

PR1 Report – Students Challenges, Worries and Needs Mapping



Vilnius
University



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Introduction

This report presents the outcomes of the first project result (PR1) of MP4s, funded by the European Union's Erasmus+ Programme under the project ID 2021-1-FR01-KA220-HED-000027504.

PR1 involved a deepened cross-sectoral state-of-art research on students' emotional challenges and concerns, followed by a European survey to produce a mapping of the main challenges and concerns faced by students in 2022, post-COVID pandemic. The project focuses on promoting non-technical skills and accelerating the social and climate transition, with mindfulness practice strongly connected to environmental and climate change. The project consortium includes Institut Polytechnique UniLaSalle (project coordinator), Vilnius University, Conhecer-Se, Università degli Studi Roma Tre, Universidade Nova de Lisboa, Consorzio Scuola Comunità Impresa – CSCI, Ocak izi dernegi, and UNICA - Network of Universities from the Capitals of Europe.

The research methodology for PR1 consisted of a survey of students in Europe, conducted by the four universities of the consortium, with the support of two partners having a counselling/mental health background and activity (Ocak Izi Dernegi and Conhecer-Se) under the leadership of Vilnius University, Lithuania. Each university's research field allowed the project to explore students' challenges and concerns from different perspectives, including historical, anthropological, cognitive sciences, sciences of religion, leadership, and management. The survey tool was replicable and available in English and the consortium languages, making it suitable for use in high schools or universities outside the EU, such as the International Association of Lasallian Universities network.

The survey produced original data on students' emotional state and attitude toward the environment as individuals and as a group (Higher Education Institution). The survey was designed to produce a mapping of the main challenges and concerns, including interlinking social, psychological, and environmental issues. The results of PR1 are directly related to other project activities, particularly the creation of an orientation and assessment tool (PR3), led by Roma Tre University with their expertise in Digital Humanities Lab, and strong contribution from the consortium's mindfulness teachers, which is based on the PR1 students' mapping and survey results.

PR1 outcomes have significant potential and provide the basis for further implementation of mindfulness tools between university students and beyond. The understanding of the current state of knowledge in this field with respect to cultural, social, and economic effects will help develop more precise and flexible mindfulness tools for higher education. The survey results could be used by other researchers, educators, and practitioners to improve their skills and relate environmental problems with individuals' actions in other universities, communities, enterprises, and beyond. Based on the PR1 students' survey results, the project team is planning to publish scientific papers written in English and aimed at peer-reviewed and indexed journals.

Methodology

The aim of PR1 was to create a survey called the Student Challenges Mapping/Survey. The reason for this was to better understand the current role of mindfulness in sustainability and environmental justice movements, and to gather information from Higher Education (HE) students, who are the main focus of our research.

The survey is based on the [United Nations Sustainable Development Goals](#) (SDGs), as HE institutions have committed to contributing to their achievement by 2030 ([Vilalta et al. 2018](#)). These 17 SDGs were established by the member states of the United Nations in 2015 and are collected in the 2030 Agenda. The SDGs are interconnected, acknowledging that actions taken in one area will have an impact on outcomes in others, and that development must consider social, economic, and environmental sustainability. They are organized around the "5Ps" - planet, people, prosperity, peace, and partnerships - to address present and future needs. In brief, the SDGs are:

- 1) End poverty in all its forms everywhere;
- 2) End hunger, achieve food security and improved nutrition and promote sustainable agriculture;
- 3) Ensure healthy lives and promote well-being for all at all ages;
- 4) Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all;
- 5) Achieve gender equality and empower all women and girls;
- 6) Ensure availability and sustainable management of water and sanitation for all;
- 7) Ensure access to affordable, reliable, sustainable and modern energy for all;
- 8) Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all;
- 9) Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation;
- 10) Reduce inequality within and among countries;
- 11) Make cities and human settlements inclusive, safe, resilient and sustainable;
- 12) Ensure sustainable consumption and production patterns;
- 13) Take urgent action to combat climate change and its impacts;
- 14) Conserve and sustainably use the oceans, seas and marine resources for sustainable development;
- 15) Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss;
- 16) Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels and;
- 17) Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development.¹

¹ For more details on the targets for each goal you can consult the latest SDG Progress Report in 2023. ([SDG Progress Report Special Edition 2023](#))

This development holds significance as HE was previously excluded from the international development agenda ([Chankseliani & McCowan 2021](#)), and HE institutions play a critical role in implementing sustainability principles ([Žalėnienė & Pereira 2021](#)). Students also have the potential to contribute to the achievement of the SDGs in various [ways](#), but limited knowledge exists regarding their inclusivity and feelings towards these goals. As we worked on ways to improve how HE communities can contribute to these goals, we wanted to gather perceptions and feelings from students (including HE employees) regarding what has been done so far, as well as their own engagement and contributions to achieving these goals.

To design the survey, a collaborative approach was adopted, utilizing the knowledge and expertise of our team. The survey was created using the docs.google.com platform, and students were requested to complete it using their Google accounts. It is important to note that their email addresses were solely used for form completion purposes, and the responses provided remained anonymous.

The survey was prepared in English (and partly in French) language and then translated into other MP4s [project languages](#). Currently, we have 8 versions of the survey (Figure 1): English, French, Italian, Lithuanian, Polish, Portuguese, Spanish, Turkish.

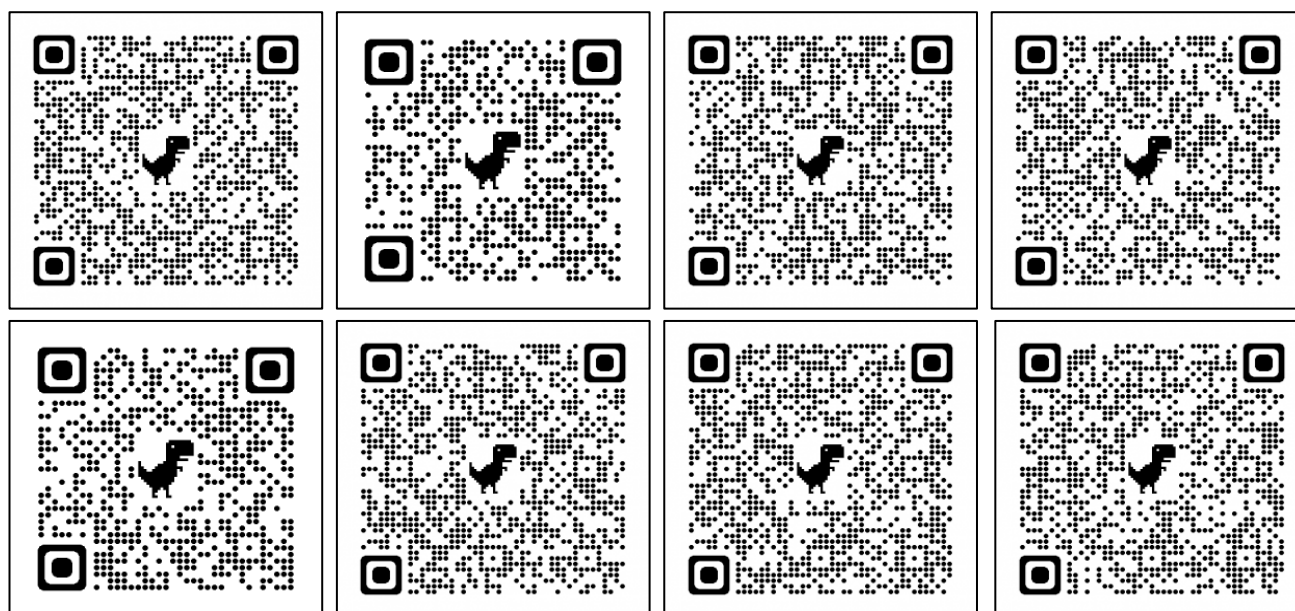


Figure 1 - QR codes (and the links) for Student Challenges Mapping Survey in different languages, top: English, French, Italian, Lithuanian; bottom: Polish, Portuguese, Spanish, Turkish.

The first part of the survey collected general information about the participant:

- **E-mail address** (required only for registration, after did not used);
- **Age of the participant.** Possible categories from dropdown list: under 20, 20-24, 25-29, 30-34, 35 and more years old;
- **Nationality of the participant.** Possible pics from list: French, Italian, Portuguese, Spanish, Belgian, Polish, Lithuanian, Turkish, Ukrainian, German, Other;
- **Study place at the moment.** Possible pics from list: French, Italian, Portuguese, Spanish, Belgian, Polish, Lithuanian, Turkish, Ukrainian, German, Other;
- **Gender identity of the participant.** Possible pics from list: Female, Male, Non-binary, Transgender, Intersex, I prefer not to say, Let me type it below.

The next step involved selecting the SDG on which participants could share their understanding and feelings by clicking on one of the seventeen icons. A set of four questions was created to assess participants' perceptions of achievement, emotional state towards the results, whether progress was being made in the right direction, and their own engagements. These questions were related to specific SDGs, and participants were able to choose as many SDGs as they wanted. It was recommended for each person to select three to five SDGs. For certain responses, a 7-point [Likert scale](#) was utilized, which is a commonly used psychometric scale in research that utilizes questionnaires.

The survey included the following questions:

- **How familiar are you with this goal from the UN's Sustainable Development Goals and the 2030 Agenda?** Likert scale: from Not at all familiar (1) to Very familiar and engaged in the SDGs (7). The inspiration came from [Hickman et al.](#) (2021) study and the idea was not only focus on climate change, but on all SDGs;
- **What is your perception of level of achievement of this goal set to be reached in 2030?** Likert scale: from Far from being achieved (1) to Fully achieved (7). The inspiration came from [Hickman et al.](#) (2021) study and the idea was to catch perception of the students who already dealing with SDGs in their universities;
- **Which of the following words better describe your emotional state regarding this goal?** Possible multiple pics from list which included 32 different emotions. The Plutchik's [Wheel of Emotions](#) were used for the description of the emotions ([Karimova](#) 2017). The eight major emotions serve as the foundation for all other emotions and are displayed opposite one another in a grid. The Wheel of Emotions is constructed connecting all eight emotions to one another. Each emotion has its own distinct colour on the Wheel. As the strength of the feeling grows towards the centre of the Wheel, so does the colour of the indicator. Both the emotion and the hue diminish near the perimeter. Additionally, there are secondary emotions that are mixtures of the major emotions. The idea of using bigger variety of emotions came from [Pihkala](#) (2021) research towards the taxonomy of climate emotions;
- **Regarding this goal, do you think that your country/Europe is going in the right direction?** Likert scale: from Wrong track (1) to Right direction (7). The idea to calculate directions came from IPSOS "[What Worries the World](#)" survey (2021) which tracked public opinion on the most important social and political issues across 28 countries;
- **What is your attitude about this goal? Do you engage in any activity aimed at achieving it?** Open question: **If not**, please, share why? and **If yes**, please describe your engagement according to the following levels: Personal level (e.g., I volunteer for an association in my city to raise awareness about ..., etc.), Local level (e.g., I am member of an organization or university body that helps ..., etc.), National level (e.g., I engage in political activity with my party, to promote, etc.), European level (e.g., I am member of a European network of organizations that advocate for several causes, etc.), International level (e.g., I participate in an UN program aiming at supporting undeveloped countries, etc.).The I inspiration to use different levels for engagement came from [Yilmaz & Anasori](#) (2022) research on environmentally responsible behavior of residents using mindfulness as a tool.
- **How much do you think developing inner skills – such as e.g., self-awareness, connectedness, appreciation, etc. – is important in reaching this goal?** Likert scale: from Not at all (1) to They are crucial (7). The idea to inquire about the importance of inner skills came from [Inner Development Goals framework](#), which relates skills and qualities to what is needed in order to successfully work with complex societal issues, in particular those identified in UN's Agenda 2030 and the 17 SDGs.

Additionally, after the main answers, the participants should elaborate more on [Inner Development Goals framework](#).

The idea was to link SDGs and IDGs together more tightly. The respondents were asked to answer this question: “**Do you think one or more of the following Inner Development Skills are important in reaching these goals?**” by choosing from the list of the 23 skills and qualities divided into **5 categories**:

- **Relationship to Self.** Multiple choices (5) are possible. Relationship to Self is different from identifications by referring to psychological skills that can be developed by training;
- **Cognitive Skills.** Multiple choices (5) are possible. Cognition refers not only to thinking in the traditional sense, but also to sense-making and creativity, cognitive processes that to a large extent occur below the threshold of awareness;
- **Caring for Others and the World.** Multiple choices (4) are possible. Attitudes and values comprises the basic stance with which an individual (or a collective) relates to the world (people, issues, events, life in general). Most of these have a significant emotional component in the form of durable feeling dispositions.
- **Social Skills.** Multiple choices (5) are possible. Social skills is a category comprising skills in the more traditional sense, here relating to various aspects of working with other people in productive ways;
- **Driving change.** Multiple choices (4) are possible. Identifications is the category referring to core identity, what a person feels he or she fundamentally is.

Final block of the survey “**Do you have any experience of awareness or contemplative practices?**” is directly related to the information on awareness or contemplative practices. This question block was related to the result “Mindfulness practices digital Toolbox” (PR2) which aims directly respond to students’ needs and concerns identified in the Mapping phase of the project (PR1). It gives deeper understanding of current state of awareness or contemplative practices among students.

- **Practice frequency.** Possible categories from dropdown list: more than once a day, daily, weekly, monthly, never;
- **Duration of the practice.** Manual option. The average number of minute per practice;
- The years of practice. Manual option. Minimum number is 0.1;
- **Sharing about the practices.** Manual option. Open answer.

The data for surveys were started and finished to collect differently, because of the translation factor and the dissemination process of the survey among the students (Table 1).

