

# Education in specific competencies in the field of sustainable development

## Ind. 03b Competencies in the field of sustainable development in higher education

This indicator and indicator 3a, which is not based on the objective of endogenisation, are alternatives.

### Objective defining the desired end state

Everyone with an academic education has competencies in the field of 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. If all academically educated individuals acquire competencies in the field of sustainable development, there is reasonable assurance that the idea of sustainability is introduced into all sectors of society. If respective programme elements (e.g. modules) are offered by specialised academic institutions, promoters are needed who, according to the principle of the unity of teaching and research, also conduct research on sustainability. Thus, by capturing study elements 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. If programme elements are established on a lasting basis, there must also be institutionalised structures.

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.

### Criterion

Elements of study established on a lasting basis that are explicitly related to sustainable development and have to be attended by all students.

Level: Tertiary

Location: Input

Characteristic: Quantitative

### Function of ESD

Education in specific competencies

### 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

Competencies

#### Indicator

A5 What can 15-year-olds do in science?