

RISE PROJECT
PARTNERSHIP IN CREATING NEW FORMS OF LEARNING IN HIGHER EDUCATION

SURVEY REPORT

Student and Academic Staff Needs Assessment

Cross-Country Synthesis
Greece · Poland · Portugal · Slovakia

STUDENT NEEDS ASSESSMENT

N = 462 valid responses

ACADEMIC STAFF NEEDS ASSESSMENT

N = 80 valid responses

Project No. 2025-1-SK01-KA220-HED-000354947

Survey period: November 2025 – May 2026

Co-funded by the Erasmus+ Programme of the European Union

PARTNER INSTITUTIONS



Reinforcing and Interdisciplinarity through SD Modules

RISE PROJECT

Partnership in Creating New Forms of Learning in Higher Education



RISE
Partnership **Interdisciplinarity**
Reinforcing Education

SURVEY REPORT

Academic Staff Needs Assessment / Cross Country Synthesis

Greece · Poland · Portugal · Slovakia

Total Sample N = 80 | Pooled Validity Rate 100%

SCOPE OF THE STUDY [common survey on SD awareness and SD competencies]

Needs of academic staff and assessment of the current situation regarding the integration of Sustainable Development (SD), Educational Innovation, and Digital Transformation (including Artificial Intelligence) within Humanities and Social Sciences curricula.

Project No. 2025-1-SK01-KA220-HED-000354947
Technical Report · Survey period: November 2025 – May 2026



Erasmus+

RISE Project · 2025-1-SK01-KA220-HED-000354947



RISE
Partnership **Interdisciplinarity**
Reinforcing Education



UAlg

UNIVERSIDADE DO ALGARVE



ARISTOTLE
UNIVERSITY
OF THESSALONIKI



Silesian University
of Technology



Table of Contents

Executive Summary	3
The Project	5
The Aims of the Survey – Objectives	5
Methodology	7
Findings	9
1. Demographics	
2. Key Findings	
3. Analysis	
4. Recommendations	
Appendix I — Notes on Data and Method	25
Appendix II — The Questionnaire	26

**Erasmus+**

RISE Project · 2025-1-SK01-KA220-HED-000354947

**RISE**
Partnership **Interdisciplinarity**
Reinforcing Education**UAlg**

UNIVERSIDADE DO ALGARVE

ARISTOTLE
UNIVERSITY
OF THESSALONIKISilesian University
of Technology

Executive Summary

The development of new SD curricula during the project lifecycle demands a “clear insight into the level of environmental awareness, SD competencies and competencies in using digital technologies in hybrid and blended education, ethical approaches and adhered values as well the experiences from distance learning” (see: Project prop.). The following report presents the findings of a field study conducted among 80 participants (teachers/profs) of the project countries involved in the RISE project. The Survey objectives focus on:

1. Mapping the existing trends and the current needs on issues such as educational innovation, and the responsible use of Artificial Intelligence
2. Identifying the readiness of Humanities and Social Sciences faculties for the integration of Sustainable Development concept in their curricula
3. Exploring the ways to “translate” the findings into actionable strategic guidance.

The report includes the analysis of 80 academics and researchers’ responses drawn from universities in Greece (N = 42), Poland (N = 11), Portugal (N = 12), and Slovakia (N = 15). Each national survey returned a 100% validity rate.

The pooled sample: 47.5% of respondents report more than twenty years of teaching experience, and roughly 56% hold an Associate Professor or Professor title. Responses therefore originate predominantly from the institutional decision-making core, which strengthens the credibility of the needs assessment.

An overview of the Survey includes five main findings:

- The Participants agree that SD content should be strengthened (pooled mean 4.15/5). At the same time, they give to their current curricular provision a lower rate (3.47/5).
- Confidence is highest in Critical Thinking (pooled 3.76) and lowest in Strategic Competence (pooled 3.15). The rates indicate that the participants having a solid theoretical background mainly need to develop more practical and operational skills.
- The AI Ethics seem to be one core interest. Responsible/ethical AI use (4.42) and education on algorithmic bias (4.34) rate far above the mandatory use of AI in assessment (3.85). Engagement with Digital Ethics appears to be a priority.
- Teaching staff tend to prefer the active study and the engagement with academic recourses, while they rather reject the focus on passive content. Open-access e-books and articles received a high rate (4.52), while recorded lectures appeared at the lower scores (3.58).



Erasmus+

RISE Project · 2025-1-SK01-KA220-HED-000354947



RISE
Partnership Interdisciplinarity
Reinforcing Education



UAlg
UNIVERSIDADE DO ALGARVE



ARISTOTLE
UNIVERSITY
OF THESSALONIKI



Silesian University
of Technology



KONSTANTINA FILOTOU
UNIVERSITY
OF NITRA

- An overall 63.8% of all respondents affirm their will to pilot new modules; chi-square tests confirm that this rate is statistically independent of academic rank and experience in every country.

Summing up, the results suggest that teaching staff is generally positive to the introduction of SD and Innovation in the humanities curricula. The main challenge is clearly not the lack of motivation but the absence of practical and strategic implementation capacity. Recommendations include: planning of Programmes that set priority on strategic competences, empowering “train the trainer” methodologies and introducing digital ethics, insightful use of technology and interactive Open Educational Resource (OER) library.

**Erasmus+**

RISE Project · 2025-1-SK01-KA220-HED-000354947

**RISE**
Partnership **Interdisciplinarity**
Reinforcing Education**UAlg**

UNIVERSIDADE DO ALGARVE

ARISTOTLE
UNIVERSITY
OF THESSALONIKISilesian University
of Technology

The Project

This survey was conducted within the framework of the European project RISE — Partnership in Creating New Forms of Learning in Higher Education: Reinforcing and Interdisciplinarity through SD Modules (Project No. 2025-1-SK01-KA220-HED-000354947), co-funded under the Erasmus+ programme.

RISE investigates new forms of learning in higher education, with a specific focus on embedding Sustainable Development, educational innovation, and the responsible adoption of digital and AI technologies within Humanities and Social Sciences curricula. The project brings together partner institutions across four countries (Greece, Poland, Portugal, and Slovakia) to elaborate and introduce interdisciplinary, sustainability-oriented teaching modules and shared, open educational resources for the higher-education sector.

This report integrates the four national datasets into one comparable framework so that programme design can be based upon transnational evidence. It serves as the empirical framework for the subsequent design of the RISE modules.

SCOPE OF THE STUDY

Needs of academic staff and assessment of the current situation regarding the integration of Sustainable Development (SD), Educational Innovation, and Digital Transformation including Artificial Intelligence within Humanities and Social Sciences curricula.

The Aims of the Survey – Objectives

The purpose of the Survey is to documentate a needs assessment of academic staff and to evaluate the current situation regarding the integration of Sustainable Development, Educational Innovation, and Digital Transformation (including Artificial Intelligence) within Humanities and Social Sciences curricula in the respective Faculties/Universities.

The survey design serves the following objectives:

- to map faculty familiarity with, and engagement in, sustainability, educational innovation, and AI-related teaching;
- to assess self-reported competence concerning the UNESCO framework of cross-cutting sustainability competencies;



Erasmus+

RISE Project · 2025-1-SK01-KA220-HED-000354947



RISE
Partnership Interdisciplinarity
Reinforcing Education



UAlg

UNIVERSIDADE DO ALGARVE



ARISTOTLE
UNIVERSITY
OF THESSALONIKI



Silesian University
of Technology



- to evaluate the extent to which current curricula develop SD competencies and align with Erasmus+ priorities;
- to record attitudes toward digital transformation and the insightful use of AI in Humanities and Social Sciences;
- to identify preferred content formats for a prospective Open Educational-Resource (OER) library;
- to measure willingness and readiness to pilot new hybrid modules combining Sustainable Development and AI, and the support that would be required; and
- to translate the combined transnational findings into differentiated, actionable strategic recommendations.
- to promote synergies across European Universities and researchers.

**Erasmus+**

RISE Project · 2025-1-SK01-KA220-HED-000354947

**RISE**
Partnership **Interdisciplinarity**
Reinforcing Education**UAlg**

UNIVERSIDADE DO ALGARVE

ARISTOTLE
UNIVERSITY
OF THESSALONIKISilesian University
of Technology

Methodology

Survey period and instrument

Data were collected between November 2025 and May 2026. The structured questionnaire has been provided through Google Forms. Each partner country deployed its own national version of the form and ensured that no personal identifying information (no name, email address, or IP address) was collected in accordance with GDPR requirements; participation was voluntary and fully anonymous. The estimated completion time was 10-15 minutes.

Sample

The analysis draws on four independent surveys of academic staff. The consolidated dataset includes 80 valid responses across the four partner countries, each national survey returning a 100% validity rate. Due to the fact that national samples differ in size, all cross-country aggregates in this report are computed as sample-size-weighted means unless otherwise stated; this prevents the smaller Polish, Portuguese, and Slovak cohorts from being over- or under-represented relative to the larger Greek cohort.

Country	Sample (N)	Share of pool	Validity rate
Greece	42	52.4%	100%
Poland	11	13.8%	100%
Portugal	12	15.0%	100%
Slovakia	15	18.8%	100%
Pooled total	80	100%	100%

Table 1. Composition and validity of the consolidated sample.

Analytical approach

- **Measurement.** The survey responses were recorded in a five-point Likert scale (1 = Strongly Disagree / Not Important; 5 = Strongly Agree / Very Important). Group means are reported to two decimals.
- **Weighting.** Pooled means are weighted by national N ($\sum w_i x_i / 80$).
- **Harmonisation.** Teaching-experience bands and competency lists have been mapped to common categories for comparability. Where an item was not collected in a given country, that country is excluded from the corresponding pooled figure and the omission is noted.



Erasmus+

RISE Project · 2025-1-SK01-KA220-HED-000354947



RISE
Partnership Interdisciplinarity
Reinforcing Education



UALg

UNIVERSIDADE DO ALGARVE



ARISTOTLE
UNIVERSITY
OF THESSALONIKI



Silesian University
of Technology



- **Categorization.** Respondents' data draw patterns of responses in relation to the Survey's questions. For the consolidated view of the results, three ideal types were constructed: "Innovators", "Pragmatists", and "Skeptics/Cautious"
- **Independence testing.** Associations between pilot willingness and the control variables (academic rank, years of experience) were assessed with Pearson's chi-square test of independence; a result is treated as significant at $\alpha = 0.05$.
- **Tools and software.** All statistical analyses (descriptive statistics, weighting, K-Means clustering, and chi-square tests) were performed in IBM SPSS Statistics 27. The figures and charts in this report were produced with the support of AI-based visualisation tools, namely Napkin and Gemini following the principle of insightful and human supervised use of AI.

Limitations

Three of the four cohorts are rather small ($N = 11-15$). Country-level means are therefore sensitive to individual responses and chi-square tests are underpowered. Therefore, the pooled estimates ($N = 80$) provide a better assessment of the Survey focus-points. The study highlights the need for more long-term research with the participation of a large number of European countries on these issues.



Erasmus+

RISE Project · 2025-1-SK01-KA220-HED-000354947



RISE
Partnership Interdisciplinarity
Reinforcing Education



UAlg

UNIVERSIDADE DO ALGARVE



ARISTOTLE
UNIVERSITY
OF THESSALONIKI



Silesian University
of Technology



Findings

The findings are organized into four parts: (1) the demographic and academic profile of the sample; (2) the key thematic findings across curriculum, competencies, digital transformation and AI, open educational resources and pilot willingness; (3) a cross-country analysis and (4) the strategic recommendations.

1. Demographics

The consolidated dataset comprises 80 valid responses. Greece contributes just over half of the pool (52.4%), with Poland, Portugal, and Slovakia together accounting for the remaining 47.5%.

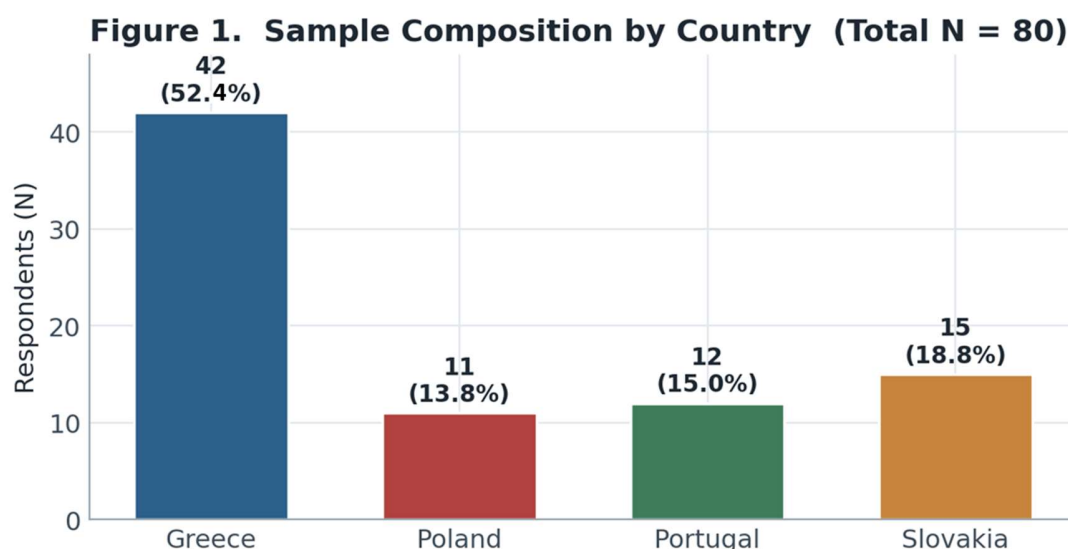


Figure 1. Distribution of the 80 valid responses across the four national cohorts.

Academic position

Pooled across the four countries, Associate Professors form the largest single rank (32.5%), followed by Assistant Professors (30.0%) and Professors (23.8%); Lecturers, instructors and postdoctoral researchers make up the remaining 13.8%. The national profiles: Greece is almost perfectly balanced across the three professorial teaching ranks, Poland is the most junior-weighted (Assistant Professors at 45.5%), while Slovakia is the most senior, with 80% holding an Associate or full Professorship.



Erasmus+

RISE Project · 2025-1-SK01-KA220-HED-000354947



RISE
Partnership Interdisciplinarity
Reinforcing Education



UALg

UNIVERSIDADE DO ALGARVE



ARISTOTLE
UNIVERSITY
OF THESSALONIKI



Silesian University
of Technology



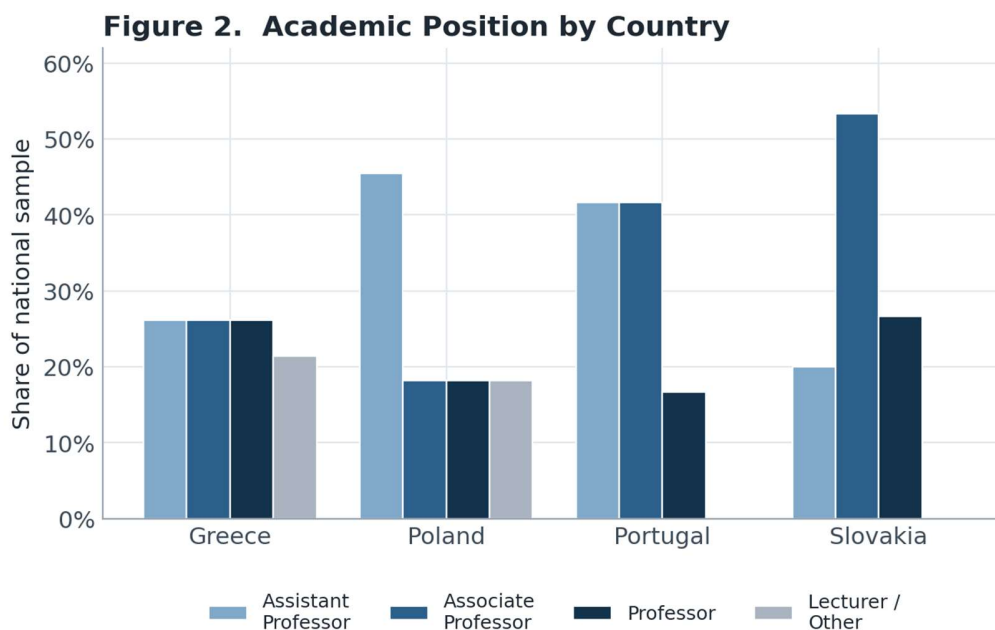


Figure 2. Academic position as a share of each national sample.

