



Survey Supplement

Sustainable Development in Economic Sciences 2020

Definitions and descriptions of sustainability subject areas and of learning methods that ensure practical knowledge transfer and promote 'shaping competences' relevant to sustainability

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Sustainability Subject Areas

Source: (WWF Switzerland, 2018, adapted)

The following subject areas are particularly relevant to Sustainable Development in Economic Sciences:

Subject Areas within Business Administration

No.	Subject Area	Description
1.	Natural Resources, Global Environmental Problems and Goals	<ul style="list-style-type: none"> • Global problems and challenges • Natural resources: concept, systematics, ecosystem services, special features of natural resource management • Biodiversity: goals, instruments and fields of action • Climate change: goals, instruments and fields of action
2.	Sustainable Development and Sustainability Concepts	<ul style="list-style-type: none"> • Definition, dimensions and objectives of Sustainable Development • Different sustainability concepts and their basic prerequisites (strong vs. weak sustainability) • Key challenges of Sustainable Development • Sustainable Development Goals (SDGs)
3.	Proactive Corporate Social Responsibility (Alternative Business Models, Social Entrepreneurship)	<ul style="list-style-type: none"> • Reference to the core business: sustainable business models and social entrepreneurship • Thinking about social problems and concerns from an outside-in perspective • The role and importance of companies in society as (political) citizens ("citoyen")
4.	Reactive Corporate Social Responsibility (CSR)	<ul style="list-style-type: none"> • No or partial reference to the core business: donation ethics, risk and reputation management • Thinking from within the company (inside-out perspective) • The role and importance of companies in society as economic citizens ("bourgeois")
5.	Sustainability Management & Sustainability Strategy	<ul style="list-style-type: none"> • Relevance and approaches of sustainability management from the perspective of various stakeholders and managers • Concepts and systems of sustainability management • Evaluation and reporting as part of sustainability management • Definition of sustainability strategies and best practices • Gaining support for the implementation of sustainability projects
6.	Sustainable Value Chain Management	<ul style="list-style-type: none"> • Integration of sustainability and ethical issues into supply chain activities • Sustainability challenges from a value chain perspective • Management of sustainability risks and opportunities along the value chain • Corporate responsibility in value chains • Circular economy
7.	Companies and Human Rights	<ul style="list-style-type: none"> • Legal and institutional framework: the duty of companies to respect human rights • The right to reparation in case of human rights violations suffered by economic stakeholders • Current and evolving debates on corporate responsibility for the respect of human rights along the value chain
8.	Marketing, Communication and Sustainability	<ul style="list-style-type: none"> • Ethical implications in marketing • Interrelationships between marketing and sustainable consumption • How can the negative effects of all the company's marketing processes on its natural and social environment be minimised • Concept of sustainability marketing and its benefits for Sustainable Development • Communication as the key to changing behaviour
9.	Sustainable Financial Mgmt (Raising Capital & Investments)	<ul style="list-style-type: none"> • Sustainability in raising capital on and off the stock exchange • Principles of responsible investment and possible strategies • Potential contribution of responsible investment to a sustainable economy • New methods and instruments of financial management to integrate social and environmental aspects into decision-making • Disinvestment strategies

10. Sustainable Human Resource Management	<ul style="list-style-type: none"> • The role of human resource management in the development and implementation of sustainability strategies • Social and environmental effects of personnel decisions (including employee health, diversity management and employee volunteering) • Modern/participative approaches to personnel management and task distribution • Equal treatment, development and well-being of employees • Green HRM
11. Innovation Mgmt, Digitalisation and Sustainable Development	<ul style="list-style-type: none"> • Importance and opportunities of innovation in solving global sustainability challenges • Key concepts and theories for sustainability-oriented innovations • Digital innovations: opportunities and risks for Sustainable Development • Evaluation of innovations
12. Sustainable Consumption	<ul style="list-style-type: none"> • Lifestyles that have sustainability as their goal (including a sufficient lifestyle) • Sustainability in selected areas of everyday activities: housing, nutrition, mobility, leisure, health • Ecological footprint and the consequences of consumption • Promoting and inhibiting factors of sustainable lifestyles

