

EDUCATION SUSTAINABILITY ASSESSMENT OF A HEI LOCATED IN THE BRAZILIAN AMAZON

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ABSTRACT

The discussion on sustainability has evolved from events such as the creation of Club of Rome in 1968, the Stockholm Conference in 1972 and others, reaching the Higher Education Institutions (HEIs). These institutions get significant proportion because of its educational role in society. Once understanding the important role of education for sustainability according to its multiplier effect on society, we sought to develop instruments to measure the sustainability of education level on HEIs. This study aims, using the methodology of AISHE software, evaluate the presence of sustainability of teaching in a HEI in the Brazilian Amazon. This is a qualitative, descriptive research that is characterized as the procedures as field study, documentary and observation, using the Audit Instrument for Sustainability in Higher Education (AISHE) designed specifically to evaluate and certify higher education institutions as the implementation of sustainability. So it's concluded that the HEI has low presence of sustainability indices in teaching, not taking specific institutional policy, such as an internal management or institutional policy on sustainability in the various educational processes. What stands out in sustainability in the institution are developed in isolated activity forms.

Keywords: Sustainability. Indicators. Higher Institution Education

1 INTRODUCTION

The global discussion on sustainability in higher education institutions (HEIs) evolves as sustainability in general has been consolidated in organizations and institutions, guided by concepts that have emerged since the creation of the Club of Rome in 1968, through Stockholm Conference in 1972, by the Brundtland Conference in 1987 to the Rio + 20 in 2012.

The concept evolution of sustainable development has contributed to a taken number of initiatives in the construction of indicators focused at evaluation and dissemination of sustainability in many types of organizations (PEARCE, 2003). She runs through several economic, social and environmental events over the last 50 years as well as the initiatives of researchers, international organizations and agencies who saw what is more accepted in terms of SD: "preservation and maintenance of current generations to survival and well-being of future generations" (SACHS, 1993).

In this study we seek to prioritize the use of the term sustainability even if sometimes it becomes necessary to discuss it from the term SD motivated by the contexts they are presented. The main visions of sustainability were categorized primarily from environmental, social and economic. However, this categorization has evolved into dimensions that include more specific aspects, including the previously mentioned environmental, social and economic as well as geographical, cultural, ecological, national and international political policies (SACHS, 2008).

Several higher education institutions have sought to update themselves about their contribution to the consolidation of local sustainability process, regional and even global. Considered a knowledge of training space and knowledge, the HEIs attempted to adjust their teaching, research and extension to the global trend for sustainability. In addition, it is observed that higher education institutions have internal processes that extend at least at local and regional level, which are capable of evaluation, such as logistics and operations necessary to carry out the larger process which is the teaching interaction / learning. (MADEIRA, 2008). There are countries that have advanced more than others in terms of sustainability indicators (QUIROGA, 2001). On the reality of Brazilian Amazon is noticed that there is little research to date on the use of methods and/or tools for evaluation and dissemination of sustainability in HEIs. Given the growing number of higher education institutions in the region, and the need to train professionals who are opinion leaders about the sustainability intended with this study apply an existing methodology to analyze the perception of the presence of sustainability in a HEI located in Porto Velho city capital of Rondonia, component state in the Brazilian Amazon.

For this research was used as a methodological tool for assessing the sustainability AISHE tool (Auditing Instrument for Sustainability in Higher Education) that after the translation received adequate language in view of HEI searched reality. Beyond search for knowledge building on sustainability indicators in education of higher education in general aimed to evaluate the level of sustainability of teaching a HEI located in the Brazilian Amazon state of Rondonia.

About the nature of this article it is presented as applied, descriptive and qualitative, using as data collection instruments, "Quick Quiz" containing ten questions, applied to students, teachers and members of the CPA and the questionnaire of 20 criteria applied to the courses coordinators. Both questionnaires were built according to AISHE methodology. The data collected will be confronted by the observation of the researchers.

2 THEORETICAL AND EMPIRICAL REFERENCES

The sustainable development discourse has been analyzed from issues relating to the environmental impacts occurring in different parts of the globe, mainly by the interference of human being in the natural environment, and its consequences in the social environment, associated with a strong human identity to the accumulation of wealth, or at least to ensure their survival. What leads us to believe that the main challenge facing humanity for the twenty-first century is sustainable development (VEIGA, 2008). The concept of SD published in the Brundtland Report (1987) and internationally consolidated in the Rio 92 forum moved the field of scientific research, including the unrelated research of international agencies. The highlight of the use of the term "SD" is with the search for understanding of what sustainability is and what is its relation with SD. Thus, some versions (visions), paradigms and dimensions have been proposed in the scientific field of construction of knowledge on the subject.

In the organizational field, in order to establish a paradigmatic transition vision of sustainable development for sustainability, (GLADWIN, KENNELLY And KRAUSE, 1995) compared three chains, being represented by the technocentrism closer view of classical economics on the use of natural resources, ecocentrism facing deep ecology, elimination of the use of natural resources and the sustaincentrism that incorporates both technocentric view as the ecocentric view, considered by the authors as a paradigm centered on sustainability. Elkington (1999) launched the idea in the organizational world stating that it is possible to reconcile financial, social and environmental returns of companies. These ideas became known globally as "Triple Bottom Line (TBL)".

