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Conference Report

Education for Sustainable Development
towards Responsible Global Citizenship
Vienna, March 13 – 15, 2006

Kerstin Mayr, Michael Schratz



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1. Setting the Scene:

Context, conference aims, organisation and outline of report

1.1 Context

In the context of its EU Presidency 2006, Austria aimed to intensify the continuing dialogue and to contribute to the achievement of sustainability. Sustainability is one of the overall principles in the Austrian national educational strategy. Thus, the Austrian conference on “Education for Sustainable Development and Responsible Global Citizenship”, which took place in Vienna, March 13 -15 2006, was another milestone in the history of endeavours¹ to build on the interrelation between education and sustainability at a European level.

People with passion and experience participated in the conference. They all aimed to support the ideas and further the implementation of Education for Sustainable Development concepts by working on and discussing some of the core issues.

1.2 Conference Aims

The conference was attended by delegates from all levels and areas (international organisations, Ministries of Education, Environment and Youth, universities and research institutes as well as economy and NGOs) from 37 countries, and over 180 participants. The conference aimed to complement international efforts and facilitate policy dialogue with respect to sustainable development and responsible global citizenship in the larger context of education. Thus the conference themes and topics concentrated on:

1. Education for Sustainable Development as one of the basic long-term European constitutional aims.
2. The issue of quality concerning Education for Sustainable Development in a globalized world.
3. Increasing awareness of sustainable development as an essential part of general education.
4. Increasing awareness concerning both European and global citizenship with a view to an agenda for Education for Sustainable Development.

Since education plays a key role in building the vision of a united Europe, it is to be regarded as one of the key priority domains concerning quality

and sustainable development. This conference thus follows the process which started with the Dutch initiative “Education for Democratic Citizenship” and was continued by the UK’s “Youth Participation”.

As Heidrun Strohmeyer, Director General at the Austrian Federal Ministry of Education, stressed in her opening address “quality is the aim”. In this respect, she mentioned three supporting pillars:

1st The Lisbon Strategy

2nd The UN Decade of Education for Sustainable Development 2005 to 2014

3rd Education for Sustainable Development

All three initiatives have direct implications for the development of quality and effectiveness in education and training systems. Both education and training systems form a basis for further and sustainable development of greater social cohesion, democratic consciousness as well as economic growth and employability within the European knowledge society.

Europe should become “‘the most competitive and dynamic knowledge-based’ economy in the world.”² But education is more than employability. “Education is a prerequisite for promoting the behavioural changes and providing all citizens with the key competences needed to achieve sustainable development. [...] Education can contribute to greater social cohesion and well-being through investments in social capital and by ensuring equal opportunities, citizens’ participation, especially the participation of disadvantaged groups, to achieve a higher degree of awareness and understanding of the complexity and many interdependencies in today’s world.”³

The most important educational key competencies are therefore learning to learn, speaking languages, intercultural encounters, interpersonal and social competencies as well as innovative and creative capacities, which enable citizens to participate in and create society through active citizenship.

Roger O’Keeffe, representing the European Commission, commented that sharing ideas on policies towards a European discourse among member

countries is a fragile process because of increasing EU scepticism. Therefore he stressed that “visibility of the concept of Education for Sustainable Development is necessary in the European Union and should not be lost sight of in the Open Coordination process.” To this end, a “collective reflection on systems is necessary” in order to weld together presidencies and to avoid getting trapped in Eurocentricity.

“Education is a fundamental human right. It is the key to sustainable development and peace and stability within and among countries, and thus an indispensable means for effective participation in the societies and economies of the twenty-first century, which are affected by rapid globalisation”⁴

1.3 Keynote Presentations

Education for Sustainable Development cannot be just another “hobby horse”, Charles Hopkins, the following key note speaker, pointed out. Education for Sustainable Development is about developing awareness, not just knowledge, in all educational matters at all levels in a sustainable way and shall therefore be part of a general education agenda. In this respect, exchanging views and experiences is important and enriches the national as much as the European and international educational systems.

Opening his presentation “The Role of Education in the Pursuit of a more Sustainable Future” Charles Hopkins, asked “what is sustainability?” Answering this question he cited both a child and an indigenous elder. “The child’s answer once was, [Sustainability is] enough for all forever.” The elder answered, “If you are saying that if I lived this way, my forefathers would be proud of me, and my children still want to come, then I understand what you mean.”

Accordingly, sustainability is an intercultural and social as well as an intergenerational responsibility. There may be as many definitions as there are questions concerning sustainability but whenever we are talking about the interrelation of education, sustainability and development, we are talking about changing life by means of information and reflection on the way we live.

However, it is not that easy since different coun-

tries have different preconditions and – as Hopkins put it - “it’s difficult to have environmental education [...] where there is no education [at all].” Even countries with the advantage of good educational systems should ask “why do we teach what we teach?” since as long as we do not know about the why, how shall we know what and how to teach?

For him Education for Sustainable Development must not become another “adjectival education”. Teaching Sustainable Development does not mean having all the answers. It is about finding solutions by contributing to “create sustainable values” we all share. Sustainable Development includes working together, collaborating and taking leading positions where possible. “What should we do about the change we are currently observing?” (Hopkins) Beside global change, globalization and human development, Education for Sustainable Development is one answer to this question. “No one can do it all” (Hopkins) and there are many paths to Sustainable Development.

The UNESCO has mainly a coordinating role trying to integrate other decades and programmes with the **UN Decade of Education for Sustainable Development 2005 to 2014**, which contains the following four **Major Thrusts of Education for Development Agenda** 21-92, UNESCO-96, UNCSD-98, JPOI-2002:

- “1st thrust: Public awareness and understanding
- 2nd thrust: Access to **quality basic education**
- 3rd thrust: Reorienting existing education
- 4th thrust: Training programmes for all sectors”⁵

Only an informed citizenry with wise, critical and responsible consumers can pave the way for political support in preparation for democratic change. The international implementation scheme of the UN Decade for Sustainable Development therefore outlined seven principles:

- Advocacy and vision building
- Consultation and building local ownership
- Partnerships and networks
- Capacity building and training
- Research and innovation
- Information and communication technologies, and
- Monitoring and evaluation

As Charles Hopkins pointed out, no single discipline, group or individual can assume all the responsibility but everybody can contribute something as regards content, didactics or critical reflections. Therefore, our globalised world of increasing complexity requires critical systemic thinkers and value clarification.

Education for Sustainable Development is very much a learning process and thus includes questioning Sustainable Development as a paradigm. We must see Education for Sustainable Development as education and not as a form of SD indoctrination. Learning to work together, building up partnerships between formal, non-formal as well as informal educators is essential. Those supporting Educational for Sustainable Development should make themselves aware of their own strengths and decide whether they can assume the role of contributors, collaborators or leaders.

The enormity of Education for Sustainable Development is not to be taken lightly! As Hopkins indicated in his speech, we must not only look at global cooperation and not only at global competitiveness but we should rather think about the future fact that the majority of the world's youth will live in so-called "3rd world countries". How will they deal with the provision of jobs and what will be the consequences for all of us?

"Education for Sustainable Development is bigger than anyone of us or our institutions acting as we presently think. Hopefully, Education for Sustainable Development is not bigger than all of us and our institutions working together! [That is a real possibility.]" (Hopkins)

For Karsten Schnack from the Danish University of Education, who gave a keynote speech on "The important role of pedagogy in sustainable development", needs play a vital role in Sustainable Development. For him "needs are not only biological, they are also historical and cultural. The whole process of civilization is a transformation of our needs."

His educational approach builds on the German tradition of Klafki's three pillars:

- self-determination (Selbstbestimmung)
- co-determination (Mitbestimmung)
- solidarity (Solidarität)

Therefore the didactics behind his Education for Sustainable Development contains both a curriculum principle of taking the challenges to humanity into consideration as one of the criteria for selecting the content of education: "Didactics of challenge" (Schnack) and a curriculum based on key problems characteristic of the period: "Konzentration auf epochaltypische Schlüsselprobleme" (Klafki).

The key issues according to Klafki are:

- peace
- environmental issues,
- socially created inequalities,
- effects of new technologies, and
- I-You relationships in a tension between individual claims to happiness and interhuman accountability and respect for others.

Schnack presented "action competence" as a desirable good in his educational approach, which he defined as follows:

"Action competence is a capability – (based on critical thinking and always incomplete knowledge) – to involve yourself as a person with other persons in responsible actions and counteractions for a more humane world."

For him democracy demands responsible actions based on always incomplete and inconclusive knowledge. Therefore in Education for Sustainable Development it is also necessary to work with visions and more or less utopian alternatives. Both as a basis of constructive criticism and to muster up the courage to try.

¹ Cf. Esbjerg conference on „Education for Sustainable Development – Building Capacity and Empowerment“, 19th-21st, May 2005.

² Cf. "Education and training in Europe": diverse systems, shared goals for 2010. The work programme on the future objectives of education and training systems", p. 7.

³ Council of the European Union: Review of the EU Sustainable Development Strategy (EU SDS) – Renewed Strategy. 10917/06, 26 June 2006, p. 22.

⁴ UNESCO: Dakar Framework for Action, 2000, p. 8.

⁵ Cf. Hopkins, Charles:

http://66.249.93.104/search?q=cache:Wv4gBkgM08sJ:www.ias.unu.edu/binaries2/EfSD/RCE_presentations/Charles%2520Hopkins.ppt+ESD+Agenda+21-92,+UNESCO-96,+UNCSD-98,+JPOI-2002&hl=de&gl=at&ct=clnk&cd=2

2. Conference Themes & Working Groups

The conference themes of the working groups were:

- A. The Contribution of Global Education to Education for Sustainable Development.
- B. The Contribution of Social Capital to Sustainable Development.
- C. What are the Quality Criteria for Education for Sustainable Development in the Light of National and International Educational Quality Standards?
- D. How can initial and continuing vocational training and higher education institutions develop skills and competencies for an active participation in a sustainable economy?
- E. What are possibilities and limits of formal and non-formal education to stimulate a critical look at life-styles?
 - E1. Environmental Education and Health education: Challenges and Opportunities
 - E2. Consumer education and media competencies: Challenges, Possibilities and Chances

The rapporteur team asked the workshop presenters to pay attention to the following guidelines as a framework:

- (1) Critical description of the state of the art in the participants' countries.
- (2) Desirable future scenarios with examples of best practice models.
- (3) Unexpected future scenarios (following a paradigm shift) for new approaches/developments.

Each workshop had its own rapporteur who finally summarised the most relevant outcomes. The working groups had the following to say about each of the topics.

2.1 Working Group A: The contribution of Global Education to Education for Sustainable Development

Working Group A started their 1st session trying to find and define a common understanding of what "Responsible Global Citizenship" means, in terms of

- knowledge, understanding
- skills
- values and attitudes.

The participants agreed on the following key messages:

The "Philosophy of Education for Sustainable Development"

- "Global dimension comes through personal experience" – the learning process, focussed on understanding global processes from a local level, is at the heart of Education for Sustainable Development.
- "Systemic thinkers" – systemic thinking can only be developed by understanding processes.
- "Knowledge giving is easier than developing thinking" – the emphasis has to be on developing critical thinking and researching rather than knowledge delivery.
- "Skills cannot just be taught" – appropriate learning environments, opportunities and contexts have to be established.
- "From indoor to outdoor" – values, attitudes in education and the (intercultural) understanding of (social, economic and environmental) interdependencies are developed through interaction with the world.

The global dimension cannot be separated from Education for Sustainable Development. A wide range of approaches is needed and is already available to bring the global dimension to education (i.e. products in the supermarket, different nationalities in the classroom, school virtual partnership and the possibility to travel and visit other countries). Pupils get their knowledge and receive information through various channels (e.g., life experiences, the media ...), not only through the curriculum. There is a huge mismatch between what is said in schools and how they operate,

because there are too many incoherent messages and incompatible educational approaches.

Schools cannot satisfy all educational needs. Therefore, not all responsibilities for the future of our children can be burdened on them. By calling our future their future, we define that as their responsibility. We must not “pack our own responsibility into the schoolbag of our children”.