Subject Areas within Economics

No.	Subject Area	Description
1.	Natural Resources, Global Environmental Problems and Goals	<ul style="list-style-type: none"> • Global problems and challenges • Natural resources: concept, systematics, ecosystem services, special features of natural resource management • Biodiversity: goals, instruments and fields of action • Climate change: goals, instruments and fields of action
2.	Sustainable Development and Sustainability Concepts	<ul style="list-style-type: none"> • Definition, dimensions and objectives of Sustainable Development • Different sustainability concepts and their basic prerequisites (strong vs. weak sustainability) • Key challenges of Sustainable Development • Sustainable Development Goals (SDGs)
3.	Pluralism in Economics (Schools of Thought)	<ul style="list-style-type: none"> • Different critical understandings of science (ontology, epistemology, methodology, methods) • Heterodox Economics: different schools of thought such as institutional economics, ecological economics and the Austrian School • Diversity of problems statements (e.g. scarcity and insecurity)
4.	Sustainable Economy	<ul style="list-style-type: none"> • Central guiding principles for sustainable management (e.g. green economy, sharing economy, public welfare economy, prosperity without growth, prosperity in time, fair globalisation) • Postal growth and prosperity and its measurability • GDP and alternative measurement of economic performance and social progress • Opportunities and risks of a sustainable economy
5.	Transformation into a Sustainable Economy	<ul style="list-style-type: none"> • Approaches, instruments and measures for the further development of the economy into a sustainable economy and their effectiveness • Strategy paths towards a sustainable economy: efficiency, consistency, sufficiency strategy • Policy instruments for a sustainable economy: instruments with a direct (hard) vs. indirect (soft) impact
6.	Globalisation & Sustainability	<ul style="list-style-type: none"> • Understanding the consequences of globalisation for Sustainable Development • Connection of globalisation with development problems in the Global South • Impact of globalisation on the environment • Opportunities of globalisation for Sustainable Development (including globalisation to eliminate inequalities between countries)
7.	Development Economics	<ul style="list-style-type: none"> • Basic problems of development economics • Causes of underdevelopment • Development policy approaches and instruments • Growth and development theories • The role of development aid in economic development
8.	Equity of Opportunity and Distribution	<ul style="list-style-type: none"> • Gender equality • Causes and risks of unequal distribution of income and wealth • Strategies for distributive justice • Commitment by decision-makers to a fair distribution of life chances and income
9.	Sustainable Financial Economy	<ul style="list-style-type: none"> • Theoretical framework of sustainability and its relevance to the financial sector • Innovative and sustainable concepts from the areas of investment and financing and their influence on the sustainability of the financial system • Obstacles to greater sustainability of the financial sector • Measures for a responsible use of financial products and greater stability of the financial markets • Lessons from the financial crisis: banks as triggers of crises; derivatives and systemic risks • Ethical behaviour and role models in banking
10.	Economy of the Environment, Resources and Climate	<ul style="list-style-type: none"> • Scope for economic action given the ecological limits of the viability of natural systems • Environmental Economics: assessment of what is put into the environment: environmental damage, climate economics • Resource Economics: assessment of what is taken out of nature