Teaching experience

The sample is decisively veteran: 47.5% of respondents report more than twenty years in teaching, 30.0% constitute the 11-20 years group, and only 22.5% have ten years or fewer years in teaching. Slovakia is the most experienced cohort (66.7% with 20+ years), and Greece the most balanced.



Erasmus+

RISE Project · 2025-1-SK01-KA220-HED-000354947



RISE
Partnership Interdisciplinarity
Reinforcing Education



UAlg

UNIVERSIDADE DO ALGARVE



ARISTOTLE
UNIVERSITY
OF THESSALONIKI



Silesian University
of Technology



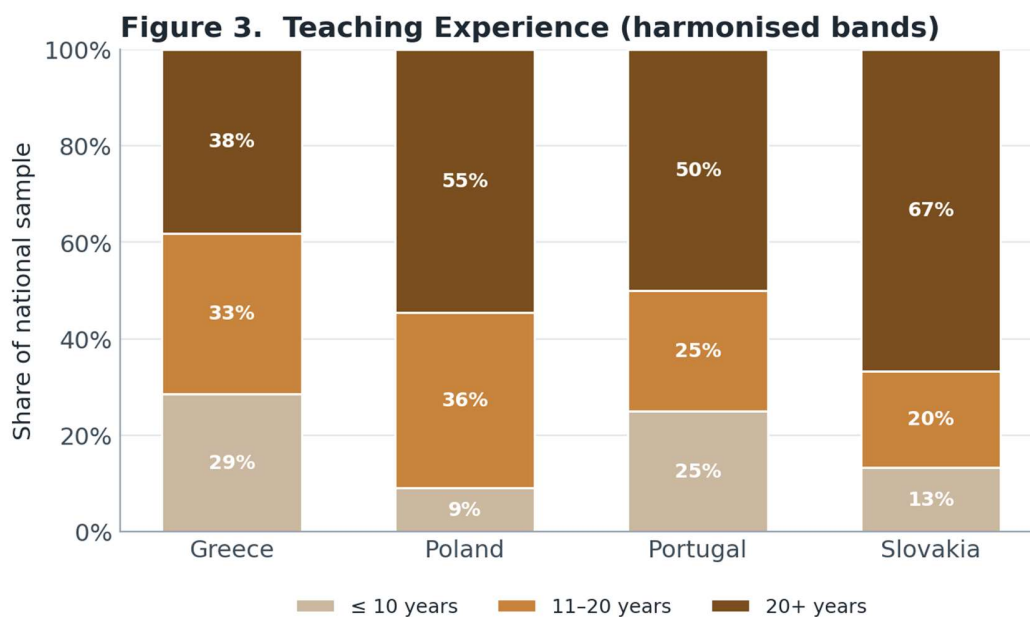


Figure 3. Teaching experience by country, harmonised into three bands.

The survey results include responses from a wide range of faculty positions and teaching experience. They are indicative of the current situation in the departments participating in the survey.



Erasmus+

RISE Project · 2025-1-SK01-KA220-HED-000354947



RISE
Partnership Interdisciplinarity
Reinforcing Education



UAlg

UNIVERSIDADE DO ALGARVE



ARISTOTLE
UNIVERSITY
OF THESSALONIKI



Silesian University
of Technology



2. Key Findings

2.1 Curriculum baseline assessment

Respondents asked to evaluate their current curricula in relation to the Project focus points answering: a) whether SD content should be strengthened, b) whether the curriculum currently develops key SD competencies, and c) whether it aligns with Erasmus+ priorities. The pooled means are 4.15, 3.47 and 3.85 respectively. The 0.68-point gap between aspiration and current provision might be interpreted as a mandate for intervention.

Indicator (1–5)	Aspiration	Provision	Pooled gap (Δ)
SD should be strengthened	4.15	—	—
Curriculum currently develops SD	—	3.47	—
Alignment with Erasmus+ priorities	3.85 (mean)	—	—
Aspiration – Provision	4.15	3.47	0.68

Table 2. Pooled curriculum baseline (sample-size weighted, $N = 80$).

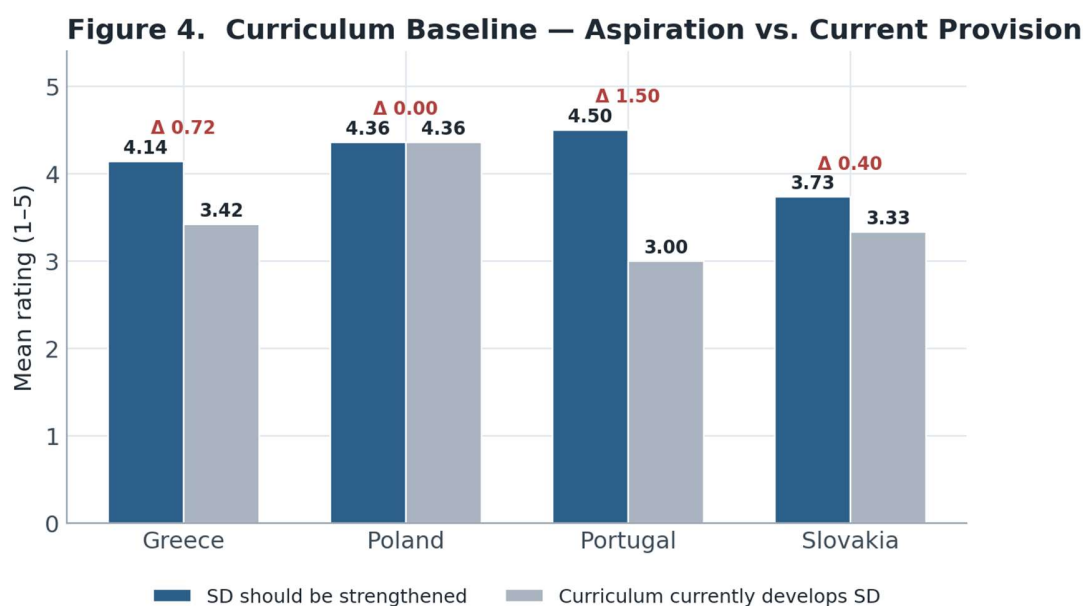


Figure 4. Aspiration for SD content versus current provision, by country. Δ marks the per-country implementation gap.

Concerning the cross-country patterns note: Portugal records the largest deficit by a wide margin (4.50 vs 3.00; $\Delta = 1.50$), highlighting the most urgent structural need. Greece shows a moderate gap ($\Delta = 0.72$) and Slovakia a smaller one ($\Delta = 0.40$). Poland is the singular exception: aspiration



Erasmus+

RISE Project · 2025-1-SK01-KA220-HED-000354947



RISE
Partnership Interdisciplinarity
Reinforcing Education



UAlg
UNIVERSIDADE DO ALGARVE



ARISTOTLE
UNIVERSITY
OF THESSALONIKI



Silesian University
of Technology



and current provision coincide at 4.36. This indicates a cohort that already feels well served and is seeking advanced rather than foundational support.

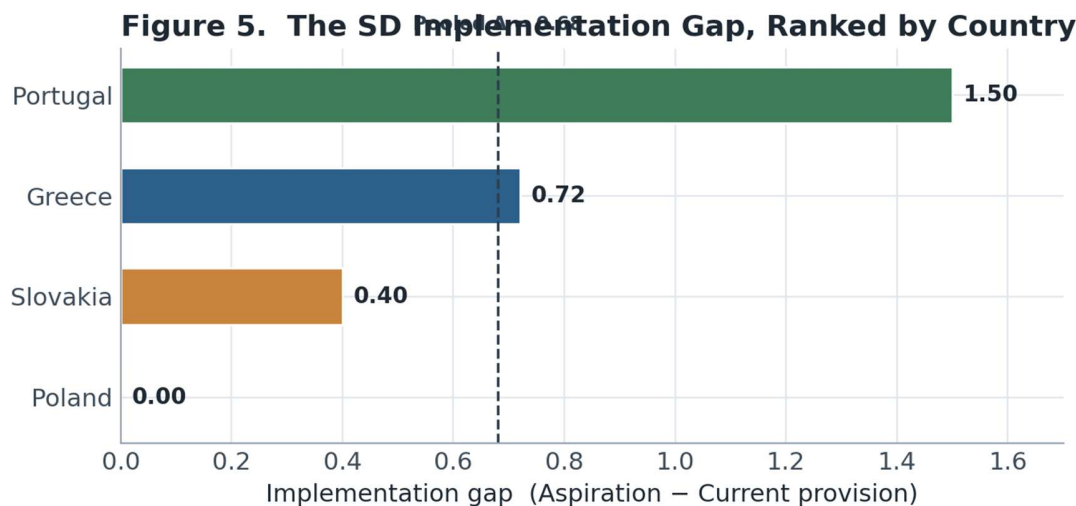


Figure 5. The SD implementation gap, ranked. The dashed line marks the pooled deficit of 0.68.

The responses indicate that teachers are seeking ways to learn more and develop skills in the field of Sustainable Development and Educational Innovation. Respondents in Greece and Portugal focus more on the development of curricula, while those in Poland focus on advanced methodologies.



Erasmus+

RISE Project · 2025-1-SK01-KA220-HED-000354947



RISE
Partnership Interdisciplinarity
Reinforcing Education



UALg

UNIVERSIDADE DO ALGARVE



ARISTOTLE
UNIVERSITY
OF THESSALONIKI



Silesian University
of Technology



2.2 UNESCO sustainability competencies

Teachers evaluated their competencies in relation to the UNESCO sustainability competencies framework. Five competencies were measured in all four countries and are compared directly here. The overall picture is consistent: cognitive and analytical competencies score highest, while operational and strategic competencies score lowest in every single cohort.

Competence	GR	PL	PT	SK	Pooled
Critical Thinking	3.76	3.91	3.33	4.00	3.76
Self-awareness	3.69	3.73	3.42	3.80	3.68
Collaboration	3.57	3.82	3.42	3.73	3.61
Systems Thinking	3.26	3.64	3.17	3.47	3.34
Strategic Competence	3.24	3.36	2.75	3.07	3.15

Table 3. Mean competency self-assessment (1-5) by country and pooled. Lowest pooled value highlighted.

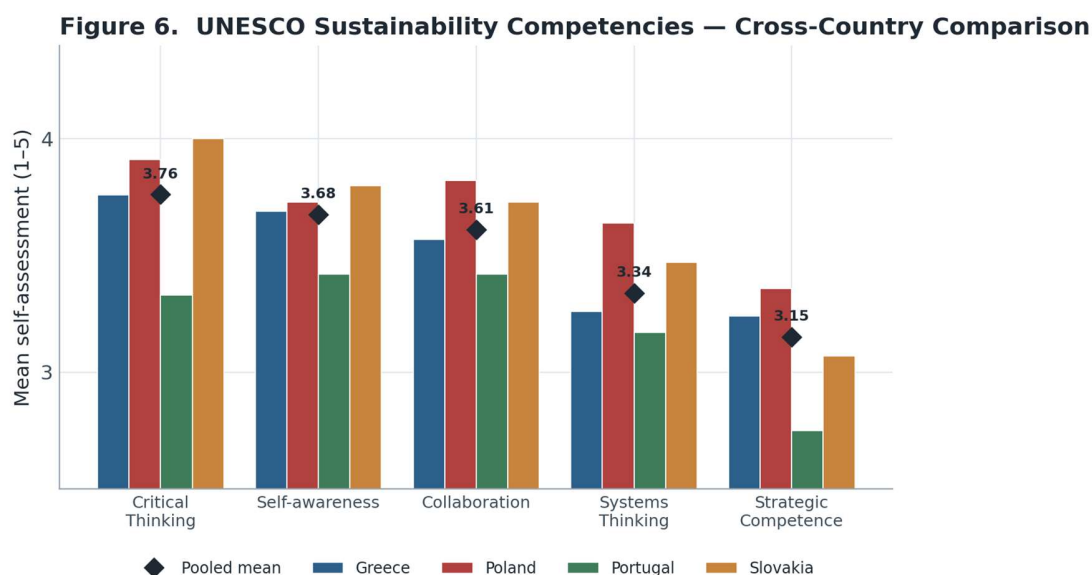


Figure 6. The five commonly measured UNESCO competencies. Diamonds mark the pooled, sample-size-weighted mean.

The pooled spread, from 3.76 for Critical Thinking down to 3.15 for Strategic Competence, shed light to a 0.61-point internal deficit that mirrors the curriculum gap above. Teachers understand what sustainability is; they are markedly less confident in their ability to operationalize it. In the Portuguese sample Strategic Competence is recorded to 2.75. Poland and Slovakia score highest on the cognitive items, consistent with their more senior profiles.



Erasmus+

RISE Project · 2025-1-SK01-KA220-HED-000354947



RISE
Partnership Interdisciplinarity
Reinforcing Education



UALg
UNIVERSIDADE DO ALGARVE



ARISTOTLE
UNIVERSITY
OF THESSALONIKI



Silesian University
of Technology



22. Which topics should be prioritized in new Curricula concerning Education on Sustainable Development and digital transformation? (Greece)

(Please list the top 3 topics/priorities you consider most important, **separated by a comma or semicolon**, or one per line.)

- *culture, religious diversity, public discourse*

- *Ethics, human rights, ecological footprint*

- *Cognitive skills Quality education Behavior/Attitudes Information management in Libraries, Archives, Museums*

- *Training on AI, Digital Literacy, ethics in digital transformation*

.....



Erasmus+

RISE Project · 2025-1-SK01-KA220-HED-000354947



RISE
Partnership Interdisciplinarity
Reinforcing Education



UAlg

UNIVERSIDADE DO ALGARVE



ARISTOTLE
UNIVERSITY
OF THESSALONIKI



Silesian University
of Technology



2.3 Digital transformation and Artificial Intelligence

Teachers' views on transformation and AI were measured using a five-point scale. The results are policy-relevant: the strongest endorsement is for interdisciplinarity (pooled 4.54), followed closely by responsible/ethical AI use (4.42) and education on algorithmic bias and fairness (4.34). The mandatory, integration of AI into assessment has been ranked lowest in every country (pooled 3.85).

Item (1-5)	Pooled mean	Rank	Trend
Interdisciplinarity is essential	4.54	1	Very high
Responsible / ethical AI use	4.42	2	Very high
Algorithmic bias & fairness education	4.34	3	High
Mandatory AI in assessments	3.85	4	Moderate

Table 4. Pooled attitudes toward digital transformation and AI (weighted, N = 80).

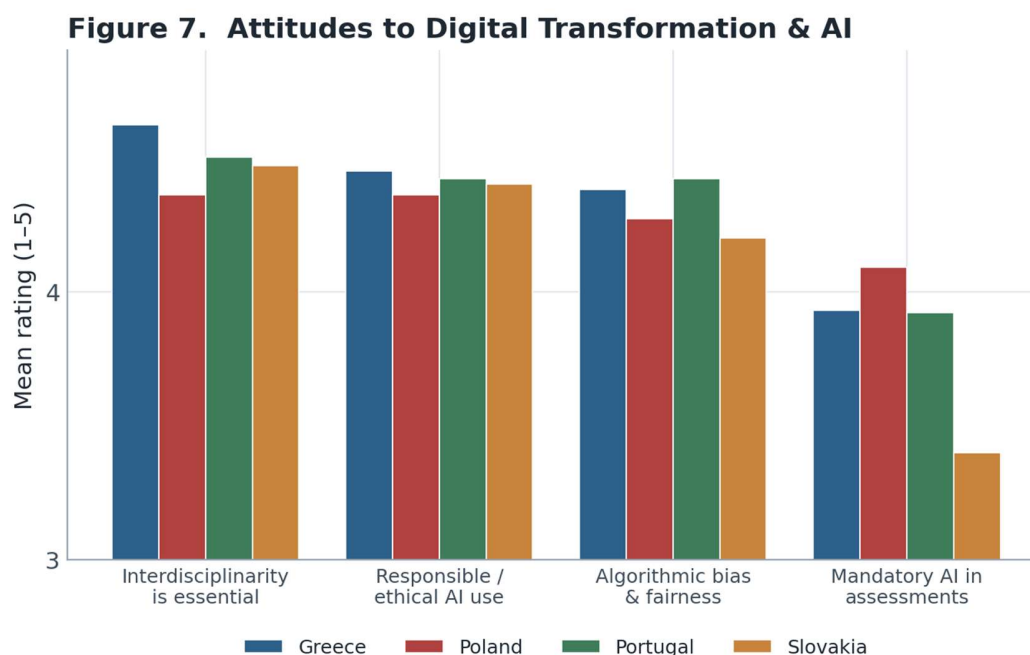


Figure 7. Attitudes to digital transformation and AI — four commonly measured items, by country.

