

Education in specific competencies in the field of sustainable development

Indicator 03a Sustainability study programmes in higher education

This indicator and indicator 3b, which is based on the objective of endogenisation, are alternatives.

Objective defining the desired end state

Society has individuals with a specialised academic education in sustainable development.

Underlying assumptions and considerations for the operationalization

Academically educated individuals are part of a society's elite. They have considerable influence in determining whether certain concerns and considerations gain a foothold in society over the long term and are dealt with professionally. Established degree programmes in sustainability contribute to the formation of an elite of experts who introduce the knowledge and skills relevant to sustainable development in a variety of occupational areas and by doing so act as disseminators. Study programmes as a rule are established on a lasting basis and they need promoters who, according to the principle of the unity of teaching and research, also conduct research on sustainability. Thus, by capturing study programmes in sustainability, the institutionalised scientific involvement with sustainability is captured as well, since the establishment of a topic in science is discernible as a rule in its institutionalisation in teaching. Since study programmes are established on a lasting basis, there must also be institutionalised structures (e.g. corresponding professorships).

The education of teachers that is oriented not to sustainability but to education for sustainable development is captured in indicator 5, further education in indicator 4.

Functions of ESD

Education in specific competencies

Education in competencies for concretized goals

In reference to the UNECE indicators

Theme of the indicator

2. Promote SD through formal, non-formal and informal learning

Indicator

2.1 SD key themes are addressed in formal education

In analogy to the OECD indicators

Area

Participation in education/educational offerings

Indicators

A1 To what level have adults studied?

A2 How many students finish secondary education and access tertiary education?

A3 How many students finish tertiary education?

A4 How many students complete or drop-out from tertiary education?

C1 How prevalent are vocational programmes?

C2 Who participates in education?

C3 Who studies abroad and where?

C5 Do adults participate in training and education at work?

Criterion CH* / A*

Graduates of Bachelor/Master's programmes as well as doctoral programmes in sustainable development.

Level: Tertiary

Location: Output

Characteristic: Quantitative

Criterion D*

Study programmes that explicitly contain the term 'sustainability' or 'sustainable development' in their name.

Level: Tertiary

Location: Input

Characteristic: Quantitative

* As the data available in the three countries are quite different, it is not possible to use the same criterion in all three countries.