

# SUSTA

Teaching Sustainability in Higher Education  
in the Field of Economics and Management

Erasmus+ KA2 Strategic Partnerships for Higher Education  
Teaching Sustainability in Higher Education in the Field of Economics and Management  
(SUSTA)  
2020-1-PL01-KA203-081980

## Identification of education needs in the field of sustainability

Data analysis and results of survey research

IO#01

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## Introduction

- The questionnaire was distributed to our students in order to help us identify the issues that they consider important in their countries and also to find out their studying needs in order to proceed with the syllabi.
- In addition, by identifying the issues and the studying needs we aimed at finding out if the issues that students consider important are associated with their studying needs.



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## Introduction

- Sample size:

Poland: 480, Czech Republic: 218, Hungary: 179, Croatia: 153

Spain: 403, Slovakia: 283

**Total: 1716**

- Time frame:

January – December 2021



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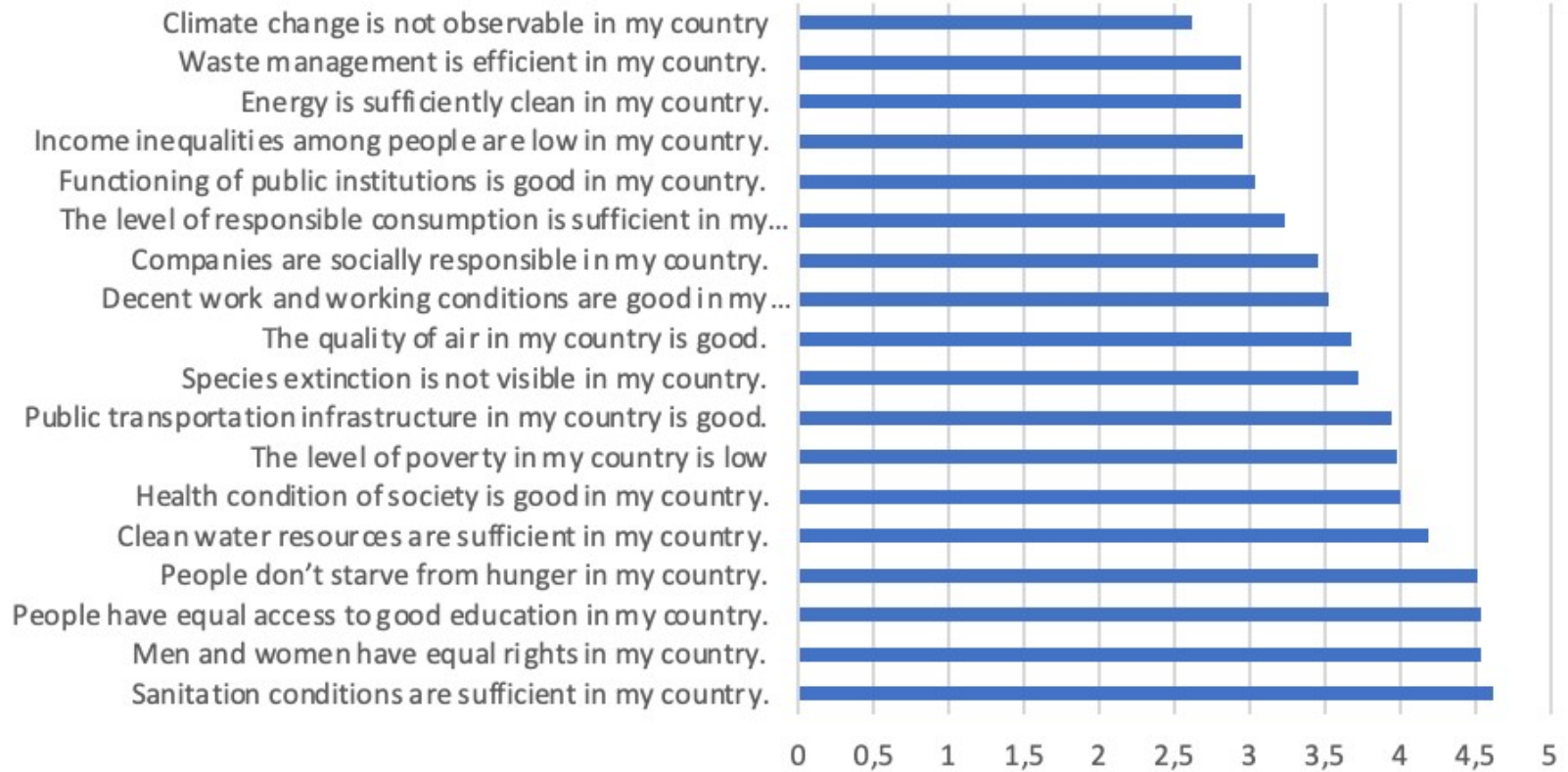


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## Data analysis: “Issues”

Issues (all)



