

*For Angela Soderca
14. 10. 10*

Permanent Mission of Austria

Geneva

N° Genf-ÖV/MIRT/323/2010

The Permanent Mission of Austria presents its compliments to the United Nations Economic Commission for Europe and has the honour to forward a letter from the Austrian Federal Ministry for Education, Arts and Culture transmitting the Austrian report on the UNECE Indicators on Education for Sustainable Development.

The Permanent Mission of Austria avails itself of this opportunity to renew to the United Nations Economic Commission for Europe the assurances of its highest consideration.

Geneva, 5 October 2010



UNECE
To the att. of Mr. Marco Keiner
Director of the Environment, Housing
And Land Management Division
Palais des Nations
8-14, Avenue de la Paix
CH-1211 GENEVE 10

Encl.

35-37, avenue Giuseppe Motta, P.O.Box 68, CH-1211 Geneva 20

Tel. +41 22 7482048

Mall: genf-ov@brmeia.gv.at,

Internet: www.aussenministerium.at/genf

Mr.
Marco Keiner,
Director of the Environment, Housing
and Land Management Division
UNECE
Palais des Nations
1211 GENEVE 10
SCHWEIZ

Geschäftszahl: BMUKK-37.888/0174-1/6c/2010
SachbearbeiterIn: Dr. Günther Pfaffenwimmer
Abteilung: I/6c
E-Mail: guenther.pfaffenwimmer@bmu:uk.gv.at
Telefon/Fax: +43(1)53120-2532/53120-812532
Ihr Zeichen: Gant-ÖV/POL/0188/2010
Antwortschreiben bitte unter Anführung der Geschäftszahl.

Dear Sir,

Referring to your letter from June 29, 2010 (EHLW/1169) it is a pleasure for us to provide UNECE with the Austrian report on the UNECE Indicators on Education for Sustainable Development. An electronic version will also be transmitted to the UNECE ESD secretariat.

Additionally we hereby confirm, that Mr. Peter Iwaniewicz from the Austrian Federal Ministry of Agriculture, Forestry, Environment and Water Management and Mr. Guenther Franz Pfaffenwimmer, Austrian Federal Ministry for Education, Arts and Culture, will continue acting as Austrian focal points for the UNECE ESD implementation process and as nominees for the UNECE Steering Committee on ESD.

With kind regards

Enclosure

Vienna, 10th September 2010
Für die Bundesministerin:
MR Mag. Manfred Wirtitsch

Elektronisch gefertigt

The Austrian national implementation report of the UNECE Strategy on ESD

I. The reporting process

According to the Phase II of the implementation of the UNECE ESD Strategy, Austria is presenting its result of the reporting process reflected in the national implementation report. This report was made through a transparent consultative process involving all relevant stakeholders at the national/state level. Much attention was devoted to work along the lines of a real multi-stakeholder process and covers a broad spectrum of different knowledge about the state of ESD in Austria.

The overall reporting process was executed by Austrian Federal Ministry for Education, Arts and Culture and co-ordinated by the FORUM Umweltbildung. To conduct a transparent consultative process and involve the relevant stakeholders a step-wise reporting process was conducted. Herein, the first step was the development of a reporting group steered by the FORUM Umweltbildung. The six members of the reporting group reflected the six main issues of the report:

- 1. Ensure that policy, regulatory and operational frameworks support ESD.*
- 2. Promote Sustainable Development through formal, non-formal and in-formal learning.*
- 3. Develop the competence within the education sector to engage in ESD.*
- 4. Ensure that adequate tools and materials for ESD are accessible.*
- 5. Promote research on and development of ESD.*
- 6. Strengthen cooperation on ESD at all levels within the UNECE region.*

For each of these issues one responsible expert was chosen who organised the first phase of data collecting for this particular issue. For the first six month, each experts formed additional stakeholder networks for the particular issue to answer all the specific questions related to the issue. With the help of these various personal networks, around 25 stakeholders were working on each issue. During this first nine month (January 2008 till September 2008), the members of the working group exchanged their results and discussed emerging difficulties on two group meetings. Building on the comprehensive knowledge and the related

stakeholder networks of the eight experts, a lot of accurate information was collected and a first reporting draft presented to the Ministry for Education, Arts and Culture. Notably, this first draft reflected a rather precise image of ESD in Austria which was already highly similar to the final report.

Additionally, during this first nine month, all different issues and related stakeholder sectors showed similar problems for monitoring ESD in Austria:

1. A high number of educators work along the goals and objectives of ESD, but are not familiar with the notion of ESD itself
2. There is still a strong difference in the individual perception and understanding of the notion of ESD and a related lack of a solid and well known working definition of ESD

After the first reporting draft was presented to the Ministry for Education, Arts and Culture in Autumn 2008, the next phase was initiated. In this next step, the reporting draft was presented online at the website of the Austrian Agency for Education for Sustainable Development (www.dekadenbuero.at). The next months up the end of September 2009, all relevant stakeholder across Austria could read the draft report, comment on the different results and add additional information. This online process was supported by various mailing activities of the FORUM Umweltbildung, which addressed personally up to 350 ESD experts across formal, non-formal and informal education. From September 2009 to January 2010, the new feedback was included in the reporting draft and the revised version of the Austrian implementation report of the UNECE Strategy for ESD presented to the Ministry for Education, Arts and Culture.

II. Results und summary:

The following main results of the report of the implementation of the UNECE Strategy of ESD in Austria were presented to the Ministry for Education, Arts and Culture and reflect a general picture of the situation of ESD in Austria:

1a. Ensure that policy, regulatory and operational frameworks support ESD – **POSITIV:**

- Relatively many answers in this section.
- The benefit of a precise implementation plan, an Austrian ESD Strategie and a well known focal point (FORUM Umweltbildung).

- Good and comprehensive data base – well accessible.
- Central data collection in the Ministry for Education, Arts and Culture.
- Well known and effective implementation work by FORUM Umweltbildung and POLIS.

1b. Ensure that policy, regulatory and operational frameworks support ESD – **NEGATIV:**

- No explicit integration of ESD in curricula and educational standards.
- No explicit integration of ESD in the sector of formal and informal education.
- No reference of ESD in the general legislative direction and documents.

2. Promote Sustainable Development through formal, non-formal and informal learning – **POSITIV:**

- Good connection between sustainability / ESD principles and educational principles.
- Sustainability issues are reflected within curricula and educational principles.
- The „*whole-institution-approach*“ is well integrated at schools and universities.
- Educational networks such as “Umweltzeichen Schulen” express high quality standards focused on ESD and are shape formal educational processes.

2. Promote Sustainable Development through formal, non-formal and informal learning – **NEGATIV:**

- Lack of a general national quality control aimed at ESD in teaching.
- Missing analyse of the connection between ESD and existing curricula and educational principles.
- Few or very limited approaches to evaluate ESD in non-formal and informal education.

3. Develop the competence within the education sector to engage in ESD – POSITIVE:

- Austrian is a pioneer country when it comes to teacher training and ESD.
- Many positive replies due to strong ESD networks such as ÖKOLOG, BNE Salzburg or single PHS.
- High degree of support from the Ministry for Education, Arts and Culture for ESD networks.

3. Develop the competence within the education sector to engage in ESD – NEGATIVE:

- University teachers lack the simplest principles of ESD.
- No further training for ESD among people from educational administration.

4. Ensure that adequate tools and materials for ESD are accessible – POSITIVE

- ESD materials and tools are developed in different complementary areas (such as environmental education, political education, global learning, etc.).
- In Austria, many ESD tools and ESD material made in Germany or Switzerland are used.
- Existence of two widely known platforms for the dissemination of ESD related materials (FORUM Umweltbildung and Zentrum POLIS).

4. Ensure that adequate tools and materials for ESD are accessible - NEGATIVE

- Neither a national strategy nor a precise directive for ESD materials.
- No national quality criteria for the development and application of ESD materials.

5. Promote research on and development of ESD – POSITIVE

- For (indirect) research dealing with ESD around 250 000€ were allocated by the government in 2009.

- As biggest research program for issues related to ESD, "Sparkling Science" supported national ESD research with around 100 000€.
- Many developments with a strong focus on practical problems were made at institutions such as the FORUM Umweltbildung, Bildungsförderungsfonds für Gesundheit und Nachhaltige Entwicklung or Zentrum POLIS.

5. Promote research on and development of ESD – **NEGATIV**

- There are no PH.D or Master programs for ESD in Austria.
- There is no focused research for the implementation of ESD in Austria.
- There are only 3 dissertations dealing with ESD issues.

6. Strengthen cooperation on ESD at all levels within the UNECE region – **POSITIV**

- This section was the only one with only positive answers.
- A great variety of different projects were named.
- A great variety of different stakeholder groups were included in the named projects.

6. Strengthen cooperation on ESD at all levels within the UNECE region –**NEGATIV**

- Most named projects had no clear ESD focus.
- Most named projects had a rather vague image of SD.
- Clear tendency to understand ESD simply as "good education".
- Almost no clear ESD co-operation.

III. The UNECE report

ISSUE 1. ENSURE THAT POLICY, REGULATORY AND OPERATIONAL FRAMEWORKS SUPPORT THE PROMOTION OF ESD	
<i>If necessary, provide relevant information on your country situation regarding this specific objective. (up to 1,500 characters with spaces)</i>	
Indicator 1.1 Prerequisite measures are taken to support the promotion of ESD.	
Sub-indicator 1.1.1	Is the UNECE Strategy for ESD available in your national language(s)? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Sub-indicator 1.1.2	Have you appointed a national focal point to deal with the UNECE Strategy for ESD? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Sub-indicator 1.1.3	Do you have a coordinating body for implementation of ESD? Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Please specify its mandate and coordinating mechanism. Please also specify whether its mandate covers implementation of the UNECE Strategy for ESD.	

¹ Issues 1 to 6 are in accordance with the objectives of the Strategy.
² For countries with a federal government structure, all references to "national" apply to "state", as appropriate. In this context, "data at the national level" means aggregated data received from substate entities.

