



Malawi University of Business and Applied Sciences (MUBAS)

**SUSTAINABILITY LITERACY ASSESSMENT
REPORT (2024)**

Conducted by: University Ranking Committee

1. Introduction

The Malawi University of Business and Applied Sciences (MUBAS) conducts a sustainability literacy assessment as part of its effort to measure sustainability literacy among students each academic year. This evaluation is not based on a survey but a formal assessment to gauge students' understanding of sustainability principles and the Sustainable Development Goals (SDGs), a key performance metric under SDG 17: Partnerships for the Goals.

2. Methodology

Students from various faculties and levels of study participated through a structured assessment. The instrument included knowledge-based questions focused on the SDGs context, timeline, principle and global application.

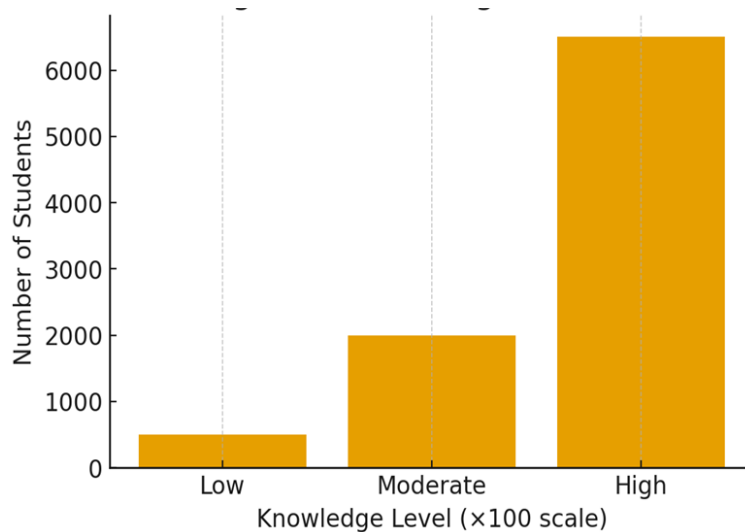
Responses were analyzed across four major thematic dimensions:

- i. Knowledge
- ii. Awareness
- iii. Attitude
- iv. Action

2.1. Knowledge

Knowledge captures students' factual understanding of sustainability and the SDGs, including their number, purpose, and the responsible institutions. Students demonstrated a strong grasp of the Sustainable Development Goals (SDGs), averaging 8.4/10 in knowledge-based questions. Approximately 84% correctly identified the total number of goals, their nickname ("Global Goals"), and the 2030 deadline. Minor misconceptions were observed around differentiating SDGs from the Millennium Development Goals (MDGs). The results suggest solid conceptual understanding, particularly among senior students.