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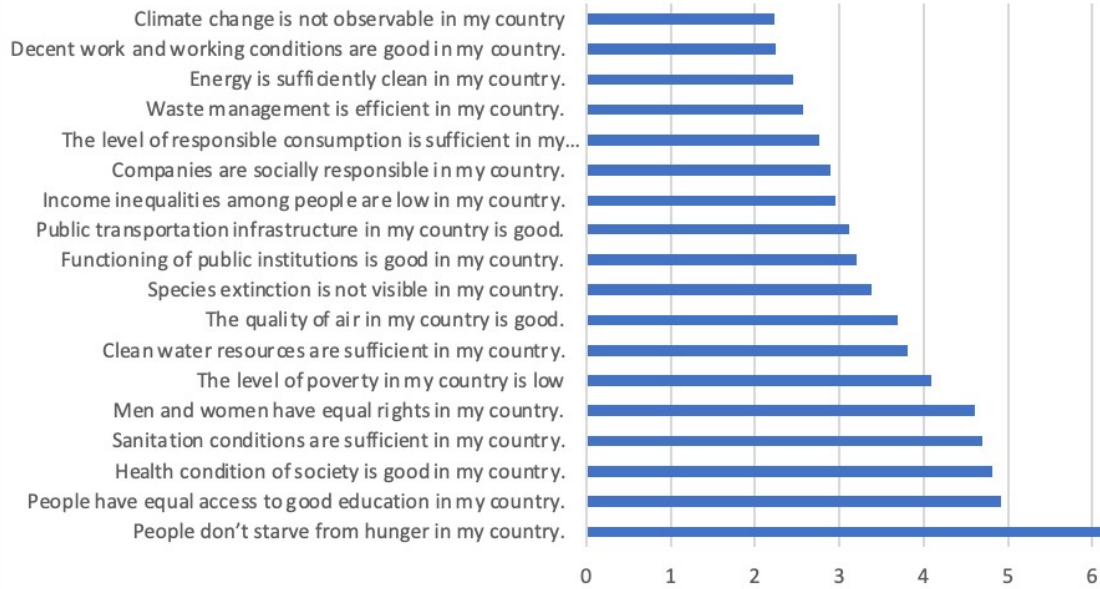
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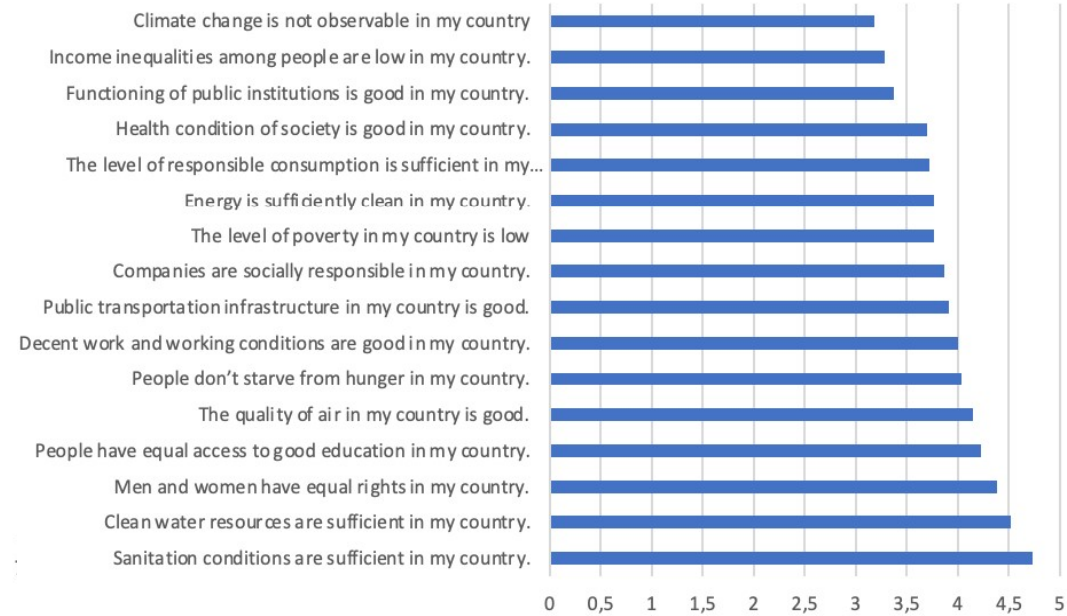
## Data analysis: "Issues"



Spain



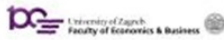
Slovakia



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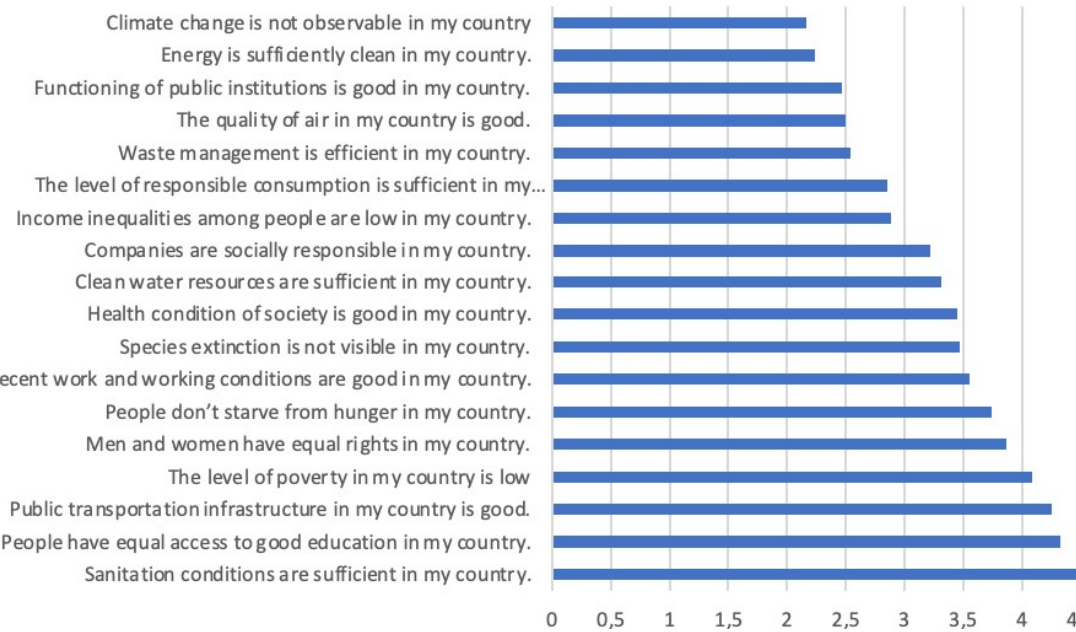




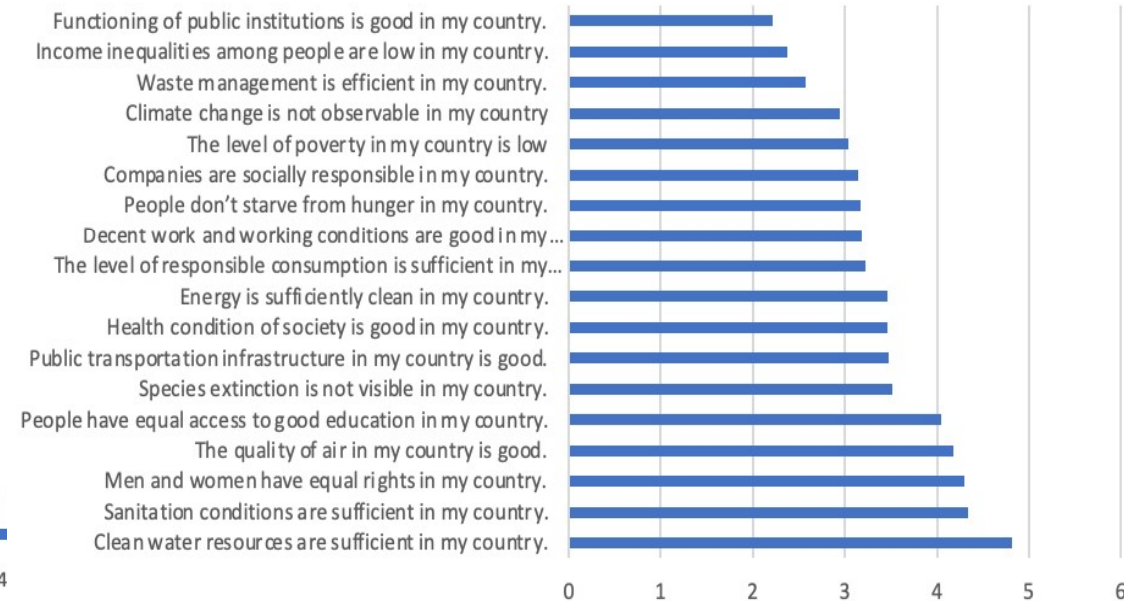
## Data analysis: "Issues"