In total **613** answers were collected. There are not enough answers in some of the survey’s languages to make the reliable analysis. Therefore, only 5 surveys’ in **English, French, Italian, Lithuania** and **Turkish** were used for further presentation of the results. **The Portuguese survey** version was transferred to Limesurvey (instead of google forms) in order to overcome some technical problems at Nova University. The results of this survey are included below in the rest of this report.

Table 1 - The number of answers, the first and the last answer date for survey in different languages.

Language	No. of answers	First date (dd/mm/yyyy)	Last date (dd/mm/yyyy)
English	52	06/07/2022	28/11/2022
French	150	08/09/2022	09/11/2022
Italian	61	07/07/2022	22/11/2022
Lithuanian	58	28/06/2022	27/09/2022
Polish	2	19/10/2022	06/11/2022
Portuguese	244	20/11/2022	28/02/2023
Spanish	5	19/10/2022	23/11/2022
Turkish	41	02/10/2022	29/11/2022
In total	613	28/06/2022	29/11/2022

For example, the Lithuanian survey was disseminated in two stages. The first stage took place in June 2022, just before the students' summer holidays at VU (Vilnius University). The second stage occurred from September to November 2022, utilizing a broad spectrum of potential respondents. While the dissemination primarily took place virtually, there were also opportunities for face-to-face dissemination. For instance, the survey was shared with students studying meteorology and hydrology, environmental protection and research, as well as relevant stakeholders associated with VU. Furthermore, efforts were made to contact students from various backgrounds, including public health, philosophy, and psychology. The primary means of communication was through email, utilizing personal contact lists.

Additionally, the survey's dissemination was extended to the Faculty of Social Sciences, Arts and Humanities at Kaunas Technological University (KTU), as well as to partners within the Arqus university alliance. Moreover, students from Claude Bernard University Lyon 1 were successfully reached. To ensure wider reach, the survey was made available in different language versions, including English, French, and others, for external dissemination.

Results

General information

The survey was created firstly for students, therefore, it is obvious, that the majority of the answers (Figure 2) fall in categories *Under 20 years* old and *20-24* (bachelor degree students). The dependence why one or another category dominates between the answers are determined by for whom (the year of studies) it was distribution and in which year students are entering universities in different countries. For example, in Lithuania, the majority of students graduate from gymnasiums at age 19, and, on the second year of the university, they already are in their twenties. The youngest participants were from Turkey. However, the idea was to get the answer from whole university communities including academia, scientists, administration, technical staff, etc. The English version were answered mostly by the category *More than 35*, it could include wider contingent than students.

The nationality of respondents is closely linked to the languages used in the survey (Figure 3). More than ninety percent of respondents from France, Italy, Lithuania, and Turkey who used the specified survey language identified themselves with the corresponding nationalities. On the other hand, respondents who did not speak the specific languages of the survey opted for the English version, which is the most internationally accessible. In total, the English version attracted respondents from 23 different nationalities. This could include international students, individuals who do not speak the local language fluently, or individuals outside the consortium in other countries. For instance, the largest national group (22.6%) using the English version was from Iceland, as the survey was distributed at the University of Iceland through our partner UNICA (Network of Universities from the Capitals of Europe). Additionally, a significant number of French respondents (18.9%) used the English version because it was the first available survey option.

The majority of respondents are currently studying in the same country as their nationalities (Figure 4). For instance, all respondents for the Lithuanian survey are currently studying in Lithuania at Vilnius University. However, the English version also includes individuals who are currently studying in Lithuania.

Majority of the respondents are identifying themselves mostly as females (Figure 5). In average, around 2/3 of the surveys were fill in by females, except Italy with almost equal number of answers between male and female with a slight dominance of male respondents. Between all the answers, there were only a few answers with other gender identifications including non-binary, transgender, etc.

Every SDG was more or less included in the answers (Figure 6). There were only a few answers to *SDG9-Industry, Innovation and Infrastructure* (3 answers) and *SDG17-Partnerships for the Goal* (7). The most popular SDGs were: *SDG13-Climate Action* (102), *SDG5-Gender Equality* (51), *SDG3-Good Health and Well-Being* (46). For example, in Lithuania, 24 percent of students picked SDG13. It could be related to the distribution of the survey among students in fields of natural and Earth sciences. Therefore, in the next section we will concentrate on *SDG13-Climate Action*.

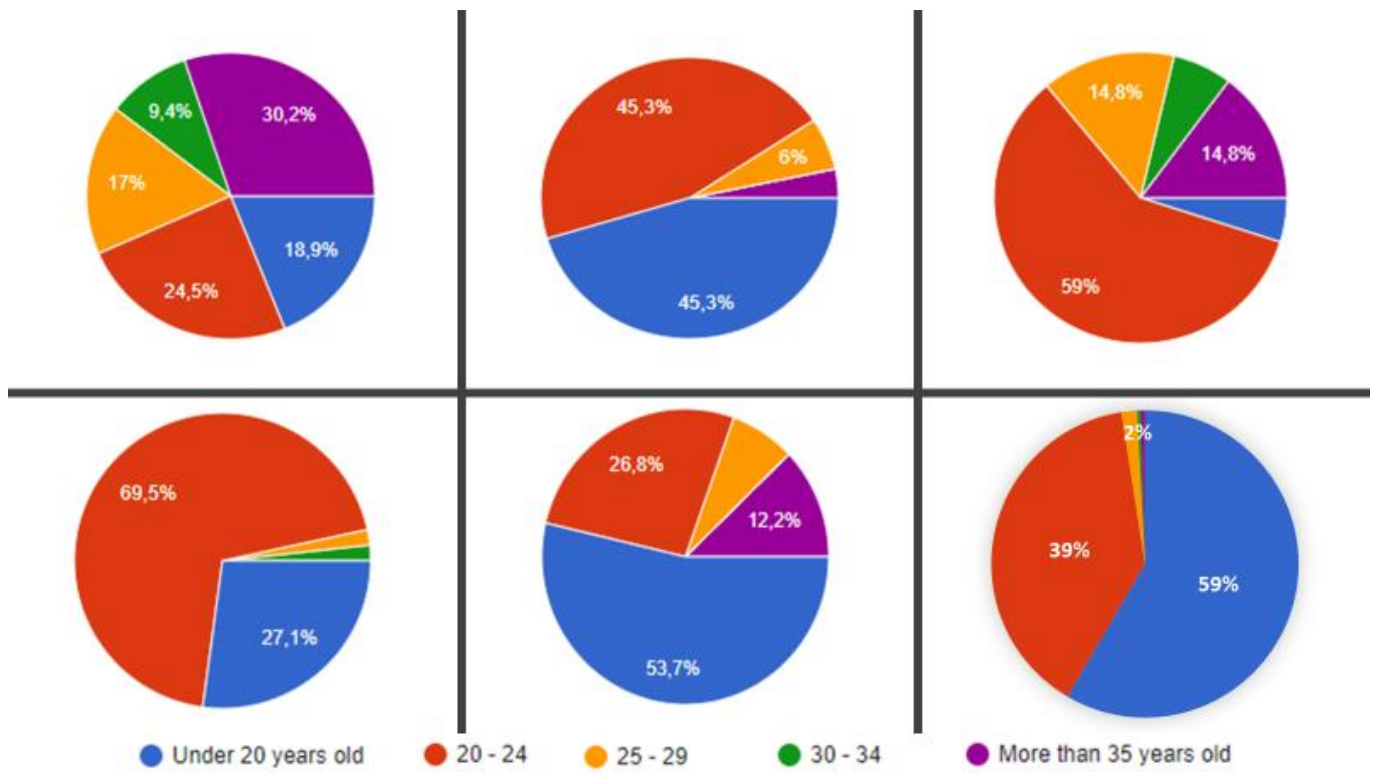


Figure 2 - How old are you? Distribution of the answers (%) between the survey's languages (from left to right): English, French, Italian, Lithuanian, Turkish and Portuguese.

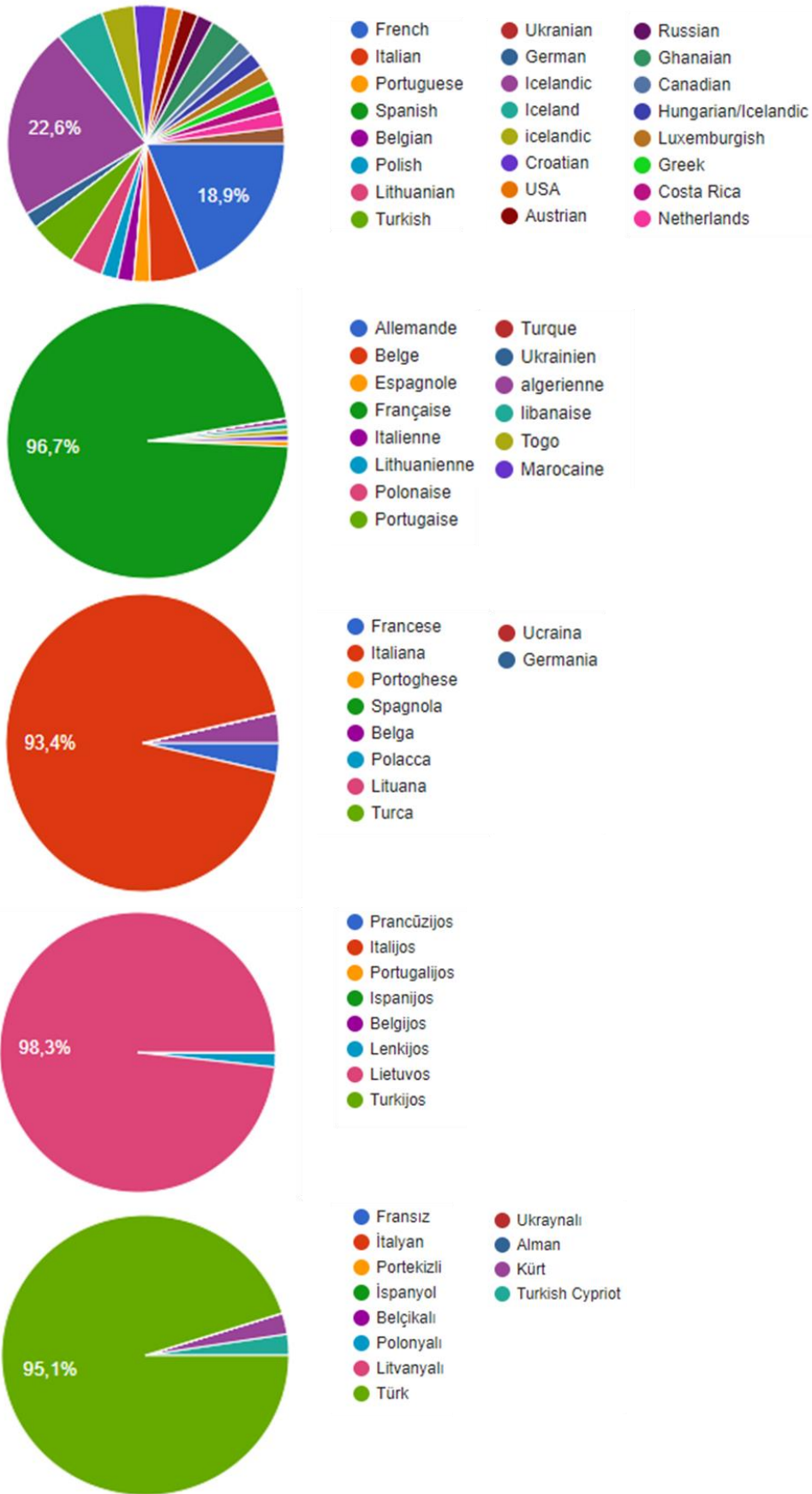


Figure 3 - What is your nationality? Distribution of the answers (%) between the survey's languages (from top to bottom): English, French, Italian, Lithuanian and Turkish. The colours may differ for every language.

