

**Economic and Social Council**

Distr.: General
22 January 2014

Original: English

Economic Commission for Europe**Committee on Environmental Policy****United Nations Economic Commission for
Europe Steering Committee on Education
for Sustainable Development****Ninth meeting**

Geneva, 3 and 4 April 2014

Item 2 (d) of the provisional agenda

**Implementing the third phase of the UNECE Strategy for
Education for Sustainable Development: mandatory
national implementation reporting in 2014****Phase III: Format for reporting on the implementation of the
UNECE Strategy for Education for Sustainable Development***Summary*

By its terms of reference, the United Nations Economic Commission for Europe (ECE) Steering Committee for Education for Sustainable Development is charged with monitoring the progress of the implementation of the UNECE Strategy for Education for Sustainable Development (CEP/AC.13/2005/4/Rev.1, annex, para. 4 (b)).

On 1 November 2014, States participating in the Strategy are due to submit their national implementation reports. Reports are expected to reflect the progress made in the implementation of the Strategy at the national/State level during implementation phase III (2011–2015). This document presents the format for reporting. The set of indicators, on which the reporting format is based, was developed by the ECE Expert Group on Indicators. The reporting format has been slightly updated by the secretariat in consolidation with the Expert Group on Indicators to meet the reporting needs of phase III.

Based on national reports submitted, the secretariat will prepare a synthesis report in 2015, highlighting progress made, identifying challenges and drawing up recommendations. The synthesis report is vital for setting future priorities for implementing ESD and is expected to be presented to a high-level meeting of education and environment ministries in 2016.



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Introduction

1. The reporting format provided in this document was developed following the adoption by the United Nations Economic Commission for Europe (ECE) Steering Committee on Education for Sustainable Development of the workplan for the Implementation of the UNECE Strategy for Education for Sustainable Development (Strategy for ESD), 2005–2007 (CEP/AC.13/2005/8), which contains the procedure for the review of implementation of the Strategy for ESD. The reporting format also takes into account the pilot reporting exercise and feedback from countries on the workability and feasibility of the indicators and the requested information for reporting.

2. In addition, the workplan for implementation of phase III of the Strategy (2010–2015) sets out the timeline for the reporting exercise in 2014 (ECE/CEP/AC.13/2011/4, para. 47).

3. The set of indicators was developed by the ECE Expert Group on Indicators for Education for Sustainable Development set up by the High-level Meeting of Environment and Education Ministries (Vilnius, 17–18 March 2005). Three complementary progress reports provide information on the development of the indicators (see CEP/AC.13/2005/9, ECE/CEP/AC.13/2006/5 and ECE/CEP/AC.13/2008/4).

4. To reflect the requirements of phase III, in consolidation with the Expert Group on Indicators the secretariat has introduced the following changes to the reporting template developed by the Group:

(a) The reporting template was updated to use the revised International Standard Classification of Education (ISCED), as adopted by United Nations Educational, Scientific and Cultural Organization (UNESCO) member States in 2011;

(b) To gather important analytical information for the future implementation of education for sustainable development (ESD) (after the third phase of implementation comes to an end), countries are now given the possibility to add concluding remarks, i.e., on the main successes, challenges and implications for future implementation for each of the Strategy's objectives;

(c) Where appropriate, references to educator competences in ESD as developed by the ECE Expert Group on Competences were added (indicator 3.1);

(d) Where appropriate, references to the priority action areas as adopted by the Steering Committee at its seventh meeting (Geneva, 1–2 March 2012) (ECE/CEP/AC.13/2012/2, para. 48) were included (indicator 2.3);

(e) Descriptive remarks on indicators that referred only to phases I and II were revised to reflect the requirements of phase III, i.e., focusing on an analysis of implementation and implementation outcomes;

(f) Issue 9 of the 2010 reporting template ("describe any assistance needed to improve implementation") has been revised to read "future implementation of education for sustainable development", focusing on priorities for a future ESD implementation framework.

5. The main elements of the reporting procedure are as follows:

(a) ECE member States should prepare reports through a transparent consultative process involving all relevant stakeholders at the national/State level;

(b) Although the "yes/no" part of sub-indicators was required to be reported on in phase I (2007) and the "descriptive" part in phase II (by 2010) and phase III (by 2015),

countries are encouraged to report on the full set of indicators at the end of each phase, to the extent possible, in line with a country's progress in implementing the Strategy for ESD;

(c) Thirty-six member States reported on a voluntary basis by preparing reports for the Environment for Europe Ministerial Conference in Belgrade in 2007. Again, 36 member States responded to the first formal call for reporting in 2010. Countries are requested to prepare an updated version of the report for 2015;

(d) Reports should be submitted to the secretariat electronically in Word format. The text should be in English. Member States are also encouraged to provide the text in the two other official languages of ECE, French and Russian. Reports will be made available in the languages in which they are received. No editing will be provided;

(e) Deadline for submission to the secretariat, taking into account United Nations document management procedures, is 1 November 2014;

(f) The ECE secretariat will post the reports on its website;

(g) The ECE secretariat will prepare a synthesis report for 2015, highlighting achievements, identifying challenges and drawing conclusions regarding future ESD implementation. It is expected that the reporting results will be presented at the 10th meeting of the Steering Committee in 2015 and at a high-level meeting of education and environment ministries in 2016;

(h) Key stakeholders are encouraged to provide the secretariat with their reports on programmes or activities that support the implementation of the Strategy.

Annex

Format for reporting on implementation of the UNECE Strategy for Education for Sustainable Development

Phase III: 2011–2015

The following report is submitted on behalf of the Government of Austria in accordance with the decision of the ECE Steering Committee on Education for Sustainable Development.

Name of officer (national focal point) responsible for submitting the report:

a) Dr. Peter Iwaniewicz b) Dr. Günther Franz Pfaffenwimmer,

Signatures:

Date:

Full name of the institution:

- a) Austrian Federal Ministry of Agriculture, Forestry, Environment and Water Management
- b) Austrian Federal Ministry for Education and Women's Affairs

Postal address:

- a) Stubenring 1, A-1010 Wien, Austria
- b) Minoritenplatz 5, A-1014 Wien, Austria

Telephone: a) 0043 1 51522 1610; b) 0043 1 53120 2532

E-mail: a) peter.iwaniewicz@bmlfuw.gv.at; b) guenther.pfaffenwimmer@bmbf.gv.at

Website: a) www.bmlfuw.gv.at; b) www.bmbf.gv.at

Contact officer for national report (if different from above):

A. Provide brief information (not more than half a page) on the process by which this report has been prepared, including information on which types of public authorities were consulted or contributed to its preparation, how the stakeholders were consulted and how the outcome of this consultation was taken into account and on the material used as a basis for the report.

☒ Governmental institutions (please specify): Austrian Federal Ministry of Agriculture, Forestry, Environment and Water Management and Austrian Federal Ministry for Education and Women's Affairs

☐ Stakeholders: _____

☐ NGOs (please specify) _____

☐ Academia (please specify) _____

☐ Business (please specify) _____

☐ Other (please specify) _____

B. Report any particular circumstances that help clarify the context of the report — for example, whether the decision-making structure is federal and/or decentralized, and whether financial constraints are a significant obstacle to implementation. (This information should not exceed half a page.)

| | |
|---|---|
| Issue¹ 1. Ensure that policy, regulatory and operational frameworks support the promotion of ESD | |
| <i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i> | |
| Indicator 1.1 Prerequisite measures are taken to support the promotion of ESD | |
| Sub-indicator 1.1.1 | Is the UNECE Strategy for ESD available in your national ² language(s)? |
| Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> | <i>Please specify languages. German</i> |
| Sub-indicator 1.1.2 | Have you appointed a national focal point to deal with the UNECE Strategy for ESD? |
| Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> | <i>If yes, please specify in which ministrie(s)/department(s) the focal point(s) are located.</i> The department of Sustainability in the Austrian Federal Ministry of Agriculture, Forestry, Environment and Water Management (BMFLUW) and the department of Citizenship Education, Europe Education, Environmental Education, Consumer Education and Traffic Education in the Austrian Federal Ministry for Education and Women's Affairs (BMBF). |
| Sub-indicator 1.1.3 | Do you have a coordinating body for implementation of ESD? |
| Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> | <i>Please specify its mandate and coordinating mechanism. Please also specify whether its mandate covers implementation of the UNECE Strategy for ESD.</i> The "Dekadenbüro" is an institution on behalf of the Austrian Federal Ministry of Agriculture, Forestry, Environment and Water Management and the Austrian Federal Ministry for Education and Women's Affairs. It was established in order to coordinate the implementation activities of the Austrian ESD-Strategy by providing information to all interested persons and organizations, cross linking all Austrian initiatives and supporting their integration. More information: http://www.dekadenbuero.at |
| Sub-indicator 1.1.4 | Do you have a national implementation plan for ESD? |
| Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> | <i>Please specify whether this plan includes implementation of the UNECE Strategy for ESD and please indicate the Internet address where it is accessible.</i> The Austrian Strategy for Education for Sustainable Development was tabled by the Austrian Federal Ministry for Education and Women's Affairs, the Austrian Federal Ministry of Agriculture, Forestry, |

¹ Issues 1 to 6 herein are in accordance with the objectives (a)-(f) set out in the UNECE Strategy for ESD (CEP/AC.13/2005/3/Rev.1, para. 7).

² For countries with a federal government structure, all references to "national" apply to "State", as appropriate. In this context, "data at the national level" means aggregated data received from sub-State entities.

| Issue ¹ 1. Ensure that policy, regulatory and operational frameworks support the promotion of ESD | |
|---|---|
| <i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i> | |
| | Environment and Water Management and the Austrian Federal Ministry of Science, Research and Economics and passed by the Austrian council of Ministers on November 12, 2008. The strategy refers to the UNECE-Strategy and covers all relevant aspects. |
| Sub-indicator 1.1.5 | Are there any synergies at the national level between the ECE ESD process, the UNESCO global process on the United Nations Decade of ESD, ³ and other policy processes relevant to ESD? There is a close cooperation with the Austrian UNESCO commission and its activities. Representatives of the respective Ministries are members of the UNESCO Austria ESD implementation committee. |
| Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> | <i>Please specify and list major documents.</i> Austrian ESD-Strategy |

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

| Indicator 1.2 Policy, regulatory and operational frameworks support the promotion of ESD | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|---|--------------|-----|-----|------------|------------|------------------------------|--|--|----------------------|--|--|------------------------------|--|--|------------------------------|--|--|--|--|--|-----------------------------------|--|--|-----------------------------------|--|--|---------------------------------|--|--|---------------------------------|--|--|
| Sub-indicator 1.2.1 | Is ESD reflected in any national policy ⁴ document(s)? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> | <p><i>Please specify and list any major document(s).</i></p> <p>ESD is integrated into the Austrian Strategy for Sustainable Development (adopted in 2002) as well as in the Austrian Strategy for Education for Sustainable Development (adopted in 2008) and in the draft of the renewed Austrian Strategy for Sustainable Development (2011/12).</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Sub-indicator 1.2.2 | Is ESD: (a) addressed in relevant national education legislation/regulatory document(s); and (b) included in your national curricula and/or national standards/ordinances/requirements at all levels of formal education, as understood by your education system in accordance with ISCED? ⁵ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| (a) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> (b) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> | <p><i>If yes, please specify details for (a) and (b).</i></p> <p><i>Please also fill in the table by ticking (✓) as appropriate.</i></p> <table border="1"> <thead> <tr> <th rowspan="2">ISCED levels</th> <th>(a)</th> <th>(b)</th> </tr> <tr> <th><i>Yes</i></th> <th><i>Yes</i></th> </tr> </thead> <tbody> <tr><td>0. Early childhood education</td><td></td><td></td></tr> <tr><td>1. Primary education</td><td></td><td></td></tr> <tr><td>2. Lower secondary education</td><td></td><td></td></tr> <tr><td>3. Upper secondary education</td><td></td><td></td></tr> <tr><td>4. Post secondary non-tertiary education</td><td></td><td></td></tr> <tr><td>5. Short-cycle tertiary education</td><td></td><td></td></tr> <tr><td>6. Bachelor's or equivalent level</td><td></td><td></td></tr> <tr><td>7. Master's or equivalent level</td><td></td><td></td></tr> <tr><td>8. Doctoral or equivalent level</td><td></td><td></td></tr> </tbody> </table> | ISCED levels | (a) | (b) | <i>Yes</i> | <i>Yes</i> | 0. Early childhood education | | | 1. Primary education | | | 2. Lower secondary education | | | 3. Upper secondary education | | | 4. Post secondary non-tertiary education | | | 5. Short-cycle tertiary education | | | 6. Bachelor's or equivalent level | | | 7. Master's or equivalent level | | | 8. Doctoral or equivalent level | | |
| ISCED levels | (a) | | (b) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <i>Yes</i> | <i>Yes</i> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 0. Early childhood education | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Primary education | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Lower secondary education | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. Upper secondary education | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4. Post secondary non-tertiary education | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5. Short-cycle tertiary education | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6. Bachelor's or equivalent level | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7. Master's or equivalent level | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 8. Doctoral or equivalent level | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Sub-indicator 1.2.3 | Are non-formal and informal ESD addressed in your relevant national policy and/or regulatory document(s) and operational frameworks? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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

⁵ See <http://www.uis.unesco.org/Education/Pages/international-standard-classification-of-education.aspx>.

