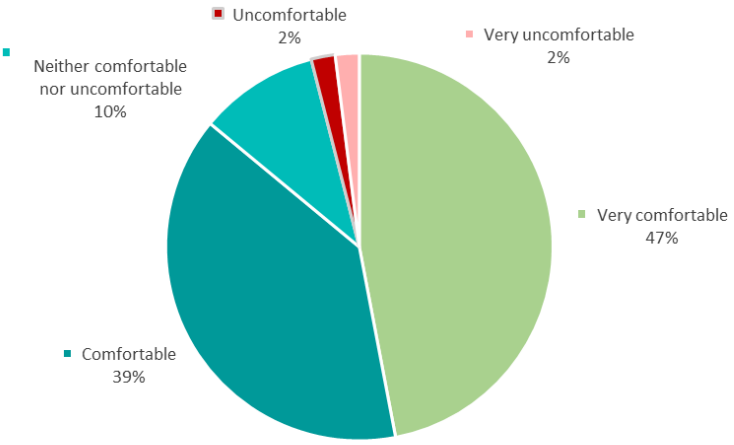
However, not everyone finds value in educational platforms. A significant portion of respondents (23%) indicated that they do not use them, either due to lack of time, motivation, or awareness. Some found platforms unappealing, costly, or expressed uncertainty about what platforms were being referred to.

In conclusion, educational platforms are used for a diverse range of reasons - from personal curiosity and academic support to professional growth and teaching. However, barriers such as time constraints, low motivation (or difficulties in maintaining respondents' motivation), and a lack of perceived need for lifelong learning still limit broader adoption.

There appears to be a generally positive attitude toward incorporating digital technologies into the educational experience. Over 85% of respondents feel very comfortable or comfortable with using digital technology (see Fig. 13), which indicates a strong familiarity and ease with integrating digital tools into their learning or teaching processes. Still, 10% of respondents are neutral, which suggests

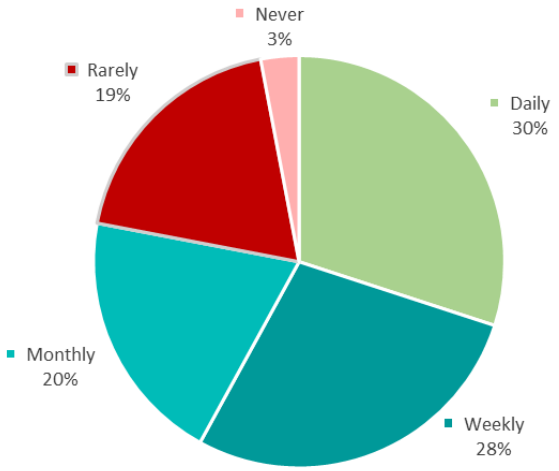
they may have limited experience or no strong opinion on the subject. Only 4% feel uncomfortable or very uncomfortable about that.

Figure 13. How comfortable are you with using digital technology for educational purposes?



The survey participants were also asked about the frequency with which they use digital learning tools as part of their educational experience. The results show a strong reliance on digital learning tools, with 30% using them daily and 28% weekly (see Fig. 14), indicating regular integration into education. Some 20% use them monthly, and 19% rarely, suggesting occasional or supplementary use. Only 3% never use them, highlighting that digital tools are an important part of most learners' experiences.

Figure 14. How frequently do you utilize digital learning tools (e.g., online courses, educational apps, virtual labs) as part of your educational experience?

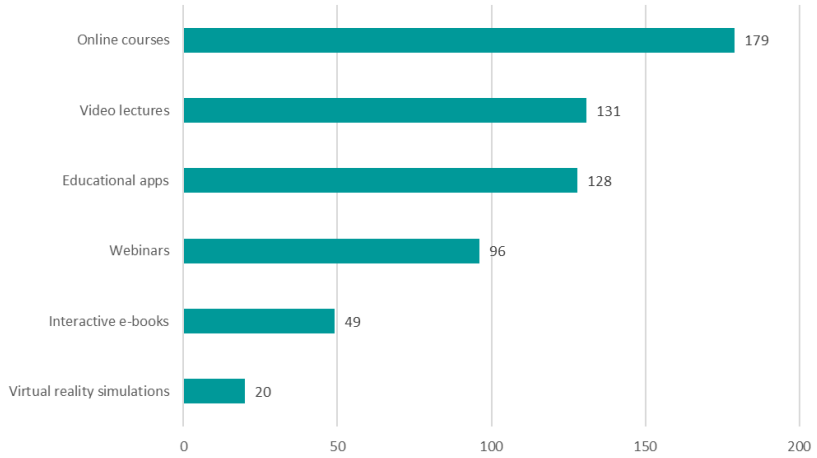


Beneficial Digital Learning Tools and Features/Functionalities

When asked which digital learning tools best support their educational needs, respondents showed clear preferences reflecting their learning styles and perceptions of effectiveness. Online courses were the most frequently selected option (179 respondents), indicating a strong preference for structured learning experiences (see Fig. 15). Video lectures (131 respondents) and educational apps (128 respondents) were also highly valued, highlighting the importance of visual content and interactive, flexible learning opportunities.