The teachers' view across all four countries is focused on a human-centric, ethics-first stance. They reject the superficial "tool-isation" of AI preferring guidance on AI responsible use. Poland is the most receptive to mandatory AI use (4.09), yet reports an equally strong demand for ethical and environmental oversight. Slovakia is the most reserved on mandatory use (3.40).

2.4 Open Educational Resources (Open Library)

Teachers ranked variant formats of open digital library according to their experience and needs. Three formats were measured in all four countries. Open-access e-books and articles have the highest rate (pooled 4.52), interactive video and case studies follow (4.27), and recorded lectures rank the lowest (3.58). Results indicate a preference for interactive academic content in comparison to the (more passive) video repositories.

Format (1–5)	Pooled mean	Rank	Note
Open-access e-books & articles	4.52	1	Universal top choice
Video links & case studies	4.27	2	Highest in Portugal (4.75)
Recorded lectures	3.58	3	Lowest; Slovakia 2.93

Table 5. Pooled Open Library preferences (weighted, N = 80).

22. Which topics should be prioritized in new Curricula concerning Education on Sustainable Development and digital transformation? (Portugal)

(Please list the top 3 topics/priorities you consider most important, **separated by a comma or semicolon**, or one per line.)

- *Systems thinking for sustainability and SDGs literacy AI and digital ethics in education*
- *Interdisciplinary problem-based learning for sustainable development*
- *Quality education; gender equality; good health and well-being.*
- *Sustainability; Equity; Ethics.*
- *Human diversity and respect; Empathy; Inclusion*

.....



Erasmus+

RISE Project · 2025-1-SK01-KA220-HED-000354947



RISE
Partnership Interdisciplinarity
Reinforcing Education



UALg

UNIVERSIDADE DO ALGARVE



ARISTOTLE
UNIVERSITY
OF THESSALONIKI



Silesian University
of Technology



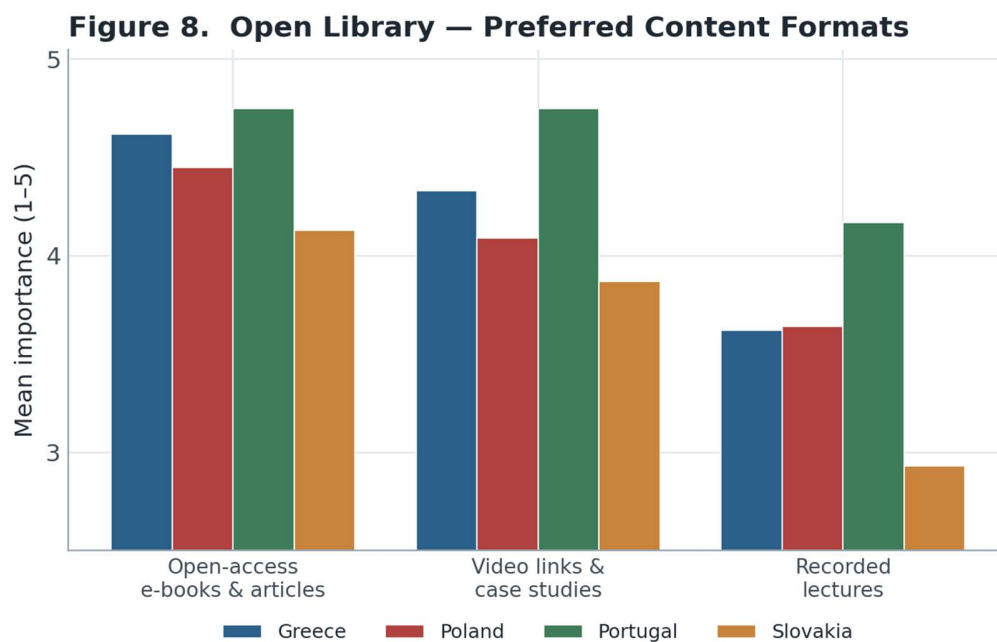


Figure 8. Preferred Open Library content formats, by country (1 = Not Important, 5 = Very Important).

Portugal rates recorded lectures more favourably (4.17) than the other cohorts and assign very high value to interactive video (4.75), reflecting a preference for practical content. Slovakia rating recorded lectures at just 2.93.



Erasmus+

RISE Project · 2025-1-SK01-KA220-HED-000354947



RISE
Partnership Interdisciplinarity
Reinforcing Education



UALg

UNIVERSIDADE DO ALGARVE



ARISTOTLE
UNIVERSITY
OF THESSALONIKI



Silesian University
of Technology



2.5 Staff segmentation (cluster analysis)

Each national report applied K-Means clustering to its respondents. The resulting profiles were categorized into three ideal types: “Innovators” 40.0% (32 of 80), “Pragmatists” 33.8% (27 of 80), and “Skeptics/Cautious” 26.3% (21 of 80). Combining the two favourable segments, 73.8% of all academic staff are positively disposed toward the proposed change.

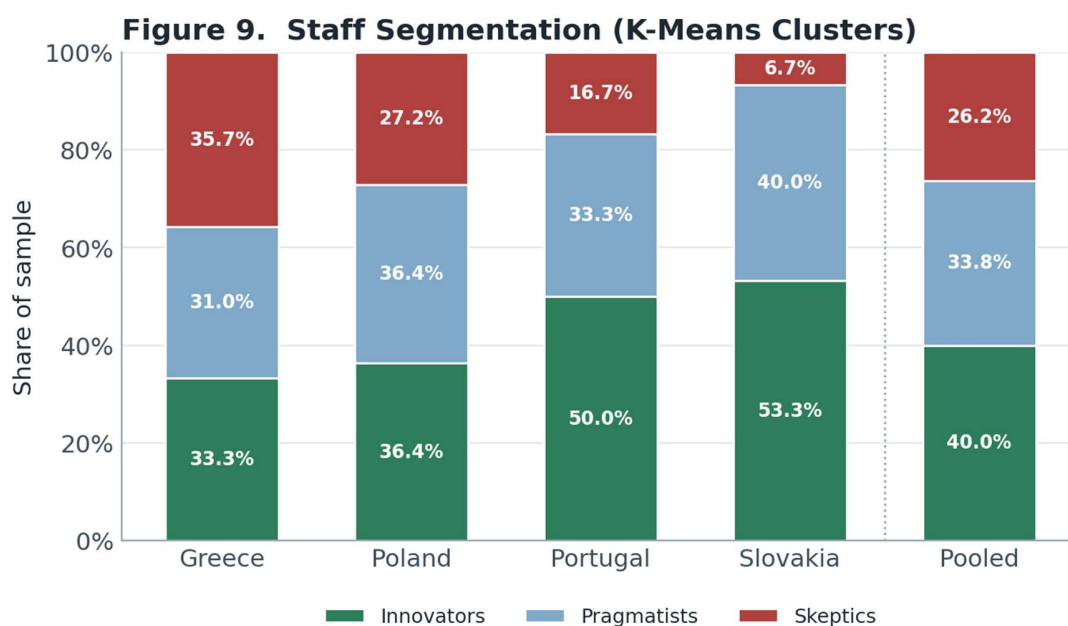


Figure 9. Attitudinal segmentation by country and pooled (100% stacked).



Erasmus+

RISE Project · 2025-1-SK01-KA220-HED-000354947



RISE
Partnership Interdisciplinarity
Reinforcing Education



UALg

UNIVERSIDADE DO ALGARVE



ARISTOTLE
UNIVERSITY
OF THESSALONIKI



Silesian University
of Technology



2.6 Pilot willingness and tests of independence

Willingness to pilot new modules and its association with academic rank and years of experience were recorded in each country. Pooled, 51 of 80 respondents (63.8%) are willing to participate.

Country	Willing (Yes)	Rate	p (Rank)	p (Experience)
Greece	27 / 42	64.3%	0.346	0.297
Poland	9 / 11	81.8%	0.105	0.144
Portugal	7 / 12	58.3%	0.424	0.089
Slovakia	8 / 15	53.3%	0.411	0.262
Pooled	51 / 80	63.8%	n.s.	n.s.

Table 7. Pilot willingness and chi-square independence tests. n.s. = not significant at $\alpha = 0.05$.

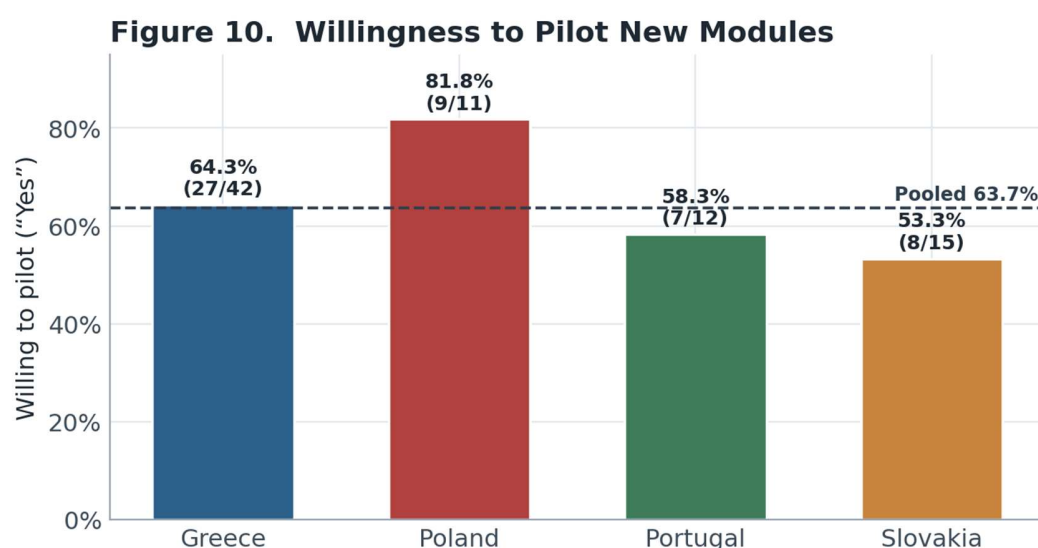


Figure 10. Willingness to pilot new modules. Dashed line marks the pooled rate of 63.8%.

We can conclude with two points of special interest: a) Teachers willingness to pilot new modules is high and, as it appears, universal: it does not depend on professorship rank. B) There are some indications in respective countries that deserve a long term examination in the future. Poland's exceptional score of 81.8% in willing to participate. In Portugal the veteran staff (five of six with 20+ years) were the most willing, while the junior (none of three at 0–5 years) hesitated.



Erasmus+

RISE Project · 2025-1-SK01-KA220-HED-000354947



RISE
Partnership Interdisciplinarity
Reinforcing Education



UALg

UNIVERSIDADE DO ALGARVE



ARISTOTLE
UNIVERSITY
OF THESSALONIKI



Silesian University
of Technology



22. Which topics should be prioritized in new Curricula concerning Education on Sustainable Development and digital transformation? (Slovakia)

(Please list the top 3 topics/priorities you consider most important, **separated by a comma or semicolon**, or one per line.)

- *Climate change and environmental literacy; Global citizenship and social responsibility; Digital technologies for sustainability*

- *Green-Digital Skills, Climate action, Life on land*

- *Sustainable use of technologies and resources, critical thinking, responsible use of AI*

- *individual and social class value-based motivation; systemic thinking concerned with interaction and conflict between social, political, economical systems; modern and pre-modern philosophies as a ground for implicit ideologies and uncritically shared biases in environmental awareness and thinking;*

.....



Erasmus+

RISE Project · 2025-1-SK01-KA220-HED-000354947



RISE
Partnership Interdisciplinarity
Reinforcing Education



UAlg

UNIVERSIDADE DO ALGARVE



ARISTOTLE
UNIVERSITY
OF THESSALONIKI



Silesian University
of Technology



3. Analysis

The thematic findings can be presented into a single transnational profile and a comparative matrix that supports differentiated programme design.

3.1 Strategic profile

The figure below presents the pooled position of the 80 respondents as a single strategic profile. The shape is diagnostic: high on aspiration, ethics, and interactive resources; constrained on current provision, strategic competence, mandatory AI, and passive content.

Figure 11. Pooled Strategic Profile (weighted means, N = 80)

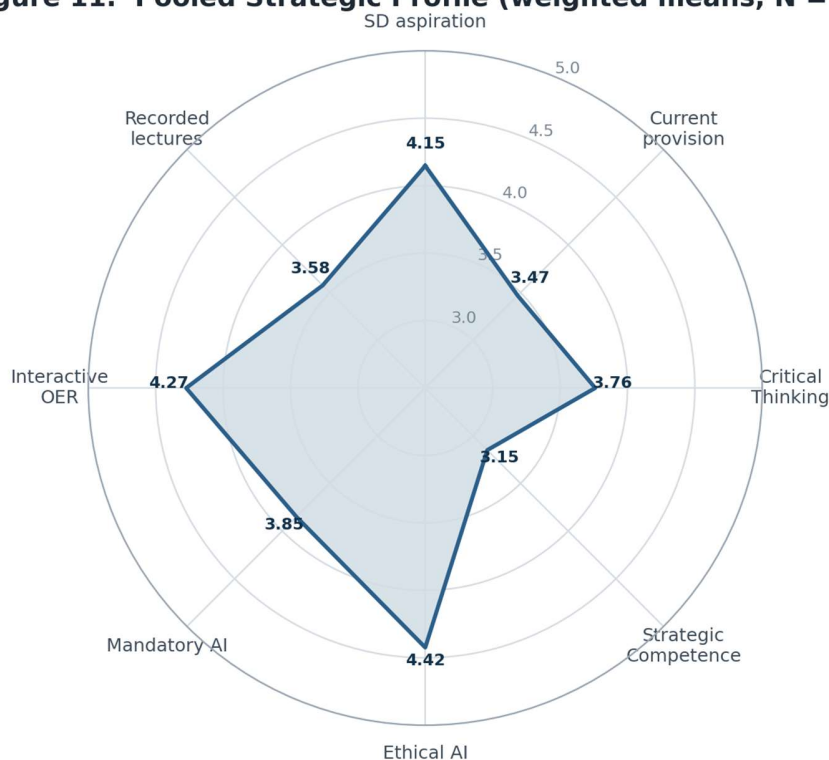


Figure 11. Consolidated strategic profile across eight key indicators (pooled weighted means, N = 80).



Erasmus+

RISE Project · 2025-1-SK01-KA220-HED-000354947



RISE
Partnership Interdisciplinarity
Reinforcing Education



UALg
UNIVERSIDADE DO ALGARVE



ARISTOTLE
UNIVERSITY
OF THESSALONIKI



Silesian University
of Technology



3.2 Cross-country comparative matrix

Dimension	Greece	Poland	Portugal	Slovakia
SD implementation gap	Moderate (0.72)	None (0.00)	Largest (1.50)	Small (0.40)
Strategic competence	3.24	3.36	2.75	3.07
Mandatory AI openness	3.93	4.09	3.92	3.40
Innovator share	33.3%	36.4%	50.0%	53.3%
Skeptic share	35.7%	27.2%	16.7%	6.7%
Pilot willingness	64.3%	81.8%	58.3%	53.3%
Strategic priority	Ethics-led phasing	Advanced methods	Close the gap	Rapid deployment

Table 8. Cross-country comparative matrix.

The countries appear to have distinct positions on a single underlying spectrum. Slovakia and Portugal are the most ready for rapid deployment, though Portugal must simultaneously close a large provision gap. Poland needs advanced, research-grade content rather than foundations. Greece, with the largest skeptical segment and a substantial sample, requires the most carefully phased, ethics-led approach.



Erasmus+

RISE Project · 2025-1-SK01-KA220-HED-000354947



RISE
Partnership Interdisciplinarity
Reinforcing Education



UAlg

UNIVERSIDADE DO ALGARVE



ARISTOTLE
UNIVERSITY
OF THESSALONIKI



Silesian University
of Technology



4. Recommendations

An analysis of the questionnaire results from all countries, provides us key insights and recommendations regarding the main areas of interest for the RISE program:

Recom 1: Strategic, not theoretical, train-the-trainer

Across all cohorts, teachers are aware of sustainability issues, they lack however the capacity to operationalise it (pooled Strategic Competence 3.15; pooled curriculum gap 0.68). The programme should deliver practical methodologies such as (Project-Based Learning design, development of solution-oriented modules) rather than conceptual content on sustainability.

Recom 2: Digital ethics

Teachers' demand for responsible AI use (4.42) and bias education (4.34) is much higher than the one for mandatory mechanical AI use (3.85). Digital Ethics and Digital Humanities, addressing responsibility, fairness, and as Poland emphasises the environmental footprint of AI should be cores of learning plans in humanities.