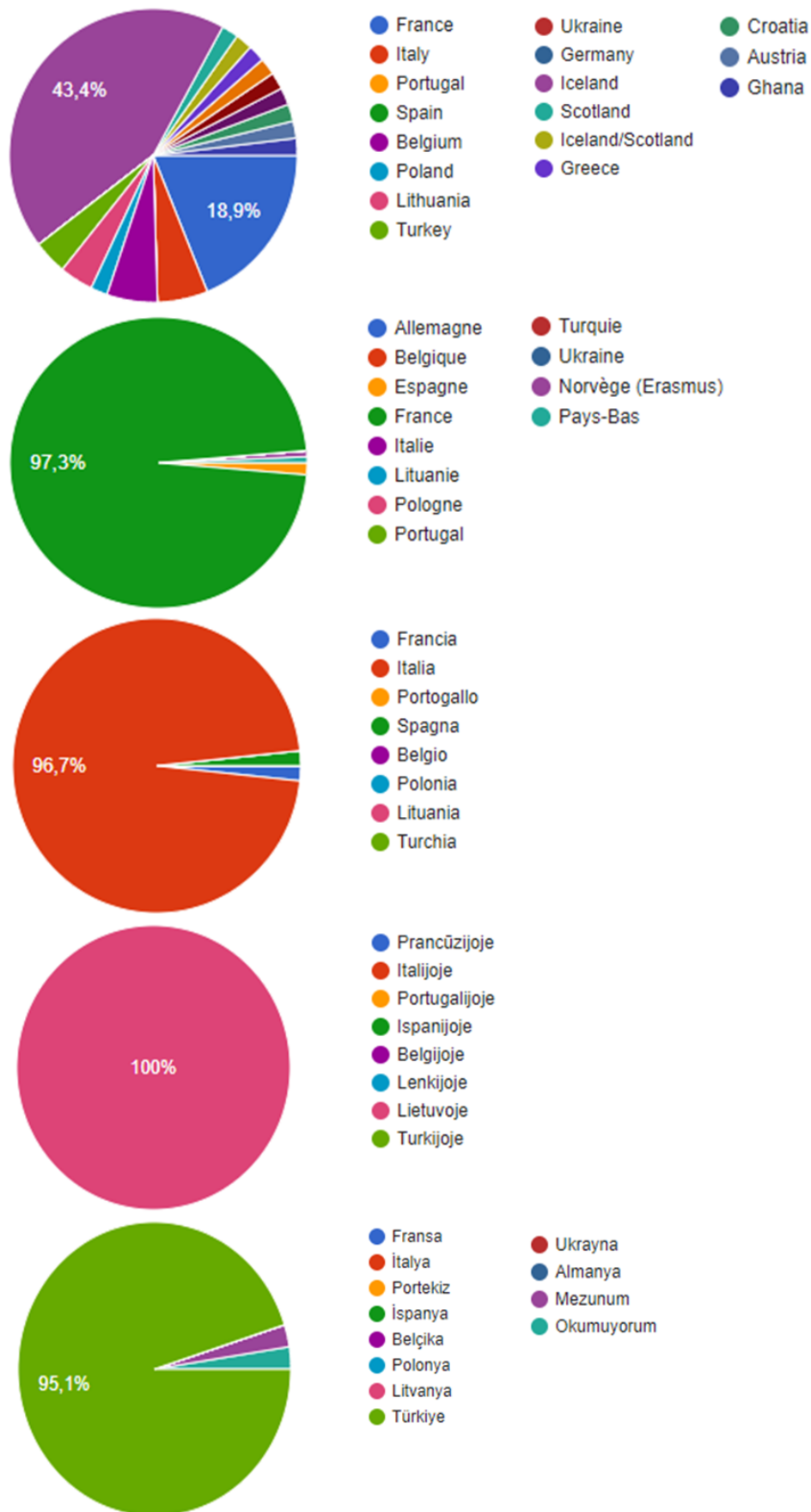


Figure 4 - Where are you studying now? Distribution of the answers (%) between the survey's languages (from top to bottom): English, French, Italian, Lithuanian and Turkish. The colours may differ for every language.

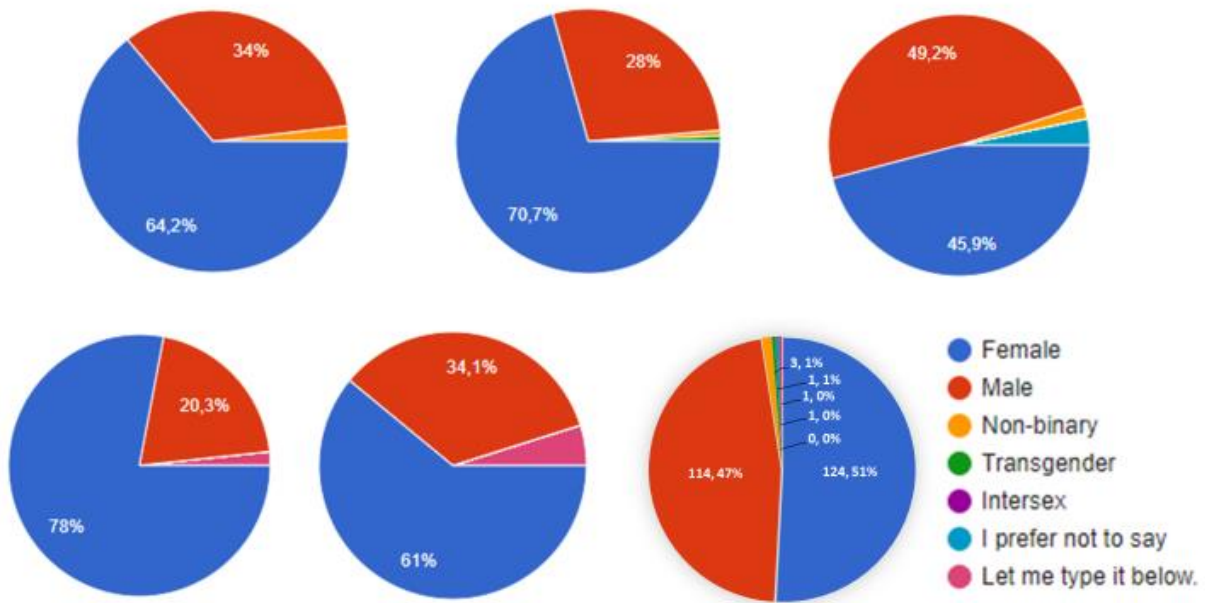


Figure 5 - To which gender identity do you most identify? Distribution of the answers (%) between the survey's languages (from left to right): English, French, Italian, Lithuanian, Turkish and Portuguese.

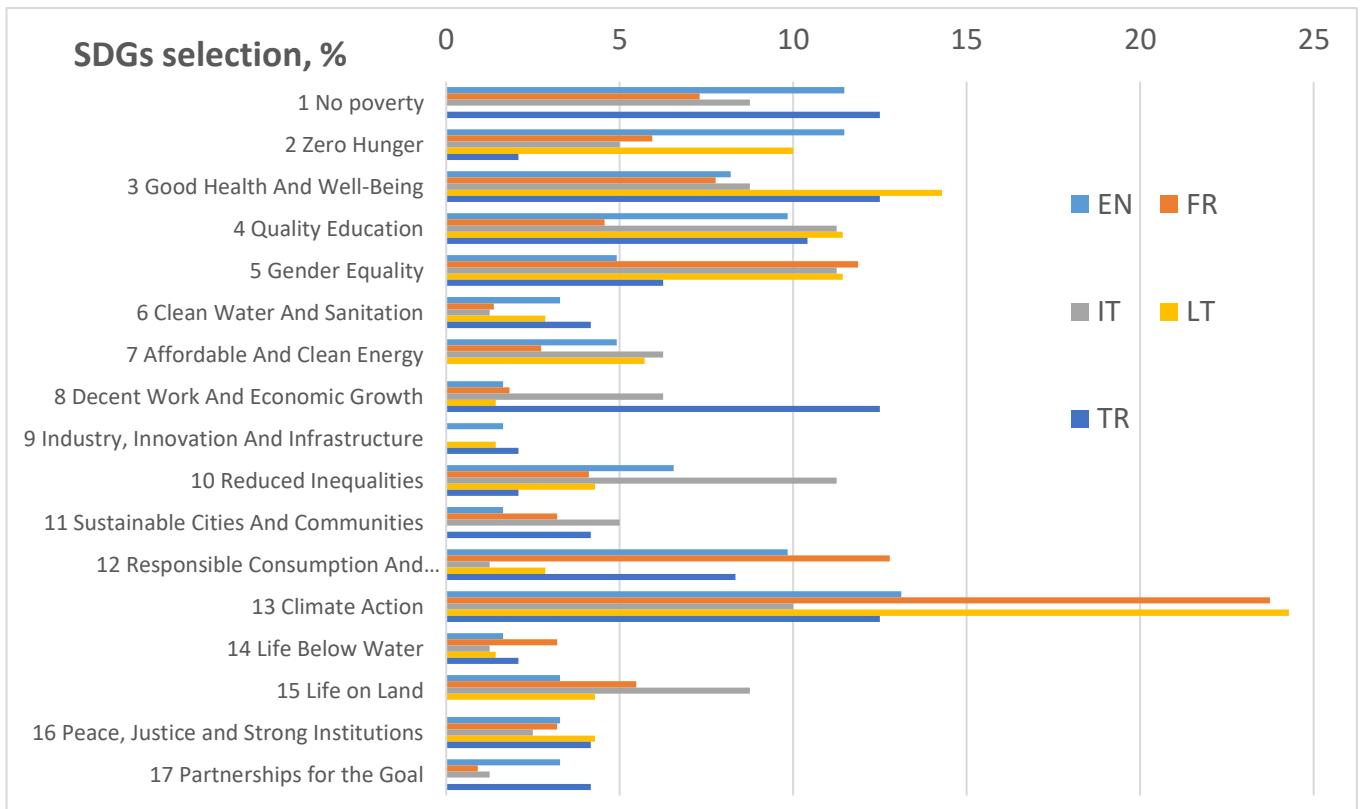


Figure 6a - Distribution of the answers (%) between different SDGs in the survey's languages: English (EN), French (FR), Italian (IT), Lithuanian (LT) and Turkish (TR).

PT Survey | SDGs selection, %

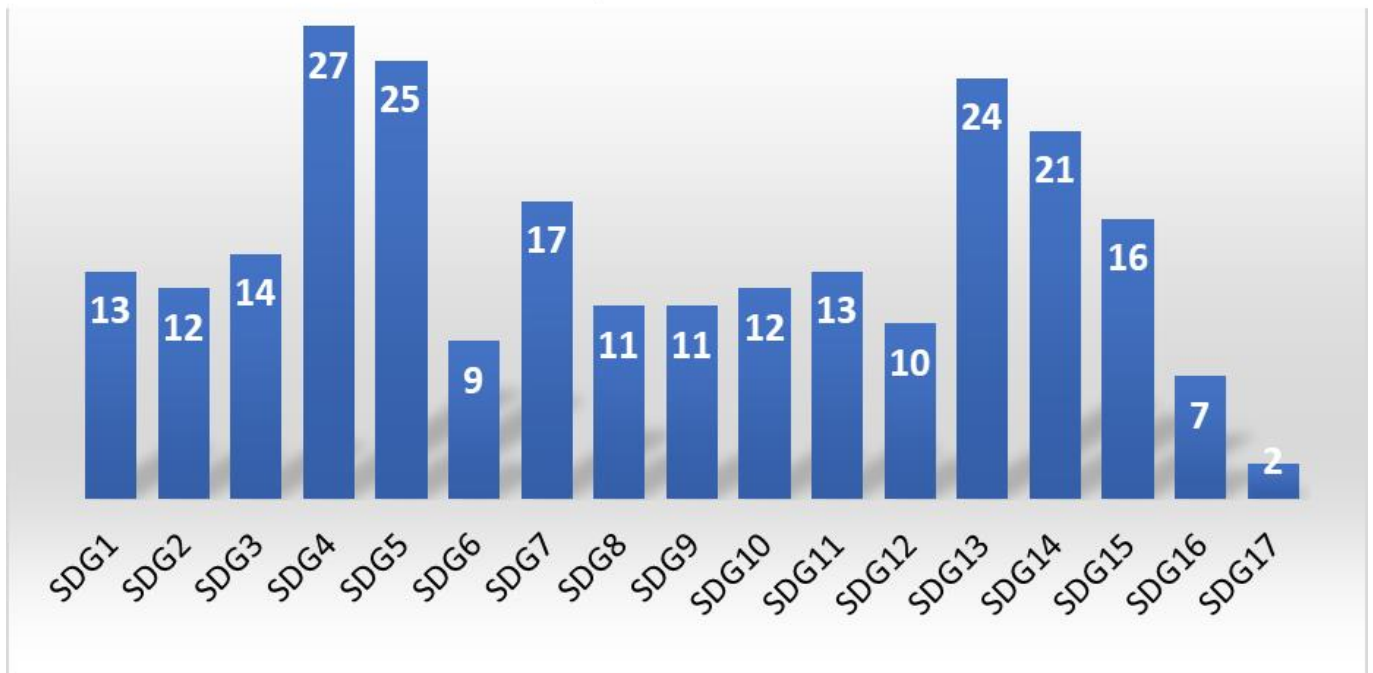


Figure 6b - Distribution of the answers (%) between different SDGs in the Portuguese (PT) survey

SDG13 - Climate Action

SDG13 was the most frequently chosen SDG in the surveys conducted in French (51 responses), English (19), Lithuanian (18), and Turkey (6), and the second most frequent in Italian responses (8). One in five respondents chose to answer questions about SDG13.

The majority of respondents in all languages chose middle answers (values between 3 and 5) to the question about their familiarity with SDGs (Figure 7). Italian respondents showed the greatest familiarity with SDGs, with more than one third indicating their knowledge. They were followed by English and French respondents. In Lithuania, the students were the least familiar with SDGs. The French survey had the most diverse answers scattered throughout the whole scale, while Turkish answers were mostly concentrated around the middle. The perception of achievement of SDG goals had almost reversed answers to this question (Figure 8). The more familiar one is with SDGs and Agenda2030, the less achievement they perceive. The perception of achievement was very low in the French, Italian, and English groups, with almost no positive answers (values 6 and 7). Again, Turkish and Lithuanian answers were mostly distributed around middle values.

SDG13 elicited a wide spectrum of emotions (Figure 9). Tendencies can be observed between different language surveys (Table 2). The dominant emotion pair among all respondents was Apprehension-Fear, with negative emotions such as Sadness-Pensiveness being frequently selected. However, more action-oriented emotions such as Vigilance-Anticipation-Interest were also often chosen, indicating positive attitudes towards tackling climate change. Emotion groups including Ecstasy, Surprise, and Acceptance were not selected by respondents.

Table 2 - The most and the least frequent emotions based on the Plutchik's Wheel of Emotions (%) between in the survey's languages. The colours represent different groups of emotions.

Emotions	English	French	Italian	Lithuanian	Turkish	Portuguese
Most frequent	Fear, Sadness, Anger, Interest	Apprehension, Interest, Vigilance, Fear	Fear, Vigilance, Apprehension	Apprehension, Pensiveness, Interest	Apprehension, Anticipation, Sadness	Interest, Sadness, Trust, Vigilance,
Least frequent	Acceptance, Distraction, Ecstasy	Disgust, Surprise, Ecstasy	Acceptance, Surprise, Ecstasy	Contempt, Surprise, Ecstasy	Ecstasy, Acceptance, Surprise	Ecstasy, Distraction, Boredom

There were a limited number of responses to the open-ended question about personal attitudes towards SDGs, indicating that the level of engagement among participants is not high.