Subject Areas within Banking & Finance

No.	Subject Area	Description
1.	Natural Resources, Global Environmental Problems and Goals	<ul style="list-style-type: none"> • Global problems and challenges • Natural resources: concept, systematics, ecosystem services, special features of natural resource management • Biodiversity: goals, instruments and fields of action • Climate change: goals, instruments and fields of action
2.	Understanding and concepts of sustainability	<ul style="list-style-type: none"> • Definition, dimensions and goals of Sustainable Development • Different sustainability concepts and their basic prerequisites (strong vs. weak sustainability) • Key challenges of Sustainable Development • Sustainable Development Goals (SDGs)
3.	Sustainable Financial Economy	<ul style="list-style-type: none"> • Theoretical framework of sustainability and its relevance to the financial sector • Innovative and sustainable concepts from the areas of investment and financing and their influence on the sustainability of the financial system • Obstacles to greater sustainability in the financial sector • Measures for a responsible use of financial products and greater stability of the financial markets • Lessons from the financial crisis: banks as triggers of crises; derivatives and systemic risks • Ethical behaviour and role models in banking
4.	Sustainable and Responsible Investment (SRI)	<ul style="list-style-type: none"> • Main concepts, history, current trend, market shares and today's product landscape and main stakeholders • Sustainable investment strategies • Socio-economic characteristics, opportunities and risks of sustainable investments • Best practices to integrate environmental, social and governance criteria into the value chain of the investment process • Assessment tools and key performance indicators for SRI risk analysis and performance measurement • Sustainability reporting and assessment, which are necessary for informed SRI investment decisions
5.	Sustainability in Banks and Insurance Companies	<ul style="list-style-type: none"> • Sustainability in the banking and insurance industry, overview of theory, concepts and challenges, sustainable credit and underwriting standards • Environmental and social risks in lending • Sustainability as an opportunity: current practices and gaps • Sustainability strategy: the next generation of banks • The role of banks and insurance companies in moving towards a low-carbon and resilient economy
6.	Corporate Social Responsibility (CSR)	<ul style="list-style-type: none"> • Reference to the core business: sustainable business models and social entrepreneurship vs. donation ethics, risk and reputation management • Perspective: thinking based on social problems and concerns (outside-in) vs. thinking from within the company (inside-out) • The role and importance of companies in society as (political) citizens ("citoyen") vs. economic citizens ("bourgeois")
7.	Evaluation of the Sustainability Performance of Companies	<ul style="list-style-type: none"> • The importance of evaluating the sustainability performance of companies in connection with SRI • Tools for measuring sustainability performance in companies • Assessment of how a consistent sustainability performance can be ensured • Review of sustainability reporting and assurance
8.	Microfinance	<ul style="list-style-type: none"> • Microfinance overview, products and product development • Evaluation of the financial and social performance of microfinance service providers • Risk management in microfinance institutions • Microinsurance: health and agricultural insurance
9.	Climate Change Finance	<ul style="list-style-type: none"> • Factors that contribute to climate-related risks • Ways in which climate risks can translate into financial risks • Possibilities for mitigation and adaptation using different market mechanisms (e.g. taxation, carbon pricing)

Learning Methods that Promote ‘Shaping Competences’

Sources: various

Learning methods that promote shaping competences not only promote the relevant shaping competences among students but also enable students to transfer what they have learned into practice. Typical learning methods that promote shaping competences are outlined below:

Learning methods with some promotion of ‘shaping competences’

Case Studies

developed by Harvard Law School

In a case study, students are presented a "case" which describes a problematic situation (real or fictional). The students are given the task of working out a solution or making a decision. Case studies are often used to enhance lessons. The solution is usually left open and the students are expected to work out a plausible result themselves. There are also case studies that provide the solution and encourage the students to discuss it and look for alternatives. A case study is therefore a description of a situation and its influencing factors that has been prepared for teaching purposes and that aims to achieve both an active examination of the content as well as specific action by the student. A case study is therefore not synonymous with an "example".

A distinction can be made between the following case types:

- Problem-finding case
- Decision-making case
- Assessment case
- Information case
- Investigation case

The learning effects of each case type differ as follows:

- Information: the data relevant to the case solution can be complete, incomplete or not available at all.
- Problem: the problem or problems underlying the case study can be explicitly specified. In contrast, the student may also be required to identify the problems independently and evaluate their relevance.
- Solution: the student has to search for alternative solutions and may be asked to choose one. The solution can also be anticipated and made into the subject of discussion.