Recom 3: Dynamic, interactive Open Library

With 63.8% willing to pilot and a clear preference for open-access scholarship (4.52) and interactive case studies (4.27) over recorded lectures (3.58), the OER platform should be built as a “living”, evaluative repository of research and real-world cases.



Erasmus+

RISE Project · 2025-1-SK01-KA220-HED-000354947



RISE
Partnership Interdisciplinarity
Reinforcing Education



UAlg

UNIVERSIDADE DO ALGARVE



ARISTOTLE
UNIVERSITY
OF THESSALONIKI



Silesian University
of Technology



22. Which topics should be prioritized in new Curricula concerning Education on Sustainable Development and digital transformation? (Poland)

(Please list the top 3 topics/priorities you consider most important, **separated by a comma or semicolon**, or one per line.)

- *circular economy; Sustainable digital literacy and AI; Systems thinking and ethical innovation*

- *critical thinking, problem-solving, misinformation resilience*

- *The use of artificial intelligence in education, online materials, online interviews with specialists*

.....

Appendix I — Notes on Data and Method

- Source documents: four national RISE technical reports for Greece, Poland, Portugal, and Slovakia. All figures in this consolidated report are drawn directly from those sources.
- Survey period: November 2025 – May 2026. Instrument: electronic, structured questionnaire administered via Google Forms; each partner country deployed its own national version.
- Pooled means use sample-size weighting: pooled value = $\Sigma(\text{country mean} \times \text{country N}) \div 80$.
- Teaching-experience bands harmonised to: ≤ 10 years, 11–20 years, 20+ years.
- Cluster archetypes harmonised to: Innovators, Pragmatists, Skeptics/Cautious.
- Chi-square independence tests as reported in the national documents; $\alpha = 0.05$. Small national samples ($N = 11\text{--}15$) limit statistical power; pooled estimates are more robust than single-country figures.
- Statistical analysis was conducted in IBM SPSS Statistics 27. Figures and charts were generated with the support of AI-based visualisation tools (Napkin and Gemini).
- Ethics and anonymity: participation was voluntary; the forms collected no personally identifying information; data are processed in accordance with GDPR for research and statistical purposes only.



Erasmus+

RISE Project · 2025-1-SK01-KA220-HED-000354947



RISE
Partnership **Interdisciplinarity**
Reinforcing Education



UAlg
UNIVERSIDADE DO ALGARVE



ARISTOTLE
UNIVERSITY
OF THESSALONIKI



Silesian University
of Technology



Appendix II — The Questionnaire

RISE SURVEY

Partnership in Creating New Forms of Learning in Higher Education: Reinforcing and Interdisciplinarity through SD Modules

Project No. 2025-1-SK01-KA220-HED-000354947

Dear Colleague,

The survey you are participating in is being conducted in the framework of the European Project “RISE” (Partnership in Creating New Forms of Learning in Higher Education: Reinforcing and Interdisciplinarity through SD Modules, Project No. 2025-1-SK01-KA220-HED-000354947).

The purpose of this research is to record the needs of academic staff and assess the current situation regarding the integration of Sustainable Development, Educational Innovation, and Digital Transformation (including Artificial Intelligence) within Humanities and Social Sciences curricula.

Ethics & Anonymity

- **Voluntary Participation:** Your participation is completely voluntary. You have the right to discontinue filling out the questionnaire at any time without any consequence.
- **Complete Anonymity:** We would like to remind you that this survey is entirely anonymous. The Google Forms setting has been configured not to collect any personal identifying information (such as name, email address, or IP address).
- **Confidentiality:** The data collected will be used exclusively for research and statistical purposes of the RISE Project. The RISE Team ensures the confidentiality of all participants.

Data Protection Notice: This survey collects data for the RISE project. We adhere to GDPR regulations regarding Personally Identifiable Information (PII). Your responses will remain anonymous and will be used solely for research purposes.

The estimated time required for completion is approximately 10–15 minutes.

On behalf of the RISE Project team, we thank you for your valuable contribution.

** Indicates a required question.*

A. Demographics



Erasmus+

RISE Project · 2025-1-SK01-KA220-HED-000354947



RISE
Partnership Interdisciplinarity
Reinforcing Education



UAlg
UNIVERSIDADE DO ALGARVE



ARISTOTLE
UNIVERSITY
OF THESSALONIKI



Silesian University
of Technology



KONSTANTINA FILOTOVA
UNIVERSITY
V NITRE

1. Age **Mark only one option.*

- ☐ 25–30
- ☐ 31–40
- ☐ 41–50
- ☐ 51 +

2. Gender **Mark only one option.*

- ☐ Male
- ☐ Female
- ☐ Prefer not to say
- ☐ Other: _____

3. Country (Location of Teaching In) **Short answer.***4. Academic position ****Mark only one option.*

- ☐ Professor
- ☐ Associate Professor
- ☐ Assistant Professor
- ☐ Lecturer
- ☐ Faculty / Non-Tenure Track Instructor
- ☐ Teaching Fellow
- ☐ Postdoctoral Researcher with teaching assignment
- ☐ Other: _____

5. Teaching Experience **Drop-down – mark only one option.***Erasmus+**

RISE Project · 2025-1-SK01-KA220-HED-000354947

**RISE**
Partnership Interdisciplinarity
Reinforcing Education**UAlg**

UNIVERSIDADE DO ALGARVE

ARISTOTLE
UNIVERSITY
OF THESSALONIKISilesian University
of Technology

- 0–5 years
- 6–10 years
- 11–15 years
- 16–20 years
- 20+ years

6. Main Field of Teaching / Studies *

Mark only one option.

- Cognitive Technologies
- Cultural Studies
- Education
- Ethics
- History
- Informatics
- Linguistics
- Literature
- Management
- Philosophy
- Political Sciences
- Social Sciences
- Theology
- Other: _____

B. Engagement in Sustainability & Innovation

7. Are you currently involved in Sustainable Development, AI, or innovation-related teaching? *

Mark only one option.

- Yes
- No

7.1. If yes, please indicate the specific areas (select all that apply).



Erasmus+

RISE Project · 2025-1-SK01-KA220-HED-000354947



RISE
Partnership Interdisciplinarity
Reinforcing Education



UAlg

UNIVERSIDADE DO ALGARVE



ARISTOTLE
UNIVERSITY
OF THESSALONIKI



Silesian University
of Technology



Select all that apply.

- ☐ Sustainable development
- ☐ Educational innovation
- ☐ Digital education
- ☐ Artificial intelligence
- ☐ Data processing / analysis
- ☐ Other: _____

C. Review of the Current Situation (SDGs & Teaching)

8. How familiar are you with the SDGs related to your field? (1 = Not at all familiar, 5 = Extremely familiar) *

Mark only one option.

- ☐ 1. Not at all familiar
- ☐ 2. Slightly familiar
- ☐ 3. Somewhat familiar
- ☐ 4. Moderately familiar
- ☐ 5. Extremely familiar

9. Which SDGs are most related to your teaching subject? (multiple selection, up to 3 choices)

Logic Instruction: If you answered “1 – Not at all familiar” in the previous question (8), please skip Question 9 and proceed to Question 10.

Note: If your country uses a specific national framework, please map them to the corresponding UN SDGs below.

Select all that apply (up to 3).

- ☐ SDG 1: No poverty
- ☐ SDG 2: Zero Hunger
- ☐ SDG 3: Good health and well-being
- ☐ SDG 4: Quality education



Erasmus+

RISE Project · 2025-1-SK01-KA220-HED-000354947



RISE
Partnership Interdisciplinarity
Reinforcing Education



UAlg

UNIVERSIDADE DO ALGARVE



ARISTOTLE
UNIVERSITY
OF THESSALONIKI



Silesian University
of Technology



- ☐ SDG 5: Gender equality
- ☐ SDG 6: Clean water & sanitation
- ☐ SDG 7: Affordable & clean energy
- ☐ SDG 8: Decent work & economic growth
- ☐ SDG 9: Industry, innovation & infrastructure
- ☐ SDG 10: Reduced inequalities
- ☐ SDG 11: Sustainable cities & communities
- ☐ SDG 12: Responsible consumption & production
- ☐ SDG 13: Climate action
- ☐ SDG 14: Life below water
- ☐ SDG 15: Life on land
- ☐ SDG 16: Peace, justice & strong institutions
- ☐ SDG 17: Partnerships for the goals

10. Please indicate the level of your knowledge of the social and cultural dimensions of sustainability. *

Mark only one option.

- ☐ 1. Very low
- ☐ 2. Low
- ☐ 3. Moderate
- ☐ 4. High
- ☐ 5. Very high

11. Do you teach topics related to the SDGs in your classes? *

Mark only one option.

- ☐ 1. Never
- ☐ 2. Rarely
- ☐ 3. Occasionally



Erasmus+

RISE Project · 2025-1-SK01-KA220-HED-000354947



RISE
Partnership **Interdisciplinarity**
Reinforcing Education



UAlg

UNIVERSIDADE DO ALGARVE



ARISTOTLE
UNIVERSITY
OF THESSALONIKI



Silesian University
of Technology



- 4. Frequently
- 5. Very frequently

12. How confident do you feel teaching sustainability or environmental topics in your discipline? *

Mark only one option.

- 1. Not at all confident
- 2. Slightly confident
- 3. Moderately confident
- 4. Very confident
- 5. Absolutely confident

D. Sustainability Competencies

Please rate your awareness of the following sustainability key competencies.

“In the 2017 publication “Education for Sustainable Development Goals: learning objectives”, the United Nations Educational, Scientific and Cultural Organization (UNESCO) has compiled from the relevant literature eight cross-cutting sustainability competencies that are interrelated with each other, transversal, multifunctional, content-independent, and key for achieving the Sustainable Development Goals (SDGs).”

(see: <https://www.unsdglearn.org/unesco-cross-cutting-and-specialized-sdg-competencies/>)

13. Please rate your awareness / competence level of the following sustainability key competencies. *

Mark only one option per row.

Statement / Item	1. Poor	2. Below Average	3. Average	4. Good	5. Excellent
Systems thinking: The ability to recognize and understand	☐	☐	☐	☐	☐



Erasmus+

RISE Project · 2025-1-SK01-KA220-HED-000354947



RISE
Partnership Interdisciplinarity
Reinforcing Education



UAlg

UNIVERSIDADE DO ALGARVE



ARISTOTLE
UNIVERSITY
OF THESSALONIKI



Silesian University
of Technology



Statement / Item	1. Poor	2. Below Average	3. Average	4. Good	5. Excellent
relationships; to analyse complex systems; to think of how systems are embedded within different domains and different scales; and to deal with uncertainty.					
Anticipatory: The ability to understand and evaluate multiple scenarios for the future – possible, probable and desirable; to create one's own visions for the future; to apply the precautionary principle; to assess the consequences of actions; and to deal with	○	○	○	○	○



Erasmus+

RISE Project · 2025-1-SK01-KA220-HED-000354947



RISE
Partnership Interdisciplinarity
Reinforcing Education



UALg
UNIVERSIDADE DO ALGARVE



ARISTOTLE
UNIVERSITY
OF THESSALONIKI



Silesian University
of Technology



Statement Item /	1. Poor	2. Below Average	3. Average	4. Good	5. Excellent
risks and changes.					
Normative: The ability to understand and reflect on the norms and values that underlie one's actions; and to negotiate sustainability values, principles, goals, and targets, in a context of conflicts of interests and trade-offs, uncertain knowledge and contradictions.	○	○	○	○	○
Strategic: The ability to collectively develop and implement innovative actions that further	○	○	○	○	○



Erasmus+

RISE Project · 2025-1-SK01-KA220-HED-000354947



RISE
Partnership Interdisciplinarity
Reinforcing Education



UAlg
UNIVERSIDADE DO ALGARVE



ARISTOTLE
UNIVERSITY
OF THESSALONIKI



Silesian University
of Technology



Statement / Item	1. Poor	2. Below Average	3. Average	4. Good	5. Excellent
sustainability at the local level and further afield.					
Collaboration: The ability to learn from others; to understand and respect the needs, perspectives and actions of others (empathy); to understand, relate to and be sensitive to others (empathic leadership); to deal with conflicts in a group; and to facilitate collaborative and participatory problem solving.	○	○	○	○	○



Erasmus+

RISE Project · 2025-1-SK01-KA220-HED-000354947



RISE
Partnership Interdisciplinarity
Reinforcing Education



UAlg
UNIVERSIDADE DO ALGARVE



ARISTOTLE
UNIVERSITY
OF THESSALONIKI



Silesian University
of Technology



Statement / Item	1. Poor	2. Below Average	3. Average	4. Good	5. Excellent
Critical thinking: The ability to question norms, practices and opinions; to reflect on one's own values, perceptions and actions; and to take a position in the sustainability discourse.	☐	☐	☐	☐	☐
Self-awareness: The ability to reflect on one's own role in the local community and (global) society; to continually evaluate and further motivate one's actions; and to deal with one's feelings and desires.	☐	☐	☐	☐	☐
Integrated problem	☐	☐	☐	☐	☐



Erasmus+

RISE Project · 2025-1-SK01-KA220-HED-000354947



RISE
Partnership Interdisciplinarity
Reinforcing Education



UAlg
UNIVERSIDADE DO ALGARVE



ARISTOTLE
UNIVERSITY
OF THESSALONIKI



Silesian University
of Technology



Statement / Item	1. Poor	2. Below Average	3. Average	4. Good	5. Excellent
solving: The overarching ability to apply different problem-solving frameworks to complex sustainability problems and develop viable, inclusive and equitable solution options that promote sustainable development, integrating the abovementioned competences.					

E. Curriculum Needs Assessment

Note: In this section, the term “Curriculum” refers to the specific study plan or course of study you are involved in.

14. Does your department's Curriculum currently integrate topics related to Sustainable Development (SD)? *

Mark only one option.

- ☐ Yes
- ☐ No
- ☐ I don't know / Prefer not to say



Erasmus+

RISE Project · 2025-1-SK01-KA220-HED-000354947



RISE
Partnership Interdisciplinarity
Reinforcing Education



UAlg

UNIVERSIDADE DO ALGARVE



ARISTOTLE
UNIVERSITY
OF THESSALONIKI



Silesian University
of Technology



15. To what extent do you agree with the following statements regarding your department's curriculum? (1 = Strongly Disagree, 5 = Strongly Agree) *

Mark only one option per row.

Statement / Item	1. Strongly Disagree	2. Disagree	3. Neither Agree nor Disagree	4. Agree	5. Strongly Agree
My department's curriculum develops key competencies related to SD.	☐	☐	☐	☐	☐
Sustainable Development-related content should be strengthened in Higher Education curricula (Humanities, Social Sciences, Management).	☐	☐	☐	☐	☐
My department's curriculum aligns with	☐	☐	☐	☐	☐



Erasmus+

RISE Project · 2025-1-SK01-KA220-HED-000354947



RISE
Partnership Interdisciplinarity
Reinforcing Education



UAlg

UNIVERSIDADE DO ALGARVE



ARISTOTLE
UNIVERSITY
OF THESSALONIKI



Silesian University
of Technology



Statement / Item	1. Strongly Disagree	2. Disagree	3. Neither Agree nor Disagree	4. Agree	5. Strongly Agree
Erasmus+ priorities (sustainability, digital transformation, inclusion).					

F. Digital Transformation in Higher Education

16. Do you use digital tools (podcasts, webinars, interactive tasks, guides, MOOCs, etc.) or online platforms in your teaching? *

Mark only one option.

- ☐ Yes
- ☐ No

16.1. If yes, please specify the tools you mainly use:

Select all that apply.

- ☐ podcasts
- ☐ webinars
- ☐ interactive tasks
- ☐ guides
- ☐ MOOCs
- ☐ Other: _____

17. Please indicate the extent to which you agree or disagree with the following statements. (1 = Strongly Disagree, 5 = Strongly Agree) *

Note: Questions refer to the context of Humanities, Social Sciences, and Higher Education.



Erasmus+

RISE Project · 2025-1-SK01-KA220-HED-000354947



RISE
Partnership Interdisciplinarity
Reinforcing Education



UAlg
UNIVERSIDADE DO ALGARVE



ARISTOTLE
UNIVERSITY
OF THESSALONIKI



Silesian University
of Technology



Mark only one option per row.