Other tools like webinars (96) and interactive e-books (49) are valued but to a lesser extent, while virtual reality simulations (20) are viewed as the least essential, possibly due to their higher complexity or limited accessibility.

Figure 15. Which types of digital learning tools do you find most beneficial for your educational needs?



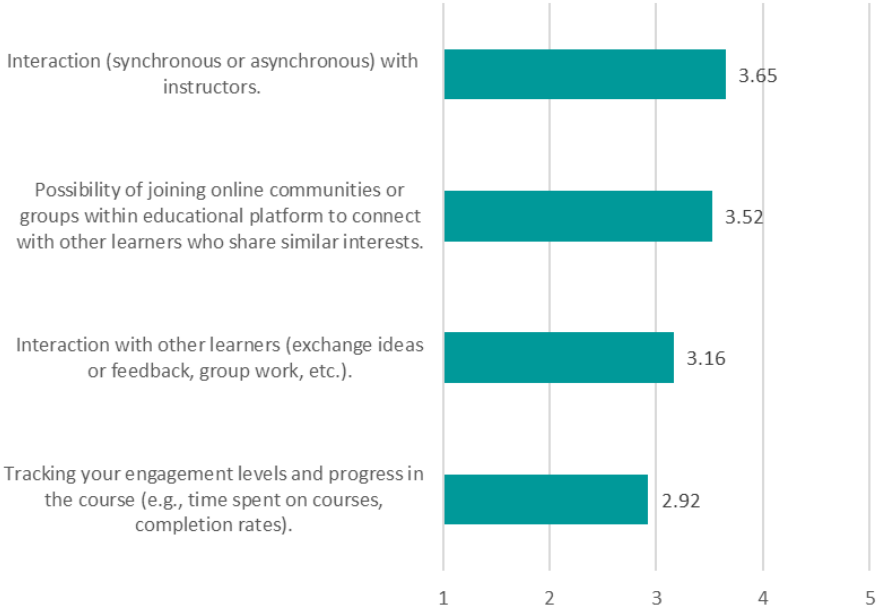
Respondents were also asked about the importance of various functionalities of educational platforms. Responses were measured on a 1–5 scale, where 1 indicated *not important at all* and 5 indicated *very important*. The responses suggest that learners place the greatest value on human connection and meaningful interaction within digital learning environments. Instructor interaction (avg. score: 3.65) ranks highest (see Fig. 16), emphasizing the importance of guidance, feedback, and presence in the learning process. Nevertheless, it does not need to be synchronous.

Close behind is the possibility of joining online communities or groups (3.52), highlighting the importance of a sense of belonging and peer support in online learning. At the same time, interaction with other learners scored 3.16, indicating moderate value placed on collaboration and peer feedback.

The least important feature was tracking engagement and progress (2.92), suggesting that learners may prioritize human interaction over self-monitoring tools.

Overall, the results show a clear preference for interactive and community-oriented features over analytic or tracking functionalities in digital learning environments.

Figure 16. How important are the following features of the learning platforms to you? Rate each aspect on a scale of 1 (not important at all) to 5 (very important).

