



Deputy Chairman of the Board -
First Vice-Rector
Al-Farabi KazNU
Duysenov E.
2025 y.

Regulation on the Assessment of Sustainability Literacy and Knowledge

1. General Provisions

1.1. This Regulation establishes the framework for assessing sustainability literacy and knowledge among students, academic staff, and relevant stakeholders of Al-Farabi Kazakh National University.

1.2. The purpose of this Regulation is to systematically evaluate the level of understanding of fundamental concepts related to environmental sustainability and to promote the integration of sustainability principles into education, research, and institutional practices.

1.3. This Regulation is aligned with international sustainability frameworks, including the principles of the United Nations Sustainable Development Goals (SDGs).

2. Objectives

The key objectives of the assessment are:

- To measure the level of sustainability literacy among students and stakeholders;
- To identify gaps in knowledge and competencies related to environmental sustainability;
- To support curriculum development and institutional decision-making;
- To enhance awareness and responsible behavior toward environmental challenges;
- To contribute to national and global sustainability agendas.

3. Scope and Target Groups

3.1. The assessment applies to:

- Undergraduate and graduate students;
- Academic and administrative staff;
- Participants of continuing education and outreach programs.

3.2. Participation may be mandatory or voluntary depending on institutional policy.

4. Key Competency Areas

The assessment covers the following domains:

- **Fundamentals of environmental sustainability** (ecosystems, climate change, biodiversity);
- **Sustainable development principles** (economic, social, environmental dimensions);
- **Resource management** (water, energy, waste);
- **Climate action and mitigation strategies**;
- **Ethics and responsibility in sustainability**;
- **Sustainability in professional and daily decision-making**.

5. Assessment Methods

5.1. The evaluation may include:

- Online standardized tests;
- Surveys and self-assessment tools;
- Case study analysis;
- Project-based assessments;
- Interviews or focus groups (for selected participants).

5.2. Assessment tools should be:

- Evidence-based and regularly updated;
- Culturally and contextually relevant;
- Accessible to individuals with diverse needs.

6. Evaluation Criteria and Levels

6.1. Results are categorized into the following levels:

- **Basic Level** – awareness of key concepts;
- **Intermediate Level** – understanding and ability to apply knowledge;
- **Advanced Level** – critical thinking and integration into decision-making;
- **Expert Level** – leadership and innovation in sustainability practices.

6.2. Quantitative scoring and qualitative feedback shall be used.

7. Implementation and Administration

7.1. The assessment process shall be coordinated by a designated institutional unit (e.g., Sustainability Office or Academic Affairs Department).

7.2. Assessments shall be conducted:

- Upon entry (baseline assessment);
- Periodically during the study/program;
- Upon completion (exit assessment).

8. Data Management and Reporting

8.1. Assessment results shall be:

- Collected and stored in accordance with data protection policies;
- Analyzed to identify trends and gaps;
- Reported in aggregated form for institutional planning.

8.2. Results may be used for:

- Curriculum improvement;
- Institutional sustainability reporting;
- International benchmarking.

9. Continuous Improvement

9.1. The Regulation shall be reviewed periodically to ensure relevance and alignment with global sustainability trends.

9.2. Feedback from participants and experts shall be incorporated into future updates.

10. Final Provisions

10.1. This Regulation comes into force upon approval by the Rector of Al-Farabi Kazakh National University.

10.2. All structural units are responsible for supporting its implementation.

Bar Ki Moon Institute for sustainable development, director *Urmanova D*