Concerning the question, “Why do we want to be global citizens”, the participants gave the following two central reasons:

1. Because of our longing for a just world.
2. Because we are driven by our fears.

The 2nd session focussed on

Examples of good practice and strategies for Global Education.

“A marketplace for learners”

- iEARN – Global Teachers and Students Network (by Gerard Lommerse, ALICE O)

With more than 200 projects iEARN (1988) is the world’s largest non-profit global network enabling teachers and students all over the world to use the virtual space as a “marketplace for learners” where they can collaborate on projects that both enhance learning and make a difference in the world⁶.

“New ways of learning and teaching for our future”

- EfGC - Education for Global Citizenship: An example of an international project partnership on Global Education (by Paola Ramello, CICSENE and Franz Halbartschlager, Südwind Agentur)

The project "Education for Global Citizenship", initiated in 2003, set up an international learning- and development-partnership of NGOs and schools. From November 2003 to March 2006 teachers and student from five participating countries (Austria, Cameroon, Chile, Italy and the Netherlands) collaborated toward one common goal:

“Practical recommendations for the implementation of ‘Education for Global Citizenship’ in the school curriculum”⁷.

Beside the various materials produced (e.g. a manual, postcards, T-shirts, folder and handbooks) the outcomes of the project are:

- Global awareness for all participants
- Further development of important key competences (e.g. languages, communication skills, teamwork skills, knowledge about global cohesion...)
- International project work at schools
- Long-lasting international school partnerships
- Amity between students and teachers

Both projects aimed at enhancing better awareness of global issues and fostering international as well as national partnerships between NGOs, schools, students and teachers.

The 3rd session concentrated on

Strategies for strengthening Global Education in Europe.

In this context four major issues were discussed:

- cooperation between NGOs and school system
- curriculum reform and teacher training
- competencies in schools
- evaluation.

Discussion in subgroups:

Subgroup A1:

“Cooperation NGOs – School system”

The Cooperation between schools and NGOs is very important. In order to strengthen this cooperation there was seen to be a need to:

1. provide more information on both sides about resources and opportunities
2. strive for flexibility of structure and organisation of this cooperation
3. provide financial support on both sides (NGOs and school system)
4. take into account the expertise of NGOs for policy making

Subgroup A2:

In terms of **curriculum reform and teacher education** strategies for successful implementation of reform were seen as resting on at least five pillars:

1. building teams at all levels of curriculum reform
2. identifying areas for reform
3. creating a steering group to develop strategies
4. setting up an agenda / white paper to develop cross-curricular elements
5. transferring to subject level in order to reach grassroots development

These strategies should be integrated in teacher education in order to rethink and redefine teachers' role in a globalised and changing world.

Subgroup A3 was concerned with building **competencies in schools**. Two of the main issues discussed were:

1. head teachers
2. staff awareness

The building of competencies by training concerning both of the above-mentioned is essential for the development of professional profiles. In addition, six further issues arising from the need for "next practice" were addressed:

- curriculum enrichment
- extra-curricular activities
- link with global education, interdisciplinary approach including community involvement
- students as resources
- students' empowerment towards participation
- strategic planning and political backing

Finally, the question of "how does school contribute to the design of

- the economic
- the social, political, cultural and
- the natural

environment?" led to the question of **evaluation**, which was discussed in **subgroup A4**. Evaluation could be an answer to this question which also involves the link between global citizenship and Education for Sustainable Development as well as the purpose of integrating global dimension in Education for Sustainable Development.

At the risk of over-simplification, working group A clearly agreed on the following:

Neither schools nor teachers can teach our children to understand what it means to be global citizens. Teachers represent the world within their classrooms by providing and offering information to their pupils. They are good at giving information but their pedagogical competencies to teach pupils how to use information properly definitely needs further training. As Plato said more than 2000 years ago, "A good teacher raises another question rather than giving an answer."

In order to understand the concept of Education for Sustainable Development as a whole, Education for Sustainable Development needs to be contextualised. The best way to gain a deeper understanding of its meaning are hands-on experiences. Even if the big world is presented, it is still limited by our own (Eurocentric) perspective. Even though human beings are able to think in abstract terms, information should be based on experience since the development of children goes from the concrete to the abstract back to the concrete.

In brief, action cannot take place without information. Education is more than information, it is synthesizing, contextualizing and taking responsibility for one's learning process. There are limits to what we can learn here and now, but how to stretch these limits? It would not be the way or need to live in a slum to understand what a slum is and why it exists. We may not know about the why only because we are experiencing it. Understanding means reflecting.

2.2 Working Group B: The Contribution of Social Capital to Sustainable Development

Under the heading of social values and culture of sustainability, Ernst Gehmacher, sociologist and pollster, argued persuasively that Social Capital "is one of the driving forces in creating a future-oriented concept of Sustainable Development". The main reason for developing Social Capital is the human search for happiness, the desire to avoid suffering and to win action competence. Humans have "a basic need for emotional knowledge and for a belief system [and] sustainability is a fundamental part of [it]".

Only persons with Social Capital, which is generated on three levels:

- *Micro-level*: Level of intimate relationship as love, family, peer group and friendship.
- *Meso-level*: People you know personally.
- *Macro-level*: Level of a common idea such as religion or a political philosophy (with symbolic persons as conveyors of the idea),

are able to live a sustainable culture. But only groups with a positive (sustainable) Social Capital can profit from education for sustainability, whereas negative Social Capital develops an active action against Sustainable Development (destructive habits).

In this context the question of how to channel the power of good Social Capital for Sustainable Development was discussed. According to Gehmacher, active involvement of humans in the promotion of living together, peace, sustainable development and international understanding depends on two ways of interaction: bonding and bridging.

According to Gehmacher, “[b]onding means to evoke fear and to deny [...] suffering [and] is only possible in [an enclosed system]”. Bonding is “inside the wall” whereas bridging “opens the wall” and overcomes the gaps between people holding different views.

The workshop dealt with both Sustainable Development and Social Capital as a very complex issue. In the introductory presentation Prof. Gehmacher dealt with the interrelation between Social Capital and Sustainable Development. He thus set the stage for further discussions in separate groups working on the following questions in more detail.

1. a) What constitutes a sustainability culture?
b) What are its behavioural components (life style, consumption, waste collection, energy saving)?
c) What does the individual do to live in a sustainable way?
2. a) What are the ethic values of sustainability?
b) What does belong to these values (Fair

trade, blood donation, good parenthood, etc.)?

3. How can sustainability values and behaviour be created (at school, within families, in networks, etc.)?

With regard to the first question the participants asked what kind of behaviour patterns constitute a culture of sustainability and how they can be promoted. A number of prerequisites for developing Education for Sustainable Development were identified:

- Informal and formal education plays an important role.
- We should question ourselves (but: are we capable of reflecting ourselves?).
- We should inform ourselves.
- We should act accordingly.
- We should try to convince others.
- We should build relations.

However, in order to create a sustainability culture we have to build on a common understanding of values by respecting the diversity of our cultural backgrounds. A constant process of sustainable development can only be upheld if we build on a culture of respect and foster a proper basis of common values first. If we are eager to develop a global identity, we should rather concentrate on the similarities we share than pondering on our differences. Social Capital is an essential “medium for creating and providing values”. Discussions within the working group lead to the following proposals:

- There should be a balance between top-down and bottom-up processes.
- The proportion of imposed norms, rules and guidelines and the personal agency for voluntary changes should be well-balanced.
- Taking responsibility and developing action competence for creative and innovative acting are essential for participative processes.

The group discussing the question of “what belongs to these values (Fair trade, blood donation, good parenthood, etc.)?” came up with the following ethic values of sustainability concerning citizenship:

- justice
- equal distribution, equal needs fulfilment
- respect for human rights
- respect for animals and nature and the conservation of natural resources
- responsibility
- critical thinking
- participation
- local and global solidarity of ethical dilemmas
- project learning in contact with local communities
- non-violent conflict resolution

Accordingly, there is a strong need for democratic and participative structures in school organization.

As to knowledge skills, the interactions between schools, educational institutions respectively and civil society are of special importance. The fundamental question remains: How can sustainability values and behaviour be created?

How to:

- collect information as a steering mechanism
- provide information as a steering mechanism
- provide education and training
- create framework conditions
- provide financial resources
- provide capacities for facilitation of processes in different target groups (organization of self-organization)

Who is steering:

- myself
- family
- school
- the media
- peer group
- communities
- government (central and local)

Where:

- within myself
- at home
- at school
- at work
- in the streets
- in public places

When:

- now and forever

In relation to the three levels of action this would mean:

1. On a micro level: Students' exchange should be supported.
2. On a meso level: We have to be aware of creating meaningful 'steering' processes.
3. On a macro level: We have to make sure to bridge international Sustainable Development processes.

Whenever discussing Sustainable Development it is important to speak about knowledge and values instead of competence and values. Competence has to be defined and could therefore oppose the spirit of open learning.

Constant interactions are characteristic for Sustainable Development. Thus, space and a considerable amount of time are indispensable for productive work and collaboration on Sustainable Development. The cooperation between partners is equally important in terms of bridging different levels (micro, meso, macro) as well as national and international developments.

The working group agreed that in respect of Sustainable Development self-reflection and training for this are fundamental. Social capital is a by-product of Sustainable Development and may be increased through appropriate socialisation and education in order to strengthen health, happiness, motivation, group efficiency, welfare, and ecological as well as ethical behaviour. The final answer to the question "How and when can we create Sustainable Development?" is:

"Now and forever!"

2.3 Working Group C: What are the Quality Criteria for Education for Sustainable Development in the light of national and international Educational Quality Standards?

Education for Sustainable Development is a complex and evolving concept in an ever-changing world. Principles, content and approaches require ongoing critical reflection and review. The mere provision of education regardless of quality is not in the spirit of Sustainable Development.

Learning and education is a lifelong process rather than an accumulation of information and storage of knowledge.

“Quality has become a dynamic concept that has constantly to adapt to a world whose societies are undergoing profound social and economic transformation. [...] Old notions of quality are no longer enough ... despite the different contexts there are many common elements in the pursuit of a quality education, which should equip all people, women and men, to be fully participating members of their own communities and also citizens of the world.”⁸

So when talking about quality criteria for dynamic concepts in different contexts our traditional definition of quality no longer meets today’s demands. We need to modernise our understanding and definition of quality and the form of quality measurement. Mere measuring in figures is not appropriate any longer.

Thus, the key presenters in workshop C acquainted the participants with current initiatives in pursuit of new quality indicators and strategies seeking to implement Education for Sustainable Development in education systems all over the world. Karin Sollart, one of the presenters, informed the participants on the UNECE expert group report on indicators for measuring the effectiveness of the implementation of the “Draft UNECE Strategy for Education for Sustainable Development”. The strategy aims to introduce and promote Education for Sustainable Development in the UNECE regions and to develop and incorporate Education for Sustainable Development into their education systems.⁹ Daniela Tilbury spoke about an IUCN-CEC/UNESCO – MacQuarie University project assisting the task of monitoring progress and

achievement for the “UN Decade of Education for Sustainable Development” in the Asia Pacific Region. Seeking quality criteria as a participatory strategy, Italy made a proposal for interregional quality indicators systems for EE oriented to Sustainable Development, on which Michaela Mayer gave a report.

Discussing and presenting concrete endeavours aimed at prompting and implementing quality indicators the workshop contributors came to the following conclusions:

- In education quality is related more to ‘processes’ rather than to ‘products’, therefore quality indicators cannot be captured in strict standards.
- Education for Sustainable Development calls for a new way of thinking shift about what is needed in quality evaluation. A shift from ‘accountability’ to evidence-based quality development should be aspired to.
- We accept that ‘numbers’ are often not meaningful, other ways of evaluation such as ‘examples’ of good practice or descriptions are more underpinning the evolving concepts of Education for Sustainable Development.
- Education for Sustainable Development will contribute to the changes in behavior required for Sustainable Development. It is an important component of the complex approach that is needed but cannot be evaluated easily.
- The outcome of Education for Sustainable Development is ‘education as such’ and fosters more critical thinkers and more action competence etc.