From Sachs studies (1993, 2002, 2007, 2008) the TBL was expanded to the dimensions considered crucial for sustainability that were more accepted among organizations. These dimensions were reclassified in social, environmental, economic, ecological, cultural, geographical, national and international policies. Given these developments, it is important to note that the distinction between sustainable development and sustainability lies in the fact the SD (middle) be considered as the way it reaches sustainability (end).

2.1 Sustainability Indicators

Sustainability in its consolidation process aims not only to position itself conceptually through the presented views and dimensions, but also innovate in the use of strategies and mechanisms to translate sustainable progress both from an organizational and human point of view. In this sense, the construction and use of methodologies using indicators and sustainability indices are presented as an alternative to the achievement of goals and objectives that include views, paradigms and dimensions of sustainability, whose main objective is, contribute to a fairer and sustainable society. Several initiatives have been developed in understanding the construction, evaluation and dissemination of sustainability indicators mainly in reference countries in this area (VAN BELLEN, 2006).

Some countries have worked more or less autonomous and proactive in developing sustainability indicators, especially the environmental dimension, reaching reputation for the quality of its proposals, as in the case of Canada and New Zealand. So, we observe countries that have moved more than others in terms of indicators (QUIROGA 2001). Regarding the development of sustainability indexes dominated by issues related to the economic dimension, human development, quality of life, health and happiness, being these 02 last very subjective. Its main representatives are the income - GDP (as opposed single criterion for sustainability), the HDI - Human Development Index and the LQI - Life Quality Index (HOLTZ, 1995). The HDI is basically formed by the evaluation indicators constructed from information about the gross domestic product (GDP per capita), the longevity of the population and education.

Based on academic research and a number of concrete initiatives worldwide, means "well-being" as a multidimensional definition that must be taken into account, at least in principle and simultaneously the dimensions shown in Table 1.

Table 1 – Multidimensional Dimension for assess well-being

a)	Material Standart Life (income, consume and wealth).
b)	Health.
c)	Education.
d)	Personal activities, including job.
e)	Political voice and governance.
f)	Connection and social relations.
g)	Environment (present and future conditions).
h)	Insecurity, of an economic well, as well physical nature.

Source: Elaborated by the authors and adapted from Stiglitz-Sen-Fitoussi (2009, p. 14).

Authors such as Stiglitz, Sen and Fitoussi (2009) believe that all these dimensions shown in Table 1 form people's well-being, however, much of them are compromised by conventional measures of income (GDP). So, when using the HDI as a reference only from the income dimensions, longevity and education, it is observed that this important index cannot reflect the real situation of well-being evaluated and disseminated to stakeholders. In this sense, it is important that the development of indicators based on human development and well-being are oriented from the considerations proposed by Stiglitz, Sen and Fitoussi (2009), especially focused to the education area. It is not uncommon to imagine that education is strongly associated with life evaluations of people. In addition, people better educated usually have better health, less unemployment, more social connections, and greater involvement in civic life and political life. Even though the available evidence does not always allow conclusions about the direction of causation between education and these other dimensions of quality of life, there is a consensus that education promotes a range of returns (monetary and non-monetary) that benefit both person who invests in community education as they live (STIGLITZ, SEN and FITOUSSI, 2009).

2.3 Sustainability in Higher Education

Several statements in order not only to define a sustainable HEI, but also facilitate the integration of sustainability in all its activities and functions emerged from the Talloires Declaration in 1990 in France. The conference brought together 22 university leaders concerned with environmental degradation, pollution and depletion of natural resources. The leaders felt that the role of the university was crucial in increasing the awareness, knowledge, technologies and tools for creating an environmentally sustainable future (MADEIRA, 2008).

Talloires Declaration was the first official statement made by the leaders of universities with the aim of establishing a commitment to achieving sustainability in higher education (MADEIRA, 2008). Table 2 shows Talloires declaration, related to the main events and statements that were important for the implementation of sustainability in some higher education institutions.

Table 2 – Events and important statements for a sustainable built in higher institutions.