Statement / Item	1. Strongly Disagree	2. Disagree	3. Neither Agree nor Disagree	4. Agree	5. Strongly Agree
Humanities can play a decisive role in raising awareness and cultivating students' skills in sustainable development issues.	☐	☐	☐	☐	☐
Interdisciplinarity is essential in new humanities curricula.	☐	☐	☐	☐	☐
Humanities should integrate new technologies in their curricula and teaching practices in the following years.	☐	☐	☐	☐	☐



Erasmus+

RISE Project · 2025-1-SK01-KA220-HED-000354947



RISE
Partnership Interdisciplinarity
Reinforcing Education



UAlg

UNIVERSIDADE DO ALGARVE



ARISTOTLE
UNIVERSITY
OF THESSALONIKI



Silesian University
of Technology



Statement / Item	1. Strongly Disagree	2. Disagree	3. Neither Agree nor Disagree	4. Agree	5. Strongly Agree
Developing hybrid / online educational resources belongs nowadays to the core skills of the teaching staff in humanities.	☐	☐	☐	☐	☐
The integration of new technologies in humanities will ensure inclusive access to learning for students with different backgrounds and needs (language, disability, socio-economic barriers, etc.).	☐	☐	☐	☐	☐



Erasmus+

RISE Project · 2025-1-SK01-KA220-HED-000354947


RISE
 Partnership Interdisciplinarity
 Reinforcing Education

UAlg
 UNIVERSIDADE DO ALGARVE

 ARISTOTLE
 UNIVERSITY
 OF THESSALONIKI

 Silesian University
 of Technology


Statement / Item	1. Strongly Disagree	2. Disagree	3. Neither Agree nor Disagree	4. Agree	5. Strongly Agree
Providing open online databases of learning materials supports my students' learning.	☐	☐	☐	☐	☐
The ability to use blended / hybrid learning effectively is currently essential for teaching staff in humanities.	☐	☐	☐	☐	☐
The teaching staff in Higher Education should develop the capacity to adapt digital tools to diverse student needs as one of their	☐	☐	☐	☐	☐



Erasmus+

RISE Project · 2025-1-SK01-KA220-HED-000354947


RISE
 Partnership Interdisciplinarity
 Reinforcing Education


Statement / Item	1. Strongly Disagree	2. Disagree	3. Neither Agree nor Disagree	4. Agree	5. Strongly Agree
main inclusion concerns.					
The use of AI tools must be integrated in learning activities and/or assessments in Humanities.	☐	☐	☐	☐	☐
The ability to critically evaluate AI-generated content is critical in students' education and training.	☐	☐	☐	☐	☐
The new humanities curricula should raise awareness in AI ethical challenges and cultivate abilities and	☐	☐	☐	☐	☐



Erasmus+

RISE Project · 2025-1-SK01-KA220-HED-000354947



RISE
Partnership Interdisciplinarity
Reinforcing Education



UALg
UNIVERSIDADE DO ALGARVE



ARISTOTLE
UNIVERSITY
OF THESSALONIKI



Silesian University
of Technology



Statement / Item	1. Strongly Disagree	2. Disagree	3. Neither Agree nor Disagree	4. Agree	5. Strongly Agree
skills towards recognising and working on relevant issues such as biases, fairness and transparency.					
The ability to guide students in responsible AI use is an emerging need in Humanities curricula.	☐	☐	☐	☐	☐
Humanities should propel the ethical alignment of AI and raise awareness on the environmental footprint of AI usage.	☐	☐	☐	☐	☐

18. How important is student participation in planning and decision-making when developing learning activities on sustainability-related issues? *



Erasmus+

RISE Project · 2025-1-SK01-KA220-HED-000354947



RISE
Partnership Interdisciplinarity
Reinforcing Education



Mark only one option.

- 1. Not important
- 2. Slightly important
- 3. Moderately important
- 4. Important
- 5. Very important

G. Final Considerations

19. How important are the following types of content for inclusion in an open library for Higher Education curricula? *

Mark only one option per row.

Statement / Item	1. Not important	2. Slightly important	3. Moderately important	4. Important	5. Very important
Lecture presentations and diagrams	☐	☐	☐	☐	☐
Recorded lectures	☐	☐	☐	☐	☐
Online resources	☐	☐	☐	☐	☐
Video links, online examples and case studies	☐	☐	☐	☐	☐



Erasmus+

RISE Project · 2025-1-SK01-KA220-HED-000354947



RISE
Partnership Interdisciplinarity
Reinforcing Education



Statement / Item	1. Not important	2. Slightly important	3. Moderately important	4. Important	5. Very important
Open access e-books and articles	☐	☐	☐	☐	☐
Quizzes and assessment tools	☐	☐	☐	☐	☐

20. Would you be willing to take part in piloting new hybrid modules combining Sustainable Development and AI? *

Mark only one option.

- ☐ Yes
- ☐ No

20.1. If yes, what support would you need to participate?

Select all that apply.

- ☐ Technical support
- ☐ Training on AI
- ☐ A training on how to combine Humanities and emerging educational technologies in teaching
- ☐ No support needed

22. Which topics should be prioritized in new Curricula concerning Education on Sustainable Development and digital transformation?

Please list the top 3 topics / priorities you consider most important, separated by a comma or semicolon, or one per line



Erasmus+

RISE Project · 2025-1-SK01-KA220-HED-000354947



RISE
Partnership Interdisciplinarity
Reinforcing Education



UAlg
UNIVERSIDADE DO ALGARVE



ARISTOTLE
UNIVERSITY
OF THESSALONIKI



Silesian University
of Technology



End of questionnaire – thank you for your participation.



Erasmus+

RISE Project · 2025-1-SK01-KA220-HED-000354947



RISE
Partnership Interdisciplinarity
Reinforcing Education



UAlg

UNIVERSIDADE DO ALGARVE



ARISTOTLE
UNIVERSITY
OF THESSALONIKI



Silesian University
of Technology



RISE PROJECT

Partnership in Creating New Forms of Learning in Higher Education



RISE
Partnership **Interdisciplinarity**
Reinforcing Education

SURVEY REPORT

Student Needs Assessment — Cross-Country Synthesis

Greece · Poland · Portugal · Slovakia

Total Sample N = 462 | Pooled Validity Rate 100%

SCOPE OF THE STUDY

Students' perspectives and needs regarding the integration of Sustainable Development (SD), Educational Innovation, and Digital Transformation (including Artificial Intelligence) within Humanities and Social Sciences curricula.

Project No. 2025-1-SK01-KA220-HED-000354947

Technical Report · Survey period: November 2025 – May 2026



Erasmus+

RISE Project · 2025-1-SK01-KA220-HED-000354947



RISE
Partnership **Interdisciplinarity**
Reinforcing Education



UALg

UNIVERSIDADE DO ALGARVE



ARISTOTLE
UNIVERSITY
OF THESSALONIKI



Silesian University
of Technology



Table of Contents

Executive Summary	49
The Project	50
The Aims of the Survey – Objectives	51
Methodology	52
Findings	54
1. Demographics	
2. Key Findings	
3. Analysis	
4. Recommendations	
Appendix I - Notes on Data and Method	68
Appendix II - The Questionnaire	69



Erasmus+

RISE Project · 2025-1-SK01-KA220-HED-000354947



RISE
Partnership **Interdisciplinarity**
Reinforcing **Education**



UAlg

UNIVERSIDADE DO ALGARVE



ARISTOTLE
UNIVERSITY
OF THESSALONIKI



Silesian University
of Technology



Executive Summary

The development of new SD curricula during the project lifecycle demands a clear insight into what students already know about sustainability, how “functional” that content is in their present studies, and how they use and judge digital and AI tools. The following report presents the findings of a field study conducted among 462 students in the countries participating in the RISE project. The Survey objectives focus on:

1. Mapping the existing trends and the current needs of students on issues such as sustainability, educational innovation, and the responsible use of Artificial Intelligence
2. Identifying the readiness of students in Humanities and Social Sciences to integrate the Sustainable Development concept in their curricula
3. Exploring the ways to “translate” the findings into actionable strategic guidance for module design.

The report includes the analysis of 462 students’ responses drawn from universities in Greece (N = 143), Poland (N = 121), Portugal (N = 43), and Slovakia (N = 155). Each national survey returned a 100% validity rate after data cleaning.

The pooled sample: 64.9% of the respondents are enrolled at undergraduate level and 59.7% are women, while the Greek cohort contributes a marked concentration of postgraduate and doctoral students (66.4% at Master’s or doctoral level). Responses therefore combine the early studies experience with a more mature, retrospective view of curricular gaps, which strengthens the credibility of the needs assessment.

An overview of the Survey results includes five main findings:

- Students agree that SD content should be embedded in their curricula (69.0% agreement; up to 93% in Portugal). At the same time, 35-43% of them do not know whether their department currently teaches it.
- Confidence is highest in Critical Thinking (pooled 3.57) and lowest in Strategic Competence (pooled 3.09). The rates indicate that students who have a solid analytical background mainly need to develop more practical and operational skills.
- AI ethics emerge as a core interest. AI use is already a mainstream (roughly 65–88% of students), yet nearly nine in ten (89%) report ethical concerns. Responsible-use education



RISE Project · 2025-1-SK01-KA220-HED-000354947



(3.95) and transparency literacy (4.01) rate far above the mandatory use of AI in assessment (3.49-3.63).

- Students tend to prefer applied and interactive academic content and are markedly less drawn to passive material. Video case studies (4.15) and open-access e-books and articles (4.09) received a high rate, while recorded lectures appeared at the lower scores (3.63).
- An overall 71.4% of all respondents affirm their will to pilot new modules, rising to 81.4% in Portugal; chi-square tests confirm that this rate is statistically independent of the level of studies.

Summing up, the results suggest that students are generally positive towards the introduction of SD and Innovation in the humanities curricula: across the three countries with cluster data, 88.3% fall into the “Innovators” or “Pragmatists” groups. The main challenge is clearly not the lack of interest but the absence of visibility and of practical opportunities to develop strategic skills. Recommendations include: designing clearly identifiable Sustainable Development modules, grounding the teaching of Artificial Intelligence in digital humanism and ethics, and building an interactive Open Educational Resource (OER) library around case studies and open scholarship.

The Project

This survey was conducted within the framework of the European project RISE - Partnership in Creating New Forms of Learning in Higher Education: Reinforcing and Interdisciplinarity through SD Modules (Project No. 2025-1-SK01-KA220-HED-000354947), co-funded under the Erasmus+ Programme.

RISE investigates new forms of learning in higher education, with a specific focus on embedding Sustainable Development, educational innovation, and the responsible adoption of digital and AI technologies within Humanities and Social Sciences curricula. The project brings together partner institutions across four countries (Greece, Poland, Portugal, and Slovakia) to develop interdisciplinary, sustainability-oriented teaching modules and shared open educational resources for the higher-education sector.

This report integrates the four national student datasets into one comparable framework so that module design can be based upon transnational evidence. Together with the parallel survey of academic staff, it serves as the empirical framework for the subsequent design of the RISE modules, ensuring that student perspectives are embedded from the very beginning.



RISE Project · 2025-1-SK01-KA220-HED-000354947



SCOPE OF THE STUDY

Students' perspectives and needs regarding the integration of Sustainable Development (SD), Educational Innovation, and Digital Transformation (including Artificial Intelligence) within Humanities and Social Sciences curricula.

The Aims of the Survey- Objectives

The purpose of this survey is to explore students' perspectives and needs regarding the integration of Sustainable Development, Educational Innovation, and Digital Transformation (including Artificial Intelligence) within Humanities and Social Sciences curricula.

The survey design serves the following objectives:

- to map the demographic and academic profile of students across the four participating countries;
- to examine students' existing knowledge of sustainability and the visibility of these topics in their present studies;
- to assess students' confidence in the key sustainability competencies of the UNESCO framework;
- to explore patterns of AI use, ethical concerns, and attitudes toward the responsible use of AI and digital tools in education;
- to identify preferred formats and content for a prospective Open Educational-Resource (OER) library;
- to measure openness to innovation and willingness to participate in new hybrid modules combining Sustainable Development and AI;
- to translate the combined transnational findings into practical recommendations for the design and implementation of future modules; and
- to promote synergies across European Universities and researchers.



Erasmus+

RISE Project · 2025-1-SK01-KA220-HED-000354947



RISE
Partnership Interdisciplinarity
Reinforcing Education



UAlg

UNIVERSIDADE DO ALGARVE



ARISTOTLE
UNIVERSITY
OF THESSALONIKI



Silesian University
of Technology



Methodology

Survey Period and Instrument

Data were collected between November 2025 and May 2026 through a structured online questionnaire distributed via Google Forms. Each partner country used its own national version of the survey, designed to ensure full anonymity by collecting no personally identifiable information, such as names, email addresses, or IP addresses, in line with the General Data Protection Regulation (EU) 2016/679. Participation was voluntary, and the questionnaire took approximately 15-20 minutes to complete.

Sample

The analysis draws on four independent surveys of university students enrolled in Humanities and Social Sciences programmes. The consolidated dataset includes 462 valid responses, each national survey returning a 100% validity rate after data cleaning. Due to the fact that national samples differ in size, all cross-country aggregates in this report are computed as sample-size-weighted means unless otherwise stated; this prevents the smaller Portuguese cohort from being over- or under-represented relative to the larger Greek, Polish, and Slovak cohorts.

Country	Sample (N)	Share of pool	Dominant level of study
Greece	143	31.0%	Postgraduate (59.4%)
Poland	121	26.2%	Undergraduate (80.2%)
Portugal	43	9.3%	Undergraduate (88.4%)
Slovakia	155	33.5%	Undergraduate (75.5%)
Pooled total	462	100%	Undergraduate (64.9%)

Table 1. Composition of the consolidated student sample.

Analytical Approach

- **Measurement.** Attitudinal and self-assessment items use a five-point Likert scale (1 = Strongly Disagree / Poor / Not Important; 5 = Strongly Agree / Excellent / Very Important).
- **Weighting.** Pooled means are weighted by national N ($\sum w_i x_i / 462$), the appropriate estimator when treating the four cohorts as one combined student population.
- **Data cleaning.** Each national subsample was screened for integrity. In Greece, 8 entirely blank submissions (system-missing on both demographics and substantive items) were removed, reducing 151 raw submissions to 143 fully valid questionnaires.



Erasmus+

RISE Project · 2025-1-SK01-KA220-HED-000354947



RISE
Partnership Interdisciplinarity
Reinforcing Education



UAlg

UNIVERSIDADE DO ALGARVE



ARISTOTLE
UNIVERSITY
OF THESSALONIKI



Silesian University
of Technology



- Harmonisation. Variables such as competencies, study-level bands, and content-format items were aligned across the national datasets to ensure consistency and comparability.
- Segmentation. Each national report applied K-Means clustering to partition students by receptivity to innovation. For the consolidated view these are harmonised into three profiles-“ideal types”: Innovators, Pragmatists, and Skeptics. Cluster pooling covers the three countries that reported a cluster breakdown (Greece, Poland, Portugal).
- Independence testing. Associations between pilot willingness and level of studies were assessed with Pearson's chi-square test of independence.
- Tools and software. All statistical analyses, including descriptive statistics, weighting, K-means clustering, and chi-square tests, were conducted using IBM SPSS Statistics (version 27). Figures and charts included in this report were developed with the assistance of AI-based visualisation tools, specifically Napkin and Gemini.

Limitations

The Portuguese cohort is small (N = 43) and strongly female in composition (93%), so its country-level means are sensitive to individual responses and the corresponding chi-square test is underpowered. The pooled estimates (N = 462) therefore provide a better assessment of the Survey focus-points. The study highlights the need for more long-term research with the participation of a large number of European countries on these issues.



Erasmus+

RISE Project · 2025-1-SK01-KA220-HED-000354947



RISE
Partnership Interdisciplinarity
Reinforcing Education



UAlg

UNIVERSIDADE DO ALGARVE



ARISTOTLE
UNIVERSITY
OF THESSALONIKI



Silesian University
of Technology



Findings

The findings are presented in four parts: (1) the demographic and academic profile of the sample; (2) the key thematic findings across the sustainability baseline, UNESCO competencies, digital transformation and AI, open educational resources, student segmentation, and pilot willingness; (3) a cross-country analysis synthesising these results into a single strategic profile; and (4) the resulting strategic recommendations.

1. Demographics

The consolidated dataset comprises 462 valid responses. Slovakia (33.5%) and Greece (31.0%) contribute the largest cohorts, followed by Poland (26.2%) and Portugal (9.3%). This imbalance, and especially the small Portuguese sample, is the principal reason for the weighting strategy adopted throughout the report.