Poland



Croatia

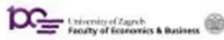


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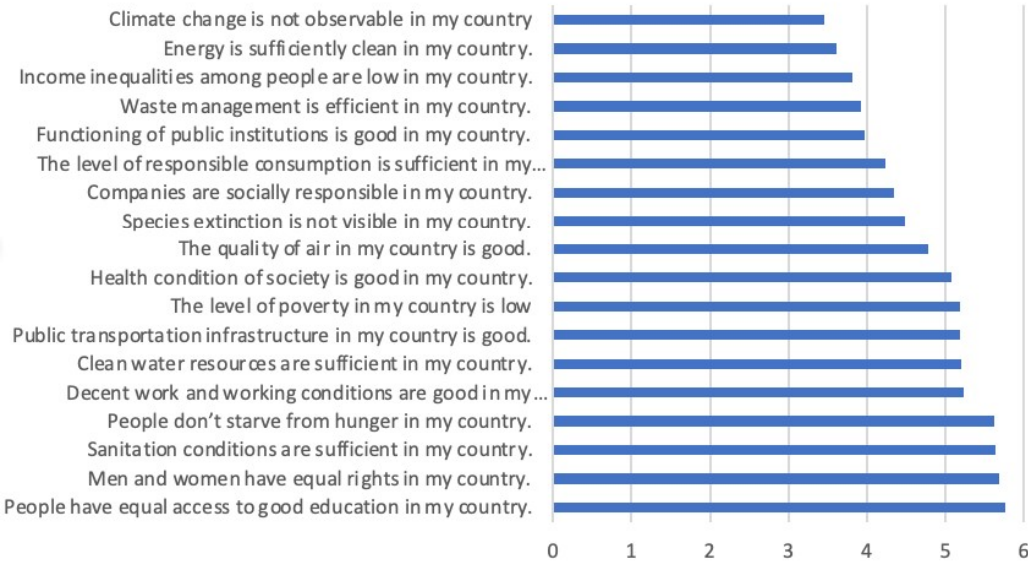
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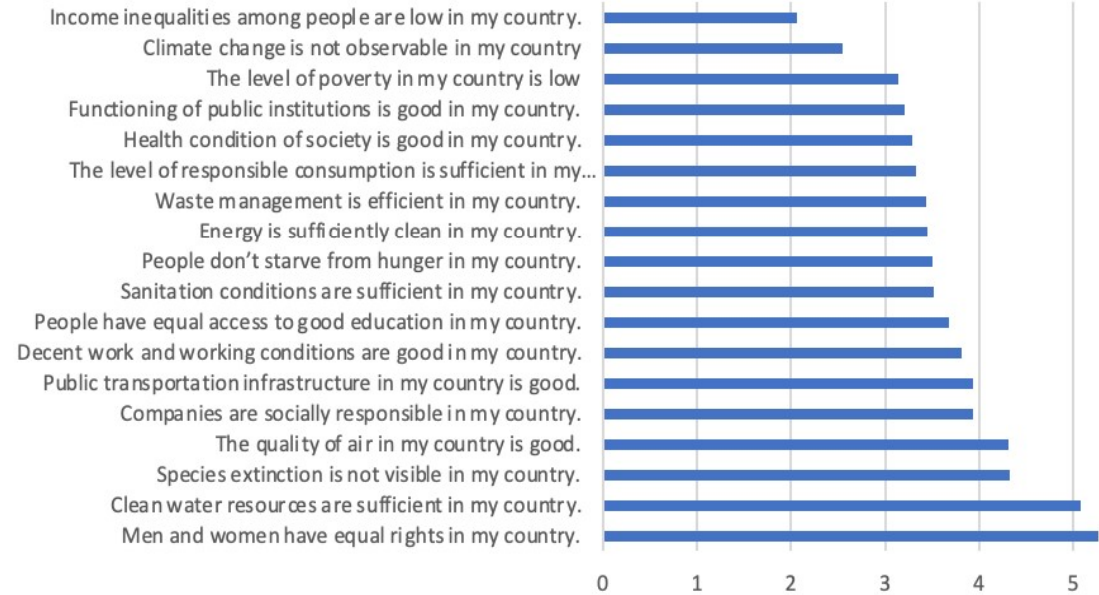
# Data analysis: "Issues"



Czech Republic



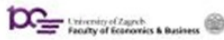
Hungary



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## Summary: "Issues"

### 1) *Climate change:*

Students from 4 out of 6 countries, indicated "Climate change" as the biggest issue (Poland, Czech Republic, Spain, Slovakia).

### 2) *Croatia and Hungary:*

Students from Croatia indicated "functioning of public institutions" as the main issue, and students from Hungary "Income inequality".

### 3) *Sanitation Conditions:*

From the average of all countries "Sanitation conditions" was indicated as the less significant issue.

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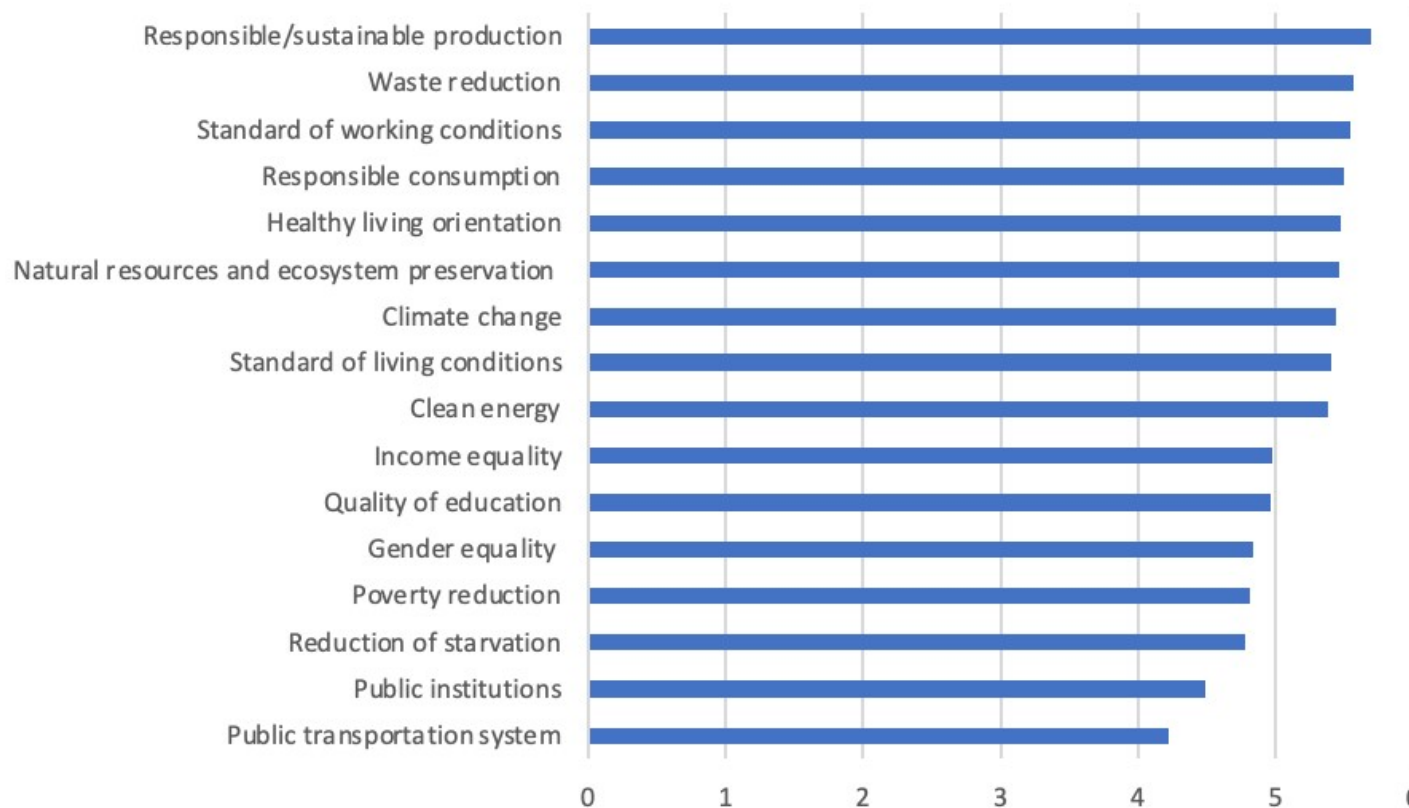
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## Data analysis: Studying Needs