The "Dekadenbüro" is an institution on behalf of the Austrian Federal Ministry of Agriculture, Forestry, Environment and Water Management and the Austrian Federal Ministry for Education, Arts and Culture. It was established in order to coordinate the implementation activities of the Austrian ESD-Strategy by providing information to all interested persons and organizations, cross linking of all Austrian initiatives and supporting their integration.

More information: <http://dekadenbuero.at/>

Sub-indicator 1.1.4	Do you have a national implementation plan for ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Please specify whether this plan includes implementation of the UNECE Strategy for ESD. The Austrian Strategy for Education for Sustainable Development was tabled by the Austrian Federal Ministry for Education, Arts and Culture, the Austrian Federal Ministry of Agriculture, Forestry, Environment and Water Management and the Austrian Federal Ministry of Science and Research and passed by the Austrian Council of Ministers on November 12, 2008. The strategy refers to the UNECE-Strategy and covers all relevant aspects.
Sub-indicator	Are there any synergies at the national level between UNECE ESD process, the UNESCO global process on the UN Decade of ESD, ³ and other policy processes relevant to ESD?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	There exist synergies at the national level especially according to the process of implementing the national Strategy of SD.
Indicator 1.2 Policy, regulatory and operational frameworks support the promotion of ESD.	
Sub-indicator 1.2.1	Is ESD reflected in any national policy ⁴ document(s)?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	ESD is integrated in the Austrian Strategy of Sustainable Development (adopted in 2002) as well as in the Austrian Strategy for Education for Sustainable Development (adopted in 2008).
Sub-indicator 1.2.2	Is ESD: (a) addressed in relevant national education legislation/regulatory document(s); and (b) included in your national curricula and/or national standards/ordinances/ requirements; at all levels of formal education, as understood by your education system in accordance with ISCED ⁵ ?

³ The United Nations General Assembly in its resolution 57/254 of 20 December 2002 proclaimed the 10-year period beginning on 1 January 2005 the United Nations Decade of Education for Sustainable Development.

⁴ Policy documents may include national strategies, plans, programmes, guidelines and the like.

⁵ International Standard Classification of Education (ISCED), UNESCO, 1997 (http://www.unesco.org/education/information/information/itsunesco/doc/iscsed_1997.htm).

Please specify for (a) and (b). Fill in the table by ticking (V) as appropriate.
Achtung: ESD itself is not integrated in the curricula as verb, but the contents and educational goals as described in the eight topics of ESD and in the seven pedagogical principles are part of the curricula. ISCED-addressing is therefore needed!

(a) Yes No
 (b) Yes No

ISCED ⁶	(a)		(b) ⁷	
	Yes	No	Yes	No
0				
1				
2				
3				
4				
5 ⁸				
6				

Sub-indicator 1.2.3: Are non-formal and informal ESD addressed in your relevant national policy and/or regulatory document(s) and operational frameworks?
 Yes No Please specify.

Sub-indicator 1.2.4: Is public awareness in relation to ESD addressed in relevant national document(s)?
 Yes No Please specify.

Sub-indicator 1.2.5: Does a formal structure for interdepartmental⁹ cooperation relevant to ESD exist in your government?
 Yes No The coordination body "Dekadenbüro" (as mentioned above): It is run by the "FORUM UMWELTBILDUNG" which is an initiative on behalf of the Austrian Federal Ministry for Education, Arts and Culture and the Austrian Federal Ministry of Agriculture, Forestry, Environment and Water Management) and the "ZENTRUM POLIS", which is an initiative of the Austrian Federal Ministry for Education, Arts and Culture)

⁶ Education level in accordance with ISCED.

⁷ National curricula and/or national standards/ordinances/requirements.

⁸ For higher education institutions when answering: (1) regarding national legislation: this objective is focussing equally at the first stage of tertiary education (Bachelor), the second stage (MSc) and the third stage (PhD) while covering various aspects such as **service agreements/contracts, national strategies of R&D, university organisation and studies acts, or general laws of higher educations**.; (2) regarding national and/or national standards/ordinances/ requirements: special attention shall be devoted to indications of linking systems of **quality assurance and accreditation** (with regard to the Bologna process) for higher educations institutions with ESD, as well as to **regulations of study programmes and study fields** which reflect the principles of ESD.

⁹ Between state bodies.

Sub-indicator 1.2.6	Does a mechanism for multi-stakeholder cooperation on ESD exist with the involvement of your government? ²⁰	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Yes, there has been a multi-stakeholder process in order to develop The Austrian Strategy for Education for Sustainable Development and furthermore to support the implementation of the ESD process via the Dekadenbüro“.
Sub-indicator 1.2.7	Are public budgets and/or economic incentives available specifically to support ESD?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	On the federal level the Ministries BMUKK and BMLFUW invest for the main institutions FORUM Umweltbildung and Zentrum Polis, including Dekadenbüro app. € 900,000,-- for the Education Promotion Fund for Health and Sustainable Development app. € 170,000,-- annually (status 2009). For enhancing ESD among Austrian universities, universities of applied science and university colleges of teacher education particular budget around 11 500€ per year was dedicated within the BMWF (Abteilung I/2). On the regional level the provincial governments give support for ESD developments.
Indicator 1.3 National policies support synergies between processes related to SD and ESD.			
Sub-indicator 1.3.1	Is ESD part of SD policy(s) if such exist in your country?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	ESD plays an important role in the national Strategy of SD (“Austrian strategy of sustainable development”), published in 2002. The progress report 2004 about the strategy of SD to the Council of Ministers was the start for the development of the national ESD-strategy (adopted in November 2008). Furthermore the cooperation between the federal ministries and the provincial governments led to a joint SD-strategy in 2009, in which ESD is also included.

²⁰ For explanation see paragraph 46 of the Strategy.

ISSUE 2: PROMOTE SD THROUGH FORMAL, NON-FORMAL AND INFORMAL LEARNING

If necessary, provide relevant information on your country situation regarding this specific objective. (up to 1,500 characters with spaces)

Indicator 2.1 SD key themes are addressed in formal education.

Sub-indicator 2.1.1 **Are key themes of SD¹¹ addressed explicitly in the curriculum¹²/programme of study at various levels of formal education?**

Yes No

ESD itself as verb is not integrated in the curricula. But the contents and educational goals as described in the eight topics of ESD and in the seven pedagogical principles are part of the curricula.

However sustainability is increasingly perceived in public. The decade as well as the results of the Pisa studies offer opportunities to rethink educational programs, curricula and strategies.

The decade as a Top Down project faces Bottom Up discussions, concentrating on new ways of education in the sense of sustainable development. Unfortunately these two processes so far are linked just punctually, e.g. by consultation meetings between stakeholders and representatives of the administration. Education for sustainable development is still far from becoming a general guideline.

On the other hand the topics of the decade can be referred to a long tradition and a good formal anchorage within the educational system: Health education, environmental education, civic education, consumer education and education for gender equality are established instruction principles. Numerous initiatives and projects have been organized in many schools, which prove that these topics are integrated in educational practise. They were established a long time before the decade started, they see themselves not in competition but rather as contribution to Education for Sustainable Development.

In order to get a more detailed picture a scientifically accurate comprehensive curriculum analysis would be necessary. *Phase II: please specify in the table in Annex 1 (a) and use the scale. Indicate the results in the box below.*

A	B	C	D	E	F
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sub-indicator 2.1.2 **Are learning outcomes (skills, attitudes and values) that support ESD addressed explicitly in the curriculum¹³/programme of study at various levels of formal education?**

¹¹ For explanation see paragraph 15 of the Strategy.

¹² At the state level, where relevant.

¹³ See footnote 14.

These questions as well were answered on the basis of subjective estimations, since appropriate studies examining existing curricula are not available. Furthermore we have to ask, where and how learning outcomes should be addressed: On a legal level school organization law (§2) requires education for independent judgement – and therefore critical thinking. – Curricula consist of a general part and a concretisation for various subjects. Within the general part curricula for ISCED level 2 ask for learning to act responsibly, to cooperate with others etc. These goals are again addressed within curricula for various subjects, e.g. in language instruction: fact based arguing and learning to express ones considerations and position is part of the curriculum – Therefore critical thinking – asked in Appendix 1 (B) point is noticed as addressed at ISCED level 2 and 3. In fact, these topics were implemented long before the decade started.

Phase II: Please specify in the table in Annex 1 (b) and use the scale. Indicate the results in the box below.

A	B	C	D	E	F
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Yes No

Indicator 2.2 Strategies to implement ESD are clearly identified.

Sub-indicator 2.2.1

IS ESD addressed through: (a) existing subjects¹⁵ only? (b) a cross-curriculum approach? (c) the provision of specific subject programmes and courses? (d) a stand-alone project?¹⁶

On ISCED levels 1 to 3 ESD is addressed within existing subjects as well as a cross-curricular topic. ISCED Level 0 also follows a holistic approach. At levels 4, 5 and 6 it is difficult to identify common emphasis regarding ESD. Most of the activities take place within stand alone projects, some as specific subjects.

Phase II: For (a)–(d) please specify for different levels of education system in accordance with ISCED in the table by ticking (✓) as appropriate.

(a) Yes No
 (b) Yes No
 (c) Yes No
 (d) Yes No

ISCED levels	(a)	(b)	(c)	(d)
0	Ye	No	Ye	No
1	X	X	X	X
2	X	X	X	X
3	X	X	X	X
4		X	X	X
5		X	X	X
6		X	X	X
Teacher education	X	X		X

¹⁴ For higher education institutions: These distinctions would be equal to: a) courses and disciplines, b) interdisciplinary courses, c) separate, specified SD courses or seminars, and d) stand alone projects implemented by the department, faculty or inter-faculty structures.

¹⁵ E.g. geography or biology. For higher education "subject" means "course".

¹⁶ A project is interpreted as a discrete activity with its own time allocation rather than a teaching/learning method.

Indicator 2.3 A whole-institution approach¹⁷ to ESD/SD is promoted.

Sub-indicator
2.3.1

Do educational institutions¹⁸ adopt a "whole-institution approach" to SD/ESD?

