Co-funded by
the European Union

ONLINE SURVEY APPLICATION GUIDELINES & REPORT

Country: TÜRKİYE

ECOUNITY

Table of Contents

SURVEY APPLICATION PROCESS

WP-Specific objectives:

O2.1 Apply an online survey to HE administration staff about the sustainability policies of higher education institutions,

O2.2 Apply an online survey to undergraduate students inquiring about their opinions and initiatives in sustainable green development,

Expected Main Results

- 5 Survey Reports (results from HEIs)

- 5 Survey Reports (results from Undergraduate Students)

- Increased awareness of sustainable green development practices

- Increased visibility of the project, EU funding and the project message

Indicators

Quantitative indicators:

- 5 online survey reports including the responses of 100 HEI administrative staff members at least (20 per partner country)

- 5 online survey reports including the responses of 500 HEI undergraduate students at least (100 per partner country)

Quantitative Indicators

- Quality and accessibility of the resources including survey results

- Satisfaction of the partners/students/local actor representatives with the obtained results

Tasks & Responsibilities

COMU will lead the WP2 process. The tasks and responsibilities (T) of the partners are as follows.

T2.1 and T2.2- Online survey results and reports

Tasks and Responsibilities:

- UNIRI, SUA, COMU, UPB and UL will collaborate to design an online survey about HEI administration staff and university students' opinions and initiatives in sustainable green development and use an existing scale developed in the "Erasmus Goes Green" project to survey the sustainability policies of higher education institutions in their respective countries.

- MELLIS will assist in designing and administering the surveys and compiling and analysing the results.

- All partners will be involved in the survey translations and preparation of reports in English.

Survey Application Activities

1- Partners will clarify the objectives of the surveys, the target audience, and the specific topics or questions to be covered.

2- A question pool will be formed, and all partners will contribute.

3- The surveys will be produced on an online platform enabling us to calculate and analyse the data.

4- Partners will copy the English version of the online surveys and translate them into national languages.

5- MELLIS will prepare the report templates in line with the survey structures.

6- Partners will write their reports by using this template and unity in reports will be ensured.

Participants

A- 100 HEI administrative staff members will be involved in the online survey application process with their responses in total (20 staff in each partner country)

The selection criteria
- Administrative Staff
- Involved in campus's environmental protection, waste management, conservation of resources, etc.
- Has knowledge about the university's environmental policies

B- 500 undergraduate students will be involved in the online survey application process with their answers in total (100 students in each partner country)

The selection criteria:

- Volunteers

- The students who attend the partner universities' economics, business, and administrative sciences departments

Questions for HEI Managers

https://forms.gle/L4qo8RoZWjP2xND77

Questions for Students

https://forms.gle/mUkRTRGmMtQ2YMuE6

DATA ANALYSIS – HEI MANAGEMENT

Demographics

Question 2.1. Gender Distribution

Gender Status	Male		Female		Prefer not to say	
	N	%	N	%	N	%
Number/Percentage	9	40,9	13	59,1	-	-

Question 2.2. Age Ranges

Age Range	25-30		31-35		36-40		41-45		46-50		51-55		56-60		60+	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Number/Percentage	-	-	2	9,1	5	22,7	8	36,4	1	4,5	5	22,7	1	4,5	-	-

Question 2.3. Latest Degree of Education

Latest Diploma	Bachelor's Degree		Master's Degree		Doctorate Degree	
	N	%	N	%	N	%
Number/Percentage					22	100

Question 2.4. The Unit Represented

The Unit	Rectorate		Faculty	
	N	%	N	%
Number/Percentage	1	4,5	21	95,5

Question 2.5. Years of Experience

Experience	1-5		6-10		11-15		16-20		20+	
	N	%	N	%	N	%	N	%	N	%
Number/ Percentage	14	63,6	6	27,3	1	4,5	1	4,5	-	-

