**Survey: Climate Change – practices, experiences and attitudes**

**Part 1. Background (demographic issues)**

**1.** Name your University: **2.** Your course:

**3.** Year when you started studying:

**4.** Gender (please choose one option)

Male Female

**5.** What is your age?

Other

Prefer not to say

**6.** Socio-economic **background**: which of the following do you have at your **family** home? (please tick all that apply)

Electric fan Radio  
Mobile phone Smart phone TV

Flat screen TV Refrigerator

Study desk/ table for your use Books of your own  
Computer  
Bicycle

Motorcycle/ scooter/ tricycle Car  
Air conditioning  
Satellite or cable TV

**7.** Where is your family home? (please choose one option)  
Rural Urban Peri-urban (or city suburb)

**8.** What is the highest level of education reached by your mother (please choose one option)

PhD Masters Bachelors

High school diploma Secondary education Primary education

None

**9.** What kind of school did you go to? (please choose one option) Government / State/ Public Fee paying/ private

**Part 2. University Experience of Climate Change**

Part 2A. Climate Change and the University

**10.** Rate the level of importance of each statement regarding the role of universities in responding to climate change by choosing one option for each of the following statements:

1 = No importance; 2 = Little importance; 3 = Medium importance; 4 = Significant importance; 5 = Great importance.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **1** | **2** | **3** | **4** | **5** |
| Education should be a determining factor in combating climate change |  |  |  |  |  |
| Students should get involved in activities related to climate change at their university. |  |  |  |  |  |
| Universities should have community education initiatives that encourage actions to respond to climate change. |  |  |  |  |  |
| Universities should be trusted spaces for discussions on climate change |  |  |  |  |  |

**11.** Indicate your level of agreement in each of the following statements regarding the actions established by your university to fight climate change:

Rating scale: 1 = Totally disagree, 2 = Disagree, 3 = Neither agree nor disagree, 4 = Agree, 5 = Totally agree.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **1** | **2** | **3** | **4** | **5** |
| At my university there is a person and/or an administrative sector that adequately takes care of aspects related to environment preservation. |  |  |  |  |  |
| My university has instituted adequate preventive and precautionary measures such as evacuation plans in case of exposure to climate change disasters (e.g. cyclones, droughts, floods). |  |  |  |  |  |
| Whenever our community is exposed to disasters caused by climate change, our university adequately organizes solidarity activities to support victims. |  |  |  |  |  |
| During classes, my teachers adequately address topics related to climate change. |  |  |  |  |  |
| My university adequately implements climate change in teaching (e.g. through curriculum, policies, procedures or activities). |  |  |  |  |  |
| My university develops research related to climate change (e.g. renewable energy). |  |  |  |  |  |
| My university is the place I hear the most about climate change. |  |  |  |  |  |
| Coverage of climate change in curricula helped me understand the urgency of this topic. |  |  |  |  |  |

**12.** Which of the following climate change actions are already in place at your university? The option ‘not relevant’ can be used in case the action does not apply to your context.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Already in place** | **Not in place** | **Not relevant** | **Do not know** |
| Landscape restoration and reforestation, (e.g. through tree planting) |  |  |  |  |
| Preventative and precautionary measures on climate change consequences such as evacuation plans or secure infrastructure (e.g. in cases of floods) |  |  |  |  |
| Use of renewable energy sources (e.g. solar panels, wind energy, geothermal energy) |  |  |  |  |
| Universities should be trusted spaces for discussions on climate change |  |  |  |  |
| Use of bicycles and/or public transport within campus. |  |  |  |  |
| Buildings allowing for natural light |  |  |  |  |

**13.** Please indicate your level of agreement with the following general statements about universities and climate change Rating scale: 1 = Totally disagree, 2 = Disagree, 3 = Neither agree nor disagree, 4 = Agree, 5 = Totally agree.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **1** | **2** | **3** | **4** | **5** |
| Universities should have a climate change policy |  |  |  |  |  |
| University campuses should invest in clean energy solutions |  |  |  |  |  |
| University campuses should invest in sustainable infrastructure (e.g. rain water harvesting, natural ventilation, sustainable roofing) |  |  |  |  |  |
| Universities should educate their students about the causes and impacts of climate change |  |  |  |  |  |
| Universities should implement climate change activities in teaching |  |  |  |  |  |
| Universities should implement climate change activities in research |  |  |  |  |  |
| Universities should have specific academic units (e.g. department, centres) to address climate change through ‘Education for Sustainable Development’ |  |  |  |  |  |

