



**North-South Centre**  
of the Council of Europe

# Global Education in Austria

.....  
**The European Global Education  
Peer Review Process  
National Report on Austria**

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Peer Review Process  
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## **Abbreviations**

ADA	Austrian Development Agency
ADC	Austrian Development Cooperation
AGEZ	Working Association for Development Cooperation
BAOBAB	Global Education Resource Centre
BIM	Ludwig Boltzmann Institute for Human Rights
Bm:bwk	Ministry for Education, Science, and Culture
BZÖ	Alliance for the Future of Austria
COE	Council of Europe
DAC	Development Assistance Committee (OECD)
DE	Development Education
DKA	Development Cooperation Agency of the Catholic Children's Movement
EAEZ	Protestant Development Cooperation
ESD	Education for Sustainable Development
FPÖ	Liberal Party
GE	Global Education
GENE	Global Education Network Europe
GNI	Gross National Income
GNP	Gross National Product
IBE	International Bureau of Education (UNESCO)
KommEnt	Society for Communication and Development
LRA	Local and Regional Authorities
MDGs	Millennium Development Goals
MoE	Ministry of Education, Science and Culture

MFA	Ministry of Foreign Affairs
NCDO	National Committee for International Cooperation and Sustainable Development (the Netherlands)
NGDO	Non-governmental Development Organisation
NGO	Non-governmental Organisation
NSC	North-South Centre (of the Council of Europe)
ODA	Official Development Assistance
OECD	Organisation for Economic Cooperation and Development
ÖED	The Austrian Development Service
ÖFSE	Austrian Foundation for Development Research
ÖIE	Austrian Information Service for Development Policy
ÖGB	Federation of Austrian Trade Unions
ÖH	Austrian Student Council
ÖVP	Austrian People's Party
PEPI	Platform of Awareness Raising Programmes (Austrian EU-Platform of NGDOs)
PIs	Pedagogical Institutes
SEM	Service Point for Human Rights Education
SPÖ	Social Democrats
UN	United Nations
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organisation
VIDC	The Vienna Institute for Development and Cooperation

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The Secretariat would also like to express gratitude and appreciation in particular to the Ministry of Foreign Affairs, the Ministry of Education, Science and Culture, the Ministry of the Environment, the Austrian Development Agency (ADA), the members of the Austrian Strategy Group for Global Education, NGOs and civil society organisations; and indeed to all those who met with the Peer Review team and provided valuable information and insight. A list of the organisations which the Peer Review team met with in the course of the process, is given in Appendix 1.

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***Eddie O’Loughlin,***

Secretariat<sup>1</sup>, European Global Education Peer Review Process,  
North-South Centre of the Council of Europe.

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<sup>1</sup> Note the initial secretariat visit to Austria in June 2005 also included Mr. Liam Wegimont, then Head of Global Education at the NSC.



## Executive Summary

This National Report on Global Education in Austria is part of the European Global Education Peer Review Process, which was initiated in 2002 with the purpose of increasing and improving global education in Council of Europe member states. This report is the culmination of a peer review process led by an international peer review team. Through research and interviews with key stakeholders, information was gathered and critical perspectives developed about the current state of, and the future prospects for, global education in Austria. This year-long process, facilitated by the North-South Centre of the Council of Europe, was developed in partnership with the Austrian Strategy Group for Global Education as the national counterpart in the process. It involved the Ministry of Foreign Affairs, the Ministry of Education, the Austrian Development Agency (ADA), KommEnt, and the NGO and academic communities<sup>2</sup>.

This Peer Review report recognises the relatively strong tradition of global education in Austria. Austrian support for GE is reflected in the range of committed organisations involved in GE, and the many initiatives and projects in the formal and non-formal education sectors, and in civil society.

Chapter 1 below provides an introduction to the report and the process generally. Chapter 2 outlines the context of global education in Austria. Chapter 3 examines global education in the formal education sector. Chapter 4 focuses on the important and varied work taking place in non-formal education, civil society organisations and other sectors in this field. Chapter 5 provides, in summary fashion, an outline of the key observations and recommendations of the Peer Review.

There is much good work taking place in global education in Austria. At the same time, many organisations involved in global education state that over recent years they have been operating in a difficult climate, with public sector cutbacks.

But despite such difficult circumstances, there are also innovative steps being taken through cooperation between a range of statutory, NGO and civil society actors to strengthen global education throughout Austria. Such steps include the setting up of the Austrian Strategy Group for Global Education. There is evidence of ongoing promotion, mainstreaming and integration of global education perspectives in formal education.

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<sup>2</sup> At present the Austrian Strategy Group for GE is composed of people from the following organisations: ADA - Austrian Development Agency; the Department for International Educational Affairs, Federal Ministry for Education, Science and Culture; BAOBAB - Global Education Resource Centre; Cooperative Secondary School, Vienna; Federal Pedagogical Institute, Salzburg; FORUM Environmental Education; Institute for School-practical Training, University of Vienna; KommEnt - Society for Communication and Development; and Südwind Agency.

A key recommendation of the Peer Review is the development of a national strategy for global education in Austria. Such a national strategy should also help improve coordination between and within relevant ministries, and with NGOs, civil society and other sectors. This national strategy could be developed based on the work already initiated by the Austrian Strategy Group for Global Education mentioned above. The Peer Review would also like to see the development of a national debate on global education.

Ongoing changes to the structures for administering the Development Cooperation Programme and the funding for global education, provides another interesting and challenging development. A long term funding strategy, along with mechanisms for the transparent and predictable disbursement of funding, is needed to help ensure adequate global education in the formal, non-formal education, NGO, civil society and other sectors.

Concerning funding, the Peer Review report suggests that funding for global education be increased in tandem with increased ODA commitments.<sup>3</sup> The key players in global education in Austria should ensure that funding for GE increases accordingly. The Peer Review report also notes that some of the governments of the federal states in Austria allocate approximately 20% of their ODA budgets to GE, and suggests that other local and regional authorities in Austria, and further afield, should consider emulating this.

The Austrian tradition of evaluation in global education is quite well developed and Austria has played a leading role in enhancing debate in this regard in Europe. As funding to global education should increase, so too should support for promoting the quality, impact and effectiveness of global education.

These and other key observations and recommendations of the Peer Review process are contained in Chapter 5 of the report.

The publication of this report marks one step in the Peer Review process. Its launch will form another step in the continuing dialogue and journey. The Peer Review team trust that this dialogue, and the adaptation of, and addition to, the recommendations by key stakeholders in Austria, will lead to further increased and improved global education.

It is also apparent that the experience of global education in Austria, as highlighted in this report, will provide comparative learning for others involved in global education in Europe.

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<sup>3</sup> The Austrian Government has committed itself to increasing ODA, note Austrian ODA rose from 0.24% of ODA in 2004, to 0.52% in 2005, due mainly to debt cancellation for Iraq (note the 2005 figure is provisional).

## *Chapter 1*

### *Introduction*



## ***Chapter 1 - Introduction***

### **1.1 The National Report on Global Education In Austria: An Introduction**

This National Report on Global Education (GE) in Austria is part of the *European Global Education Peer Review process* initiated at the Maastricht Congress on Global Education in 2002 and facilitated by the North-South Centre of the Council of Europe. This report on Austria is the fourth such national report to be produced; following reports on the Netherlands, Finland and Cyprus<sup>4</sup>.

This report provides an overview of the current state of global education in Austria<sup>5</sup> and examines perspectives on future prospects for increased and improved global education. It outlines key observations and recommendations for the future of global education in Austria.