University Policies on Green Sustainable Development

Question 3

Actions	**Frequency**									
	Very seldom		**Seldom**		**On average**		**Often**		**Very often**	
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**
3.1.	1	4,5	4	18,2	11	50	4	18,2	2	9,1
3.2.	2	9,1	12	54,5	4	18,2	3	13,6	1	4,5
3.3.	3	13,6	8	36,4	5	22,7	3	13,6	3	13,6
3.4.	5	22,7	6	27,3	7	31,8	4	18,2	-	-
3.5.	5	22,7	5	22,7	6	27,3	4	18,2	2	9,1
3.6.	13	59,1	7	31,8	1	4,5	1	4,5	-	-
3.7.	8	36,4	7	31,8	3	13,6	3	13,6	1	4,5
3.8.	8	36,4	8	36,4	3	13,6	2	9,1	1	4,5
3.9.	2	9,1	3	13,6	3	13,6	6	27,3	8	36,4
3.10.	6	27,3	7	31,8	3	13,6	5	22,7	1	4,5
3.11.	8	36,4	8	36,4	2	9,1	3	13,6	1	4,5
3.12.	6	27,3	1	4,5	6	27,3	7	31,8	2	9,1
3.13.	5	22,7	7	31,8	5	22,7	3	13,6	2	9,1
3.14.	5	22,7	10	45,5	4	18,2	2	9,1	1	4,5
3.15.	7	31,8	8	36,4	4	18,2	3	13,6	-	-
3.16.	16	72,7	2	9,1	-	-	1	4,5	3	13,6
3.17.	12	54,5	7	31,8	3	13,6	-	-	-	-
3.18.	11	50	6	27,3	2	9,1	3	13,6	-	-
3.19.	12	54,5	3	13,6	4	18,2	3	13,6	-	-
3.20.	7	31,8	5	22,7	6	27,3	3	13,6	1	4,5
3.21.	14	63,6	6	27,3	2	9,1	-	-	-	-
3.22.	13	59,1	5	22,7	4	18,2	-	-	-	-
3.23.	1	4,5	4	18,2	8	36,4	7	31,8	2	9,1
3.24.	3	13,6	10	45,5	4	18,2	5	22,7	-	-
3.25.	8	36,4	7	31,8	1	4,5	4	18,2	2	9,1
3.26.	10	45,5	4	18,2	3	13,6	5	22,7	-	-
3.27.	9	40,9	8	36,4	1	4,5	3	13,6	1	4,5

3.28.	11	50	6	27,3	3	13,6	2	9,1	-	-
3.29.	8	36,4	5	22,7	3	13,6	4	18,2	2	9,1
3.30.	7	31,8	3	13,6	6	27,3	5	22,7	1	4,5
3.31.	13	59,1	3	13,6	6	27,3	-	-	-	-
3.32.	8	36,4	6	27,3	5	22,7	2	9,1	1	4,5
3.33.	10	45,5	3	13,6	6	27,3	2	9,1	1	4,5
3.34.	9	40,9	4	18,2	5	22,7	3	13,6	1	4,5
3.35.	10	45,5	6	27,3	4	18,2	2	9,1	-	-
3.36.	11	50	6	27,3	1	4,5	4	18,2	-	-

3.37. Other activities for climate, biodiversity, and natural resources

List of Activities

Titles	Activities
Climate	
C.1	I have no idea
C.2	-
C.3	I have no idea
C.4	I don’t know
C5	-
C6	Recent decisions on service and garbage
C7	Activities are carried out to generate energy with wind panels within the framework of sustainable energy source
C8	I don’t know
C9	-
C10	Planting trees is very important, garbage collection in the surrounding villages, raising awareness of preventing environmental pollution
C11	Modular air conditioning systems are used instead of central air conditioning systems
C12	Recycling, afforestation, infrastructure
C13	Carries out projects and awareness actions under the coordination of the Green Transformation Coordinatorship
C14	Only recycling bins are implemented
C15	Tree planting traditions
C16	Establishing Research Centers
C17	-
C18	-
C19	-
C20	-

C21	-
C22	-
Biodiversity	
B.1	
B.2	
B.3	
B.4	
Natural Resources	
N.1	
N.2	
N.3	
N.4	

3.38. Importance of stakeholder in collaborative work for SGD.

Actions	**Frequency**									
	Very seldom		**Seldom**		**On average**		**Often**		**Very often**	
	N	**%**	**N**	**%**	**N**	**%**	**N**	**%**	**N**	**%**
Companies/ entrepreneurs	1		-	-	3		7		11	
Innovators/ researchers	-	-	-	-	3		6		13	
Consumers	-	-	2		5		6		9	
Media	-	-	-	-	3		8		11	
Government	1		1		3		4		13	
Local authorities	-	-	-	-	4		3		15	
NGOs	-	-	-	-	3		5		14	
Activist groups	-	-	1		3		6		12	