Recognizing these basic elements requires bringing about a paradigm shift which will not only affect our understanding of quality and quality measurement but will also have a deep impact on education as such, the workshop members agreed on the following prerequisites concerning indicators for Education for Sustainable Development in general and for quality:

- Quality indicators could be important instruments for quality enhancement of Education for Sustainable Development, because they demand reflection and action research on the meaning and on the practice of Education for Sustainable Development. But they require

time and will change with time.

- International collaboration and exchanges could guide/help the process of finding meaningful “local” indicators.
- There is a need for an information exchange mechanism on Education for Sustainable Development (e.g., a clearing house) to guarantee transparency and exchange of information on policy, legislation, research, good practices, etc., for experts and policy makers at international and national levels.

Nevertheless, one question still remains:

“How to convince decision makers of the need of this mind shift and of a new approach to quality evaluation?”

The group drew up some recommendations for the EU, on which general consensus was found.

More possibilities/funding should be provided for:

- International/European exchange of good practices on Education for Sustainable Development evaluation and quality.
- Research on changes and on how education can contribute to changes.
- Integration of Education for Sustainable Development and its evaluation-needs with other cross-curricular themes (as citizenship, democracy, ...).
- Opportunities for discussing and integrating the Education for Sustainable Development vision of quality in different departments and at different governmental levels.
- Explicit integration of Education for Sustainable Development competencies in the ongoing projects on European key competences (in citizenship, but also in entrepreneurship, as proposed by the Australian experience).
- Use of existing European or international tools (as PISA, Euro-barometers, etc.) to collect more information on changes in knowledge and attitudes are useful for Sustainable Development and Education for Sustainable Development.

In targeting strategies and initiatives to help this development it must be recognized that interventions at one stage may be inappropriate, or even

counterproductive at another stage. Adopting a new concept of quality indicators and quality evaluation may, in fact, mean that educational systems and learning will be evaluated differently depending on the particular social, regional and economic situation and needs. Moreover, those involved in education systems as pioneers paving the way for a process of rethinking current views may be taking risks.

2.4 Working Group D: How can initial and continuing vocational training and higher education institutions develop skills and competencies for an active participation in a sustainable economy?

Topics considered by this workshop focused on different strategies and examples of good practice to foster responsible and sustainable education in universities and universities of applied sciences. Universities as responsible institutions were examined from three different angles. First, the discussions focused on the question of what responsible education actually means. Secondly, the main focus was on the role of universities in promoting sustainability in their own organization. and thirdly, the participants dealt with the question of responsible research.

Various examples, such as the “COPERNICUS Guidelines for Sustainable Development in the European Higher Education Area”, were used as concrete cases in the discussion. Most of the presentations and discussions addressed universities’ contributions to the strategic incorporation of Sustainable Development in the European Higher Education Area in order to support higher education institutions, especially in relation to the Bologna Process. In this respect the COPERNICUS guidelines¹⁰ will be on the agenda as an item for consideration at the next Ministerial Conference in London in 2007. These guidelines provide strategic assistance for integrating Sustainable Development into the Bologna Process concerning

- the qualifications framework and learning outcomes
- quality assurance and
- improvement of the social dimension and

attractiveness of the European Higher Education Area.¹¹

However, the participants agreed that talking about the integration of Education for Sustainable Development in vocational training and in higher education means a process to improve the competences and skills of the students to meet the challenge “change” through participatory, interdisciplinary solution-focused methods of learning. Students must learn to understand the current situation and learn to anticipate the consequences.

According to the presentation on “Sustainability and Technical Universities” by Narodoslawsky, future technology ...

... will work with different resources ...
 ... and therefore needs new knowledge
 ... will follow new value chains ...
 ... and therefore requires new organisational and logistical systems
 ... will be embedded in a multi-cultural and multi-stakeholder society ...
 ... and therefore requires communicative engineers with good language skills.

“The only constant in the 21st century is change”, as Narodoslawsky put it. The main challenge facing universities today and in future is the creation of appropriate learning environments so that citizens are properly equipped to meet coming demands.

One of the examples of best practice was presented by Zenker-Hoffmann and Delakowitz. Although there are no guidelines on how to implement Education for Sustainable Development, the University of Applied Sciences Zittau/Görlitz, the University of Natural Resources and Applied Life Sciences Vienna (BOKU) as well as the Technical University of Graz have implemented Sustainable Development and made it a vital part of their own mission statements. As Zenker-Hoffmann and Delakowitz pointed out: “Institutions of Higher Education are particularly responsible for assisting in both social and economic regional development processes. [...] Best-practice examples given by institutions of higher education may help to stimulate regional growth and to counteract negative demography.” According to Gerzabek universities are in transition and are “moving towards more

responsibility of science for the possible outcome since “*Ethics [as quoted by Gerzabek] is integral to science, which means that unethical science is bad science, not just bad ethics*” (Somerville and Atlas, Science 309, 2005; emphasis by the presenter himself).

However, the need for change must be acknowledged and strong commitment in form of vision and mission statements is in high demand. The workshop agreed that universities must become “living universities” i.e. they are expected to act as a role model and should not only preach the importance of Sustainable Development and Education for Sustainable Development but rather support it actively by living and teaching Sustainable Development. Lifelong learning can only be successful if students and university staff are given opportunities to become involved in this process. By heeding the idea of active involvement, those engaged will identify with the concept of (Education for) Sustainable Development and will support networks within the universities. Being part of a living idea, Education for Sustainable Development, which is fully supported by those involved, becomes meaningful and rewarding for them. Using existing management tools and changing them to adapt to your own needs is the most sustainable way to implement (Education for) Sustainable Development in university contexts.

The workshop participants concluded by proposing the following “next steps”:

- Support networking and benchmarking.
- “Give a helping hand”.
- Develop guidelines or framework.
- Move from the Copernicus Charta to the Copernicus Guidelines - A possible solution?
- Take the Gothenburg and Bergen Communiqués seriously.

As indicated by the points listed above, the focus is on collaboration and partnership as much as on the need for structure. “All stakeholders, businesses and citizens in particular, need to be empowered and encouraged to come up with new and innovative ways to address the challenges and seize opportunities. Europe cannot address all these challenges alone, and has shown determination to work with the international perspective.”¹² The implementation of Education for Sus-

tainable Development in Higher Education can only be accomplished by taking account of both guidelines and teamwork.

2.5 Working Group E:

What are possibilities and limits of formal and non-formal education to stimulate a critical look at life styles?

2.5.1 Subgroup E1:

Environmental Education and Health Education: Challenges and Opportunities

2.5.1.1 Environmental Education (EE) and Health Education (HE)

The main challenge for environmental and health education is to offer specific knowledge, to convey values and norms as much as to foster critical reflection and a democratic exchange of views. Environmental and health problems are complex problems of society and therefore it is necessary to change our way of thinking by setting up a new system of values underpinning them.

“The growing interest in health and environmental issues worldwide is an opportunity and also responsibility for educators. To develop a critical and self-reflective way of thinking and help citizens to acquire action competences concerning health and environmental issues could be a way to deal with this task. The workshop aimed at facilitating an international discussion for exchanging ideas and good practices about possible governmental support that could help educators to achieve these goals.”¹³

In his presentation Karsten Schnack distinguished two major paradigms that influence our ideas of HE and EE. Looked at from a moralistic standpoint, HE means:

- Absence of illness
- Life style / behaviour
- A closed concept of health
- Behaviour modification
- Individual behaviour

Shifting our view to a more democratic concept and understanding of HE, health means more than

the mere absence of illness. An increase in the quality of life and healthy living conditions should be the ultimate objectives of Health Education in a democratic sense. As a major prerequisite for developing people's action competence, we must move away from indoctrination and towards participation, assuming responsibility and environmental friendly behaviour to create sustainable living conditions. There is a strong demand for promoting sustainable development and citizenship in all contexts and at all levels.

As Schnack stated, according to our previous understanding of EE we (environmentally conscious adults and teachers) held the view to know best how to solve environmental problems. New versions of EE make clear that decisions on how to solve environmental problems need to involve all. EE no longer only means conserving nature i.e. preserving nature by avoiding human interference but understands "nature protection" as active support in allowing nature's diversity to unfold by creating habitats. Schnack continued to point out that humans have values and an interest regarding life in and with nature, which means that now - in contrast to the old notion of EE - the health concept is a key component of environmental education. Whereas the previous focus was on different values and did not take into account equality between individuals and nations, we now focus on conflicting social interests as well as on personal (inner) conflicts and have a significant focus on equality between individuals and nations. As emphasised by the workshop members, Health and Environmental Education are twins in the area of Education for Sustainable Development.

Finally, Karsten Schnack outlined four major paradigms of Health Promotion and Health Education in his presentation.

1. The traditional perspective: Experts possess the necessary knowledge and aim at health promotion by transmitting knowledge and encouraging behaviour change.
2. The humanist perspective: The goal of education is to assist individuals in developing their capacities and personal resources so that they can develop healthy life styles.

3. The radical humanist perspective:
Individual empowerment is seen as the main objective of health promotion. In addition to this, individuals are encouraged to form social and economic networks.
4. The radical structuralist perspective:
The origin of health problems lies in structural issues; therefore the aim of health promotion is to address relationships between health and social factors.

The points outlined above remind us to explore the underlying ideologies since ideas, visions and worldviews are always driven by the power of political and social value and belief systems. The same holds true for “EE, HE, and Education for Sustainable Development, [...] [that] are motivated by ideologies implying a commitment [...] [which might] easily end up in an instrumental logic related to some kind of social engineering.”¹⁴ Therefore, it is very essential to [re]concentrate more on the E’s in EE, HE, and Education for Sustainable Development, i.e. drawing our attention to education as being the “primary agent of transformation towards sustainable development, increasing people’s capacities to transform their visions for society into reality.”¹⁵

Apart from discussing the overall concept of HE and EE, presentations and discussions put the main stress on the situation of HE and EE in practice. Reiner Mathar for example presented a programme (“A network of schools to improve school development”) for schools aiming to become a certified school with emphasis on health, traffic-mobility and environmental education. The whole process is part of the state strategy and action plan for the UN-Decade, education for sustainable development in Germany/Hesse.

2.5.1.2 Challenges and Opportunities in Practice

Looking for a common denominator to establish e.g. a complete and comprehensive certification system for schools campaigning for a more just and more sustainable process of change, a combination of both areas, EE and HE, will have to be aspired. The integration of HE in Eco-Schools or Green Flag programmes in different countries as

well as the integration of Education for Sustainable Development in the general school law will have to be strongly considered. Learning happens in daily life, takes place in different social settings, communities and institutions. Thus, although labelled as Health Education and Environmental Education, they have to be encompassed and promoted in all forms of learning.

The jigsaw-workgroups on HE, EE and Education for Sustainable Development mainstreaming came up with the following proposals for a profound and sustainable way of implementing Education for Sustainable Development in the contexts of school, adult education and non-formal youth education.

School area:

- achieve action competence
- reserve time frames for Education for Sustainable Development
- personal involvement of teachers
- personal involvement of students
- connect themes and objectives to students’ life
- networking without competition

Adult education:

- high-level political support
- coordination between different departments of government
- cooperation with civil organisations
- role of mass media
- use of and reflection on information
- different offers for different target groups
- “train the trainers”

Non-formal youth education:

- act on the local level
- participation on all levels
- enabling young people to identify problems, to accept them, develop solutions and act
- personal development as motivation

As reports of good practice in the workshop showed, in-service training of teachers and staff as well as projects for young people outside school aiming to improve life-style development are key elements to improve HE and EE. Everyone

is a stakeholder in education for sustainable development. Thus, special programmes on involving parents in school discourses and stimulating school improvement by dialogue on research are most important. Special experts, steering committees on all levels and cooperation with stakeholders and experts of the respective fields (EE, HE and Education for Sustainable Development) are vital for the successful and sustainable implementation of HE and EE.

2.5.2 Subgroup E2: Consumer education and media competencies: Challenges, possibilities and chances

The workshop dealing with the links between Education for Sustainable Development, economic and consumer education as well as media competencies drew upon presentations concerning the wide array of media influences. People need media literacy and competencies to deal with their social, economic and natural environment and to participate actively in social developments.