Here are a few examples from the English survey regarding different levels of engagement:

- Personal level – "I am a volunteer in an association whose goal is to use waste (such as peelings) to make compost."
- Local level – "I was the president of the ecological club in my high school for three years. We organized awareness days, collected waste, prohibited single-use plastic, and visited other eco-friendly schools."
- National level – "I am an active member of a national association that advocates for various causes, including the issue of pharmaceuticals in the environment."
- European level – "I am an active member of an umbrella organization that advocates for various causes, including the issue of pharmaceuticals in the environment."
- International level – "Part of activist groups"; "Not yet."

Regarding the direction in which countries/Europe are heading, the responses, on average, were not positive (Figure 10). They are inversely correlated with familiarity with SDGs (Figure 7). Italian respondents were the least positive, followed by French and English opinions. Only a few responses felt that the processes were moving in the right direction (values 6 and 7). Lithuanian respondents showed the most positivity for this question. Conversely, there was more positivity in the question about the importance of developing inner skills in achieving SDG goals. The majority of responses fell between categories 5 and 7. In the Italian survey, over 87% chose the highest number on the Likert scale, which may be related to the syllabus of studies at Roma Tre University. The most dispersed responses to this question were found in the English survey, which may be related to lifetime experiences (i.e., older respondents) and different attitudes towards inner development.

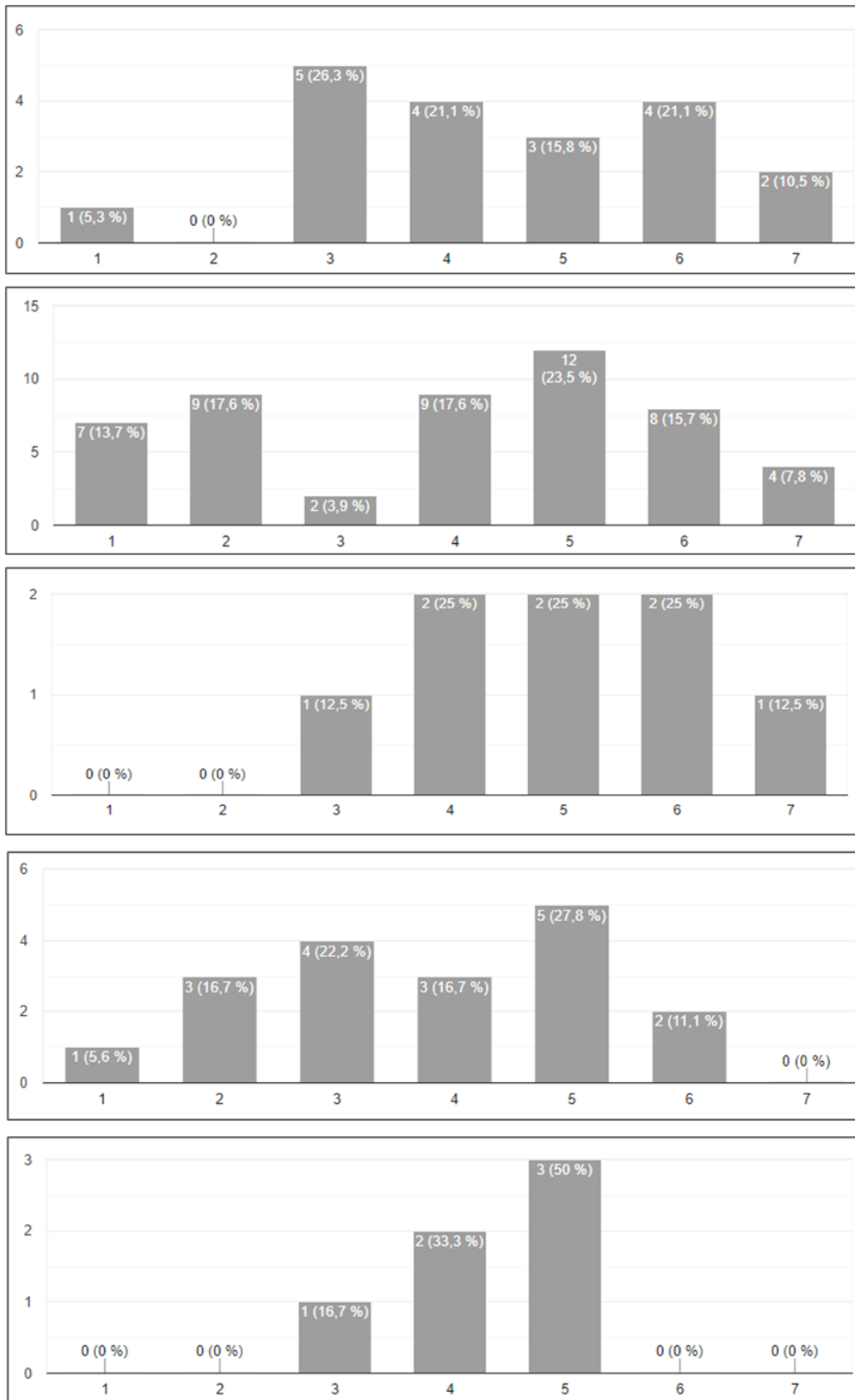


Figure 7a - How familiar are you with this goal from the UN's Sustainable Development Goals and the 2030 Agenda? Distribution of the answers (%) between the survey's languages (from top to bottom): English, French, Italian, Lithuanian and Turkish. Likert scale: from Not at all familiar (1) to Very familiar and engaged in the SDGs (7).

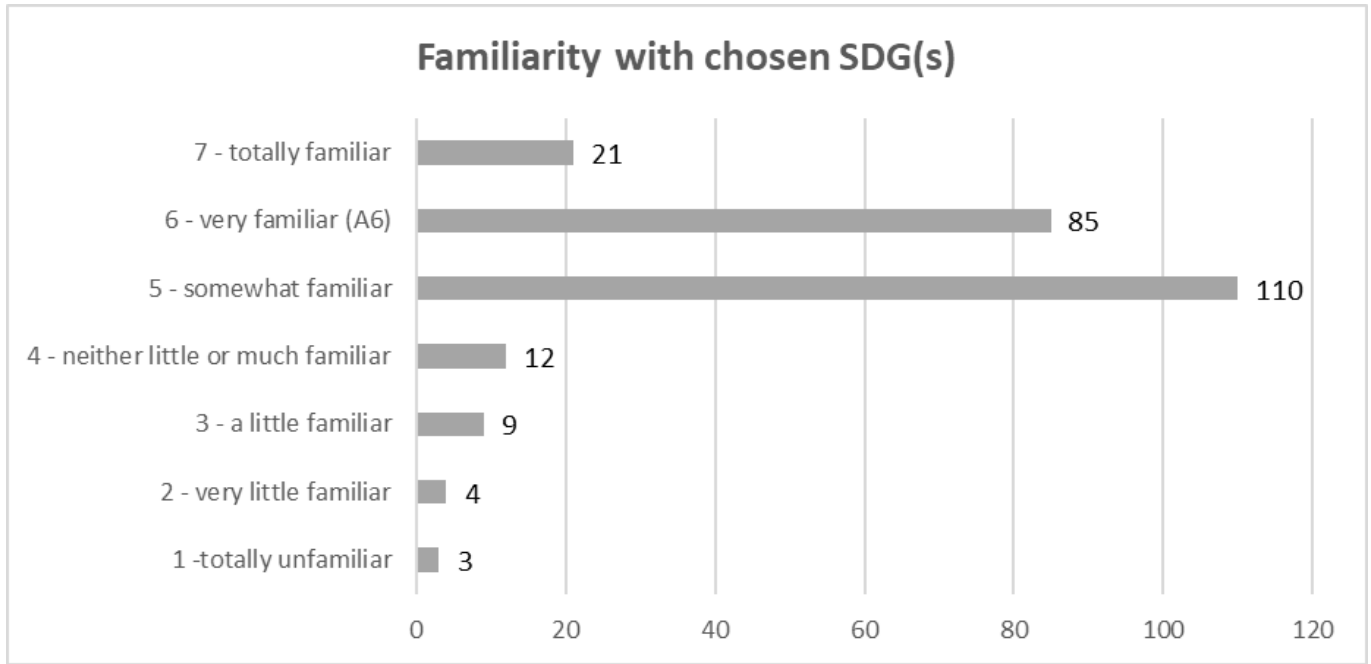


Figure 7b - How familiar are you with this goal from the UN's Sustainable Development Goals and the 2030 Agenda? Distribution of the answers (%) in the Portuguese survey.

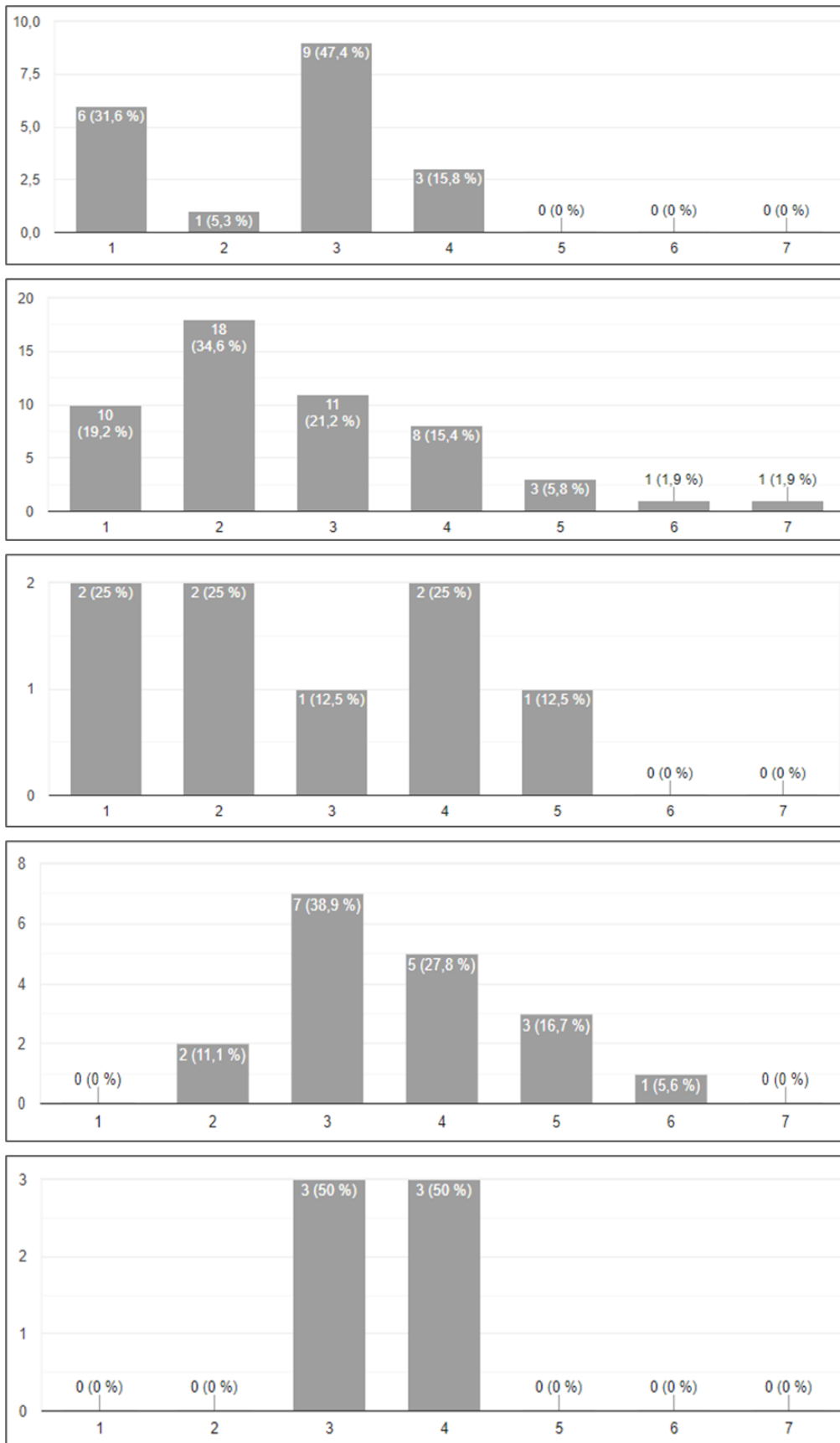


Figure 8a - What is your perception of level of achievement of this goal set to be reached in 2030? Distribution of the answers (%) between the survey's languages (from top to bottom): English, French, Italian, Lithuanian and Turkish. Likert scale: from Far from being achieved (1) to Fully achieved (7).