Question 4 Efficiency of Various Collaborations

Actions	Frequency									
	Not at all efficient		Not efficient		Neither efficient nor inefficient		Efficient		Very efficient	
	N	%	N	%	N	%	N	%	N	%
4.1.	2	9,1	3	13,6	4	18,2	7	31,8	6	27,3
4.2.	2	9,1	2	9,1	3	13,6	11	50	4	18,2
4.3.	2	9,1	-	-	4	18,2	11	50	5	22,7
4.4.	2	9,1	3	13,6	2	9,1	12	54,5	2	13,6
4.5.	4	18,2	2	9,1	4	18,2	7	31,8	5	22,7

Report 1 (HEI)

Introduction

Within the scope of the project, to understand the sustainable green practices in universities and the existing regulatory frameworks governing them, a survey was also conducted with academics who hold managerial positions at the university (Dean, Department Head and Assistant, Green Transformation Coordinator). The first part of the survey asked for demographic information. In the second part of the questionnaire, there are questions consisting of 5-point Likert answers to measure the perceptions of HEI Management Staff towards the sustainable green development policies of the university. In the third and fourth parts, it was tried to measure the perceptions of the academics about the degree of importance of the university's stakeholder relationship with local actors and the effectiveness of the methods of ensuring the participation of local actors in promoting sustainable green development.

Demographic Characteristics

A total of 22 academics participated in the survey. Of the participating academics, 9 were male and 13 were female. A significant portion of the academics are between the ages of 35-55. All the participants have a doctorate degree. One of the participants is in the rectorate Green Transformation Coordinatorship and the others are in the faculty management. All the participants have an administrative position. 63.6% of the participants have 1-5 years of managerial experience and 27.3% have 6-10 years of managerial experience.

Findings

University Policies on Green Sustainable Development

The answers given in the 36 questions measuring the perceptions of academics regarding the level of implementation of sustainable green policies at the university were summarized in 3 categories by taking the averages. These are very seldom-seldom, on average and often-very often. The boxes marked with a cross in the table below indicate that the answers to the relevant question have the highest average.

	Very seldom-seldom	On average	Often-very often
1. General recycling system			X
2. Monitoring energy consumption		X	
3. Creating barter/sale areas and conditions for the reuse of second-hand materials	X		
4. Organising environmental awareness programmes or workshops to increase the environmental knowledge of staff	X		
5. Provide integrated training that emotionally connects employees to environmental management	X		
6. Meat-free days / promotion of vegetarian diets	X		
7. Sharing points for eating	X		
8. Sharing points for green information	X		
9. Sharing points (clothes, tools and equipment)		X	
10. Removing the use of plastic (plates, cups, cutlery, etc.)			
11. Using recycled paper for the printer	X		
12. Zero paper-output policy			X
13. Unplugging electronic equipment when not in use	X		
14. Green public procurement	X		
15. Environmentalising every new construction investment project	X		
16 The university's own bicycle hire system on campus	X		
17. Fully subsidising public transport students and take the financial burden off their shoulders	X		
18. Partially subsidising public transport students and take some of the financial burden off their shoulders	X		
19. Fully subsidising public transport staff and take the financial burden off their shoulders	X		
20. Partially subsidising public transport staff and take the financial burden off their shoulders	X		
21. Determining the financing of business travel according to the calculated carbon footprint scales (less carbon footprint, more travel fee).	X		
22. Rainwater management	X		
23. Greening of campuses			X
24. Organizing eco-events	X		
25. Implementing mobility strategies and policies	X		
26. Implementation of sustainability standards	X		
27. Reducing water consumption	X		
28. Energy production for the organization's own use	X		

29. Laying corrugated/permeable concrete surfaces on campus roads and sidewalks	X		
30. Initiating environmentally friendly urban actions and participating in urban projects	X		
31. Offering financial incentives to staff and students to encourage environmentally friendly behavior	X		
32. Providing comprehensive sustainability curriculum for its students	X		
33. Compulsory courses related to sustainability in educational programs	X		
34. Providing micro-teaching and presenting micro-teaching documents to improve the knowledge and skills of individuals in the field of sustainability	X		
35. Using incentives such as eco-certificates, recognition-based awards, or gifts to engage participants in environmental management activities (offering, arranging, or encouraging them to apply for such certifications)	X		
36. Promoting environmentally responsible behavior by using green labels and stickers in faculties	X		