On higher education level, some Austrian universities, universities of applied science and university colleges of teacher education have participated in programmes supporting education for sustainable development as a whole institution. This development is fostered by development agreements between the responsible ministries and the respective higher education institution.

On school level programmes like ecologically orientated schools, UNESCO schools, health-promoting schools or schools for preventing climate change, etc. address hundreds of schools and support a whole institution approach.

Within the last years numerous schools developed specific profiles with a strong ecological rate. Often several foci are followed at a single school – e.g. science learning, promoting languages, health and ecology learning. These foci are mainly unconnected until now – but they offer great opportunities for ESD – provided that linkage between the various topics takes place. Co-operation of different players and themes would be a model of success.

On the programme level within the Austrian Federal Ministry for Education, Arts and Culture the collaboration between school networks and background programmes concerning ecologisation of schools, health promoting schools as well as science learning (network: "Initiative on Innovation in Mathematics, Science and Technology") is agreed and has started in 2010.

Yes No

Phase II: please specify for all levels of your education system in accordance with ISCED in the table by ticking (V) as appropriate, as well as for non-formal and informal education. If relevant data are available please also specify.

ISCED levels	Yes	No
0		X
1	X	
2	X	
3	X	
4	X	
5		X
6	X	
Teacher education		X

Sub-indicator
2.3.2

Are there any incentives (guidelines, award scheme, funding, technical support) that support "a whole institution approach to SD/ESD"?

¹⁷ A "whole institution approach" means that all aspects of an institution's internal operations and external relationships are reviewed and revised in light of SD/ESD principles. Within such an approach each institution would decide on its own actions, addressing the three overlapping spheres of Campus (management operations); Curriculum; and Community (external relationships).

¹⁸ For higher education institutions: **Whole university, whole college or whole faculty approach** (including inter-faculty approaches).

Sub-indicator
2.3.3

Yes No

For more than ten years there are background programmes and related school networks concerning e.g. ecologisation, of schools, health promoting schools, science learning including ICT within the Austrian Federal Ministry for Education, Arts and Culture. These initiatives provide guidelines, support and award schemes.
In addition schools may apply for project funding at the Education Promotion Fund for Health and Sustainable Development.

There are also incentive initiatives including financial support on regional level.

On higher education level the Austrian "Sustainability Award for Higher Education" (established in 2007) 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.

Phase II: Please specify what schemes are available for all levels of your education system in accordance with ISCED in the table by ticking (✓) as appropriate, as well as for non-formal and informal education. If relevant data are available please also specify.

ISCED levels		Teacher education
Ye	No	0
		1
		2
		3
		4
		5
		6
		Teacher education
		x

Do institutions/learners develop their own SD indicators for their institution/organization?

Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	<p>Some Universities participating in ESD-Programs are developing their own indicators. Schools are using indicators like ecological footprint or criteria of the National Environmental Performance Award for Schools and Educational Institutions as well as the Quality Criteria for ESD-Schools, developed by the International Network "Environment and School Initiatives/ENSI" indicators developed by schools are unknown.</p> <p><i>Phase II: Please specify for all levels of your education system in accordance with ISCED, in the table by ticking (V) as appropriate, as well as for non-formal and informal education. If relevant data are available please also specify.</i></p> <table border="1" data-bbox="1003 343 1400 710"> <thead> <tr> <th>ISCED levels</th> <th>Ye s</th> <th>No</th> </tr> </thead> <tbody> <tr> <td>0</td> <td></td> <td>X</td> </tr> <tr> <td>1</td> <td></td> <td>X</td> </tr> <tr> <td>2</td> <td></td> <td>X</td> </tr> <tr> <td>3</td> <td></td> <td>X</td> </tr> <tr> <td>4</td> <td></td> <td>X</td> </tr> <tr> <td>5</td> <td></td> <td>X</td> </tr> <tr> <td>6</td> <td>X</td> <td></td> </tr> <tr> <td>Teacher education</td> <td>X</td> <td></td> </tr> </tbody> </table>	ISCED levels	Ye s	No	0		X	1		X	2		X	3		X	4		X	5		X	6	X		Teacher education	X	
ISCED levels	Ye s	No																										
0		X																										
1		X																										
2		X																										
3		X																										
4		X																										
5		X																										
6	X																											
Teacher education	X																											
Indicator 2.4 ESD is addressed by quality assessment/enhancement systems.																												
Sub-indicator 2.4.1	<i>Are there any education quality assessment/enhancement systems that include criteria on ESD¹⁹ in: (a) national systems? (b) other?</i>																											

¹⁹ For higher education institutions: Either **national centres for quality assessment in higher education** or cooperation with general quality assessment agencies such as the European Foundation for Quality Management (EFQM).

<p>In Austria, schools may apply for the National Environmental Performance Award for Schools and Educational Institutions. This certificate, provided by the Ministry for Agriculture, Forestry, Environment and Water Management and the Austrian Federal Ministry for Education, Arts and Culture requires a qualitative assessment. The guidelines for this assessment contain numerous criteria for ESD. Up to now 76 schools (level 1 – 4) have claimed this certificate.</p> <p>Phase II: Please specify for various levels of your education system in accordance with ISCED, in the table by ticking (V) as appropriate, as well as for non-formal and informal education. If relevant data are available please also specify.</p>	<p>(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p>(b) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p>																											
<p>ISCED levels</p> <table border="1"> <thead> <tr> <th></th> <th>(a)</th> <th>(b)</th> </tr> </thead> <tbody> <tr> <td>Teacher education</td> <td></td> <td></td> </tr> <tr> <td>6</td> <td></td> <td>X</td> </tr> <tr> <td>5</td> <td>X</td> <td>X</td> </tr> <tr> <td>4</td> <td>X</td> <td>X</td> </tr> <tr> <td>3</td> <td>X</td> <td>X</td> </tr> <tr> <td>2</td> <td>X</td> <td>X</td> </tr> <tr> <td>1</td> <td>X</td> <td>X</td> </tr> <tr> <td>0</td> <td></td> <td>X</td> </tr> </tbody> </table>		(a)	(b)	Teacher education			6		X	5	X	X	4	X	X	3	X	X	2	X	X	1	X	X	0		X	<p>Indicator 2.5 ESD methods and instruments for non-formal and informal learning are in place to assess changes in knowledge, attitude and practice.</p>
	(a)	(b)																										
Teacher education																												
6		X																										
5	X	X																										
4	X	X																										
3	X	X																										
2	X	X																										
1	X	X																										
0		X																										
<p>Are SD issues addressed in informal and public awareness-raising activities?</p>	<p>Sub-indicator 2.5.1</p>																											

<p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p>	<p><i>c Phase II: Please specify.</i>²⁰</p> <p>A wide range of activities of public authorities and private organisations is carried out in order to raise public awareness. Changing climate, rural development, the concept of the ecological footprint are topics of high priority in Austrian's media. Within the national strategy for sustainability information and educations plays an important role. Companies are informed about programs for corporate social responsibility (CSR) by public corporations (Industriellenvereinigung, Wirtschaftskammer). A program for Learning regions is promoted by the Federal ministry of agriculture in order to support rural development.</p> <p>Environmental issues are addressed regularly by NGOs (e.g. Umweltdachverband, World Wildlife Fund, Ökologie-Institut). Federal states focus on rural development or Agenda 21 processes. In Vorarlberg (one of the federal states) a public office for "future affairs" (Büro für Zukunftsfragen) provides information about SD-topics.</p> <p>On a national level, the committee for sustainable Austria and the national expert group for sustainability (Forum Nachhaltiges Österreich) provide information especially for experts and stakeholders.</p> <p>Non-formal learning is covered by a large variety of organisations in Austria: market-driven companies as well as non profit organizations offer training, teaching and information activities. Some of them are supported by churches, others by labour or employers organisations or communities.</p> <p>Therefore, there exists also a large variety of approaches to ESD-topics: some focus on social, others on economical or ecological topics of ESD.</p> <p>Empowerment gained very much importance in non-formal education in the last few years. This development is due to economical considerations, and not a result of ESD – nevertheless, it supports ESD.</p> <p>However, ESD asks for empowerment and the ability to critical thinking and reflecting. Up to now there is unfortunately no focus visible in critical thinking in this area. Moreover, the linkage between ESD and Life long learning initiatives is not visible. Here great opportunities for supporting the aims of ESD exist.</p>
<p>Sub-indicator 2.5.2</p>	<p><i>Is there any support for work-based learning (e.g. for small companies, farmers, trade unions, associations), which addresses SD issues?</i></p>

²⁰ Please describe how this is done – for example, in press articles, TV and radio programmes or public lectures promoting environmentally friendly goods and services, sustainable lifestyles.

Sub-indicator 2.6.1	Is ESD implementation a multi-stakeholder process?
Indicator 2.6 ESD implementation is a multi-stakeholder process.²¹	
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	Phase II: Please specify, including the results available for (a) attitude, skills and values, and (b) knowledge.
Sub-indicator 2.5.3	Are there any instruments (e.g. research, survey, etc.) in place to assess the outcomes of ESD as a result of non-formal and informal learning?
Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Phase II: Please specify and provide examples. In Austria, there exists a program for rural family based corporations (bäuerliche Familienunternehmen) by the federal ministry of agriculture which promotes rural enterprises towards SD. The family members receive training and mentoring in ecological, economic and social questions, in addition empowerment training is provided. Public corporations such as "respACT" support companies in questions of corporate social responsibility (CSR). http://www.respect.at/ Public business development programs (e.g. WAFF in Vienna) support initiatives for gender equality, for integration of handicapped people or the integration of unemployed elderly people in order to prevent poverty. http://waflf.at/

Yes No

As mentioned above (Indicator 2.1) a national strategy exists as a draft.
Stakeholders were asked to participate in consultation conferences in 2006. More than 300 stakeholders, mainly teachers, representatives of educational and environmental authorities as well as representatives of environmental organisations participated. The results were published by the Austrian Federal Ministry for Education, Arts and Culture – as a base for a national strategy.