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| Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> | <i>Please specify.</i> |
| Sub-indicator 1.2.4 | Is public awareness in relation to ESD addressed in relevant national document(s)? |
| Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> | <i>Please specify.</i> |

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| Sub-indicator 1.2.5 | Does a formal structure for interdepartmental ⁶ cooperation relevant to ESD exist in your Government? |
| Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> | <i>Please specify.</i> The "Dekadenbüro" (see above) and Austrian UNESCO commission ESD implementation committee. |
| Sub-indicator 1.2.6 | Does a mechanism for multi-stakeholder cooperation on ESD exist with the involvement of your Government? ⁷ |
| Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> | <i>Please specify.</i> Yes, there has been a multi-stakeholder process in order to develop The Austrian Strategy for Education for Sustainable Development and furthermore to support the implementation of the ESD process via the "Dekadenbüro". |
| Sub-indicator 1.2.7 | Are public budgets and/or economic incentives available specifically to support ESD? |
| Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> | <i>Please specify.</i> On the federal level the Ministries BMBF and BMLFUW invest for the main institutions FORUM Umweltbildung and Zentrum <i>polis</i> – Politik Lernen in der Schule (<i>polis</i> – Austrian Centre for Citizenship Education in Schools), including Dekadenbüro app. € 735.000,-- for the Education Promotion Fund for Health and Sustainable Development app. € 155.000,-- annually (status 2014). For enhancing ESD among Austrian universities, universities of applied science and university colleges of teacher education a specific budget of approximately € 12.000 per year was designated within the Austrian Federal Ministry of Science, Research and Economics (BMFWF) (Abteilung I/2) for a biannual ESD-Award (status 2014). There also exists funding for special student programmes to enhance vision thinking and participation of students, i.e. the "Future lectures" or the initiative "Mut zur Nachhaltigkeit" (courage for SD) – funded by BMFLUW. On the regional level the provincial governments give financial support to ESD initiatives. |
| Indicator 1.3 | National policies support synergies between processes related to sustainable development (SD) and ESD |
| Sub-indicator 1.3.1 | Is ESD part of SD policy(ies) if these exist in your country? |
| Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> | <i>Please specify.</i> ESD was included in the national strategy of SD ("Austrian strategy of sustainable development"), published in 2002. |

⁶ Between State bodies.

⁷ For an explanation, see paragraph 46 of the UNECE Strategy for ESD.

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| | <p>The progress report 2004 about the strategy of SD to the Council of Ministers was the starting point for the development of the national ESD-strategy (adopted in November 2008). Furthermore ESD is included in the draft of the renewed and enlarged national Strategy of SD developed in cooperation between the federal ministries and the provincial governments (2011/12).</p> |
| <i>Concluding remarks on issue 1</i> | <p><i>Please provide any concluding remarks you may have concerning the implementation of issue 1, which corresponds to objective (a) under the Strategy, namely, to ensure that policy, regulatory and operational frameworks support the promotion of ESD</i></p> <p>ESD was integrated into many areas of education but not always under the label ESD (partly because the term seems hard to grasp) and therefore it is not always visible at first sight (e.g. in the National <i>Environmental</i> Performance Award for Schools and University Colleges of Teacher Education).</p> |
| | <p><i>Please address in particular the following questions:</i></p> <ul style="list-style-type: none"> – <i>Which actions/initiatives have been particularly successful and why?</i> – <i>What challenges did your country encounter when implementing this objective?</i> – <i>Which other considerations have to be taken into account in future ESD implementation concerning this objective?</i> |

| | | | | | | | | | | | | | |
|---|--|--------------------------|--------------------------|--------------------------|-------------------------------------|---|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-------------------------------------|
| Issue 2. Promote SD through formal, non-formal and informal learning | | | | | | | | | | | | | |
| <i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i> | | | | | | | | | | | | | |
| Indicator 2.1 SD key themes are addressed in formal education | | | | | | | | | | | | | |
| Sub-indicator 2.1.1 | Are key themes of SD ⁸ addressed explicitly in the curriculum/programme of study at various levels ⁹ of formal education? | | | | | | | | | | | | |
| Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> | <p><i>Please specify what SD issues are important in the country (i.e., biodiversity, gender, consumption/production, etc.) and how they are addressed in the curricula.</i></p> <p>Various topics of the decade refer to a long tradition and a good formal establishment within the educational system: Health education, environmental education, citizenship education, consumer education and education for gender equality are established instruction principles. Numerous initiatives and projects have been organized in many schools, which prove that these topics are integrated in educational practise. They were established long before the decade started and are seen not in competition but rather as contribution to Education for Sustainable Development.</p> <p>The decade as well as the results of the Pisa studies offered some additional opportunities to rethink educational programmes, curricula and strategies. The instruction principle of Environmental Education has just recently been revised, is now called "Environmental Education for SD" and integrates ESD in many aspects. New curricula in teacher education institutions are established just now and will also integrate various topics of ESD.</p> <p>Nevertheless it will be the aim of further efforts to explicitly integrate topics of ESD and ESD as an overall principle still more into existing (as well as new) curricula.</p> <p><i>Please update the table in appendix I (a) that was used for implementation phase II under this sub-indicator, as appropriate, and indicate the results in the box below in accordance with the rating scale set out in the appendix.</i></p> <table border="1"> <tr> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> <td>F</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> </tr> </table> | A | B | C | D | E | F | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| A | B | C | D | E | F | | | | | | | | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | | | | | | | | |
| Sub-indicator 2.1.2 | <p>Are learning outcomes (skills, attitudes and values) that support ESD addressed explicitly in the curriculum¹⁰/programme of study at various levels of formal education?</p> <p>These questions have to be answered on the basis of subjective estimations, since appropriate studies examining existing curricula are not available. Furthermore we have to ask, where and how learning</p> | | | | | | | | | | | | |

⁸ For details, see paragraph 15 of the UNECE Strategy for ESD.

⁹ For the State or federal level, where relevant.

¹⁰ Idem.

| | <p>outcomes should be addressed: On a legal level school organization law (§2) requires education for independent judgement – and therefore critical thinking. Curricula consist of a general part and a specification for various subjects. Within the general part curricula for ISCED level 2 ask for learning to act responsibly, to cooperate with others etc.</p> <p>These goals are again addressed within curricula for various subjects, e.g. in language instruction: fact based arguing and learning to express one's considerations and position is part of the curriculum. Therefore critical thinking – asked for in Appendix 1 (B) is noticed as addressed at ISCED level 2 and 3. In fact, these topics were implemented long before the decade started.</p> <p>Competence orientation has been introduced into the Austrian curriculum development in formal education including curricula for teacher training. These competencies also address requirements for ESD.</p> | | | | | | | | | | | | |
|---|---|--------------------------|--------------------------|-------------------------------------|--------------------------|---|---|--------------------------|--------------------------|--------------------------|--------------------------|-------------------------------------|--------------------------|
| Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> | <p><i>Please specify what competences as learning outcomes are important in your country.</i></p> <p><i>Please update the table in appendix I (b) that was used for implementation phase II under this sub-indicator, as appropriate, and indicate the results in the box below in accordance with the rating scale set out in the appendix.</i></p> <table border="1" data-bbox="974 689 1574 794"> <thead> <tr> <th>A</th> <th>B</th> <th>C</th> <th>D</th> <th>E</th> <th>F</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table> | A | B | C | D | E | F | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| A | B | C | D | E | F | | | | | | | | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | | | | | | | |

| Sub-indicator 2.1.3 | Are teaching/learning methods that support ESD addressed explicitly in the curriculum ¹¹ /programme of study at various levels of formal education? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|--|--------------------------|--------------------------|-------------------------------------|--------------------------|-----|-----|--------------------------|--------------------------|--------------------------|--------------------------|-------------------------------------|--------------------------|------------------------------|--|---|--|---|---|----------------------|---|---|---|---|---|------------------------------|---|---|---|---|---|------------------------------|---|---|---|---|---|
| Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> | <p>Please specify what methods are of particular significance in your country. Please also specify for non-formal education, as appropriate.</p> <p>Please also update the table in appendix I (c) that was used to report on implementation phase II, as appropriate, and indicate the results in the box below in accordance with the rating scale set out in the appendix.</p> <table border="1"> <tr> <td>A</td> <td>B</td> <td>C</td> <td>D</td> <td>E</td> <td>F</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> <td><input checked="" type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table> | A | B | C | D | E | F | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | |
| A | B | C | D | E | F | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Indicator 2.2 | Strategies to implement ESD are clearly identified | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Sub-indicator 2.2.1 | Is ESD addressed through: (a) existing subjects ¹² only?; (b) a cross-curriculum approach?; (c) the provision of specific subject programmes and courses?; (d) a stand-alone project? ¹³ ; (e) other approaches? | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| (a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (c) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (d) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (e) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> | <p>Please specify for different levels of education system in accordance with ISCED by ticking (✓) in the table as appropriate.</p> <p>On ISCED levels 1 to 3, ESD is addressed within existing subjects as well as a cross-curricular topic. ISCED Level 0 also follows a holistic approach. At levels 4, 5 and 6 most of the activities take place within stand-alone projects, some as specific subjects. But there are also study degree programmes like “Environmental Pedagogy” at the University College for Agrarian and Environmental Pedagogy or the study course “BINE – University course for ESD in teacher education” at the University of Klagenfurt and the University College for Teacher Training of Upper Austria.</p> <table border="1"> <thead> <tr> <th>ISCED levels 2011</th> <th>(a)</th> <th>(b)</th> <th>(c)</th> <th>(d)</th> <th>(e)</th> </tr> <tr> <th></th> <th>Yes</th> <th>Yes</th> <th>Yes</th> <th>Yes</th> <th>Yes</th> </tr> </thead> <tbody> <tr> <td>0. Early childhood education</td> <td></td> <td>x</td> <td></td> <td>x</td> <td>x</td> </tr> <tr> <td>1. Primary education</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> </tr> <tr> <td>2. Lower secondary education</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> </tr> <tr> <td>3. Upper secondary education</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> <td>x</td> </tr> </tbody> </table> | ISCED levels 2011 | (a) | (b) | (c) | (d) | (e) | | Yes | Yes | Yes | Yes | Yes | 0. Early childhood education | | x | | x | x | 1. Primary education | x | x | x | x | x | 2. Lower secondary education | x | x | x | x | x | 3. Upper secondary education | x | x | x | x | x |
| ISCED levels 2011 | (a) | (b) | (c) | (d) | (e) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | Yes | Yes | Yes | Yes | Yes | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 0. Early childhood education | | x | | x | x | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Primary education | x | x | x | x | x | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Lower secondary education | x | x | x | x | x | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. Upper secondary education | x | x | x | x | x | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

¹¹ Idem.