When the above findings are evaluated, the effectiveness of the university regarding the implementation of sustainable green policies was found to be effective only in three areas. These are recycling, zero paper output and green campus policy. In 31 of the total 36 areas in the table, the university was not found to be effective. This result shows that the university has deficiencies in the implementation of sustainable green policies and that the outputs of the ECOUNITY project will make a significant contribution to the university in adopting these policies. As a matter of fact, the level of adoption of the sustainable green curriculum included in the questions was also marked as low by most of the participants.

In the questionnaire, 1 open-ended question was asked to the participants. The open-ended question posed to the participants is as follows: What other activities does your organisation carry out regarding climate, biodiversity, and natural resources?

When the short answers given to this question are analysed, it is mostly that the participants do not have information. Some of the participants believed the sustainable green policies that the university is effective in are recycling, greening the campus, establishing a green transformation coordinatorship and supporting more green projects.

One of the findings is the high perception of the importance of the stakeholder relationship between local actors and universities in sustainable green policies. Under the heading of methods that ensure the participation of local governments in promoting sustainable green development, it was stated by the participants that organising joint awareness campaigns and joint competition organisations, developing collaborations for environmental activities, increasing educational activities and local actors supporting student congresses were more effective.

DATA ANALYSIS STUDENTS

Demographics

Question 2.1. Gender Distribution

Gender Status	Male		Female		Other	
	N	%	N	%	N	%
Number/Percentage	102	32,8	209	67,2	-	-

Question 2.2. Level of study

Latest Diploma	Bachelor's Degree		Master's Degree		Doctorate Degree	
	N	%	N	%	N	%
Number/Percentage	304	97,7	6	1,9	1	0,4

Question 2.3. Year of study

Year of Study	1		2		3		4		5	
	N	%	N	%	N	%	N	%	N	%
Number/ Percentage	98	31,5	102	32,8	43	13,8	65	20,9	3	1

Question 2.4. The field of study

Field of Study	Humanities		Social Sciences		Natural Sciences		Engineering		Other	
	N	%	N	%	N	%	N	%	N	%
Number/ Percentage	-	-	311	100	-	-	-	-	-	-

Question 2.4. The field of study

Field of Study	Economics		Non-Economics	
	N	%	N	%

Number/Percentage	311	100		

Question 2.5. The title of the study programme

Titles	Number (N)	Percentage (%)
T.1.	Public Finance (197)	
T.2.	Economics (17)	
T.3.	Public **Management** (16)	
T.4.	International Relationship (21)	
T.5.	Econometric (19)	
T.6.	Labour economics and industrial relations (14)	
T.7.	Business Administration (16)	
Please add rows if required.		

Question 2.6. The home located

Inhabitancy	Number (N)	Percentage (%)
500.000+	178	57,2
100.000-499.999	51	16,4
50.000-99.999	26	8,4
10.000-49.999	31	10
1.000-9.999	5	1,6
Village-Rural Area	20	6,4

Question 2.7. Number of people live in the household

Number of people	1		2		3		4		5 or 5+	
	N	%	N	%	N	%	N	%	N	%

Number/ Percentage	5	1,6	19	6,1	53	17	118	37,9	116	37,3

Question 2.8. Parent's/guardian's educational background

Parents' Educational Background	Number (N)	Percentage (%)
Not applicable	9	2,9
Higher	54	17,4
Secondary	100	32,2
Vocational	6	1,9
Elementary/Middle	142	45,7

Question 2.9. Family financial situation

Financial Situation	Number (N)		Percentage (%)	
Significantly below average	11		3,5	
Below average	55		17,7	
Average	176		56,6	
Above Average	63		20,3	
Significantly above average	6		1,9	

Section 3 - World Risks

World Risks		Very low risk		Low risk		Moderate risk		High risk		Very high risk	
Risk ↓	N/% →	N	%	N	%	N	%	N	%	N	%
Terrorism		4		7		46		128		126	
Infectious Diseases		4		6		67		138		96	
Wars		6		9		38		138		120	