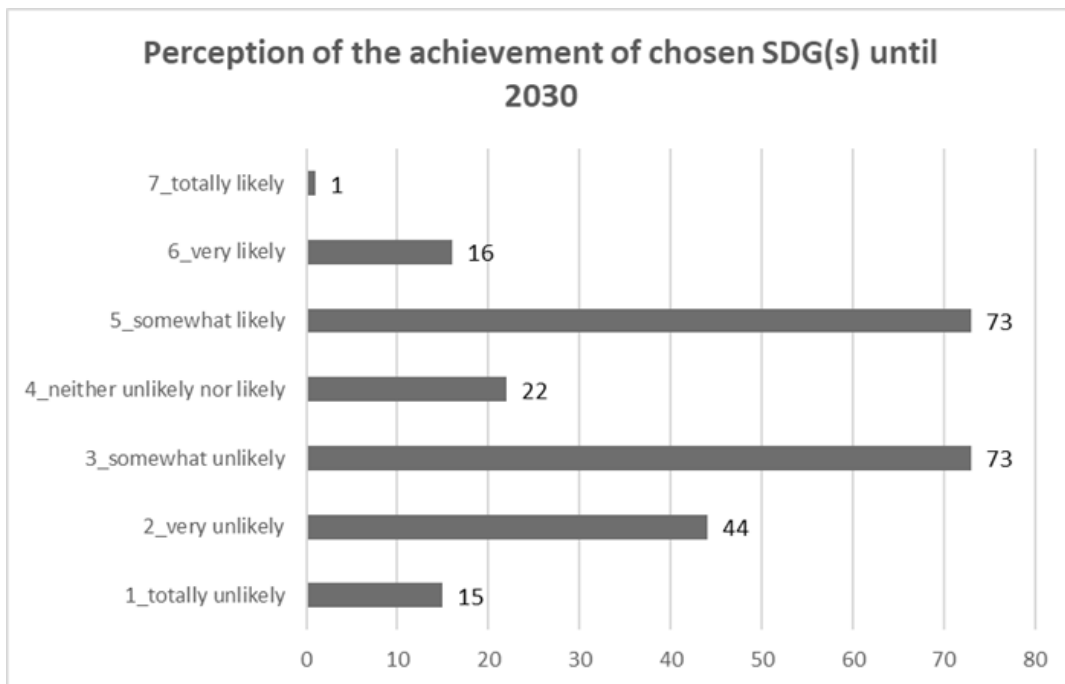


Figure 8b - What is your perception of level of achievement of this goal set to be reached in 2030? Distribution of the answers (%) in the Portuguese survey.

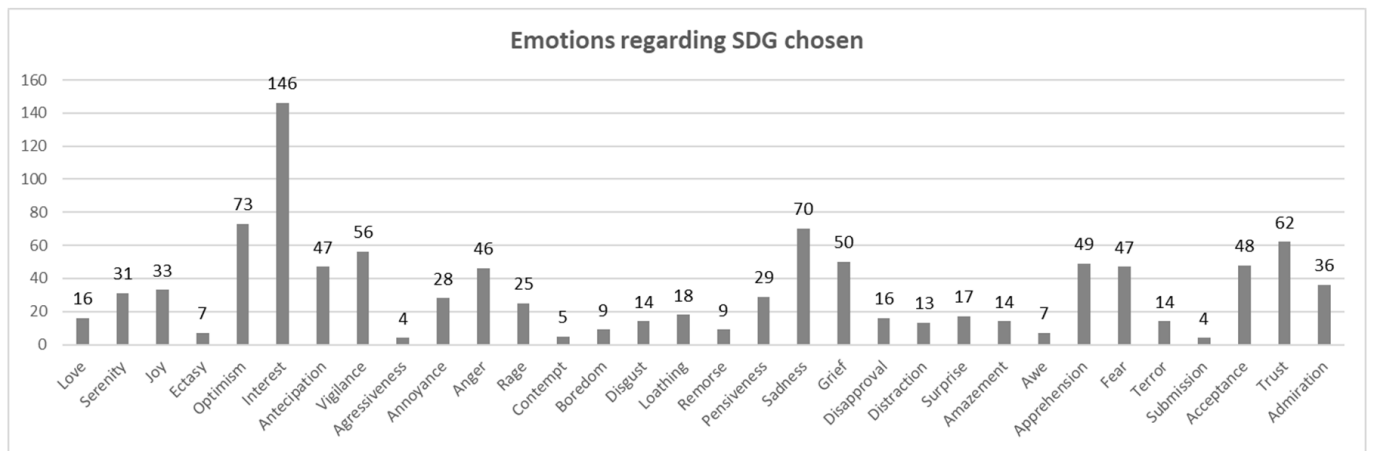
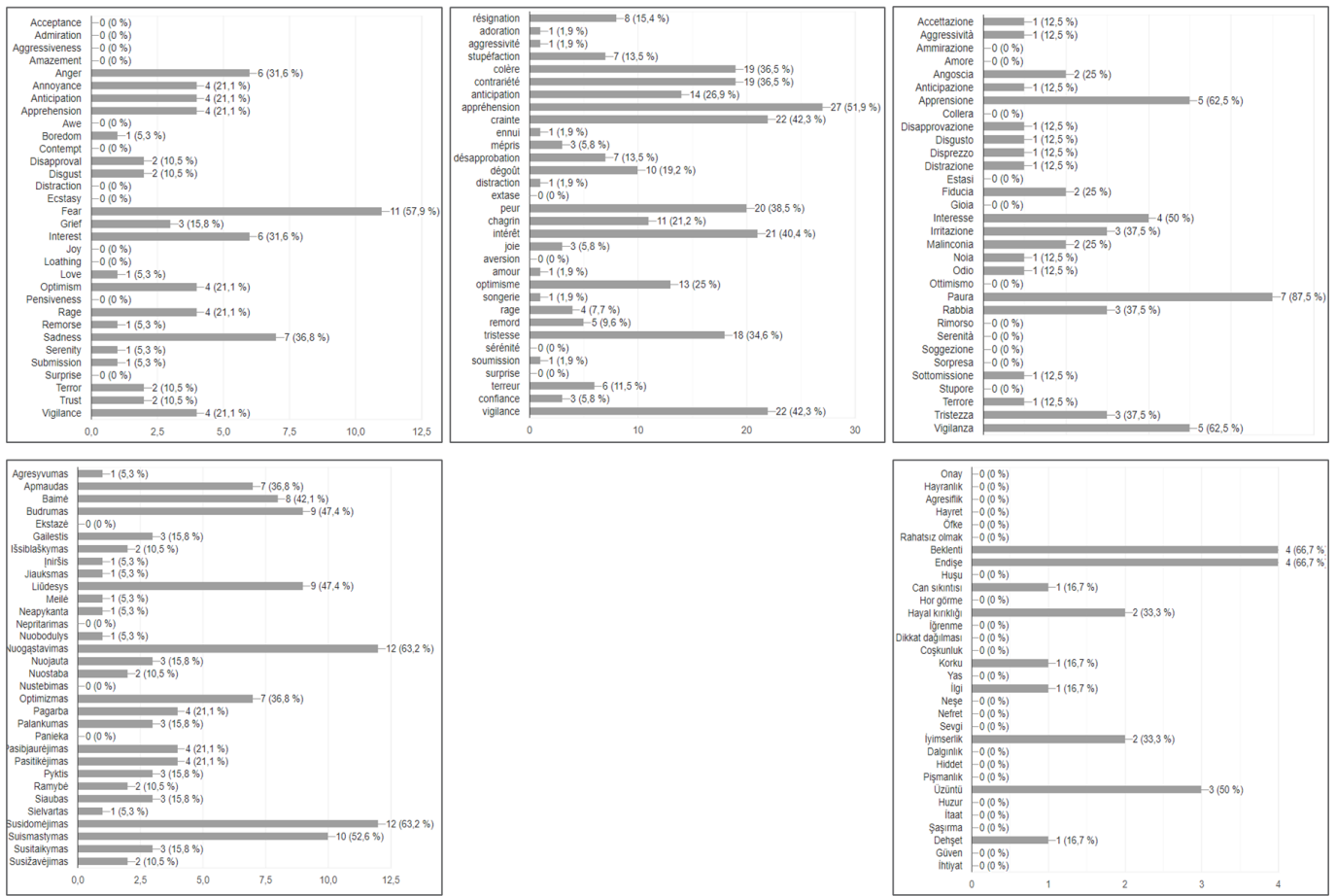


Figure 9 - Which of the following words better describe your emotional state regarding this goal? Distribution of the answers (%) from The Plutchik's Wheel of Emotions in the survey's languages (from left to right): English, French, Italian, Lithuanian, Turkish and Portuguese. The emotions are placed in every language's alphabetical (individual) order.

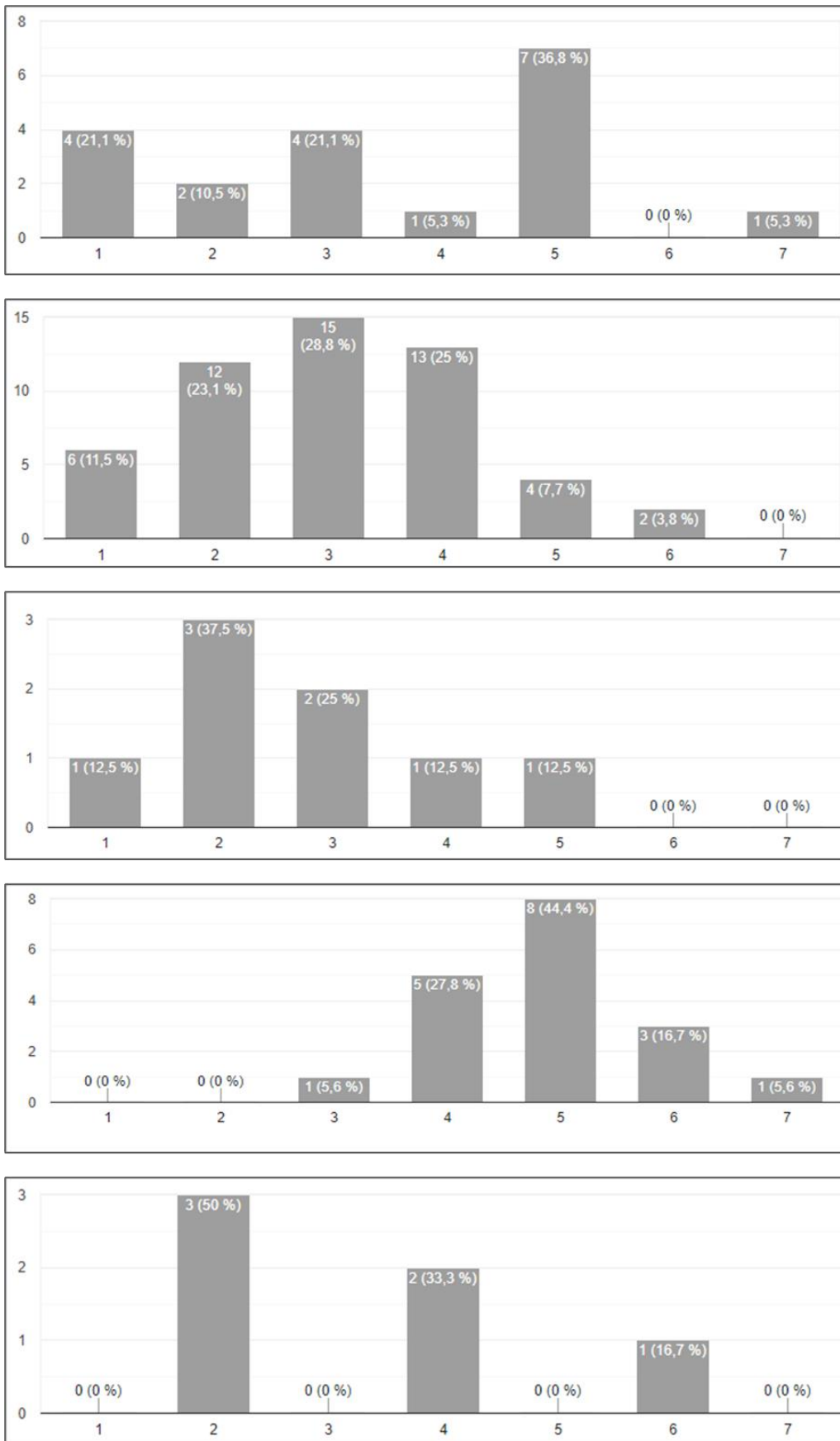


Figure 10a - Regarding this goal, do you think that your country/Europe is going in the right direction? Distribution of the answers (%) between the survey's languages (from top to bottom): English, French, Italian, Lithuanian and Turkish. Likert scale: from Wrong track (1) to Right direction (7).

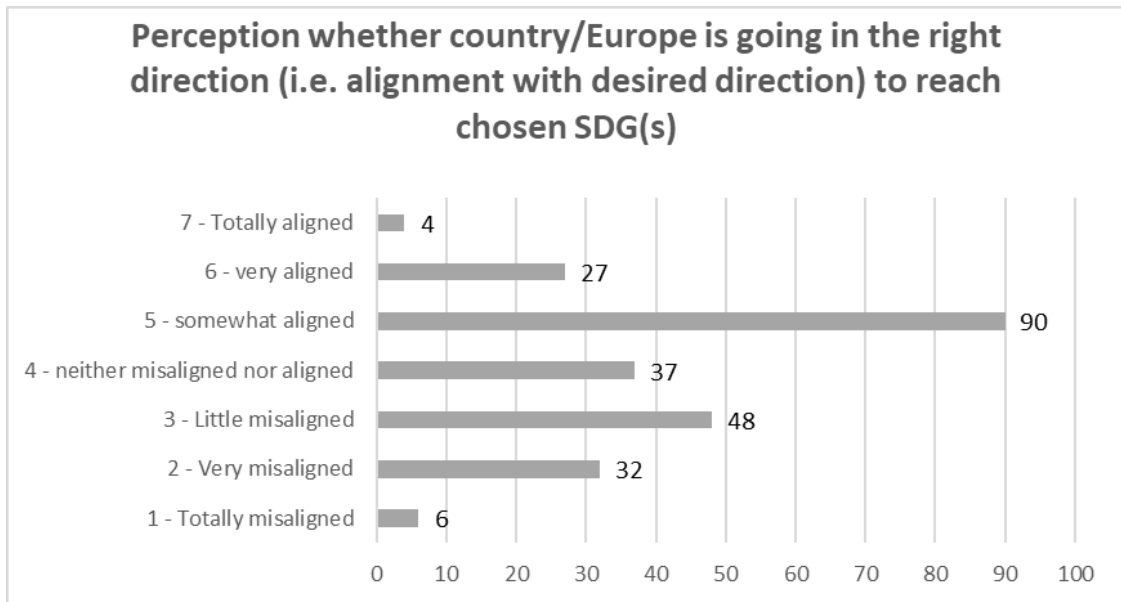


Figure 10b - Regarding this goal, do you think that your country/Europe is going in the right direction? Distribution of the answers (%) in the Portuguese survey.