¹² E.g., geography or biology. For higher education, “subject” means “course”.

¹³ A project is interpreted as a discrete activity with its own time allocation rather than a teaching/learning method.

| | | | | | | | |
|---|---|--|---|---|---|---|---|
| | | 4. Post-secondary non-tertiary education | | x | x | | |
| | | 5. Short-cycle tertiary education | | x | x | x | x |
| | | 6. Bachelor's or equivalent level | x | x | x | x | x |
| | | 7. Master's or equivalent level | x | x | x | x | x |
| | Please also provide information about the incentives on the national level for implementing (a), (b), (c), (d), and (e). | | | | | | |
| Indicator 2.3 A whole-institution approach¹⁴ to SD/ESD is promoted | | | | | | | |
| Sub-indicator 2.3.1 | <p>Do educational institutions¹⁵ adopt a “whole-institution approach” to SD/ESD?</p> <p>On the level of higher education, many Austrian universities, universities of applied science and university colleges of teacher education have participated in programmes supporting education for sustainable development as a whole institution. This development is fostered by performance agreements between the responsible ministries and the respective institutions of higher education.</p> <p>On school level programmes like ecologically orientated schools, UNESCO schools, health-promoting schools or schools for preventing climate change, etc. address hundreds of schools and support a whole institution approach.</p> <p>Within the last years numerous schools developed specific profiles with a strong ecological orientation. Often several foci are followed at a single school – e.g. science learning, promoting languages, health and ecology learning. These foci are mainly unconnected until now – but they offer great opportunities for ESD – provided that linkage between the various topics takes place: The co-operation of different players and themes would be a model of success.</p> <p>On the programme level within the Austrian Federal Ministry for Education and Women´s Affairs the</p> | | | | | | |

¹⁴ A “whole institution approach” means that all aspects of an institution's internal operations and external relationships are reviewed and revised in the light of SD/ESD principles. Within such an approach each institution would decide on its own actions, addressing the three overlapping spheres of Campus (management operations); Curriculum; and Community (external relationships).

¹⁵ For higher education institutions: whole-university, whole-college or whole-faculty approach (including inter-faculty approaches).

| | |
|---|---|
| | <p>collaboration between school networks and background programmes concerning ecologisation of schools, health promoting schools as well as science learning (network "Initiative on Innovation in Mathematics, Science and Technology") has started in 2010.</p> <p>There also exists a quality label which addresses a whole institution approach for certifying Schools and Teacher Education institutions (the National Environmental Performance Award for Schools and University Colleges of Teacher Education).</p> |
| Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> | <p><i>The Steering Committee has adopted as one priority action area that every school adopts an ESD school plan by 2015. ESD school plans are one means to implement a whole-institution approach. Please provide information on the implementation of this priority action area in your country.</i></p> <p>School development plans and a whole school approach have been basis of the Austrian ECO-Schools – Education for Sustainability (ECOLOG) programme and school network since 2001.</p> <p>New regulations on school quality management: On September 1st 2012 the legal regulation on school quality management became effective. Therein key points for a National Quality Framework are defined. This is the basis for further specification in a participatory process within the different levels of the school system. Quality development focuses on two sectors of the school system: (for details see: http://www.bmbf.gv.at/enfr/school/schools.html)</p> <ul style="list-style-type: none"> • SQA – Schulqualität Allgemeinbildung (school quality in general secondary education) comprises the general school system (www.sqa.at). This initiative had its pilot year in 2012/13 and is becoming compulsory step by step until 2017. • QIBB – QualitätsInitiative BerufsBildung (quality in vocational training) comprises the vocational school system (www.qibb.at). This initiative has a ten years' tradition based on the QM circle following the model of Deming (Plan - Do - Check - Act) in order to reach a targeted process of continuous improvement. <p>There are two clearly defined supporting elements at and/or between all the levels of the school system: development plans and periodic (performance) reviews and discussions on target agreements. The target agreements are based on the development plans and other relevant documents which are supplied to managerial staff in advance and are made binding through written documentation. Target agreements between the different levels of school system (e.g. between head of school and school inspector) need and ask for a dialogue-based leadership and a culture of feedback and consensus and should be drawn up in a climate of mutual respect and on equal terms.</p> <p>Concerning ESD, schools are encouraged to choose relevant points of interest or needs in their actual development also focusing on the topics of ESD as defined by UNESCO: Biodiversity, Climate Change, Cultural Diversity, Health Promotion, Gender Equality, Sustainable Lifestyles, Peace and Human Security,</p> |

etc.

Topic focused initiatives are supported by respective programmes of the Austrian Federal Ministry for Education and Women's Affairs and other institutions.

ESD School plans are also fostered by the National Environmental Performance Award for Schools and University Colleges of Teacher Education and by the University Award for SD.

Also, please provide information for all levels of your education system in accordance with ISCED by ticking (✓) in the table as appropriate and specify for non-formal and informal education, as appropriate.

| ISCED levels 2011 | Yes |
|--|-----|
| 0. Early childhood education | |
| 1. Primary education | X |
| 2. Lower secondary education | X |
| 3. Upper secondary education | X |
| 4. Post-secondary non-tertiary education | |
| 5. Short-cycle tertiary education | |
| 6. Bachelor's or equivalent level | X |
| 7. Master's or equivalent level | X |
| 8. Doctoral or equivalent level | X |

| Sub-indicator 2.3.2 | <p>Are there any incentives (guidelines, award scheme, funding, technical support) that support a whole-institution approach to SD/ESD, including the implementation of ESD school plans?</p> <p>For more than ten years background programmes and related school networks have been existing concerning e.g. ecologisation of schools, health promoting schools, science learning including ICT within the Austrian Federal Ministry for Education and Women´s Affairs. These initiatives provide guidelines, support and award schemes.</p> <p>In addition schools and organisations for non-formal education may apply for project funding at the Education Promotion Fund for Health and Sustainable Development.</p> <p>There are also incentive initiatives including financial support on the regional level.</p> <p>On the level of higher education level the Austrian "Sustainability Award for Higher Education" (established in 2008) has a particular focus on a "whole-institution approach". In particular the awards are not given to single, isolated projects or initiatives but rather to processes and measures that cover the whole university and its stakeholders in the long run.</p> <p>Since 2011 the Alliance of Sustainable Universities has been existing as informal network to enhance Sustainability and ESD and to take advantage of synergies. At the moment nine out of 22 Austrian universities are members of the Alliance.</p> | | | | | | | | | | | | | | | | | | | | |
|---|--|-------------------|-----|------------------------------|--|----------------------|---|------------------------------|---|------------------------------|---|--|--|-----------------------------------|--|-----------------------------------|---|---------------------------------|---|---------------------------------|---|
| Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> | <p><i>If yes, please specify what schemes are available for all levels of your education system.</i></p> <p><i>Please also provide information on all education levels in accordance with ISCED by ticking (✓) in the table as appropriate.</i></p> <table border="1" data-bbox="981 930 1561 1353"> <thead> <tr> <th>ISCED levels 2011</th><th>Yes</th></tr> </thead> <tbody> <tr> <td>0. Early childhood education</td><td></td></tr> <tr> <td>1. Primary education</td><td>x</td></tr> <tr> <td>2. Lower secondary education</td><td>x</td></tr> <tr> <td>3. Upper secondary education</td><td>x</td></tr> <tr> <td>4. Post-secondary non-tertiary education</td><td></td></tr> <tr> <td>5. Short-cycle tertiary education</td><td></td></tr> <tr> <td>6. Bachelor's or equivalent level</td><td>x</td></tr> <tr> <td>7. Master's or equivalent level</td><td>x</td></tr> <tr> <td>8. Doctoral or equivalent level</td><td>x</td></tr> </tbody> </table> <p><i>Please also specify for non-formal and informal education, as appropriate. If relevant information is available please also specify</i></p> | ISCED levels 2011 | Yes | 0. Early childhood education | | 1. Primary education | x | 2. Lower secondary education | x | 3. Upper secondary education | x | 4. Post-secondary non-tertiary education | | 5. Short-cycle tertiary education | | 6. Bachelor's or equivalent level | x | 7. Master's or equivalent level | x | 8. Doctoral or equivalent level | x |
| ISCED levels 2011 | Yes | | | | | | | | | | | | | | | | | | | | |
| 0. Early childhood education | | | | | | | | | | | | | | | | | | | | | |
| 1. Primary education | x | | | | | | | | | | | | | | | | | | | | |
| 2. Lower secondary education | x | | | | | | | | | | | | | | | | | | | | |
| 3. Upper secondary education | x | | | | | | | | | | | | | | | | | | | | |
| 4. Post-secondary non-tertiary education | | | | | | | | | | | | | | | | | | | | | |
| 5. Short-cycle tertiary education | | | | | | | | | | | | | | | | | | | | | |
| 6. Bachelor's or equivalent level | x | | | | | | | | | | | | | | | | | | | | |
| 7. Master's or equivalent level | x | | | | | | | | | | | | | | | | | | | | |
| 8. Doctoral or equivalent level | x | | | | | | | | | | | | | | | | | | | | |

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| | (provide examples). |
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| Sub-indicator 2.3.3 | Do institutions/learners develop their own SD/ESD indicators for their institution/organization? | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|-------------------|-----|------------------------------|--|----------------------|---|------------------------------|---|------------------------------|---|--|--|-----------------------------------|--|-----------------------------------|---|---------------------------------|---|---------------------------------|---|-------------------|-----|------------------------------|--|----------------------|--|
| Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> | <p>Please specify (i.e., provide examples of how this is done) for formal institutions as well as for non-formal institutions.</p> <p>Some Universities participating in ESD-Programmes are developing their own indicators. Schools are using indicators like the ecological footprint or criteria of the National Environmental Performance Award for Schools and University Colleges of Teacher Education as well as the Quality Criteria for ESD-Schools, developed by the International network "Environment and School Initiatives/ENSI". There is no evidence of indicators developed by schools themselves.</p> <p>Please also indicate for all levels of your education system in accordance with ISCED, by ticking (✓) in the table as appropriate:</p> <p>(a) For formal institutions:</p> <table border="1"> <thead> <tr> <th>ISCED levels 2011</th><th>Yes</th></tr> </thead> <tbody> <tr><td>0. Early childhood education</td><td></td></tr> <tr><td>1. Primary education</td><td>x</td></tr> <tr><td>2. Lower secondary education</td><td>x</td></tr> <tr><td>3. Upper secondary education</td><td>x</td></tr> <tr><td>4. Post-secondary non-tertiary education</td><td></td></tr> <tr><td>5. Short-cycle tertiary education</td><td></td></tr> <tr><td>6. Bachelor's or equivalent level</td><td>x</td></tr> <tr><td>7. Master's or equivalent level</td><td>x</td></tr> <tr><td>8. Doctoral or equivalent level</td><td>x</td></tr> </tbody> </table> <p>(b) For non-formal institutions:</p> <table border="1"> <thead> <tr> <th>ISCED levels 2011</th><th>Yes</th></tr> </thead> <tbody> <tr><td>0. Early childhood education</td><td></td></tr> <tr><td>1. Primary education</td><td></td></tr> </tbody> </table> | ISCED levels 2011 | Yes | 0. Early childhood education | | 1. Primary education | x | 2. Lower secondary education | x | 3. Upper secondary education | x | 4. Post-secondary non-tertiary education | | 5. Short-cycle tertiary education | | 6. Bachelor's or equivalent level | x | 7. Master's or equivalent level | x | 8. Doctoral or equivalent level | x | ISCED levels 2011 | Yes | 0. Early childhood education | | 1. Primary education | |
| ISCED levels 2011 | Yes | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 0. Early childhood education | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Primary education | x | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 2. Lower secondary education | x | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 3. Upper secondary education | x | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 4. Post-secondary non-tertiary education | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 5. Short-cycle tertiary education | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 6. Bachelor's or equivalent level | x | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 7. Master's or equivalent level | x | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 8. Doctoral or equivalent level | x | | | | | | | | | | | | | | | | | | | | | | | | | | |
| ISCED levels 2011 | Yes | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 0. Early childhood education | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1. Primary education | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| Sub-indicator 2.3.3 | Do institutions/learners develop their own SD/ESD indicators for their institution/organization? | | |
|---------------------|--|--|--|
| | | 2. Lower secondary education | |
| | | 3. Upper secondary education | |
| | | 4. Post-secondary non-tertiary education | |
| | | 5. Short-cycle tertiary education | |
| | | 6. Bachelor's or equivalent level | |
| | | 7. Master's or equivalent level | |
| | | 8. Doctoral or equivalent level | |

| Indicator 2.4 ESD is addressed by quality assessment/enhancement systems | |
|--|---|
| Sub-indicator 2.4.1 | (a) Are there any education quality assessment/enhancement systems?: ¹⁶ (b) Do they address ESD?; (c) Are there any education quality assessment/enhancement systems that address ESD in national systems? |

¹⁶ For higher education institutions: either national centres for quality assessment in higher education or cooperation with general quality assessment agencies, such as the European Foundation for Quality Management (EFQM).