Simulations and Role-Playing Games

Role-Playing Games, Business Games, Serious Games, Game-Based Learning, Contests

Simulation and learning games belong to a group of methods that creates a realistic environment in which behaviour can be tested. Often these games/activities are also used to start a (teaching) series. They are suitable for generating concern/empathy or for putting a group in a certain situation that they can otherwise only experience cognitively rather than emotionally.

Four functions are distinguished in simulations and learning games:

- Diagnostic function: how does a person behave in a certain function?
- Feedback function: a player receives feedback on behaviour or its effect.
- Training function: new behaviour patterns are tested and optimised.
- Perspective function: players slip into other roles in order to be able to assess (social) situations from other perspectives (e.g. role reversal).

Serious games are digital games that do not primarily serve entertainment purposes but may contain such elements. Serious games and educational games aim to provide information and education.

Learning methods with greater promotion of 'shaping competences'

Problem-Based Learning

According to John Dewey

Problem-Based Learning (PBL), also known as Problem-Oriented Learning (POL), is a form of learning in which learners are expected to find a solution to a given problem largely independently.

Typically, the method is planned with seven phases ("seven-jump process"):

1. Clarification of unknown terms
2. Topic identification or problem definition
3. Brainstorming on hypothesis generation
4. Systematic ordering and evaluation of the hypotheses
5. Formulation of learning objectives
6. Research ("learning time")
7. Synthesis

Project-Based Learning

According to William Heard Kilpatrick

Project-Based Learning, also referred to as project teaching or project work, is a form of teaching and learning based around a central project idea. It is an innovative method that strives to achieve more proximity to life, problem awareness and interdisciplinary thinking as well as independence and willingness to cooperate. The project usually goes through the following phases:

- Initiation – the meaning of project teaching is explained and ideas for projects are found.
- Start – the selected project is set in motion.
- Planning – negotiations take place to determine who does what, when, where, with whom.
- Implementation – the project is given a practical form.
- Presentation – the project results are presented.
- Evaluation – the project results are reflected on.
- Continuation – follow-up projects are initiated.

Action Learning

Action-oriented learning, based on a real project, according to Reginald W. Revans

Action Learning is a method of experiential learning ("Learning by Doing") for individuals or groups in companies or other organisations.

In Action Learning, a team works on a specific project that is relevant to an organisation whilst at the same time reflecting on the learning process. The method typically includes the following elements:

- The decision to act originates from a client who is directly interested in the solution of a task. The team or its participants conclude a specific project agreement with the client. This contains all the important points concerning the result to be achieved, the way and means to do so, as well as details of the use of resources and responsibilities.
- A commitment to learn on the part of the participants is a prerequisite for the programme. Participants must have the will to learn new things: they are asked to improve the effectiveness of their own behaviour as leaders or part of the team, to gain a better understanding of their environment and to discover personal possibilities for exerting influence.
- The Set (which refers to a group of action learners) is central to learning success in order to encourage active participation in the solution of the task through group dynamics. In the Set, each member takes responsibility not only for their own learning success, but also for the learning success of the group as a whole. The Set usually consists of four to six participants, up to a maximum of eight. Ideally, they should have different professional and management backgrounds.
- The facilitator helps the Set to reflect on and evaluate the project experiences. He or she helps to resolve conflicts, promotes a climate of trust and provides a focus for discussions.
- A process of questioning and reflection promotes exchange and collective learning within the group. Frequently used methods for this are team reflection and problem-solving interviews.