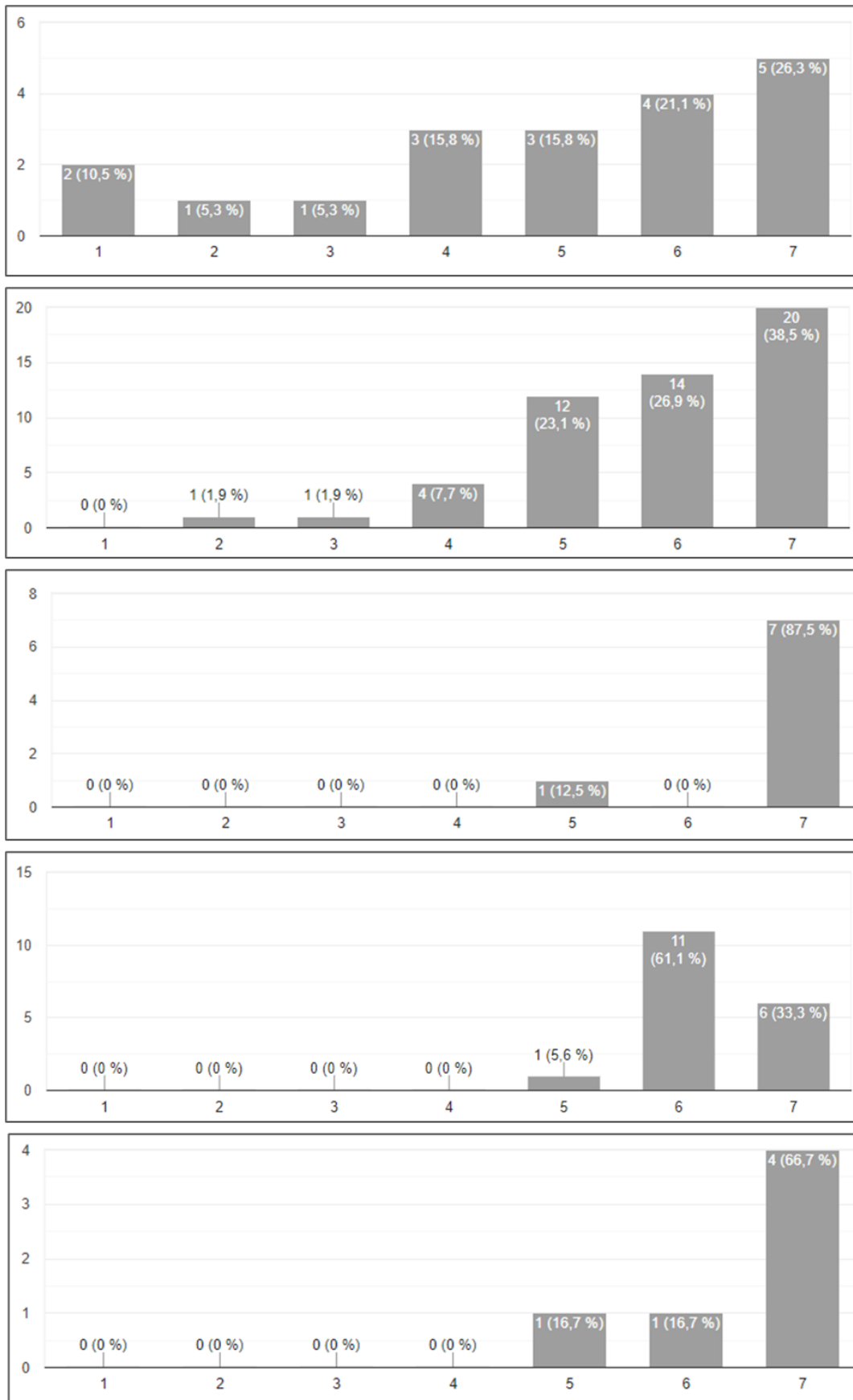


Figure 11a - How much do you think developing inner skills is important in reaching this goal? Distribution of the answers (%) between the survey's languages (from top to bottom): English, French, Italian, Lithuanian and Turkish. Likert scale: from Not at all (1) to They are crucial (7).

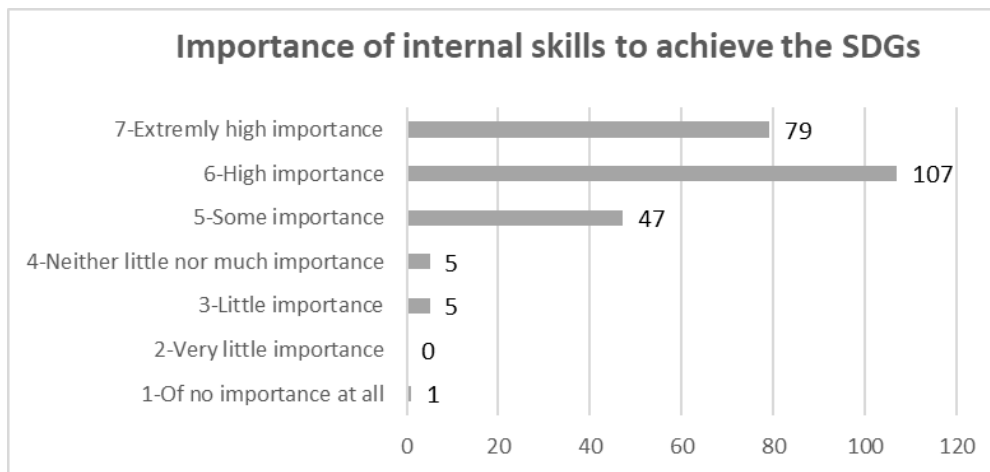


Figure 11b - How much do you think developing inner skills is important in reaching this goal? Distribution of the answers (%) in the Portuguese survey.

Inner Development Goals

The Inner Development Goals (IDGs) is an open-source initiative driven by the non-profit sector. Its purpose is to explore the skills and capacities necessary for effectively addressing the Sustainable Development Goals (SDGs) ([Stålne & Greca, 2022](#)).

The current challenges facing humanity, such as loneliness, climate change, political crises, polarization, and conflict, are all outcomes of human behaviour. However, the positive aspect is that human behaviour is something within our control. The SDGs serve as a guiding framework for UN member states to navigate global issues related to climate change, economic inequality, and social disparities. These 17 goals encompass various aspirations, including the eradication of hunger and poverty, the enhancement of education, and the promotion of clean energy. However, we believe that these problems are symptomatic of deeper issues that disconnect us from ourselves, others, and nature. This disconnection poses a challenge to the collaboration, courage, and commitment necessary to achieve the SDGs.

To address this gap, the Inner Development Goals (IDGs) complement the SDGs by identifying the personal and interpersonal skills and capacities that need to be developed to make the vision of the SDGs a reality. The IDGs are organized into five main categories, which encompass a total of 23 sub-categories. These categories direct our attention towards improving our relationship with ourselves, our communities, and nature, while also enhancing our cognitive abilities and fostering collaboration with others to effect change and act upon our vision ([29k platform](#)).

Respondents were introduced to the Inner Development Goals (IDGs) during the survey, along with an overview of the five main areas of internal skills. This introduction included an image of the IDGs framework and a link to the [IDG website](#) ([Stålne & Greca, 2022](#)).

This section was composed of two questions:

- (i) How much do you think developing internal skills is important to achieve the SDG(s) you have chosen? Please assign the degree of importance by choosing the following scale from 1 to 7, where 1 means "No importance" and 7 means "Extreme importance".

(ii) Please look again at the image on top of the five areas of the Inner Development Goals. Which areas do you consider the most important to focus on higher education activities? If you want, you can comment on your choice.

The majority of respondents indicated that Inner Development Goals (IDGs) are important to achieving the goals (Figure 11). More detailed questions on IDGs provide a wider perspective on the skills that need to be developed the most. The inner compass appears to be one of the most important factors in the Relation to Yourself IDGs group (Figure 12). Openness and Learning Mindset skills were preferred by Italian, French and English respondents, while Lithuanian and Turkish respondents selected Self-Awareness as the more important skill. In general, all other skills were also selected.

Critical thinking was selected as the most important cognitive skill according to the majority of responses (Figure 13). Respondents also chose the Long-term Orientation and Visioning skill as the second most important, except in the Turkish survey where Sense Making skill was ranked second. Generally, there was a wider range of choices in this IDG group.

Empathy and Compassion skills were the most selected from the Caring for Others and the World SDGs group (Figure 14). There were no significant differences in choices between the languages. The majority of respondents saw Appreciation as the least important skill.

Communication skills were seen as the best choice for achieving the goals according to the answers (Figure 15). Responses in the IDG group of Social Skills were quite diverse, with Co-creation skills being important for Lithuanian and Turkish respondents, but not so much for Italian and English ones. French respondents placed Mobilization Skills in the first place, while for others it was the least useful IDG skill.

Courage and Perseverance skills were selected as the most important for the Driving Change IDG group (Figure 16), except for the Turkish survey, which selected Optimism as the main skill in this category. In general, all other skills were also selected by the respondents.

In summary, the most important IDGs to be developed for achieving the SDGs and Agenda 2030 goals include having a sense of responsibility and commitment to the greater good, including critical thinking, relating to oneself and others with kindness, being able to listen and foster dialogue, and having the courage to stand for values and take action.

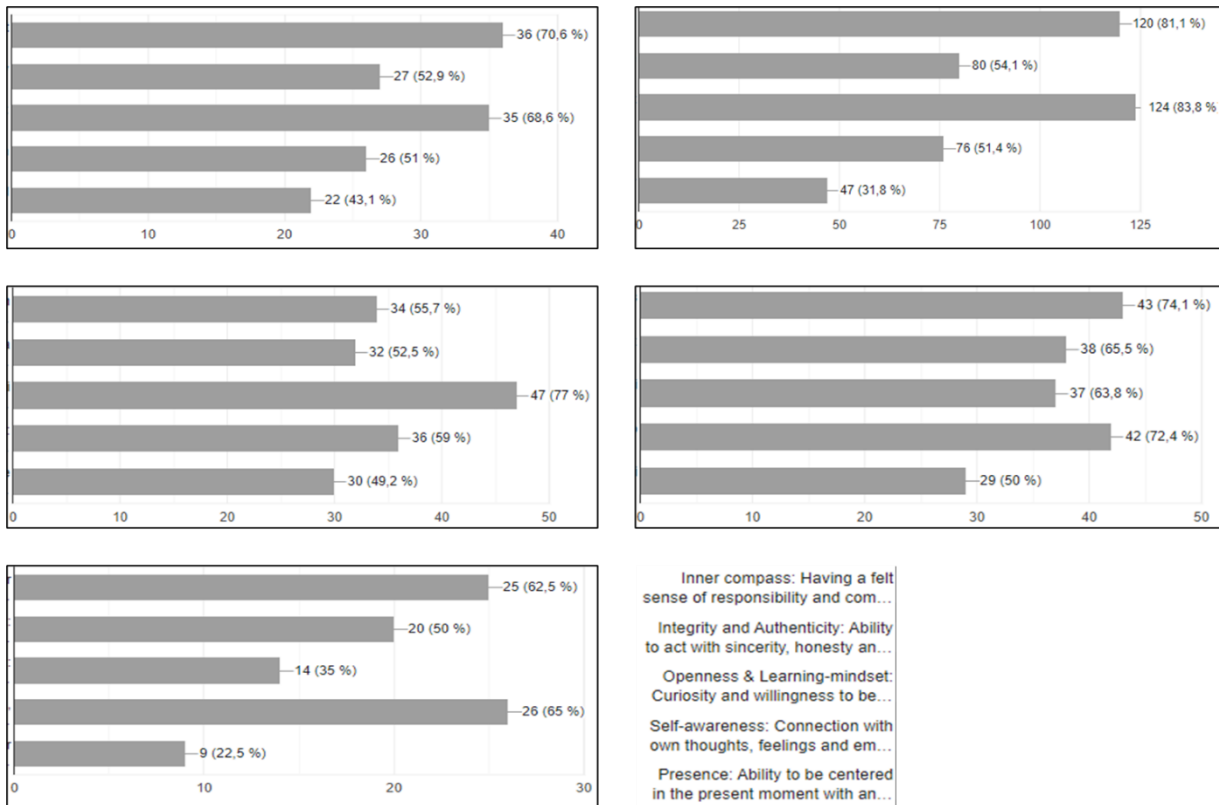


Figure 12 - IDG – Relationship to Self. Distribution of the answers (%) between the survey's languages (from left to right): English, French, Italian, Lithuanian and Turkish.