Environmental Pollution	5		7		59		142		98	
Civilisational Diseases	8		30		104		93		76	
Mass Migrations	4		30		85		107		85	
Global Warming Climate Change	5		8		51		131		116	
Poverty and unemployment	2		8		50		130		121	
Exhaustion of natural resources	5		4		35		119		148	
Fake news	12		43		95		95		66	
Cybercrime	5		20		81		109		96	
Addiction to technology	8		24		77		105		97	
Ageing populations	12		42		97		98		62	
Other	35		35		99		75		67	

Section 4 – Climate Change

Level of Agreement	Strongly Disagree		Disagree		Neither Agree nor Disagree		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
4.1.	10	3,2	5	1,6	33	10,6	78	25,1	185	59,5
4.2.	49	15,8	41	13,2	72	23,2	64	20,6	85	27,3
4.3.	204	65,6	54	17,4	30	9,6	9	2,9	14	4,5
4.4.	11	3,5	9	2,9	33	10,6	60	19,3	198	63,7

Section 5 – Importance of the Climate Change Effects

Level of Importance	Very Unimportant		Unimportant		Neither Important nor Unimportant		Important		Very Important	
	N	%	N	%	N	%	N	%	N	%
5.1.	4		14		67		106		120	

5.2.	3		12		58		105		133	
3.3.	3		18		91		102		97	
5.4.			8		49		101		152	
5.5	2		7		41		97		164	
5.6	3		14		43		80		171	

Section 6 – Knowledge Level on Climate Change, Biodiversity and The Protection of Natural Resources

Level of Knowledge	Very Bad		Bad		Neither Good nor Bad		Good		Very Good	
	N	%	N	%	N	%	N	%	N	%
6.1.	10	3,2	29	9,3	154	49,5	85	27,3	33	10,6
6.2.	13	4,2	43	13,8	175	56,3	56	18	24	7,7
6.3.	14	4,5	26	8,4	121	38,9	91	29,3	59	19

Section 7 – Eco-friendly behaviour

Frequency of Behaviour	Never		Rarely		Sometimes		Often		Always	
	N	%	N	%	N	%	N	%	N	%
7.1.	21	6,8	79	25,4	107	34,4	71	22,8	33	10,6
7.2.	13	4,2	33	10,6	118	37,9	91	29,3	56	18
7.3.	19	6,1	35	11,3	94	30,2	84	27	79	25,4
7.4.	55	17,7	79	25,4	103	33,1	47	15,1	27	8,7
7.5.	47	15,1	68	21,9	108	34,7	56	18	32	10,3

7.6.	68	21,9	84	27	93	29,9	41	13,2	25	8
7.7.	21	6,8	58	18,6	133	42,8	59	19	40	12,9
7.8.	36	11,6	65	20,9	97	31,2	68	21,9	45	14,5
7.9.	59	19	79	25,4	106	34,1	36	11,6	31	10

Section 8 – The way of travel within the city

In-city travel	Yes, always		Yes, occasionally		I don't travel that way	
	N	%	N	%	N	%
8.1.	126	40,5	166	53,3	19	6,2
8.2.	22	7	94	30,2	195	62,7
8.3.	7	2	77	24,7	227	72,9
8.4.	105	33,7	168	54	38	12,2
8.5.	55	17,6	171	54,9	85	27,3

Section 9 – Decisions on Buying Clothes

Section 9.1. – Decisions on Buying Clothes

Frequency of Driving Decision-Making	Never		Rarely		Sometimes		Often		Always	
	N	%	N	%	N	%	N	%	N	%
9.1.1.	7	2,2	23	7,3	75	24,1	136	43,7	70	22,5
9.1.2.	-	-	13	4,1	61	19,6	129	41,4	107	34,4
9.1.3.	16	5,1	63	20,2	117	37,6	68	21,8	47	15,1

9.1.4.	4	1,2	18	5,7	87	27,9	105	33,7	97	31,1
9.1.5.	34	10,9	54	17,3	110	35,2	78	25	35	11,2
9.1.6.	94	302	85	27,3	94	30,2	25	8	13	4
9.1.7.	131	42,1	59	18,9	68	21,8	26	8,3	27	8
9.1.8.	51	16	60	19,2	123	39,5	51	16,3	26	6
9.1.9.	22	7	49	15,7	112	36	81	26	47	15,1
9.1.10.	99	31,8	80	25,7	88	28,2	27	8	17	5
9.1.11.	-	-	13	4,1	53	17	108	34,5	135	43,4

