

# Food citizenship as sustainable assessment tool for higher institutions: The Case of the University of the Basque Country”

FARMAZIA FAKULTATEA

Jon Esparta



The SDSN (2017) provides five steps to reinforce universities' engagement with the SDGs:

- 1) **Mapping** what universities are already doing
- 2) Building capacity and ownership of the SDGs
- 3) Identifying priorities, opportunities and gaps
- 4) Integrating, implementing and embedding the SDGs within university strategies, policies and plans
- 5) **Monitoring**, evaluating and communicating universities' actions on the SDGs.

Teachers perspective

- Idoiaga, 2023

Students perspective

- Food citizenship



The use of food citizenship as a mapping tool will make it possible to detect weaknesses in the campuses/faculties, in terms of knowledge and behavior of the student body with regard to sustainability

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Table 1. Participants characteristics

	Araba	Gipuzkoa	Bizkaia	Total
Participant number	175	227	451	853
Mean age (SD)	21.5(3.40)	20.5(3.29)	20.6(3.65)	20.8(3.53)
Gender (%)				
Male	25.1	27.3	27.1	26.7
Female	73.1	72.2	71.8	72.2
Non binary	1.73	0.44	1.11	1.06
Distribution per year (%)				
1st	6.29	34.4	31.9	27.3
2nd	10.9	16.3	15.3	14.7
3rd	42.3	28.2	30.6	32.4
4th	30.3	17.2	18.8	20.8
Others	10.3	3.96	3.33	4.92
Number of faculties (take part/total)	7/7	9/9	9/9	25/25

SD: standard deviation.



Including aspects of sustainability in the degree in Human Nutrition and Dietetics: An evaluation based on student perceptions

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ABSTRACT

Education is progressing towards having a more sustainable outlook. Numerous approaches to sus-

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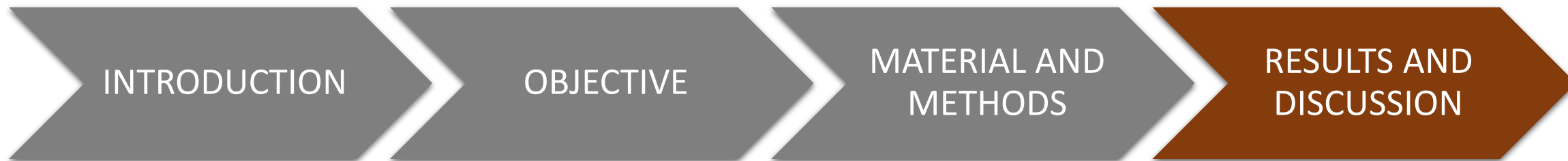
RESULTS AND DISCUSSION

Table 2. Food citizenship -questionnaire based Sustainability Knowledge Summatory and Sustainability Intentional Behaviour Summatory analysis by faculty of different campuses.

Faculty	Araba		Gipuzkoa		Bizkaia		<i>p</i>
	Mean	SD	Mean	SD	Mean	SD	
Sustainability Knowledge Summatory							
1	28.25	6.797	28.56	7.192	27.50	7.911	
2	28.43	9.307	29.93	6.853	28.59	7.202	
3	29.78	8.045	24.18	7.100	27.76	8.092	
4	31.90	7.204	25.88	8.492	28.88	9.062	
5	27.86	8.189	22.74	11.18	28.50	8.852	
6	28.60	7.836	29.25	4.093	29.11	7.177	
7	29.50	6.547	31.33	7.734	27.43	7.710	
8			24.83	10.54	27.07	10.85	
9			26.61	7.617	29.27	7.757	
Total Campus	30.35 <sup>a</sup>	7.588	27.85 <sup>b</sup>	8.313	27.96 <sup>b</sup>	8.695	0.003