### Needs



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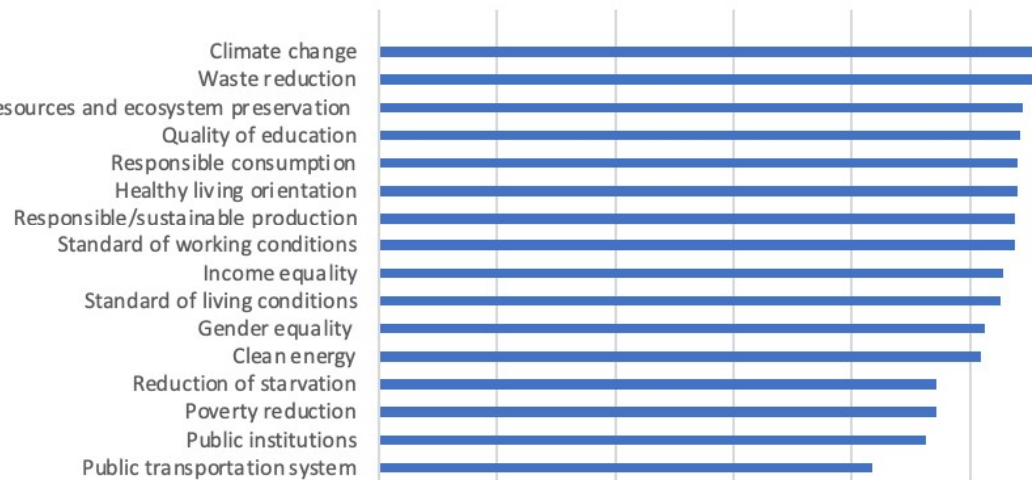


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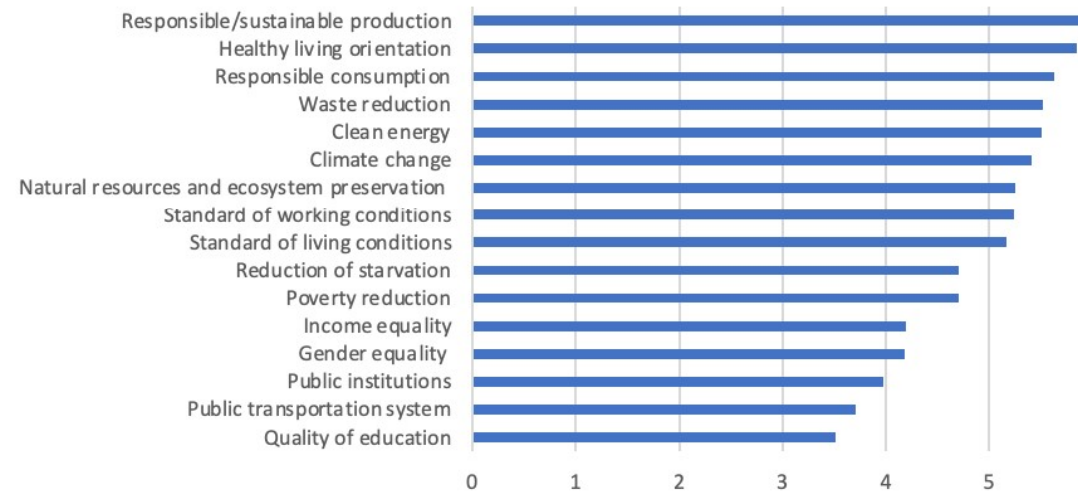


## Data analysis: Studying Needs

Slovakia



Spain

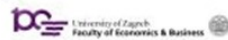


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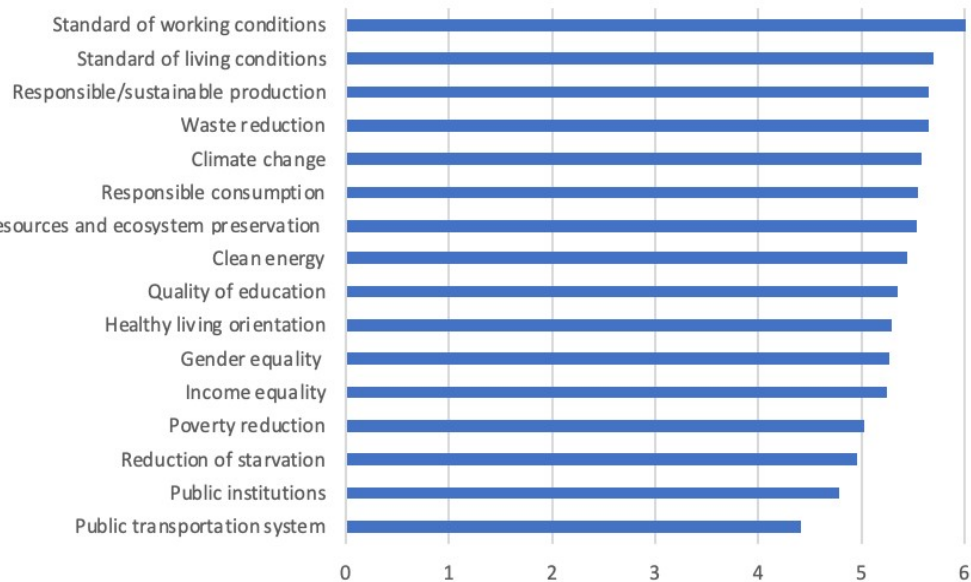