This first chapter provides the reader – policymaker, practitioner, or researcher – with an introduction to the National Report, along with background information about the European Global Education Peer Review Process generally, and about the methodology of the process with Austria. Chapter 2 situates GE in the contexts of Austrian political realities, of development co-operation policy and of public awareness. It also looks at key ministerial and agency actors. The third chapter provides an overview of global education in the formal education sector. The fourth looks at GE in the non-formal education, civil society and other sectors. The concluding chapter details the main observations and recommendations of the Peer Review.

The Peer Review team comprised reviewers from Finland, Germany, Ireland and Slovakia, along with the NSC secretariat.<sup>6</sup>

The Austrian National report has been produced with the involvement in particular of the Austrian Strategy Group for Global Education as the core

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<sup>4</sup> Copies of these national reports are available from the North-South Centre of the Council of Europe.

<sup>5</sup> The North-South Centre of the Council of Europe uses the following definition for Global Education as an umbrella term, it is also the definition used in the Maastricht Declaration: *Global Education is education that opens people's eyes and minds to the realities of the world, and awakens them to bring about a world of greater justice, equity and human rights for all. GE is understood to encompass Development Education, Human Rights Education, Education for Sustainability, Education for Peace and Conflict Prevention and Intercultural Education; being the global dimensions of Education for Citizenship.*

<sup>6</sup> The Peer Review Secretariat on the initial visit to Austria in June 2005 was composed of Liam Wegimont, then Head of Global Education, and Eddie O'Loughlin GE Consultant and Project Coordinator, North-South Centre of the Council of Europe. The International Peer Review team which visited Austria in September 2005 was composed of Mr. Christian Sundgren, Deputy Director General, Department of Communication and Culture, Ministry for Foreign Affairs, Finland (and chair of the team); Ms. Susanne Höck, Global Education Consultant, Germany; Mr. Thomas Tichelmann, Education Officer, Irish Aid, Ministry of Foreign Affairs, Ireland; Ms. Katarina Kovacova, Project Manager, Slovak-UNDP Trust Fund, Slovakia (Observer); and from the Secretariat Mr. Eddie O'Loughlin, GE Consultant and Project Coordinator.

national partner in the process, involving the Ministry of Foreign Affairs, the Ministry of Education, Science and Culture, ADA (the Austrian Development Agency), KommEnt, and the NGO and academic communities.

## **1.2. Aims of the Process**

The overall aim of the Peer Review process is to improve and increase global education in member states of the Council of Europe, as agreed in the Maastricht Declaration. The immediate purpose of each national Peer Review process is to provide international peer support and comparative learning, resulting in national reports developed in partnership with key national actors. Each national report provides an overview of the state of global education in the country, highlights good practice for national and international learning, and reflects critically in a comparative frame on the issues and challenges faced by national actors as they work to increase and improve global education policy, support and provision.

It is intended that national reports, and the peer review processes leading to them, will act as tools for national actors to enhance quality and impact nationally, and as a mechanism for international learning, comparative analysis, benchmarking, policymaking and improvement<sup>7</sup>.

## **1.3 Methodology**

The methodology used in the GE Peer Review of Austria involved both desk research and two visits each involving a series of consultations with national stakeholders. The GE Peer Review secretariat made an initial visit to Austria, at the invitation of the Austrian Strategy Group for Global Education, in June 2005. The main aim of this initial visit by the GE Peer Review secretariat was to gather information and documentation, agree method and process with key stakeholders, develop key questions, and develop contacts, in advance of the main international Peer Review visit which took place in September 2005.

The International Peer Review visit in September 2005 involved meetings with key stakeholders to gather further information and engage in dialogue regarding initial observation and recommendations.<sup>8</sup> This visit concluded with the development of draft observations and recommendations. A draft report of the sections pertaining to them, were circulated to key stakeholders, for comment, prior to publication. Comments from key stakeholders were taken into account in concluding this report.

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<sup>7</sup> The European Global Education Peer Review process is different in scope, focus, geographical spread, and methodology to the OECD DAC Peer Review process. Nevertheless, it is intended that the GE Peer Review can, in DAC member states, be significantly complementary to the DAC reports (which are primarily focused on development assistance rather than development or global education).

<sup>8</sup> Meetings were held with key stakeholders in Vienna, as well as in Land Salzburg and Land Styria, see Appendix 1.

It is intended that the launch of this National Report on Global Education in Austria will stimulate further debate, as well as critical reflection on, and adaptation of the recommendations contained herein (along with others that national stakeholders might develop in response to this report). It is also expected that the report will lead to enhanced policymaking and other follow-up actions. The report is being launched in the context of the Austrian Presidency of the European Union in mid-2006.

#### **1.4 The European Global Education Peer Review Process**

The *Maastricht Global Education Declaration* was adopted by governments, civil society organisations, local and regional authorities and parliamentarians at the Europe-wide Global Education Congress held in Maastricht, the Netherlands from 15<sup>th</sup> – 17<sup>th</sup> November 2002. It outlines a number of ways in which GE can be improved and increased throughout Europe. The Declaration, among other policy recommendations, calls on the North-South Centre of the Council of Europe to “test the feasibility of developing a peer monitoring/peer support programme, through national Global Education Reports, and regular peer reviews, in a 12-year frame.”<sup>9</sup>

As part of its follow-up to the Maastricht Congress, the North-South Centre of the Council of Europe initiated a study in early 2003 to test the feasibility of developing a European global education peer review process. The study began with a reflection on international country review processes in related or comparable fields<sup>10</sup>. Key questions and issues were then tried, tested and reflected upon through a pilot review of Cyprus, leading to the first Global Education Peer Review national report. The report on the feasibility study, based on the initial experience in 2003 concluded that the setting up of a Europe-wide GE Peer Review process could be an effective mechanism for the further improvement and increase of GE in Europe.

Since then, Global Education Peer Review processes have been carried out and national reports published on Finland, the Netherlands, and now with this report, Austria. Further national reports are envisaged.

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<sup>9</sup> The Maastricht Declaration: A European Strategy Framework for Increasing and Improving Global Education in Europe to 2015; par 5.8. For the Declaration see Appendix 2, for the report on the Congress see O’Loughlin, E. and Wegimont, L. *Global Education in Europe to 2015: Strategy, Policies and Perspectives*. Lisbon: North-South Centre, 2003. Available at [www.nscentre.org](http://www.nscentre.org)

<sup>10</sup> These included Council of Europe country review mechanisms such as that of the Committee on the Prevention of Torture, and national policy reviews in the fields of education and youth. It also included peer review processes facilitated by other international organisations, including the OECD DAC peer review of development assistance. Finally, it considered independent consultant and NGDO reviews such as The Reality of Aid review mechanism.



## *Chapter 2*

### *The Context of Global Education in Austria*



## ***Chapter 2 - The Context of Global Education in Austria***

### **2.1 Introduction**

This chapter provides some perspectives on the context of global education in Austria. It does so by providing information on the political context, the development cooperation context, the educational context and the public opinion context. It looks at the role of ministries and agencies in Austria concerning global education. This chapter also presents two case studies. The first concerns the Austrian Strategy Group for Global Education. The second case study looks at global education by governments in the federal states of Salzburg and Styria.

### **2.2 Political Context**

Austria is a federal state consisting of nine provinces (Länder). It is a parliamentary democracy and currently has a coalition government made up of the Austrian People's Party (ÖVP) and the smaller Alliance for the Future of Austria (BZÖ), which evolved out of the Liberal Party (FPÖ) in 2005. This centre-right coalition is, in keeping with its predecessors, committed to increasing ODA. Parliamentary elections in Austria take place every 4 years. The last took place in November 2002 and showed the following result: 79 seats for the Austrian People's Party (ÖVP), 69 seats for the Social Democrats (SPÖ), 18 seats for the Liberal Party (FPÖ) and 17 seats for the Green Party. The next election is scheduled to be held in autumn 2006.