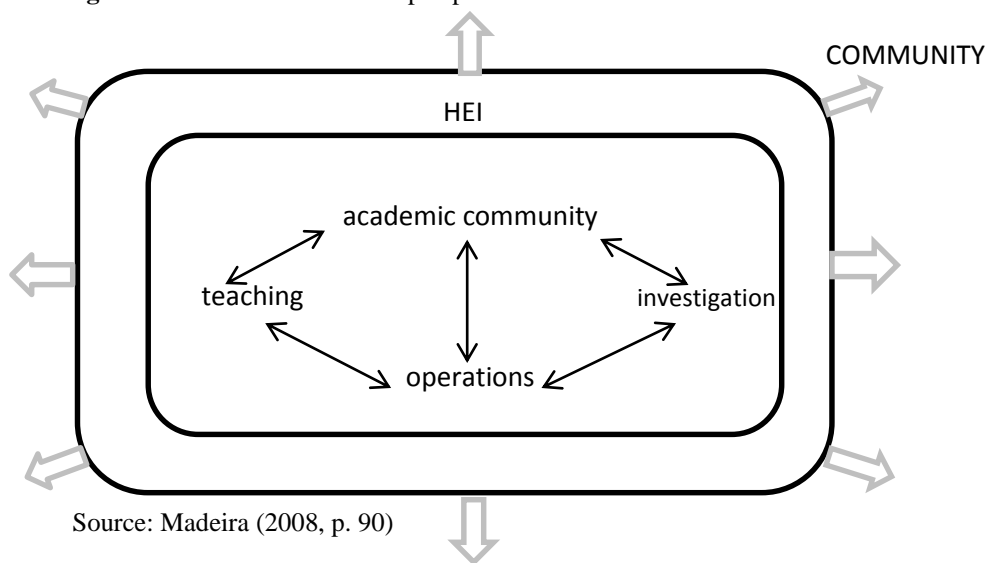
Year	Statements
1972	Stockholm Declaration about human environment.
1977	Tbilisi Declaration.
1989	Foundation of the National Wildlife Federation Ecology Program.
1990	Talloires Declaration.
1991	Hallifax Declaration.
1992	Foundation of the Association University Leaders for a Sustainable Future; United Nations Conference on Environment and Development - Chapter 36 of Agenda 21.
1993	Foundation of Second Nature; Kyoto Declaration; Declaration Swansea; Letter of Copernicus - University Charter for the SD.
1994	Campus Blueprint for the Future Sustainable, Summit Campus Earth.
1995	Workshop on the Principles of Sustainability in Higher Education: Essex Report.
1997	Thessaloniki Declaration.
1998	World Conference on Higher Education for the Twenty-First Century: Vision and Action (Paris, France).
2001	Luneburg Declaration.
2002	World Summit in Johannesburg on DS: Declaration of Ubuntu and the Decade of Education for the SD.
2005	Formation of Higher Education Associations Sustainability Consortium.
2009	Report from the Commission on the Measurement of Economic Performance and Social Progress.

Source: Adapted from Madeira (2008, p. 1); Stiglitz-Sen-Fitoussi (2009, p. 14).

According to Contreras (2002 apud MADEIRA 2008, p. 57) "statements, mostly, are very general, do not establish a clear definition of what is to be a sustainable University, are not updated, so do not reflect the changes that take place on a global level". Occurs that for a higher education institution (HEI) declaring and validate their actions in this direction (sustainability) it is necessary to adopt mechanisms for evaluation and results dissemination achieved in a given horizon planning, which to some realities has become extremely complex, due to lack of skill with the subject or lack of methodologies and/or tools that assist in the generation of sustainability indicators.

In this sense, there is a strong tendency in the dissemination of methodologies and tools developed to assess and disclose the level of sustainability in a HEI, particularly in the most advanced countries in the construction of sustainability indicators, both from the point of view of organizations in general as the higher education institutions. Among these countries can be shown Sweden, Germany, UK, Spain, Holland, Italy and France. (MADEIRA, 2008). It is observed that higher education institutions have internal processes that extend at least at local and regional level, which are capable of evaluation, such as logistics and operations necessary to carry out the teaching interaction/learning process, in which the generated impacts extend across the internal environment and from external environment to the organization with a strong impact in the community (MADEIRA, 2008).

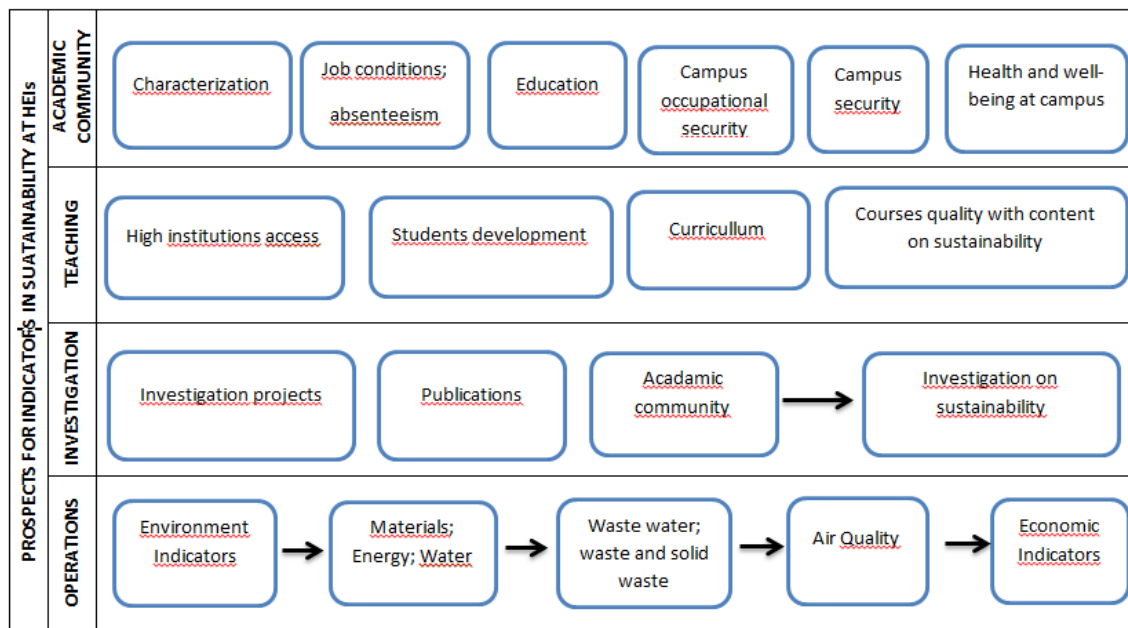
Figure 1 - Internal and external perspective for construction of indicators in HEIs