The nationwide discussion ended, since no national strategy was presented. On a local and regional level stakeholder have developed programs, planned and carried out activities for ESD. (e.g. in the region of the national park Hohe Tauern). Nevertheless, stakeholders from labour organisations and the private sector hardly participate in ESD-discussions.

Phase II: Please specify in the table in Annex 2 (a) and (b) and use the scale. Indicate the results in the boxes below.

(a) according to the UNECE Strategy on ESD

A	B	C	D	E	F
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

(b) according to the UN DESD

A	B	C	D	E	F
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

ISSUE 3: EQUIP EDUCATORS WITH THE COMPETENCE TO INCLUDE SD IN THEIR TEACHING

If necessary, provide relevant information on your country situation regarding this specific objective. (up to 1,500 characters with spaces)

Indicator 3.1 ESD is included in the training²² of educators.

Sub-indicator 3.1.1	Is ESD a part of the initial educators' training? ²³
Yes x <input type="checkbox"/> No <input type="checkbox"/>	<p>Case 1: Single lectures on ESD, mostly not fixed part in the curriculum, often free to choose; Case 2: Lectures on topic 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 education in Vienna.</p> <p>Phase II: Please specify by filling in the table in Annex 3.</p>
Sub-indicator 3.1.2	Is ESD a part of the educators' in-service training? ²⁴

²² ESD is addressed by content and/or by methodology.

²³ For higher education institutions: The focus is here on existing teacher training universities/colleges regarding SD and ESD for university/college teachers.

²⁴ For higher education institutions: The focus is here on existing in-service training programmes regarding SD and ESD for university/college teachers in their own universities/colleges.

Yes x No <input type="checkbox"/>	<p><i>Phase II: Please specify by filling in the table in Annex 3.</i></p> <p>Lectures, courses, seminars on SD and ESD topics can be found such as:</p> <ul style="list-style-type: none">- the "summer academy" within the Programmes "Ecologisation of schools - Education for Sustainable Development",- the teacher in-service training course "Ecologisation of schools" (at the Kirchliche Pädagogische Hochschule / KPH Wien),- the in-service training course for teacher trainers on ESD which involves all Austrian PHs,- the course on sustainability organised by the regional network on ESD in Salzburg called SABINE.
-----------------------------------	--

Sub-indicator 3.1.3	Is ESD a part of training of leaders and administrators of educational institutions?	Phase II: Please specify by filling in the table in Annex 3.	Yes <input type="checkbox"/> No <input type="checkbox"/>
Indicator 3.2 Opportunities exist for educators to cooperate on ESD.			
Sub-indicator 3.2.1	Are there any networks / platforms of educators and/or leaders/administrators who are involved in ESD in your country?	Phase II: Please specify.	Yes <input type="checkbox"/> No <input type="checkbox"/>
Sub-indicator 3.2.2	Are ESD networks/platforms supported by the government in any way? ²⁵	There are some networks and platforms who are involved in ESD. In the ÖKOLOG network, about 300 schools 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, organic food etc.). Some teachers of these networks are trained in in-service trainings.	

²⁵ Including assistance through direct funding, in-kind help, political and institutional support.

Please specify how. Please list major ones and describe as appropriate.

There are several ESD networks supported by the government and different ministries:

- **The programme "Ecologisation of Schools – Education for Sustainable Development OKOLOG"**, supported by the Austrian Federal Ministry for Education, Arts and Culture ; OKOLOG is the first and main Austrian programme for schools at the interface of Environmental Education and School development. It is based on the ENSI approach to EE and ESD taking into account the challenges and opportunities of school autonomy and school programme development. www.oekolog.at
- **"National Environmental Performance Award for Schools and Educational Institutions" ("Umweltzeichen für Schulen und Bildungseinrichtungen")**, financed by the BMFLUW. This is a national and government-based award, its criteria were set in force by January 2002. About half of the 120 criteria relate to EE, school curriculum and school development. www.umweltzeichen.at/schulen
- **Environmental Education in Teacher Education- The Network ENITE**. ENITE is an research and development network which supports the development and study of initiatives in teacher education. At its first phase (1997 – 2000) teams of professors/associate professors, teachers and students at several teacher training institutions have worked in environment-related teacher education as part of a research project.
- **The "Klimabundnis Österreich" ("Austrian Climate Association")** is a nation-wide network with ca. 300 member communities and 60 Klimabundnis schools. It provides information, facilitation and PR, launches project initiatives and contests for schools. Supported by the Ministry of Environment.
- **The "Local Agenda 21"-Schools initiative in Styria** is organised by the NGO "Umweltbildungszentrum Steiermark UBZ" ("Environmental Education Centre of Styria") on behalf of and financed by the Styrian Provincial Government. The Regional initiative in Tyrol "Schule mit Zukunft" focuses on building school teams responsible for the management, reflection and documentation of environmental projects and for stabilising them in a school profile. An important initiative in Salzburg is the network SABINE on ESD in Austria.
- **The „SchülerInnenwettbewerb Jugend Innovativ"** (Pupils Award – Youth Innovative), has an area dedicated to climate protection which contains a special award for projects dealing with climate change and is financed by the BMWFJ und BMUKK and three private non-governmental partners. All submitted projects are evaluated by the "Jugend Innovativ Jury" along certain criteria such as creativity, degree of innovation, effectiveness, practical experience orientation and presentation. Herein, the focus is on technological solutions as well as on activities and measures for awareness raising. www.jugendinnovativ.at

Yes x No

ISSUE 4: ENSURE THAT ADEQUATE TOOLS AND MATERIALS FOR ESD ARE ACCESSIBLE

If necessary, provide relevant information on your country situation regarding this specific objective. (up to 1,500 characters with spaces)

Indicator 4.1 Teaching tools and materials for ESD are produced.

Sub-indicator 4.1.1	Does a national strategy/ mechanism for encouragement of development and production of ESD tools and materials exist?
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> X	In Austria a national strategy for the encouragement of development and production of ESD tools and materials does not exist at the moment. The main strategy document for the Decade "Education of Sustainable Development" in Austria (Title in German: "Bildung und Nachhaltige Entwicklung: eine lernende Strategie") is not directly referring to the production of ESD tools and materials, but indirectly the topic could be seen in some other recommendations of the strategy document (e.g. new educational fields, information platform, PR activities). Whereas from the strategic point of view the need of new or more ESD tools and materials is not seen, the target groups (e.g. especially teachers) express the need of actual, up to date regarding pedagogical science, concept explaining (...) ESD tools and materials.
Sub-indicator 4.1.2	Is public (national, sub-national, local) authority money invested in this activity?

<p>Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p>	<p><i>Phase II: Please specify to what extent public authority money is invested in this activity, by providing an indication of the amount (in USD) referring to the amount of ESD-related research and development expenditures, annually.</i></p> <p>There are two facts which make it difficult to answer the question:</p> <p>First, there is some confusion between similar concepts (especially ESD, Global Education, Environmental Education) existing. Tools and materials in all three sectors and traditions are produced, but could be seen as ESD materials and tools as well.</p> <p>Second, Austria is a federal country therefore ESD initiatives are sponsored on various levels (national, regional, local) and forms. On national level mainly three ministries: the Austrian Federal Ministry for Education, Arts and Culture, Culture and Arts, the Ministry of Agriculture, Forestry, Environment, Water Management and Food and the Foreign Ministry are supporting the production of ESD materials. On regional level, some of the province governments are spending money on ESD tools and materials and even communities and NGO like Institutes have budget lines for that purpose. Moreover some of the mentioned funds are not clearly categorized: some funds are project funds (e.g. for material development) other funds have the purpose to support NGO structures. Within these structures ESD tools and materials are developed as well.</p> <p>To summarize: it is clear that in Austria public money is invested in the development of ESD materials and tools, but it is very difficult to indicate a detailed amount spent on this purpose.</p>
<p>Indicator 4.2 Quality control mechanisms for teaching tools and materials for ESD exist.</p>	
<p>Sub-indicator 4.2.1</p>	<p><i>Do you have quality criteria and/or quality guidelines for ESD-related teaching tools and materials that are: (a) supported by public authorities? (b) approved by public authorities? (c) tested and recommended for selection by educational institutions?</i></p>

<p><i>Phase I: for (a) and (b) please describe.</i></p> <p>There exists a range of quality control mechanisms and instruments within the formal school education provided by the Austrian Federal Ministry for Education, Arts and Culture which reflect key principles of ESD like:</p> <ul style="list-style-type: none"> - Commission on Text Books - Commission on Media - Programme "Quality in Schools" - Programme "Qualität in der Berufsbildung QIBB" <p>The publication "Quality Criteria for ESD Schools" (Breiting, Mayer, Mogenssen, 2005) has been widely distributed in Austrian schools and has been topic of teacher in-service training work shops.</p> <p>There is a strong need to develop an overlapping set of criteria.</p>	<p>(a) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p> <p>(b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p>(c) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p>
<p><i>Phase II: Please specify for (a), (b) and (c) for formal, informal and non-formal education. For (c) please also describe.</i></p> <p>(a) Supported by public authorities: There is no specification between the three areas.</p> <p>(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.</p> <p>(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.</p>	