**14.** Please indicate your level of agreement with the following statements about your own university: Rating scale: 1 = Totally disagree, 2 = Disagree, 3 = Neither agree nor disagree, 4 = Agree, 5 = Totally agree.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **1** | **2** | **3** | **4** | **5** |
| My university has a climate change policy |  |  |  |  |  |
| My university invests in clean energy solutions |  |  |  |  |  |
| My university invests in sustainable infrastructure (e.g. rain water harvesting, natural ventilation, sustainable roofing) |  |  |  |  |  |
| My university educates its students about the causes and impacts of climate change |  |  |  |  |  |
| My university implements climate change activities in teaching |  |  |  |  |  |
| My university implements climate change activities in research |  |  |  |  |  |
| My university has specific academic units (e.g. department, centres) to address climate change through ‘Education for Sustainable Development’ |  |  |  |  |  |

Part 2B. Students’ Experience at University

1. **In relation to your learning about climate change at your own course at university, are you:** (please choose one option)

**Learning about it (and satisfied) Not learning about it, but would like to be Learning about it, but would like to learn more Not learning about it, but would not expect to**

1. **During your university course, how often have you heard about climate change?**

Rating scale: 1 = Never as far as I recall; 2 = at least once in my university course; 3 = at least once academic year; 4 = at

least once a semester; 5 = at least once a month or integrated daily

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **1** | **2** | **3** | **4** | **5** |
| On your campus |  |  |  |  |  |
| In class |  |  |  |  |  |
| By talking to other students |  |  |  |  |  |
| Through lectures, events or activities delivered by external bodies (promoted at the university) |  |  |  |  |  |

**17.** To what extent have you learnt about climate change in each of the following aspects of your university? Rating scale: 1= Not at all; 2 = A little bit; 3 = Moderately; 4 = Quite a bit; 5 = Extremely

In research

In outreach activities

In teaching

**18.** To what extent are these topics addressed by your academic curriculum?  
Rating scale: 1 = Not at all; 2 = To a small extent (once during the academic course); 3 = To some extent (once a year); 4 =

To a moderate extent (once per semester/term); and 5 = To a great extent (twice or more per semester);

Sustainable development

The UN Sustainable Development Goals

Climate change impacts and causes

Climate change adaptation and mitigation

The role of society/education towards fighting climate change

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **1** | **2** | **3** | **4** | **5** |
| In activities on campus |  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **1** | **2** | **3** | **4** | **5** |
| Environmental preservation and rational use of resources |  |  |  |  |  |

**19. 20.**

Part 2C. Student’s Engagement and Action on Climate Change

**Would you like to volunteer in activities about climate change at your university?** (please choose one option) Yes No

Which the learning activities related to climate change which you already participated in at your university?

(Please tick all that apply)

Events organised by the university *(e.g. Climate change Public lectures, World Environmental Day)*

In class  
Training workshops *(delivered by external bodies)*

Student-organised events None of the listed options

**21.** Which learning activities related to climate change which you would like to participate in at your university in the future? (Please tick all that apply)

Events organised by the university *(e.g. Climate change Public lectures, World Environmental Day)*

Student-organised events

None of the listed options

In class

**22.** Which research activities related to climate change you have already participated in your university?

Other Training workshops *(delivered by external bodies)*

(Please tick all that apply)

A formal project focused on climate change

future? (Please tick all that apply)  
A formal project focused on climate change

Working with (either paid or voluntarily) an individual or group of researchers focused on climate change

Scholarships or funding for your own study into climate change

None of the listed options  
**23.** Which research activities related to climate change you would like to participate in at your university in the

Working with (either paid or voluntarily) an individual or group of researchers focused on climate change

**24.** Which outreach activities related to climate change you already participated in your university, and/or that you would like to participate in future opportunities? (Please tick all that apply)

Community activities, social work *(e.g. garbage/ waste collection, city cleaning)*

Climate Change Protests/Walks Capacity-building on climate change for society

Promotion of awareness on climate change for society

Implementation of sustainability measures for society

None of the listed options

**25.** Which outreach activities related to climate change you already participated in your university, and/or that you would like to participate in future opportunities? (Please tick all that apply)

Scholarships or funding for your own study into climate change

None of the listed options Other

Community activities, social work *(e.g. garbage/ waste collection, city cleaning)*

Climate Change Protests/Walks

Capacity-building on climate change for society

Promotion of awareness on climate change for society

Implementation of sustainability measures for society

None of the listed options Other

**26.** Please indicate the sources of information on climate change you have most contact with (Please tick all that apply):

Media (TV, newspapers, radio, etc.) Activities at my own university  
From community/indigenous knowledge Activities at a different university Internet and social media  
Family

Friends Clubs/associations Religious worship Companies/industries Other

**27.** Which elements pose a challenge to the efforts of communicating and/or learning about climate change? (Please tick all that apply)

No challenges observed The issue is too scientific The issue is too abstract The issue is too complex

The issue does not affect me The issue is too controversial The issue is too political Other

**28.** In relation to the following topics, to what extent has your university influenced your views or and actions on climate change?