Source: Madeira (2008, p. 90)

The prospects illustrated in Figure 1 are deployed in Figure 2 as a guide for the construction of indicators from the scanned process.

Figure 2 – Model categories for building HEI indicators



Source: Adapted from Madeira (2008, p.91)

The model proposed by Madeira (2008) in Figures 1 and 2 provides guidance for development of sustainability indicators in higher education institutions. Most tools are being built to allow modifications to be used by any type of higher education institution, it is important to observe regional and local characteristics during construction and/or modification of these tools. Consequently, Table 4 presents and discusses some assessment tools and dissemination that can be used to analyze the level of sustainability in HEIs.

Table 4 – Tools for evaluation and disclosure of sustainability in HEIs

National Wildlife Federation	<p>Assessment tool developed under the Ecology program called Campus Environment of the State Project with the objective of drawing a profile of environmental performance in American universities.</p> <ul style="list-style-type: none"> • Combines measures of eco-efficiency, more sustainable processes in the long term (training teachers for sustainability field in the Faculty and use of life cycle analysis), and also accountability on environmental performance and the history of environmental initiatives; • Disadvantage: a) use term environment instead of the term environmental sustainability (Shriberg, 2002b) does not describe the method by which the performance index was transformed into a range of indicators and the aggregation method (Cole, 2003).
Good Company Tools (used by University of Oregon)	<p>This tool developed by the company Good Company, USA, in 2002. (Cole, 2003) consists of about 20 core indicators and 10 additional indicators;</p> <p>Advantages and disadvantages of this tool:</p> <ul style="list-style-type: none"> • Advantage: Makes a deep approach to sustainability issues, includes human and ecosystem aspects, is compact and has a focus. It is a useful tool for top decision makers. • Disadvantage: lack detail.
Sustainability Assessment Questionnaire	<p>The Sustainability Assessment Questionnaire was developed in 1998-1999, is continuously updated by the Association of University Leaders for a Sustainable</p>

<p>(It is used by several higher education institutions globally) available in web</p>	<p>Future (AULSF, 2007). The questionnaire helps to evaluate the sustainability in the higher institution. Their main goals are:</p> <ul style="list-style-type: none"> • Raise awareness and encourage debate about the meaning of sustainability in higher education; • Know the sustainability status on campus at a given time; • Promote discussion in the institution. <p>It consists of about 24 issues, many of which require responses on a scale of 1 to 4 and are arranged according to the teaching of higher dimensions.</p>
<p>Environmental Report and Higher Education Funding Council Manual for England</p>	<p>Designed to help higher education institutions to implement environmental policies.</p> <ul style="list-style-type: none"> • Advantage: the structure proposed by the Higher Education 21 explicitly recognizes sustainability as a social process, ecological and economic. Overall, it is considered an important tool for designing sustainability management systems. • Disadvantage: difficult to take measurements and comparisons. According to the same author.
<p>List for Self Assessment - Environmental Management System Campus Consortium for Environmental Excellence</p>	<p>It consists by american officials of environmental safety and their mission is to support the improvement of environmental performance in higher education through, for example, environmental networks, resource development and professional instruments, etc. Sustainability initiatives are covered by environmental performance. (Shriberg, 2002b).</p> <ul style="list-style-type: none"> • Advantage: self rapid assessment; • Disadvantages: does not reflect sustainability, is more oriented towards eco-efficiency.
<p>Auditing Instrument for Sustainable Higher Education – AISHE</p> <p>(As global assessment, SHRIBERG (2002b) mentioned that AISHE it's an "excellent example of sustainability assessment").</p>	<p>This audit tool was developed in 1998 by the "Committee on Sustainability in Higher Education" Dutch and Niko Roorda and serves to measure the level you are on Sustainable Development in teaching in a given institution. The method used is based on a model for quality management developed by the European Foundation for Quality Management and improved by the Dutch Institute for Quality Management and is therefore referred to as EFQM-INK.</p> <ul style="list-style-type: none"> • Advantages (Cole, 2003): it is very interactive, directly involving managers and those who are affected by measurements; help in developing skills and understanding of participants in campus sustainability issues. • Advantages (Shriberg, 2002 b): This tool focuses more on process than on content, quality measures and descriptive measures at the expense of prescriptive.
<p>Campus Sustainability Assessment Framework</p>	<p>It was developed by Cole as part of his master's thesis, with help of a team of researchers and an advisory group. Its purpose was to respond to a need for measuring sustainability in the campus of Canadian universities. Used a methodology with a set of over 170 indicators grouped into 10 categories or main "dimensions" and proposed an aggregation process leading to an aggregate of campus sustainability index (Cole, 2003). These indicators are organized hierarchically in a system with two subsystems: i) people (knowledge, community, economy and prosperity, administration, health and welfare); ii) the ecosystem (air, water, land, materials and energy).</p>

Source: Adapted fom Madeira (2008, p. 77).