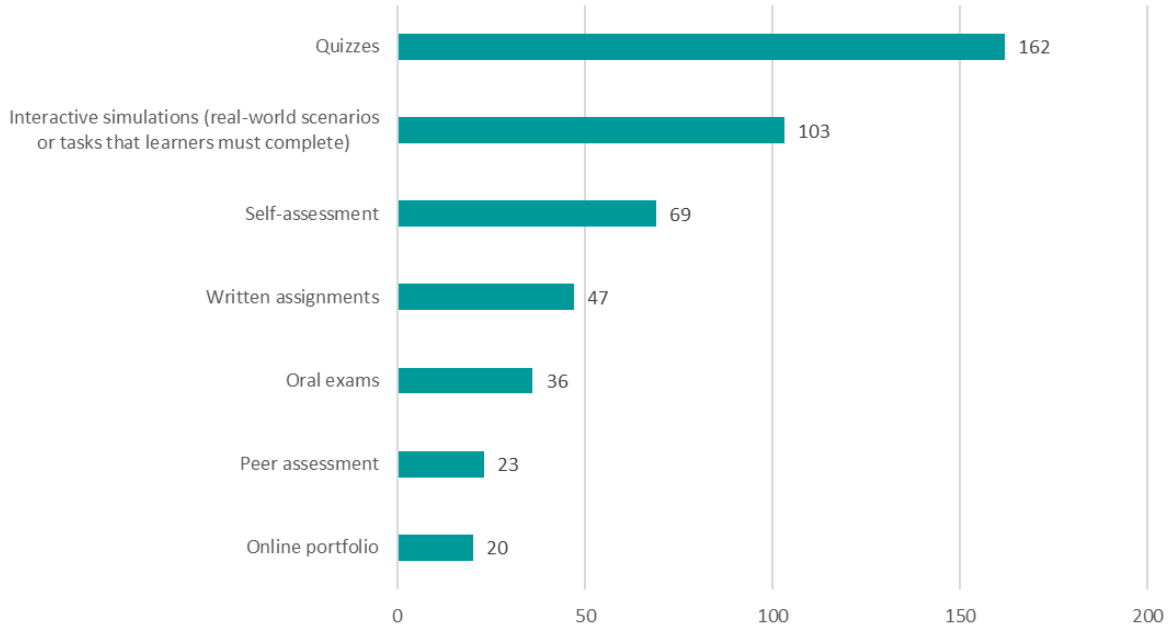


Respondents were also inquired about their preferred assessment methods and were asked to select up to two methods they like the most. As illustrated in Figure 17, quizzes emerged as the most preferred method (162 votes), suggesting that learners value quick, straightforward ways to test their knowledge and immediate feedback. Interactive simulations (103 votes) rank second, highlighting a strong interest in real-world, task-based learning that engages learners in applied problem-solving. Self-assessment (69 votes) also received notable support, reflecting a desire for autonomy and reflective learning.

Traditional methods like written assignments (47), oral exams (36), and peer assessment (23) received moderate interest, while online portfolios (20) were the least favored.

Overall, the data suggests learners gravitate toward active, engaging, and self-directed forms of assessment, valuing both efficiency and real-world application over more formal or collaborative evaluation methods.

Figure 17. What types of assessment methods do you prefer? (Choose maximum two you like the most).



The survey results on how participants prefer to consume educational content reveal a mix of both traditional and interactive learning styles, with a clear preference for visual and collaborative methods.

Watching videos, with 157 votes (see Fig. 18), stands out as the dominant preference, emphasizing the widespread appeal of visual and auditory learning. This may suggest that many learners enjoy visual content that can break down complex concepts and provide a more engaging and dynamic learning experience.

Reading also ranks highly with 121 votes, indicating that a significant number of participants still prefer traditional text-based learning, which allows for in-depth exploration and focus on content at their own pace.

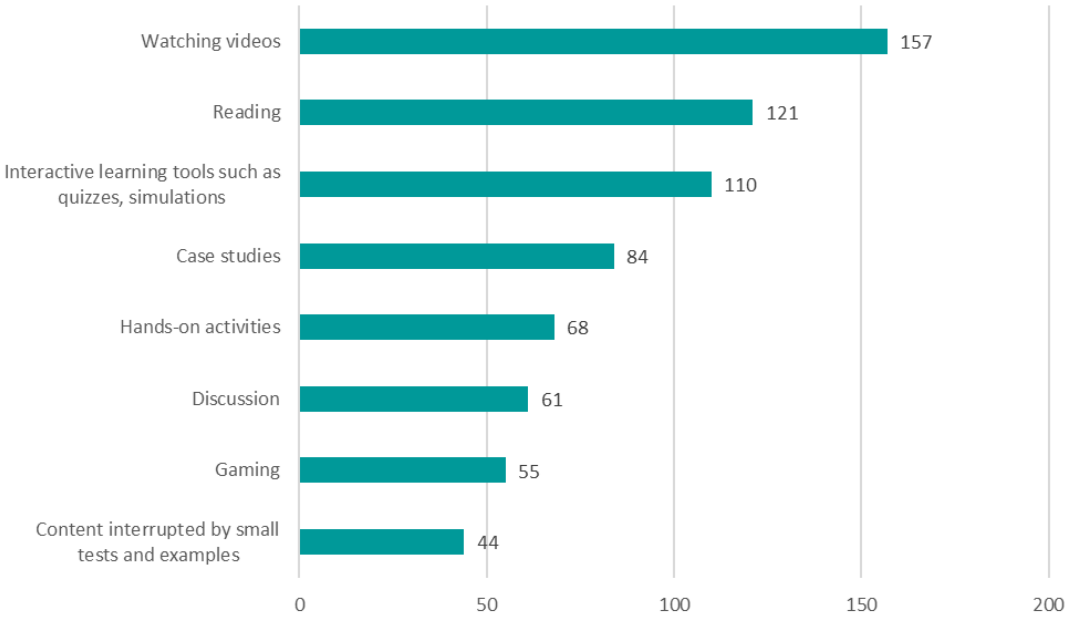
Interactive learning tools like quizzes and simulations (110 votes) and hands-on activities (68 votes), are also popular. These results show that many respondents appreciate learning experiences that involve active participation and immediate application of knowledge, making the learning process more engaging and practical. This trend aligns with the current shift toward experiential learning, where learners prefer to “do” rather than merely observe.