(a) Yes ☒ No ☐

(b) Yes ☒ No ☐

(c) Yes ☒ No ☐

Please elaborate.

- In Austria, schools may apply for the National Environmental Performance Award for Schools and University Colleges of Teacher Education. This certificate, provided by the Ministry for Agriculture, Forestry, Environment and Water Management and the Austrian Federal Ministry for Education and Women's Affairs requires a qualitative assessment. The guidelines for this assessment contain numerous criteria for ESD. Up to now 98 schools (level 1 – 7) have claimed this certificate.
- SQA – Schulqualität Allgemeinbildung (school quality in general secondary education) comprises the general school system (www.sqa.at). This initiative had its pilot year in 2012/13 and is becoming compulsory step by step until 2017.
- QIBB – QualitätsInitiative BerufsBildung (quality in vocational training) comprises the vocational school system (www.qibb.at). This initiative has a ten years' tradition based on the QM circle following the model of Deming (Plan - Do - Check - Act) in order to reach a targeted process of continuous improvement.

Also, please specify for various levels of your education system in accordance with ISCED, by ticking (✓) in the table as appropriate.

| ISCED levels 2011 | (a) | (b) | (c) |
|--|-----|-----|-----|
| | Yes | Yes | Yes |
| 0. Early childhood education | | | |
| 1. Primary education | x | x | x |
| 2. Lower secondary education | x | x | x |
| 3. Upper secondary education | x | x | x |
| 4. Post-secondary non-tertiary education | | | |
| 5. Short-cycle tertiary education | x | x | x |
| 6. Bachelor's or equivalent level | x | x | x |
| 7. Master's or equivalent level | x | x | x |
| 8. Doctoral or equivalent level | x | x | x |

Please also specify for non-formal and informal education, as appropriate. If relevant data are available, please also specify this data (i.e., provide examples on how the data was compiled).

In Austria, institutions of non-formal and informal education may apply for the National Environmental Performance Award for Non-formal and Informal Education Institutions. This certificate, provided by the Ministry for Agriculture, Forestry, Environment and Water Management requires a qualitative assessment. The guidelines for this assessment contain numerous criteria for ESD. Up to now 18 institutions have claimed this certificate.

| Indicator 2.5 | ESD methods and instruments for non-formal and informal learning are in place to assess changes in knowledge, attitude and practice |
|---|--|
| Sub-indicator 2.5.1 | Are SD issues addressed in informal and public awareness-raising activities? |
| Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> | <p><i>Please specify and provide information on new developments and good practice examples.</i></p> <p>A wide range of activities of public authorities and private organisations is carried out in order to raise public awareness. Changing climate, renewable energies, rural development and the concept of the ecological footprint are some of the topics of high priority in Austria's media. Within the national strategy for sustainability information and educations plays an important role. Companies are informed about programmes for corporate social responsibility (CSR) by public corporations (Industriellenvereinigung=Federation of Austrian Industries, Wirtschaftskammer=Chamber of Commerce). A programme for Learning regions is promoted by the Federal Ministry of Agriculture in order to support rural development.</p> <p>Environmental issues are addressed regularly by NGOs (e.g. Umweltdachverband, ÖKO-Büro, World Wide Fund for Nature, Ökologie-Institut). The Jugendumweltplattform JUMP (Youth platform for environment - www.jugendumweltplattform.at) is especially addressing young people for participation projects for SD. Federal states focus on rural development or Agenda 21 processes. In Vorarlberg (one of the federal states) a public office for "future affairs" (Büro für Zukunftsfragen) provides information about SD-topics. Global Education issues and a wide range of Health promotion issues are addressed by a range of NGOs.</p> <p>On a national level, the committee for sustainable Austria and the national expert group for sustainability (Forum Nachhaltiges Österreich) provide information especially for experts and stakeholders.</p> <p>Non-formal learning is covered by a large variety of organisations in Austria: market-driven companies as well as non-profit organizations offer training, teaching and information activities. Some of them are supported by churches, others by labour or employers organisations or communities. Therefore, there also exists a large variety of approaches to ESD-topics: some focus on social, others on economical or ecological topics of ESD.</p> <p>The topic of Empowerment gained very much importance in non-formal education in the last few years. This development is due to economic considerations and not a result of ESD – nevertheless, it supports ESD.</p> <p>In the future the link between ESD and Life Long Learning initiatives should be enhanced. Here exist great opportunities for supporting the aims of ESD.</p> |

| | |
|---|---|
| Sub-indicator 2.5.2 | Is there any support for work-based learning (e.g., for small companies, farmers, trade unions, associations) which addresses SD issues? |
| Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> | <p><i>Please specify and provide information on new developments and good practice examples.</i></p> <p>In Austria, there exists a programme for rural family based corporations (bäuerliche Familienunternehmen) by the Federal Ministry of Agriculture, Forestry, Environment and Water Management which supports rural enterprises in developing according to SD. The family members receive training and mentoring in ecological, economic and social questions, in addition empowerment training is provided.</p> <p>The University College of Teacher Education for Agrarian and Environmental Pedagogy which is associated to the Federal Ministry of Agriculture, Forestry, Environment and Water Management also provides training and advice for agricultural enterprises (farmers, market gardens, etc.).</p> <p>The Institutes for Agricultural Further Education (LFI) also provide training and advice for agricultural enterprises (www.lfi.at)</p> <p>Learning Regions in Austria: Learning regions are instruments aimed at encouraging lifelong learning and establishing knowledge management in rural areas. In a learning region, relevant stakeholders in the region build a network that focuses on learning. The network develops a strategy for offering attractive learning opportunities in line with regional needs and demands. It defines main areas of activity and draws up educational projects. The objective is to increase the education and training opportunities of the rural population and enhance its interest in further education and training.</p> <p>Austria's learning regions are supported on the basis of the European Union Rural Development programmes. The Austrian Federal Ministry of Agriculture and Environment is in charge of its implementation. At present (2014), 41 regions in Austria take part in the Learning Regions programme.</p> <p>Public corporations such as "respACT" support companies in questions of corporate social responsibility (CSR). http://www.respect.at/</p> <p>Public business development programmes (e.g. WAFF in Vienna) support initiatives for gender equality, for integration of handicapped people or the integration of unemployed elderly people in order to prevent poverty. http://waff.at/</p> |
| Sub-indicator 2.5.3 | Are there any instruments (e.g. research, surveys, etc.) in place to assess the outcomes of ESD as a result of non-formal and informal learning? |

| | |
|---|--|
| Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> | <p><i>Please specify in particular what instruments were the most effective in assessing the outcomes of ESD as a result of non-formal/informal learning.</i></p> <p>In Austria, institutions of non-formal and informal education may apply for the National Environmental Performance Award for Non-formal and Informal Education Institutions. (see above)</p> |
| Indicator 2.6 ESD implementation is a multi-stakeholder process¹⁷ | |
| Sub-indicator 2.6.1 | Is ESD implementation a multi-stakeholder process? |
| Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> | <p><i>Please specify the main stakeholders and the main impacts that those stakeholders had/have on implementation. Please update the information provided in the previous table for appendix II as appropriate.</i></p> <p>As mentioned above (Indicator 1.2.6) there has been a multi-stakeholder process in order to develop the Austrian Strategy for Education for Sustainable Development. Stakeholders were asked to participate in consultation conferences in 2006. More than 300 stakeholders, mainly representatives of environmental organisations, teachers as well as representatives of educational and environmental authorities participated. The results were published by the Austrian Federal Ministry for Education and Women's Affairs – as the basis for a national strategy.</p> |
| Concluding remarks on issue 2 | <i>Please provide any concluding remarks you may have concerning the implementation of issue 2, which corresponds to objective (b) under the Strategy, namely to promote sustainable development through formal, non-formal and informal learning</i> |

¹⁷ For higher education institutions: this covers the issue of university “outreach” (meaning a wide spectrum from regional integration, business cooperation and transdisciplinarity to eco-procurement and research-education-cooperation).

| | |
|---|---|
| | <p><i>Please address in particular the following questions:</i></p> <ul style="list-style-type: none"> – Which actions/initiatives have been particularly successful and why? – What challenges did your country encounter when implementing this objective? – Which other considerations have to be taken into account in future ESD implementation concerning this objective? <p>The overall challenge might be described as keeping momentum between structures and processes or, in other words, between stability and flow to enable sustainable development and learning. Sustainable Development is theme that transcends different social groups and structures. It cannot be implemented through education alone. The fact that the European Commission did not support the Decade hampered the dynamic the Decade could have acquired in Europe. Experts developed a national educational strategy for the Decade. In Austria, the Decade was primarily supported by the Federal Ministry for Education, the Arts and Culture (now Austrian Federal Ministry for Education and Women´s Affairs), the Federal Ministry for Science and Research (now Austrian Federal Ministry of Science, Research and Economics) and the Federal Ministry for Agriculture, Forestry, Environment and Water Management.</p> <p>Education for Sustainable Development requires a redefinition of education. It is based on pedagogical principles such as interdisciplinarity, value orientation, cultural awareness, problem-solving orientation, methodological diversity, participation and local relevance. The overall aim is to empower the individual to shape society in a reflected, responsible manner.</p> <p>For a thorough dissemination of sustainability in the tertiary sector an international promotion of inter- und transdisciplinarity is necessary including the facilitation of correspondent co-operations. At the moment such scientific research co-operations are not assigned excellency (i.e. have a low “impact factor”) and they are discriminated in selection processes.</p> |
| Issue 3. Equip educators with the competence to include SD in their teaching | |
| <i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i> | |
| Indicator 3.1 ESD is included in the training¹⁸ of educators | |
| Sub-indicator 3.1.1 | Is ESD a part of educators’ initial training? ¹⁹ |

¹⁸ ESD is addressed by content and/or by methodology.

¹⁹ For higher education institutions: the focus is here on existing teacher training at universities/colleges regarding SD and ESD for university/college teachers.

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| Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> | <p><i>In particular specify what ESD competences²⁰ are explicitly included in the study programmes.</i></p> <p>Case 1: Single lectures on ESD, mostly not fixed part in the curriculum, often free to choose; Case 2: Lectures on topics of ESD (like health care, environmental issues, global issues). At the moment, case 2 is more common, but the integration of ESD in lectures and curricula is increasing. One example is the bachelor study programme "environmental education" at the University College for Agrarian and Environmental Pedagogy in Vienna.</p> <p>At present new curricula for teacher education are established and there have been adopted a series of policy papers for ESD to be integrated. The Austrian Federal Ministry for Science, Research and Economy has commissioned a policy paper for integrating ESD in teacher education: Steiner, R., Rauch, F., (2013): Grundsatzpapier zur Bildung für Nachhaltige Entwicklung in der PädagogInnenbildung Neu. (https://ius.uni-klu.ac.at/inhalte/neuigkeiten/dateien/166/Grundsatzpapier.pdf). A summary has been included into the manual for establishing teacher education curricula (http://www.virtuelle-ph.at/pluginfile.php/43796/coursecat/description/Grundlagen_und_Materialien_zur_Curriculumentwicklung_Druckversion.pdf.) The Austrian Federal Ministry for Education and Women's Affairs has already in 2008 mandated a research project on competences for teachers for ESD (Kom-Bine) (https://www.bmbf.gv.at/schulen/unterricht/ba/bine_kombine_18307.pdf?4dzgm2), a short summary of this also has been integrated into the curriculum manual.</p> |
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²⁰ For a set of core competences in ESD please see the report by the ECE Expert Group on Competences, *Learning for the future: Competences in Education for Sustainable Development* (ECE/CEP/AC.13/2011/6), available online from <http://www.unece.org/education-for-sustainable-development-esd/publications.html.html>.