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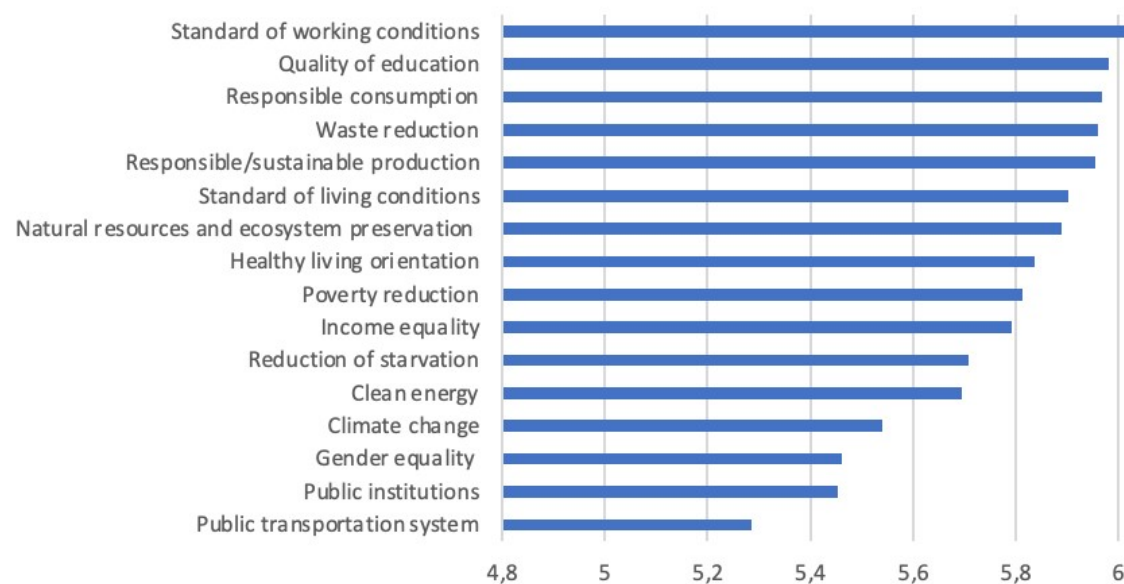


## Data analysis: Studying Needs

Poland



Croatia



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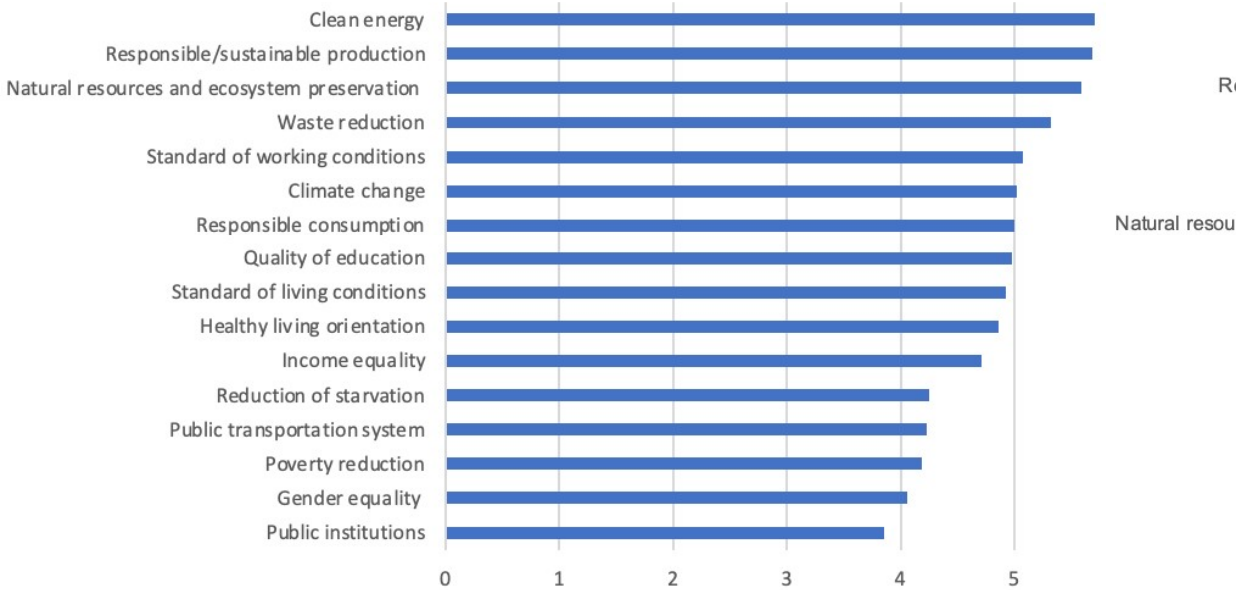


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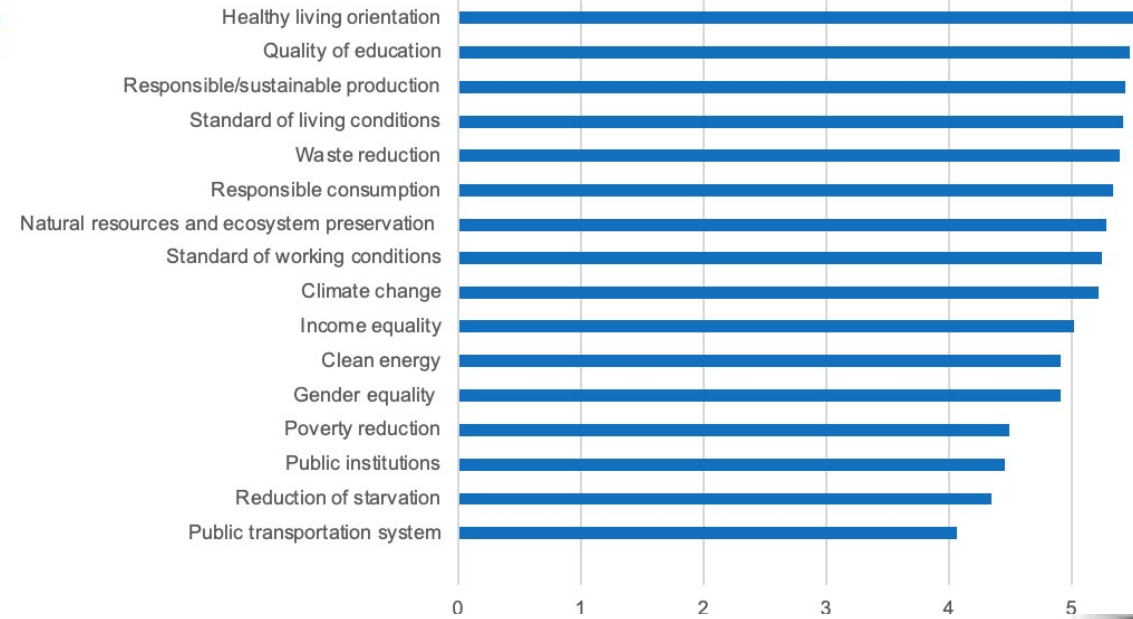


## Data analysis: Studying Needs

### Hungary



### Czech Republic



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# Summary: "Studying Needs"

## 1) *Responsible Consumption:*

On average, students from all countries mentioned their high need to be taught about "Responsible consumption".

