

AUSTRIA

Questionnaire for 2018 informal country¹ reporting on the implementation of the three “vertical” priority action areas²

Advances made and challenges encountered since the twelfth Steering Committee meeting in April 2017

I. Priority action area (a)

Encouraging whole-institution approaches by establishing education for sustainable development school plans, or embedding education for sustainable development in existing school plans, for every school by 2019

1. Has the number of schools adopting a “whole-institution approach” to sustainable development or education for sustainable development (ESD) increased?

Yes No There is an increase in Eco-Schools in Austria. In the Austrian Eco-Schools - Education for Sustainability programme and network ÖKOLOG, about 520 schools and university colleges of teacher education are focussing on social and ecological aspects. Hereby, it is an essential objective to integrate different topics of ESD (content and methods) in education and start some kind of sustainable living in schools (save water and energy, consume [more] organic and regionally produced food etc.).

2. Have any (additional) incentives and assistance measures (guidelines, award scheme, funding, training, technical support) been made available that support ESD school plans?

Yes No For more than fifteen years background programmes and related school networks have been existing concerning e.g. ecologisation of schools, health promoting schools, science learning including ICT within the Austrian Federal Ministry of Education, Science and Research. These initiatives provide guidelines, support and award schemes. In addition schools and organisations for non-formal education may apply for project funding at the Education Promotion Fund for Health and Sustainable Development. There are also incentive initiatives including financial support on the regional level. On the level of higher education level the Austrian “Sustainability Award for Higher Education” (established in 2008) has a particular focus on a “whole-institution approach”. In particular the awards are not given to single, isolated projects or initiatives but rather to processes and measures that cover the whole university and its stakeholders in the long run. Since 2011 the Alliance of Sustainable Universities has been existing as informal network to enhance Sustainability and ESD and to take advantage of synergies. At the moment twelve out

¹ Countries with a federal structure are free to provide several inputs or questionnaires from different states or entities, if appropriate.

² See framework for the future implementation of the UNECE Strategy for Education for Sustainable Development (ECE/BATUMI.CONF/2016/11), subparas. 20 (a)-(c). Available from <http://www.unece.org/environmental-policy/environment-for-europe/efe-conferences/batumi-conference/documents-and-materials.html>.

of 22 Austrian universities are members of the Alliance and two are candidates.

For enhancing ESD among Austrian universities, universities of applied science and university colleges of teacher education a specific budget of approximately € 11.000 per year was designated within the BMBWF (Abteilung IV/2) for a biannual ESD-Award (status 2018).

There also exists funding for special student programmes to enhance vision thinking and participation of students, i.e. the “Future lectures” or the initiative “Mut zur Nachhaltigkeit” (courage for SD) – funded by BMFLUW.

On the regional level the provincial governments give financial support to ESD initiatives.

3. Are staff and students in schools with ESD plans more environmentally and ecologically aware than staff and students in schools without ESD plans?

Yes No

There is no scientific research or statistical evidence on this topic, but we consider, that there is such an impact on students

4. Are there any recently produced materials or resources that are accessible to a wider audience (e.g., online)?

Yes No

Examples of websites run or financed by Ministries:
A major internet portal for ESD material and tools in Austria is the FORUM Umweltbildung:

www.umweltbildung.at

Citizenship Education: <http://www.politik-lernen.at/>

Health promotion: <http://www.gesundeschule.at/>

Other:

<http://www.give.or.at/>

<http://www.sustainicum.at/de/home>

www.oekolog.at

www.baobab.at

www.suedwind-agentur.at

www.politik-lernen.at

<http://www.agrarumweltpaedagogik.ac.at/en/index.html>

The organisations have ESD databases which can be browsed for authors and keywords as well.

Libraries: in the libraries of the four organisations ESD material and tools can be borrowed are present.

5. Have you implemented or are you planning to implement any assessments or evaluations that will measure the impact of the actions taken to date in this area?

Yes No

There exists a range of quality control mechanisms and instruments within formal school education provided by the Austrian Federal Ministry of Education, Science and Research which reflect key principles of ESD like:

- Commission on Text Books
- Commission on Media

- Programmes “Qualität in der Berufsbildung QIBB” (quality in vocational training) and “Schulqualität Allgemeinbildung SQA” (school quality in general secondary education) as parts of the school quality management implementation (see 2.3.1).
The publication “Quality Criteria for ESD Schools” (Breiting, Mayer, Mogensen, 2005) has been translated into German, has been widely distributed in Austrian schools and has been a topic of teacher in-service training workshops.
The Forum Umweltbildung (Forum Environmental Education) has developed quality criteria for the online collection of teaching materials and examples of school projects.
There is a strong need to develop an overlapping set of criteria.

(a) Supported by public authorities: There is no specification between the three areas.