Mitigation measures (e.g. to reduce emissions)

Interest in climate change

**Part 3. Environmental attitudes**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Not at all** | **A little** | **Moderately** | **Quite a bit** | **A lot** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Adaptation measures (e.g. actions to prevent damage) |  |  |  |  |  |
| General knowledge about climate change |  |  |  |  |  |

**29.**

Do you think that climate change is caused by natural processes, human activity, or both?

(please choose one option)

Entirely by human activity  
Mainly by human activity  
Equally human activity and natural processes

Mainly by natural processes Entirely by natural processes Definitely not happening

1. **Do you think that climate change is caused by natural processes, human activity, or both?**
2. **Compared to other people of a similar age, how well informed would you say you are in regard to climate**

change, its causes and consequences? (Please choose one option)

Much better informed than average Somewhat less well informed than average Somewhat more than average Much less well informed than average

Around average

1. **How likely do you think it is that limiting your own energy use would help reduce climate change?**
2. **Now imagine that large numbers of people limited their energy use. How likely do you think it is that this**

would reduce climate change?

1. **How likely do you think it is that governments in enough countries will take action that reduces climate change?**
2. **How good or bad do you think the impact of climate change will be on people across the world?**

(Answer scale from 0 to 10, where 0 is extremely bad and 10 is extremely good)

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **0 (not at all)** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10 (a great deal)** |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **0 (not at all)** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10 (extremely likely)** |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **0 (not at all)** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10 (extremely likely)** |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **0 (not at all)** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10 (extremely likely)** |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **0 (extremely bad)** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10 (extremely good)** |

**36.** How would you assess your environmental attitudes towards climate change based on the following topics?

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Attitudes** | **Strongly agree** | **Disagree** | **Don’t know** | **Agree** | **Strongly agree** |
| 1. Enjoyment of nature | 1 | 2 | 3 | 4 | 5 |
| I really like going on trips into the countryside, for example to forests or fields. |  |  |  |  |  |
| I think spending time in nature is boring. |  |  |  |  |  |
| 2. Support for interventionist conservation policies | 1 | 2 | 3 | 4 | 5 |
| Governments should control the rate at which raw materials are used to ensure that they last as long as possible. |  |  |  |  |  |
| I am opposed to governments controlling and regulating the way raw materials are used in order to try and make them last longer. |  |  |  |  |  |
| 3. Environmental movement activism | 1 | 2 | 3 | 4 | 5 |
| I would like to join and actively participate in an environmentalist group |  |  |  |  |  |

I would NOT get involved in an environmentalist organization.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 4. Conservation motivated by anthropocentric concern | 1 | 2 | 3 | 4 | 5 |
| One of the most important reasons to keep lakes and rivers clean is so that people have a place to enjoy water sports. |  |  |  |  |  |
| We need to keep rivers and lakes clean in order to protect the environment, and NOT as places for people to enjoy water sports. |  |  |  |  |  |
| 5. Confidence in science and technology | 1 | 2 | 3 | 4 | 5 |
| Modern science will NOT be able to solve our environmental problems. |  |  |  |  |  |

Modern science will solve our environmental problems. Humans are severely abusing the environment

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 6. Environmental fragility | 1 | 2 | 3 | 4 | 5 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| I do not believe that the environment has been severely abused by humans. |  |  |  |  |  |
| 7. Altering nature | 1 | 2 | 3 | 4 | 5 |
| I’d prefer a garden that is wild and natural to a well groomed and ordered one. |  |  |  |  |  |
| I’d much prefer a garden that is well groomed and ordered to a wild and natural one. |  |  |  |  |  |
| 8. Personal conservation behaviour | 1 | 2 | 3 | 4 | 5 |
| I am NOT the kind of person who makes efforts to conserve natural resources. |  |  |  |  |  |

Whenever possible, I try to save natural resources.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Attitudes** | **Strongly agree** | **Disagree** | **Don’t know** | **Agree** | **Strongly agree** |
| 9. Human dominance over nature | 1 | 2 | 3 | 4 | 5 |
| Plants and animals have as much right as humans to exist. |  |  |  |  |  |
| Plants and animals exist primarily to be used by humans. |  |  |  |  |  |
| 10. Human utilisation of nature | 1 | 2 | 3 | 4 | 5 |
| Protecting people’s jobs is more important than protecting the environment. |  |  |  |  |  |
| Protecting the environment is more important than protecting people’s jobs. |  |  |  |  |  |
| 11. Ecocentric concern | 1 | 2 | 3 | 4 | 5 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| It does NOT make me sad to see natural environments destroyed. |  |  |  |  |  |
| 12. Support for population growth policies | 1 | 2 | 3 | 4 | 5 |
| Families should be encouraged to limit themselves to two children or less. |  |  |  |  |  |
| A married couple should have as many children as they wish, as long as they can adequately provide for them. |  |  |  |  |  |