Faculty	Araba		Gipuzkoa		Bizkaia		<i>p</i>
	Mean	SD	Mean	SD	Mean	SD	
Sustainability Intentional Behaviour Summatory							
1	32.92	8.306	33.88	5.439	35.05	8.230	
2	35.86	5.900	35.12	8.362	37.59	7.314	
3	36.11	6.657	32.00	7.550	32.22	9.176	
4	34.76	8.366	33.59	9.401	32.31	7.939	
5	33.71	10.07	30.48	12.56	36.55	5.561	
6	35.47	8.228	37.92	3.919	32.18	7.751	
7	34.88	6.468	33.63	6.950	33.00	7.141	
8			32.28	9.423	35.38	9.977	
9			31.72	9.087	34.23	8.356	
Total Campus	34.94	7.924	33.67	8.603	33.84	8.888	0.362

Faculty Abbreviation, Araba 1: Engineering, Araba 2: Economics and Business, Araba 3: Education and Sport, Araba 4: Pharmacy, Araba 5: Letters, Araba 6: Labour Relations and Social Work, Araba 7: Medicine and Nursing, Gipuzkoa 1: Chemistry, Gipuzkoa 2: Medicine and Nursing, Gipuzkoa 3: Computer Science, Gipuzkoa 4: Engineering, Gipuzkoa 5: Education, Philosophy and Anthropology, Gipuzkoa 6: Architecture, Gipuzkoa 7: Psychology, Gipuzkoa 8: Law, Gipuzkoa 9: Economics and Business, Bizkaia 1: Engineering, Bizkaia 2: Science and Technology, Bizkaia 3: Medicine and Nursing, Bizkaia 4: Law, Bizkaia 5: Fine Arts, Bizkaia 6: Economics and Business, Bizkaia 7: Labour Relations and Social Work, Bizkaia 8: Education, Bizkaia 9: Social Sciences and Communication.



		Low-levels responds percentage			
		Araba	Gipuzkoa	Bizkaia	
Knowledge	<b>Items</b>				
	Organic food	13	14	12	
	Food reuse	8	12	13	
	Food sourcing	9	14	11	
	Food production models (care for workers' working conditions, animal welfare, etc.)	12	16	12	
	Food surpluses and their management	9	11	9	
	Eating habits and nutrition education	6	8	10	
	Energy and nutritional value of food	24	21	19	
	Impact of environmental pollution on food	6	15	15	
	Dietary advice	25	26	26	
	Diseases related to inadequate nutrition	14	19	18	
	Intentional Behaviour	I choose seasonal products when designing my daily diet	20	28	25
		I plan my shopping well so as not to waste leftovers	9	16	18
I take into account the price when I buy food		6	5	6	
I tend to take into account the origin when buying food (Km 0, place of production).		30	35	34	
I take into account production models (organic, fair trade, industrial products, etc.) when buying food		32	33	37	
When buying food I take into account the waste it will generate.		40	45	43	
When buying food for a group, I take into account the age of the others.		45	41	40	
When buying food for a group, I take into account the allergies, intolerances or pathologies of the others		14	14	10	
When buying food for a group, I take into account the economic situation of the others		17	18	18	
I use water sparingly when cleaning fruit and/or vegetables.		14	14	15	
I use the cookers so as not to throw away those that are in good condition.		4	7	11	
I distribute all types of waste properly (paper, cardboard, plastics, oil, organic, glass).		11	14	12	
I reuse frying oil		18	15	14	

Figure 1. Food citizenship questionnaire heat map of low-level responders.