Figure 1. Sample Composition by Country (Total N = 462)

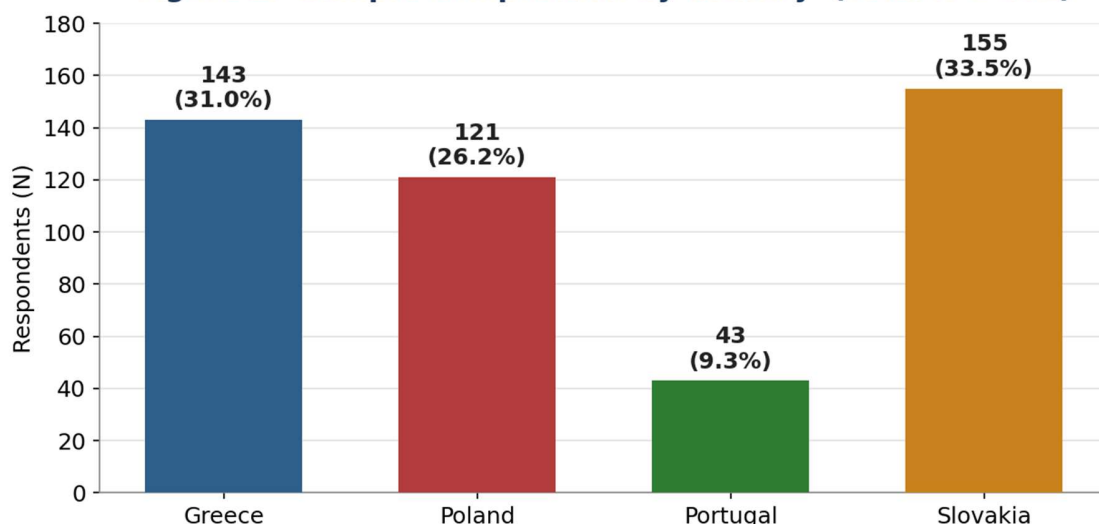


Figure 1. Distribution of the 462 valid responses across the four national cohorts.

Level of studies

Pooled across the four countries, the sample is predominantly undergraduate (64.9%), with postgraduate (Master's) students accounting for 32.0% and doctoral or post-doctoral students for 3.0%. The national profiles diverge sharply: Poland (80.2%), Portugal (88.4%), and Slovakia (75.5%) are heavily undergraduate, whereas Greece is the outlier, with 66.4% of respondents at Master's or doctoral level. The Greek cohort therefore offers a more mature, retrospective



Erasmus+

RISE Project · 2025-1-SK01-KA220-HED-000354947



RISE
Partnership Interdisciplinarity
Reinforcing Education



UALg

UNIVERSIDADE DO ALGARVE



ARISTOTLE
UNIVERSITY
OF THESSALONIKI



Silesian University
of Technology



evaluation of curricular gaps, while the other three capture the undergraduate degree student experience.

Figure 2. Level of Studies by Country

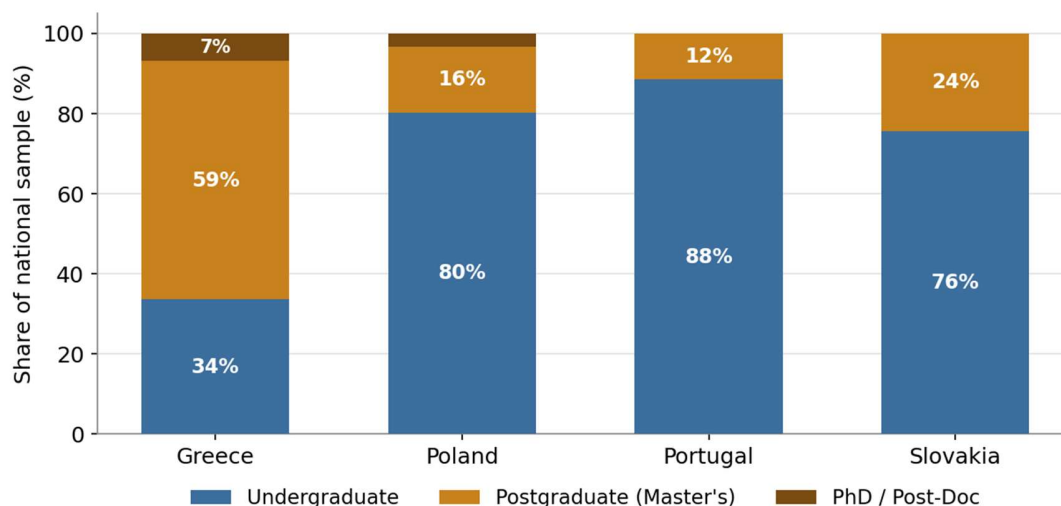


Figure 2. Level of studies as a share of each national sample.

Level of studies	Greece	Poland	Portugal	Slovakia
Undergraduate	33.6%	80.2%	88.4%	75.5%
Postgraduate (Master's)	59.4%	16.5%	11.6%	24.5%
PhD / Post-Doc	7.0%	3.3%	0.0%	0.0%

Table 2. Level of studies by country.

Gender

The pooled sample is 59.7% female and 40.3% male. Greece (51% female) and Poland (54%) are close to balanced; Slovakia leans female (63%); and Portugal is overwhelmingly female (93%), a composition that should be taken into account when reading Portuguese country-level results.

Gender	Greece	Poland	Portugal	Slovakia
Female	51.0%	53.7%	93.0%	63.2%
Male	49.0%	46.3%	7.0%	36.8%

Table 3. Gender distribution by country (pooled: 59.7% female, 40.3% male).



Erasmus+

RISE Project · 2025-1-SK01-KA220-HED-000354947



RISE
Partnership Interdisciplinarity
Reinforcing Education



UAlg

UNIVERSIDADE DO ALGARVE



ARISTOTLE
UNIVERSITY
OF THESSALONIKI



Silesian University
of Technology



2. Key Findings

2.1 Sustainability Baseline Assessment

Students were asked to evaluate their current curricula in relation to the Project focus points, answering: a) whether SD should be integrated into their curricula, b) whether their department currently does so, and c) how they rate their own knowledge of the social and cultural dimensions of sustainability. The consolidated picture is a striking paradox: strong demand coexists with widespread uncertainty about current provision. Pooled, 69.0% of students agree that SD should be embedded, yet 35-43% of the respondents in the three countries that measured it do not know whether their own department already teaches it.

Indicator	Greece	Poland	Portugal
Agree SD should be integrated	81.8%	53.7%	93.0%
"Don't know" if dept teaches SD	42.6%	35.5%	37.2%
Knowledge of SD social/cultural dimensions	Moderate–Low	Moderate–Low	Moderate

Table 4. Sustainability baseline (Slovakia: SD-integration agreement 62.6%; knowledge of social dimensions $M = 3.18$; high uncertainty on current provision).

Figure 3. The Sustainability Visibility Gap

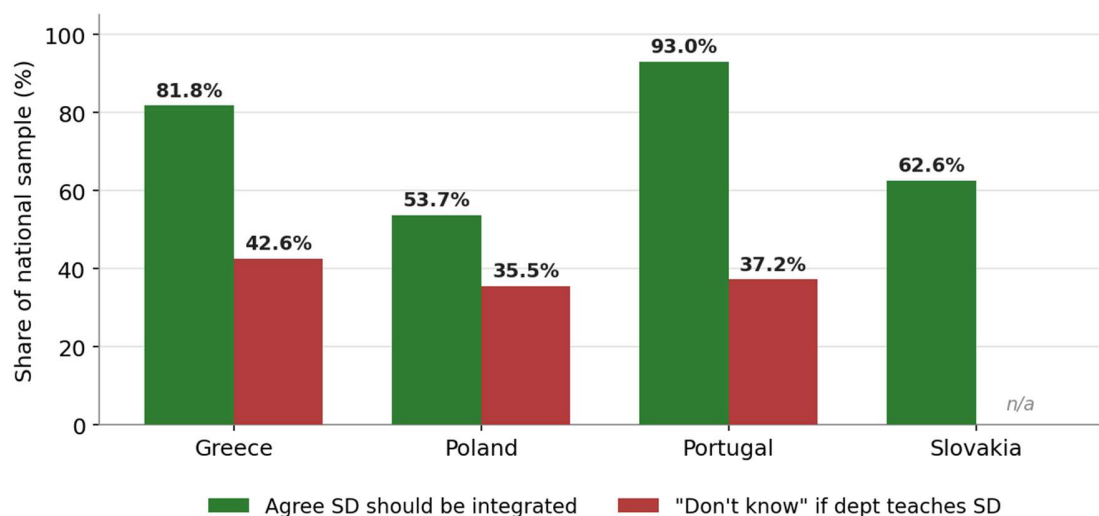


Figure 3. The sustainability visibility gap: demand for SD versus uncertainty about current provision.

Concerning the cross-country patterns, note that Portugal records the strongest demand (93% agreement) and Greece follows at 81.8%, while Poland is more polarized (53.7% agreement, with



RISE Project · 2025-1-SK01-KA220-HED-000354947



RISE
Partnership Interdisciplinarity
Reinforcing Education



roughly a third neutral) and Slovakia more measured (62.6% agreement; mean 3.49). The common thread is uncertainty: in Greece, 42.6% of students cannot say whether their department teaches sustainability at all. Whatever provision exists is therefore not reaching students as visible, identifiable content. Self-rated knowledge of the social and cultural dimensions of sustainability is consistently moderate-to-low (Slovakia $M = 3.18$), which reinforces the case for explicit foundational input.

**Erasmus+**

RISE Project · 2025-1-SK01-KA220-HED-000354947

**RISE**
Partnership **Interdisciplinarity**
Reinforcing **Education****UAlg**

UNIVERSIDADE DO ALGARVE

ARISTOTLE
UNIVERSITY
OF THESSALONIKISilesian University
of Technology

2.2 UNESCO Sustainability Competencies

Students evaluated their competencies in relation to the UNESCO sustainability competencies framework. Four competencies were measured in all four countries and are compared directly here. The overall picture mirrors that of the academic staff: cognitive and relational competencies score highest, while strategic and operational competencies score lowest in every single cohort.

Competence	GR	PL	PT	SK	Pooled
Critical Thinking	3.72	3.50	3.60	3.48	3.57
Collaboration	3.66	3.33	3.79	3.45	3.52
Self-awareness	3.66	3.39	3.67	3.40	3.50
Strategic Competence	3.24	3.04	3.28	2.93	3.09

Table 5. Mean competency self-assessment (1–5) by country and pooled..

Figure 4. UNESCO Sustainability Competencies — Cross-Country

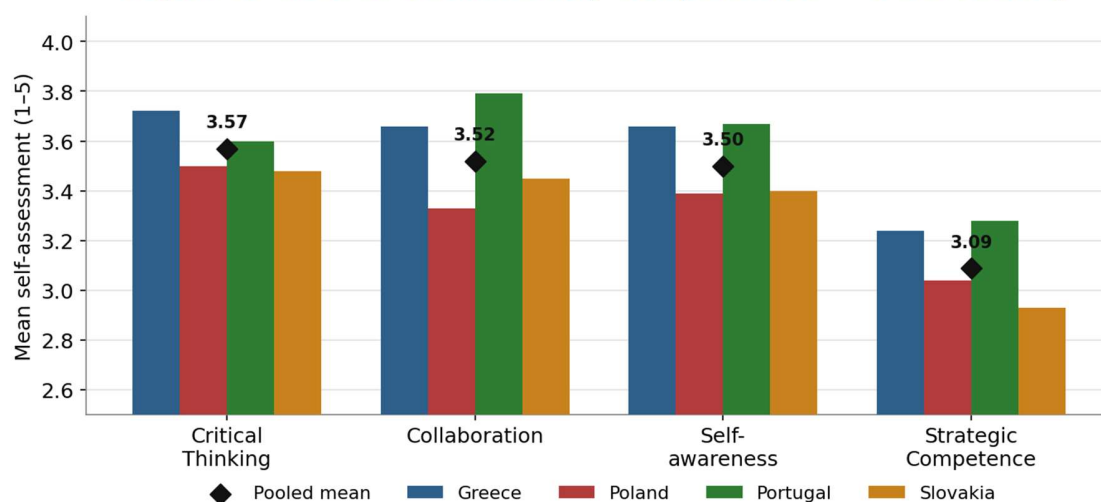


Figure 4. The four commonly measured UNESCO competencies. Diamonds mark the pooled, sample-size-weighted mean.

The pooled spread, from 3.57 for Critical Thinking down to 3.09 for Strategic Competence, sheds light on an operational deficit that mirrors the visibility gap recorded above. Students reason and collaborate with confidence; they are markedly less certain of their ability to turn those skills into strategic action. The pattern holds in every cohort: Slovakia records the lowest single score (Strategic Competence 2.93), and Poland scores consistently low on the operational items



RISE Project · 2025-1-SK01-KA220-HED-000354947



RISE
Partnership Interdisciplinarity
Reinforcing Education



(Systems Thinking 3.09, Integrated Problem-solving 3.08, Strategic Competence 3.04). The two competencies measured only in Greece, Poland, and Portugal (that is Systems Thinking and Integrated Problem-solving) fall within the same low band (≈ 3.1 – 3.2), confirming that the gap is operational rather than theoretical.

**Erasmus+**

RISE Project · 2025-1-SK01-KA220-HED-000354947

**RISE**
Partnership **Interdisciplinarity**
Reinforcing **Education****UAlg**

UNIVERSIDADE DO ALGARVE

ARISTOTLE
UNIVERSITY
OF THESSALONIKISilesian University
of Technology

2.3 Digital Transformation and Artificial Intelligence

Students' views on Digital Transformation and AI were measured using a five-point scale, alongside their reported patterns of use. The use of AI is now commonplace: roughly 79% in Greece and 88% in Portugal report using it in their studies, and about 65% of Polish students are heavy users (often or daily). This widespread use is nevertheless accompanied by strong ethical unease: 93.7% of Greek, 90.7% of Portuguese, 80.1% of Polish, and around 90% of Slovak students report ethical concerns about AI, a pooled average of roughly 89%.

Figure 5. Ethical Concern about AI, by Country

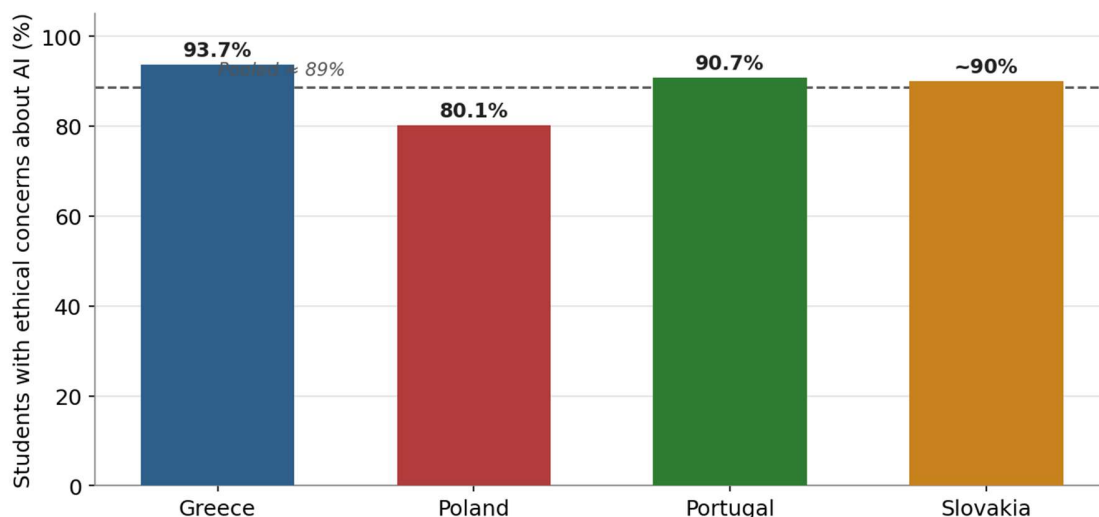


Figure 5. Share of students reporting ethical concerns about AI, by country.

Asked what the curriculum should prioritize, students point firmly toward responsibility and critical literacy rather than mechanical adoption. The hierarchy below is consistent across countries: education on responsible use and on algorithmic bias and critical evaluation rates far above the mandatory integration of AI into assessment, which has been ranked lowest everywhere it was measured.

Item (1–5)	Pooled mean	Rank	Trend
Bias / critical-evaluation literacy	≈ 4.01	1	Very high
Responsible / ethical AI use	3.95	2	High
Interdisciplinarity is essential (PL, PT)	3.52 / 4.16	—	Mixed
Mandatory AI in assessments (GR, PT)	3.63 / 3.49	Lowest	Rejected

Table 6. Pooled attitudes toward digital transformation and AI. Bias-literacy combines closely related national items (GR 4.06, PL 3.96, PT 3.84, SK 4.06).