Austrian commentators note a seeming lack of critical political debate regarding issues of development and globalisation. At Parliamentary Committee level there seems to be evidence that this is indeed the case with debate regarding development issues diminishing in recent years. At the same time, there also seems to be increased public concern, engagement and debate with some particular issues of development and global solidarity, such as fair trade, debt or migration.

If there is some Austrian concern regarding a lack of political debate in relation to development issues, there is also a well-articulated political and intellectual debate in relation to educational processes, educational aims, and even the global dimension of education. This latter debate in Austria is quite advanced, comparatively speaking. At the same time, a recent OECD report on the economic outlook for Austria suggests that significant increased spending on education is necessary.<sup>11</sup>

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<sup>11</sup> Source: OECD Economic Outlook No. 78 – Austria (Nov. 2005). Available in Pdf format at [www.oecd.org](http://www.oecd.org).

### 2.3 Development Cooperation Context

In 2004 Austria ranked 17<sup>th</sup> among the 22 Development Assistance Committee (DAC) Member countries with an ODA level of 691 million USD, or 0.24% of GNI to ODA. This was slightly below the DAC average of 0.25%.<sup>12</sup>

However, the government has confirmed its commitment to push for higher ODA, which has climbed from 0.24% of GNI in 2004 to 0.52% in 2005 according to provisional figures available for 2005, mainly due to debt relief for Iraq. But it seems that it is unlikely that there will be significant increases in the bilateral programmes in the near future.

In recent years there have been major shifts in Austrian development policy. The development co-operation administration has been restructured. In 2002 the Development Co-operation Act was adopted. Amended in 2003, this Act is operationalised in the *Three Year Programme on Austrian Development Policy*. This Act constitutes a basis for the political reorientation of Austrian development policy and its main objectives and principles.

According to the act the main objectives of Austria's aid are to combat poverty, to ensure peace and human security, to preserve the environment and protect natural resources.

The Three Year Programme is the guiding strategy for the Department for Development Cooperation's bilateral programme and project assistance. It defines the central position of the Austrian development policy and the strategic framework conditions of Austrian Development Cooperation. The Three Year Programme includes a general commitment to working towards the MDGs. The MDGs form the main focus for programmes and also for a number of public awareness raising activities. The Three-year Programme contains a chapter on Information and Education. Austrian Development Cooperation is part of Austria's foreign policy and contributes to the development policy of the European Union.

The main and coordinating ministry for ODA is the Ministry for Foreign Affairs. The Ministry for Finance also plays a central role. Other ministries involved to a lesser extent include the Ministry of the Interior, the Ministry for Education, Science and Culture, other official bodies, as well as the Länder that administer ODA funds.

An important part of Austria's aid programme includes cooperation with Eastern and South-Eastern European Countries and New Independent States. The amount of bilateral ODA allocated to European countries by Austria is far above the DAC average. A more recent focus is on the private sector and development, especially with regard to Austrian co-operation with Eastern Europe.

Austrian development co-operation with the South is influenced by the strong involvement of the Catholic Church and Austrian NGOs.<sup>13</sup>

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<sup>12</sup> OECD, 11 April 2005, p.1, <http://www.oecd.org/dataoecd/59/51/34700392.pdf>

<sup>13</sup> Development Cooperation Review: 2004:19

In recent years the Austrian aid programme has made progress in concentrating activities and budgets to its priority partner countries. The nine priority countries of Austrian development cooperation are: Nicaragua, Burkina Faso, Cape Verde, Ethiopia, Rwanda, Uganda, Mozambique, Bhutan, and Palestine. There are a further eleven cooperation countries, of which six are in Africa, three in Central America and two in Asia. This is a high number of partner countries for a small share of Austrian aid administered by the MFA/ADA, which means that the ODA in particular regions can be quite small.

Austrian development cooperation focuses on a small number of thematic areas: water and sanitation, rural development, energy, the promotion of small and medium-sized enterprises, education, and the promotion of good governance.

While the MFA retains responsibility for policy making and coordination, in 2004 the Austrian Development Agency (ADA) was established to implement the bilateral programme. The work of the MFA and ADA is outlined in the section on Key Ministries and Agencies at the end of this chapter.

For further information on the MFA and ODA see also: [www.mfa.at/adc](http://www.mfa.at/adc)

## 2.4 Educational Context

See the chapter on the Formal Education Sector below.

## 2.5 Public Opinion Context

General public support for development cooperation has remained strong over recent years in Austria. Over a 15-year period from 1988-2003 various opinion polls show that, on average over 70% of the public are in favour of giving support to developing countries. This figure has risen over recent years, to an average of over 80% for the years 1999-2003. However, it is also considered that public engagement with issues of development cooperation has remained weak.<sup>14</sup>

A more recent survey, on behalf of the European Commission, examined the attitudes of EU citizens towards the MDGs and development aid.<sup>15</sup> In relation to basic recognition of the Millennium Development Goals, 18% of the Austrian respondents answered positively (being the third highest percentage of the EU25, after Sweden and Italy). This relatively high awareness in Austria (and Sweden and Italy) may be due to the fact that in these countries MDGs awareness-raising initiatives were carried out at the time. 40% of the Austrian respondents considered it *very important* to help people in poor countries in the south to develop (53% being the average in the EU25), while a further 46% considered it to be *fairly important*.

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<sup>14</sup> Data from DAC Peer Review of Austria, OECD Paris, 2004; and McDonnell, I. Austria, in McDonnell, I., Solignac Lecomte, H, and Wegimont, L. Public Opinion and the Fight Against Poverty. NSC, OECD Development Centre, 2003, P. 57-66.

<sup>15</sup> Eurobarometer (2005): Attitudes Towards Development Aid, special Eurobarometer 222/Wave 62.2, European Commission.

When asked to identify the most important actions that the government could undertake to help developing countries to achieve the MDGs, Austrians surveyed identified conflict resolution and the provision of training and technical expertise as the most important.

Regarding perception of aid effectiveness, 62% of Austrians surveyed believed that the development aid provided by the Austrian government was making a difference to improving the lives of poor people in developing countries.

In relation to the volume of ODA, only 21% of the Austrians surveyed thought that their government's share of budget on development aid was too small, a relatively low percentage in comparison to the EU25 average response of 33%.

There is debate among GE practitioners and policymakers in Austria regarding the usefulness of public opinion surveying to the task of educating the Austrian public in global issues. Nevertheless, the Peer Review team believe that comparative statistics over time can assist in the process of developing more and better GE for all.

While public opinion polling is a blunt instrument for analysing levels of public information, and does not provide information in relation to public knowledge or public judgement; nevertheless, it can provide clues regarding gaps in public awareness. As such, public opinion polling is useful for identifying levels of public support and potential areas of priority for global education.

## **2.6 Key Ministries and Agencies<sup>16</sup>**

### **2.6.1 Ministry of Foreign Affairs**

In Austria the Ministry of Foreign Affairs is responsible for development policy and coordination. In 2004, the Austrian Development Agency (ADA) was founded. Its main tasks are the administration and implementation of the bilateral programme. The Agency was established as it was considered that this work could be most effectively handled by an outsourced company structure, particularly in a scenario of a potentially increasing aid budget. Moreover, restrictions on the hiring of additional civil servants also worked in favour of the establishment of an external structure.

The MFA continues to define policy in development cooperation and to implement multilateral programmes, while most of the implementation on the bilateral side has shifted to ADA. The Development Cooperation Division in MFA has consequently reduced its staff considerably.