Section 9.2. – Decisions on Buying Clothes

Frequency of Driving Decision-Making	Never		Rarely		Sometimes		Often		Always	
	N	%	N	%	N	%	N	%	N	%
9.2.1.	51	16,3	74	23,7	104	33,4	44	14,1	38	12,2
9.2.2.	88	28,2	89	28,6	85	27,3	18	5	31	9
9.2.3.	96	30,8	80	25,7	86	27,6	18	5	31	9

Section 10 – Students' Views

Section 10.1 – Participation in Educational Programmes

Frequency of Participation	Never		Rarely		Occasionally		Often	
	N	%	N	%	N	%	N	%
10.1.	151	48,6	93	29,9	57	18,3	10	3,2

Section 10.2-10.12. – Students' Views on SGD Activities

Views	Strongly Disagree		Disagree		Neither Agree nor Disagree		Agree		Strongly Agree	
	N	%	N	%	N	%	N	%	N	%
10.2.	44	14,1	43	13,8	143	46	57	18,3	24	7,7
10.3.	9	2,9	10	3,2	76	24,4	151	48,6	65	20,9
10.4.	7	2,3	9	2,9	76	24,4	153	49,2	66	21,2
10.5.	9	2,9	12	3,9	86	27,7	141	45,3	63	20,3
10.6.	7	2,3	9	2,9	72	23,2	154	49,5	69	22,2
10.7.	5	1,6	27	8,7	120	38,6	105	33,8	54	17,4
10.8.	14	4,5	53	17	126	40,5	77	24,8	41	13,2
10.9.	7	2,3	8	2,6	69	22,2	168	54	59	19
10.10.	6	1,9	11	3,5	85	27,3	151	48,6	58	18,6
10.11.	7	2,3	10	3,2	83	26,7	139	44,7	72	23,2
10.12.	5	1,6	8	2,6	79	25,4	134	43,1	85	27,3

Report 2 (Students)

Introduction

The ECOUNITY project aimed to explore students' views, knowledge, and preferences towards sustainable green development initiatives in a survey of undergraduate students in faculties of economics. The questionnaire consisted of 10 parts. In the first part of the questionnaire, students were asked for demographic information such as education, income, residence, etc. In the third part of the questionnaire, the students were asked to identify world risks such as terrorism, infectious diseases, wars, environmental pollution, etc., using a 5-point Likert scale to obtain their risk perceptions from very low risk to very high risk. In the 4th, 5th, and 6th parts of the questionnaire, it was aimed to reveal students' awareness levels about climate change. In the 7th, 8th, and 9th parts of the questionnaire, it was asked to reveal the environmental attitudes of the students in their daily consumption life practices. In the last part, questions were developed about student perceptions of the cooperation of local actors and the university on sustainable issues.

Demographic Characteristics

The survey was conducted online with the students of Çanakkale Onsekiz Mart University Biga Faculty of Economics and Administrative Sciences between February 12-16. The total number of students participating in the survey is 311. 32.8% of the students are male and 67.2% are female. Almost all the students are undergraduate. When the educational status of the students is analysed, 31.5% of them are in the first grade, 32.8% in the second grade, 13.8% in the third grade, 20.9% in the fourth grade and 1% in the fifth grade. All the students who participated in the survey are studying at the Faculty of Economics and Administrative Sciences in the departments of finance (197 students), public administration (18 students), economics (19 students), econometrics (21 students), international relations (22 students), labour economics and industrial relations (16 students) and business administration (18 students). Most of the students who participated in the survey (57.2%) reside in an area with a population over 500 thousand, while the number of students residing in rural areas is quite low (6.4%). When the number of members in the households of the students is analysed, it is seen that students with extended families (5 and 5+) constitute the majority. Approximately 75% of the students have a large family. When the education of the students' parents is taken into consideration, it is seen that family education is concentrated at secondary (32.2%) and elementary (45'7%) levels. Higher education (17.4%) is the predominant educational level of the students' parents. Most of the students coded their economic status as medium. The rate of students with a financial situation significantly below the average is 3.5%, while the rate of students with a financial situation significantly above the average is 1.9%.