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| Sub-indicator 3.1.2 | Is ESD a part of the educators' in-service training? ²¹ |
| Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> | <p><i>In particular specify what ESD competences are explicitly included in training programmes. Please also specify to what extent the training programmes are mandatory or optional.</i></p> <p>A number of optional lectures, courses, seminars on SD and ESD topics can be found such as:</p> <ul style="list-style-type: none"> – the "ECOLOG summer academy" within the Programme "Ecologisation of schools – Education for Sustainable Development" – the teacher in-service training course "Ecologisation of schools" (at the Catholic University College of Teacher Training Vienna, Kirchliche Pädagogische Hochschule Wien) – the in-service training course for teacher trainers on ESD which involves all Austrian university colleges of teacher training (Pädagogische Hochschulen) – the course on sustainability organised by the regional network on ESD in Salzburg called SABINE – BINE Lehrgang – Course of Studies on ESD for Teacher Trainers, a four semester course with 36 ECTS with a university certificate <p><i>Please also update the information provided under the phase II national implementation reporting in appendix III.</i></p> |
| Sub-indicator 3.1.3 | Is ESD a part of training of leaders and administrators of educational institutions? |
| Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> | <i>Please specify what ESD competences are explicitly included in training programmes. Please also specify to what extent the training programmes are accessible and whether they are mandatory or optional.</i> |
| Indicator 3.2 Opportunities exist for educators to cooperate on ESD | |
| Sub-indicator 3.2.1 | Are there any networks/platforms of educators and/or leaders/administrators who are involved in ESD in your country? |

²¹ For higher education institutions: the focus is here on existing in-service training programmes regarding SD and ESD for university/college teachers in their own universities/colleges.

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| Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> | <p><i>Please specify.</i></p> <p>There are some networks and platforms which are engaging in ESD. In the Austrian Eco-Schools - Education for Sustainability programme and network ÖKOLOG, about 450 schools and university colleges of teacher education are focussing on social and ecological aspects. Hereby, it is an essential objective to integrate different topics of ESD (content and methods) in education and start some kind of sustainable living in schools (save water and energy, consume [more] organic and regionally produced food etc.). The ENSI teachers team Austria is part of the internal network ENSI (see below) and initiates and supports school-development and teaching innovation for ESD on commission by the Ministry for Education and Women's Affairs.</p> <p>Three universities build the platform „Sustainicum Collection“. Themes relevant for sustainability are collected from the standpoint of various professional disciplines and presented to the teaching staff. All submitted proposals undergo quality assessment.</p> |
| Sub-indicator 3.2.2 | Are ESD networks/platforms supported by the government in any way? ²² |

²² Including assistance through direct funding, in-kind help, political and institutional support.

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| Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> | <p><i>Please specify how, listing the major ones, and describing them as appropriate.</i></p> <p>There are several ESD networks supported by the government and different ministries: Examples are:</p> <ul style="list-style-type: none"> • The programme "Ecologisation of Schools – Education for Sustainable Development ÖKOLOG", supported by the Austrian Federal Ministry for Education and Women's Affairs; ÖKOLOG is the first and main Austrian programme for schools and Universities of Teacher Education at the interface of Environmental Education and School development. It is based on the ENSI approach to EE and ESD taking into account the challenges and opportunities of school autonomy and school programme development. www.oekolog.at • The UNESCO-Schools Austria Network comprises more than 80 schools of all levels based on the four pillars of the UNESCO education model: <i>Learning to know, learning to do, learning to be and learning to live together.</i> • The "Klimabundnis Österreich" ("Austrian Climate Association") is a nation-wide network with app. 300 member communities and 60 Klimabundnis schools. It provides information, facilitation and PR, launches project initiatives and contests for schools and is supported by the Ministry of Environment. • The network SABINE in Salzburg is coordinated by the NGO Südwind Salzburg on behalf of the participating organisations with some financial support by the Salzburg Provincial Government. • In 2012 the Federal Ministry of Science, Research and Economy (BMWFW) established the internet platform "OpenScience4Sustainability" for sustainability research which is (also) open to ESD topics. • The platform of the "NachhaltigkeitskoordinatorInnen" (Co-ordinators of SD) is a body of SD experts, one in every county, who - in behalf of the government - coordinate SD activities in Austria including also ESD activities (mainly non- and informal) (https://www.nachhaltigkeit.at/NHKK). |
| Concluding remarks issue 3 | <p><i>Please provide any concluding remarks you may have concerning the implementation of issue 3, which corresponds to objective (c) under the Strategy, namely to equip educators with the competence to include sustainable development in their teaching</i></p> |
| | <p><i>Please address in particular the following questions:</i></p> <ul style="list-style-type: none"> – Which actions/initiatives have been particularly successful and why? – What challenges did your country encounter when implementing this objective? – Which other considerations have to be taken into account in future ESD implementation concerning this objective? |
| Issue 4. Ensure that adequate tools and materials for ESD are accessible | |
| <i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i> | |
| Indicator 4.1 Teaching tools and materials for ESD are produced | |
| Sub-indicator 4.1.1 | Does a national strategy/mechanism for encouragement of the development and production of ESD tools and materials exist? |

Yes ☒ No ☐

Please describe.

In Austria a national strategy for the encouragement of development and production of ESD tools and materials does not exist. The main strategy document for the Decade "Education of Sustainable Development" in Austria (Title in German: "Bildung und Nachhaltige Entwicklung: eine lernende Strategie") is not directly referring to the production of ESD tools and materials. Indirectly the topic could be seen in some other recommendations of the strategy document (e.g. new educational fields, information platform, PR activities).

Some mechanisms to enhance the development of ESD-tools and -material do exist, like the FORUM Umweltbildung as a joint project of the Ministries for Education and Women's Affairs and the Ministry of Agriculture, Forestry, Environment and Water Management, whose explicit commission it is to develop all kinds of tools and materials for ESD, but also the Education Promotion Fund for Health and Sustainable Development encourages projects for creating teaching materials and tools.

Whereas from the strategic point of view the need for new or more ESD tools and materials is not seen (there is a great amount of teaching material in German) the target groups (e.g. especially teachers) express the need for ESD tools and materials which are up-to-date regarding pedagogical science, the explanation of concepts, etc.

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| Sub-indicator 4.1.2 | Is public (national, subnational, local) authority money invested in this activity? |
| Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> | <p><i>Please specify to what extent public money is invested in this activity, by providing an indication of the amount (in United States dollars (USD)) for annual expenditures on ESD-related research and development.</i></p> <p>There are two facts which make it difficult to answer the question:</p> <p>First, there is some confusion between similar concepts (especially ESD, Global Education, Environmental Education, Health Education, Citizenship education, etc.). Tools and materials in all these sectors and traditions are produced, but could be seen as ESD materials and tools as well.</p> <p>Second, Austria is a federal country therefore ESD initiatives are sponsored on various levels (national, regional, local) and in many forms. On the national level mainly three ministries: the Austrian Federal Ministry for Education and Women's Affairs, the Ministry of Agriculture, Forestry, Environment, Water Management and Food and the Federal Ministry for Europe, Integration and Foreign Affairs are supporting the production of ESD materials. On the regional level, some of the province governments are spending money on ESD tools and materials and even communities and NGO like private research institutes have budget lines for that purpose. Moreover some of the mentioned funds are not clearly categorized: some funds are project funds (e.g. for material development) other funds have the purpose of supporting NGO structures. Within these structures ESD tools and materials are developed as well.</p> <p>To summarize: it is clear that in Austria public money is invested in the development of ESD materials and tools, but it is very difficult to indicate a detailed amount spent on this purpose.</p> |
| Indicator 4.2 | Quality control mechanisms for teaching tools and materials for ESD exist |
| Sub-indicator 4.2.1 | Do you have quality criteria and/or quality guidelines for ESD-related teaching tools and materials that are: (a) supported by public authorities?; (b) approved by public authorities?; (c) tested and recommended for selection by educational institutions? |

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| <p>(a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p>(b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> <p>(c) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/></p> | <p><i>Please specify.</i></p> <p>There exists a range of quality control mechanisms and instruments within formal school education provided by the Austrian Federal Ministry for Education and Women's Affairs which reflect key principles of ESD like:</p> <ul style="list-style-type: none"> - Commission on Text Books - Commission on Media - Programmes "Qualität in der Berufsbildung QIBB" (quality in vocational training) and "Schulqualität Allgemeinbildung SQA" (school quality in general secondary education) as parts of the school quality management implementation (see 2.3.1). <p>The publication "Quality Criteria for ESD Schools" (Breiting, Mayer, Mogensen, 2005) has been translated into German, has been widely distributed in Austrian schools and has been a topic of teacher in-service training workshops.</p> <p>The Forum Umweltbildung (Forum Environmental Education) has developed quality criteria for the online collection of teaching materials and examples of school projects.</p> <p>There is a strong need to develop an overlapping set of criteria.</p> <p>(a) Supported by public authorities: There is no specification between the three areas.</p> <p>(b) Approved by public authorities: In formal education the above mentioned commission could be a "filter" for quality criteria. Tools and material for informal and non-formal education are not controlled by public authorities.</p> <p>(c) Tested and recommended for selection by educational institutions: This lies in the competence of the educational institution; educational institutions (like schools) have a limited autonomy in selecting materials and tools. A general strategy on quality criteria and guidelines in that area does not exist.</p> |
| Sub-indicator 4.2.2 | Are ESD teaching tools/materials available: (a) in national languages?; (b) for all levels of education according to ISCED? |

| (a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> | <p><i>Please specify. If the answer is yes for (b), please specify by ticking (✓) in the table as appropriate.</i></p> <p>(a) Yes; But there is a specific situation in Austria: much educational material is produced in Germany and in the German speaking area of Switzerland. This material is widely used in Austria as well.</p> <p>(b) Yes</p> <table border="1" data-bbox="981 379 1563 798"> <thead> <tr> <th>ISCED levels 2011²³</th> <th>Yes</th> </tr> </thead> <tbody> <tr> <td>0. Early childhood education</td> <td>X</td> </tr> <tr> <td>1. Primary education</td> <td>X</td> </tr> <tr> <td>2. Lower secondary education</td> <td>X</td> </tr> <tr> <td>3. Upper secondary education</td> <td>X</td> </tr> <tr> <td>4. Post-secondary non-tertiary education</td> <td>X</td> </tr> <tr> <td>5. Short-cycle tertiary education</td> <td>X</td> </tr> <tr> <td>6. Bachelor's or equivalent level</td> <td>X</td> </tr> <tr> <td>7. Master's or equivalent level</td> <td>X</td> </tr> <tr> <td>8 Doctoral or equivalent level</td> <td></td> </tr> </tbody> </table> | ISCED levels 2011 ²³ | Yes | 0. Early childhood education | X | 1. Primary education | X | 2. Lower secondary education | X | 3. Upper secondary education | X | 4. Post-secondary non-tertiary education | X | 5. Short-cycle tertiary education | X | 6. Bachelor's or equivalent level | X | 7. Master's or equivalent level | X | 8 Doctoral or equivalent level | |
|--|--|---------------------------------|-----|------------------------------|---|----------------------|---|------------------------------|---|------------------------------|---|--|---|-----------------------------------|---|-----------------------------------|---|---------------------------------|---|--------------------------------|--|
| ISCED levels 2011 ²³ | Yes | | | | | | | | | | | | | | | | | | | | |
| 0. Early childhood education | X | | | | | | | | | | | | | | | | | | | | |
| 1. Primary education | X | | | | | | | | | | | | | | | | | | | | |
| 2. Lower secondary education | X | | | | | | | | | | | | | | | | | | | | |
| 3. Upper secondary education | X | | | | | | | | | | | | | | | | | | | | |
| 4. Post-secondary non-tertiary education | X | | | | | | | | | | | | | | | | | | | | |
| 5. Short-cycle tertiary education | X | | | | | | | | | | | | | | | | | | | | |
| 6. Bachelor's or equivalent level | X | | | | | | | | | | | | | | | | | | | | |
| 7. Master's or equivalent level | X | | | | | | | | | | | | | | | | | | | | |
| 8 Doctoral or equivalent level | | | | | | | | | | | | | | | | | | | | | |
| Indicator 4.3 Teaching tools and materials for ESD are accessible | | | | | | | | | | | | | | | | | | | | | |
| Sub-indicator 4.3.1 | Does a national strategy/mechanism for dissemination of ESD tools and materials exist? | | | | | | | | | | | | | | | | | | | | |

²³ Education level in accordance with ISCED.