Experiential Learning

Experiential Learning Model/Cycle, according to David Kolb

In the experiential learning cycle, learners go through a learning cycle consisting of four steps:

- Specific practical experience: this forms the starting point of a learning process. This experience is of a real nature, i.e. it has an observable consequence for the learner.
- Observation and reflection: on the basis of this experience the learner observes and then reflects on what he has seen. The experience is recalled and possible causes for the experience can be mentally played through.
- Formation of abstract terms: the reflection process leads to the formation of abstract terms, i.e. the practical experience influences the knowledge structure of the learner. This step leads to a generalisation, which abstracts from the specific practical experience and recognises the underlying principles. It is not until this step that the insights gained from the experience become knowledge that can be transferred to other situations.
- Active experimentation: in the fourth and final step, the learner becomes an actor again: by actively experimenting with the newly acquired knowledge, he tests himself in real situations. As a result of this last step in the learning cycle, practical experiences become possible for the learner again, and a second cycle begins. Since the learning cycle is repeated over and over again, the learning process becomes an upward spiral movement. Kolb emphasises that the learning cycle can in principle begin at any of the four points, i.e. even when teaching abstract concepts (e.g. theories), which are tested in practice through active experimentation and thus become tangible for the learner.

Inquiry-Based Teaching

Inquiry-based teaching is a didactic format for higher education in which students conduct their own research in the course of seminars or projects. Since students acquire knowledge independently and thus construct it, inquiry-based teaching belongs to the group of constructivist forms of teaching and learning.

Most universities in the German-speaking world use Ludwig Huber's definition as a working definition of inquiry-based teaching: "Inquiry-based teaching is distinguished from other forms of learning by the fact that the students (co-)design, experience and reflect on the process of a research project aimed at gaining knowledge that is also of interest to third parties in its essential phases – from the development of questions and hypotheses to the selection and execution of methods and the examination and presentation of the results as independent work or through active participation in an overarching project."

There are three essential characteristics that distinguish Inquiry-based teaching: students go through a complete research process as part of a course, they work on their own questions and they generate scientific knowledge.

Learning methods with significant promotion of 'shaping competences'

Service Learning

according to Robert Sigmon

Service learning is a teaching method that combines social commitment with professional learning in the classroom. Service learning combines cognitive learning with the assumption of responsibility (service).

Service-learning combines academic teaching with civil society involvement. For example: law students who develop and run a legal advice centre for refugees.

In doing so, young people learn that it is worthwhile to work for the community. They practise social and democratic skills and are able to apply their practical knowledge and experience to their studies. In this way, teaching becomes practical and hands-on. Service learning is thus based on the principle that social commitment can be combined with professional learning. In this way, "service" and "learning" benefit from each other: on the one hand, social commitment is enriched by the theoretical and conceptual knowledge acquired by the students during their studies, and on the other hand, professional learning gains relevance, reference to specific actions and depth of understanding through real-life experiences.

Service Learning is based on eight evidence-based and widely-negotiated quality standards:

- Meaningful Service
- Link to Curriculum
- Reflection
- Diversity
- Youth Voice
- Partnerships
- Progress Monitoring
- Duration and Intensity

Further information: www.benedu.ch

Project-Based Learning

Project-Based learning integrates the goals and principles of project-oriented learning but goes a decisive step further by locating and implementing projects in the real world rather than in a university context. In particular, intensive interaction with various practical stakeholders and the inclusion of their perspectives and interests result in real projects that reach a higher and more demanding level of complexity. The projects can be located at very different levels, e.g.:

- political projects
- practical non-commercial projects (if a civil society group benefits from the project, it becomes "service learning", see above)
- Purpose-driven start-ups (social entrepreneurship)

Close interaction between study content and practical implementation is crucial in project-based learning to ensure an optimal learning effect and develop real skills.

Living Labs

Living labs are a new form of cooperation between science and civil society which focuses on mutual learning in an experimental environment. Stakeholders from science and practice come together to develop and test scientifically and socially robust solutions based on a common understanding of a problem. The laboratory concept is extended from beyond its classical scientific and engineering meaning to a social context.

It is expected that the scientific findings developed via living labs will be more easily taken up by politics, civil society and business, and that society will thus become more capable of taking action with regard to Sustainable Development.

