

# Establishment of education for sustainable development

## Indicator 08 Research and development in ESD

### Objective defining the desired end state

Education for sustainable development is an established field of scientific research.

### Underlying assumptions and considerations for the operationalization

Education for sustainable development can only be advanced and maintained on a qualitatively high level if it is a topic of relevant research and development projects and if education for sustainable development is an established field of research (regardless of whether there are chairs or competence centres etc. for education for sustainable development). When research funding organisations themselves use education for sustainable development as a research descriptor to identify and quantify the funds they provide to this topic, then research on education for sustainable development has become established in the scientific system. The number of publications in a given area shows the scientific interest and is an indication that there is an on-going scientific debate on the topic.

Concerning research funding it is the funding provided by recognised funding organisations that is most interesting (Switzerland: e.g. SNSF; Germany: e.g. DFG, BMBF; Austria: e.g. FWF, BMWF, bm:ukk). These organisations have established scientific procedures for quality assurance.

### Function of ESD

Superordinate

### In reference to the UNECE indicators

#### Theme of the indicator

5. Promote research on and development of ESD

#### Indicators

5.1 Research on ESD is promoted

5.3 Dissemination of research results on ESD is promoted

### Criterion 1

Public funding for research and development projects in education for sustainable development (per year).

Level: Tertiary

Location: Input

Characteristic: Quantitative

### Criterion 2

Publications on education for sustainable development.

Level: Tertiary

Location: Output

Characteristic: Quantitative

### Criterion 3

Dissertations on education for sustainable development.

Level: Tertiary

Location: Output

Characteristic: Quantitative

### In analogy to the OECD indicators

#### Area

Educational expenditures / investments

#### Indicators

B1 How much is spent per student?

B2 What proportion of national wealth is spent on education?

B3 How much public and private investment is there in education?

B4 What is the total public spending on education?

B5 How much do tertiary students pay and what public subsidies do they receive?

B6 On what services and resources is education funding spent?

B7 How efficiently are resources used in education?