RISE Project · 2025-1-SK01-KA220-HED-000354947



The students' view across all four countries is focused on a human-centric, ethics-first stance, and it converges with that of the academic staff. They refuse to treat AI as just a basic tool and are against making its use in assessments mandatory (Greece 3.63, Portugal 3.49, the lowest scores across all items), preferring guidance on bias, transparency, and responsible use (all around 3.8-4.1). Polish students, who use AI the most, attach the highest value to the critical evaluation of AI-generated content (3.96).

2.4 Open Educational Resources (Open Library)

Students ranked the possible formats of an open digital library according to their experience and needs. Three formats were measured across the reporting countries. Video links and case studies have the highest rate (pooled 4.15), open-access e-books and articles follow closely (4.09), and recorded lectures rank the lowest (3.63). Results indicate a preference for applied and interactive academic content compared with the more passive video repositories.

Format (1–5)	Pooled mean	Rank	Note
Video links & case studies	4.15	1	Top in GR (4.31)
Open-access e-books & articles	4.09	2	Top in PT (4.19)
Recorded lectures	3.63	Lowest	PL just 3.28

Table 7. Pooled Open Library preferences.



RISE Project · 2025-1-SK01-KA220-HED-000354947



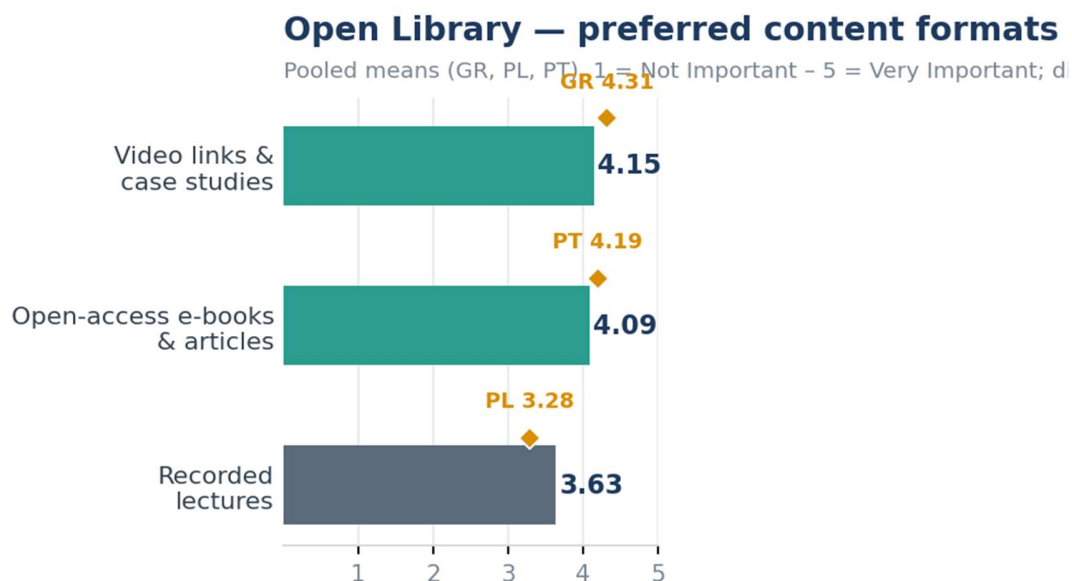


Figure 6. Open Library content formats: pooled means with the national values reported (1 = Not Important, 5 = Very Important).

Greece rates video links and case studies most favorably (4.31) and Portugal open-access scholarship (4.19), while Poland assigns recorded lectures the lowest value of the set (3.28). Quizzes and self-assessment tools also rate highly wherever they were measured (Greece 4.13, Portugal 4.02), reinforcing the preference for active over passive formats.

2.5 Student Segmentation (cluster analysis)

Each national report applied K-Means clustering to its respondents. The resulting profiles were harmonised into three ideal types: “Innovators” 51.1%, “Pragmatists” 37.1%, and “Skeptics” 11.7%. Combining the two favourable segments, 88.3% of the students covered by the cluster analysis are positively disposed toward the proposed change.



Erasmus+

RISE Project · 2025-1-SK01-KA220-HED-000354947



RISE
Partnership Interdisciplinarity
Reinforcing Education



UALg

UNIVERSIDADE DO ALGARVE



ARISTOTLE
UNIVERSITY
OF THESSALONIKI



Silesian University
of Technology



Attitudinal segmentation of students

100% stacked shares by country. *Pooled covers Greece, Poland and Portugal.

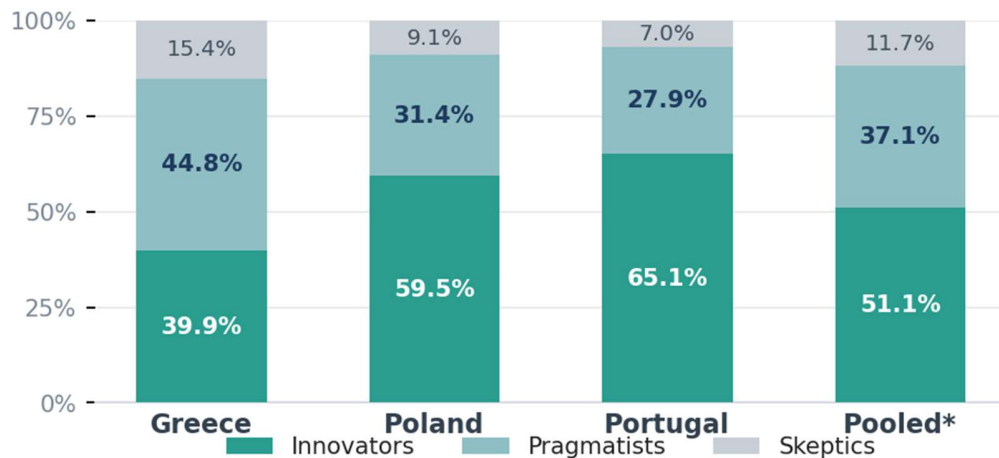


Figure 7. Attitudinal segmentation by country and pooled (100% stacked).



Erasmus+

RISE Project · 2025-1-SK01-KA220-HED-000354947



RISE
Partnership **Interdisciplinarity**
Reinforcing **Education**



UAlg

UNIVERSIDADE DO ALGARVE



ARISTOTLE
UNIVERSITY
OF THESSALONIKI



Silesian University
of Technology



2.6 Pilot Willingness and Tests of Independence

Willingness to pilot new modules and its association with the level of studies were recorded in each country. Pooled, 71.4% of students are willing to participate, ranging from 61.0% in Slovakia to 81.4% in Portugal.

Country	Willing (Yes)	Rate	p (Level)	Result
Greece	114 / 143	79.7%	0.053	Marginal trend
Poland	86 / 121	71.1%	0.223	n.s.
Portugal	35 / 43	81.4%	0.923	n.s.
Slovakia	≈ 95 / 155	61.0%	—	Not reported
Pooled	≈ 330 / 462	71.4%	n.s.	High acceptance

Table 8. Pilot willingness and chi-square independence tests. n.s. = not significant at $\alpha = 0.05$.

Figure 8. Willingness to Pilot New Modules

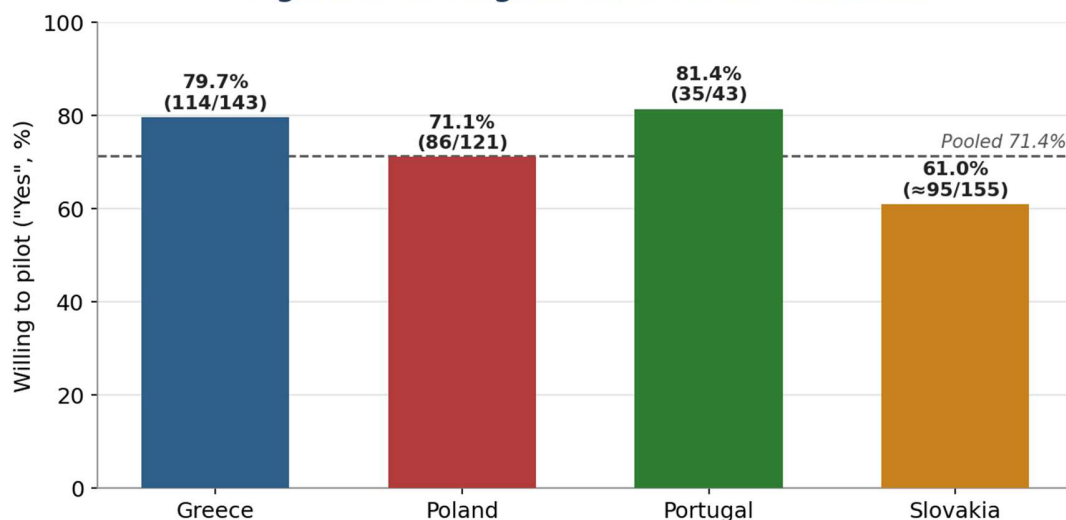


Figure 8. Willingness to pilot new modules. Dashed line marks the pooled rate of 71.4%.

We can conclude with two points of special interest: a) Students' willingness to pilot new modules is high and, as it appears, universal: it does not depend on the level of studies, so the project can recruit horizontally across undergraduate and postgraduate cohorts. Portugal (81.4%) and Greece (79.7%) are the most receptive, while even the most reserved cohort, Slovakia at 61.0%, retains a clear majority. b) The borderline result recorded in Greece ($p = 0.053$) indicates that mature postgraduate students there are particularly willing to take part, which makes Greek Master's and doctoral programmes a suitable entry point for early pilot testing.



Erasmus+

RISE Project · 2025-1-SK01-KA220-HED-000354947



RISE
Partnership Interdisciplinarity
Reinforcing Education



UALg

UNIVERSIDADE DO ALGARVE



ARISTOTLE
UNIVERSITY
OF THESSALONIKI



Silesian University
of Technology



3. Analysis

The thematic findings can be presented as a single transnational profile and a comparative matrix that supports differentiated module design.

3.1 Consolidated Strategic Profile

The figure below presents the pooled position of the 462 students as a single strategic profile. The shape is diagnostic: high on demand for sustainability, ethical AI, interactive resources, and willingness to engage; constrained on strategic competence and on the visibility of current provision. This is the signature of a motivated, change-ready student body that lacks practical, operational skills rather than appetite.

Figure 9. Consolidated Student Strategic Profile (pooled, indicators scaled 1-5)

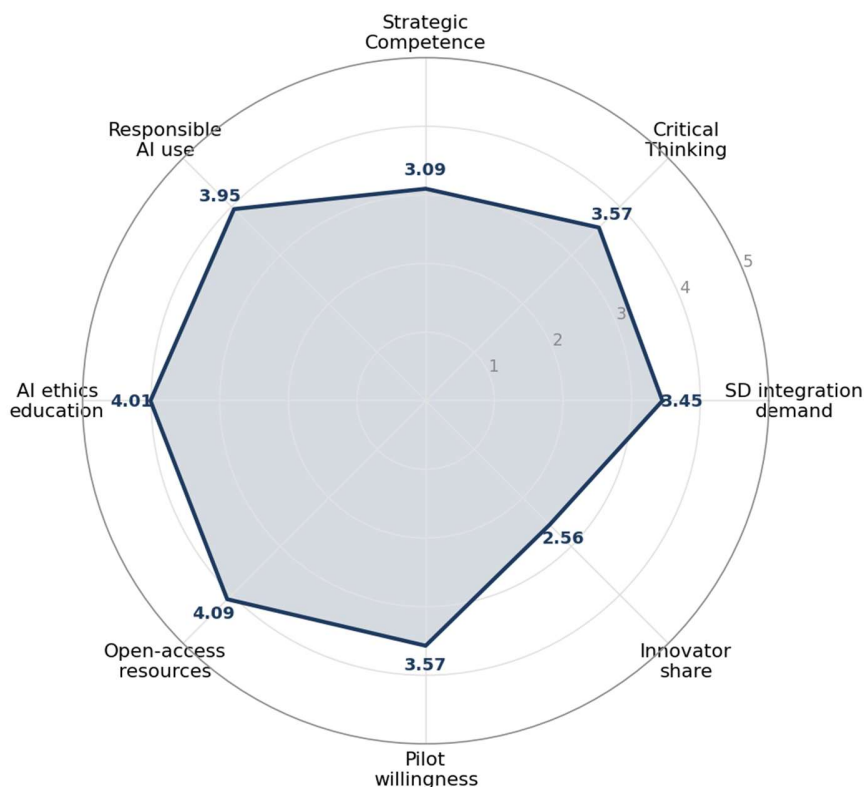


Figure 9. Consolidated student strategic profile across eight key indicators (pooled; percentages rescaled to a 1–5 axis for comparability).



Erasmus+

RISE Project · 2025-1-SK01-KA220-HED-000354947



RISE
Partnership Interdisciplinarity
Reinforcing Education



UAlg

UNIVERSIDADE DO ALGARVE



ARISTOTLE
UNIVERSITY
OF THESSALONIKI



Silesian University
of Technology



3.2 Cross-Country Comparative Matrix

The matrix below summarises the position of each country on the principal dimensions and provides an at-a-glance basis for differentiated module design and rollout sequencing.

Dimension	Greece	Poland	Portugal	Slovakia
SD-integration demand	81.8%	53.7%	93.0%	62.6%
Strategic competence	3.24	3.04	3.28	2.93
AI ethical concern	93.7%	80.1%	90.7%	≈90%
Innovator share	39.9%	59.5%	65.1%	n/a
Pilot willingness	79.7%	71.1%	81.4%	61.0%
Strategic priority	Mature pilots	Build awareness	Rapid deployment	Visible foundations

Table 9. Cross-country comparative matrix (student cohort).

The countries appear to have distinct positions on a single underlying spectrum. Portugal and Poland are the most innovation-ready on their overall profiles, though Poland must first overcome an awareness gap and a lower baseline demand. Greece combines strong demand with a distinctively mature postgraduate audience, which makes it suitable for credible early pilots. Slovakia shows steady but more cautious demand and the lowest willingness to join a pilot, and therefore requires highly visible, core modules in order to build momentum. The common thread across all four is the operational skills gap and an ethics-first approach to AI.

4. Recommendations

An analysis of the questionnaire results from all countries provides key insights and recommendations regarding the main areas of interest for the RISE programme. The needs of students across the four countries converge on three strategic pillars, supplemented by country-specific calibrations.

Recom 1: Identifiable, Project-Based Sustainable Development Modules

Across all cohorts, students demand sustainability (69.0% pooled, up to 93% in Portugal) but cannot see it in their current curricula (35–43% do not know whether it is taught) and rate themselves weakest on Strategic Competence (pooled 3.09). The programme should deliver clearly branded, identifiable SD modules rather than stealth integration, and build them around Project-Based and Action-Based Learning that develops systems thinking and solution design rather than further theory.



RISE Project · 2025-1-SK01-KA220-HED-000354947



Recom 2: Digital Ethics and Critical AI Literacy

Students' use of AI is mainstream, yet it is accompanied by $\approx 89\%$ ethical concern. Their demand for responsible-use and bias or critical-evaluation education ($\approx 3.95\text{--}4.01$) is much higher than that for mandatory AI use in assessment ($3.49\text{--}3.63$). Digital transformation should therefore be reframed as a subject of ethics, transparency, and critical auditing within the Humanities, training students to be critical evaluators of AI and not merely operators.

Recom 3: Dynamic, Interactive Open Library

With 71.4% willing to pilot and a clear preference for video case studies (4.15), open-access scholarship (4.09), and quizzes over recorded lectures (3.63), the OER platform should be built as a “living”, applied repository of real-world cases, open materials, and self-testing tools, explicitly avoiding a passive video archive.



Erasmus+

RISE Project · 2025-1-SK01-KA220-HED-000354947



RISE
Partnership Interdisciplinarity
Reinforcing Education



UAlg

UNIVERSIDADE DO ALGARVE



ARISTOTLE
UNIVERSITY
OF THESSALONIKI



Silesian University
of Technology



Appendix I: Notes on Data and Method

- Source documents: four national RISE student technical reports (Greece, Poland, Portugal, Slovakia) and the RISE Students meta-analysis. All figures in this consolidated report are drawn from those sources.
- Survey period: November 2025 - May 2026. Instrument: electronic, structured questionnaire administered via Google Forms; each partner country deployed its own national version.
- Statistical analysis was conducted in IBM SPSS Statistics 27. Figures and charts were generated with the support of AI-based visualisation tools (Napkin and Gemini).
- Pooled means use sample-size weighting: pooled value = $\Sigma(\text{country mean} \times \text{country N}) \div 462$.
- Cluster pooling (Innovators / Pragmatists / Skeptics) covers Greece, Poland and Portugal;
- Study-level bands and competency lists have been mapped to common categories for comparability. Where an item was not collected in a given country, that country is excluded from the corresponding pooled figure and the omission is noted.
- Chi-square independence tests as reported in the national documents; $\alpha = 0.05$. The small Portuguese sample (N = 43) limits statistical power; pooled estimates are more robust than single-country figures.
- Data cleaning: Greece applied listwise deletion of 8 empty submissions (151 → 143 valid). All cohorts report a 100% validity rate on the cleaned data.
- Pilot-willingness figures are taken from each national report; the Slovak figure (61%) is the national-report value (the meta-analysis cites ≈70%).
- Ethics and anonymity: participation was voluntary; the forms collected no personally identifying information; data are processed in accordance with the GDPR (EU 2016/679) for research and statistical purposes only.