A small information office remains in the MFA which continues to promote the role of the Ministry in development cooperation, especially concerning multilateral aid, and cooperates with the Department of Development Communication and Education

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<sup>16</sup> The Ministry of Education, Science and Culture, and important civil society and NGO actors in GE are covered in later chapters.

in ADA. The bulk of the work of GE and communication in relation to global issues resides with the above-mentioned department within ADA.<sup>17</sup>

As outlined throughout this report, there are various ministries concerned with global education, along with the MFA. The involvement of several Ministries suggests to the Peer Review team that there is a need to strengthen coordination of efforts by the various Ministries with regard to GE. The Ministry of Foreign Affairs could potentially play a key role in ensuring greater coherence and coordination.

### **2.6.2 The Austrian Development Agency (ADA)**

The Austrian Development Agency is the operational unit of Austrian Development Cooperation and Cooperation with Eastern Europe. It is responsible for the implementation of about 700 projects in partner countries as well as the administration of the budget for bilateral programmes. It works on the basis of the Three-Year Programme on Austrian Development Policy, which continues to be prepared by the Ministry for Foreign Affairs. ADA works with partners in Austria, in Europe as well as overseas. All activities are coordinated with the Department for Development Cooperation, Ministry for Foreign Affairs. In addition, ADA cooperates closely with non-governmental organisations and private businesses that implement development projects.

In Austrian development cooperation the collaboration with NGOs has always been important. NGOs are recognised as key partners for the realization of the MDGs, as well as the implementation, coordination and coherence of development policy generally.

#### ***ADA and Global Education Funding***

ADA is by far the most substantial funding source of GE activities in Austria, with a budget of approximately €3.65m in 2005.<sup>18</sup> The Department of Development Communication and Education within ADA is in charge of this budget line. A three-year funding programme (2004-2006), approved by the Ministries of Foreign Affairs and Education, sets the strategic frame for content and methodology of GE programmes and projects.<sup>19</sup>

The coordination and administration of funding for civil society GE initiatives had been mandated by ADA, and before ADA by MFA, to KommEnt (Society for Communication and Development). However, from 1<sup>st</sup> of October 2005 the Austrian Development Agency integrated KommEnt's main tasks (appraisal of applications, issuing of contracts and control of reports) into the Agency. ADA has taken this decision for strategic, organisational and economic reasons.<sup>20</sup>

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<sup>17</sup> Note, in addition to the Department of Development Communication and Education in ADA, there is also an additional information desk with a staff of four, directly responsible to the director.

<sup>18</sup> These funds are part of the Austrian ODA budget. Including funding for both global education and information, it comes to a total of €5.48m for 2005, or approximately €0.67 per capita.

<sup>19</sup> The programme can be downloaded from [www.komment.at](http://www.komment.at)

<sup>20</sup> It should be noted that there are a number of models of such processes in Europe. For an overview see Höck, S., and Wegimont, L., National Structures for the Organisation, Support and Funding of

ADA is a member of the Austrian Strategy Group for GE, and has participated actively in the work of the NSC and the GENE Network, and has contributed significantly to European initiatives such as Global Education Week and the V4 programme.<sup>21</sup>

The Peer Review considers that the establishment of ADA is a positive development. It is operational and focused. With the growth in ODA it seems that some structural adjustments were going to be necessary.

However, it is also noted that in the above mentioned Three-Year Programme on Austrian Development Policy that there is only very limited space devoted to the section '*Information, development education and cultural activities*', and that global education in particular is not well represented. The Peer Review team would like to see reference to development education/global education strengthened.

There would also seem to be room for greater cooperation and dialogue with NGOs and wider civil society, and making greater use of advisory expertise. There would appear to be room for greater discussion with parliament on programme content to help strengthen political and public ownership of the programme.

More long-term, predictable funding for global education is also a prerequisite for greater effectiveness. Increased use of multi-annual (perhaps 3 year) funding agreements for GE initiatives through ADA should be considered, as this was an issue raised by many organisations. Security of funding for longer periods would allow better long-term planning and more effective GE initiatives.

The Peer Review team believes that the MFA and ADA could benefit from the development of a national strategy on global education, to give greater coordination, direction and impact to GE initiatives.

For further information on ADA see: [www.ada.gv.at](http://www.ada.gv.at)

### **2.6.3 Ministry of the Environment**

The Ministry of the Environment is responsible for the Austrian strategy on sustainability. It funds, together with the Ministry for Education, Science and Culture, the Forum for Environmental Education, which is active in implementing educational programmes on sustainability, including activities in the framework of the Decade for Education for Sustainable Development. The Ministry receives feedback on the activities of the Austrian Strategy Group for Global Education through the Forum member of the Strategy Group.

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Development Education: A Comparative Analysis. GENE Report, NSC, Lisbon 2003. While in some countries such functions have moved back into Ministries (eg. In Ireland), in others they have moved in the opposite direction towards autonomy under delegated authority (eg. In Germany).

<sup>21</sup> The V4 programme aims at strengthening GE in the Visegrad countries.

The Ministry also supports and funds the Climate Alliance, which among other programmes runs the educational projects on Global Environmental Protection in local communities and schools.

#### **Box 1 - Forum for Environmental Education**

The implementing agency of the Ministry of the Environment, the Forum for Environmental Education, is financed both by the Ministry of the Environment and by the Ministry of Education, Science and Culture, each contributing 50% of the funds. Teachers are a key target group for projects, with a further focus on students of the age-group 14-18 years. The Forum cooperates with Südwind and the Austrian Strategy Group for Global Education (see respective sections below).

Activities of the Forum include developing materials (including a website), conferences, workshops, networking (150 schools involved), and ECO labelling (35 schools involved). There are also projects with the University of Vienna and the University in Graz.

It is considered that environmental matters are well represented already in the school curriculum.

#### **2.6.4 Ministry of Education, Science and Culture**

See the next chapter for the educational context and the role of the Ministry of Education, Science and Culture concerning global education.

#### **2.6.5 State Secretariat of Sports**

Sports provision in Austria is the responsibility of the State Secretariat of Sports under the auspices of the Federal Chancellery. The State Secretariat of Sports has been supporting a programme on Fair Play for the past ten years. It aims at promoting anti-racist education for young people involved in football. The programme is carried out by the Vienna Institute for Development Cooperation (VIDC, see separate section in Chapter 4 below), and received funding from the European Commission.

### **2.7 Conclusion**

In conclusion, the context of global education in Austria suggests a strong development cooperation context but with weak policy debate; a strong educational policy and provision context; and a relatively strong public opinion and support context for GE. There would appear to be a commitment by relevant ministries and agencies to increasing awareness and understanding of global justice issues, including through global education.

## ***CASE STUDY – Austrian Strategy Group for Global Education***

The Austrian Strategy Group for Global Education was founded in 2003 in order to implement the results of the European Congress on Global Education held in Maastricht, the Netherlands in 2002. This includes the strengthening of Global Education at national level and the networking of those organisations active in this field.

The Austrian Strategy Group for Global Education is made up of members from both Ministries and non-governmental organisations and institutions. Membership in the Strategy Group follows an invitation by the group. External experts are asked to contribute to consultations and public discussions. At present the Strategy Group is composed of key individuals from the following organisations:

- ADA - Austrian Development Agency;
- BAOBAB - Global Education Resource Centre;
- Cooperative Secondary School, Vienna;
- Department for International Educational Affairs, Federal Ministry for Education, Science and Culture;
- Federal Pedagogical Institute, Salzburg.
- FORUM Environmental Education;
- Institute for School-practical Training, University of Vienna;
- KommEnt - Society for Communication and Development;
- Südwind Agency.