In pursuing education for sustainable development, there must be some clarity as to what education for democratic citizenship, consumer citizenship and media education - in the larger context of Education for Sustainable Development - mean and what they are aiming at. The discussion was opened by the key presenters engaged in all three fields. From their presentation and the following discussions some core issues could be identified. The participants agreed that there is the need for ...

- moving from monologue to dialogue
- responsibility and potential of the media in relation to sustainable development
- moving from pilot to mainstream
- filtering information effectively
- responsible consumption (“philosophy of futility”)

As the quest for Education for Sustainable Development is multi-faceted, consumer and media education play an important role in the context of Education for Sustainable Development. According to the key presenters, both “E”s should empower all citizens – especially young people - with critical thinking and creative problem-solving

skills. They should increase their awareness of the various media forms, should help them to recognize how the media filter perceptions and beliefs, shape popular culture and influence their personal choices. Media literacy and consumer education aim at informing consumers, who are fully aware of their rights, responsibilities and duties. Only informed consumers are able to make conscientious and critical choices on the basis of profound knowledge and understanding of their own cultural, social, economic and technological environment. Knowledge about how society works and skills to live well in both families as well as in communities serve as a durable basis for a sustainable way of living. Education for democratic citizenship should provide citizens with skills for fair and respectful debates. Both the ability to deal with a multitude of standpoints as well as conflict-solving capacities are to be strengthened by skills of deconstructing and reconstructing the positions of others. Together they form a coherent approach to the incremental increase in the promotion and implementation of Education for Sustainable Development. Cross-curricular approaches and the involvement of citizens as active constructors in their individual social contexts should ensure that changes in public attitudes and educational approaches keep pace with the evolving challenges of sustainable development.

Based on the presentations of the examples of good practice in the course of the workshop, the participants drew the following conclusions:

Good Practice includes ...

- inter-ministerial cooperation developing transversal strategies on Sustainable Development
- clarity of mandate
- teacher training and in-service training of teachers
- school networks
- research
- information dissemination through dedicated, interactive websites
- case-study examples (public library system)
- help desks and mentors for schools embarking on Education for Sustainable Development
- watchdog role of School Inspectorates and support mechanisms
- multimedia as a motivational tool for both teachers and students

The quest for sustainability demands new approaches. In moving forward the perception of Education for Sustainable Development must become integrative in all settings rather than being something “extra”. The participants of the workshop agreed on taking the following points into account when aiming to develop a culture of informed, responsible choice and “self responsibility”:

- Rethinking democracy in schools
- Product labelling
- Connect consumer agencies and NGOs with Education for Sustainable Development
- Sustainable Development products as a fashion statement

⁶ Cf. <http://www.learn.org/>

⁷ <http://www.globalcitizenship.at/start.asp?b=328>

⁸ Report by the Director-General on the UN Decade of Education for Sustainable Development: International Implementation Scheme and UNESCO's Contribution to the Implementation of the Decade, p. 23-24.

⁹ Cf. “Draft UNECE Strategy for Education for Sustainable Development”, p. 2.

¹⁰ The background for these guidelines is the Bergen Communiqué (May 2005), “The Bologna Process should be based on the principle of sustainable development”.

¹¹ Cf. “COPERNICUS Guidelines for Sustainable Development in the European Higher Education Area”, a presentation by Hans Peter Winkelmann, COPERNICUS-CAMPUS.

¹² „Communication from the Commission to the Council and the European Parliament: On the review of the Sustainable Development Strategy - A platform for action”, p. 3.

¹³ Programme of the Austrian Presidency Conference Programme Education for Sustainable Development towards Responsible Global Citizenship, p. 5.

¹⁴ Cf. Schnack's keynote speech on “The Important Role of Pedagogy in Sustainable Development”.

¹⁵ Tilbury, D. and Wortman, D.: „Engaging people in sustainability”, p. 6.

3. Strategic challenges:

Panel presentations and discussion of the implementation plans in the EU-Troika countries (UK, AT, FI)

In this section the most striking points of the panel discussion on the Education for Sustainable Development implementation plans of the EU Troika countries (UK, AT, and FI) have been summarised. Leszek Iwaskow from the United Kingdom, Martin Heinrich, Austria, and Kirsi Lindroos from Finland presented and discussed the strategic challenges of their countries' individual plans and programmes.

In the final session of the conference, Anton Dobart, Director General, Austrian Ministry of Education, Science and Culture, described the main objective of Sustainable Development as being the support of citizens in their understanding of globalisation and the motivation of them to act responsibly. Sustainable Development cannot be achieved without an educational strategy, and that is why education for sustainable development and responsible global citizenship has to deal with knowledge, attitudes and competences. For him the conference had to deal with the connection between education and sustainability in a globalised world with networked communities.

Since individual actions have an impact on social coherence, it is important to make citizens aware of the interconnectedness, for which education is the key. Accordingly, the role of education is (at least) twofold: On the one hand, it has to convey values, on the other hand it has to enable people to become active citizens in a democratic society. In this sense, education towards sustainable development is linked to environmental protection, social cohesion and welfare both in Europe and worldwide. Since this is an overarching endeavour, it requires cooperation between the Commission, member states, companies, social partners, schools and universities, but also the individual citizens.

The Vienna conference was supposed to offer opportunities for becoming an active part of the ongoing dialogue with a view towards

- making the topic of education for Sustainable Development in the EU context visible,
- stimulating an exchange about practices among the member states,
- creating new ideas about further steps in the framework of the Decade.

The panel of the EU Troika countries (UK, AT, FI) was set up in order to make this important dialogue visible and offer strategic challenges for further development.

3.1 The UK Perspective

With regard to the interrelation of Sustainable Development, education and practical citizenship, Leszek Iwaskow presented the strategies for the implementation of Education for Sustainable Development in schools and the National Curriculum in England. The DfES set up an action plan in 2003 pleading for "walking the walk rather than talking the talk".

"We have theorised about sustainable development in education for long enough. That is why this is not a strategy but a plan for action. We need to embrace sustainable development across the education system ..."¹⁶

Sustainable Development was first highlighted as an important element two years ago when British Prime Minister Tony Blair stated, "[Sustainable Development] is the way schools live their lives". Sustainable Development is positive in terms of school improvement and should therefore lie at the core of an education system striving for a secure future. The national framework for sustainable schools in England, which has not yet been released to the schools, concentrates on the development of skills equipping children to "care for oneself, to care for each other, across cultures, distance and time and to care for the environment both far and near"¹⁷. Schools as well as local authorities are enthusiastic about the concept. Up to now 4,500 schools are registered with Eco schools and Education for Sustainable Development networks are built up in most English regions. As Iwaskow pointed out schools could develop Education for Sustainable Development "[they just] need to put one toe into the water". The implementation is "an evolution not a revolution". Success does not come over night. The implementation process is a long time strategy (10-15 years) that needs time and patience.

3.3 The Austrian Perspective

Martin Heinrich, co-author of the Austrian education strategy for Sustainable Development, highlighted two initiatives by the Austrian Federal Ministry of Education, Science and Culture and the Federal Ministry of Agriculture, Forestry, Environment and Water Management: the commissioning of a group of experts to develop a framework concept for Sustainable Development and initiating a dialogue process for the development of the Austrian Education for Sustainable Development strategy. He sees the need for “a fundamental reorientation in politics, society and the economy encompassing all spheres of life”¹⁸ and a common basis for communication between all actors and participating groups.

Heinrich presented the following five minimum standards on Education for Sustainable Development¹⁹:

1. At least the economic, ecological and social dimensions must be thought of in unison and in the sense of sustainable development with respect to each.
2. The position must prove to be democratic in the sense that it inherently contains participative elements.
3. The position must prove to be humane, for which it must at least be in accordance with the protection of human rights – also against the background of global development.
4. The position must open up possibilities for questioning any standpoint from multiple perspectives, including the position holder’s own perspective.
5. The position must offer ideas as to how it contributes to facilitating a new quality in the ability to act on an individual level within the sense of the first three items above.

According to Heinrich²⁰, the results of the dialogue process regarding the Austrian strategy showed that the majority currently still perceived Education for Sustainable Development as environmental education supplemented by social aspects. In

comparison to environmental education, Education for Sustainable Development was perceived primarily as the reformulation and dissemination of content and hardly ever as the rethinking of education itself. Sectoral and institutional thinking have determined the individual positions on the issue of future viability for an Education for Sustainable Development. The actors currently perceived themselves as having only little space to manoeuvre creatively, thus no clear motivation to assume responsibility for specific initiatives could be discerned.

Moreover, participating in an education initiative for sustainable development was understood as an interesting opportunity to legitimise sectoral initiatives rather than as a chance to pursue a vital undertaking together with others. In the absence of a common view on minimum standards, these standards remained indefinable, and evaluation was seen more as a measure of legitimation than as an instrument for promoting quality.

He touched on the desire for Education for Sustainable Development as the problem of breaking with technical co-ordination procedures. He also dealt with the responsibility and powerlessness of individuals in the face of detached mission statements and wound up with the open question of the institutionalisation of Education for Sustainable Development in Austria.

3.3 The Finnish Perspective

In her contribution Kirsi Lindroos, General Director of the Finnish National Board of Education, summarized Finland’s commitment promoting the goals of education for sustainable development:

- to enhance the understanding of the connection between human well-being, ecoeffectiveness of the economy, and protection of the environment
- to enhance the understanding of our cultural heritage, of different cultures, preconditions for trust between human population groups, and justice
- to increase people’s readiness to notice changes taking place in the environment, society, and human well-being, and to work out their causes and consequences
- to bring about changes in daily practices and

to motivate people to commit themselves to a sustainable way of life

- to increase the readiness and motivation to be active, participating citizens, members of the work community, and members of other communities
- to provide vocational skills in different fields of vocational education, creating opportunities for making each branch of industry more sustainable

She reports that in Finnish schools sustainable development was a cross-curricular theme with defined goals in pre-primary, basic, and upper secondary education alike. Sustainable development was discussed in the teaching of all subjects, and the topic had to be visible in the schools' operational culture and daily practices. In vocational education, promoting sustainable development was an emphasis shared by all the fields. Environmental knowledge in one's own field was part of vocational skills and was also assessed in vocational skills demonstrations.

Lindroos presented the targets for development on international, national, regional and local levels. The most important proposals are²¹:

- Sustainable development must be further emphasized in educational policy and in the basic and in-service training of teachers.
- Cooperation between parties of different administrative fields and other central parties at the local, regional, and national level must be reinforced.
- By reinforcing resources that existing organizations have, a comprehensive network of regional development centres must be created to provide permanent support for education for sustainable development.
- Multi-vocational cooperation in schools, cooperation between schools, and cooperation between schools and other parties at the local, regional, national, and international level must be supported.
- Dialogue between networks and sharing of development ideas will be supported.
- Suitable learning materials and the sustainable use of learning materials will be developed.
- Support will be given to the development of learning environments and to expanding them to society. The goal is that every school would

have working forms of cooperation with school-external partners in 2014.

- The opportunities given by new technology will be used and developed.
- The environmental certificate for schools will be expanded to cover the social and cultural aspects of sustainable development as well. The goal is that every school would have a programme of action for sustainable development in 2010 and that 15% would have received an external symbol or certificate for their actions for sustainable development by 2014.
- Diversifying and expanding ways to participate in and influence society will be supported.
- Learning results will be evaluated.

Finally, she sketched the following implementation steps Finland would take during the period of the EU Presidency in the second half of 2006:

1. EU climate change awareness campaign:
 - learning materials, events, school visits and competitions for schools
 - organizations have trained young people who will come to schools to talk about climate change and discuss possibilities for slowing it down
2. Project for 13-to-19-year-olds, discussing the impacts of forms of transportation on the environment, security, and our own health. The youngsters' own participation and activity in developing forms of transportation will be crucial
3. Conference on biodiversity (November 16-19, 2006), discussing possibilities for cooperation between schools and biodiversity research

The campaigns will be run in cross-administrative cooperation, which is also an important indicator of strength in an educational system.

Finland is currently developing indicators for monitoring change in education for sustainable development and in learning environments and for monitoring the effectiveness of instruction. As an example, participation in the activities of different organizations is an important indicator for increasing participation in public affairs. For Finland, Sustainable Development has remained a focal point

in educational policy, and proves that a high quality school system is the best guarantee for sustainable development.