## 2) *Poland and Croatia:*

Students from both countries mentioned that they mostly need to be taught about "Standard working conditions".

## 3) *Public Transport:*

On average, "public transportation" was indicated as the least needed subject for students to learn about.

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# Regressions

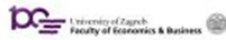
- One of the aims of the survey was to finding out if the issues that students consider important are associated with their studying needs.
- In order to do so, we did a regression analysis using R Studio.
- The regression analysis allow us to notice if the “Issues” can explain the “Studying needs” of students.



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## Medium – high regressions

Issues	Needs
Companies are socially responsible in my country	Poverty reduction
Companies are socially responsible in my country	Reduction of starvation
Waste management is efficient in my country	Healthy living orientation
Decent work and working conditions are good in my country.	Quality of education
Decent work and working conditions are good in my country.	Gender equality
Functioning of public institutions is good in my country.	Standard of living conditions
Functioning of public institutions is good in my country.	Standard of working conditions
Decent work and working conditions are good in my country.	Public transportation system
Income inequalities among people are low in my country.	Income equality
The level of responsible consumption is sufficient in my country	Responsible consumption
Waste management is efficient in my country	Waste reduction
Climate change is not observable in my country	Climate change
Functioning of public institutions is good in my country	Public institutions
Energy is sufficiently clean in my country.	Clean energy
The level of responsible consumption is sufficient in my country.	Natural resources and ecosystem preservation
The level of responsible consumption is sufficient in my country.	Responsible/sustainable production



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# Summary: Regressions

## 1) *Summary:*

On average indicated "issues" work as predictors to students' learning needs.

## 2) *Conclusion:*

Out of 16 "needs", only 5 are not directly connected with the indicated "issues".

## 3) *Poverty - Starvation*

Both of the "needs" are correlated with the social responsibility of the companies.

## 4) *Quality of education - Public transport - Healthy living orientation*

Both of quality of education and public transport are connected with the decent working conditions "issue".  
Healthy living orientation is associated with waste management.

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Teaching Sustainability in Higher Education in the Field of Economics and Management  
(SUSTA)  
2020-1-PL01-KA203-081980

## Identification of education needs in the field of sustainability

Desk research results

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## IO1/Task 1.2 – desk research on existing courses on sustainability in higher education in partner's countries



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## Our research interests focused on

The task is part of **the study/analysis of education needs in the field of sustainability**

The title of the task: **desk research on existing courses on sustainability in higher education in partner's countries (task 1.2).**

Objective of the task: **identify education gap and good practices in teaching sustainability.**

>>> in order to reach what we did >>>

checked the existing offer of leading universities in partner countries connected with the sustainability.

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## We examined in practice

The scope of the desk research: **leading universities at country-level in the Field of Economics and Management**

The focus of the desk research: **courses on sustainability** >>> more precisely: courses that explicitly mention one of the following terms in their name/title: „**sustainability**”, or „**sustainable**” (>>> one of these words/terms are included in the name/title of the course)

## We identified the courses and collected them

Different aspects were analyzed: the name of courses on sustainability, education level, language of teaching, number of teaching hours, number of ECTS points.

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## Workflow was

University of Szeged was the leading institution of IO1 and all other partners were involved in its implementation.

### The division of work was as follows:

- University of Szeged in collaboration with Poznan University of Economics and Business prepared initial template for desk research.
- all partners gave feedback on initial template,
- based on this feedback, USZ in association with PUEB will delivered the final template for desk research,
- all 6 partners filled the forms
- USZ made summary.

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## Results in partner countries

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# Croatia

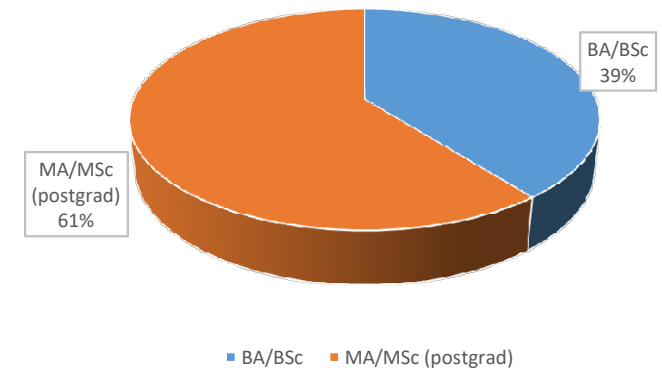
**Ratio teaching hours/ETCS: 9,45**  
**Average of teaching hours: 48,50**  
**Average of ECTS: 5,13**

**Name of courses:**

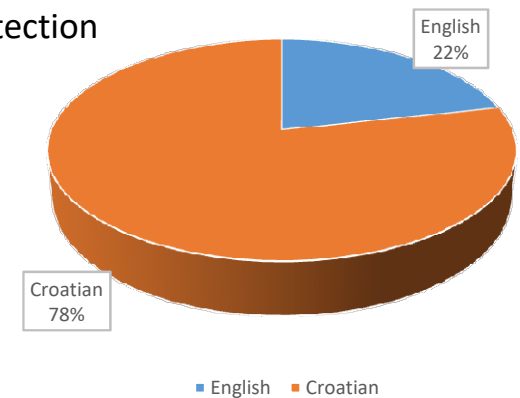
Sustainable Computing and Electronic Business  
 Sustainable Development and Natural Resources  
 Environment and Economics  
 Green Industry  
 Waste Management  
 Sustainable Marketing and Ethics  
 Environment Protection Management  
 Corporate Social Responsibility  
 Management of Socially Responsible Projects  
 Business Ethics  
 Business Ethics  
 Socially Responsible Supply Chain Management  
 Fair Trade and Sustainability  
 Corporate Social Responsibility  
 Business Ethics

Ethics and Economics  
 Politics of Environment  
 Energetics and Climate Change  
 Economics and Environment  
 Decarbonization and Competitiveness  
 Corporate Social Responsibility  
 Economics and Politics of Environment  
 Protection  
 Green logistics  
 Sustainable Development and Sea Ecology  
 Ethics in Marketing  
 Sustainable Tourism  
 Economics of Environment  
 Corporate Social Responsibility  
 Sustainable Marketing  
 Management of Sustainable Development