The group is a forum for policy-focused discussion; it advises global education programmes, projects and activities in Austria and in particular it contributes to networking in the field of global education. The Strategy Group takes no decisions on public funding. It follows the international and national institutional discussions in the field and reflects on their relevance for Austria.<sup>22</sup>

The GE Strategy Group has played an important role in initiating a process leading towards a national strategy on GE in Austria. The Peer Review applauds the initiative and vision of those who have come together and have worked through this Strategy Group over recent years. It would like to see the Strategy Group now move this process forward even more. The Peer Review would encourage the Strategy Group to consider how it might enlarge its membership to include, for example, greater input from the non-formal and youth sectors. The Group should also look at ways of strengthening its messages to key actors in the GE field.

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<sup>22</sup> Further details are available from the Strategy Groups Mission Statement, at [www.suedwind-agentur.at](http://www.suedwind-agentur.at)

## ***CASE STUDY – Global Education by Governments in the Federal States – the case of Salzburg and Styria<sup>23</sup>***

Funding for development cooperation by the governments of the federal states in Austria is included in the overall ODA figures for the country. The Peer Review team had the opportunity to study global education initiatives in the federal states of Salzburg and Styria.

### **The Government of the Federal State of Salzburg**

The government of the federal state of Salzburg has a designated office with a staff person responsible for dealing with development and sustainability issues. It produces a monthly newsletter on sustainability, delivered to every household in the region, dealing with practical issues on recycling and other environmental issues.

In the federal state of Salzburg, a budget of approximately €300,000 is earmarked for Development Cooperation, with 20% (approximately €60,000) devoted to global education. Of this figure, approximately 25% (€15,000) goes to each of the following organisations or categories - Südwind Salzburg, Catholic Church organisations, Fair trade organisations, and other NGOs.

The government of the federal state of Salzburg fosters sustainability via an array of activities, for example through the use of fair-traded goods and regional products within public organisations in the region. There is a preference for supporting continuous education rather than one-off-events. Project proposals are appraised with the support of an advisory board of fifteen voluntary members from various backgrounds.

Seventeen schools took part in a recent fair to describe their relations with the South. Many more are involved.

### **The Government of the Federal State of Styria**

The Peer Review team met with a number of organisations in Graz, capital of the Federal State of Styria, including with a representative of the Federal State Government, dealing with Styria's ODA programme.

The Federal State Government of Styria has operated a development cooperation programme for a number of years. Currently the annual budget is €300,000, which is given to around 35 projects. 20% of the funds go to GE projects (€ 60,000). This fund has grown steadily over the years, even with changing governments.

The main GE projects being funded are in the formal education sector. A board, comprising members from the NGO community, is advising the disbursement of funding.

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<sup>23</sup> While this case study focuses on some examples of Federal State Governments initiatives in the field of GE, examples of non-governmental GE initiatives in the federal states of Salzburg and Styria are given in Chapter 4.

It is clear that these examples of LRA (Local and Regional Authority) global education in Austria are commendable, in terms of strategy, impact and funding provision.<sup>24</sup> The Salzburg model of education for sustainability with households is an excellent example of an approach, which seeks to achieve awareness for all. The Peer Review regards the percentage (20%) going to GE/information, in both the case of the Government of the Federal State of Styria and the Federal State of Salzburg, is a commendable percentage of the LRA ODA figure and one which might well be a benchmark for other LRAs, not only in Austria, but throughout Europe. This figure is in keeping with the call of some of the most enlightened development theorists.<sup>25</sup>

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<sup>24</sup> Note also that representatives dealing with development and sustainability issues, from federal administrations from all federal provinces in Austria meet once a year to discuss strategies, past experiences and future expectations.

<sup>25</sup> See for example - Edwards, M., *Future Positive: International Cooperation in the 21<sup>st</sup> Century*, Earthscan 1999.

## *Chapter 3*

### *Global Education in the Formal Education System*



## ***Chapter 3 - Global Education in the Formal Education System***

### **3.1 Introduction – Basic Structure of Formal Education**

Education is compulsory for every child with permanent residence in Austria. It begins with primary school at the age of six and is fulfilled after the completion of the ninth year of school at the age of about fifteen. After four years of primary education in *Volksschule* pupils can choose to attend either general secondary school (*Hauptschule*) for four years, or academic secondary school (*Allgemeinbildende Höhere Schule, AHS*) for eight years. The latter is separated into a compulsory four-year lower level, and a voluntary four-year upper level. About 30% of the pupils choose the academic secondary school (AHS), which entitles one to enter the higher education sector (university), after passing the final exam, the ‘Matura’.<sup>26</sup>

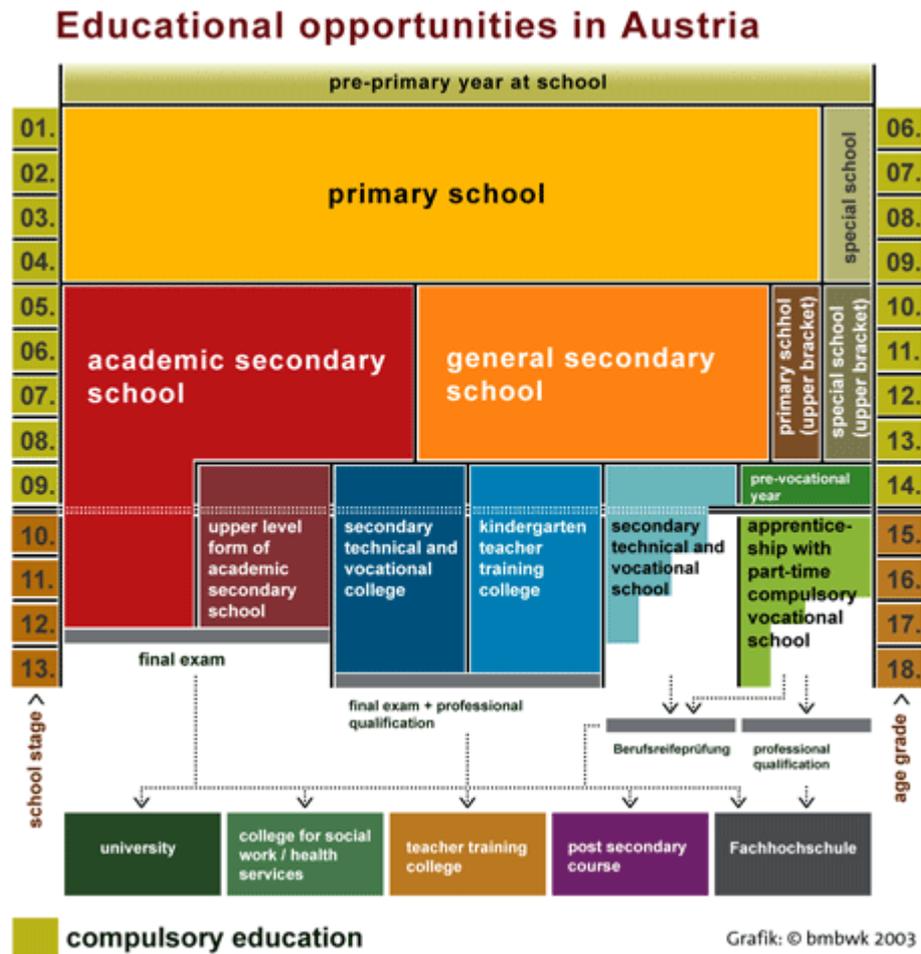
The diagram in the next page illustrates the structures within the Austrian formal education system.

Responsibility for schools rests largely with the National Government as represented by the Ministry of Education, Science and Culture, and the Federal States (Länder). The national Ministry of Education, Science and Culture is responsible for founding schools, class size, amount of hours, and the framework curriculum, while the Länder administer and manage the schools. Recently schools have gained more autonomy, with less regulation concerning both individual schools and teacher training. Increasingly, as in other countries, awareness of and motivation for engaging in global education (GE) activities is very important, as teachers are faced with a wide variety of offers for further training.

