



QS **SUSTAINABILITY**

Northern Border University

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Assessment Tool for Sustainability Literacy and Knowledge at Northern Borders University

Northern Borders University (NBU) in Saudi Arabia is committed to promoting sustainability and environmental awareness among its students, faculty, and staff. As part of its efforts to assess and enhance sustainability literacy and knowledge within the university community, NBU has developed an assessment tool aligned with its rules and policies.

Purpose of the Assessment Tool:

The primary purpose of the assessment tool is to measure the level of sustainability literacy and knowledge among students, faculty, and staff at NBU. By evaluating their understanding of sustainability concepts, practices, and principles, the university aims to identify areas for improvement and develop targeted educational initiatives.

Components of the Assessment Tool:

The assessment tool comprises various components designed to assess different aspects of sustainability literacy and knowledge. These components include:

1. **Knowledge Assessment:** Multiple-choice questions and open-ended prompts are used to evaluate participants' factual knowledge of sustainability-related topics, such as environmental conservation, resource management, and sustainable development.
2. **Critical Thinking Exercises:** Participants are presented with real-world scenarios or case studies related to sustainability issues. They are asked to analyze the situations, identify key sustainability challenges, and propose effective solutions or strategies.
3. **Self-Assessment Surveys:** Surveys are administered to gather self-reported data on participants' attitudes, beliefs, and behaviors regarding sustainability. Participants rate their own understanding of sustainability concepts and their engagement in sustainable practices.
4. **Practical Demonstrations:** In some cases, practical demonstrations or simulations may be incorporated into the assessment process. This could involve hands-on activities related to recycling, energy conservation, or sustainable agriculture, allowing participants to apply their knowledge in real-life contexts.

Administration and Implementation:

The assessment tool is administered by designated personnel within the university, such as faculty members, academic advisors, or sustainability coordinators. Depending on the target audience, the

tool may be administered online or in-person, and participants are given adequate time to complete the assessment.

Data Analysis and Reporting:

Upon completion of the assessment, data collected from participants are analyzed to identify trends, patterns, and areas of strength and weakness. A comprehensive report is then generated, summarizing the findings and highlighting areas for improvement. This report is shared with relevant stakeholders, including university administrators, faculty members, and student representatives.

The development and implementation of an assessment tool for sustainability literacy and knowledge demonstrate NBU's commitment to promoting environmental stewardship and sustainability within its community. By regularly evaluating the sustainability competencies of its members, NBU can effectively tailor its educational programs and initiatives to foster a culture of sustainability and contribute to positive environmental outcomes.

This report serves as a testament to NBU's dedication to sustainability and its adherence to university rules and policies in assessing sustainability literacy and knowledge among its stakeholders.