The third part of the questionnaire study conducted with the students is related to the perception levels of the students towards the world risks. The students were asked to rate their perceptions on terrorism, Infectious Diseases, Wars, Environmental Pollution, Civilizational Diseases, Mass Migrations, Global Warming Climate Change, Poverty and unemployment, Exhaustion of natural resources, Fake news, Cybercrime, Addiction to technology, Aging populations and Other from 1 (very low risk) to 5 (very high risk). When the results are analysed, it is seen that the topics that students perceive as the highest risk are Exhaustion of natural resources, terrorism, poverty and unemployment and wars, respectively. On the other hand, ageing populations, fake news, and civilizational diseases were identified as low risk issues by the students. When the answers given to this question are considered together, it is understood that students consider environmental issues as a medium and high-level world risk.

In the 4th part of the questionnaire, students' perceptions on issues related to climate change were tried to be revealed. The questions are as follows.

Q1: **Climate change is a scientifically proven truth.**

Q2: **The climate change is not about my generation; it is a problem for future generations.**

Q3: **The climate change is a problem, but certainly not as serious as they say.**

Q 4: **We must take immediate action to halt climate change.**

The answers to these questions range from 1 to 5: 1: Strongly disagree, 2: Disagree, 3: Neither agree nor disagree, 4: Agree and 5: Strongly agree. According to the results obtained, the students' level of strongly agreeing with the statement that urgent action should be taken to stop climate change is

quite high. In terms of the level of Strongly Agree, question 4 was followed by the answers given to question 1. The answers given in this section show that students accept both that action should be taken to stop climate change and that climate change is a scientific fact. On the other hand, most of the students disagreed with the statement "climate change is a problem, but it is definitely not as serious as it is described". Another striking result is that students perceive climate change as a problem that directly affects them rather than a problem that affects future generations.

In Section 5, students' perceptions of the serious negative effects of climate change on ecosystems and the world population were tried to be measured. Students' answers were coded as 1: Very unimportant, 2: Unimportant, 3: Neither important nor unimportant, 4: Important and 5: Very important. When the answers given were evaluated, according to the level of importance, students gave importance to the inability to find food, inefficiency in agriculture and increasing temperatures, respectively.

In Section 6, the students' level of knowledge about climate change, biodiversity and protection of natural resources is presented. When the students' level of knowledge about climate change is analysed, it is seen that half of the students participating in the survey have an average level of knowledge. 37.9% of the students have good or very good knowledge. On the other hand, 12.5% of the students have a poor and very poor level of knowledge about climate change. The students' level of knowledge about biodiversity is 56,3% neither good nor bad, 25,7% good and very good, 18% bad and very bad. When we look at the students' level of knowledge about the protection of natural resources (land, air, water), 48.3% of them are good and very good, 38.9% are average and 12.9% are bad and very bad.

In Section 7, where students' eco-friendly behaviours were examined, students were asked questions about what they personally do for the environment. The distribution of the questions and the answers given by the students are as follows:

I use disposable products (e.g. straws, bags, plates, etc.).

Frequency of Behaviour	Never		Rarely		Sometimes		Often		Always	
	N	%	N	%	N	%	N	%	N	%
7.1.	21	6,8	79	25,4	107	34,4	71	22,8	33	10,6

I buy less to decrease the waste.

Frequency of Behaviour	Never		Rarely		Sometimes		Often		Always	
	N	%	N	%	N	%	N	%	N	%
7.2.	13	4,2	33	10,6	118	37,9	91	29,3	56	18

I reduce my water consumption.

Frequency of Behaviour	Never		Rarely		Sometimes		Often		Always	
	N	%	N	%	N	%	N	%	N	%
7.3.	19	6,1	35	11,3	94	30,2	84	27	79	25,4

I limit eating meat and other animal products.

Frequency of Behaviour	Never		Rarely		Sometimes		Often		Always	
	N	%	N	%	N	%	N	%	N	%
7.4.	55	17,7	79	25,4	103	33,1	47	15,1	27	8,7

I buy drinks in bottles on deposit and returning them to the store.

Frequency of Behaviour	Never		Rarely		Sometimes		Often		Always	
	N	%	N	%	N	%	N	%	N	%
7.5.	47	15,1	68	21,9	108	34,7	56	18	32	10,3

I rather choose e-books and audiobooks instead of traditional books.