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<sup>26</sup> It is important to be aware that there are still various ways of continuing education and entering into the higher education sector (university), even when one chooses the general secondary school option.

**Graph 1: Basic Structure of the Austrian Education System**



Source: Ministry of Education, Science and Culture, [www.bmbwk.gv.at](http://www.bmbwk.gv.at).

### **Box 2 - GE and the Ministry of Education, Science and Culture**

Over recent decades, education in Austrian schools has taken on a more international and intercultural outlook. This has been encouraged and supported especially through the Department for International Relations in the Ministry of Education, Science and Culture. This Department includes global education (in German 'Globales Lernen') in its work programme.

Recently the Department mandated three NGOs with the development of a pilot seminar on global education (GE) for teachers, which will then be held in all nine school districts of Austria throughout 2006 and 2007. The three-day seminar, together with a set of materials, is intended to spread the idea of GE within formal education. Teachers will be offered follow-up support by the NGOs and their regional offices. This is a significant development and is welcomed by the Peer Review as a crucial strategic process which, when it moves from piloting to mainstream, will have the capacity to contribute significantly towards the goal of ensuring access to GE for all Austrian pupils.

There seems to be a view within the Ministry of Education, Science and Culture, and indeed shared by some outside the Ministry also, that the curriculum does not need to explicitly mention GE, and that it can be adequately covered through the clear commitment in the curriculum to Civics education. The MoE recently published a book on how civil society issues (including GE) can be integrated into teaching.<sup>27</sup>

The MoE supports GE through a broad range of outside organisations. The Ministry funds the Intercultural Centre, which supports international school-linking/twinning and also participates in the Education for Global Citizenship Programme. It supports the work of the over 40 UNESCO schools, and supports the annual North-South Centre Global Education Week. The MoE is also represented on the Austrian Strategy Group for GE.

A number of organisations suggest that while the Department for International Relations within the Ministry of Education, Science and Culture, is strongly supportive of GE, such commendable support might be broadened to include all departments within the ministry, and be further enhanced by greater coordination concerning GE.

For further information on the Ministry of Education, Science and Culture see: [www.bmbwk.gv.at](http://www.bmbwk.gv.at)

### **3.2 Global Education at Primary Level**

The educational goal of primary school is to guarantee a basic and balanced education in the social, emotional, intellectual and physical sphere of the pupils. The aim of the curriculum for primary level education emphasises the importance of developing global justice values among pupils.

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<sup>27</sup> Forum Politische Bildung (2005): Globales Lernen – Politische Bildung. Beiträge zu einer nachhaltigen Entwicklung, Informationen zur politischen Bildung Nr. 23, bm:bwk, Wien

*'Humanity, solidarity, tolerance, peace, justice and environmental awareness are primary and leading values in our society. On their basis a cosmopolitanism should be created which is led by the understanding for the essential problems of humanity and by participation. In this respect education has to contribute actively to a democracy which is committed to human rights, and has to encourage the power of judgment and critique, as well as decision making and responsibility.'*

**Source:** Curriculum Volksschule, 2003, First Part, General Education Goal, p.1, translation M. L.

There is a strong emphasis on language learning in the Austrian education system. This can be used by teachers to create a more outward looking, international perspective among pupils. Since the school year 2003/04 it is compulsory for every primary school to teach one living foreign language to all pupils from the first school year on.

While GE is not explicitly mentioned in the curriculum, as illustrated in the quotation above, teachers are encouraged to introduce global justice values across different subjects. Of course, this approach puts a lot of responsibility on the teacher. This phenomenon of over reliance on the committed individual teacher is not limited to Austria.<sup>28</sup>

### 3.3 Global Education at Secondary Level

Secondary education is intended to contribute to the development of the young individual, in particular concerning the acquisition of knowledge, the development of competencies, and the choice of values. A special emphasis is put on encouraging autonomous thinking and critical reflection.

As with primary level, the teaching of languages is used as a means of encouraging intercultural learning and understanding among pupils:

*'...when pupils with different cultural backgrounds – for example different mother tongues – are taught collectively...there is an opportunity to draw special attention to the encounter of different cultures....'*

**Source:** Curriculum *Hauptschule*, 2003, First Part, General Education Goal, p.2, translation M. L).

In addition to introducing global education (GE) through languages, GE can also be facilitated through subjects such as geography, history, religious instruction and political education. But, it needs to be clear that there is no explicit mention in the curriculum of *global education* or indeed *development education*. Once again, the quality and quantity of GE is very much dependent on the interest of the individual teacher.

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<sup>28</sup> See also the National Reports on Global Education in the Netherlands, Finland and Cyprus.

The aim of the upper level secondary school is to broaden and deepen general education. As in lower level secondary education, the overall educational goals in the upper level include: the creation of pupils political awareness and awareness of their democratic rights, social responsibility, reflection about ethical and moral values, development of a self-dependent personality, and the desire for an overall humane future.

*‘The dignity of every person, his/her freedom and integrity, the equality of all people, as well as the solidarity with the weak and excluded are important values and goals in school education.’*

**Source:** Curriculum Hauptschule, 2003, First Part, General Education Goal, p.2, translation, M.L).

In recent times at the upper level of secondary school there is greater autonomy for the schools. The idea is that every school should have space for its own initiatives regardless of the national curriculum. So now, apart from the compulsory core curriculum, a small part must be organized autonomously by the schools and pupils in the form of compulsory optional subjects and thematic foci. The optional subjects should be open for new and differentiated forms of education, make use of new media, and be livelier through field trips and pupils participation. Schools can develop their own individual profiles and provide a more practice oriented and self-organized learning. This innovation may create new space for global education in schools.

### **Box 3 - Examples of Recent School Projects on GE in Austria**

#### **Global Education Primary School**

A primary school in Vienna initiated the project "Global Education Primary School" and focuses in its teaching on language skills (especially English) and the handling of new communication and information technologies. The overall goal of the project, besides those mentioned above, is to teach the pupils tolerance, openness, global awareness and responsibility. For further information see: [www.marktgasse.net](http://www.marktgasse.net)

**Education for Global Citizenship:** Pupils, teachers and educational experts from Austria, Italy, the Netherlands, Cameroon and Chile develop pedagogical approaches and methods for global education. Approaches are then tried out in the schools of the participating countries; results and experiences are shared via the Internet. (See case study on this project elsewhere in this report). Coordinating organisations are the Südwind Agency and the Intercultural Centre. For further information see: [www.globlcitizenship.at](http://www.globlcitizenship.at), [www.suedwind-agentur.at](http://www.suedwind-agentur.at) and [www.iz.or.at](http://www.iz.or.at)

**UNESCO-schools:** Today 47 schools in Austria are part of the UNESCO Associated Schools Project – an international network that was founded in 1953. Key elements of initiatives in UNESCO schools include: high degree of teamwork, democracy building, maintenance of world heritage and environment, intercultural learning, development of language skills, and school partnerships. For further information see: [www.unesco.org](http://www.unesco.org).

**Ecolabel:** The Austrian Eco-label is a quality award. While originally applied to tourist and manufacturing industries, since 2002 it is available to schools also. In the school year 2002/03 a third form of a college (IBC Hetzendorf) received the ecolabel for their school, by implementing some major ecological changes in every day school life.