In living labs, exciting learning projects can often be initiated and implemented by students. Such learning projects in real laboratories can be seen as a special form of "learning in real projects" (see above) – with similar goals and principles.

'Shaping Competences' Relevant to Sustainability

Source: de Haan (2008)

The ability to act requires not only professional skills, but also interdisciplinary skills. In the field of Education for Sustainable Development (ESD), these interdisciplinary skills are above all the following 'shaping competences', according to Gerhard de Haan:

1. Being able to build up knowledge in an open-minded way, incorporating new perspectives
2. Being able to think and act with foresight
3. Being able to acquire knowledge in an interdisciplinary manner
4. Being able to identify and evaluate risks, dangers and uncertainties
5. Being able to plan and act together with others
6. Being able to take account of conflicting aims when contemplating strategies for action
7. Being able to participate in decision-making processes
8. Being able to encourage yourself and others to become active
9. Being able to reflect on your own guiding principles as well as on those of others
10. Being able to use preconceptions of justice as the basis for decision-making and acting
11. Being able to plan and act autonomously
12. Being able to show empathy for and solidarity with disadvantaged people

1. Being able to build up knowledge in an open-minded way, incorporating new perspectives

Students...

- identify the approaches and concepts for Sustainable Development of decision-makers in public policy and civil society
- adopt perspectives that enable them to outline different points of view and forms of knowledge (e.g. scientific, traditional, everyday knowledge) on global and local (non-)sustainable developments
- evaluate different (non-sustainable) design needs and patterns of action on the basis of the information obtained by adopting these perspectives
- describe and assess diversity and dissimilarity (diversity) in the cultural and ecological fields

2. Being able to think and act with foresight

Students...

- are familiar with methods of futurology (e.g. scenario technology, business games, future workshops) – adapted to their reality of life – in order to analyse problems caused by non-sustainable developments and to anticipate possible sustainable developments
- evaluate and use the results of futurology for designing Sustainable Development processes with regard to ecological systems, social justice, economic developments and political action

3. Being able to acquire knowledge in an interdisciplinary manner

Students...

- describe and explain the structure, function and development of the biosphere
- describe and explain networks of relationships to outline non-sustainable global developments (e.g. with the help of the syndrome concept)
- outline overarching sustainability concepts (e.g. strong and weak sustainability) and analyse their consequences for future developments
- outline sustainability concepts in the fields of technology, economy, trade, mobility, land use, building and living, consumption and leisure time based on individual examples
- describe and explain audit criteria for Sustainable Development (e.g. sets of indicators and auditing procedures)
- describe and assess aspects of globalisation and the perspectives of countries in their different stages of development
- describe and assess the differences between renewable and non-renewable resources and their use (e.g. renewable resources, fossil fuels)
- describe and assess concepts and visions of social justice

- outline fundamental human rights and international legal conventions and assess their individual and global significance
- analyse and assess interdependencies between ecology, economy, politics, conflicts, poverty and violence in their historical causes and current consequences

4. Being able to identify and evaluate risks, dangers and uncertainties

Students...

- are able to perform stochastic operations – adapted to their reality of life – with regard to statements relevant to sustainability and justice
- can make appropriate statements with the help of heuristics and use the resulting findings in formulating options for action
- can analyse and assess the risks and dangers of unsustainable behaviour

5. Being able to plan and act together with others

Students...

- work in groups to identify and analyse different points of view on sustainability with regard to their background and can resolve controversies democratically in this context
- describe prejudices, concepts of the enemy and forms of discrimination and present ways of jointly standing up to them
- name social, economic and political reasons for human rights violations, work together to develop possibilities for the protection of human rights and are able to present forms of commitment to human rights in a way that is appropriate to the target group and to the situation
- plan forms of solidarity that take into account provision for the future and show awareness of global interrelationships, which they can implement using individual examples

6. Being able to take account of conflicting aims when contemplating strategies for action able to participate in decision-making processes

Students...