Case studies (84 votes) and discussion (61 votes) reveal a preference for more analytical and collaborative approaches, where learners can dive into real-world scenarios or share ideas with others, enhancing critical thinking and deeper understanding.

Gaming (55 votes) and content interrupted by small tests and examples (44 votes) are less popular but still show that a segment of learners enjoys more dynamic, gamified elements or frequent checkpoints to reinforce learning along the way.

Overall, the results point to a preference for a combination of video-based learning and interactive methods, with a strong interest in practical, hands-on experiences. There is a clear trend towards engaging, multimedia-rich learning that blends traditional methods with modern, interactive technologies.

Figure 18. How do you typically prefer to consume educational content?



Preferable Time Commitment

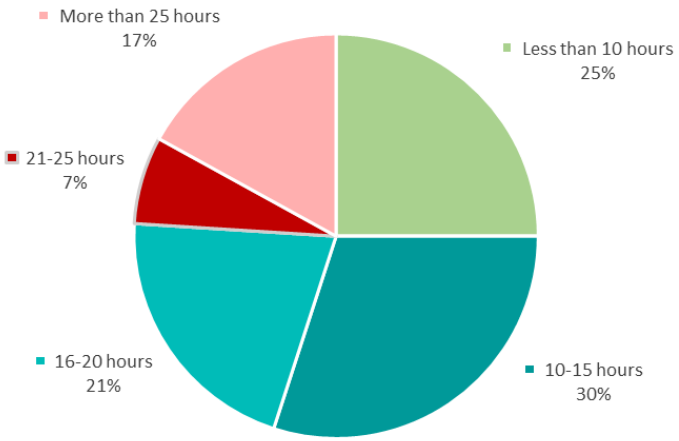
The survey results on how much time participants are willing to spend on a platform for a single course or micro-credential reflect varying levels of engagement and commitment to learning. The largest group of respondents (30%) are willing to invest 10-15 hours (see Fig. 19), indicating that many learners prefer a moderate time commitment. This suggests a preference for courses that are intensive enough to provide value but at the same time concise to fit within a manageable time frame.

The next largest group (25%) is willing to spend less than 10 hours on a course or micro-credential. This reflects a desire for even more concise learning experiences, perhaps for learners seeking specific, targeted knowledge without a significant time investment. These individuals likely value efficiency and focused content that can be consumed quickly.

Smaller groups indicated a willingness to invest more time: 21-25 hours (7%) and more than 25 hours (17%). While these numbers show some readiness for longer courses or micro-credentials, they suggest that the majority of learners prefer more time-efficient options. Longer courses might be seen as more suitable for learners who are seeking comprehensive, in-depth learning experiences or have specific professional development goals in mind.

Overall, these results highlight a general preference for shorter, more flexible digital learning pathways, where learners can gain valuable skills or knowledge without committing an excessive amount of time. The trends suggest that time-constrained learners are looking for high-impact, efficient educational opportunities that allow for deep engagement within a reasonable time frame. However, such a workload is often insufficient to justify awarding a micro-credential. To encourage the issuance of such certification and motivate learners to invest the necessary effort to obtain it, a longer course could be considered—structured, for example, into three stages of 6–10 teaching hours each, with the micro-credential awarded only upon completion of the final stage.

Figure 19. How much time are you ready to spend on the platform in total for one course/micro-credential?



Perfect Educational Platform

In the last section of the questionnaire, the survey participants were asked about their ideal educational platform. Their responses refelect various preferences and priorities. The key points are:

Personalized learning pathways: The notion of tailoring the learning experience is central to the ideal platform. By utilizing entrance test to determine the best learning path for each user, the platform acknowledges that people learn at different rates and may have different needs.

I would like to have an entrance test and then choose the most appropriate path for me.