Most tools presented do not allow making comparisons among several institutions and focus, especially in eco-efficiency. In addition, many of the assessment tools have the problem of not communicate efficiently the methods and results. Most of these evaluation tools converge to the need of reducing energy consumption, water and materials. On the other hand all recognize that sustainability is a long term goal and difficult to achieve and that teaching sustainability is presented as main function of this process. (MADEIRA, 2008).

In fact the Brazilian Amazon where the need for knowledge dissemination and sustainability is latent, it is not visible until now studies/work on the use of methods and/or tools for evaluation and dissemination of sustainability in HEIs. Given the growing number of educational institutions like this in the Amazon, and the need to train professionals who are opinion leaders about the sustainability intended with this article apply a methodology based on known at present to assess the sustainability in a HEI of Porto Velho city located in Rondonia state.

Focusing on this will be used the AISHE tool - Auditing Instrument for Sustainable Higher Education, as outlined Shriberg (2002b) cited by Wood (2008, p 81.). "It's an excellent example of sustainability assessment."

Searching for knowledge building on sustainability indicators in higher education, in general the objective is to evaluate the level of sustainability of teaching a HEI located in the Brazilian Amazon.

3 METHODOLOGY

About its nature this research is presented as applied, with a qualitative approach and about their goals is characterized as descriptive, once that it describes the elements found in the research can identify the education level of sustainability in the HEI. In its procedures will be a field of study, drawing on the documentary research to confrontation of data and the observation of the researchers. For data collection was used AISHE instrument that brings indicators as criteria to facilitate understanding of scenarios, enabling thus a sustainability analysis in teaching researched institution.

As a *locus* of this study, it was chosen a Higher Education Institution in Rondonia state, and it's located in the capital of the state (Porto Velho city) offering five courses and with approximately eleven hundred students, sixty-seven teachers and thirty-one employees, called in this study only as HEI. Was defined as the research sample, four courses of HEI, three bachelor's degree and a degree: Administration, Information Systems, Accounting and Pedagogy. Was not included in the survey, the Technologist for Internet System for having even the same of Information Systems Course coordinator and keep the same frame of teachers.

As the use of AISHE tool, was applied 20 criteria instrument to the coordinators of respondents courses and the quick questionnaire to teachers and students of the different courses in a day of the week randomly chosen, applying the questionnaire to teachers and students who were in class on the specified day. In order to collect data with members of the committee for assessment (CPA) gave up the instrument 20 to the same criteria, however, there was not answered questionnaire.

The Audit Instrument for Sustainability in Higher Education (AISHE) was developed by the DHO, Dutch Foundation for Sustainable Higher Education and designed specifically to evaluate and certify higher education institutions on the implementation of sustainability. With development of AISHE aimed to build a flexible platform capable of stimulating the HEI for adoption of sustainability principles. The AISHE tool has been tested and validated in the Netherlands and Sweden, and since its publication in 2001, has been used numerous times in countries like Holland, Belgium and Sweden.

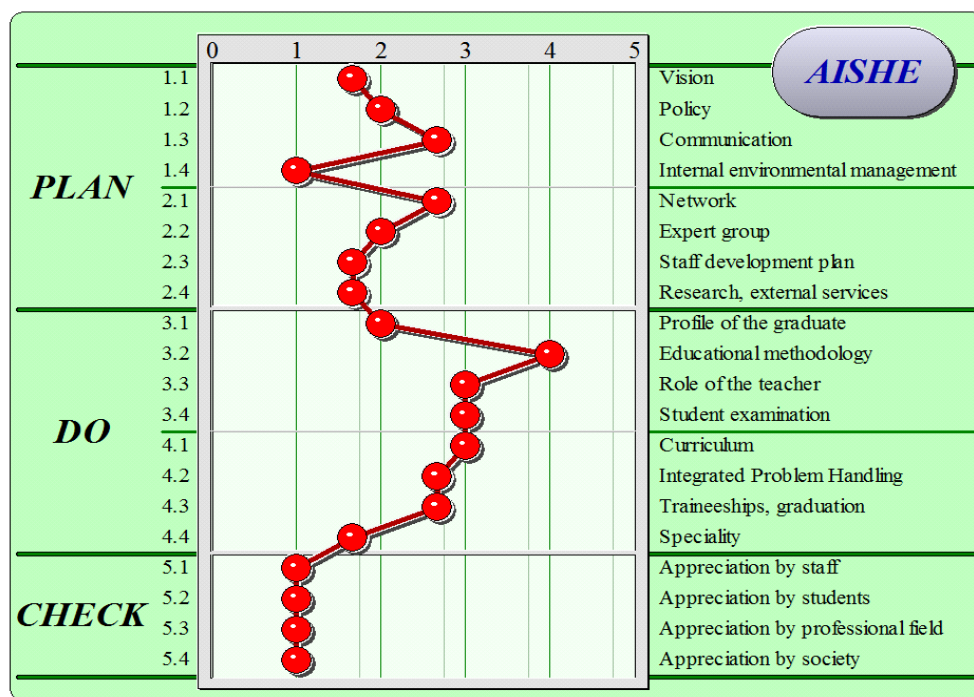
In this study the tool AISHE is used in its 2.0 version to evaluate the elected HEI, as the implementation of sustainability. The quickscans members of AISHE tool were adapted to be applied to teachers, students and staff. To organize the data collected in the survey was carried out a pre-analysis aimed at coding, categorization and description. In the analysis of the results was considered the median of the scores. From interpretation of the data were explained in a qualitative approach the teaching of sustainability level of HEI located in Brazilian Amazon.