Yes ☒ No ☐

Please describe and in particular highlight what measures are the most efficient for dissemination.

In Austria the ministries in question have special information channels and particular dissemination strategies to emphasise and promote new publications, methods or innovation within ESD to the stakeholders (schools, educators, NGOs, etc.)

The ministries act also through their service institutions, which have the task of informing and supporting stakeholders on all levels of education (formal, non-formal, in-formal) on their behalf. The two major service institutions are:

- Forum Umweltbildung (Austrian Federal Ministry for Education and Women's Affairs and the Ministry of Agriculture, Forestry, Environment) www.umweltbildung.at
- Zentrum *polis* – Politik Lernen in der Schule (*polis* – Austrian Centre for Citizenship Education in Schools) (Austrian Federal Ministry for Education and Women's Affairs). <http://www.politik-lernen.at/>

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| Sub-indicator 4.3.2 | Is public authority money invested in this activity? |
| Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> | <p><i>Please specify to what extent by providing an indication of the amount in USD, and please also mention any other significant sources of funding.</i></p> <p>The service institutions mentioned above are mainly financed by public funds.</p> |
| Sub-indicator 4.3.3 | Are approved ESD teaching materials available through the Internet? |
| Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> | <p><i>Please describe and name in particular official Internet sites.</i></p> <p>Examples of websites run or financed by Ministries: A major internet portal for ESD material and tools in Austria is the FORUM Umweltbildung: www.umweltbildung.at; http://www.bmbf.gv.at/ensi; for Citizenship Education see: http://www.politik-lernen.at/; for Health promotion see: http://www.gesundeschule.at/ and http://www.give.or.at/; http://www.sustainicum.at/de/home</p> |
| Sub-indicator 4.3.4 | Is a register or database of ESD teaching tools and materials in the national language(s): (a) accessible through the Internet?; (b) provided through other channels? |
| (a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> | <p><i>For (a) and (b) please specify and mention by whom it was established and by whom it is managed.</i></p> <p>(a) Internet: www.umweltbildung.at; www.baobab.at; www.suedwind-agentur.at; www.politik-lernen.at the organisations have ESD databases which can be browsed for authors and keywords as well. (b) Libraries: in the libraries of the four organisations ESD material and tools can be borrowed.</p> |
| Concluding remarks issue 4 | <i>Please provide any concluding remarks you may have concerning the implementation of issue 4, which corresponds to objective (d) under the Strategy, namely, to ensure that adequate tools and materials for ESD are accessible</i> |
| | <p><i>Please address in particular the following questions:</i></p> <ul style="list-style-type: none"> – Which actions/initiatives have been particularly successful and why? – What challenges did your country encounter when implementing this objective? – Which other considerations have to be taken into account in future ESD implementation concerning this objective? <p>There is enough material available on the different strategic fields of action for nation states defined in the UNESCO guidelines for implementing the UN Decade (Equality between women and men; Peace and human security; Health promotion; Sustainable consumption; Environmental protection; Cultural diversity; Rural development; Sustainable urban development) also in German from Austria, Germany and Switzerland. The difficulty rather lies in assessing the material, promoting it and adapting it to the specific needs of educators.</p> |

| Issue 5. Promote research on and development of ESD | |
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| <i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i> | |
| Indicator 5.1 Research ²⁴ on ESD is promoted | |
| Sub-indicator 5.1.1 | Is research that addresses content and methods for ESD ²⁵ supported? |
| Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> | <p><i>Please specify in particular the most important outcomes of supported research.</i></p> <p>In Austria, it is supported by the following programmes or single projects:</p> <ul style="list-style-type: none"> • The research programme "Sparkling Science" has supported ESD research indirectly with app. 100 000€ (per year since 2009) • The research study on ESD competences: 'KOM-BiNE' (70.000 Euro, 2006 – 08)) • The project ENSI (approx. 20.000 Euro p.a.) • The pilot study "Application and implementation of quality criteria for ESD in Austrian schools" (500€, 2008) • The project "Educational strategy for SD – paper of experts" (15.500 €, 2005- 06) • The pilot study "ESD within the Austrian educational system" (4.500 €, 2005 - 06) • The pilot study "ESD Indicators" (25.000 €; 2006-07) • The study "Bildung auf dem Weg zur Nachhaltigkeit – Vorschlag eines Indikatoren-Sets zur Beurteilung von Bildung für Nachhaltige Entwicklung" (Education on the Path to Sustainability. Proposal of an indicator set to evaluate education for sustainable development) (20.000 €; 2007 - 10) • EU-Projects: <ul style="list-style-type: none"> ○ "Collaboration of Community and School for Sustainable Development – CoDeS" (2011 – 14) ○ "Partnership and Participation for a Sustainable Tomorrow" SUPPORT (2007 – 2010) ○ Specific Support Action: FORM-IT - Take Part in Research, (2006 – 08) ○ EU Comenius 2-project: Curriculum, Sustainable Development, Competences, Teacher Training CSCT, (2005 – 2007) ○ "School Development through Environmental Education" SEED; (2002 – 05) |
| Sub-indicator 5.1.2 | Does any research evaluate the outcome of the implementation of the UNECE Strategy for ESD? |

²⁴ These include support from various sources, such as State, local authorities, business and non-governmental organizations or institutions.

²⁵ E.g. concepts; formation of attitudes and values; development of competencies, teaching and learning; school development; implementation of information communications technology ;and means of evaluation, including socioeconomic impacts.

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| Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> | <i>Please specify what subjects were investigated and list major reports.</i> |
| Sub-indicator 5.1.3 | Are post-graduate programmes available: (1) on ESD: ²⁶ (a) for the master's level?; (b) for the doctorate level?; (2) addressing ESD: (a) for the master's level?; (b) for the doctorate level? |
| (1) (a) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> (b) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> (2) (a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> | <i>Please specify what programmes are available and list the most important academic dissertations that address ESD.</i> The PhD-Programme "Sustainable Development" established at the University of Natural Resources and Applied Life Sciences, Vienna as an SD programme provides opportunities for (more) ESD themes in the future. Additionally study courses such as the "Universitätslehrgang Nachhaltigkeitsmanagement" at the University of Leoben give room for educational aspects on a small scale. The University course BINE Lehrgang – Course of Studies on ESD for Teacher Trainers can also be seen as post graduate training. Since 2007 the University of Natural Resources and Life Sciences, Vienna, has been offering a Doctoral Programme for Sustainable Development ("Doktoratskolleg Nachhaltige Entwicklung" DokNE), which also includes ESD. Doctoral thesis: Steiner, Regina, 2007: Kompetenzorientierte LehrerInnenbildung für Bildung für Nachhaltige Entwicklung. Dissertation Universität Klagenfurt (published 2011) Ucsnik, Herta, 2010: Die Implementierung der Bildung für nachhaltige Entwicklung an Schulen in Österreich. Dissertation Universität Wien (published 2011) Haderlapp, Thomas & Trattnigg, Rita, 2011: Zukunftsfähigkeit ist eine Frage der Kultur. Dissertation. Universität Klagenfurt (published 2013) |
| Sub-indicator 5.1.4 | Are there any scholarships supported by public authorities for post-graduate research in ESD: (a) for the master's level; (b) for the doctorate level? |
| (a) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> (b) Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> | <i>Please provide information on (a) and (b).</i> |

²⁶ ESD is addressed by substance and/or by approach.

| Indicator 5.2 Development of ESD is promoted | |
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| Sub-indicator 5.2.1 | Is there any support for innovation and capacity-building in ESD practice? ²⁷ |

²⁷ Activities may include projects, action research, social learning and multi-stakeholder teams.

Yes ☒ No ☐

Please specify what main projects were/are being implemented to that end.

In Austria, we can name the following examples:

- **FORUM Umweltbildung:** www.umweltbildung.at
- **Zentrum *polis*** – Politik Lernen in der Schule (*polis* – Austrian Centre for Citizenship Education in Schools): www.politik-lernen.at/
- **ÖKOLOG schools:** www.oekolog.at/
- **UNESCO schools:** www.unesco-schulen.at
- **Klimabündnisschulen:** www.klimabuendnis.at/schulen
- **Klimaschulen:** Climate school projects in climate and energy model regions, supported by the Federal Climate and Energy Fund, <http://www.klimaschulen.at/>
- **Bildungsförderungsfonds für Gesundheit und Nachhaltige Entwicklung:** www.umweltbildung.at/bildungfoerderungsfonds
- **proVISION:** (proVISION was a programme introduced by the Austrian Federal Ministry of Science and Research (BMWF) from 2005 to 2010. It aimed at implementing Austria's FORNE strategy (research for sustainable development) and – together with complementary research programmes – creating the scientific basis for the country's sustainability strategy)
- **Sparkling Science:** (Sparkling Science is a programme introduced by the Austrian Federal Ministry of Science and Research (BMWF). It is aimed at co-operations between research at universities and schools, respectively to implement projects at the interface between education and research): www.sparklingscience.at/
- **Regional Centre of Expertise Graz-Styria:** www.rce-graz.at/
- **Regional Centre of Expertise Vienna:** www.rce-vienna.at
- **Regional Centre of Expertise Tyrol:** <http://www.terra-institute.eu/rce/kategorien/rce/rce-europaregion-tyrol>
- **Summer University Vienna:** "Green. Building. Solutions" - 26 July - 17 August 2014 RCE-Vienna and OeAD-Housing Office; www.summer-university.com; www.oead.at
- **Summer University Vienna:** "Alternative Economic and Monetary Systems – AEMS The Economy Of The Future"; August 4–16, 2014. Organiser: Economy for the Common Good and OeAD-Housing Office; www.summer-university.com; <http://common-good-economy.org/en>; www.oead.at
- **Austrian Research Promotion Agency (FFG):** Talente regional: <https://www.ffg.at/talente-regional>
- **Lernende Regionen:** www.lernende-regionen.at

Indicator 5.3

Dissemination of research results on ESD is promoted

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| Sub-indicator 5.3.1 | Is there any public authority support for mechanisms ²⁸ to share the results of research and examples of good practices in ESD ²⁹ among authorities and stakeholders? |
| Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> | <p><i>Please specify and provide information about where published research and dissertations are accessible.</i></p> <p>At a general level, the FORUM Umweltbildung (financed by the BMBF and the BMFLUW) devotes special attention to the dissemination of new methods and research in ESD among stakeholders. As this is only a very integrative part of the overall tasks of the FORUM, no amount of money for this service can be named. At a more basic level, a lot of project based information transfer is done by the ministries themselves, but not at an institutionalised and standardized level.</p> |

²⁸ E.g., conferences, summer schools, journals, periodicals, networks.

²⁹ E.g., the “participatory approach”; links to local, regional and global problems; an integrative approach to environmental, economic and social issues; an orientation to understanding, preventing and solving problems.