Chart 1: MUBAS Students' Knowledge Levels

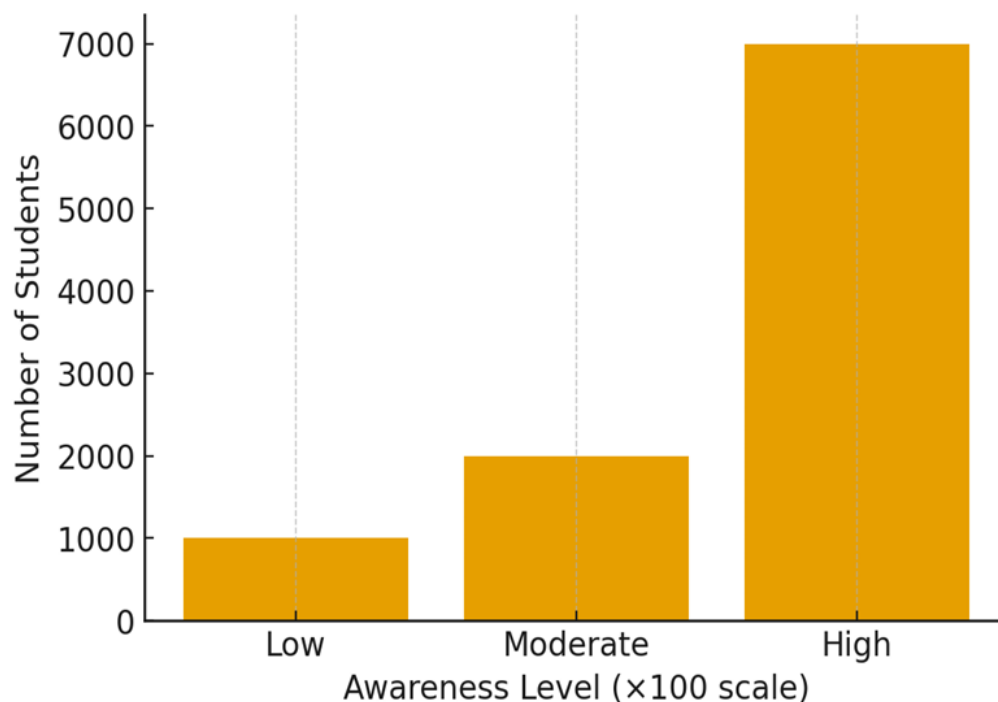


The high scores reflect effective integration of sustainability in coursework. Students demonstrate a strong theoretical foundation in sustainability. Continuous inclusion of SDG discussions in first-year orientation and professional courses is recommended to sustain literacy growth.

2.2. Awareness

Awareness assesses how familiar students are with sustainability applications, both globally and within MUBAS. Awareness levels were broad, with 70% of students associating sustainability with SDG 13 (Climate Action). However, fewer recognized institutional sustainability practices at MUBAS. For instance, 20% had moderate awareness, mainly associating SDGs with social issues like education (SDG 4) or justice (SDG 16) and 10% showed limited or no awareness of institutional sustainability programs. This reflects the need for increased visibility of campus sustainability initiatives and how they align with global sustainability efforts.

Chart 2: Awareness Levels

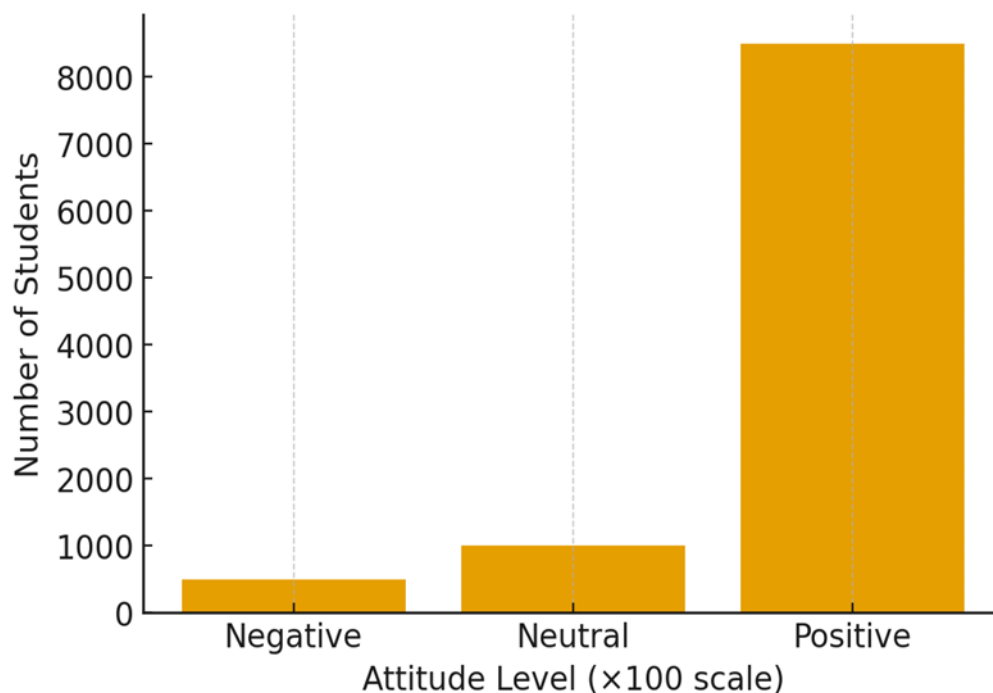


Students are aware of the global SDG agenda but less informed about local sustainability initiatives led by MUBAS (e.g., waste management, water conservation, green buildings). The findings suggest that MUBAS should intensify communication about its sustainability practices through campaigns, community engagement, and social media visibility.