¹⁶ DfES Sustainable Development Action Plan, 2003.

¹⁷ Iwaskow, Leszek: "Education for Sustainable Development - Strategies for the Implementation of Education for Sustainable Development in Schools and the National Curriculum in England".

¹⁸ Austrian Strategy for Sustainable Development, 2002, p. 11.

¹⁹ Heinrich, Martin: „On our way to sustainability – Austrian steps towards an education for sustainable development at the beginning of the UN Decade”, p. 2.

²⁰ Heinrich, Martin: „On our way to sustainability – Austrian steps towards an education for sustainable development at the beginning of the UN Decade”, p. 3.

²¹ Lindroos, Kirsi: "Education for Sustainable Development towards Responsible Global Citizenship", pp. 3-4.

4. Policy Recommendations

The final plenary on the last day was introduced by Heidrun Strohmeier, Director General, Austrian Federal Ministry for Education, Science and Culture in the Hofburg (Imperial Palace). The résumés of the working groups were brought back to the plenary and the take-home messages and recommendations were presented.

The workshop presentations of the individual working groups were commented on by the keynote speakers of the first day (Roger O’Keeffe, Charles Hopkins and Karsten Schnack), which brought together the beginning and the end of the conference.

The General Rapporteur Team Kerstin Mayr and Michael Schratz presented a critical review of the conference and presented the policy recommendations.

In their final speeches Odile Quintin, Director General of the European Commission’s Directorate General for Education and Culture, Anton Dobart and Heidrun Strohmeier, General Directors, and Manfred Wirtitsch, Head of Department, Austrian Federal Ministry for Education, Science and Culture, all highlighted in their conclusions the importance of education for a sustainable development.

4.1 Recommendations from the Conference

With the Conference on “Education for Sustainable Development towards Responsible Global Citizenship” the Austrian EU Presidency continued a transnational dialogue which emphasizes the importance of education for sustainable development and its implementation in the European context. Among the participants there was a consensus that sustainable development seeks to promote a dynamic economy with high qualitative growth, full employment and a high level of education, health and environmental protection in a peaceful and secure world respecting cultural diversity. The objective of the Austrian initiative aims at the continuous improvement of the quality of life for both current and future generations as a precondition for lasting individual and social well-being. With a view to putting this vision of sustainable development into practice, the participants of the Vienna Conference from 37 countries contributed to the following recommendations:

Education is at the heart of sustainable development for responsible global citizenship. Therefore policy measures are necessary which

- follow an overall goal comprising economic, social, technical and cultural human achievements,
- offer a long-term educational policy giving the actors a coherent developmental perspective in which language and action interact,
- interconnect sustainable development with educational processes,
- integrate policy with research and innovative processes,
- make sure that the terms used in policy papers also carry the underlying conceptualization for implementation,
- take into account the expertise of NGOs in policy making.

Education for sustainable development needs *change agencies/agents* which/who

- identify areas for reform and innovation,
- understand how changes happen in the minds of people, institutions and systems (countries),
- build on international collaboration and exchange models and experiences of good practises,
- enhance community involvement and broad participation of individuals and institutions on all levels,
- involve leaders on all levels of the system working on the same issues and bring about deeper reform,
- make use of modern technology/ICT to support change processes (e.g. interactive web-sites),
- critically monitor the development of life-styles in social areas such as consumer education, citizenship education, media education etc.

New policy measures are needed for *quality evaluation* in sustainable development on a European level. Such a quality system has to be as simple as possible and as complex as necessary; moreover it has to be as country-specific as necessary and as comparable as possible.

- Policies and practices for quality evaluation in sustainable development have to measure what is valued rather than value what can eas-

ily be measured.

- The search for quality criteria itself has to be organised as a participatory learning strategy involving as many different stakeholders as possible.
- As the strongest systems in nature are no monocultures, quality evaluation systems should not be mono-cultural in its standardization.

Since (public) schools are the only institutional settings providing education for all, sustainability has to be taught, learned and lived in schools. Therefore a high quality school system is the best guarantee for sustainable development. Schools foster sustainability for global citizenship if they

- adopt the role of teachers in a globalised and changing world,
- share leadership on all system levels (including students),
- create positive collaborative cultures,
- rethink the curriculum towards social cohesion and economic growth,
- regard the human search for happiness as a driving force in generating social capital.

Sustainability is the capacity of a system to engage in the complexities of continuous improvement consistent with deep values of human purpose. *Deep learning* for responsible global citizenship asks for

- an understanding of social, economic, environmental and cultural interdependencies,
- the acquisition of knowledge for the future of mankind,
- social capital as one of the driving forces to build up a future leading concept of sustainable development,
- situated learning experiences (not just curriculum delivery) which enhance critical thinking,
- an integrated approach combining knowledge, skills and attitudes,
- entrepreneurship and other life-oriented competences
- networks which create co-evolutionary processes.

Education for sustainable development in *higher education* needs a strong commitment for the institutions of higher learning to be “living universities” and to involve students and staff in continuous learning, guidelines on how to implement

change on different levels,

- management approaches which implement education for sustainable development,
- curricula which help students to understand the current situation in the discipline and learn how to evaluate the consequences,
- an environment for change through participatory, interdisciplinary solution focused methods of learning,
- values and norms which are vital to find more alternatives of action.

Further development both on the national and international levels asks for *thematic networks* which

- initiate joint actions on national and European levels,
- exchange relevant experiences between the actors trans-nationally,
- enhance inter-ministerial cooperation,
- develop transversal strategies on sustainable development,
- transform inter/national policies through co-evolutionary processes.

4.2 The Role of Education in the EU-Strategy for Sustainable Development

An aim of the Austrian Presidency was to highlight the importance of Education for Sustainable Development and to agree on a strategic text on the role of education as a basis and a precondition for sustainable development in the revised EU strategy on Sustainable Development. This was achieved as a result of the Ministers’ debate during the Education Council on May 19, 2006.

Education and training

1. Education is a prerequisite for promoting behavioural changes and providing all citizens with the key competences needed to achieve sustainable development. Success in reversing unsustainable trends will to a large extent depend on high-quality education for sustainable development at all levels of education including education on issues such as the sustainable use of energies and transport systems, sustainable consumption and production patterns, health, media competence and responsible global citizenship.

2. Education can contribute to greater social cohesion and well-being through investments in social capital and by ensuring equal opportunities, citizens' participation, in particular that of disadvantaged groups, to achieve a higher degree of awareness and understanding of the complexity and many interdependencies in today's world. Education that provides women and men with competences that will increase their employability and lead to high-quality employment is also of key importance in strengthening the competitiveness of the EU.
3. On the basis of the Communication "2010 - A European Information Society for Growth and Employment", the Commission and Member States should address issues such as equal opportunities, ICT skills and regional divides.
4. In the context of the UN Decade of Education for Sustainable Development (2005-2014), Member States could further develop their national action plans, making use in particular of the "Education and training 2010" work programme, whose objectives are focused on quality and relevance, on access for all and on the openness of systems and institutions to society and the world at large. Member States could develop education for sustainable development and targeted training for professions in key sectors such as construction, energy and transport. Special attention should be devoted to teacher training. They should also implement the UNECE Strategy for Education for Sustainable Development adopted in Vilnius in 2005. Education for sustainable development should also be promoted at EU level. The European Parliament and the Council will adopt an integrated action programme in the field of life-long learning for 2007-2013 in 2006.

sary competences to fully develop and exploit sustainable technologies. They should also contribute to low environmental impact management through interdisciplinary approaches and by building on existing networks. Creation of partnerships and cooperation between European and third country universities and higher education institutions, encouraging networking and peer learning, should be promoted.

Research and development

5. Universities, research institutes and private enterprises all have an essential role to play in promoting research that supports efforts to ensure that economic growth and environmental protection reinforce each other. Universities and other higher education institutions have a key role in providing education and training to equip the qualified workforce with the neces-

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5.4 Conference programme

SUNDAY EVENING, 12. 03. 2006

Arrival of the participants

MONDAY, 13. 03. 2006

KARDINAL KÖNIG HAUS, 1130 VIENNA

09.00 Arrival of the participants

12.00 Registration

12.30 Lunch

14.00 Opening of the conference

Welcome by Heidrun Strohmeier,
Director General, Austrian Federal
Ministry of Education, Science and
Culture

14.30 „Education for Sustainable
Development in
the European Union“, Roger O’Keeffe,
European Commission, DG EAC

15.00 „The Understanding of Education for
Sustainable Development in the frame
of the UN Decade“
Charles Hopkins, York University,
Toronto, CDN, UNESCO Chair

15.30-16.00 Coffee Break

16.00-16.45 „The Important Role of Pedagogy
in Sustainable Development“
Karsten Schnack, University of
Copenhagen, DK

17.00-18.00 Setting of tasks and organisation
of the working groups
General Rapporteur Michael Schratz,
University of Innsbruck, AT

19.30 Dinner

TUESDAY, 14. 03. 2006

KARDINAL KÖNIG HAUS

09.00-10.00 Strategic challenges:

Panel presentation and discussion of the
implementation plans in the
EU-Troika countries (UK, AT, FI)
Leszek Iwaskow, UK, Martin Heinrich, AT
Kirsi Lindroos, FI
Moderator: Michael Schratz

10.00 - 10.30 Coffee Break

10.30-12.30 Working group session 1

12.30 Lunch

14.00-17.00 Working group session 2 incl.
Coffee Break

17.00-18.00 Working group session 3:
Preparation of short presentations of the
working groups for the plenary session

18.00 Transfer to the City of Vienna

19.00 Dinner

WEDNESDAY, 15. 03. 2006

HOFBURG

08.30 Transfer to the Hofburg

09.30-12.00 Plenary Session: Reports from the
working groups
and panel discussion with experts

12.00-13.30 Lunch

13.30-15.30 Closing Session

Introduction by Heidrun Strohmeier
The key issues emerging from the
Conference,
Take-Home Messages and Recommen-
dations by the General Rapporteur
Team Kerstin Mayr and Michael Schratz
Contribution by Odile Quintin, Director
General, European Commission,
DG EAC

„Education leads the way to a
sustainable development“
Contribution by Anton Dobart, Director
General, Austrian
Ministry of Education, Science and
Culture

„Committing to sustain the dialogue“
Closing of the Conference

15.30 Transfer to Airport/Hotel

5.5 Keynote speakers and workshop presenters

European Commission and Austrian Presidency

Odile Quintin, Director General, European Commission, Directorate General for Education and Culture, Belgium
 Anton Dobart, Director General, Federal Ministry for Education, Science and Culture, Austria
 Heidrun Strohmeier, Director General, Federal Ministry for Education, Science and Culture, Austria
 Manfred Wirtitsch, Head of Department, Federal Ministry for Education, Science and Culture, Austria

Keynote speakers

Roger O'Keeffe, European Commission, Directorate General for Education and Culture, Belgium
 Charles Hopkins, UNESCO Chair in Reorienting Teacher Education towards Sustainability, Canada
 Karsten Schnack, The Danish University of Education, Denmark
 Leszek Iwaskow, OFSTED, United Kingdom
 Martin Heinrich, Johannes Kepler University Linz, Austria
 Kirsi Lindroos, Director General, Finnish National Board of Education, Finland

Working Group Supporters

Working Group A:

Paola Ramello, CICESNE, Torino, Italy
 Helmuth Hartmeyer, Austrian Development Agency, Austria
 Gerard Lommerse, Alice O, The Netherlands

Working Group B:

Ernst Gehmacher, Büro für die Organisation angewandter Sozialforschung, Austria
 Claudia Johanna Palt, Institut für Trendanalysen und Krisenforschung, Austria
 Christine Affolter, Pädagogische Hochschule Solothurn, Switzerland

Working Group C:

Karin Sollart, The Netherlands Environmental Assessment Agency, The Netherlands
 Roel van Raaij, Ministry of Agriculture, Nature and Food quality, The Netherlands
 Michela Mayer, Istituto Nazionale per la Valutazione del Sistema dell'Istruzione, Italy

Working Group D:

Anke Zenker-Hoffmann, Hochschule Zittau/Görlitz (FH), Germany
 Alexander Hofmann, Economic Chamber, Austria
 Arthur Schneeberger, Österreichisches Institut für Bildungsforschung der Wirtschaft, Austria

Working Group E1:

Karsten Schnack, The Danish University of Education, Denmark
 Attila Varga, National Institute for Public Education, Hungary
 Reiner Mathar, Hessischen Landesinstitut für Pädagogik/Umwelterziehung, Germany

Working Group E2:

Susanne Krucsay, Federal Ministry of Education, Science and Culture, Austria
 Sigrid Steininger, Federal Ministry of Education, Science and Culture, Austria
 Nicola Bedlington-Hiller, Pädagogische Hochschule Solothurn, Switzerland

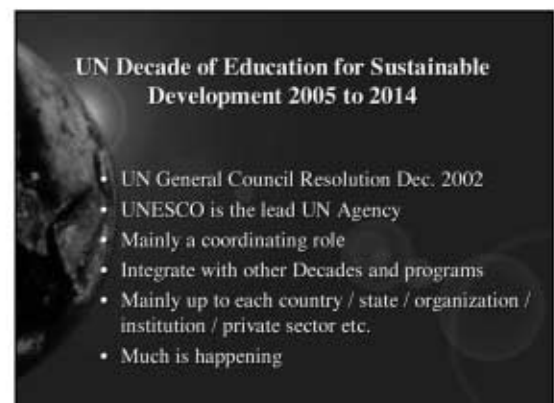
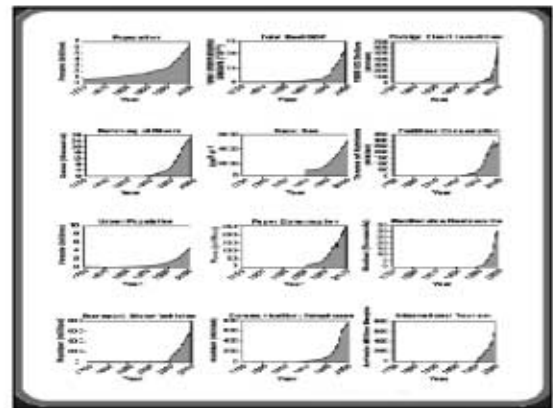
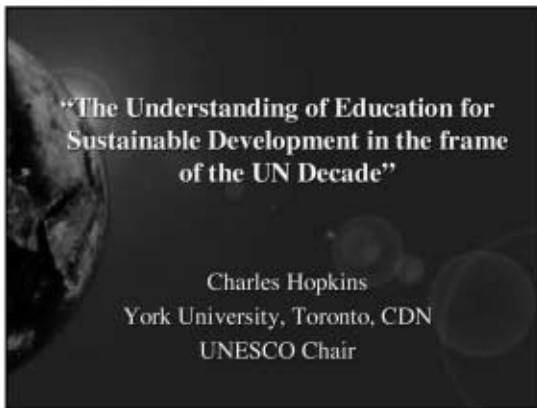
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 Michael Schratz, Leopold Franzens University Innsbruck, Austria

Charles Hopkins,
UNESCO Chair
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towards Sustain-
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5.6 Keynote presentations

see also <http://www.bmbwk.gv.at/bine-edd-esd>



International Implementation Scheme: Outline of Seven Principles :

- Advocacy and vision building
- Consultation and building local ownership
- Partnerships and networks
- Capacity building and training
- Research and innovation
- Information and communication technologies, and
- Monitoring and evaluation

1st Thrust - Raising the Level of Public Awareness and Understanding

- Build public awareness
- Informed citizenry – political support & preparation for democratic change
- Wise consumers
- Raising the level of the discussion
- Changing lifestyle where possible

2. Facilitating Development Through Improving Quality Education

- 120 million children never attend school
- 90% of school aged are in developing or emerging nations
- Millions more are "under-educated" in both the South and the North



2. Facilitating Development Through Improving Quality Basic Education

- Latin America and Caribbean – 6 years
- Parts of Asia – 5 years
- Parts of Africa - months



2. Facilitating Development Through Improving Literacy and Adult Education

- 800 million illiterate adults
- 60% are women
- Employment limitations
- Political unrest-50% of youth will live in India
- UN Decade for Literacy



UNECE Problem As Well

- Hard to serve students suffer
- Preferred learning style other than reading
- Poverty related issues
- Irrelevant curricula
- Home/family related issues
- Student/school conflict

3rd Thrust: Reorienting Existing Education

Most Educated nations =
deepest ecological
footprint

Equity at present
standards means we
need 2 more Earths !



Training -the 4th thrust

- Training for "all" - lifelong
- Training in workplace
- Teacher Education – 60 million educators
- Capacity building
- Technology transfer
- Implementing innovative practices

The 4 Major Thrusts of ESD

Agenda 21 -92, UNESCO-96, UNCSD -98, JPOI-2002

- 1 **Public awareness and understanding**
- 2 **Access to quality basic education**
- 3 **Reorienting existing education**
- 4 **Training programs for all sectors**

Systemic Issues and Challenges to Moving ESD Forward Globally

Lacking

- vision and awareness
- policy or mandate from leaders
- funding and resources
- training

Strengths Model: A Starting Point

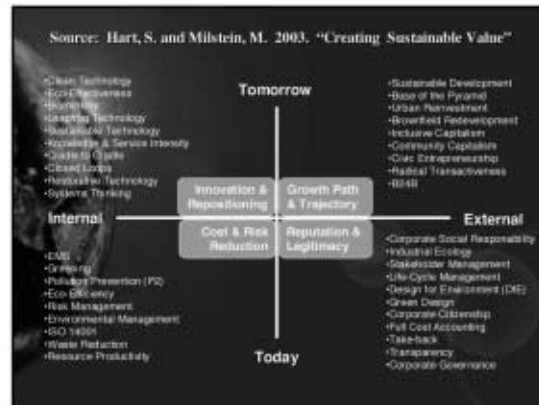
- No single discipline/group/individual can do it all
- Every discipline/group/individual can contribute something
- Content/Didactic/Critical Reflection etc.
- Some can take lead roles in reorientation
- Others continue aware of a greater goal

Much is in Place

- Adjectival educations
- Environmental movements
 - Consumer education
- Corporate/public sector training
 - Equity education
 - Research
 - Indicators

ENSI QUALITY ESD RESEARCH

- Teaching and learning approaches/processes
- Visible outcomes of their studies and actions
 - Perspectives for the future
 - A Culture of complexity
 - Critical thinking and "possibilities"
- Value clarification and development
 - Action-based perspective
 - Participation



The Sustainability "3-Legged Stool"

Sustainable Development (SD)	Sustainability
Corporate Responsibility (CR)	Corporate Social Responsibility (CSR)
Triple Bottom Line (TBL)	3Es / 3Ps
Economy / Profits	Equity / People
Sustainable business	Ethical business
Profits	Internal employees
Taxes, R&D	• Human rights
Jobs	• Health & Safety
Expenditures	• Empowerment
Training	• Respect, Caring
Fair trade	Local community
Core values	Rest of the world
Environment / Planet	
Eco-Efficiency	
Manufacturing efficiencies	
Operations efficiencies	
Product efficiencies	
Smart design	
Cradle-to-cradle, take-back	
Beyond compliance	
Restorative to nature	



Engaging Senior Education Officials

- It is not just the curriculum!
- It is all policy – purchasing/hiring/....
 - Its about how we teach
 - The buildings
- What we evaluate/report upon
- It is what our systems model
- Why do we teach what we teach?
- What is relevant for all in the 21st C

Why do we currently teach what we teach ?

- To preserve culture _____ %
- To prepare/train for work _____ %
- To care for environment _____ %
- To live a full, meaningful life _____ %
- To contribute to society _____ %
- To be creative and resourceful _____ %
- To live a religious life _____ %
- To live together in peace _____ %
- To be self-sufficient _____ %

What is the vision for Kazakhstan's schools ?

Cautions

- ESD is very much a process - learning
- It is not just new curricula
- ESD includes questioning SD as a paradigm
- We must see ESD as education and not a form of SD indoctrination
- Learning to work in community cohesion
- Partnerships of formal, nonformal, informal educators
- The enormity of ESD is not to be taken lightly!

- What is your strength?
 - Contribute
 - Collaborate
 - Lead

ESD is bigger than any one of us or
our institution acting as we presently
think we should

but

Hopefully, ESD is not bigger than all
of us and our institutions working
together as we could !

THANK YOU

www.unesco.org/education/desd

"The important role of pedagogy in sustainable development"

Education for Sustainable Development towards Responsible Global Citizenship
Vienna, March 13-15, 2006

Karsten Schnack
Research Programme for Environmental and Health Education
The Danish University of Education

Didaktik of ESD

- Sustainable development
- Education
- Didaktik of challenge
- Democracy
- Action competence
- Conflicts of interests
- Participation

Karsten Schnack,
The Danish
University of Edu-
cation, Denmark

Sustainable development

"Development that meets the needs of the present without compromising the ability of future generations to meet their own needs".

(Brundtland Commission, 1987)

"Improving the quality of life while living within the Earth's carrying capacities".

(World Conservation Union,
United Nations Environment Programme,
World Wide Fund for Nature, 1991)

Needs are historical

Needs are not only biological,
they are also historical and cultural.

The whole process of civilization is a transformation of our needs.

Needs are value-loaded

Needs // Wishes

Real needs // False needs

What we like // What we like *that* we like

"Democracy demands a radical break with prevailing development tendencies. But the democratic goals are not so utopian that they make inhuman demands to the present generation: on the contrary they demand humanity and solidarity, also with the descendants whose living conditions depend on our behaviour and neglect".

("Rebellion from the centre", 1978)

Exactly because EE, HE, and ESD, like e.g. peace education, are motivated by ideologies implying a commitment it easily ends up with an instrumental logic related to some kind of social engineering. Therefore, at least in the general parts of the educational system, there is a need for reminding us of the E's in EE, HE, and ESD, that is to draw the attention to *Environmental Education*, *Health Education*, and *Education for Sustainable Development*.

General education

- education for all
- education about issues of general interest
- education of all faculties

General education cannot keep up with the experts. But this is not an argument for coming to terms with expert-power, as clearly the experts cannot keep up with the crises either. The world does not consist of a finite number of facts – it expands around every corner.

General education - Bildung

Selbstbestimmung – self-determination
Mitbestimmung – co-determination
Solidarität – solidarity

(Wolfgang Klafki)

Didaktik behind ESD

- - a curriculum principle of taking the challenges to humanity into consideration as one of the criteria for selecting the content of education: 'Didaktik of challenge' (Schnack).
- - a curriculum based on key problems, characteristic of the period: 'Konzentration auf epochaltypische Schlüsselprobleme' (Klafki).

Didaktik behind ESD

General education must contain:

- a historically mediated consciousness of central issues in our age and, as far as it is predictable, in the future;
- the insight that we all share the responsibility for this kind of problems; and
- a readiness to participate in the solutions of the problems.

(Wolfgang Klafki)

Epochaltypische Schlüsselprobleme

The key issues argued by Klafki are:

- peace,
- environmental issues,
- socially created inequalities,
- effects of new technologies, and
- I-You relationships in a tension between individual claims to happiness and inter-human accountability and respect for others.

Behaviour modification // Action competence

- In many of the programmes and campaigns in and outside the school we see a preoccupation with changing the pupils' behaviour or inculcating better habits in them in relation to e.g. consumption of water and electricity, waste of different types, and eating, exercise and smoking habits.
- Most often there is also a marked tendency to reduce the environmental issues to questions about individual lifestyle and of trying to provoke specific changes in attitude.
- Our preoccupation with the concept of 'action competence' should be understood on the basis of scepticism in the face of this whole educational paradigm which, at best, is too narrow.

'Action competence'

- 'Competence' should give associations to something about being able – and willing – to be a qualified participant.
- And action is somewhat more than behaviour. It is qualified behaviour. First and foremost it is per definition qualified by being intentional.
- This also means that actions must be understood and explained with reference to motives and reasons, rather than to mechanisms and causes. Every physical body can behave, but only human beings can act.