Accessibility and ease of use: The platform should be simple to navigate, accessible across devices (mobile and desktop), and user-friendly, avoiding technical difficulties that could hinder learning. It is crucial that users could focus on the content rather than struggle with navigation or technical issues.

It has to be easy to understand how the technical aspects work. I often find that technical difficulties stand in the way of the actual learning because I am not sure I use the platform correctly. So, keep the interface simple and easy to understand.

The platform should be intuitive and straightforward.

Ideal educational platform should be not too hard to use and easily accessible.

Active engagement and interactivity: There is a strong preference for interactive components (e.g., quizzes, mini-games, etc.) over passive content. Users want features like progress tracking, regular feedback, and interactive communication with teachers, as well as real-time discussions.

It would include interactive components rather than passive material. I would avoid basing the education on memorization alone, and too much focus on grades and examinations.

Content quality and diversity: High-quality content is prioritized, particularly practical, hands-on learning with a mix of videos, text, and graphical representations. The platform should offer different formats (audio, text, video) and learning methods (e.g., project-based, case studies, or peer collaboration). Such variety empowers users to optimize their educational experience. Respondents suggested to avoid overloading users with information and focusing on bite-sized, manageable chunks of content that are easy to digest.

In summary, the ideal educational platform is one that harmonizes personalization, accessibility, and engagement. It should offer diverse, high-quality content that is tailored to the learner's individual needs and provide a flexible learning environment that adapts to users' needs. It should be simple, motivating, and, most importantly, inclusive for all who wish to learn.

3. Conclusions and Recommendations

3.1. Limitations of the Study

While the survey provides valuable insights into learners' perceptions of the Sustainable Development Goals, emotional intelligence, and digital education, several limitations should be considered when interpreting the results.

First, the distribution of respondents across partner countries was uneven. The majority of participants originated from Poland, while considerably fewer responses were collected in Germany and Spain. As a result, the findings may reflect the perspectives and experiences of Polish respondents more strongly than those of the broader international target group.

Second, participation in the survey was voluntary and based on self-selection. Individuals who chose to complete the questionnaire may have been more interested in education, sustainability, personal development, or digital learning than the general population. This may have contributed to generally positive attitudes toward the topics explored in the study.

Third, the survey relied on self-reported data. Respondents assessed their own knowledge, behaviours, attitudes, and level of engagement. Such declarations may not always fully correspond to actual practices and can be influenced by personal perceptions or social desirability bias.

Another limitation concerns the composition of the sample. More than 90% of respondents were affiliated with higher education institutions, either as students or university staff. Consequently, the results should primarily be interpreted in the context of higher education and may not be directly generalizable to other population groups.

It should also be acknowledged that some respondents, particularly those associated with Lodz University of Technology, had previously participated in activities related to emotional intelligence. This prior exposure may have influenced both their familiarity with the concept and their perceptions of its relationship with sustainable development, potentially contributing to higher levels of awareness observed in the survey.

Finally, the survey was intended primarily as a needs-analysis instrument to support the development of project deliverables. Therefore, its main purpose was to identify trends, expectations, and areas of interest among potential users rather than to produce statistically representative findings for the wider population.

Despite these limitations, the results provide a useful evidence base for the design of educational resources, learning pathways, and engagement activities developed within the project.

3.2. Key Conclusions

Moderate but shallow engagement with the SDGs, even among the higher education community: Many respondents (47%) report moderate engagement with the SDGs, indicating a growing awareness but insufficient depth of action. Only 16% describe their engagement as high, and just 2% as full involvement.

While sustainable thinking is taking root, sustained, high-impact actions are rare. Many individuals remain in the "awareness" phase without transitioning fully into active, transformative behaviour.

Predominance of personal lifestyle changes: Respondents show strong commitment to daily sustainable practices, such as waste reduction (85%) and energy/water conservation (72%). However, actions that involve influencing others, such as community advocacy (25%) and volunteering (21%), remain less common. Sustainability is primarily viewed as a personal responsibility rather than a collective, community-driven mission.

Disparity between perceived urgency and personal contribution: While climate action, hunger, and clean water are seen as top global priorities, respondents feel less able to contribute meaningfully to these large-scale goals. There is a cognitive-emotional gap between recognizing urgent global issues and feeling personally empowered to address them.

Barriers - information overload, social Isolation, and self-doubt: Respondents highlight barriers such as an overwhelming amount of information (82%), limited SDG-related discourse in their social circles (61%), and doubts about their individual impact (35%). Without clear guidance, peer support, and validation, motivation to act sustainably can stagnate or diminish over time.