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| Sub-indicator 5.3.2 | Are there any scientific publications: (a) specifically on ESD?;(b) addressing ESD? |
| (a) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> (b) Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> | <i>Please name the major publications for (a) and (b).</i> Since 2013 the FORUM Umweltbildung has been publishing an annual ESD publication "BNE Jahrbuch". Besides that, see the list of relevant publications in the annex. |
| Concluding remarks on issue 5 | <i>Please provide any concluding remarks you may have concerning the implementation of issue 5, which corresponds to objective (e) under the Strategy, namely, to promote research on and development of ESD.</i> |
| | <ul style="list-style-type: none"> – Which actions/initiatives have been particularly successful and why? – What challenges did your country encounter when implementing this objective? – Which other considerations have to be taken into account in future ESD implementation concerning this objective? <p>Stimulated by Ministerial initiatives (e.g. ESD-Strategy and its implementation) and carried by the interest of committed researchers a series of studies and a few doctoral thesis emerged.</p> |
| Issue 6. Strengthen cooperation on ESD at all levels within the ECE region | |
| <i>If necessary, provide relevant information on your country situation regarding this specific objective (up to 1,500 characters with spaces).</i> | |
| Indicator 6.1 International cooperation on ESD is strengthened within the ECE region and beyond | |
| Sub-indicator 6.1.1 | Do your public authorities cooperate in/support international ³⁰ networks on ESD? |

³⁰ In this context, international associations, working groups, programmes, partnerships, etc., means those at the global, regional and subregional levels.

| | |
|---|---|
| Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> | <p><i>Please specify concrete networks and explain who supports these networks.</i></p> <ul style="list-style-type: none"> • Task Force for Education on Sustainable Consumption and Production; supported by the Federal Ministry of Agriculture, Forestry, Environment and Water Management; • OECD Annual Meeting of Sustainable Development Experts (AMSDE); the Federal Chancellery of Austria is responsible for the coordination of the Austrian position and it heads the Austrian delegation; ESD represents one of the central foci of the AMSDE; in the Austrian view, the AMSDE should primarily focus on ESD in the future. • European Sustainable Development Network: Several representatives of the state public administration are members of the ESDN that aims to facilitate the exchange of good practices and experiences on sustainable development across Europe between government authority representatives responsible for SD policy formulation and implementation, in close collaboration with stakeholders. It organises structured discussions on specific priority themes, issues and good practices. The ESDN also tries to enhance the mainstreaming of sustainable development issues, vertical integration and coherence between the EU, national and sub-national levels of policy-making. • ENSI Environment and School Initiatives (ENSI): an international government-based network that focuses on environmental education, research and innovation, as well as education for sustainable development - is based on an initiative by the Austrian Federal Ministry for Education, Arts and Culture, implemented in 1985 to introduce environmental education (EE) into the educational programme of OECD/CERI. With the support of Peter Posch, professor of Education at the University of Klagenfurt, ENSI was launched in 1986. Since then the ENSI teacher team has been working in Austria under the auspices of the Austrian Federal Ministry for Education, Arts and Culture. It consists of eleven educationalists from different fields, a co-ordinator from the Federal Ministry for Education, Arts and Culture and an academic advisor (Peter Posch). |
| Sub-indicator 6.1.2 | Do educational institutions/organizations (formal and non-formal) in your country participate in international networks related to ESD? |

Yes ☒ No ☐

Please specify. List major networks.

- **Global UNIDO Network of University Chairs on Innovation:** Growing human resources to innovate for sustainable development: In 2013 the network linked around 300 universities worldwide (50% Business Administration and 50 % Technical Universities), and was recognised by UNIDO Member States as an essential example practicing effective Industry-University cooperation in Science and Technology. Graz University of Technology is participating in the pilot phase. For more information contact Mr. Evert Kok, Programme Manager, PTC/ITP/TPU, UNIDO, Vienna, e.kok@unido.org
- The **COPERNICUS Alliance** is the European Network on Higher Education for Sustainable Development. The vision of the COPERNICUS Alliance is to promote the role of Sustainable Development in European Higher Education to improve education and research for sustainability in partnership with society. COPERNICUS Alliance finds its origins in 1993, when the European University Association, acknowledging the critical role of universities in advancing Agenda 21, launched COPERNICUS CAMPUS and the CRE COPERNICUS Charta in Geneva. In 2007, the COPERNICUS CAMPUS was re-launched and re-branded as the COPERNICUS Alliance. Its official constitution took place in 2010 in Graz, Austria. The University of Music and Performing Arts Graz, the University of Technology Graz, and the WU Vienna University of Economics and Business have also been founding members. Later on the Medical University Graz, the Alpen-Adria University Klagenfurt and the University of Natural Resources and Life Sciences Vienna joined the initiative.
- **CEHAPE** stands for Children's Environment Health Action Plan for Europe. This Action Plan, launched by the WHO, recognizes that children's exposure to environmental hazards is influenced not only by the state of the physical environment but also by socioeconomic conditions and individual and group behaviour. Since 2006 activities in the frame of CEHAPE have been taking place organised by Jugend-Umwelt-Plattform JUMP (Youth Environmental Association) and supported by the Federal Ministry for Agriculture, Forestry, Environment and Water Management). About 60 young persons aged from 16 to 24 have been trained as "CEHAPE-Peers". They conducted surveys, carried out own projects and participated in international youth meetings. Since 2012 they have been engaging in the constitution of an international youth NGO, the "European Environment and Health Youth Coalition".
- **LENA - Germanspeaking network on ESD in Teacher Education.** The network was founded in January 2013 at the University of Lüneburg as part of the international network „Re-orienting Teacher Education to Address Sustainability“ by UNESCO Chair Prof. Charles Hopkins. By now 24 Teacher Education Institutions in Germany, Austria, Switzerland and Luxembourg have become members of the network. In Austria by now the Institute of Instructional and School Development (IUS) of the University of Klagenfurt, the University College for Teacher Education Upper Austria and the FORUM Umweltbildung are official members of the network. The network aims to implement and anchor ESD in Teacher Education by exchanging experiences and concepts and by taking part in the political discourse on education. At present a memorandum on ESD in Teacher Education has been drafted and another one on research in ESD and Teacher Education is in preparation.

| | |
|---|--|
| Sub-indicator 6.1.3 | Are there any state, bilateral and/or multilateral cooperation mechanisms/agreements that include an explicit ESD component? |
| Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> | <p><i>Please specify and list the major ones.</i></p> <p>The Austrian Federal Ministry for Education and Women's Affairs has been formally member of the International Network "Environment and School Initiatives/ENSI since 1986.</p> <p>Austria and Cyprus represented by their respective Ministries of Education have developed and signed a Memorandum of Understanding on cooperation in the fields of Environmental Education and Education for Sustainable Development in 2014.</p> <p>Austria represented by the Federal Ministry for Education and Women's Affairs has a coordinating role in the EU Strategy for the Danube Region.</p> <p>Austrian partners of all levels take part in a number of EU projects.</p> |
| Sub-indicator 6.1.4 | Does your Government take any steps to promote ESD in international forums outside the ECE region? |
| Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> | <p><i>Please list and describe.</i></p> <p>AMSDE-Initiative of OECD with its out of ECE-members.</p> <p>Collaboration with Korea and Australia within the context of the International Network "Environment and School Initiatives/ENSI since 1986.</p> |
| Concluding remarks on issue 6 | <i>Please provide any concluding remarks you may have concerning the implementation of issue 6, which corresponds to objective (f) under the Strategy, namely, to strengthen cooperation on ESD at all levels within the ECE region</i> |
| | <p><i>Please address in particular the following questions:</i></p> <ul style="list-style-type: none"> - Which actions/ initiatives have been particularly successful and for which reason? - What challenges did your country encounter when implementing this objective? - Which other considerations have to be taken into account in future ESD implementation concerning this objective? |
| Issue 7. | Foster conservation, use and promotion of knowledge of indigenous peoples, as well as local and traditional knowledge, in ESD |

Provide relevant information on your country situation regarding this specific issue (up to 2,000 characters with spaces). Please be as specific as possible.

The Programme proVISION by the Ministry of Science (2005 – 2010) focused also on traditional knowledge in the regions; single projects by local NGOs were awarded the UNESCO-Decade label.

A number of NGOs dealing with local traditional knowledge were awarded as with the UNECSO-Decade-label. (See publication of Austrian UNESCO-Commission in the list of references).

What the role does this issue play in ESD implementation in your country? Please provide updated information to indicate changes over time.

Just a minimal role. Links could be seen to local or regional initiatives for cultural heritage, also in context of sustainable tourism.

Issue 8. Describe any challenges and obstacles encountered in the implementation of the Strategy

Provide relevant information on your country situation regarding this specific issue (up to 2,000 characters with spaces). Please be as specific as possible. Please in particular discuss any challenges and obstacles encountered that were not yet mentioned in the concluding remarks on the implementation of the Strategy's main objectives (issues 1–6).

Challenges:

Sustainable Development is a complex, evolving, theme transcending different social groups and structures. Thus, it is hard to define and to communicate the term and it cannot be implemented through education alone. It takes a holistic approach to address and to structurally embed ESD. In Austria, however, the Decade was primarily supported by three federal ministries - the Federal Ministry for Education, the Arts and Culture, the Federal Ministry for Science and Research and the Federal Ministry for Agriculture, Forestry, Environment and Water Management. Attempts to include the ministries dealing with economic, social or health issues have not been fruitful yet. Likewise, the communication of ESD on a general level was difficult to master as it includes many abstract terms. One of the biggest challenges was the structural implementation of ESD and a gradual further development of measures performed until now in order to develop them systematically (e.g. with respect to quality management in schools, competences orientation, "Teacher Education and Training New", Performance Agreements between the federal government and Austrian universities etc.)

Lessons Learned:

With respect to the structural embedding of ESD an important lesson learned was, that just the financing of projects might have a negative impact in the long run if it is not accompanied by structural reforms. Of course, public funding is very important. However, without structural reforms ESD-initiatives might not be fundable any more once the occasion (DESD) is over. Likewise, it is not advisable to wait for reforms or certain laws in order to carry out initiatives.

Another important lesson learned was *how* important acknowledgement and recognition of achievements is. In this respect certain awards like the Sustainability Award or the awarding of Decade Projects by the Austrian Commission for UNESCO have been very important initiatives. Additionally, networking possibilities for stakeholders turned out to be supportive strategic measures for commitment, exchange, and mutual encouragement.

Issue 9. Future implementation of Education for Sustainable Development

Is there a political commitment/an indication that ESD implementation will continue to be supported after the end of phase III of the UNECE Strategy for ESD and after the United Nations Decade of ESD in your country? If yes, is there already an indication of implementation priorities?

Among the responsible Ministries and the UNESCO commission there is a basic understanding that the upcoming UN Global Action Programme will be followed. The exact details still have to be worked out and discussed.

Appendix I (a)

Indicator 2.1, sub-indicator 2.1.1

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

Also, could you specify which specific themes are of critical importance in your country and why?

| Some key themes covered by sustainable development | ISCED Levels 2011 | | | | | | | | |
|---|-------------------|----|----|----|---|---|----|----|----|
| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| Peace studies (e.g., international relations, security and conflict resolution, partnerships) | x | x | x | x | | | x | x | x |
| Ethics and philosophy | x | x | x | x | | | x | x | x |
| Citizenship, democracy and governance | x | x | x | x | | | x | x | x |
| Human rights (e.g., gender and racial and intergenerational equity) | x | x | x | x | | | x | x | x |
| Poverty alleviation | | | x | x | | | x | x | x |
| Cultural diversity | x | x | x | x | | | x | x | x |
| Biological and landscape diversity | | x | x | x | | | x | x | x |
| Environmental protection (waste management, etc.) | x | x | x | x | x | | x | x | x |
| Ecological principles/ecosystem approach | x | x | x | x | | | x | x | x |
| Natural resource management (e.g., water, soil, mineral, fossil fuels) | x | x | x | x | x | | x | x | x |
| Climate change | | x | x | x | x | | x | x | x |
| Personal and family health (e.g., HIV/AIDS, drug abuse) | x | x | x | x | x | | x | x | x |
| Environmental health (e.g., food and drinking; water quality; pollution) | x | x | x | x | | | x | x | x |
| Corporate social responsibility | | | | x | | | x | x | x |
| Production and/or consumption patterns | x | x | x | x | | | x | x | x |
| Economics | | x | x | x | | | x | x | x |
| Rural/urban development | | | x | x | | | x | x | x |
| Total | 11 | 14 | 16 | 17 | 4 | | 17 | 17 | 17 |
| Other (countries to add as many as needed) | | | | | | | | | |

Note: Your response will reflect the variety of ESD themes distributed across the ISCED levels. The distribution is more important than the raw number of ticks. The number of ticks may be used for your own monitoring purposes.