**Source:** Adapted from the BAOBAB website, [www.baobab.at](http://www.baobab.at), translation M.L.

## **3.4 Global Education at Third Level**

### **3.4.1 Universities**

The 2002 Universities Act introduced major changes to the university sector which became fully effective on 1st of January 2004. Universities gained complete autonomy and were transformed to become legal entities under public law and divested from the federal administration system. The aim was to create 'university enterprises' in the future, which will be in the position to access new funding sources in addition to the money received from the Federal Government.<sup>29</sup>

There are some courses with a global education (GE) perspective at university level. These include courses with a particular emphasis on global issues, including on the global dimension from a political, sociological, cultural and economic perspective. A Development Studies Programme has been established at the University of Vienna (see Box 4 below). For a number of years, a third level GE course has been offered in the initial teacher training programme, at the Institute of Educational Science, Centre

<sup>29</sup> Source – Wadack, I., and Kasparovsky, H., (2004), Higher Education in Austria, BM:BWK, P. 12.

for Teacher Education and Professional Research of the University of Vienna. Both courses depend almost entirely upon the commitment of a few individuals.

The importance and added-value of developing a GE course at University level for teacher training was raised by a number of sources, as was the idea of a professorship of GE.

#### **Box 4 – Development Studies Programme at the University of Vienna**

While having project origins dating back to the late 1970s, the Development Studies Programme was established as a regular programme at the University of Vienna in 2002. The aim was to increase interest among Austrian students in development issues and countries. The demand for the course is high. There are currently more than 500 students registered in the programme.

The programme is interdisciplinary, bringing together lecturers from various departments of the university on the one hand (such as African studies, geography, history, political science, sociology, economics, etc.), and specialists from the Austrian development field on the other hand (for example, Ministry of Foreign Affairs, ADA, and NGOs).

After completion of the programme, students are expected to have a basic knowledge of the history, conception and organisation of international development (including development cooperation). They should have a clear idea about historic-geographic structures, and practical work in the field of international development.

#### **Box 5 - 'Global Studies', at the Karl-Franzens-University in Graz**

'Global Studies' is a new initiative offered at Karl-Franzens-University in Graz. It aims to foster 'responsibility for global society and understanding its mechanisms and interdependencies'. After passing a sufficient number of relevant courses, students receive an informal certificate. Currently about 40 students are enrolled in the course; students are being encouraged to become involved in NGOs dealing with development issues.

This emerging project has significant potential. It should consider moving towards being located within a relevant institute in the university. Partnering with the pedagogical institute may also be helpful. This course might also be made available to others beyond the mainstream students at the university, for example through adult education courses or programmes in the framework of lifelong learning.

### 3.4.2 Pedagogical Academies and Institutes

Pedagogical Academies are responsible for initial teacher-training. There is currently a process underway to recognise Pedagogical Academies as Universities.

Pedagogical Institutes (PIs) are responsible for in-service teacher-training in Austria. The Pedagogic Institute in Vienna is the largest PI institution in Austria, serving over 20,000 teachers. It runs week-long courses on global education, in co-operation with Südwind Agency and BAOBAB.

All PIs in Austria are responsible to the respective local board of education. There is strong and growing provision for GE in in-service training for teachers, but as stated above, it is evident that this is taking place in the context of greatly increased offers of in-service training. GE might not be a priority in this context and perhaps should be integrated into other offers. GE in pre-service training should be a strategic priority for organisations and institutions concerned with fostering GE in schools.

### 3.5 Some General Issues Regarding Global Education in the Formal Sector

A number of general issues emerge in relation to global education (GE) in the formal sector. These include:

- The need for a strategy for GE across the Ministry of Education, Science and Culture, not limited to, but perhaps led by the Department for International Relations. Perhaps in this regard the recent OECD report might act as an impetus, not for the content, but for the economic support for such an initiative.<sup>30</sup>
- As responsibility for schools is moving towards decentralization and greater autonomy, this poses challenges for the integration of global education. Here, for example, work with textbook providers, subject area teachers, and local pedagogical institutes, will prove useful.
- While there is a broad support and an excellent values base for GE at the level of the general curriculum framework on both primary and secondary level, there seems to be a gap between such values and provision on the ground. The reform of upper secondary school provision and the movement towards more autonomy provides an excellent opportunity for using GE approaches as a means to influence the new innovations.
- The absence of adequate GE provision in initial teacher training is an obstacle. While it is heartening to see strong developments in in-service teacher training, unless this is based on a strong system of initial teacher training in GE, in-service provision becomes one offer among many. A strong GE focus in initial teacher-training provides the value base and commitment on which

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<sup>30</sup> OECD Economic Outlook No. 78 – Austria (November 2005). Available at [www.oecd.org](http://www.oecd.org)

further in-service training can be based. The Peer Review team suggests that strategies for integrating GE into initial teacher-training should become a priority.

- While there are development studies courses, and there are courses with a global dimension, this is not necessarily GE. There is a need for a scoping study on what is available at third level. Adequate funding for a dedicated GE course is necessary. The possibility of supporting the establishment of a Professorship of GE could also be explored.



## ***Chapter 4***

### ***Global Education in the Non-Formal Education, Civil Society and Other Sectors***



## ***Chapter 4 - Global Education in the Non-Formal Education, Civil Society, and Other Sectors***

### **4.1 Introduction**

There are a wide variety of global education initiatives in non-formal sectors in Austria. This chapter outlines some of these initiatives in four broad categories:

- Strategic and Coordinating Initiatives
- Educational Resource and Support Services
- Intercultural Learning Organisations
- Civil Society Sectors

Finally, it highlights some important issues that arise from the review of the above categories.

### **4.2 Strategic and Coordinating Initiatives**

#### **4.2.1 KommEnt**

Founded in 1994, KommEnt, the Society for Communication and Development, has played a key role in the development of GE in Austria since then. The role has included administering GE funding under the authority of the MFA. Along with funding support, KommEnt has been engaged in capacity building, advice, and evaluation. The objectives of KommEnt included the qualitative improvement of GE and information in Austria, along with encouraging greater cooperation between NGOs.

Every three-years KommEnt developed a framework for the field of development information and education (encompassing activities in the fields of information, education, culture, the media and research), outlining priority strategies and issues for NGO-activities. As a not-for-profit firm, KommEnt operated on the basis of a contract with the Ministry of Foreign Affairs and the Ministry of Education, Science and Culture. This was arranged following tendering. KommEnt's structure included a Council; four specialised advisory bodies representing education, culture, science/publications and PR/media; an Executive Board and a staff of six.<sup>31</sup>

KommEnt ended its full coordinating and administrative role at the end of September 2005. The Austrian Development Agency (ADA) integrated KommEnt's main tasks (appraisal of applications, issuing of contracts and control of reports) into the Agency.<sup>32</sup>

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<sup>31</sup> Further historical information on the KommEnt funding mechanism and structure is available in Hock, S., and Wegimont, L., National Structures for the Organisation, Support and Funding of Development Education: A Comparative Analysis. GENE/NSC 2003.

<sup>32</sup> KommEnt had a contract until the end of April 2006 to assist in rounding off its work on hand. KommEnt had a staff of 6 in 2004, 4 by mid-2005, and this is expected to be 2 by June 2006.

This move to integration within the ADA should be seen in an international perspective. Some governments such as the Irish have moved from GE support being a separate agency, to integrate the function back into the Ministry per se. In other cases the situation has moved in the opposite direction - in countries such as Germany, the responsible Ministry has delegated the function to an independent agency (INWENT). And indeed KommEnt was founded following learning from the Dutch model NCDO – the oldest and best funded development education support structure in Europe.<sup>33</sup>

The establishment of ADA means that Austria lies midway along this continuum, where the function of bilateral aid has moved outside the Ministry, while the function of development education, moving to the Agency from KommEnt, has been brought closer to government. Such a model can have advantages in terms of government or agency policy and ownership of the development education agenda.