Ratio BA/BSc and MA/MSc



Ratio of courses





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# Czech Republic

**Ratio teaching hours/ETCS: 7,13**

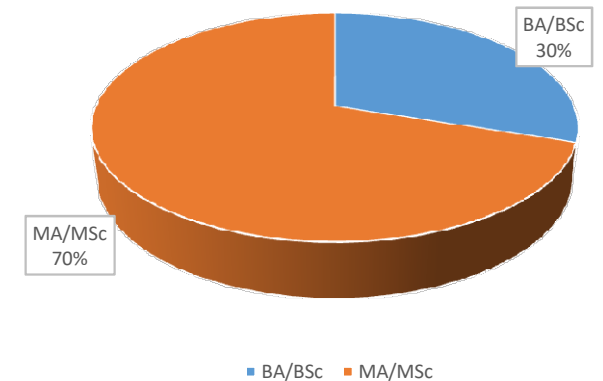
**Average of teaching hours: 33,8**

**Average of ECTS: 4,74**

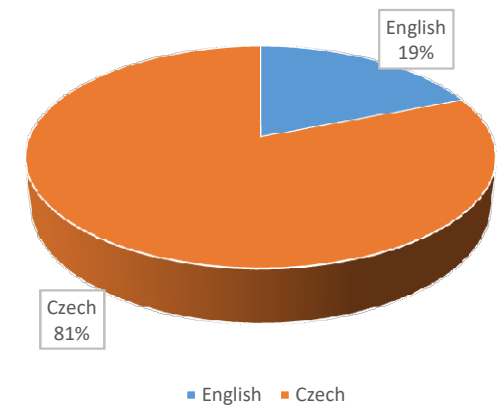
## Name of courses:

Sustainable Development  
Business Support and Sustainability  
Economic tool of sustainability  
Environmental economics and sustainable development  
Sustainable development of cities and regions  
Sustainable tourism  
Regional Sustainable Development  
Tourism sustainability management  
Sustainable development of the territory  
Territorial mobility - sustainability and innovation  
Sustainable transport  
Management of innovation and investment for sustainable development  
Business support and its sustainability  
Strategies Towards Sustainable Development  
Ethics, responsibility, and sustainability in the context of liberal democracy  
Ethics, responsibility and sustainability in modern societies  
Sustainable Development and Tourism  
Sustainability Management  
Sustainable Growth and Economic Policies  
Governing sustainable development through contemporary project management

RatioBS/BSc and MA/MSc



Ratio of courses



# Hungary

**Ratio teaching hours/ETCS: 9,76**

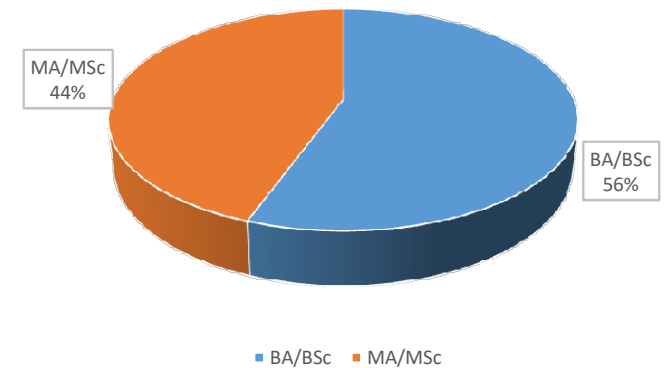
**Average of teaching hours: 36,18**

**Average of ECTS: 3,71**

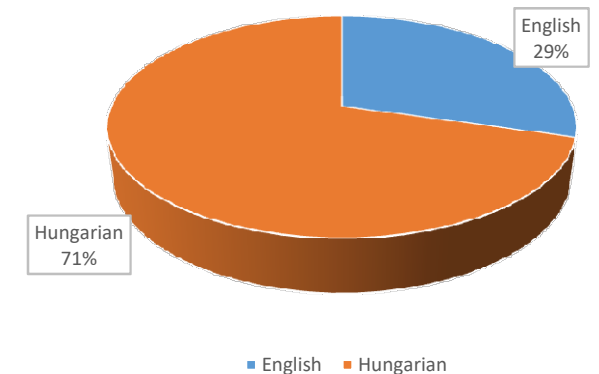
**Name of courses:**

- Sustainable Mobility Management
- Sustainable development and tourism planning
- Sustainability Case Studies
- Climate Change and Sustainable Development
- Sustainable policies
- Sustainable development and monitoring of tourism
- Basics of Corporate Sustainability Decisions
- Environmental management, sustainable development
- Sustainable consumption and marketing
- Natural resources and sustainability
- Sustainability performance evaluation
- Sustainable Tourism Management
- Basics of Corporate Sustainability Decisions
- Sustainability and Tourism
- Sustainable development and competitiveness