Sub-indicator 4.2.2	Are ESD teaching tools / materials available: (a) in national languages? (b) for all levels of education according to ISCED?																														
	<p>Phase I: For (a) please specify.</p> <p>(a) Yes; But there is a specific situation in Austria: quite a load of educational materials is produced in Germany and in the German speaking area of Switzerland. This material is broadly used in Austria as well.</p> <p>(b) Yes</p>																														
	<p>Phase II: For (b) please specify in the table by ticking (V) as appropriate.</p> <table border="1" data-bbox="994 499 1413 898"> <thead> <tr> <th data-bbox="994 499 1267 531">ISCED levels</th> <th colspan="2" data-bbox="1267 499 1413 531">(b)</th> </tr> <tr> <td></td> <th data-bbox="1267 531 1339 595">Ye s</th> <th data-bbox="1339 531 1413 595">No</th> </tr> </thead> <tbody> <tr> <td data-bbox="994 595 1267 627">0</td> <td data-bbox="1267 595 1339 627">X</td> <td data-bbox="1339 595 1413 627"></td> </tr> <tr> <td data-bbox="994 627 1267 659">1</td> <td data-bbox="1267 627 1339 659">X</td> <td data-bbox="1339 627 1413 659"></td> </tr> <tr> <td data-bbox="994 659 1267 691">2</td> <td data-bbox="1267 659 1339 691">X</td> <td data-bbox="1339 659 1413 691"></td> </tr> <tr> <td data-bbox="994 691 1267 722">3</td> <td data-bbox="1267 691 1339 722">X</td> <td data-bbox="1339 691 1413 722"></td> </tr> <tr> <td data-bbox="994 722 1267 754">4</td> <td data-bbox="1267 722 1339 754">X</td> <td data-bbox="1339 722 1413 754"></td> </tr> <tr> <td data-bbox="994 754 1267 786">5</td> <td data-bbox="1267 754 1339 786">X</td> <td data-bbox="1339 754 1413 786"></td> </tr> <tr> <td data-bbox="994 786 1267 818">6</td> <td data-bbox="1267 786 1339 818">X</td> <td data-bbox="1339 786 1413 818"></td> </tr> <tr> <td data-bbox="994 818 1267 898">Teacher education</td> <td data-bbox="1267 818 1339 898">X</td> <td data-bbox="1339 818 1413 898"></td> </tr> </tbody> </table>		ISCED levels	(b)			Ye s	No	0	X		1	X		2	X		3	X		4	X		5	X		6	X		Teacher education	X
ISCED levels	(b)																														
	Ye s	No																													
0	X																														
1	X																														
2	X																														
3	X																														
4	X																														
5	X																														
6	X																														
Teacher education	X																														
<p>(a) Yes X No <input type="checkbox"/></p> <p>(b) Yes X No <input type="checkbox"/></p>																															

Indicator 4.3 Teaching tools and materials for ESD are accessible.	
Sub-indicator 4.3.1	Does a national strategy/mechanism for dissemination of ESD tools and materials exist?
Yes X No <input type="checkbox"/>	<p>In Austria the ministries in question have special information channels and particular dissemination strategies to emphasise and promote new publication, methods or innovation within ESD to the stakeholders (schools, educators, NGOs, etc.)</p> <p>The ministries act also through their service institutions, which have the task to inform and support multipliers on all levels of education (formal, non-formal, in-formal) on their behalf. The two major service institutions are:</p> <ul style="list-style-type: none"> - Forum Umweltbildung (Austrian Federal Ministry for Education, Arts and Culture, Culture and Arts and the Ministry of Agriculture, Forestry, Environment) www.umweltbildung.at - Zentrum POLIS (Austrian Federal Ministry for Education, Arts and Culture, Culture and Arts) : http://www.politik-lernen.at/
Sub-indicator 4.3.2	Is public authority money invested in this activity?
Yes X No <input type="checkbox"/>	<p>Please specify to what extent by providing an indication of the amount in USD referring to the amount of ESD related R&D expenditures, annually.</p> <p>The service institutions mentioned above are mainly financed by public funds.</p>
Sub-indicator 4.3.3	Are approved ESD teaching materials available through the Internet?
Yes X No <input type="checkbox"/>	<p>Please describe.</p> <p>The major portal for ESD materials and tools in Austria is the FORUM Umweltbildung: www.umweltbildung.at</p>
Sub-indicator 4.3.4	Is a register or database of ESD teaching tools and materials in national language(s): (a) accessible through the Internet? (b) provided through other channels?

<p>(a) Yes X No <input type="checkbox"/></p> <p>(b) Yes X No <input type="checkbox"/></p>	<p><i>For (a) and (b) please specify.</i></p> <p>(a) Internet: www.umweltbildung.at; www.baobab.at; www.suedwind-agentur.at; www.politik-lernen.at the organisations have ESD databases where you can search for authors and keywords as well.</p> <p>(b) Libraries: in the libraries of the four organisations ESD materials and tools could be lent out.</p>
---	---

ISSUE 5: PROMOTE RESEARCH ON AND DEVELOPMENT OF ESD

<p><i>If necessary, provide relevant information on your country situation regarding this specific objective. (up to 1,500 characters with spaces)</i></p>	
<p>Indicator 5.1 Research²⁶ on ESD is promoted.</p>	
<p>Sub-indicator 5.1.1</p>	<p><i>Is research that addresses content and methods for ESD²⁷ supported?</i></p>
<p><i>Phase II: Please specify and provide the total amount annually over the reporting period, and if feasible, as % of the total research budget.</i></p> <p>In Austria, it is supported by the following programmes or single projects:</p> <ul style="list-style-type: none"> • Research program "sparkling science" has supported indirectly ESD research with app. 100 000€ (per year since 2009) • Research study ESD competences: 'Combine' (70.000 Euro) • Project ENSI (approx. 35.000 Euro p.a.) • Pilotstudy "Application and implementation of quality criteria for ESD in Austrian schools" (500€) • Project "Educational strategy for SD - paper of experts" (15.500€) • Pilotstudy "ESD within the Austrian educational system" (4.500€) • Pilotstudy "ESD Indicators" (25.000€) 	
<p>Yes x No <input type="checkbox"/></p>	

²⁶ These includes support from various sources, such as state, local authorities, business and non-governmental sources.
²⁷ E.g. concepts; formation of attitudes and values; development of competencies, teaching and learning; school development; implementation of ICT; means of evaluation including socio-economic impacts.

Sub-indicator 5.1.2	<i>Does any research evaluate the outcome of the implementation of the UNECE Strategy for ESD?</i>
Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Please specify.</i>
Sub-indicator 5.1.3	<i>Are post-graduate programmes available: (1) on ESD:²⁸ (a) for the master's level? (b) for the doctorate level? (2) addressing ESD: (a) for the master's level? (b) for the doctorate level?</i>
(1) (a) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> (b) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> (2) (a) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> (b) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Phase II: Please specify for (1) (a) and (b); (2) (a) and (b).</i> Even ESD is not addressed explicitly, the Ph.D- Programme "sustainable development" established at the University of Natural Resources and Applied Life Sciences, Vienna might have room for more ESD elements in the future. Additionally, study courses such as the "Universitätslehrgang Nachhaltigkeitsmanagement" at the University of Leoben give room for educational aspects on small scale.
Sub-indicator 5.1.4	<i>Are there any scholarships supported by public authorities for post-graduate research in ESD: (a) for the master's level; (b) for the doctorate level?</i>
(a) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> (b) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<i>Phase II: Please specify for (a) and (b).</i>
Indicator 5.2 Development of ESD is promoted.	
Sub-indicator 5.2.1	<i>Is there any support for innovation and capacity-building in ESD practice?²⁹</i>

²⁸ ESD is addressed by substance and/or by approach.

²⁹ Activities may include pilot projects, action research, social learning, multi-stakeholder teams.

<p><i>Phase II: Please specify and provide the total amount annually over the reporting period.</i></p> <ul style="list-style-type: none"> • FORUM Umweltbildung: www.umweltbildung.at • Bildungsförderungsfonds für Gesundheit und Nachhaltige Entwicklung: www.umweltbildung.at/bildungfoerderungsfonds • PROVISION: (PROVISION is a programme introduced by the Austrian Federal Ministry of Science and Research (BMWF). It is aimed at implementing Austria's FORNE strategy (research for sustainable development) and – together with complementary research programmes – creating the scientific basis for the country's sustainability strategy): http://www.provision-research.at/ • Sparkling Science: (Sparkling Science is a programme introduced by the Austrian Federal Ministry of Science and Research (BMWF). It is aimed at co-operations between research at universities and schools, respectively to implement projects at the interface between education and research): http://www.sparkling-science.at/ • ÖKOLOG schools: www.oekolog.at/ • Pilgrim schools: http://www.pilgrim-school.org/ • UNESCO schools: http://www.unesco.org/en/aspnet/ 	<p>Yes x No <input type="checkbox"/></p>
<p>Indicator 5.3 Dissemination of research results on ESD is promoted.</p>	<p>Sub-indicator 5.3.1</p>
<p><i>Phase II: please specify and provide the total amount annually over the reporting period.</i></p> <p>At a general level, the FORUM Umweltbildung (financed by the BMUKK and the BMFLW) devotes special attention to the dissemination of new methods and research in ESD among stakeholders. As this is only a very integrative part of the overall tasks of the FORUM, no amount of money for this service can be named. At a more basic level, a lot of project based information transfer is done by the ministries themselves, but not at an institutionalised and standardized level.</p>	<p>Yes x No <input type="checkbox"/></p>

³⁰ E.g. conferences, summer schools, journals, periodicals, networks.
³¹ E.g. participatory approach; links to local, regional and global problems; integrative approach to environmental, economic and social issues; orientation to understanding, preventing and solving problems.

Sub-indicator 5.3.2	Are there any scientific publications: (a) specifically on ESD? (b) addressing ESD?
(a) Yes x No <input type="checkbox"/> (b) Yes x No <input type="checkbox"/>	<p><i>Phase I: For (a) if feasible, please provide the number on annual basis over the reporting period. Please list the major ones.</i></p> <p>There is no ESD publication on an annual basis. Beside that, the following examples are to name:</p> <p>Project EU COMENIUS 3 Net work project "School Development through Environmental Education" SEED. (2002 - 2005)</p> <p>See also sub-indicator 5.1.1</p> <p>I</p>
	<p><i>Phase II: For (b) if feasible, please provide the number on annual basis over the reporting period. Please list the major ones.</i></p> <p>The major and only example is SEED (see above).</p>

ISSUE 6.1 STRENGTHEN COOPERATION ON ESD AT ALL LEVELS WITHIN THE UNECE REGION	
<i>If necessary, provide relevant information on your country situation regarding this specific objective. (up to 1,500 characters with spaces)</i>	
Indicator 6.1 International cooperation on ESD is strengthened within the UNECE region and beyond.	
Sub-indicator	<i>Do your public authorities cooperate in/support international³² networks on ESD?</i>

³² In this context, "international associations, working groups, programmes, partnerships etc. covers "global", "regional" and "subregional".