Emotional intelligence as a catalyst for sustainable action: Respondents strongly associate emotional intelligence, especially empathy and self-awareness, with increased commitment to the SDGs. However, some lack a clear articulation of this connection. While the emotional foundation for sustainability is recognized, educational efforts must make the EQ-SDG link explicit and actionable.

Strong preference for flexible, interactive learning: Participants favour short, immersive, and highly engaging learning formats, with a focus on interaction with instructors and peer communities. Future

educational initiatives must prioritize personalization, interactivity, and ease of access to meet learners' expectations and foster sustained engagement.

3.3. Recommendations

The following recommendations are derived from an in-depth analysis of the survey results. They are intended to guide the development of concrete deliverables within the project, as this was the primary purpose of the survey. At the same time, their applicability extends beyond the project's scope, these insights can also serve as a practical reference when planning any educational initiatives related to the Sustainable Development Goals. By translating research findings into actionable strategies, the recommendations below aim to strengthen both individual and collective capacities for advancing the SDGs.

Empower individual action

- Simplify sustainable behaviours: Create concise, visually engaging toolkits or action guides that help individuals adopt one sustainable habit at a time.
- Highlight ripple effects: Share narratives and data illustrating how small actions accumulate into meaningful systemic change.

Foster community and peer engagement

- Peer advocacy kits: Provide templates for conversations, social media posts, and mini campaigns that individuals can easily adapt and use.
- Create recognition systems: Introduce "SDG Champion" badges, certificates, or public acknowledgments to promote leadership roles in sustainability initiatives.
- Launch local micro-projects: Support activities like community clean-ups, awareness days, or skill-sharing sessions, facilitated through easy-to-use toolkits.

Optimize educational platform within the project

- Prioritize user experience: Ensure intuitive navigation, mobile compatibility, and accessibility features (e.g., adjustable font sizes, colour-blind modes).
- Gamify learning experiences: Integrate quizzes, challenges, and progression badges to sustain motivation and engagement.

Clarify the connection between emotional intelligence and the SDGs

- Develop specialized learning modules: Create short, interactive courses specifically illustrating how empathy, self-regulation, and social skills contribute to achieving the SDGs.
- Use authentic testimonials: Highlight reflective quotes from participants who recognize and articulate the EQ-SDG link to inspire others.

Enhance the professional relevance of sustainability education

- Embed the SDGs into professional development tracks: Offer certifications and micro-credentials that link sustainability competencies with career advancement opportunities.
- Target educators as multipliers: Equip teachers with ready-to-use materials that integrate SDG themes into curricula across disciplines.

Design for flexibility and high-impact learning

- Develop modular micro-courses: Offer focused learning units (max 10–15 hours) that address specific competencies or actions related to the SDGs.
- Continuous content updates: Refresh platform content regularly to ensure it remains aligned with emerging sustainability challenges and current educational trends.

3.4. Final Note

The survey findings present a clear and compelling message: There is a deep well of goodwill, awareness, and willingness to engage among potential learners, but this potential must be nurtured thoughtfully.

Bridging the gap between perceived urgency and personal efficacy requires empowering individuals not only with knowledge but also with emotional skills, social reinforcement, and accessible action paths. Educational initiatives should strive to make sustainable behaviour the "default" choice by embedding it into everyday contexts: at work, in communities, and in personal lives. At the same time, building emotional intelligence will be critical to cultivating the empathy, resilience, and ethical leadership needed to drive systemic change.

By strategically combining clear communication, community-building, flexible learning pathways, and emotional development, the #edu4sdgs initiative can truly unlock the transformative potential of education for sustainable development.

Appendices

Appendix 1 - Survey Questionnaire Template

Dear Respondents,

#edu4sdgs project is motivated by the need to enhance skills related to emotional intelligence to accelerate higher education contribution to the Sustainability Development Goals (SDGs) and to cultivate social responsibility.

One of the work packages in the project is the development of the SDGs University Knowledge Hub, an online learning space with educational pathways to guide users towards the development of their knowledge and skills in SDGs.

This questionnaire aims to survey the learning preferences of potential users, as well as their awareness regarding the SDGs and emotional intelligence, mainstreaming themes of the project. The results will be used to develop educational materials within ten learning pathways designed for different groups of learners.

Informed consent

1. I have reviewed the Privacy Policy of Microsoft Forms.
   You can read more here: https://privacy.microsoft.com/en-gb/privacystatement
   - Yes

2. Informed consent.
   Participation in this study is voluntary, anonymous and confidential. No personal or identifying information will be requested from respondents at any time. Any references that may exist to names or places will be removed from the responses and will not appear in the database that is extracted from this survey. The participant is free to withdraw at any time, without any personal prejudice.
   - Yes, I wish to participate, and I understand the purpose and my rights to participate.
   - I do not wish to participate.

