

Orientation of educational institutions to sustainability

Ind. 07 Reporting on the orientation of educational institutions to sustainability

Objective defining the desired end state

Educational institutions account for their orientation to sustainability in all fields of action.

Underlying assumptions and considerations for the operationalization

Educational institutions (e.g. universities) can develop a profile through an orientation to sustainability, e.g. by conducting corresponding audits. Efforts going beyond voluntary positioning can be expected when this is demanded by requirements and implementation is monitored, i.e. when educational institutions are regularly held accountable for their performance in this respect (for institutions of higher education e.g. as part of performance agreements, for schools e.g. as part of school inspections). A comprehensive orientation of educational institutions to sustainability (including the implementation in teaching) should not be a one-off action, but instead become an integral part of quality development and of reporting.

The quality of the orientation and reporting is ensured when they are based on aspects and criteria that are comprehensibly derived from a scientific analysis of the idea of sustainability, and when they include all the relevant fields of action for the educational institution (e.g. for universities also the area of research).

Criterion 1

Requirements for reporting on the orientation to sustainability for educational institutions.

Level: Primary, Secondary I+II, Tertiary

Location: Input

Characteristic: Quantitative

Criterion 2

Existence of sustainability reports open to the public that are derived from the idea of sustainability and encompass all fields of action of the educational institutions.

Level: Tertiary

Location: Output

Characteristic: Quantitative

Criterion 3

Requirements for reporting on the orientation to sustainability for educational institutions.

Level: Tertiary

Location: Output

Characteristic: Qualitative

Function of ESD

Implementation in educational institutions

In reference to the UNECE indicators

Theme of the indicator

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

Indicator

- 2.3 A whole-institution approach to SD/ESD is promoted
- 2.4 ESD is addressed by quality assessment/enhancement systems

In analogy to the OECD indicators

Area

Evaluation practice

Indicator

- D5 What is the impact of evaluations and assessments within education systems?