<p>Yes x No <input type="checkbox"/></p>	<p><i>Phase II: Please specify for national, subnational and local levels and list major networks.</i></p> <ul style="list-style-type: none"> • Task Force for Education on Sustainable Consumption and Production; participated by the Federal Ministry of Agriculture, Forestry, Environment and Water Management; • OECD Annual Meeting of Sustainable Development Experts (AMSDE); the Federal Chancellery of Austria is responsible for the coordination of the Austrian position and it heads the Austrian delegation; ESD represents one of the central foci of the AMSDE; in Austrian view, the AMSDE should primarily focus on ESD in the future. • European Sustainable Development Network: Several representatives of the state public administration are members of the ESDN that aims to facilitate the exchange of good practices and experiences on sustainable development across Europe between government authority representatives responsible for SD policy formulation and implementation, in close collaboration with stakeholders. It organises structured discussions on specific priority themes, issues and good practices. The ESDN also tries to enhance the mainstreaming of sustainable development issues, vertical integration and coherence between the EU, national and sub-national levels of policy-making. • ENSI Environment and School Initiatives (ENSI): an international government-based network that focuses on environmental education, research and innovation, as well as education for sustainable development - is based on an initiative by the Austrian Federal Ministry for Education, Arts and Culture, implemented in 1985 to introduce environmental education (EE) into the educational programme of OECD/CERI. With the support of Peter Posch, professor of Education at the University of Klagenfurt, ENSI was launched in 1986. Since then the ENSI teacher team has been working in Austria under the auspices of the Austrian Federal Ministry for Education, Arts and Culture. It consists of eleven educationalists from different fields, a co-ordinator from the Federal Ministry for Education, Arts and Culture and an academic advisor (Peter Posch).
--	---

<p>Sub-indicator 6.1.2</p> <p>Do educational institutions/organisations (formal and non-formal) in your country participate in international networks related to ESD?</p>	<p>Yes x No <input type="checkbox"/></p>
<p><i>Please specify. List major networks.</i></p>	
<ul style="list-style-type: none"> • Doctoral School Sustainable Development at the University of Natural Resources and Applied Life Sciences Vienna: The project started in the summer term 2007. It is an initiative of the University of Natural Resources and Applied Life Sciences (short BOKU) and the research programme PROVISION of the Federal Ministry for Science and Research (BWF), the provinces of Vienna, Lower Austria and Styria and the Federal Ministry of Agriculture, Forestry, Environment and Water Management (BMLFUW). In the course of the doctoral school participants attend an inter- and transdisciplinary doctoral study programme at the BOKU aiming to get an excellent scientific education in the field of sustainability research. The doctoral school should enable young scientists to contribute essentially to the progress of sustainability research both on a national and an international scale. Furthermore, it provides writing a dissertation in connection to a great research network. The programme lasts for three years (six terms) with an annual evaluation of the research progress. Target date for completion of the doctoral study programme is January 2010. 	
<ul style="list-style-type: none"> • Global UNIDO Network of University Chairs on Innovation: Growing human resources to innovate for sustainable development: By 2013 the network will link around 300 universities worldwide (50% Business Administration and 50 % Technical Universities), and will be recognised by UNIDO Member States as an essential example practicing effective Industry-University cooperation in Science and Technology. Graz University of Technology is participating in the pilot phase. For more information contact Mr. Evert Kok, Programme Manager, PTC/ITP/TPU, UNIDO, Vienna, e.kok@unido.org 	
<ul style="list-style-type: none"> • "ÖKOLOG Schulnetzwerk" - The ÖKOLOG network of schools: ÖKOLOG is the broad basic programme for sustainable education and development in Austrian schools run by the Austrian Federal Ministry for Education, Arts and Culture. The programme is based on and linked to the ECO-school initiative within the Network "Environment and School Initiatives/ENSI". Its primary goal is to incorporate ESD into the school curricula and to gradually make it visible through concrete subjects such as water, waste, energy, school premises, health etc. The core elements are teaching projects which enable the pupils to learn not only for but also from life. There are currently over 330 ÖKOLOG schools in Austria. 	
<ul style="list-style-type: none"> • Award for Sustainable Universities: As the result of many years of preparatory work and the ensuing establishment of the subject of education for sustainable development at Austrian universities, in autumn 2007 for the first time the "Award for Sustainable Universities" has been announced. The aim is, in different fields of action, to reward universities for special success in connection with the implementation of ESD. 	

	<p>Starting point was the conference "ESD in Higher Education", Graz 2005</p> <ul style="list-style-type: none"> • Social capital: To promote the subject of social capital, during the past few years an increasing number of measures was put in place: Implementation of projects and surveys concerning the measurement of social capital, e.g. in schools, at a regional level (municipalities), in different institutions, in companies, etc.; Awareness-building – preparation and discussion of this subject at events; Publication of the book: "Sozialkapital. Neue Zugänge zu gesellschaftlichen Kräften" (2006); the first German-language preparation and presentation of the bases of social capital; Continuing research into the subject and its presentation at different events is planned. The starting initiative has been a research project of the Austrian Federal Ministry for Education, Arts and Culture within OECD/CERI "Measuring Social Capital" in the years 2004 – 2005. • INEX Summer Programmes in Central America: The INEX activities are an example of international student-based network with particular links to ESD. While sending students to universities in Costa Rica INEX wants to engage their students in challenging projects, to broaden their horizons and help the community. Herein, INEX tries to promote the environmental protection, social learning and economic progress. This student based initiative brings together tomorrow's economic leaders and the corporate world with developing communities, not only initiating mutual knowledge transfer but also taking action.
Sub-indicator 6.1.3	Are there any state, bilateral and/or multilateral cooperation mechanisms/agreements that include an explicit ESD component?
Yes x No <input type="checkbox"/>	<p><i>Phase II: Please specify and list the major ones.</i></p> <ul style="list-style-type: none"> • Preparation of the Austrian Strategy for Education for Sustainable Development: In the primary goal No. 4 of the Austrian Strategy for Sustainable Development particular reference is made to the importance of the education sector for the successful implementation of sustainable development in Austria. Based on this in the 2004 work programme of the Austrian Sustainability Strategy the Austrian Federal Government commissioned the formulation of a National Strategy for Education for Sustainable Development (ESD). At the international level, in autumn 2004 UNESCO presented a scheme adopted by the UN General Assembly as a guideline for national initiatives geared to the implementation of the UN Decade for Education for Sustainable Development (2005-2014), which will now be further developed by the member states and their national commissions. In a comprehensive consultation process that has been conducted since mid-2005 and based on an experts' position paper, the draft for such a strategy was drawn up. Upon completion, this strategy paper was adopted by the Council of Ministers on November 12, 2008. The ESD strategy will be co-ordinated with the measures undertaken in connection with the Austrian strategy for lifelong learning. This refers inter alia to adult education, the priorities of which also take into consideration concerns addressed by sustainable development. For example, the envisaged education benchmark for participation in further education has already been achieved. (2005: 13.9 %).

<p>Please list and describe.</p>	<p>Yes <input type="checkbox"/> No <input checked="" type="checkbox"/></p>
<p>Elaboration of the National Reports on Implementing the EU Strategy for Sustainable Development:</p> <ul style="list-style-type: none"> The renewed EU Strategy for sustainable development (EU SDS) was adopted by the European Council, June 15-16, 2006. According to the Articles 33-45, the Commission will submit every two years (starting in September 2007) a progress report on implementation of the SDS in the EU and the Member States also including future priorities, orientations and actions. With regard to the national level, the Commission progress report will build on Member States' actions to implement the EU SDS and the results gained from completed Peer Reviews. Each Member State appointed a representative acting as SDS focal point enabled to provide, at the latest by June 2007 (and then at two-year intervals), the necessary input on progress at national level in accordance with National Sustainable Development Strategies (NSDSs) and if appropriate taking into account developments at sub-national level. Best use will also be made of relevant information from other reports by the Member States. On the basis of the Commission progress report and the contributions of the Council, the December European Council should review progress and priorities every two years (starting in 2007) and provide general orientations on policies, strategies and instruments for sustainable development, taking account of priorities under the Lisbon strategy for growth and jobs. In that way, results from the EU SDS can contribute to work in the Lisbon context, including on the integrated guidelines, allowing for coherent treatment of cross-cutting issues such as climate change, energy efficiency, ageing and social cohesion. The First National Report on Implementing the EU Strategy for Sustainable Development (2007, see: http://ec.europa.eu/sustainable/docs/report_2007_at.pdf) was submitted in July 2007. According to the report, the ESD represents one of the 5 Austrian priorities for implementing the EU Strategy for Sustainable Development. In the Austrian view, ESD is essential to achieving real progress in the field of sustainable development. In the future, this subject must be positioned interdisciplinary and cross-structurally, both at EU and at national level, and actors from all sectors of society, politics and administration identified in order to expand ESD readership. <p>Review of the Austrian National Strategy for Sustainable Development: A reviewed Austrian National Strategy for Sustainable Development and an Action Plan 2009-2011 was adopted by the Austrian government on July 20, 2010. The ESD will represent one of the seven priority areas of the Action Plan.</p> <ul style="list-style-type: none"> Communication of the UN Decade for "Education for Sustainable Development 2005-2014" and coordination of its implementation activities through a "Decade Bureau". 	<p>Sub-indicator 6.1.4</p> <p>Does your Government take any steps to promote ESD in international forums outside the UNECE region?</p>

Annex 1 (a)

Indicator 2.1, sub-indicator 2.1.1

Please specify which key themes of SD are addressed explicitly in the curriculum/programme of study at various levels of formal education, by filling in the table below. (Please tick (V) relevant themes for each level. Use the blank rows to insert additional themes that are considered to be key themes in addressing learning for sustainable development.)