4 SEARCH RESULTS

The Aishe methodology (20 criteria instrument) was applied to the coordinators of Business Administration courses, Accounting, Information System and Pedagogy, since these professionals, leading to educational policy of its course, who are daily involved with the actions taken, knowing more deeply the reality of courses and thus able to respond to the sustainability in teaching courses that they coordinate. Each coordinator answered individually with aid of AISHE guidelines own methodology, as each of criteria can vary from stage 1 to stage 5, and in stage 1 sustainability is virtually absent in stage 5 it is already consolidated and known by society. Chart

1 shows the perception of the coordinators about the presence of sustainability in education in each of established criteria by AISHE instrument.

Graph 1 – Coordinators Perception on Sustainability in Education



Source: Research data. Graphic built with help of AISHE software.

The AISHE methodology was built using PDCA cycle, Planning, Development, and Evaluation Checking. So, using AISHE methodology for analysis of results, we can infer that the institution's vision on sustainability is formulated, however is not translated into concrete policy and therefore does not occur interaction between institution and society. The HEI management has a vision on sustainability, however, this is not expressed in the strategic policy.

Politics is the second criterion established by AISHE on assessment of sustainability, and this as the coordinators perception is explicit in the documents and short-term plans. However, staff and students are not involved in the development. There is no cooperation with other organizations or society. The policy reflects a vision into concrete plans, but as data collected indicate, sustainability in teaching of HEI still is in a stage of little development. On the communication criterion, it's shown that sustainability in education is discussed and as coordinators are published on completion of course work and that management is aware of the discussions on sustainability in education achieved by members and students. However there are flaws in transdisciplinary sustainability reporting, as well as communication of this criterion with other organizations or even the academic society.

The internal environmental management criterion plays an important role in the sustainability assessment by AISHE tools because it checks how the HEI demonstrates in practice what the theory explains. From these results it was observed that this criterion is too weak, since this criterion is treated individually by some members of the institution, the absence of an environmental system working. About the network criterion is checked whether the criterion HEI keeps permanent contact with other organizations and professionals with expertise in these regards sustainability. These contacts are used to expand the knowledge of all institution members. With data from coordinators, it's concluded that the organization has contacts and that education is benefited from the knowledge on sustainability, which is present by means of lectures and environment week. However, these events are not conducted regularly.

The sixth criterion examines whether there is in the HEI, group of expert with knowledge and experience in sustainable development. A group that plays a guiding role within the organization, making sure that the vision and knowledge about sustainability are kept up to date. Checking the results presented by the coordinators, we might infer that there is within the HEI a group of expert on sustainability. What is found is that there are some

organization members with special interest around the theme. Thus, this criterion the organization is in the initial phase, without the consolidation of a group / department that can perform constantly debates makes sustainability in teaching in the analyzed HEI.

The following criterion assesses whether the institution makes sure that its staff knowledge on sustainability is maintained at a high level and always updated, through a personal development plan. And what was verified in practice, as the perception of coordinators is that personal development in sustainability depends on individual initiatives, once there isn't a personal development plan in sustainability

The eighth criterion of sustainability assessment in teaching examines whether the research and extension activities contribute to the integration of sustainable development in education or if this aspect is used for the implementation of research/extension. According to the results of the coordinators it's inferred that there is yes, but still incipient, it depends on individual initiatives of teachers or students. There is no policy within the HEI where sustainability is an important aspect for research and extension.

As the AISHE methodology was built using the PDCA cycle, we see that the first eight criteria are elements that are part of the Plan, and the results point to a lack of planning these criteria. The next eight criteria will allow us to know how the Development of sustainability on HEI is. We began the analysis of this cycle to the profile of graduates in order to identify the professional formed in HEI takes for their professional field expertise on sustainability. So, according to the coordinators perception, sustainability is present in the profile of graduates, but still timidly.