(b) Approved by public authorities: In formal education the above mentioned commission could be a “filter” for quality criteria. Tools and material for informal and non-formal education are not controlled by public authorities.

(c) Tested and recommended for selection by educational institutions: This lies in the competence of the educational institution; educational institutions (like schools) have a limited autonomy in selecting materials and tools. A general strategy on quality criteria and guidelines in that area does not exist.

At the end of the 5 year Action Program Austria is planning to evaluate all measures and actions that took place in Austria

6. Additional comments on implementing the UNECE Strategy for ESD in your country (please specify, if any):

II. Priority action area (b)

Promoting the extension of education for sustainable development in teacher education and in the training of all educators

1. Has there been any significant advancement made with regard introducing or extending ESD as a part of educators’ initial training?

Yes No

New regulations on school quality management:
Case 1: Single lectures on ESD, mostly not fixed part in the curriculum, often free to choose;
Case 2: Lectures on topics of ESD (like health care, environmental issues, global issues).
At the moment, case 2 is more common, but the integration of ESD in lectures and curricula is increasing. One example is the bachelor study programme “environmental education” at the University College for Agrarian and Environmental Pedagogy in Vienna.
At present new curricula for teacher education are established and there have been adopted a series of policy papers for ESD to

be integrated. The Austrian Federal Ministry for Education, Science and Research has commissioned a policy paper for integrating ESD in teacher education: Steiner, R., Rauch, F., (2013): Grundsatzpapier zur Bildung für Nachhaltige Entwicklung in der PädagogInnenbildung Neu.

<https://ius.aau.at/wp-content/uploads/2016/01/Grundsatzpapier.pdf>

A summary has been included into the manual for establishing teacher education curricula

http://onlinecampus.virtuelle-ph.at/pluginfile.php/43796/coursecat/description/Grundlagen_und_Materialien_zur_Curriculumentwicklung_Druckversion.pdf

The Austrian Federal Ministry of Education, Science and Research has already in 2008 mandated a research project on competences for teachers for ESD (Kom-Bine)

https://bildung.bmbwf.gv.at/schulen/unterricht/ba/bine_kombine_18307.pdf, a short summary of this also has been integrated into the curriculum manual.

2. Have there been any significant advances made with regard to introducing or extending ESD as a part of educators' in-service training?

Yes No

A number of optional lectures, courses, seminars on SD and ESD topics can be found such as:

- the "ESD summer academy" organized by FORUM Umweltbildung
- the teacher in-service training course "Ecolog - environmental education and quality of life" (at the University College of Teacher Training Styria, Pädagogische Hochschule Steiermark, 18 ECTS)
- the teacher in-service training course "Ecologisation of schools" (at the Catholic University College of Teacher Training Vienna, Kirchliche Pädagogische Hochschule Wien, 17 ECTS)
- the course on sustainability organised by the regional network on ESD in Salzburg called SABINE
- BINE Lehrgang – Course of Studies on ESD for Teacher Trainers, a four semester course with 36 ECTS with a university certificate

3. Are beginning teachers who have been in teacher education that has introduced ESD more likely to teach from a sustainability perspective?

Yes No

There is no scientific research or statistical evidence on this topic, but we consider, that there is such an impact

4. Are there any recently produced materials or resources that are accessible to a wider audience (e.g., online)?

Yes No

see: <https://www.umweltbildung.at/publikationen-materialien.html>

Three universities build the platform „Sustainicum Collection“. Themes relevant for sustainability are collected from the standpoint of various professional

disciplines and presented to the teaching staff. All submitted proposals undergo quality assessment.
www.sustainicum.at

5. Have you implemented or are you planning to implement any assessments or evaluations that will measure the impact of the actions taken to date in this area?

Yes No

We are considering such measures for 2019

6. Additional comments on implementing UNECE Strategy for ESD in your country (please specify, if any):

III. Priority action area (c)

Strengthening technical and vocational education and training in support of sustainable development and the transition to a green economy

1. Has there been advancement towards a structural reorientation of technical and vocational education and training (TVET) towards ESD?

Yes No

- Please specify
- Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic

2. Have any incentives and assistance measures been made available that support the reorientation of TVET towards sustainable development?

Yes No

- Please specify
- Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic

3. Are students who have been in TVET oriented to sustainable development finding jobs related to sustainable development?

Yes No

- Please specify
- Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic

4. Are there any recently produced materials or resources that are accessible to a wider audience (e.g., online)?

Yes No

Sustainable economics. A guideline for teaching
https://www.umweltbildung.at/publikationen-materialien/publikationen-detailansicht.html?tx_hetopublications_pi1%5Bid%5D=14

5. Have you implemented or are you planning to implement any assessments or evaluations that will measure the impact of the actions taken to date in this area?