PART 1 – Demographic data and current educational status

3. Your gender.
   - Male
   - Female
   - Non-binary
   - I prefer not to answer this question
4. Your age.

5. Your country of residence.

6. Are you currently enrolled in any educational institution?
   - Yes
   - No
7. (If yes in question 6) What kind of institution is it?
   - Secondary/high school
   - University
   - Vocational/technical training provider
   - Other [please specify]

8. What is your role?
   - Student
   - Teacher/academic staff
   - Administrative staff
   - Lifelong learner
   - Other [please specify]

PART 2 - Career and skill development

9. Are you considering enrolling in any educational program or other form of training/upskilling/reskilling in the near future?
   - Yes
   - No

10. Are you familiar with the concept of micro-credentials?
    - Yes
    - No

Regardless of the response, the respondents are provided with the definition of micro-credentials before proceeding to further questions.

Micro-credentials are small learning units that enable individuals to acquire specific skills or competencies in a particular subject area. They are earned through short courses, modules, or assessments. They provide proof of expertise in a specific area, often complementing traditional degrees.

11. Have you ever pursued a micro-credential to enhance your skills or qualifications?
    - Yes
    - No

12. Would you like to pursue a micro-credential to enhance your skills or qualifications?
    - Yes
    - No
    - I am not sure

13. Do you believe micro-credentials could contribute to your professional development or educational goals?
    - Yes
    - No
    - I am not sure as I have never heard about micro-credentials before.

PART 3 – Sustainable Development Goals

14. Do you know this graphic?



- I don't know it at all; I've never seen it before.
- I have seen it before, but I don't know what it represents.
- Yes, I know this graphic very well and I know what it refers to.

Regardless of the response, the respondents are provided with the definition of the Sustainable Development Goals before proceeding to further questions.

The graphics refers to the Sustainable Development Goals (SDGs), also known as the Global Goals. They were adopted by the United Nations in 2015 as a universal call to action to end poverty, protect the planet, and ensure that by 2030 all people enjoy peace and prosperity. The objective was to produce a set of universal goals that meet the urgent environmental, political and economic challenges facing our world. The five SDG pillars are: people, prosperity, planet, peace, and partnership. For more information see: https://sdgs.un.org/goals

15. How do you rate your activity in terms of working towards the Sustainable Development Goals?
    - No activity at all
    - Low activity
    - Moderate activity
    - High activity
    - Full involvement

16. What actions do you take to implement the SDGs? *(No limit to the number of responses)*
    - I spread awareness about the SDGs in my community/workplace/social circle
    - I participate in advocacy campaigns, and/or support organizations working on sustainable development issues.
    - I reduce waste in my daily life.
    - I conserve energy and water in my daily life.
    - I support local and ethical products in my daily life,
    - I adopt eco-friendly transportation options in my daily life.
    - I practice responsible consumption in my daily life.
    - I engage in community outreach and volunteering.
    - I reduce paper use.
    - I encourage others to implement SDGs (reduce waste, conserve water/energy, etc.).
    - None.
    - Other [please specify].

17. Look at the graphic again. Which of the SDGs require the most urgent action? *(Max 5 answers possible)*



- SDG 1: No poverty
- SDG 2: Zero hunger
- SDG 3: Good health well-being
- SDG 4: Quality education
- SDG 5: Gender equality
- SDG 6: Clean water and sanitation
- SDG 7: Affordable and clean energy
- SDG 8: Decent work and economic growth
- SDG 9: Industry, innovation and infrastructure
- SDG 10: Reduced inequalities
- SDG 11: Sustainable cities and communities
- SDG 12: Responsible consumption and production
- SDG 13: Climate action
- SDG 14: Life below water
- SDG 15: Life on land
- SDG 16: Peace, justice and strong institutions
- SDG 17: Partnerships for the goals

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#edu4sdgs

18. Which of the SDGs can you contribute to the most? Please rate on a scale of 1-5, where 1 means 'no possibility of contribution, and 5 - 'possibility of significant contribution'.

	1 - no possibility of my contribution	2	3	4	5 - possibility of my significant contribution
SDG 1: No poverty					
SDG 2: Zero hunger					
SDG 3: Good health well-being					
SDG 4: Quality education					
SDG 5: Gender equality					
SDG 6: Clean water and sanitation					
SDG 7: Affordable and clean energy					
SDG 8: Decent work and economic growth					
SDG 9: Industry, innovation and infrastructure					
SDG 10: Reduced inequalities					
SDG 11: Sustainable cities and communities					
SDG 12: Responsible consumption and production					
SDG 13: Climate action					
SDG 14: Life below water					
SDG 15: Life on land					
SDG 16: Peace, justice and strong institutions					
SDG 17: Partnerships for the goals					

19. Please rate the extent to which you agree with the following statements on implementing the Sustainable Development Goals.