Another criterion measured was Educational Methodology, which according to the results was the criterion with better assessment of coordinators. The methodology thus contributes, as perceived by course coordinators, for the development of a number of personal characteristics of the professional future, which are essential for a sustainable attitude and behavior.

The eleventh criterion assesses the role of the teacher, if their attitudes contribute to a good sustainable professional. According to the methodology, a sustainable attitude means that the egress takes into account the consequences with regard to the sustainability of their professional actions, implying the acceptability and responsibility for their activities and achievements, once as sustainable graduate is a responsible graduate. As perception of coordinators there are in HEI teachers that highlight the importance of sustainability by implementing their educational and behavioral attitudes. The following criterion brings the student evaluation as one of the key points of sustainability in education where it considers whether or not sustainability is an essential part of a final report to be disciplined and project research and/or completing work course. According to these results, it's inferred that there are an assessment of sustainability on students' academic activities. However, there is no formulated this requirement in the evaluation and neither occur systematically across the curriculum. In carrying out the stage, point considered essential by AISHE in the evaluation of sustainability, there is cooperation between companies and the HEI to show consistently that think and act sustainably should be a daily practice. The next criterion seeks to know the content dealt with in IES courses studied. Thus, the curriculum becomes essential in the evaluation of sustainability. It's not only analyzed the presence of disciplines on sustainability, but whether sustainability is part of a curriculum in subjects of other existing areas of transdisciplinary way.

For coordinators, sustainability is addressed systematically across the curriculum. This is corroborated by the analysis of documents of a HEI; the menus that make up the Education Pedagogic Program of courses and teaching plans prove the systematic approach to the subject. However there is not review and adjustments, not even the contribution of experts in the construction of the curriculum.

The criterion of interdisciplinary checks out whether the curriculum is designed in such way that fosters students to acquire a wide range of knowledge and experience throughout their academic life. This means that the problems derived from the professional practice are addressed and resolved, taking into account many aspects and different points of view. According to the coordinators, there is so interdisciplinary sustainability in different menus of the course. Consequently, the HEI includes environmental issues and including the sustainability in its Institutional Policy Project, on the Pedagogical Political Project of courses and teaching plans of disciplines, in an interdisciplinary way. For example highlights the goal of marketing management discipline: "Bringing students to understand the concept of Sustainable Marketing and identify marketing management reflexes to the environment attempts to demonstrate the range of decisions about new products, pricing and distribution channel".

The activities developed by the students, such as projects, trainees and completion of course work consists of over an evaluation criterion of sustainability. Is whether the students are encouraged to take a position on sustainability

in their educational activities. As perceived by the coordinators, students projects and practices approach aspects of sustainability occasionally. There is no regulation in the sense require that sustainability is one of the aspects evaluated in academic activities.

The sixtieth criterion evaluates whether the HEI enables students to become experts in sustainability, or are entitled to become, during the course, an expert in sustainable development. For this, was verified if the students have the opportunity to choose an elective course on sustainability or even if there is a special certificate to demonstrate the importance of sustainability within the HEI. In this test it was observed that the content worked in a specific and interdisciplinary approach does not change the students experts. Finally, the last four criteria of AISHE assesses the sustainability policy of HEI among employees, students, organizations and society. The perception of the coordinators as shown featuring sustainability in the teaching of HEI also searched as early stage. A few criteria when analyzed individually, demonstrates an advanced stage. However, when analyzed globally is found that there is a strong presence of sustainability in the institution.

Teachers and students were consulted in the study with related to the perception of sustainability in the teaching of HEI. For these, a quick questionnaire was applied with questions related to the questionnaire with 20 criteria applied along the coordinators under AISHE methodology. We interviewed eight teachers and 231 students of the courses in: Education, Information Systems, Accounting and Administration, consisting of 21% of students from the HEI surveyed. Each of respondents would choose in each of the issues, values between 0 and 3, where 0 means that raised information was not true, somewhat true 1, 2 true for the most part and 3, absolutely true. This range of values allows drawing conclusions like, by the values 0 or 1 option, means that the item evaluated does not exist and/or that is very weak in other words, sustainability is at a weak stage. Considering options for values 2 or 3, suggest that sustainability is at a more advanced stage.

For a better data understanding it was decided to analyze the perceptions of teachers and students in parallel, since they were applied the same questions for each segment. Could be better observed the differences found in the results between the two segments. The first question applied to teachers and students investigating whether the management comes to sustainability within the HEI with importance it deserves, it means, it analyzes the vision and the institutional policy for sustainability. Among 88% teachers said that this aspect is somewhat true and another 12% said that is not true. For the students, 30% is not true, 38% somewhat true, 26% true for the most part and 6% absolutely true. It is worth mentioning that there was no teacher opting for more advanced options of sustainability aspects in this: for the most part true or absolutely true. Making a cutout of the data in relation to consulted courses, we have to Pedagogy 91% choosing the weakest aspects of sustainability; Administration is the best that assesses the management in this regard, with 40% choosing the options that demonstrate high stage sustainability.