Ratio BA/BSc and MA/MSc



Ratio of courses



# SUSTA Poland

**Ratio teaching hours/ETCS: 9,13**

**Average of teaching hours: 26,3**

**Average of ECTS: 2,88**

## Name of courses:

Business sustainability

Strategies for sustainable development of the organization

Sustainable city logistics

Sustainable Development

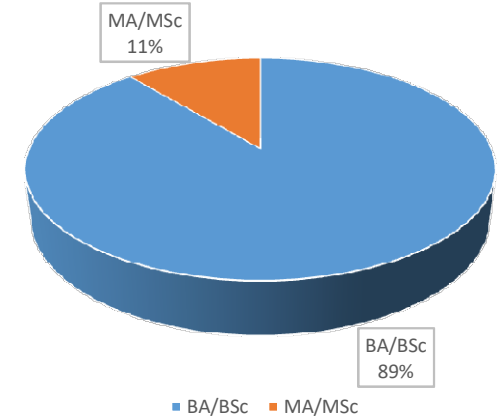
Sustainable development

Managing a sustainable supply chain

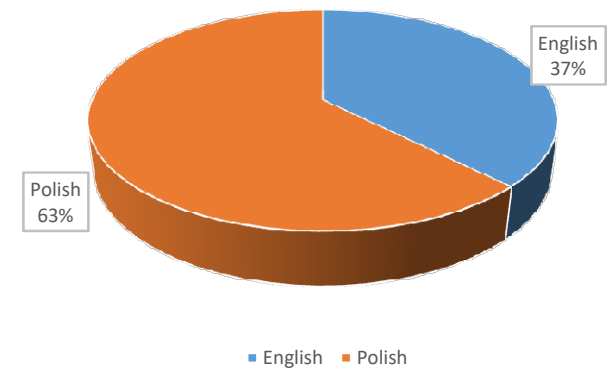
Sustainable supply chain

Sustainable management

Ratio BA/BSc and MA/MSc



Ratio of courses



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# Slovakia

**Ratio teaching hours/ETCS: 8,05**

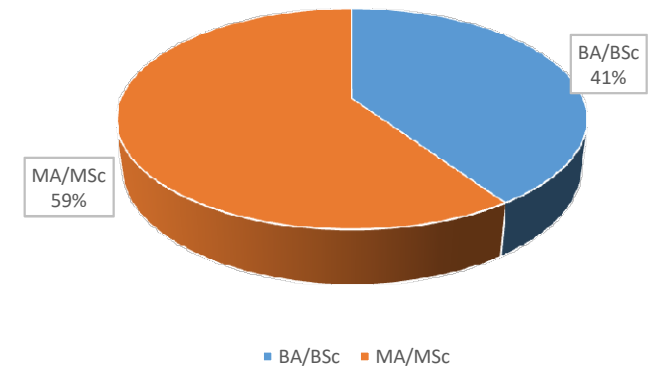
**Average of teaching hours: 32,43**

**Average of ECTS: 4,03**

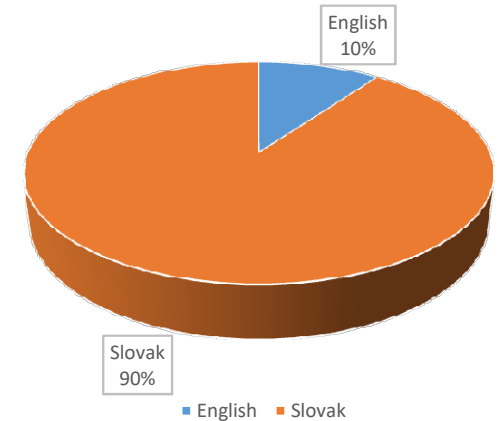
**Name of courses:**

- Sustainable Marketing
- Sustainable Development
- Sustainable Tourism
- Sustainability of Natural Resources
- Sustainable Development of the Country
- Sustainable Development of Tourism
- Sustainable agriculture
- Sustainable Water Management
- Sustainable Development in the Baltic Region
- Projection of sustainable agricultural systems in landscape
- Socially Responsible Sustainable Entrepreneurship
- Sustainable Energy Economics
- Intelligent production systems and sustainable development
- Sustainable tourism and hospitality

Ratio BA/BSc and MA/MSc



Ratio of courses



# SUSTA Spain

**Ratio teaching hours/ETCS: 10,0**

**Average of teaching hours: 47,5**

**Average of ECTS: 4,75**

**Name of courses:**

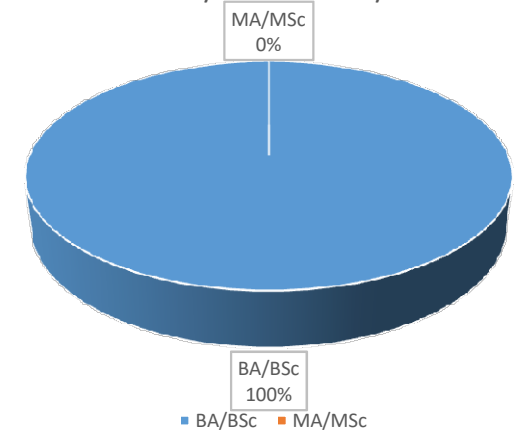
Sustainability Management

Company and Sustainable Development

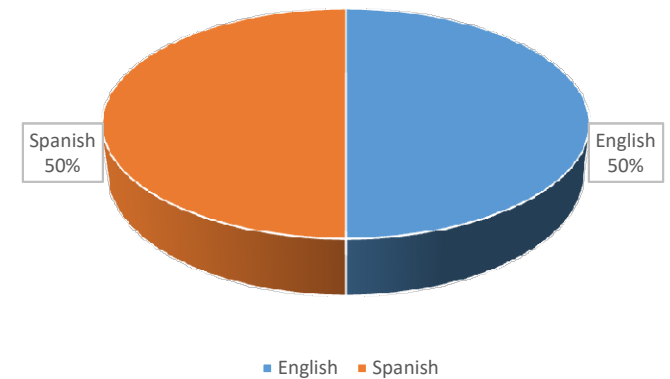
Environment and Sustainability

Company and Sustainable Development

Ratio BA/BSc and MA/MSc

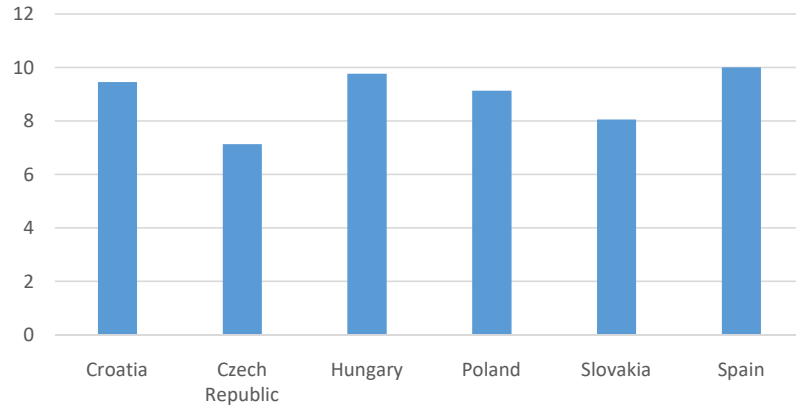


Ratio of courses

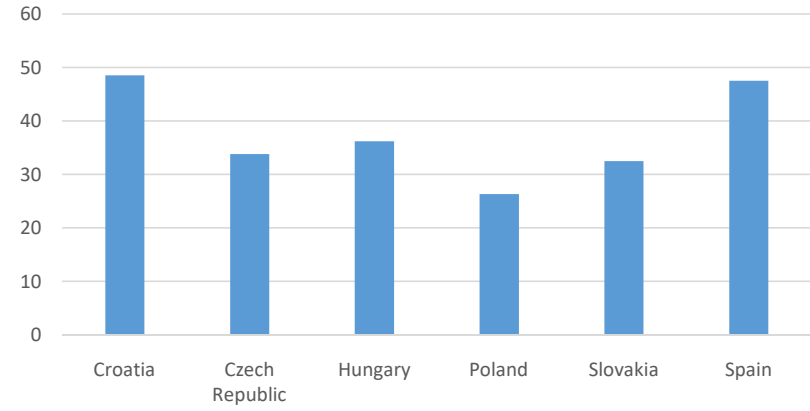




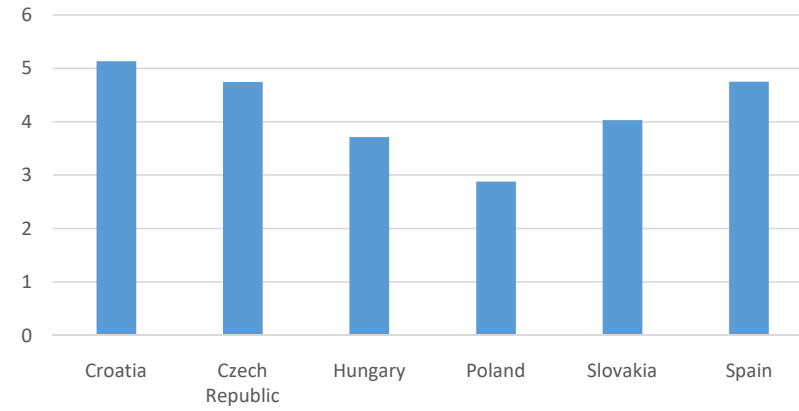
Ratio teaching hours/ETCS



Average of teaching hours



Average of ECTS



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## Thank you 😊

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