

Summary of the analysis of students' knowledge assessment results following their review of the presentation on the United Nations Sustainable Development Goals, as well as a consolidated list of student proposals for strengthening the University's activities in the area of the SDGs

On 27 November 2025, the Strategic Development Office sent to the University Schools a presentation dedicated to the United Nations Sustainable Development Goals and the University's activities in this area. The presentation was also published in the announcements module of the "Platonus" AIS.

The material was intended for students' review followed by a brief test aimed at assessing the level of information retention and collecting suggestions on strengthening the University's efforts toward achieving the SDGs.

Students were expected to review the material by 8 December, 2025. Following the review, 251 students from years 1-7 completed the test, with first-year students comprising 59% (148 individuals) of all respondents, and seventh-year students showing the lowest participation at 0.4%. By response language, 162 responses were submitted in Russian, 81 in Kazakh and 8 in English, indicating low engagement among international students.

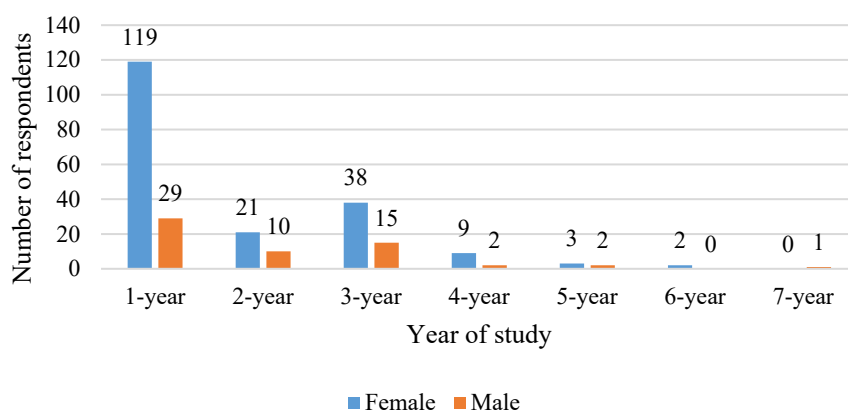


Figure 1 – Number of respondents by gender and year of study

196 people (78%) gave 15 or more correct answers to 20 questions:

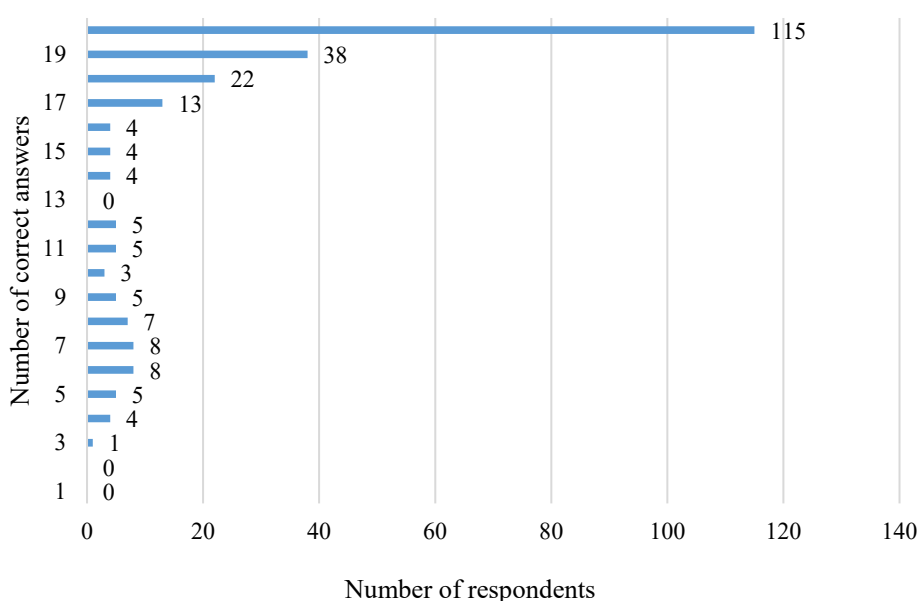


Figure 2 – Number of correct answers

It should be noted that the test was not intended as a formal assessment of knowledge; rather, it served as a tool for students' self-evaluation of the degree to which they had understood the presented material.