The scoring key for this table (maximum 153 ticks; “other” categories not counted) is:

| | | | | | | |
|--------------|-----|-------|-------|-------|--------|---------|
| No. of ticks | 0–9 | 10–16 | 17–39 | 40–75 | 76–112 | 113–153 |
| Scale | A | B | C | D | E | F |

Appendix I (b)

Indicator 2.1, sub-indicator 2.1.2

Please specify the extent to which the following broad areas of competence that support ESD are addressed explicitly in the curriculum³¹/programme of study at various levels of formal education, by filling in the table below. *(Please tick (✓) relevant expected learning outcomes for each level. Use the blank rows to insert additional learning outcomes (skills, attitudes and values) that are considered to be key outcomes in your country in learning for SD.)*

Table of learning outcomes

| Competence | Expected outcomes | ISCED Levels | | | | | | | | | |
|--|--|--------------|---|---|---|---|---|---|---|---|--|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Learning to learn Does education at each level enhance learners' capacity for: | - posing analytical questions/critical thinking? | | x | x | x | | x | x | x | | |
| | - understanding complexity/systemic thinking? | | | x | x | | | x | x | x | |
| | - overcoming obstacles/problem-solving? | | x | x | x | | x | x | x | x | |
| | - managing change/problem-setting? | | | x | x | | x | x | x | x | |
| | - creative thinking/future-oriented thinking? | | | x | x | | | x | x | x | |
| | - understanding interrelationships across disciplines/holistic approach? | | x | x | x | | x | x | x | x | |
| | Total | | 3 | 6 | 6 | | 4 | 6 | 6 | 6 | |
| | - other (countries to add as many as needed)? | | | | | | | | | | |
| - | | | | | | | | | | | |
| Learning to do Does education at each level enhance learners' capacity for: | - applying learning in a variety of life-wide contexts? | x | x | x | x | | x | x | x | x | |
| | - decision-making, including in situations of uncertainty? | | | x | x | | x | | x | x | |
| | - dealing with crises and risks? | | | x | x | | x | x | x | x | |
| | - acting responsibly? | x | x | x | x | | x | x | x | x | |
| | - acting with self-respect? | x | x | x | x | | x | x | x | x | |
| | - acting with determination? | | | x | x | | x | | x | | |
| | Total | 3 | 3 | 6 | 6 | | 6 | 4 | 6 | 5 | |
| | - other (countries to add as many as needed)? | | | | | | | | | | |

³¹

At the state level where relevant.

| Competence | Expected outcomes | ISCED Levels | | | | | | | | | |
|---|--|--------------|---|---|---|---|---|---|---|---|--|
| | | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | |
| Learning to be Does education at each level enhance learners' capacity for: | - self-confidence? | x | x | x | x | x | x | x | x | x | |
| | - self-expression and communication? | x | x | x | x | | | x | x | x | |
| | - coping under stress? | | | | x | | x | x | x | x | |
| | - ability to identify and clarify values (<i>for phase III</i>)? | x | x | x | x | | x | x | x | x | |
| | Total | 3 | 3 | 3 | 4 | 1 | 3 | 4 | 4 | 4 | |
| | - other (<i>countries to add as many as needed</i>)? | | | | | | | | | | |
| | - | | | | | | | | | | |
| Learning to live and work together Does education at each level enhance learners' capacity for: | - acting with responsibility (locally and globally)? | x | x | x | x | x | x | x | x | x | |
| | - acting with respect for others? | x | x | x | x | | x | x | x | x | |
| | - identifying stakeholders and their interests? | | | x | x | | | x | x | x | |
| | - collaboration/team working? | x | x | x | x | x | x | x | x | | |
| | - participation in democratic decision-making? | x | x | x | x | | x | x | x | x | |
| | - negotiation and consensus-building? | x | x | x | x | | x | x | x | x | |
| | - distributing responsibilities (subsidiarity)? | | | | | | | | | | |
| | Total | 5 | 5 | 6 | 6 | 2 | 5 | 6 | 6 | 5 | |
| | - other (<i>countries to add as many as needed</i>)? | | | | | | | | | | |
| | - | | | | | | | | | | |

Note: Your response will reflect the variety of ESD themes distributed across the ISCED levels. The distribution is more important than the raw number of ticks. The number of ticks may be used for your own monitoring purposes.

The scoring key for this table (maximum 207 ticks; “other” not counted) is:

| No. of ticks | 0–11 | 12–21 | 22–53 | 54–105 | 106–156 | 157–207 |
|--------------|------|-------|-------|--------|---------|---------|
| Scale | A | B | C | D | E | F |

Appendix I (c)

Indicator 2.1, sub-indicator 2.1.3

Please indicate the teaching/learning methods used for ESD at the different ISCED levels. (Please tick (✓) relevant teaching/learning methods for each level. Use the blank rows to insert additional teaching/learning methods that are considered to be key methods in your country in teaching-learning for sustainable development.)

Table of teaching-learning methods

| Some key ESD teaching/learning methods proposed by the Strategy ^a | ISCED Levels | | | | | | | | |
|--|--------------|---|----|----|---|----|----|----|----|
| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| Discussions | | x | x | x | | | x | x | x |
| Conceptual and perceptual mapping | | | | | | | | x | x |
| Philosophical inquiry | x | | x | x | | | x | x | x |
| Value clarification | | x | x | x | | x | x | x | x |
| Simulations; role playing; games | x | x | x | x | x | x | x | x | |
| Scenarios; modelling | | | | x | | x | x | x | x |
| Information and communication technology (ICT) | | x | x | x | x | x | x | x | x |
| Surveys | | | x | x | | x | x | x | x |
| Case studies | | | | x | | x | x | x | x |
| Excursions and outdoor learning | x | x | x | x | x | x | x | x | |
| Learner-driven projects | | x | x | x | x | x | x | x | x |
| Good practice analyses | | | | x | x | x | x | x | x |
| Workplace experience | | | x | x | x | x | x | x | x |
| Problem-solving | | x | x | x | | x | x | x | x |
| Total | 3 | 7 | 10 | 13 | 6 | 11 | 13 | 14 | 12 |
| Other (countries to add as many as needed) | | | | | | | | | |

Note: Your response will reflect the variety of ESD themes distributed across the ISCED levels. The distribution is more important than the raw number of ticks. The number of ticks may be used for your own monitoring purposes.

^a Please refer to paragraph 33(e) of the UNECE Strategy for ESD.

The scoring key for this table (maximum 126 ticks; “other” not counted) is:

| No. of ticks | 0–8 | 9–42 | 43–53 | 54–76 | 77–98 | 99–126 |
|--------------|-----|------|-------|-------|-------|--------|
| Scale | A | B | C | D | E | F |

Appendix II

Indicator 2.6, sub-indicator 2.6.1

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

Table (a)

According to the UNECE Strategy for ESD

| Stakeholders | Classification by UNECE Strategy for ESD | | |
|---|--|------------|----------|
| | Formal | Non-formal | Informal |
| NGOs | x | x | x |
| Local government | x | | x |
| Organized labour | | | x |
| Private sector | x | x | x |
| Community-based | x | | x |
| Faith-based | x | | x |
| Media | x | | x |
| Total | 6 | 2 | 7 |
| Other <i>(countries to add as many as needed)</i> | | | |

The scoring key for this table (maximum 21 ticks; “other” not counted) is:

| | | | | | | |
|--------------|-----|---|-----|------|-------|-------|
| No. of ticks | 0–1 | 2 | 3–5 | 6–10 | 11–15 | 16–21 |
| Scale | A | B | C | D | E | F |

Table (b)
According to United Nations Decade of ESD

| Stakeholders | Classification by United Nations Decade of ESD | | | | |
|---|--|------------------------|--------------------------|----------|----------------------|
| | Public aware- ness | Quality educa- tion | Reorienting education | Training | Social learn- ing |
| NGOs | x | x | x | x | x |
| Local government | x | | | | x |
| Organized labour | x | | | x | x |
| Private sector | x | x | x | x | x |
| Community-based | x | | x | x | x |
| Faith-based | x | x | x | x | x |
| Media | x | | | | |
| Total | 7 | 3 | 4 | 5 | 6 |
| Other (<i>countries to add as many as needed</i>) | | | | | |
| | | | | | |

The scoring key for this table (maximum 35 ticks; “other” not counted) is:

| | | | | | | |
|--------------|-----|------|-------|-------|-------|-------|
| No. of ticks | 0–5 | 6–11 | 12–17 | 18–23 | 24–29 | 30–35 |
| Scale | A | B | C | D | E | F |

For examples see:

Österreichische UNESCO-Kommission (2010): Sustainability in Action, Band 1. Wien. In:
<http://www.unesco.at/bildung/dekadenbroschuere.pdf>

Österreichische UNESCO-Kommission (2012): Sustainability in Action, Band 2. Wien. In:
<http://www.unesco.at/bildung/dekadenbroschuere2.pdf>

Österreichische UNESCO-Kommission (2014/5): Sustainability in Action, Band 3. Wien. In preparation:

Appendix III

Indicator 3.1, sub-indicator 3.1.3

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

| ISCED levels | Percentage of education professionals who have received training ^a to integrate ESD into their practice | | | | | | | | | | | | | | | | | |
|--------------|---|---|---|---|---|---|-------------------------|---|---|---|---|---|-------------------------------------|---|---|---|---|---|
| | Educators | | | | | | | | | | | | Leaders/administrators ^b | | | | | |
| | Initial ^c | | | | | | In service ^d | | | | | | In service ^e | | | | | |
| | A | B | C | D | E | F | A | B | C | D | E | F | A | B | C | D | E | F |
| 0. | | | x | | | | | x | | | | | | x | | | | |
| 1. | | x | | | | | x | | | | | | x | | | | | |
| 2. | | x | | | | | x | | | | | | x | | | | | |
| 3. | | x | | | | | x | | | | | | x | | | | | |
| 4. | | | | | | | | | | | | | | | | | | |
| 5. | | | | | | | | | | | | | | | | | | |
| 6. | x | | | | | | x | | | | | | x | | | | | |
| 7. | x | | | | | | x | | | | | | x | | | | | |
| 8. | x | | | | | | x | | | | | | x | | | | | |
| Non-formal | x | | | | | | x | | | | | | x | | | | | |
| Informal | | x | | | | | | x | | | | | x | | | | | |

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

^b See paras. 54 and 55 of the UNECE Strategy for ESD.

^c Please indicate the number of educators who have received initial training on ESD as a percentage of the total number of educators by the reporting date.

^d Please indicate the number of educators who have received training on ESD as a percentage of the total number of educators who received in-service teacher training by the reporting date.

^e Please indicate the number of leaders/administrators who have received training on ESD as a percentage of total number of leaders/administrators who received in-service teacher training by the reporting date.

The scoring key for this table (maximum 100%) is:

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

Appendix IV

Summary and self-assessment by countries

Please specify the status of efforts to implement the sub-indicators listed in the table below by ticking (✓) as appropriate.

On the basis of the answers to the sub-indicators, please self-assess the status of the implementation of the respective indicator in your country. If feasible, please specify the methodology used for the self-assessment.

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

Attachments:

Choice of Publications on ESD (Austria):

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