Action competence

- Action competence is not a skill, even though you may need skills to act in certain ways.
- Action competence is not an ideal of living as in an action-movie, even if it may be necessary sometimes to be active and feel like a hero to learn by experience.

Action competence

Action competence is a capability – (based on critical thinking and always incomplete knowledge) – to involve your self as a person with other persons in responsible actions and counter-actions for a more humane world.

Democracy demands responsible actions based on always incomplete and inconclusive knowledge.

Critique or critical thinking does not mean being negative or being against something. It means to look at the phenomena in their contexts, to investigate their conditions and limits, and to look beyond the way they show themselves.

Education
 Bildung
 Liberal education
 General literacy
Action Competence

Key Competencies

Skills and Knowledge

Schooling
Training

If education is not reduced to schooling, it cannot be the main goal of education for sustainable development (or health education, or environmental education, or peace education, or citizen education, or ...) to change the behaviour of the pupils. Rather it should be about transforming behaviour into action.

Selective traditions of environmental education

- Fact-based environmental education
- Normative environmental education
- Pluralistic environmental education

(Johan Östman 2005)

Environmental problems are not problems in nature or between man and nature.

They are societal and cultural issues, and they are made up of conflicts between different incompatible wishes about the use of nature.

These principles remind us that sustainable development is grounded in four interdependent systems:

- Social systems
- Biophysical systems
- Political systems
- Economic systems

(Education for Sustainability, From Rio to Johannesburg: Lessons learnt from a decade of commitment, 2002)

Why focus on conflicting interests in environmental education?

Because environmental problems *are* conflicts of human interests regarding nature.

Three types of conflicts

- Conflicts between certain evolutionary tendencies and the democratic goals, which demand humanity and solidarity. (Structural conflicts).
- Conflicts between different interest groups. (Interpersonal conflicts).
- Conflicts between irreconcilable needs or between wants and needs in the individual. (Intrapersonal conflicts).

The holistic view supports four inter-related principles for sustainable living:

- Conservation
 - Peace and Equity
 - Appropriate Development
 - Democracy
- to ensure that people have a fair and equal say over how natural, social and economic systems should be managed

Reproduced from: *Education for Sustainable Living: A Guide for Schools* (London: Greenpeace, 2002)

The ladder of children's participation

Roger A. Hart

- Child-initiated, shared decisions with adults
- Child-initiated and child-directed
- Adult-initiated, shared decisions with children
- Consulted and informed
- Assigned but informed

- Tokenism
- Decoration
- Manipulation

	In the pupils' own words	Inviting the pupils to contribute	Inviting the pupils to contribute	Inviting the pupils to contribute	Inviting the pupils to contribute	Inviting the pupils to contribute
Pupils suggest Teacher decides						
Pupils suggest Pupils decide						
Teacher suggests Teacher decides						
Teacher invites Pupils decide						
Teacher invites Pupils decide						

Figure 2. Operationalising the concept of participation

Participation - in what – and how?

	Do you contribute to the project?	Investigate and analyse	Vision, aim and goals	Autonomy, evaluation
Students suggest Adult decision-making				
Students suggest Students decide				
The teacher suggests Adult decision-making				
External requirements No joint decisions				

“Space needs to be left in the curriculum for students to plan their own learning goals and methods, as and when appropriate, and for self- and peer-assessment.”

(Education for Sustainability. From Rio to Johannesburg: Lessons learnt from a decade of commitment. UNESCO 2002)

Three cautions

- Look sceptically upon statements saying that it is all about a change of attitude in the individual person – or that the individual attitude has no relevance.
- Look sceptically upon statements saying that the only important thing is to teach more professional knowledge in the subjects – or that professional knowledge does not matter at all.
- Look sceptically upon statements saying that the pupils are too old or too young, too smart or too stupid, too ... pupils very seldom are anything of that kind.

The Danish physicist and musician Peter Bastian:

“We do not know the future in which our children have to live their lives – but we know that the preconditions of surviving under unexpected and extreme life circumstances are to be mentally in good form and creative, so it is a moral obligation to develop these qualities in our children.”

“Sustainable development is not, any more than peace – or democracy – a condition or a settlement – but, on the contrary, a utopia that exists in the opposition to violence.”

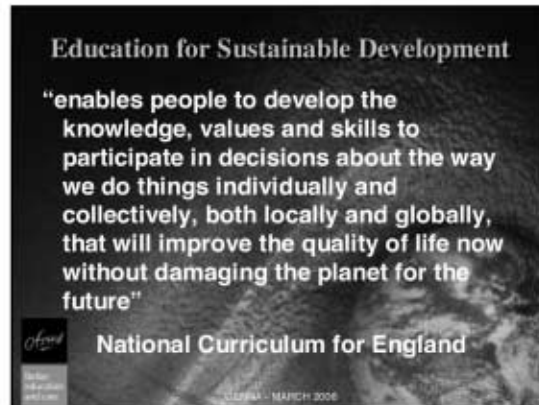
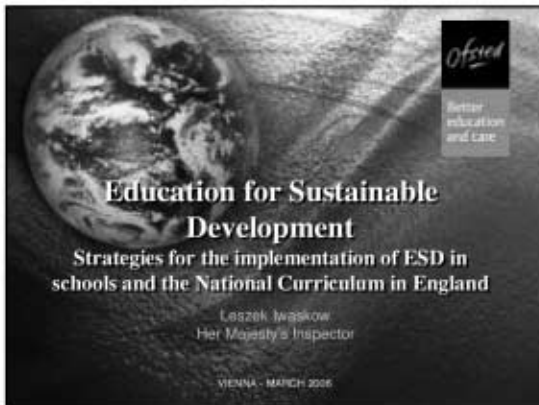
In education for sustainable development it is also necessary, of course, to work with visions and more or less utopian alternatives.

Both as a basis of constructive criticism and to get the guts to trying.

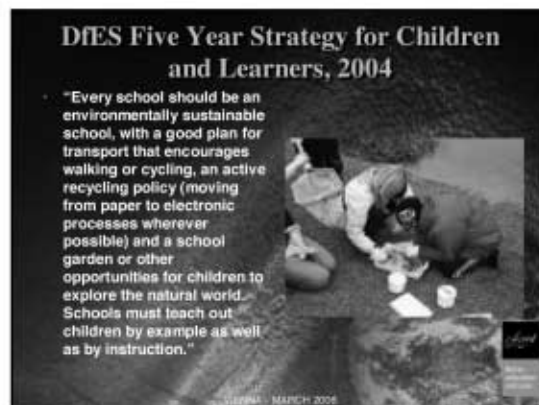
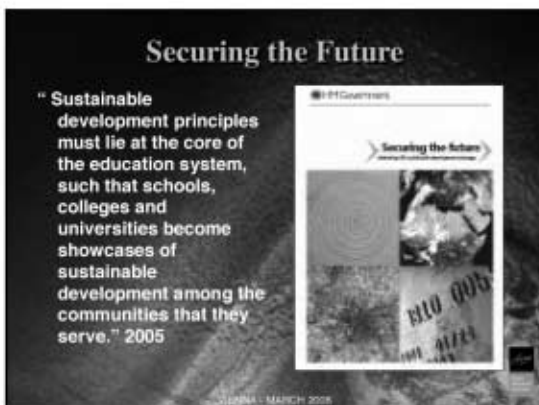
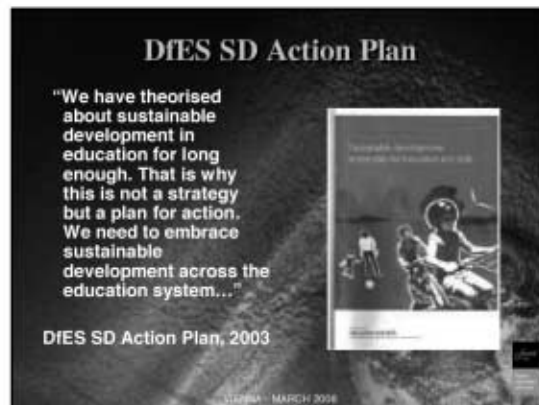
Contested meanings

“Like liberty, justice and democracy, sustainability has no single and agreed meaning. It takes on meaning within different political ideologies and programmes underpinned by different kinds of knowledge, values and philosophy. Its meanings are contested and a key function of education for sustainability is to help people reflect and act on these meanings and so realize alternative futures in more informed and democratic ways.”

(John Duckie, 1996)



Leszek Iwaskow,
OFSTED, United Kingdom



Martin Heinrich,
Johannes Kepler
University Linz,
Austria

On our way to sustainability

Austrian steps towards an ESD at the beginning of the UN Decade

Martin Heinrich (University of Linz)
on behalf of the Austrian Expert Group for
Education & Sustainable Development: Martin
Heinrich, Jürg Minsch, Franz Rauch, Esther
Schmidt, Christian Vielhaber

Two initiatives by the

*Austrian Federal Ministry of Education, Science and Culture &
Federal Ministry of Agriculture, Forestry, Environment and
Water Management*

1.
commissioned a group of experts to establish a
framework concept on the subject of ESD
2.
initiated a dialogue process for the development of
the Austrian *ESD-Strategy*

Initial Starting Points in Austria

The Austrian Federal Government
adopts the *Austrian Strategy for
Sustainable Development* in April 2002

→ a national milestone in the
acceptance of political responsibility

The paper describes tendencies running
contrary to the concept of SD

Such tendencies must be counteracted if we
are to avoid their irreversible negative effects

→ There is a need of "*a fundamental
reorientation in politics, society and the
economy encompassing all spheres of life*"
(Austrian Strategy for Sustainable Development, 2002, p. 11).

One of the most important prerequisites for
the successful implementation:

→ a common communication basis between
all actors and participating groups

→ Unfortunately, a consensus
agreement with regard to *ESD* currently
does not exist!

Five Minimum Standards on ESD

Five Minimum Standards on ESD

1.
At least the *economic, ecological and social dimensions* must be thought of in unison and in the sense of sustainable development with respect to each.

Five Minimum Standards on ESD

Five Minimum Standards on ESD

2.
The position must prove to be democratic in the sense that it inherently contains *participative elements*.

3.
The position must prove to be *humane*, for which it must at least be in accord with human rights protections – also against the background of global development.

Five Minimum Standards on ESD

Five Minimum Standards on ESD

4.
The position must open possibilities for *questioning any standpoint from multiple perspectives*, including the position holder's own perspective.

5.
The position must offer ideas as to how it contributes to facilitating a new quality in *the ability to act on an individual level* within the sense of the first three items above.

***Results of the Dialogue Process
Regarding the Austrian Strategy***

***Results of the Dialogue Process
Regarding the Austrian Strategy***

1.
The majority currently still perceives ESD as environmental education supplemented by social aspects.

***Results of the Dialogue Process
Regarding the Austrian Strategy***

***Results of the Dialogue Process
Regarding the Austrian Strategy***

2.
In comparison to environmental education, ESD is perceived primarily as the reformulation and dissemination of content and hardly ever as the rethinking of education itself.

3.
Sectoral and institutional thinking determines the individual positions on the issue of future viability for an ESD.

***Results of the Dialogue Process
Regarding the Austrian Strategy***

***Results of the Dialogue Process
Regarding the Austrian Strategy***

4.
The actors currently perceive themselves as having only little space to manoeuvre creatively, thus no clear motivation to assume responsibility for specific initiatives can be discerned.

5.
Participating in an education initiative for sustainable development is understood as an interesting opportunity to legitimise sectoral initiatives rather than as a chance to pursue a vital undertaking together with others.

**Results of the Dialogue Process
Regarding the Austrian Strategy**

6.
In the absence of a common view on minimum standards, minimum standards remain undefinable.

**Results of the Dialogue Process
Regarding the Austrian Strategy**

7.
Evaluation is seen rather as a justification measure than as an instrument for promoting quality.

**The Desire for an ESD as the Problem
of Breaking with Entrenched Action
Co-ordination Procedures**

In Austria, the political and societal requirements of an *ESD* have already been juridically codified through central legal decisions and have since become firmly anchored in laws and decrees.

→ An *ESD* desiring to live up to its own demands must therefore change the existing structures which continue to block fulfilment of these already legally binding goals.

→ The notion that a change in course towards an *ESD* can be achieved using existing steering mechanisms proves to be the actual heart of the problem.