RISE Project · 2025-1-SK01-KA220-HED-000354947



Appendix II: The Questionnaire

RISE SURVEY

Partnership in Creating New Forms of Learning in Higher Education: Reinforcing and Interdisciplinarity through SD Modules

Student Questionnaire

Project No. 2025-1-SK01-KA220-HED-000354947

Dear Student,

thank you for participating in this survey which is being conducted within the framework of the European Project RISE, titled Partnership in Creating New Forms of Learning in Higher Education: Reinforcing and Interdisciplinarity through SD Modules.

The purpose of this research is to explore students' perspectives and needs regarding the integration of Sustainable Development, Educational Innovation, and Digital Transformation, including Artificial Intelligence, within Humanities and Social Sciences curricula.

Your participation is completely voluntary, and you have the right to discontinue filling out the questionnaire at any time without any consequence.

This survey is entirely anonymous as the Google Forms setting has been configured not to collect any personal identifying information such as your name, email address, or IP address.

The data collected will be used exclusively for research and statistical purposes of the RISE Project, and the RISE Team ensures the full confidentiality of all participants.

The collection and processing of data are governed by the principles of the General Data Protection Regulation (EU) 2016/679, and since no direct personal data is collected, the protection of your privacy is fully ensured. The estimated time required for completion is approximately 10–15 minutes.

On behalf of the RISE Project team, we thank you for your valuable contribution and for helping us shape the future of your education.

** Indicates a required question.*



RISE Project · 2025-1-SK01-KA220-HED-000354947



A. Demographics

1. Age *

Mark only one option.

- ☐ 18–24
- ☐ 25–30
- ☐ 31–40
- ☐ 41 +

2. Gender *

Mark only one option.

- ☐ Male
- ☐ Female
- ☐ Other: _____

3. Country *

Short answer.

4. Level of studies *

Mark only one option.

- ☐ Undergraduate
- ☐ Postgraduate
- ☐ PhD
- ☐ Post-Doc
- ☐ Other: _____

5. Your Academic year *

Mark only one option.

- ☐ 1st year
- ☐ 2nd year
- ☐ 3rd year
- ☐ 4th year
- ☐ Postgraduate
- ☐ PhD
- ☐ Post-Doc

6. Field of teaching / studies *



Erasmus+

RISE Project · 2025-1-SK01-KA220-HED-000354947



RISE
Partnership Interdisciplinarity
Reinforcing Education



UAlg

UNIVERSIDADE DO ALGARVE



ARISTOTLE
UNIVERSITY
OF THESSALONIKI



Silesian University
of Technology



Mark only one option.

- ☐ Philosophy
- ☐ Education
- ☐ Theology
- ☐ History
- ☐ Literature
- ☐ Linguistics
- ☐ Social Sciences
- ☐ Cultural Studies
- ☐ Informatics
- ☐ Other: _____

B. Sustainability Awareness

What is sustainable development?

- Sustainable development has been defined as development that meets the needs of the present without compromising the ability of future generations to meet their own needs.
- Sustainable development calls for concerted efforts towards building an inclusive, sustainable and resilient future for people and planet.
- For sustainable development to be achieved, it is crucial to harmonize three core elements: economic growth, social inclusion and environmental protection. These elements are interconnected and all are crucial for the well-being of individuals and societies.
- Eradicating poverty in all its forms and dimensions is an indispensable requirement for sustainable development. To this end, there must be promotion of sustainable, inclusive and equitable economic growth, creating greater opportunities for all, reducing inequalities, raising basic standards of living, fostering equitable social development and inclusion, and promoting integrated and sustainable management of natural resources and ecosystems.

Source: United Nations, Sustainable Development Goals webpage.

7. How informed are you about environmental challenges and climate change in your country? *

Mark only one option.

- ☐ Not at all
- ☐ Slightly
- ☐ Moderately
- ☐ Very
- ☐ Absolutely

8. To what extent do you agree that environmental sustainability should be integrated into the Humanities curricula? *

Mark only one option.



Erasmus+

RISE Project · 2025-1-SK01-KA220-HED-000354947



RISE
Partnership Interdisciplinarity
Reinforcing Education



UAlg

UNIVERSIDADE DO ALGARVE



ARISTOTLE
UNIVERSITY
OF THESSALONIKI



Silesian University
of Technology



- Strongly disagree
- Disagree
- Neither agree nor disagree
- Agree
- Strongly agree

9. How familiar are you with the SDGs related to your field? *

Mark only one option.

- Not at all familiar
- Slightly familiar
- Moderately familiar
- Very familiar
- Absolutely familiar

10. Which SDGs are most related to your studies? (multiple selection, up to 3 choices)

Select all that apply (up to 3).

- ☐ SDG 1: No poverty
- ☐ SDG 2: Zero Hunger
- ☐ SDG 3: Good health and well-being
- ☐ SDG 4: Quality education
- ☐ SDG 5: Gender equality
- ☐ SDG 6: Clean water & sanitation
- ☐ SDG 7: Affordable & clean energy
- ☐ SDG 8: Decent work & economic growth
- ☐ SDG 9: Industry, innovation & infrastructure
- ☐ SDG 10: Reduced inequalities
- ☐ SDG 11: Sustainable cities & communities
- ☐ SDG 12: Responsible consumption & production
- ☐ SDG 13: Climate action
- ☐ SDG 14: Life below water
- ☐ SDG 15: Life on land
- ☐ SDG 16: Peace, justice & strong institutions
- ☐ SDG 17: Partnerships for the goals

11. Please indicate the level of your knowledge of the social and cultural dimensions of sustainability.

*



Erasmus+

RISE Project · 2025-1-SK01-KA220-HED-000354947



RISE
Partnership Interdisciplinarity
Reinforcing Education



UAlg

UNIVERSIDADE DO ALGARVE



ARISTOTLE
UNIVERSITY
OF THESSALONIKI



Silesian University
of Technology



Mark only one option.

- ☐ Very low
- ☐ Low
- ☐ Moderate
- ☐ High
- ☐ Very high

Please rate your awareness of the following sustainability key competencies.

“In the 2017 publication ‘Education for Sustainable Development Goals: learning objectives’, the United Nations Educational, Scientific and Cultural Organization (UNESCO) has compiled from the relevant literature eight cross-cutting sustainability competencies that are interrelated with each other, transversal, multifunctional, content-independent, and key for achieving the Sustainable Development Goals (SDGs).”

12. Please rate your awareness / competence level of the following sustainability key competencies. *

Mark only one option per row.

	1 Poor	2 Below Average	3 Average	4 Good	5 Excellent
Systems thinking: The ability to recognize and understand relationships; to analyse complex systems; to think of how systems are embedded within different domains and different scales; and to deal with uncertainty.	☐	☐	☐	☐	☐
Anticipatory: The ability to understand and evaluate multiple scenarios for the future – possible, probable and desirable; to create one’s own visions for the future; to apply the precautionary principle; to assess the consequences of actions; and to deal with risks and changes.	☐	☐	☐	☐	☐
Normative: The ability to understand and reflect on the norms and values that underlie one’s actions; and to negotiate sustainability values, principles, goals, and targets, in a context of conflicts of interests and trade-offs, uncertain knowledge and contradictions.	☐	☐	☐	☐	☐
Strategic: The ability to collectively develop and implement innovative actions that further sustainability at the local level and further afield.	☐	☐	☐	☐	☐



Erasmus+

RISE Project · 2025-1-SK01-KA220-HED-000354947



RISE
Partnership Interdisciplinarity
Reinforcing Education



UAlg

UNIVERSIDADE DO ALGARVE



ARISTOTLE
UNIVERSITY
OF THESSALONIKI



Silesian University
of Technology



	1 Poor	2 Below Average	3 Average	4 Good	5 Excellent
Collaboration: The ability to learn from others; to understand and respect the needs, perspectives and actions of others (empathy); to understand, relate to and be sensitive to others (empathic leadership); to deal with conflicts in a group; and to facilitate collaborative and participatory problem solving.	☐	☐	☐	☐	☐
Critical thinking: The ability to question norms, practices and opinions; to reflect on one's own values, perceptions and actions; and to take a position in the sustainability discourse.	☐	☐	☐	☐	☐
Self-awareness: The ability to reflect on one's own role in the local community and (global) society; to continually evaluate and further motivate one's actions; and to deal with one's feelings and desires.	☐	☐	☐	☐	☐
Integrated problem-solving: The overarching ability to apply different problem-solving frameworks to complex sustainability problems and develop viable, inclusive and equitable solution options that promote sustainable development, integrating the abovementioned competences.	☐	☐	☐	☐	☐

C. Curriculum Needs Assessment

Note: In this section, the term "Curriculum" refers to the specific study plan or course of study you are involved in.

13. My department's curriculum aligns with Erasmus+ KA2 priorities such as sustainability, educational innovation, digital transformation and emerging technologies, and inclusion: *

Mark only one option.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neither Agree nor Disagree
- ☐ Agree
- ☐ Strongly Agree

14. Does your department's programme currently integrate topics related to Sustainable Development (SD)? *



Erasmus+

RISE Project · 2025-1-SK01-KA220-HED-000354947



RISE
Partnership Interdisciplinarity
Reinforcing Education



UAlg

UNIVERSIDADE DO ALGARVE



ARISTOTLE
UNIVERSITY
OF THESSALONIKI



Silesian University
of Technology



Mark only one option.

- ☐ YES
- ☐ NO
- ☐ I DON'T KNOW

15. Do you think Sustainable Development-related content should be strengthened in Higher Education curricula within humanities, social sciences and management? *

Mark only one option.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neither Agree nor Disagree
- ☐ Agree
- ☐ Strongly Agree

16. My department's curriculum should develop key competencies related to Sustainable Development (SD) *

Referring to the UNESCO (2017) sustainability key competencies: Systems thinking, Anticipatory, Normative, Strategic, Collaboration, Critical thinking, Self-awareness, and Integrated problem-solving.

Mark only one option.

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Neither Agree nor Disagree
- ☐ Agree
- ☐ Strongly Agree

17. Please indicate to what extent you agree or disagree with the following statements. (1 = Strongly Disagree, 5 = Strongly Agree) *

Mark only one option per row.

	1 Strongly Disagree	2 Disagree	3 Neither	4 Agree	5 Strongly Agree
Humanities should play a decisive role in raising awareness and cultivating students' skills in sustainable development issues	☐	☐	☐	☐	☐
Interdisciplinarity is essential in my humanities curriculum	☐	☐	☐	☐	☐
Humanities (and my studies) should integrate new technologies in their curricula and teaching practices in the following years	☐	☐	☐	☐	☐



Erasmus+

RISE Project · 2025-1-SK01-KA220-HED-000354947



RISE
Partnership Interdisciplinarity
Reinforcing Education



UAlg

UNIVERSIDADE DO ALGARVE



ARISTOTLE
UNIVERSITY
OF THESSALONIKI



Silesian University
of Technology



	1 Strongly Disagree	2 Disagree	3 Neither	4 Agree	5 Strongly Agree
Open online databases of learning materials will essentially support my studies	☐	☐	☐	☐	☐
The use of AI tools must be integrated in learning activities and/or assessments in Humanities	☐	☐	☐	☐	☐
The ability to critically evaluate AI-generated content is critical in my education and training	☐	☐	☐	☐	☐
The new humanities curricula should raise awareness in AI ethical challenges and cultivate abilities and skills towards recognising and working on relevant issues such as biases, fairness and transparency	☐	☐	☐	☐	☐
The curriculum of my studies should cultivate abilities of responsible AI use	☐	☐	☐	☐	☐
Humanities should propel the ethical alignment of AI and raise awareness on the environmental footprint of AI usage	☐	☐	☐	☐	☐

D. Sustainable Development, Digital Transformation and Higher Education

18. How frequently do you use digital and AI tools for your studies? *

Mark only one option.

- ☐ Never
- ☐ Rarely
- ☐ Sometimes
- ☐ Often
- ☐ Always (daily basis)

19. In case you are using AI tools, or you know about their use in Higher Education, what are the possible benefits of this use? *

Select all that apply.

- ☐ Better understanding of complex concepts
- ☐ Personalised support for starting
- ☐ Time efficiency in research
- ☐ Language improvement and structural optimism of assignments
- ☐ No perceived benefits



Erasmus+

RISE Project · 2025-1-SK01-KA220-HED-000354947



RISE
Partnership Interdisciplinarity
Reinforcing Education



UAlg

UNIVERSIDADE DO ALGARVE



ARISTOTLE
UNIVERSITY
OF THESSALONIKI



Silesian University
of Technology



☐ Other: _____

20. How confident do you feel using digital and/or AI tools (such as ChatGPT, Gemini, translation or summary apps, AI content assistants etc.) for your studies? *

Mark only one option.

- ☐ Not at all
- ☐ Slightly confident
- ☐ Moderately confident
- ☐ Very confident
- ☐ Absolutely confident

21. Are there any ethical concerns in the use of AI tools in learning and studying Humanities? *

Mark only one option.

- ☐ Yes
- ☐ No

22. If yes, please indicate:

Select all that apply.

- ☐ Risking academic integrity and plagiarism
- ☐ Integrating misinformation or AI hallucinations
- ☐ Integrating data biases into the scientific work
- ☐ Risking privacy
- ☐ Risking critical thinking skills
- ☐ Other: _____

23. Have you ever participated in online courses or in blended learning classes at your institution? *

Mark only one option.

- ☐ Yes
- ☐ No

24. If Yes, would you consider the integration of blended learning and digital tools in your studies a priority?

Mark only one option.

- ☐ Not a priority
- ☐ Low priority
- ☐ Medium priority
- ☐ High priority



Erasmus+

RISE Project · 2025-1-SK01-KA220-HED-000354947



RISE
Partnership Interdisciplinarity
Reinforcing Education



UAlg

UNIVERSIDADE DO ALGARVE



ARISTOTLE
UNIVERSITY
OF THESSALONIKI



Silesian University
of Technology



- Essential

E. Future Perspectives in Humanities Curricula

25. Would you be willing to participate in new modules that combine Sustainable Development and AI? *

Mark only one option.

- Yes
- No

26. If yes, what support would you need to participate?

Select all that apply.

- ☐ Technical support
- ☐ Training on AI
- ☐ A training on how to combine Humanities and emerging educational technologies in teaching
- ☐ No support needed

27. How important do you consider the following content types to be included in an open library in Humanities curricula? (1 = Not important, 5 = Very important) *

Mark only one option per row.

	1 Not important	2 Slightly	3 Moderately	4 Important	5 Very important
Lecture presentations and diagrams	☐	☐	☐	☐	☐
Recorded lectures	☐	☐	☐	☐	☐
Online resources	☐	☐	☐	☐	☐
Video links, online examples and case studies	☐	☐	☐	☐	☐
Open access e-books and articles	☐	☐	☐	☐	☐
Quizzes and assessment tools	☐	☐	☐	☐	☐

28. Which topics should be prioritized in Humanities Curricula concerning Education on Sustainable Development and digital transformation?

Please list the top 3 topics / priorities you consider most important, separated by a comma or semicolon, or one per line.



Erasmus+

RISE Project · 2025-1-SK01-KA220-HED-000354947



RISE
Partnership Interdisciplinarity
Reinforcing Education



UAlg

UNIVERSIDADE DO ALGARVE



ARISTOTLE
UNIVERSITY
OF THESSALONIKI



Silesian University
of Technology



End of questionnaire – thank you for your participation.



Erasmus+

RISE Project · 2025-1-SK01-KA220-HED-000354947



RISE
Partnership **Interdisciplinarity**
Reinforcing **Education**



UAlg

UNIVERSIDADE DO ALGARVE



ARISTOTLE
UNIVERSITY
OF THESSALONIKI



Silesian University
of Technology