Yes No

We are considering such measures for 2019

6. Additional comments on implementing UNECE Strategy for ESD in your

country (please specify, if any):

IV. Monitoring SDG 4 (Targets 4.7 and 4.a)

SDG 4: “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”

Target 4.7: “By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development.”

Target 4.a: “Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all”

(Note: According the UNESCO methodology (see report “Historical efforts to implement the UNESCO 1974 Recommendation on Education in light of 3 SDGs Targets, <http://unesdoc.unesco.org/images/0024/002472/247275E.pdf>), the agreed global indicator measures the extent to which (i) global citizenship and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in: (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment.)

1. Does your country have a stand- alone "sustainable development", "global understanding", "international understanding" policy/plan/law in place, all of them using “sustainable development” language?

Yes No

ESD is integrated into the Austrian Strategy for Sustainable Development (adopted in 2002) as well as in the Austrian Strategy for Education for Sustainable Development (adopted in 2008) and in the draft of the renewed Austrian Strategy for Sustainable Development (2011/12) and the Handbook for University Colleges of Teacher Education “Basics and materials for creating curricula”

2. Is ESD reflected in your country’s current education policy/ies and frameworks?

Yes No

New regulations on school quality management:

On September 1st 2012 the legal regulation on school quality management became effective. Therein key points for a National Quality Framework are defined. This is the basis for further specification in a participatory process within the different levels of the school system.

Quality development focuses on two sectors of the school system: (for details see:

https://bildung.bmbwf.gv.at/schulen/bw/ueberblick/bildung_swege2017_grafik.pdf

- SQA – Schulqualität Allgemeinbildung (school quality in general secondary education) comprises the general school system (www.sqa.at). This initiative had its pilot year in 2012/13 and is becoming compulsory step by step until 2017

- QIBB – QualitätsInitiative BeruftsBildung (quality in vocational training) comprises the vocational school system (www.qibb.at). This initiative has a ten years’ long tradition based on the QM circle following the model of

Deming (Plan - Do - Check – Act) in order to reach a targeted process of continuous improvement.

3. Is ESD reflected in your country's current school curricula?

Yes No

The teaching principle (and Basic decree) on environmental education for sustainable development is part of the school curricula
(https://bildung.bmbwf.gv.at/ministerium/rs/2014_20_ge_umwelt_en.pdf?6cczlv)

There are two clearly defined supporting elements at and/or between all the levels of the school system: development plans and periodic (performance) reviews and discussions on target agreements. Concerning ESD, schools are encouraged to choose relevant points of interest or needs in their actual development also focusing on the topics of ESD as defined by UNESCO: Biodiversity, Climate Change, Cultural Diversity, Health Promotion, Gender Equality, Sustainable Lifestyles, Peace and Human Security, etc.

On behalf of the BMBWF the Austrian UNESCO Commission is working on recommendations for implementation in text books and curricula.

4. Is ESD reflected in the curriculum of pre-service and/or in-service teacher training?

Yes No

At present new curricula for teacher education are established and there have been adopted a series of policy papers for ESD to be integrated. The Austrian Federal Ministry for Education, Science and Research has commissioned a policy paper for integrating ESD in teacher education:

Steiner, R., Rauch, F., (2013): Grundsatzpapier zur Bildung für Nachhaltige Entwicklung in der PädagogInnenbildung Neu.

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a short summary of this also has been integrated into the curriculum manual.

5. Which of the following dimensions of learning is your country planning to reinforce in student assessment/examinations in the next five years, in relation to ESD? (please tick all that apply)

(a) Knowledge

Yes No

• Please specify

-
-
- (b) Skills and competencies
Yes No • *Please specify*
- (c) Values and attitudes
Yes No • *Please specify*
- (d) Behaviours
Yes No • *Please specify*
- (e) None
Yes No • *Please specify*
- (f) No information available
Yes No • *Please specify*
- *Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic*

6. Are the other core elements of the Target 4.7 part of education in your country?

- Sustainable lifestyles
Yes No
 - Human rights
Yes No
 - Gender equality
Yes No
 - Promotion of a culture of peace and non-violence
Yes No
 - Global citizenship
Yes No
 - Appreciation of cultural diversity and of culture's contribution to sustainable development
Yes No
- Yes No • *Please specify*
- *Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic*

7. Additional comments on implementing SDG Goal 4.7 in your country (please specify, if any):

8. Is Target 4.a (see above) part of education policy in your country?

- Yes No • *Please specify*
- *Please indicate if you wish to make a presentation on this topic or if there is an outstanding initiative in your country on this topic*

9. Is climate change education/environmental awareness mandatory at any level of education in your country?

- Yes No Climate change education/environmental awareness is addressed in the teaching principle on environmental education for sustainable development and in diverse school subjects in all school types, mainly in 'biology and environmental science' and 'geography'.
-