	I strongly disagree	I disagree	I neither agree nor disagree	I agree	I strongly agree
I would like to know more about what I can do to contribute to the Sustainable Development Goals.					
I don't see the need to contribute to the Sustainable Development Goals.					
There is too much activity/information, which makes it difficult for me to understand what specific actions I could take.					
Very few people in my circle are familiar with the Sustainable Development Goals and/or contribute to them, making it difficult for me to initiate discussion and actions related to them.					
Even if I believe specific actions should be taken, the majority of people in my circle do not share my opinion.					
My actions are not capable of significantly impacting the situation anyway.					
My knowledge is insufficient to take specific actions.					
Competences in the area of SDGs can be useful in my professional life.					

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PART 4 – Emotional Intelligence

20. Do you know the term 'emotional intelligence'?
    - I don't know it at all; I've never heard it before.
    - I have heard it before, but I don't know what it means.
    - Yes, I know this term very well.

Regardless of the response, the respondents are provided with the definition of the Emotional Intelligence (EQ) *before proceeding to further questions.*

> Emotional Intelligence (EQ) is the ability to manage both your own emotions and understand the emotions of people around you. It is the capacity to blend thinking and feeling to make optimal decisions. It's being smarter with feelings.
> There are five key elements to EQ: self-awareness, self-regulation, motivation, empathy, and social skills.

21. How do you perceive the relationship between emotional intelligence and the pursuit of sustainable development goals (SDGs)? Please provide examples to support your viewpoint.

22. Please rate the extent to which you agree with the following statements on emotional intelligence.

	I strongly disagree	I disagree	I neither agree nor disagree	I agree	I strongly agree
The higher my level of emotional intelligence, the more likely I am to succeed in my personal life.					
The higher my level of emotional intelligence, the more likely I am to succeed in my professional life.					
I would like to further develop my emotional intelligence.					
Emotional intelligence can foster my commitment to Sustainable Development Goals.					

PART 5 – Your learning preferences

23. Do you use educational platforms?
    - Yes
    - No

24. Briefly justify why.

25. What educational platforms do you know or use?

26. How comfortable are you with using digital technology for educational purposes?
    - Very comfortable
    - Comfortable
    - Neither comfortable nor uncomfortable
    - Uncomfortable
    - Very uncomfortable

27. How frequently do you utilize digital learning tools (e.g., online courses, educational apps, virtual labs) as part of your educational experience?
    - Daily
    - Weekly
    - Monthly
    - Rarely
    - Never

28. Which types of digital learning tools do you find most beneficial for your educational needs? *(Max 3 answers possible).*
    - Online courses,
    - Educational apps
    - Virtual reality simulations
    - Interactive e-books
    - Video lectures
    - Webinars
    - Other [please specify]

29. How important are the following features of the learning platforms to you? Rate each aspect on a scale of 1 (not important at all) to 5 (very important).

	1 - not important at all	2	3	4	5 – very important
Interaction (synchronous or asynchronous) with instructors on an educational platform.					
Interaction with other learners (exchange ideas or feedback, group work, etc.) on an educational platform.					
Tracking your engagement levels and progress in the course (e.g., time spent on courses, completion rates) on educational platforms.					
Possibility of joining online communities or groups within educational platform to connect with other learners who share similar interests.					

30. What types of assessment methods do you prefer? *(Choose max two you like the most)*
    - Quizzes
    - Written assignments
    - Oral exams
    - Interactive simulations (real-world scenarios or tasks that learners must complete)
    - Peer assessment
    - Self-assessment
    - Online portfolio
    - Other [please specify]

31. How do you typically prefer to consume educational content? *(Choose max three you like the most)*
    - Watching videos
    - Reading
    - Interactive learning tools such as quizzes, simulations
    - Hands-on activities
    - Gaming
    - Case studies
    - Content interrupted by small tests and examples
    - Discussion
    - Other [please specify]

32. How much time are you ready to spend on the platform in total for one course/micro-credentials?
    - Less than 10 hours
    - 10-15 hours
    - 16-20 hours
    - 21-25 hours
    - More than 25 hours

33. Do you have additional comments? Please consider a perfect educational platform you would like to use. How would it look like? What features/components would you prioritize? What are some things you would avoid when designing the ideal learning platform?

Thank you for your time and participation in the survey!