2.3. Attitude

Attitude measures students' values, beliefs, and readiness to support sustainability actions. The assessment revealed overwhelmingly positive attitudes toward sustainability, with 85% supporting inclusivity and "Leaving no one behind." Students recognized the ethical and social importance of sustainability, showing readiness to engage in sustainable behavior both academically and personally

Chart 3: Attitude Levels

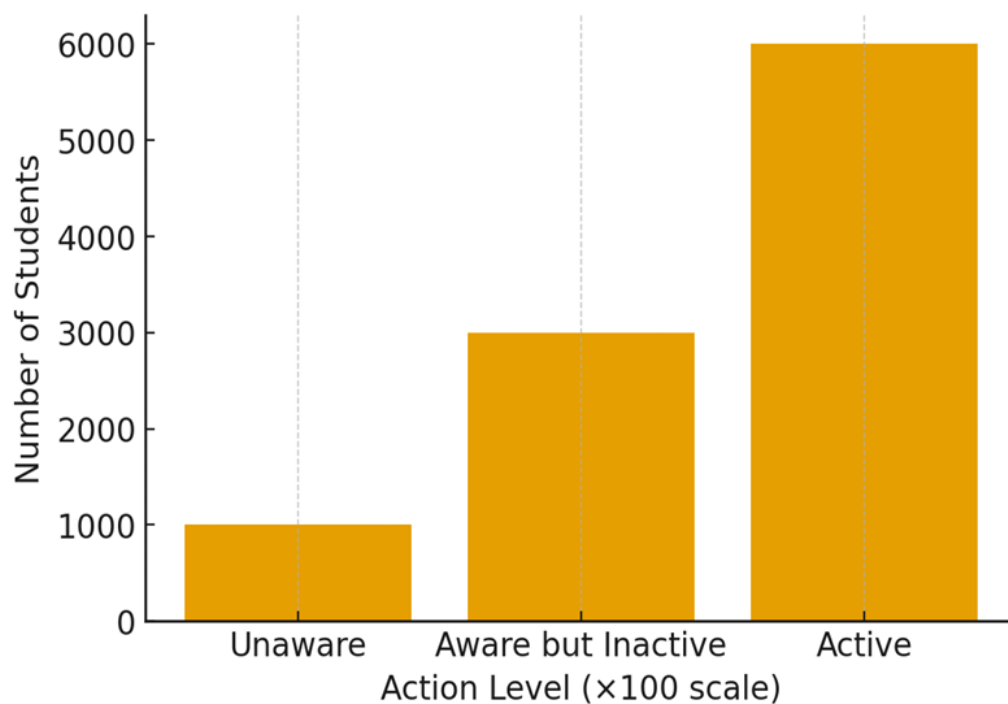


A largely positive mindset implies productive ground for cultivating sustainability leadership among students. Embedding sustainability ethics in leadership courses and mentorship programs will help translate these attitudes into consistent advocacy and peer influence on campus.

2.4: Action

Action measures the extent of student participation in sustainable initiatives from awareness campaigns to community projects. 60% of students reported active participation in sustainability activities such as clean-up drives and SDG clubs, while 30% were aware but not yet engaged. This gap highlights the importance of integrating sustainability activities into the academic calendar to convert awareness into measurable action.

Chart 4: Action Levels



While intent is strong, actual engagement remains moderate. There's clear potential for improvement through structured student engagement mechanisms.

5. Recommendations

1. Curriculum Integration: Expand sustainability modules across all programs.
2. Visibility: Publicize MUBAS sustainability milestones through signage, media, and digital platforms.
3. Engagement: Support student-led SDG clubs and innovation hubs.
4. Incentives: Recognize sustainability champions and integrate activities into academic credits.
5. Partnerships: Strengthen collaborations with NGOs, government, and the private sector for experiential learning.

6. Conclusion

The 2024 Sustainability Awareness Assessment demonstrates MUBAS's commitment to fostering sustainability education aligned with the United Nations 2030 Agenda.

With strong knowledge and positive attitudes already evident, MUBAS is well-positioned to elevate sustainability action and become a leading model for education and sustainable development.