Some key themes covered by sustainable development	ISCED Levels					
	0	1	2	3	4	5
Peace studies (international relations, security and conflict resolution, partnerships, etc.)						
Ethics and philosophy						
Citizenship, democracy and governance						
Human rights, (including gender, racial and inter-generational equity;)						
Poverty alleviation						
Cultural diversity						
Biological and landscape diversity						
Environmental Protection (Waste management, etc.)						
Ecological principles/ecosystem approach						
Natural resource management (including water, soil, mineral, fossil fuels, etc...)						
Climate change						
Personal and family health (e.g. HIV/AIDS, drug abuse, ...)						
Environmental health (e.g. food and drinking; water quality; pollution)						
Corporate social responsibility						
Production and/or consumption patterns						
Economics						
Rural/urban development						
Total						
Other (countries to add as many as needed)						

NB The indicator will be reflected by (a) a scale based on the sum of ticks and (b) changes in the pattern of response between subsequent reports.

Most of these themes are covered by the wide range of cross-curricular themes on all levels of formal schooling.

The assessment key for this table (max. 102 ticks; "other" not counted) is:

No. of ticks	0-5	6-10	11-25	26-50	51-75	76-100
Scale	A	B	C	D	E	F

Annex I (b)

Indicator 2.1, sub-indicator 2.1.2

Please specify the extent to which the following broad areas of competence that support ESD are addressed explicitly in the curriculum³³/programme of study at various levels of formal education, by filling in the table below.
 (Please tick (V) relevant expected learning outcomes for each level. Use the blank rows to insert additional learning outcomes (skills, attitudes and values) that are considered to be key outcomes in your country in learning for sustainable development.)

Table of learning outcomes

Competence	ISCED Levels
------------	--------------

³³ At state level, where relevant.

Learning to learn Does education at each level enhance learners' capacity for:	Expected outcomes	0	1	2	3	4	5
	- posing analytical questions/critical thinking						
	- understanding complexity/systemic thinking						
	- overcoming obstacles/problem-solving						
	- managing change/problem-setting						
	- creative thinking/future-oriented thinking						
	- understanding interrelationships across disciplines/holistic approach						
	Total						
- other (countries to add as many as needed)							
-							
Learning to do Does education at each level enhance learners' capacity for:	Expected outcomes	0	1	2	3	4	5
	- applying learning in a variety of life-wide contexts						
	- decision making, including in situations of uncertainty						
	- dealing with crises and risks						
	- acting responsibly						
	- acting with self-respect						
	- acting with determination						
	Total						
- other (countries to add as many as needed)							
-							
Learning to be Does education at each level enhance learners' capacity for:	Expected outcomes	0	1	2	3	4	5
	- self-confidence						
	- self-expression and communication						
	- coping under stress						
	- ability to identify and clarify values (for phase III)						
	Total						
	- other (countries to add as many as needed)						
	-						
Learning to live and work together Does education at each level enhance learners' capacity for:	Expected outcomes	0	1	2	3	4	5
	- acting with responsibility (locally and globally)						
	- acting with respect for others						
	- identifying stakeholders and their interests						
	- collaboration/team working						
	- participation in democratic decision making						
	- negotiation and consensus building						
	- distributing responsibilities (subsidiarity)						

Annex 2

Indicator 2.6, sub-indicator 2.6.1

Please specify to what extent is ESD implementation is a multi-stakeholder process, by filling in the table below? Please provide examples of good practice. (Please tick (V) in what type of education stakeholders are involved in both (a) and (b) template-tables.)

Table (a) According to the UNECE Strategy for ESD

Stakeholders	Classification by UNECE Strategy for ESD		
	Formal	Non-formal	Informal
NGOs		v	v
Local government	v	v	v
Organized labour			
Private sector	v	v	
Community-based		v	v
Faith-based			v
Media			
Total			
Other (<i>countries to add as many as needed</i>)			

The assessment key for this table (max. 21 ticks; "other" not counted) is:

No. of ticks	0-1	2	3-5	6-10	11-15	16-21
<i>Scale</i>	A	B	C	D	E	F

Table (b) According to UN DESD

Classification by UN DESD					
Stakeholders	Public awareness	Quality education	Reorienting education	Training	Social learning
Local government	v	v	v	v	
Organized labour	v				
Private sector		v	v	v	
Community-based		v			v
Faith-based		v		v	v
Media		v			
Total					
Other (countries to add as many as needed)					

The assessment key for this table (max. 35 ticks; "other" not counted) is:

Scale	
No. of ticks	A
	B
	C
	D
	E
	F

Annex 3

Indicator 3.1, sub-indicator 3.1.3

Please specify to what extent is ESD a part of the initial and/or in-service educator's training, by filling in the table below by ticking (V) as appropriate.

ISCED levels	% of education professionals who have received training ³⁴ to integrate ESD into their practice: (see key below)																	
	Educators												Leaders/administrators ³⁵					
	Initial*						In service**						In service***					
	A	B	C	D	E	F	A	B	C	D	E	F	A	B	C	D	E	F
0																		
1																		
2																		
3																		
4																		
5																		
6																		
Non-formal																		
Informal																		

The assessment key for this table (max. 100%) is:

% of educated trainers	0-5	6-10	11-25	26-50	51-75	76-100
Scale	A	B	C	D	E	F

* Please indicate the % of educators who have received initial training on ESD to total number of educators by the reporting date.

** Please indicate the % of educators who have received training on ESD to total number of educators who received in-service teacher training by the reporting date.

*** Please indicate the % of leaders/administrators who have received training on ESD to total number of leaders/administrators who received in-service teacher training by the reporting date.

³⁴ Training is understood to include at least one day (a minimum of 5 contact hours).

³⁵ Paragraphs 54 and 55 of the UNECE Strategy on ESD.

Indicator	Description	Not started	In progress	Developing	Completed
1	Indicator 1.1 Prerequisite measures are taken to support the promotion of ESD.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2	Indicator 1.2 Policy, regulatory and operational frameworks support the promotion of ESD.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Indicator 1.3 National policies support synergies between processes related to SD and ESD.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Indicator 2.1 SD key themes are addressed in formal education.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5	Indicator 2.2 Strategies to implement ESD are clearly identified.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Indicator 2.3 A whole-institution approach to ESD/SD is promoted.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Indicator 2.4 ESD is addressed by quality assessment / enhancement systems.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Indicator 2.5 ESD methods and instruments for non-formal and informal learning are in place to assess changes in knowledge, attitude and practice.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Indicator 2.6 ESD implementation is a multi-stakeholder process.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Indicator 3.1 ESD is included in the training of educators.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	Indicator 3.2 Opportunities exist for educators to cooperate on ESD.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12	Indicator 4.1 Teaching tools and materials for ESD are produced.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
13	Indicator 4.2 Quality control mechanisms for teaching tools and materials for ESD exist.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	Indicator 4.3 Teaching tools and materials for ESD are accessible.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
15	Indicator 5.1 Research on ESD is promoted.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Indicator 5.2 Development of ESD is promoted.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17	Indicator 5.3 Dissemination of research results on ESD is promoted.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18	Indicator 6.1 International cooperation on ESD is strengthened within the UNECE region and beyond.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Summary and self-assessment³⁶ by countries:

Annex 4

³⁶ On the basis of the answers to the sub-indicators, please self-assess the status of the implementation of the respective indicator in your country. If feasible, please specify the methodology used for the self-assessment. For the self-assessment, the sub-indicators having the status of "proposed" should be ignored.

UNECE-Report 2010 Summary and Final Report

Dr. Christian Rammel

Vienna, July 2010

I. BACKGROUND

The UNECE-Report

In December 2006 UNECE approved the ESD-indicators which were developed by its international expert group and confirmed the intention to evaluate the implementation of the ESD-Strategy in the single member countries by means of this set of indicators. Based on this set of indicators the individual UNECE-member states should report on the success or quality of the implementation of the UNECE strategy or complete standardized national reporting to 2010 (Phase II¹) and 2015 (Phase III). The answer to the national reports should be done in the broadest possible multi-stakeholder process. Specifically, the official call of the UNECE in this regard is as follows:

"UNECE Member States should prepare their national implementation reports through a transparent consultative process involving all relevant stakeholders at the national/state level. Countries with a federal structure will submit one consolidated report based on sub-national/state inputs".

For the preparation of national reports for the Phase II (2010) also the following objectives are:

"Start integrating SD into learning programmes and curricula, review processes made in the implementation of the national strategies and revise them, if necessary."

To 2010 to establish in Austria a broad national multi-stakeholder process for reporting and in the context of ESD goals also to use it as their own participatory learning and design process, in 2007 the Austrian Ministry of Education commissioned the FORUM Environmental Education with the co-ordination of the first nationwide reporting procedure.

The result of this process - the Austrian UNECE report - was presented by FORUM Umweltbildung (Forum Environmental Education) in the Austrian Federal Ministry for Education, Arts and Culture on February 16, 2010, was subsequently amended by further information from experts of the Austrian Ministry of Education and finalized in June 2010. The now completed final report reflects these additions and will be forwarded by the Austrian Ministry of Education to the UNECE in the coming days.

The reporting-process

The central core of the reporting-process was a working group of six independent experts of various fields of formal, informal und non-formal education which was established and coordinated by FORUM Umweltbildung. The nomination for this working group was orientated

¹ Phase I took place in 2007. Its aims were first volunteer national pioneer-reports as well as the first overview compilation of national ESD-initiatives. Austria was among the countries which delivered a first UNECE pioneer-report by the end of 2007.

by the six fields of action / objectives of the UNECE-strategy which also define the composition and structure of the national report. Each of the working group participants took responsibility for data collection in one of the following actions on the basis of their personal expertise:

- **Objective 1: Policy and legal frame**
(Ensure that policy, regulatory and operational frameworks support ESD)
- **Objective 2: Learning processes and sustainability**
(Promote Sustainable Development through formal, non-formal and informal learning)
- **Objective 3: Teacher pre-service and in-service training**
(Develop the competence within the education sector to engage in ESD)
- **Objective 4: Materials and tools for ESD**
(Ensure that adequate tools and materials for ESD are accessible)
- **Objective 5: Research and Development**
(Promote research on and development of ESD)
- **Objective 6: International ESD-Co-operation within UNECE**
(Strengthen co-operation on ESD at all levels within the UNECE region)

The data collection and interviews with stakeholders were done by the experts in the period January to September 2008. In relation to the type of data collection there was no specific guidance, which is why different methods and approaches were chosen individually. The spectrum ranges from network queries on personal interviews to surveys by e-mail. The experts were responsible for the selection and integration of the collected information as well as to answer the specific questions of each field.