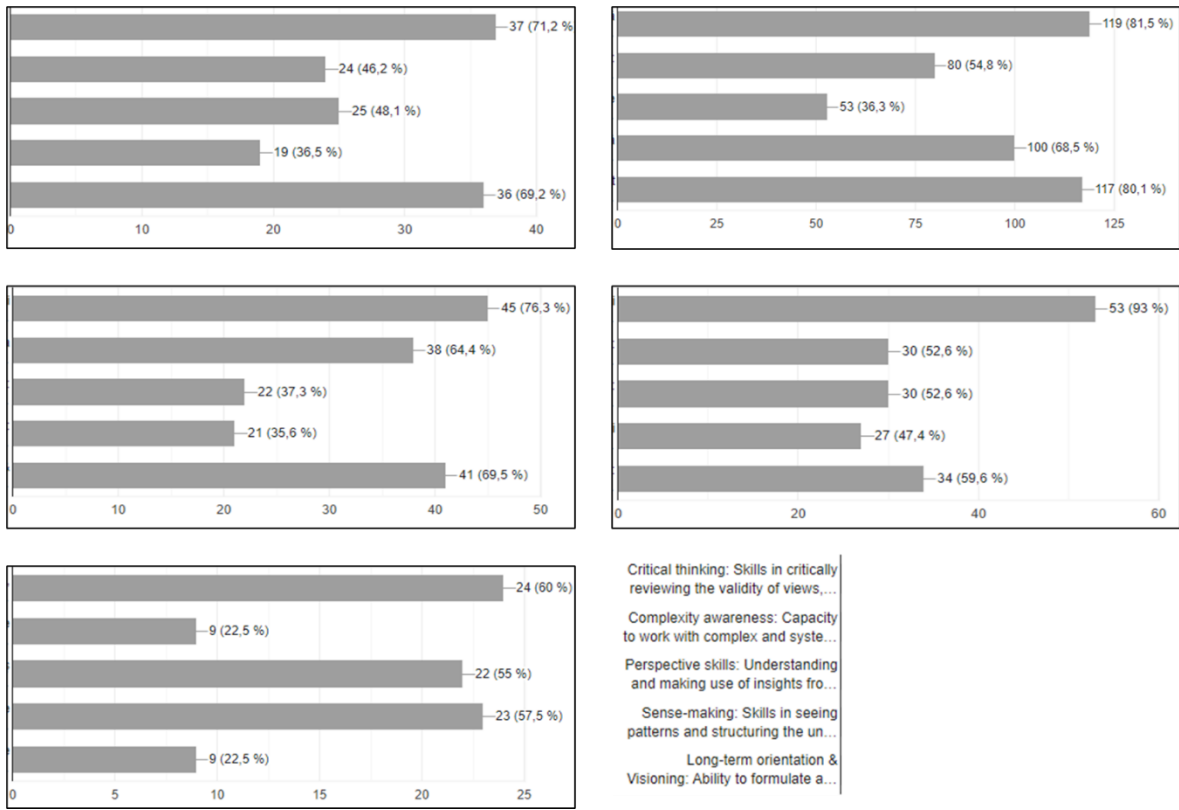


Figure 13 - IDG – Cognitive Skills. Distribution of the answers (%) between the survey's languages (from left to right): English, French, Italian, Lithuanian and Turkish.

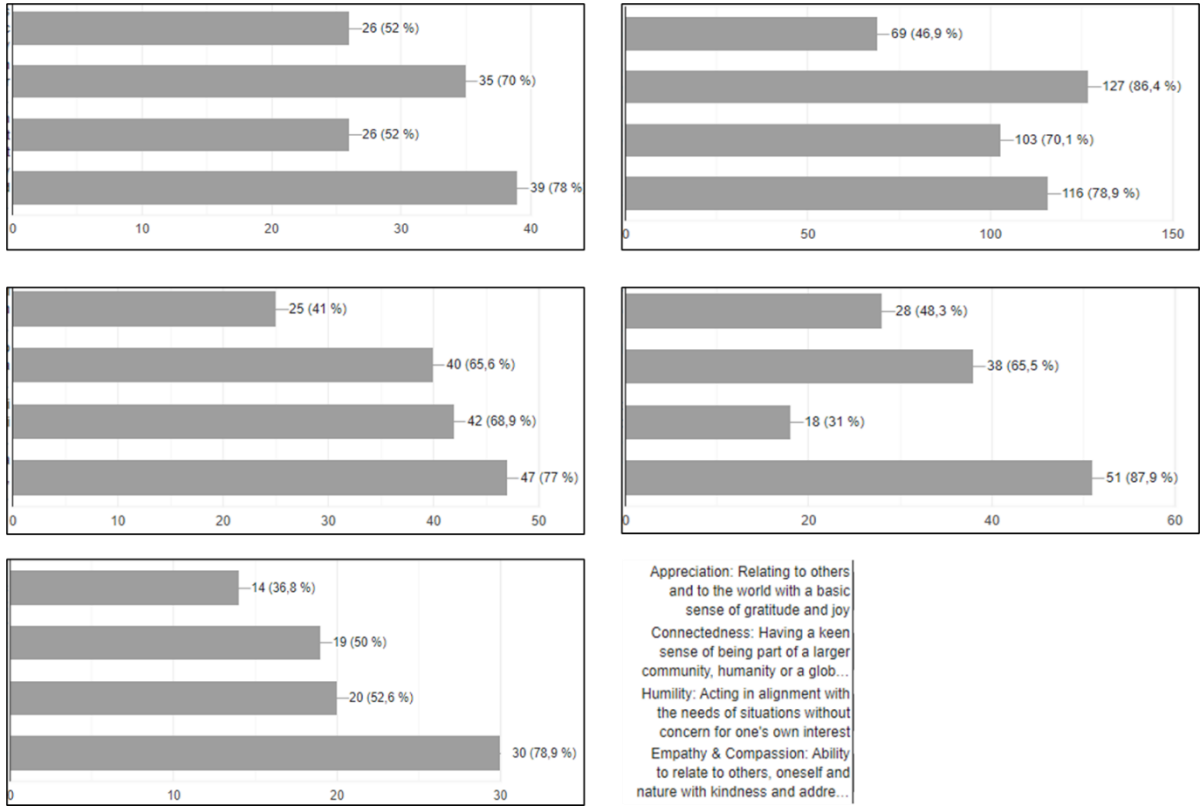


Figure 14 - IDG – Caring for Others and the World. Distribution of the answers (%) between the survey's languages (from left to right): English, French, Italian, Lithuanian and Turkish.

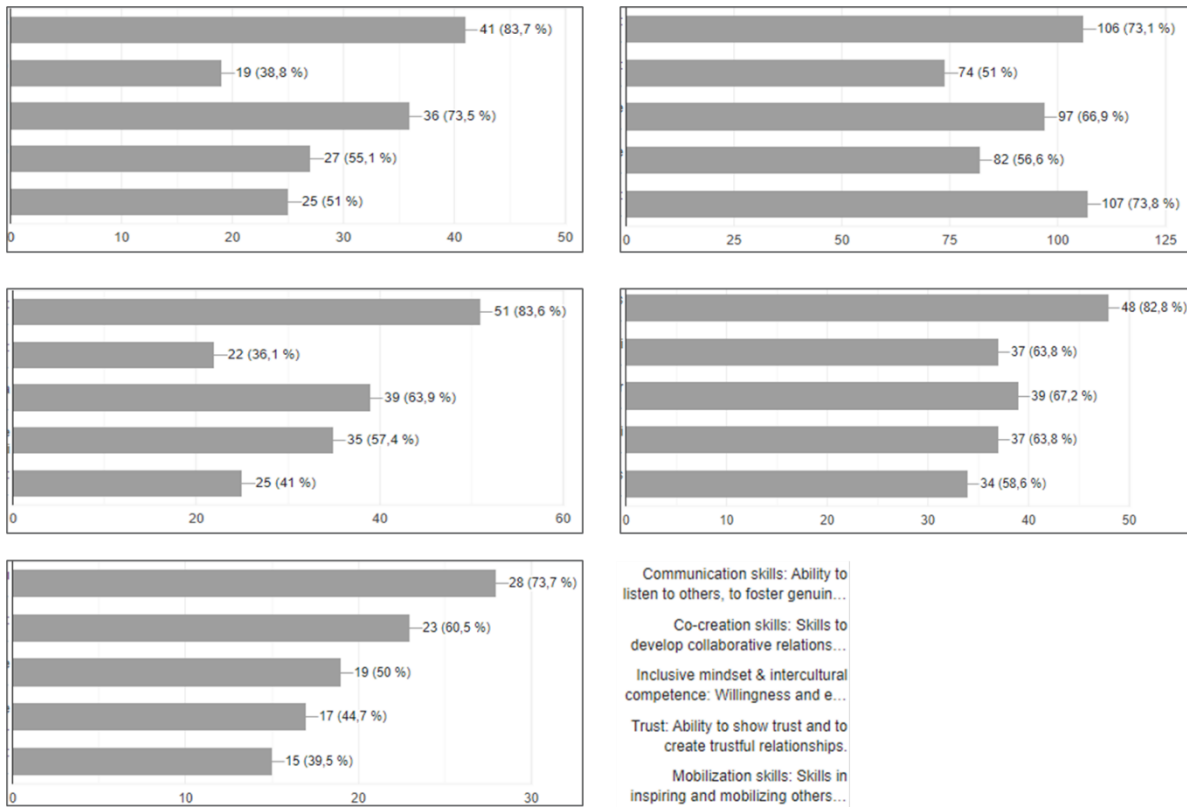


Figure 15 - IDG – Social Skills. Distribution of the answers (%) between the survey's languages (from left to right): English, French, Italian, Lithuanian and Turkish.

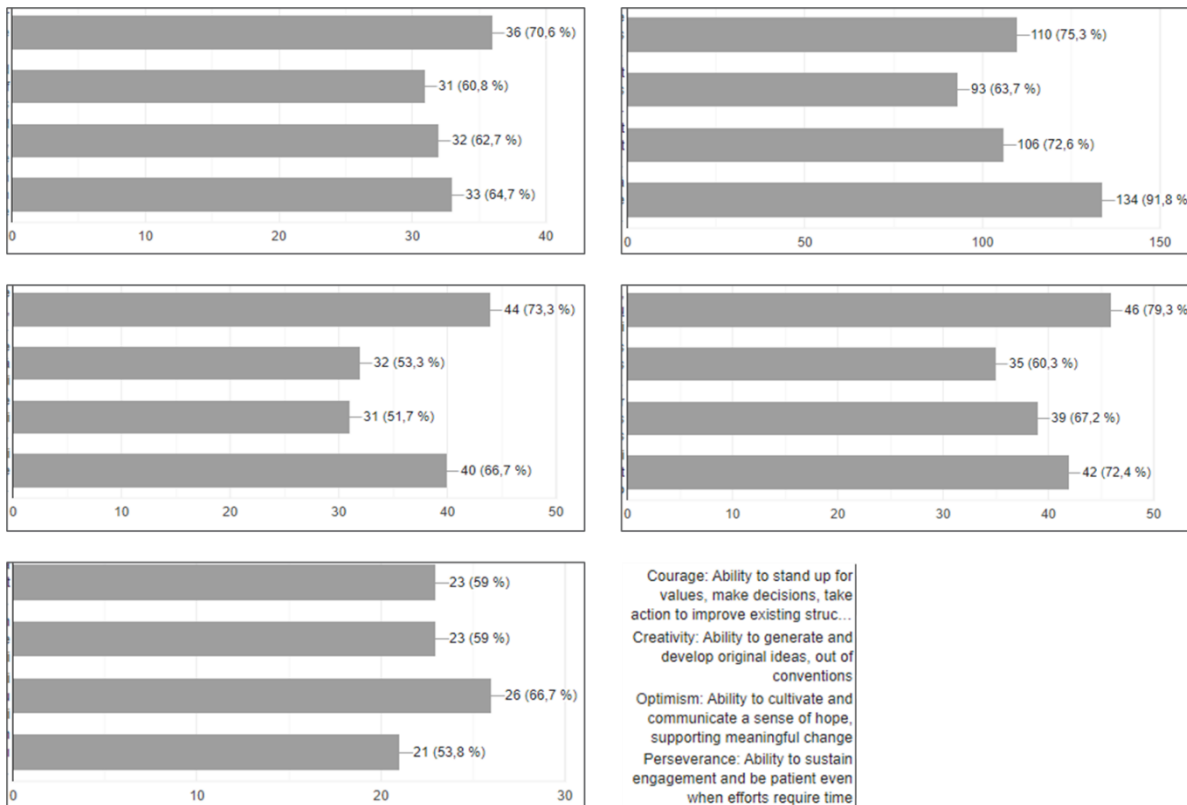


Figure 16 - IDG – Driving Change. Distribution of the answers (%) between the survey's languages (from left to right): English, French, Italian, Lithuanian and Turkish

Experience of awareness / contemplative practices

The main objective of the project was to explore the connection between mindfulness or other awareness practices and student engagement in different SDGs. Numerous examples suggest that the experience of awareness or contemplative practices could help achieve the SDGs and Agenda 2030 goals. Therefore, mapping the practices between respondents provided a broader picture of how widely these practices were used within university communities.

According to the results, the majority of respondents reported that they did not engage in any practice activities (Figure 17). This percentage was highest among Italian respondents (64%) and lowest in the Turkish survey (22%). The difference might be related to the syllabus or different social constructs in each country. Among respondents who did practice, the frequency varied between weekly and monthly categories, with less than 20 percent of respondents selecting a daily practice (or more often), except in the Turkish survey, which had a higher rate.

In terms of the duration of the practices, the majority of respondents reported engaging in very short practices that take a minute or less (Figure 18). Practices that last from 5 to 30 minutes were evenly distributed among the surveys in different languages. More than 10 percent of respondents in the English and Turkish surveys reported engaging in longer practices that last 60 minutes. There were also a few people across all surveys who practice for more than 1 hour.

Regarding the length of time practicing, the majority of respondents reported practicing for one year or less (Figure 19). Generally, about half of the respondents had been practicing for one year or less, which is not unexpected since the survey was mostly dedicated to students. The Lithuanian survey showed the shortest period of practicing, but a large part of the respondents had been practicing for 2 or 3 years. A few people across all surveys had been practicing for more than 20 years.

