

INFORMAL COUNTRY REPORT

AUSTRIA

Progress in the implementation of the UNECE Strategy for ESD 2013

- a) **To ensure that there is an education for sustainable development (ESD) school plan in every school by 2015;**

New regulation on school quality management

By 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 a further concretion in a participatory process within the different levels of school system.

Quality development focuses on two sectors of the school system: (for details see: <http://www.bmukk.gv.at/enfr/school/schools.xml>)

- SQA – Schulqualität Allgemeinbildung comprises the general school system (www.sqa.at). This initiative has its pilot year in 2012/13 and will become compulsory step by step in the next three to four years.
- QIBB – QualitätsInitiative BerufsBildung comprises the vocational school system (www.qibb.at). This initiative has an eight year 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.

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.

The target agreements are based on the development plans and other relevant documents which will be supplied to managerial staff in advance and are made binding through written documentation. Target agreement between the different levels of school system (e.g. between head of school and school inspector) need and ask for a dialogue-based leadership and a culture of feedback and consensus and should take place in a climate of mutual respect and on equal terms.

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 Life-styles, Peace and Human Security, etc.

Topic focused initiatives are supported by respective programmes of the Austrian Federal Ministry for Education, Arts and Culture and other institutions.

To promote the introduction of ESD into teacher education;

University Course of Studies „ESD – Innovation in Teacher Education (2012 – 2014)

For the third time (2012 – 2014) this University Course of Studies is offered by the Institute of Instructional and School Development at the University of Klagenfurt together with the Pedagogical University of Upper Austria and FORUM Umweltbildung (a joint initiative by and working contract with the Federal Ministry for Education, Arts and Culture and the Federal Ministry of Agriculture, Forestry, Environment and Water Management). ” (For details see also:

<http://www.umweltbildung.at/english/initiatives/esd-for-teacher-trainers.html>

<http://www.unece.org/fileadmin/DAM/env/esd/GoodPractices/Submissions/Countries/Austria/University%20of%20Klagenfurt/GoodPracticesBINE2009.pdf> and

Pedagogical Universities join Austrian ECO-School network

Since spring 2010 regular meetings with nominated representatives of the Pedagogical Universities are held twice a year. The aim is to enhance dialogue and collaboration with the Austrian ECO-School network, to develop a culture of mutual exchange and to stimulate ÖKOLOG- initiatives in their institutions. As visible results

- a document on the basic understanding of the aims of the Austrian ECO-School network has been developed and agreed,
- four (out of fourteen) Pedagogical Universities formally joined the network, one is in the application process,
- in two Pedagogical Universities (Styria, Tyrolia) special courses on ESD have been developed, one has started successfully in October 2012, the other is still in the curriculum decision process.

A main challenge for all Pedagogical Universities is the need for a “whole school development” as their tasks and structures are more complex than those of schools.

For ECO-School network see also:

<http://www.unece.org/fileadmin/DAM/env/esd/GoodPractices/Submissions/Countries/Austria/SCPT/2009EcologisationShools.pdf>

b) To reorient technical and vocational education and training in support of sustainable development and the transition to a green economy.

Since 1992 a whole range of trainings on environmental, health and social aspects have been offered in the Austrian vocational education and training system and curricula have been developed accordingly. Environmental Education, Health promotion, civic education and gender equality are integrated in all curricula as cross curricular principles as well as in subject contents where appropriate.

Special developments:

104 vocational schools have joined the ECO-School network (see <http://www.oekolog.at/oekolog-schulen/oekolog-schulen.html>),

34 have reached the Environment Certificate (Eco-Label, see <http://www.umweltzeichen.at/cms/home/bildung/schulen/content.html>)

2 upper secondary vocational schools have sustainability reports where projects and activities are documented:

- Sustainable Development at the Upper Secondary Technical School (htl) Donaustadt, Vienna, Austria (www.htl-donaustadt.at) since 2005
<http://www.unece.org/fileadmin/DAM/env/esd/GoodPractices/Submissions/Countries/Austria/SCPT/2009AusSchoolSustainability.pdf>
- International Business College Hetzendorf since 2009/10 (www.abc.ac.at)
<http://unternehmen.oekobusinessplan.wien.at/unternehmen/5217>
http://www.abc.ac.at/website/index.php?id=206&tx_ttnews%5Btt_news%5D=606&cHash=51528cc4ad72a9dab21798bb6a350f1d

Information on Green Jobs of the Austrian Federal Ministry of Agriculture, Forestry, Environment and Water Management

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The main idea behind the concept of green economy is the transition from purely quantitative growth (increase in economic performance) towards qualitative growth (increase in well-being and the quality of life). Various initiatives and measures of green economy are focusing on environmental and social compatibility for the economic system in the long run while at the same time contributing to a more crisis-proof and resilient economy. This requires also the introduction of new methods of measuring prosperity and the quality of life which go beyond the gross domestic product.

Green jobs are jobs in the environment sector. The main purpose of green jobs is to contribute significantly to environmental protection and/or increasing resource productivity. There are green jobs in most different branches, for example in renewable energies, sustainable construction and renovation as well as in water and waste water management. They include jobs requiring a high level of qualification just as much as apprenticeships vocations or simple, unskilled labor.

A recent analysis of data of green jobs in Austria revealed that between 2008 and 2010 the green industry grew by 5,8 % while the national economy augmented by only 1,2 % during the same period. In 2008, there were approximately 194.000 green jobs in Austria; by 2010, this figure has grown to 210.000 which correspond to an increase of 9.6 %! During the same period employment in Austria decreased even by 0.7 %. Most of these green jobs were created in the field of sustainable energy.