The meetings of the working group were used to discuss and to structure the results from the six objectives and subsequently to outline a first common "picture" of ESD in Austria. The meeting focused in particular on problems which showed up during the survey or on the sometimes highly divergent perceptions and difficulties of implementation of ESD in the various fields of activity. The outcome of these meetings resulted in the first interim report in autumn 2008. On this basis a provisional national report was created and published on the website of the „Dekadenbüro“ (www.dekadenbuero.at) in January 2009.

Based on this on-line publication the FORUM Umweltbildung initiated a nationwide feedback process. Stakeholders from all sectors concerned were invited to comment and supplement the report online within eight months. Users were free to refer to and to attach amendments to all questions of the UNECE-report or only to selected fields of action. During PR activities parallel to the feed back process over 350 persons out of the Austrian "environment" of ESD were contacted and invited to comment on the interim report. The result of this process was summarized in the preliminary final report – the national UNECE-Report 2010.

II. Results

The summarized results and the first interpretations of the national interim reports were presented and discussed in the Ministry of Education on February 16, 2010. Particular attention was paid to the different aspects and perceptions about each six areas of action. Besides the primary objective of creating a well-secured and well-founded National Reports for the UNECE it was essential to get a comprehensive picture of the current state of ESD in Austria. The focus of the questionnaire and the nature of the data collection reflect primarily the perception of ESD among the various stakeholder groups, which offers the possibility to adapt communication and dissemination of ESD to the various stakeholder groups and pay particular attention to remaining blind spots.

Objective 1: Policy and legal framework

Objective 1 is of crucial importance for the UNECE since here the direct transfer of the requirements of the UNECE strategy in the Austrian education landscape is most strongly reflected. In this context the activities of political leaders are most important.

As most important point the questionnaire analysis results in a high number of positive mentions for this objective which characterises Austria as one of the pioneer countries in Europe for ESD. Especially good in this objective is the availability of the data. Most data are collected centrally in the Austrian Ministry of Education, which has to be seen as an indication of the relevance of ESD topic in the Ministry.

Outstanding feature in this objective is also the existence of explicit provisions for the nationwide implementation of ESD, such as the Austrian ESD strategy, the national implementation plan and the ESD-Focal Points².

At the interface of government policies and actions in support of ESD processes and the real education work there were numerous mentions of the two institutions Forum Umweltbildung and Zentrum Polis, which are well known among the stakeholders and their activities are well received.

Even though the Austrian activities in this objective are to be assessed as largely positive the report highlights three latent weaknesses: First, there is still no explicit mention of ESD in curricula and in education standards³. A similar deficit is the complete absence of ESD in official guidelines and documents regarding the non-formal and informal education sector. Furthermore, the report clearly shows the lack of any explicit mention of ESD in general legal guidelines and documents relating to formal education topics.

² The UNECE calls of the individual member states the obligatory cooperation regarding the implementation of ESD between the Ministries of Education and Ministries of Environment. Unlike many other UNECE countries this cooperation has been well established in Austria between these two ministries - the national Focal Points - for several years.

³ In relation to the discussion on the integration of ESD in educational standards it is essential to note the problem that the concept of fixed standards runs contrary to the continuous learning and adjustment process within dynamic ESD processes. Therefore the discourse should focus more on flexible quality criteria for ESD.

Objective 2: Learning processes and sustainability

In the area of formal education objective 2 reflects a positive perception of the national anchoring of ESD among the experts and relevant stakeholder groups. The good connection between sustainability and ESD principles and the various teaching principles were often emphasized by the respondents. In addition the anchoring of many sustainability issues in various curricula and teaching objectives indicates an ever growing discussion about sustainability in schools and universities.

In addition Austria seems to be one of those countries in which a "whole-institutional approach", respectively an integrative and institutionally reflected access to ESD processes in schools as in universities gradually keeps its entry.

Furthermore it can be assumed that the very successful preliminary work of the classic environmental education in Austria has an impact so far that federal initiatives - such as the National Environmental Performance Award for Schools and Educational Institutions - have strict quality criteria with a clear reference to ESD and thus also influence highly formal learning processes.

Despite the above mentioned encouraging results of the UNECE-report objective 2 also shows clear deficits:

On the one hand there is a complete lack of a uniform national quality control of ESD in classroom teaching.

Additionally it can be noted that until the conclusion of this report in June 2010 no further leading analysis regarding the connection between ESD, curricula and cross curricular principles is available.

Moreover, in the range of learning processes and sustainability, the focus clearly lies in the formal education sector - a fact which is underlined by the absence of any evaluation of ESD processes in non-formal and informal education.

Objective 3: Teacher pre-service and in-service training

In the area of teacher training Austria is certainly one of the few pioneering countries within UNECE. This positive trend in objective 3 is supported particularly through the work of networks such as ÖKOLOG, ESD network of Salzburg, the teacher trainer course for ESD of FORUM Umweltbildung and the University of Klagenfurt or by programmes of individual teacher training universities. Accordingly the majority of responses to this objective outlined an encouraging picture of implementation of the UNECE strategy in Austria. Positive in this objective is the high level of network support on the part of the Ministries.

In contrast to strong signals in the direction of anchoring of ESD in the Austrian teacher pre- and in-service training and the training of university teachers in the field of ESD is currently not an issue. This finding shows that in Austria schools operate far more innovative in the fields of didactics and methodology than universities. In addition to the 'blind spot' uni-

versity teachers the report also documents that also in the area of the management of educational institutions no structured and comprehensive training on ESD is offered.

Objective 4: Materials and tools for ESD

In Austria, according to the interviewed experts and stakeholders groups, ESD relevant materials are developed and used in various fields (environmental-, civic-, health-, gender-, consumer education, etc.). In addition many ESD materials from Germany and Switzerland are used. Regarding dissemination the UNECE report illustrates the crucial role of the two institutions FORUM Umweltbildung and Zentrum Polts, which play a prominent role as regards the dissemination of ESD materials in Austria.

With regard to existing deficits for this objective is to be stated that in Austria neither a national strategy for the development and dissemination of ESD materials or ESD tools nor a consistent guideline for the quality of ESD materials exists.

Objective 5: Research and development

As objective 5 requested specific figures and totals which exist primarily in the Ministry of Education and in the Ministry of Environment, only few stakeholders could contribute to the data collection. As a comparative value of 2009 for indirect research on ESD an amount of about € 250,000,- was available. "Indirect" means here research on topics of sustainable development which simultaneously has an educational focus, but without explicitly mentioning ESD. The largest financial support in the field of indirect research came from the research programme "Sparkling Science" (about € 100.000,-). Most development achievement is generated at the application level outside of university research institutions such as the Forum Umweltbildung, the Fund for Health and Sustainable Development Environmental Fund or the Zentrum Polts .

The relatively good performance on application-level research is facing a large deficit in university research. So until the completion of this study in June 2010 there are no institutionalized PH.D or master programmes about ESD. In addition there is still no specific research on the implementation of ESD in Austria. This critical image is underlined by the fact that until to date only three dissertations on ESD in Austria exist.

Objective 6: International co-operation in ESD within the UNECE region

The sixth objective unexpectedly turned out to be one of the most critical and most difficult to assess. At first glance this area of the UNECE report was the one which showed only positive responses. A large number of different projects with very diverse stakeholder participation were enlisted.

However a closer analysis of the listed projects and initiatives showed that most of the examples had no clear ESD focus. A number of entries which subsequently provided no answer to specific questions of the report had to be deleted for this reason. In addition, objective 6 shows the long-standing problem of a very vague and primarily to "environmental protecti-

on" accentuated image of sustainable development. In international comparison Austria is no exception when equalising subjectively perceived "quality education" with the concept of ESD, resp. ESD is rarely connected with real examples of good practice. There are relatively few international co-operations for ESD in the strict sense, therefore, according to the results of this report.

III. Summary

The present UNECE report is based on the subjective perceptions and reflexions of experts and stakeholder groups from the formal, non-formal and in-formal education regarding the situation of ESD in Austria. Based on a standardized questionnaire, the report serves primarily to describe the quality of the national implementation of the UNECE Strategy for ESD. Based on this the report needs to be analyzed with the question, what specific measures and possibilities have to be planned in the future to enhance the support of ESD processes in Austria. In this sense the following key results of the national reporting process are listed:

- The Austrian UNECE Report 2010 will be positively accepted by the UNECE.
- In formal education and in regard to the specific political framework conditions, the report shows a positive image of ESD in Austria.
- Regarding to ESD network activities in schools, Austria is expected in top ranks within the UNECE.
- There is big need for action in the area of non-formal and in-formal education as well as in the field of quality assurance of curricula and teaching materials.
- In the field of academic research to ESD and ESD principles there are currently too few activities.
- Sustainable development is still perceived very abstract in Austria - ESD even far more abstract.
- The existing set of indicators for the reporting did not prove universally practical for a real multi-stakeholder process.
- In the future far more qualitative studies should deal with ESD on the process level. A relevant definition of position should focus on the connection between ESD, curricula and teaching principles.
- Within relevant stakeholder groups ESD is too often seen as even competing education concept.
- Among various stakeholder groups still exists a strong reservation to ESD - not all ESD-relevant initiatives could be covered in the reporting process.
- The report clearly shows that ESD is still far too rarely perceived as quality criterion within the Austrian education system.

Looking to the next five years the key question therefore is, how the rest of the UN Decade could be used to anchor ESD as a quality criterion in Austria even more, and how the various stakeholder groups can be better integrated in this participatory learning process.

200