**The Open Question of the
Institutionalisation of an ESD in Austria**

- What is required is a coordinating institution with the ability
1. to assume control and coordination functions based on "real-life" experience;
 2. at the same time it would also need to build links between the various system levels (municipal, state and federal) and
 3. represent the formal, non-formal and informal education sectors in an equal manner.

Three central questions regarding the institutionalisation of an ESD:

Three central questions regarding the institutionalisation of an ESD:

1.

How might such an institution bundle the many efforts towards an *ESD* without reducing the autonomous potential of each of the actors involved?

Three central questions regarding the institutionalisation of an ESD:

2.

How might such an institution see to it that a link between the various system levels (municipal, state and federal) is built up while at the same time ensuring that the formal, non-formal and informal education sectors are all represented equally?

Three central questions regarding the institutionalisation of an ESD:

3.

How might such an institution rely on democratic-participative negotiation processes while at the same time remaining innovative and capable of action?

(Most of the time lengthy negotiation processes required to reach majority-supported goals block the intended activities)

... on our way to sustainability

Kirsi Lindroos,
Finnish National
Board of Educa-
tion, Finland

Education for Sustainable Development
towards responsible Global Citizenship

Vienna 13.-15.3.2006

Director General Kirsi Lindroos



For learning and competence

Education for Sustainable Development towards
responsible Global Citizenship




For learning and competence

Education for Sustainable Development towards
responsible Global Citizenship

- The Finnish National Commission on Sustainable Development has been working in Finland since 1992
- Headed by Prime Minister
- In 2004, the Commission appointed a **sub-committee for education**
 - Chaired by Director General of Finnish National Board of Education, Kirsi Lindroos
 - In the sub-committee there are representatives from the educational, environmental, financial, and social affairs and health administration from the Association of Finnish Local and Regional Authorities, from teacher training departments of the universities, as well as from non-governmental organizations and industry and commerce.

The tasks of the sub-committee

- The sub-committee surveys the progress of education for sustainable development and participates in the national monitoring of the United Nations Decade of Education for Sustainable Development
- draws up a strategy for education

The sub-committee period: 2004-2007



For learning and competence

Education for Sustainable Development towards
responsible Global Citizenship

- The goal of education for sustainable development is:
 - to enhance the understanding of the connection between human well-being, eco-efficiency of the economy, and protection of the environment
 - to enhance the understanding of our cultural heritage, of different cultures, preconditions for trust between human population groups, and justice
 - to increase people's readiness to notice changes taking place in the environment, society, and human well-being, and to work out their causes and consequences
 - to bring about changes in daily practices and to cause people to contend to a sustainable way of life
 - to increase readiness and motivation to be active, participating citizens, members of the work community, and members of other communities
 - to provide vocational skills in different fields of vocational education, creating opportunities for making each branch of industry more sustainable



For learning and competence

Education for Sustainable Development towards
responsible Global Citizenship

- Targets for development:**
 - At the international level (networking):**
 - DESD and the national DESD strategy
 - ENSI (Environment and School Initiatives) programme
 - Globe programme
 - Baltic 21E programme (An Agenda 21 for Education in the Baltic Sea Region)
 - UNESCO's World Sea Project
 - UNESCO's World Heritage Education Project
 - Teacher training cooperation in the framework of the United Nations University



For learning and competence

Education for Sustainable Development towards
responsible Global Citizenship

- Targets for development:**
 - At the national level:**
 - Sustainable development as a focal point in the national education policy
 - Sustainable development introduced in the basic and in-service training of teachers
 - Development of learning materials
 - Resources for development projects from cross-administrative cooperation
 - Support dialogue between networks and support sharing of ideas for development (National Board of Education web service for sustainable development at 2000.0011)
 - Country administrative systems developed into systems of sustainable development
 - Assessment of learning results



For learning and competence

Education for Sustainable Development towards responsible Global Citizenship

- **Targets for development:**

At the regional level:

- Regional cooperative groups
- Regional development centres

At the local level:

- Programme of action for sustainable development in all schools by 2010
- Participation and active involvement in decision affairs at school and in the immediate environment
- Cooperation between schools and other local partners (goal: by 2014, every school would have working forms of cooperation with school-stakeholder partners)
- Collecting and relaying ideas and new solutions for development
- New technology in the expansion of learning environments
- Introducing sustainable development in local evaluation and quality management

 FINNISH MINISTRY OF EDUCATION

7 For learning and competence

Education for Sustainable Development towards responsible Global Citizenship

- During its period of EU presidency in the autumn 2006, Finland will implement the following:

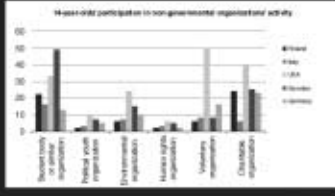
1. EU climate change awareness campaign:
 - learning materials, events, school visits and competitions for schools
 - organisations have trained young people who will come to schools to talk about climate change and discuss possibilities for slowing it down
2. Project for 13-18-year-olds, discussing the impacts of forms of transportation on the environment, security, and our own health. The youngsters' own participation and activity in developing forms of transportation will be crucial
3. Conference on biodiversity (November 16-19, 2006): discussing possibilities for cooperation between schools and biodiversity research

 FINNISH MINISTRY OF EDUCATION


8 For learning and competence

Education for Sustainable Development towards responsible Global Citizenship

How often participate in non-governmental organisation and activity





Activity	12-14	15-17	18-24	25-34	35-44	45-54	55-64	65+
Sports club or other organization	45	35	25	15	10	8	5	3
Political youth organization	35	25	15	10	8	5	3	2
Environmental organization	25	15	10	8	5	3	2	1
Human rights organization	15	10	8	5	3	2	1	1
Consumer organization	10	8	5	3	2	1	1	1
Other	5	3	2	1	1	1	1	1

 FINNISH MINISTRY OF EDUCATION

9 For learning and competence

Thank You!



 FINNISH MINISTRY OF EDUCATION

10 For learning and competence

In addition to this presentation “Finland’s ten year strategy and guidelines 2006 – 2014 for education for sustainable development” was distributed (see also www.bmbwk.gv.at/bine-edd-esd_documents).

5.7 DELPHI Study Results (by Prof. Ernst Gehmacher)

In the course of the conference all participating experts were asked to participate in a Delphi study concerning their views on the culture of sustainability. At the beginning and at the end of the conference the participants were invited to fill in questionnaires prepared by Prof. Ernst Gehmacher. The results of the first questionnaire were analysed and presented at the final session of the conference.

In the Delphi study the experts were asked what Sustainability Culture means to them. The answers of the experts show that in the first and second wave there is full agreement that saving nature and preserving high environmental quality of life is the essential core of Sustainability. In this context avoiding waste and emissions is seen as very important.

Another major pillar of Sustainability Culture contains global democracy, human rights and grass roots democracy. The latter gained four percent more in the second wave, rising from 83 to 87 percent. Although development aid was largely accepted as an instrument of such a world ethic accepted it dropped from 84 to 71 percent in the second wave.

To instill these values in the minds of the next generation was seen by practically all experts as the task of education for sustainable development.

Other instrumental norms, however, such as reducing traffic or preventive health care or family planning were not so unanimously accepted as part of Sustainability Culture. They were backed by about 70 percent of the experts.

Only half of the participants advocated educational endeavours to change personal life style in direction to a natural simple life. As for contact with animals and plants, avoiding addiction (drugs, alcohol, smoking and stress) were seen as important subjects that attained higher percentages in the second wave, which lay between five and eleven percent.

Only a small minority saw religion and spirituality as necessary properties of Sustainability Culture. In the first wave a third of the participants held this

view, in the second wave this view lost acceptance and only a quarter agreed.

The participants also estimated how many people in their country live up to sustainable principles. In this context the participants estimated that 14 percent of the adult population are convinced adherents of a Sustainability Culture. This was rather optimistic given the fact that an Austrian expert survey only yielded half of that percentage. However, there was general agreement that Sustainability Culture was on the rise, fitting in well with other expert studies – but it cannot yet be declared as an ascertained ubiquitous trend in all nations and social strata.

Will Sustainability Culture arrive soon enough to avert a catastrophe? 29 percent in the first and 34 percent in the second wave thought so – but the majority of the participants believed that mankind will not learn fast enough without the revenge of nature.

The future is unpredictable. Collective wisdom is almost always more to the point than individual intelligence. It might be true that now – under the given conditions – the world has only a 30 percent chance to escape increasing catastrophes. But education enhances this chance.

Results of the Delphi study on “Education for Sustainable Development towards Responsible Global Citizenship”, Vienna, 13-15, March, 2006.

1. DEFINITIONS OF SUSTAINABLE CULTURE (essential in %)	1st wave	2nd wave
saving energy and natural resources	98	97
avoiding waste and emissions	93	94
preserving natural landscape	85	86
advocating global democracy and human rights	85	86
development aid	84	71
grass roots democracy (civic participation)	83	87
reducing traffic (car, airplane)	74	71
preventive health care (bio food, physical activity, checks)	68	69
cultural mixing (multiculturality)	62	60
cultivating family and neighbourhood	57	69
family planning	54	51
contact with animals and plants	52	60
striving for a simple life style	48	51
fighting addiction (drugs, alcohol, smoking, gambling)	46	57
stress avoidance	41	46
religion and spirituality	33	25

ESTIMATE OF THE PERCENT OF THE ADULT POPULATION IN YOUR OWN COUNTRY WHO ARE ... (Means)

	1st wave	2nd wave
... convinced adherents of sustainability	14	14
... culture sympathising with a sustainability culture	38	41
... not sympathising, but living a simple life fitting to it	22	22

ESTIMATE OF THE PROBABILITY (0 to 100%) THAT WITHIN 50 YEARS A SUSTAINABILITY CULTURE WILL BE ESTABLISHED UNDER THE FOLLOWING FUTURE CONDITIONS (Means)

	1st wave	2nd wave
dramatic climate change, major catastrophes and wars	36	42
local natural catastrophes and much political unrest	32	36
without catastrophes and with increasing eco-learning	29	34

5.7.1 Working Group B: The contribution of Social Capital to Sustainable Development

Results of the Questionnaire (DELPHI study)

SUSTAINABILITY - ACCEPTANCE IN PERCENT OF GROUP CULTURE

own circle/ family	49 %
the better educated	33 %
university teachers/ students	29 %
country generally	28 %
school teachers	22 %

EDUCATION TO SUSTAINABILITY CULTURE

	% of successful effect	
	in favourable climate	in unfavourable climate
in families	75	30
in peer groups	75	37
in youth organisations	68	27
in primary schools	63	26
in preschool education	58	19
by prominent stars in culture	57	26
by mass media	56	20
in secondary schools	56	13
by prominent stars in sports	44	32
in religious organisations	28	29

Resolution

Resolution adopted by the participants of the EU Presidency Conference on “ESD towards Responsible Global Citizenship”, Vienna, 13-15 March 2006

We, the participants of the EU Presidency Conference on “ESD towards Responsible Global Citizenship”,

recognizing the importance of the UNECE Strategy for Education for Sustainable Development and its relevance to the current efforts in developing ESD within the EU and beyond,

taking into account that all 25 EU Member States are also members of the UNECE and have adopted the UNECE Strategy for Education for Sustainable Development in Vilnius, 18 March 2005,

furthermore, taking into account that among the other 30 UNECE countries many are in the accession or pre-accession to the EU phase, or are covered by the EU New Neighbourhood Policy,

we strongly recommend that the EU:

1. takes concrete steps towards acceptance, support and facilitation of the implementation of ESD, as stated in the UNECE Strategy for Education for Sustainable Development across the EU and its neighbourhood, with the involvement of all relevant sectors and stakeholders;
2. confirms this commitment through relevant statements by the EU Council and other relevant bodies;
3. supports the inclusion of a joint Ministerial Segment on ESD with the participation of both, Environment and Education Ministers, as an integral part of the sixth Ministerial Conference “Environment for Europe” to be held in Belgrade, 10-12 October 2007.

We express our gratitude to the Austrian EU Presidency for organising this important event and request it to take the necessary steps for presentation and promotion of this resolution to the relevant bodies, as appropriate.