Frequency of Behaviour	Never		Rarely		Sometimes		Often		Always	
	N	%	N	%	N	%	N	%	N	%
7.6.	68	21,9	84	27	93	29,9	41	13,2	25	8

I expand my knowledge on the environmental issues from independent sources.

Frequency of Behaviour	Never		Rarely		Sometimes		Often		Always	
	N	%	N	%	N	%	N	%	N	%
7.7.	21	6,8	58	18,6	133	42,8	59	19	40	12,9

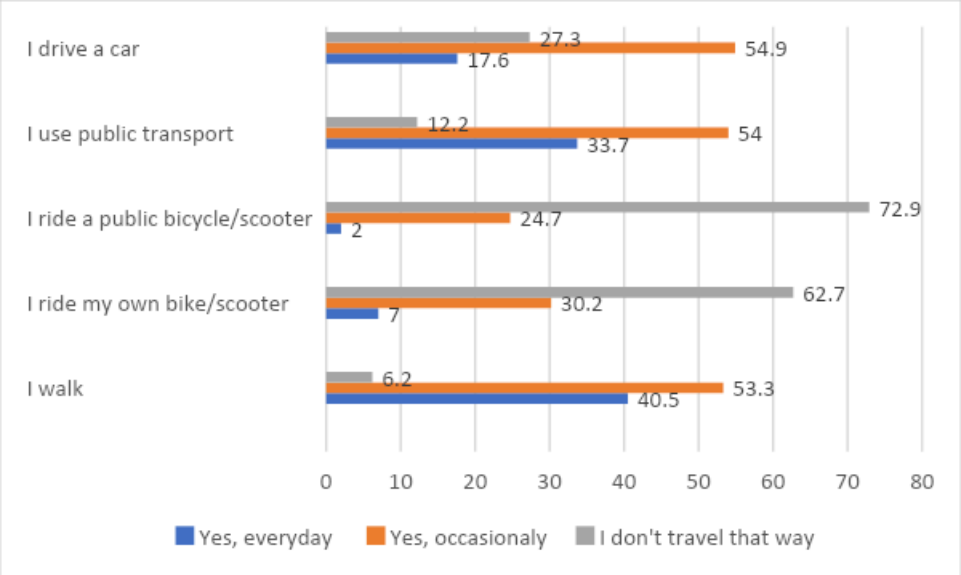
I expand my knowledge on the environmental issues in my regular study programs.

Frequency of Behaviour	Never		Rarely		Sometimes		Often		Always	
	N	%	N	%	N	%	N	%	N	%
7.8.	36	11,6	65	20,9	97	31,2	68	21,9	45	14,5

I expand my knowledge on the environmental issues in the postgraduate studies.

Frequency of Behaviour	Never		Rarely		Sometimes		Often		Always	
	N	%	N	%	N	%	N	%	N	%
7.9.	59	19	79	25,4	106	34,1	36	11,6	31	10

In Section 8, students were asked about their modes of urban transportation. When the answers given are examined, it is seen that most of the students use bicycles, scooters, etc. in urban transportation. It is seen that the use of bicycles, scooters, etc. is quite low. Students mostly use public vehicles or walk in urban transportation. Another striking data is the high frequency of transportation by car.



In question 9, students' clothing purchase decisions were analysed. When the answers were analysed, remarkable results were observed. Students' decisions to buy new clothes are mostly influenced by need, appearance, comfort, and price, while the use of animal products and the opinion of others are much less considered. In another question in which the options affecting consumption preferences were analysed, the fact that the product is recycled, repaired, and second-hand do not affect the purchase preferences of the students very much when purchasing a product.

In the last part, which consists of questions aimed at measuring students' knowledge and perceptions about sustainable development, the inclusion of green issues in the education curriculum at universities, and cooperation with NGOs, the following results were obtained. A significant number of students (69.5%) want to learn about sustainable green development. Similarly, 70.4% of the students who participated in the survey want to learn about the role of NGOs in sustainable green development. 75.6% of the respondents would like to gain more awareness about sustainable green development through direct interaction with NGOs as part of their university education. Based on the students' responses, sustainable environmental education can increase students' environmental awareness. 73% of the students agreed with the statement that there is a positive relationship between environmental awareness and environmental education. Similarly, a significant portion of the students would like to be given more training on sustainable green development at the university and they agree with the statement that increasing their awareness of sustainable green development will affect their preferences for ecological products in their daily lives.

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