The second and third questions verify that whether sustainability is guaranteed in the legal guidelines and these aspects are observed by teachers, staff and students of the institution. In the segment of teachers were between 50% somewhat true, 44% true in most and 6% say that this statement is not true. Among the students, 26% say it is not checked, 43% which is somewhat true and 31% say that it is true for the most part or completely. When chosen by course, Accounting is the one that best balances the percentages between the four answer choices. The other courses follow the general trend, it means, opting for the most negative values of sustainability to these aspects.

When asked if the HEI are professionals specializing in sustainability, there was 75% of teachers indicated that this aspect is somewhat true, since 67% of students say that this aspect or is not true or that is true and just 33% said as truth mostly or absolutely true. When assessed whether the respondent is well informed about aspects of sustainability within its area of operation in the institution, 63% of teachers indicate true for the most part and for the other 37% is not true or somewhat true. Among the students, these percentages are reversed, as to 72% this statement is not true or that it is just true, and to 28% for the most part true or absolutely true. In the analysis of the courses separately, it was found that administration was the one who presented the worst results, with 87% of the course students chose the lowest option sustainability. The other courses follow the trend of the overall result.

The sixth question of the quick questionnaire was to ascertain whether the research and extension activities of the institution contribute to the knowledge and experience of teachers and students in relation to sustainability. For this assertion, it was found that 50% of teachers said not true or low true and the other half true mostly or completely true. Among the students, these percentages are the same, because 63% is among the lowest in the options sustainability assessment, against 37% say positively about this statement. The Faculty of Education was what made the worst evaluation in this regard, a ratio of 68% against 32% negative positive. The others follow the trend of the overall result.

The study also sought to know the perception of respondents that the course curriculum contains enough items related to knowledge about sustainability. For 50% of teachers, this question is true for the most part and the other 50% is divided equally between absolutely true and little true. Among the students, 60% chose the values that show little or no awareness of sustainability this criterion, and the remaining 40% identified as true, and mostly or absolutely true. It appears that none of the courses presented differing results in the overall average.

As an extension of the issue, was verified the perception of respondents whether the education offered to students contributes to their training and responsible with sustainability. Here, 88% of teachers say positively and 12% said that this aspect is somewhat true. Now, among the students, we have 52% pointing to little or no aspect of sustainability in this item, while for 48% this is true mostly or completely true. In the analysis of the research for the courses, the Administration students (59%) are the one with the best expectation of being a professional responsibility to sustainability, while educators in Pedagogy feel they are less prepared.

Another important issue raised was the verification of interdisciplinary sustainability within the course and the institution. This was among the 10 questions on sustainability; we got the best result among the teachers and students. For 75% of teachers, this statement is true for the most part or absolutely true, while among students this percentage was much lower (45%), even then, was the best rated item, the other 55% pointed as little or nothing true this question. In crop per course, all follow the trend of the overall average.

Finally, was verified in the evaluation process of the students learning, sustainability aspects are taken into consideration. In this respect, the teachers were divided into: 25% does not, 37% consider low, 13% consider most of the time and another 25% consider this aspect fully. Making a comparison with the students, we have to 23% this aspect is not taken into account, 41% consider little, 23% consider it most of the time and another 13% this aspect is always taken into consideration. When you consider a cutout per course, is verified that in Pedagogy this aspect is less considered, considered by 69% of students from this course not exist or is not sufficiently appreciated.

In general, the perception of teachers was always more positive than the perception of students. This can be interpreted first by agreeing to the aspects of sustainability in education and have a professional relationship with the HEI and the Management. Was not observed a critical view by the teachers, as the results show a weakness of sustainability in education. The perception of students shows that sustainability is still an aspect poorly developed within the school. The great majority demonstrate a lack of knowledge about the studied subject, which means that the HEI has not advanced the discussion of sustainability in education.

5 FINAL REMARKS

The perception analysis of the sustainability of a HEI is an important aspect, as this debate is in vogue throughout society, especially considering that the main activity of an HEI is teaching.

The AISHE methodology used in the research facilitated the perception analysis of sustainability in the teaching of HEI. However, it was necessary to perform beyond translation, terminological adjustments in the questionnaires used in the research.

Indicators used in the survey, according to the methodology AISHE have characteristics to analyze the perception of sustainability in education. They can be analyzed individually or in groups, making clear the stage in which the institution searched is located. So, found that the use of AISHE methodology favors the analysis of sustainability on HEI, allowing know the planning, development and evaluation of sustainable processes in teaching institutions.

The results showed that the HEI has low presence of sustainability indices in teaching, focus of this research. Was contributed to this conclusion the lack of an institutional policy on sustainable development for many academic activities, which does not mean total absence because there are activities that address sustainability in education. However, the activities are developed in isolated form or depend on the positioning of some of the members of the Institution

It is expected that the assessment carried out in this research inspire in all those responsible for a for a quality higher education to expand the space for discussion on sustainability in the various segment society, but especially in HEI.

It is highlighted that the search is limited to the analyzed HEI, and therefore not a vision of the entire higher education system in Porto Velho city. It's suggested future work that may broaden the debate and ensure that the characteristics continue to exist in the near future.

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