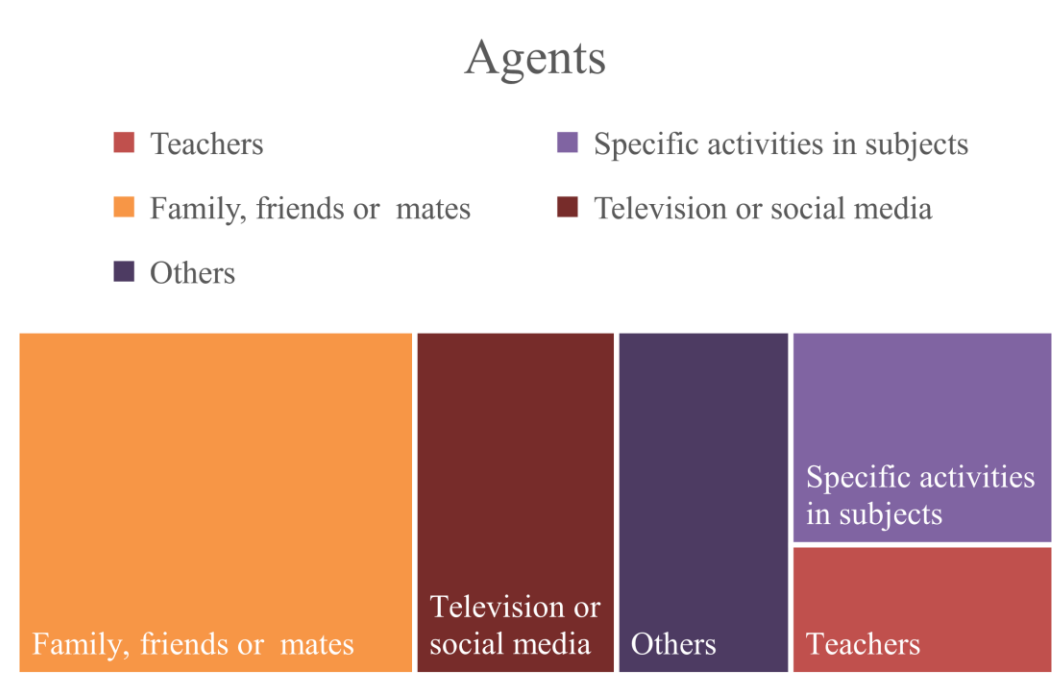
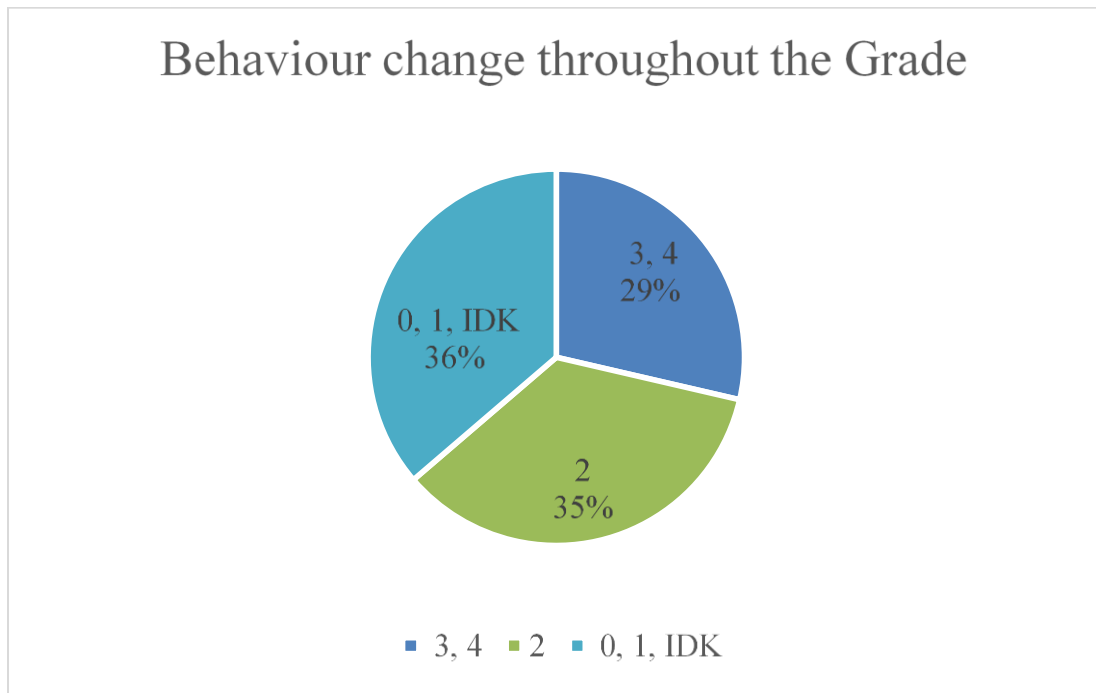


Figure 2. Distribution of behaviour-change responders and agents that influence high-level responders.

*thank you for your  
attention*