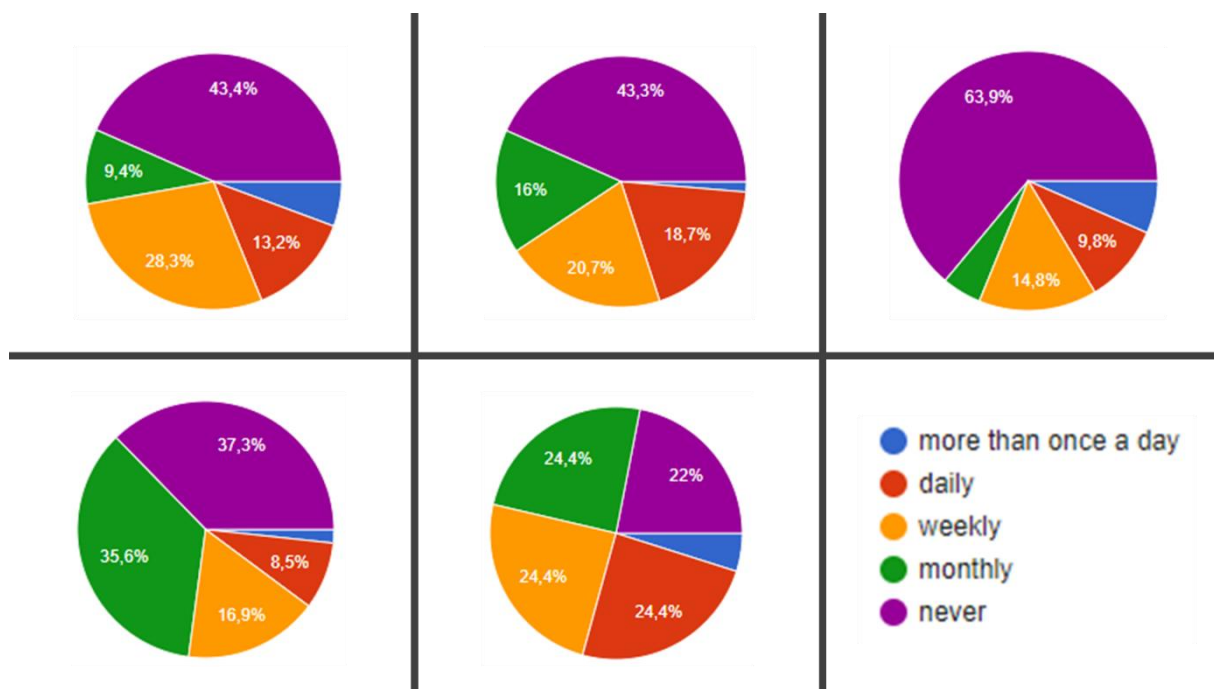


Figure 17a - How often do you practice? Distribution of the answers (%) between the survey's languages (from left to right): English, French, Italian, Lithuanian and Turkish.

Frequency of practice

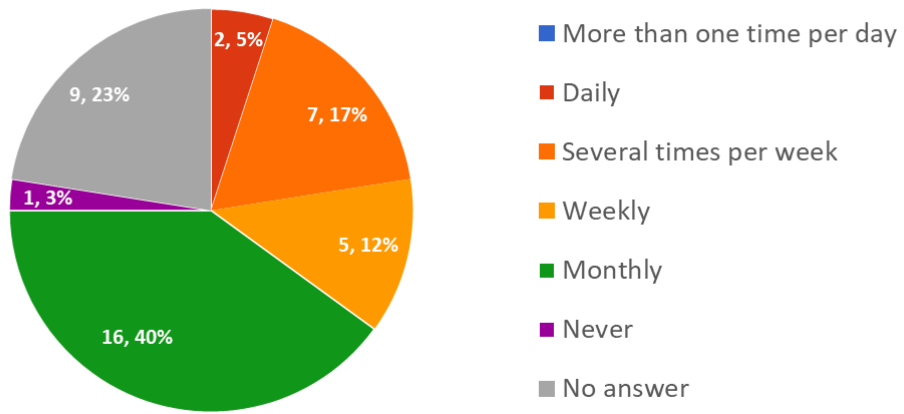


Figure 17b - How often do you practice? Distribution of the answers (%) in the Portuguese survey.

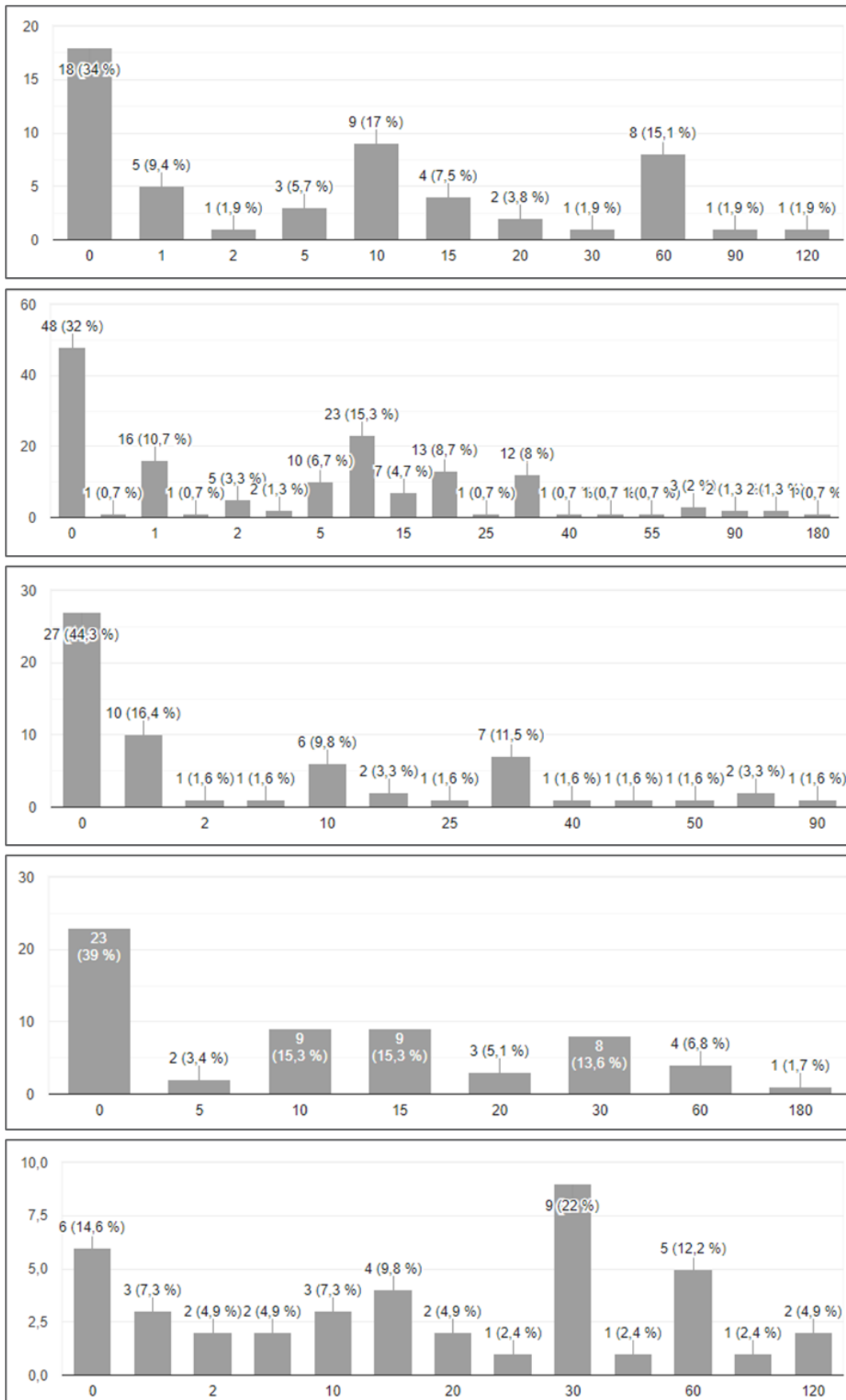


Figure 18 - How long do you practice for when you do? Distribution of the answers' frequency (%) between the survey's languages (from top to bottom): English, French, Italian, Lithuanian and Turkish.

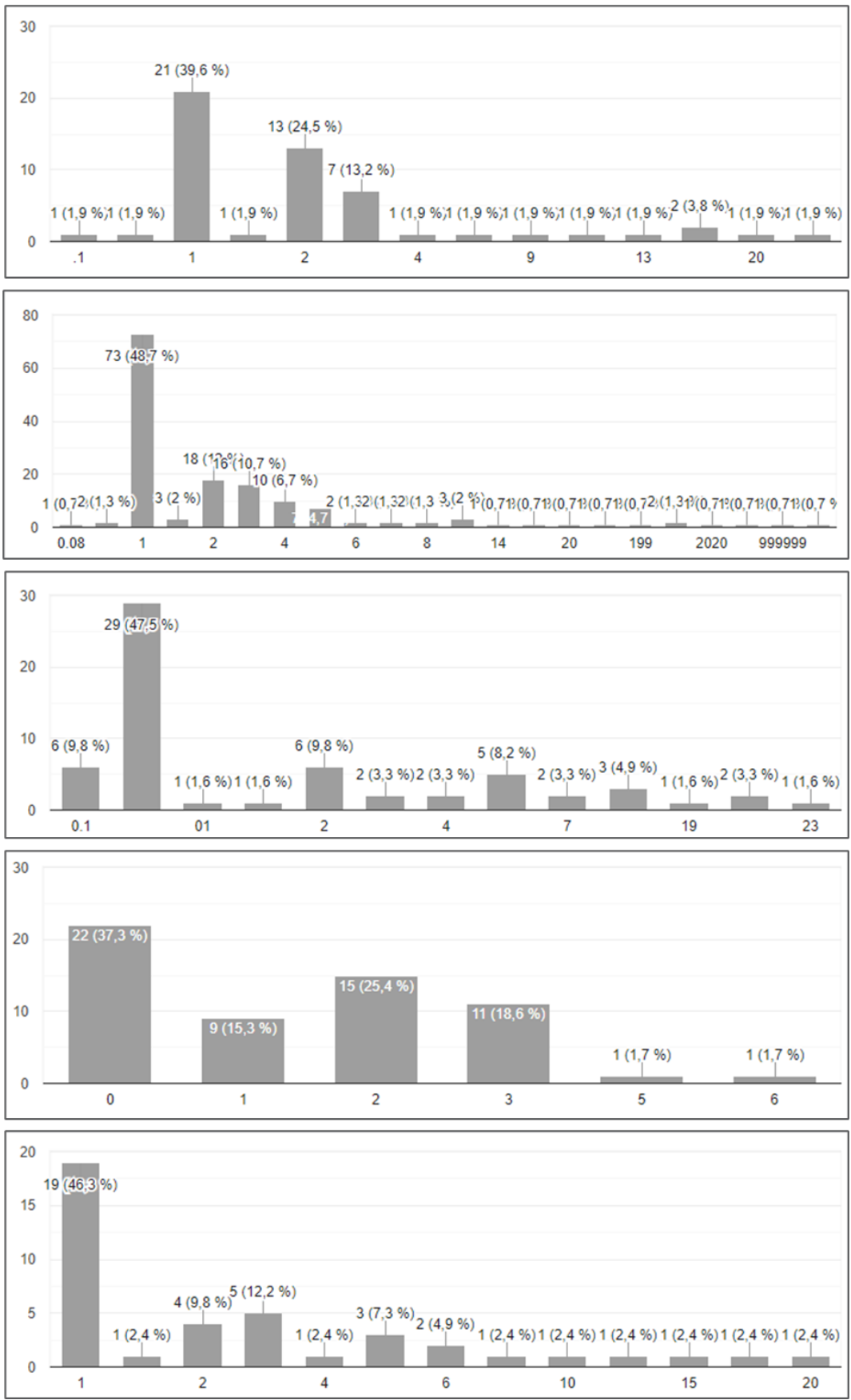


Figure 19 - How many years have you been practicing for? Distribution of the answers' frequency (%) between the survey's languages (from top to bottom): English, French, Italian, Lithuanian and Turkish.

Conclusion

The survey conducted as part of the MP4s project serves as the initial step in creating a comprehensive understanding of students' emotional challenges and concerns. Its aim is to delve deeper into students' personal contributions to the realization of the Sustainable Development Goals (SDGs) and to harness their existing potential for self-realization. This study goes beyond simply repeating previous research and findings by other authors. It provides unique insights into students' emotions and feelings regarding the implementation of the SDGs, while also mapping the significance of the Inner Development Goals (IDGs) in achieving them.

More than 600 respondents participated in the survey, with over two-thirds of them being women and the majority under the age of 24. Many respondents are actively engaged in self-development and self-awareness processes, driven by their desire to apply their personal experiences purposefully in practical activities.

Across the majority of respondents (with the exception of Italians and Portuguese), the SDG goal 'Climate Action' (SDG13) is mentioned most frequently. Other relevant goals for young people include gender equality (SDG5), health and well-being (SDG3), education (SDG4), and responsible consumption (SDG12), except for Lithuanians who also highlighted poverty eradication (SDG1).

For most respondents, SDG13 evokes an interest or vigilance, which can lead to specific actions in this area. Conversely, prevailing negative emotions such as fear, sadness, and anger can potentially lead young individuals to resignation, endangering the achievement of this goal.

The most significant IDGs that need to be developed to achieve the SDGs and Agenda 2030 goals encompass a sense of responsibility and commitment to the greater good, critical thinking, kindness in relating to oneself and others, the ability to listen and foster dialogue, and the courage to uphold values and take action.

The survey findings provide evidence of the need for support among students and reaffirm the commitment of the project team to continue their efforts. The majority of respondents express dissatisfaction with the current state of global affairs, the implementation of the SDGs, and the world's current level of safety. Integrating the SDGs and IDGs is crucial for bridging the gap between individual and social responsibilities. The survey highlights the pressing need for the widespread adoption of mindfulness practices and the creation of the SIT4PLANET syllabus and Moodle platform to facilitate the exchange of knowledge, experiences, emotions, and potential actions. The framework proposed by [Wamsler et al. \(2018\)](#) positions mindfulness within sustainability science, offering the potential for nuanced understandings, inspiring action, and enhancing sustainable change.