Upon completion of the SDG-related questions, participants were asked a final question: "What else would you suggest to the University to strengthen its efforts to achieve the SDGs?" This prompted a wide range of responses, including more than 150 individual suggestions provided in Kazakh, English and Russian.

The students' proposals demonstrate strong interest in the development of environmental initiatives, the improvement of educational programs, increased student engagement in volunteer activities and the expansion of international cooperation. Some respondents were unable to articulate specific suggestions or indicated that the University's current measures were sufficient.

Based on the responses, eight key areas of recommendations were identified, as presented below:

Integration of SDGs into the educational process

Students most frequently propose expanding educational activities related to sustainable development, including:

- introducing sustainability-related modules/courses across all educational programs;
- integrating topics such as ecology, social responsibility and sustainable economics into compulsory and elective courses;
- strengthening practice-oriented learning, including training sessions and applied projects;
- enhancing faculty development (including international training opportunities).

Trend: growing demand for the systematic integration of the SDGs into academic curricula.

Development of SDG-related research and innovation

Students highlight the need to:

- support research on climate, ecology, health and social development;
- fund student projects and start-ups focused on green technologies, waste recycling and water conservation;
- provide grant-based financial support;
- strengthen international research collaborations.

Trend: strong demand for research infrastructure and dedicated funding.

"Green campus" and environmentally friendly infrastructure

One of the most frequently mentioned categories of recommendations includes:

- energy-saving programs (LED lighting, automated systems) and the use of renewable energy sources (solar panels);
- waste sorting, separate collection and recycling;
- reduction of paper use;
- creation of environmentally friendly spaces;
- access to drinking water (coolers, water dispensers);
- campus greening.

Trend: significant demand for practical environmental improvements across the campus.

Volunteer and social initiatives

Students propose the following:

- establishing eco-clubs and volunteer movements focused on sustainability;
- organizing activities such as tree planting, clean-up campaigns and Zero Waste projects;
- implementing social initiatives, including support for vulnerable groups, health-related projects and inclusion efforts;
- developing a student committee on sustainable development.

Trend: strong student interest in contributing to SDG implementation through volunteer engagement.

Partnerships and international collaboration

Among the suggestions are:

- active cooperation with NGOs, government bodies and private-sector organizations;
- partnerships with international universities;
- inviting international experts;
- participation in global environmental and social innovation programs.

Trend: growing demand for global integration and knowledge exchange.

Raising awareness of the SDGs

Students emphasize the need for:

- information campaigns and awareness-raising activities;
- interactive events, forums and public lectures;
- seminars dedicated to the SDGs;
- annual University report on SDG progress.

Trend: the need for systematic communication and transparency.

Improving campus conditions and student experience

Several proposals relate to the overall well-being of students:

- a healthy and safe environment;
- better transportation accessibility;
- psychological support;
- equal treatment and the absence of discrimination (especially for international students).

Trend: a clear focus on SDGs 3, 10 and 11 – health, equality and sustainable communities.

In addition, a significant group of responses indicates:

- lack of ideas (“nothing”, “no suggestions”, “everything is fine”);
- overall satisfaction with the current work of the University;
- insufficient understanding of the topic.

This demonstrates the need to further strengthen SDG awareness among students.

Conclusions:

1. The most frequent suggestions concern a green campus, integrating SDGs into the curriculum and supporting research and volunteer initiatives.
2. Students expect a comprehensive approach, ranging from environmental technologies to academic enhancements.
3. There is high interest in practical measures such as recycling, energy efficiency and water conservation.
4. Beyond environmental issues, there is a notable demand for social sustainability: anti-discrimination, health and equal opportunities.
5. Many proposals highlight the need for international cooperation and engagement with external experts.
6. A portion of students demonstrates low engagement, indicating the necessity of increasing SDG-related awareness.