- are able to estimate the temporal consequences of today's actions and plan and justify investments in their own future provision
- are able to estimate the temporal consequences of today's actions and make currently justified decisions for action which will benefit people or generations living in the future
- describe possible solutions for multi-criteria decision-making problems where different problem definitions exist and/or Sustainable Development goals are in competition with each other
- can identify and describe social decision dilemmas in the context of everyday life
- can jointly discuss problem situations in which improvements can be made in one field of action while accepting deterioration in another field of action, and justify proposed solutions
- develop concepts for sustainable action, taking trade-offs into account, on the basis of jointly implemented transparent consideration processes

7. Being able to participate in decision-making processes

Students...

- describe solidarity and provision for the future for people and nature as a common and social task
- illustrate how cooperative problem-solving can be realised in the development of action strategies for Sustainable Development
- identify and demonstrate procedures for reaching agreement on the goals and processes of Sustainable Development in the case of normative and political differences (e.g. in the form of business games, mediation)
- can constructively manage differences of opinion and conflicts on issues of (non-)Sustainable Development

8. Being able to encourage yourself and others to become active

Students...

- describe their own and collective learning paths in the context of sustainability and outline how these can be used for further learning
- describe individual and collective motivations for participation in democratic decision-making processes and sustainable action
- describe and assess forms of collective commitment to solidarity activities (e.g. against poverty, discrimination or environmental risks)
- can describe and evaluate their personal handling of dilemmas, uncertainties and open situations
- describe their motivations for participating in democratic decision-making processes and sustainable action
- use self-motivation methods for commitment to sustainable forms of economy and life

9. Being able to reflect on your own guiding principles as well as on those of others

Students...

- describe lifestyles that ensure and promote sustainable consumption, environmentally and socially compatible mobility and leisure activities, and health
- are familiar with and discuss criteria for the production and purchase of products taking into account ecological, economic and social aspects
- determine and assess the background, forms and effects of their own lifestyle as well as the lifestyles of other people and societies with regard to the living and working situation of other people and the biosphere

10. Being able to use preconceptions of justice as the basis for decision-making and acting

Students...

- can assess and describe the effects and side effects of their actions on others
- can give and discuss examples of the advantages of considering the rights of others
- can distinguish and identify types of justifications for entitlement rights (due to performance, need or total utility) and justify their view of their validity
- can identify intergenerational conflicts of justice and offer responsible proposals for their solution
- can indicate the limits of moral conflict management and formulate and discuss examples of the conflict management function of institutions

11. Being able to plan and act autonomously

Students...

- are familiar with and can discuss their personal rights, needs and interests, describe their limits with regard to the goal of Sustainable Development processes as well as the rights of other people, and specify possibilities for standing up for the rights of future generations
- demonstrate their own experience of independent planning and independent action by carrying out a sustainability project
- draw up their own life plans from the point of view of sustainability and describe personal projects for their development

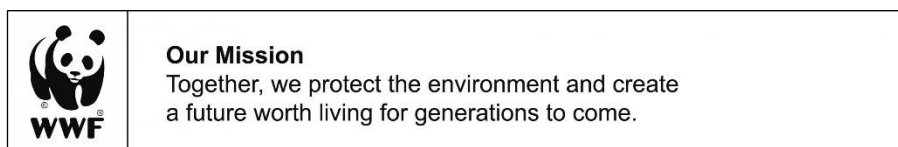
12. Being able to show empathy for and solidarity with disadvantaged people

Students...

- describe and assess forms of individual, social, economic and political assumption of responsibility for (non-)Sustainable Development processes
- represent ways in which empathy and solidarity with disadvantaged people and communities can be practised locally and globally
- describe ways of expressing empathy for nature which target the relevant addressees and evaluate different approaches with regard to their own possibilities for action

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