There does not appear to have been a major debate by NGOs on these changes to the way government funds for GE are administered. This may be partly due to the fact that NGOs are very dependent on state funding. There does appear to be some anxiety among small-to medium-sized NGOs that funding for GE under ADA may involve larger grants but to less organisations, meaning that some diversity may diminish.

KommEnt is examining possible new directions in which to develop in the future. It seems that it has to decide whether it will transform to be an independent NGO or play more of a role as a key consultancy for ADA or the MFA. In both roles it would probably be very dependent on finance from the government. Another possibility could be to develop as a research centre for GE in Austria, being involved in research, evaluation and the promotion of quality in GE. Whatever path it decides upon, it seems clear that the organisation and the people involved with KommEnt have a wealth of experience and expertise of great value to the ongoing development of GE in Austria.

For further information: [www.komment.at](http://www.komment.at)

#### **4.2.2 AGEZ - Working Association for Development Cooperation**

AGEZ comprises at present 32 development NGOs, which work together in order to improve the qualitative and quantitative standard of Austrian development cooperation and policy. Essentially it is an umbrella body for NGOs. AGEZ wants to strengthen the position of NGOs within Austrian development policy. It is financed by contributions from its members.

Most of these development organisations are not very involved in GE. To the extent that they are involved in related areas, it tends to be with public information campaigns. There seems to be a greater interest among some NGOs in the immediate results one can get from information campaigns, rather than in the more long-term

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<sup>33</sup> While established as a not-for-profit foundation, the NCDO is fully government funded.

results from education. Some NGOs would appear to have a considerable dependency on state funding in Austria.

For further details on AGEZ see: [www.oneworld.at/agez](http://www.oneworld.at/agez)

#### **4.2.3 AGEZ Steiermark (Styria)**

AGEZ Styria represents 19 NGOs of which a number are active in development education in the federal state Styria. Its main emphasis is political lobbying and coordination. It addresses issues of fair-trade and is involved in campaigning for 0.7% of GNI to ODA. Membership in AGEZ Styria is restricted to organisations with paid staff.

#### **4.2.4 Austrian EU-Platform of Non-governmental Development Organisations**

The AGEZ and the Austrian EU-Platform of NGOs in 2004 set up a working group called PEPI – Platform of Awareness Raising Programmes. Approximately 50% of its members are members of AGEZ.

PEPI involves itself in political lobbying in the field of awareness raising, concerned for example with relevant policy papers and funding structures. It facilitates sharing information and coordination between its members with regard to projects and campaigns.

#### **4.2.5 Paulo Freire Centre**

Primarily the Paulo Freire Centre is a public space for common thinking and learning, for transdisciplinary development research and education, and for reflection on political practice.

The Paulo Freire Centre was initiated and made possible through cooperation between ÖFSE (Austrian Foundation for Development Research) and Mattersburger Kreis - a scientific circle that stands for more scientific research on development issues at Austrian universities.

It works on the basis that knowledge is public property and should be accessible for everyone.

The Paulo Freire Centre has three main ambitions:

- Education as reflection of the practice (reflection over the future of development cooperation and linkage to concrete every day problems in that field);
- politicization of Austrian development cooperation;
- organisation of a dialogue between science and practice (new forms of learning and teaching in the interest of development cooperation).

### 4.3 Educational Resource and Support Services

#### 4.3.1 BAOBAB (Global Education Resource Centre)

BAOBAB is essentially a global education information and media resource centre. It was established in 1993 by ÖIE (Austrian Information Service for Development Policy, which later became the Südwind Agency), the Austrian Development Service (ÖED) and the Development Cooperation Agency of the Catholic Children's Movement (DKA) - as a common education and school information centre. It is now the main global education (GE) resource pool in Vienna, with some outreach to the federal states also. Since 1998 BAOBAB is constituted as an association, and its work and concerns are being carried out by a further six member organisations throughout Austria.

BAOBAB lends development materials to teachers, pupils, students, NGOs and other interested people. It aims at stimulating open communication and debate on global development and development cooperation issues. The staff gives advice concerning global education and, for example, on the choice of topics and material for the accomplishment of GE projects and events. BAOBAB also supports other resource centres throughout Austria with its materials.

Examples of key services of the Centre includes the provision of a common database on development materials and a newsletter three times per year to 13,000 subscribers (mostly teachers). Approximately 40 workshops per year are given to teachers in the Vienna area. BAOBAB also supports the development of films on development issues, especially films produced by filmmakers from the South, and has an extensive video library.

#### **Box 6 - BAOBAB GE Resource Centre Data**

- 5,800 didactical materials in the library
- 800-1,000 video-copies produced and distributed per annum
- 3,000 materials out on loan from library per annum
- 30-40 workshops on GE for teachers, students and others per annum.
- Information publication on GE produced 3 times per annum, 13,000 circulation.

**Source: BAOBAB.**

BAOBAB faces a number of challenges. There is a high demand for its services which has to be handled by only three full time staff. Funding agreements with MFA have tended to be short-term. Under ADA the possibility of more long-term funding agreements should be explored to strengthen the planning and consequently the quantity and quality of its work. Cutbacks in funding for schools pose a further challenge for BAOBAB, as it may get more difficult to sustain and generate further interest in its services.

At present two thirds of the funding for BAOBAB comes from the MFA, with one third from Catholic organisations.

For further information on the activities of BAOBAB, see: [www.baobab.at](http://www.baobab.at); see also [www.globaleducation.at](http://www.globaleducation.at)

#### 4.3.2 Südwind Agency

The Südwind Agency was initially founded in 1979 as the Austrian Information Service for Development Policy (ÖIE). It sees itself as a platform for people that want to highlight global interrelations and issues of global justice:

*'The aim of our work is the examination of the consequences of globalization, as well as to encourage the contact with life-style, art and culture of people of the southern region and countries of our world. In our media, campaigns and projects we transmit the whole colourful image of those continents.'*

Source: [www.suedwind-agentur.at](http://www.suedwind-agentur.at)

Südwind Agency has made global education the core element of its education work, and contributes strongly to the promotion and implementation of the concept in Austria. It provides teacher-training programmes in GE (including on-line material), is involved in campaigning, organizes workshops and exhibitions in schools and libraries and coordinates networks and platforms. It supports a network of ten regional Global Education Centres throughout Austria. It develops and maintains contacts with immigrant communities and has a network of 100 experts for regional activities. Moreover Südwind Agency is coordinating a series for Workshops for Schools for "Critical Consumption". This project got the World Aware Education Award of the NSC of the Council of Europe in 2001. Südwind produces a magazine on global issues ten times per year with a regular readership of 6,000. In Austria it also coordinates Global Education Week.<sup>34</sup>

Another World Aware Award winning project 'Education for Global Citizenship: New Ways to learn for our Future', is being coordinated by Südwind Agency and the Intercultural Centre. The project set-up an international learning and development partnership of NGO's and schools from Austria, Cameroon, Chile, Italy and the Netherlands. For further details see the case study on this project in this report.

Challenges for the organisation include how to reach and influence key people in relevant ministries, securing adequate funding and ensuring sustainable human resources. Approximately 50% of its funding comes from the MFA. Longer contracts (for example 3 year instead of 1 year grants) would allow for better planning.

For further information see the Südwind Agency website (address given above).

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<sup>34</sup> Global Education Week is a Europe-wide initiative and is coordinated at a European level by the North-South Centre of the Council of Europe. Südwind has a website dedicated to Global Education Week in Austria - [www.globaleducationweek.at](http://www.globaleducationweek.at)

### 4.3.3 Südwind Salzburg

Südwind Salzburg was closely linked to the Südwind Agency organisation from 1997-2001. Independence from the Südwind Agency since then has allowed for greater concentration on more local issues/topics and to build closer local networks. The cooperation in different fields with Südwind Agency is still good. A disadvantage of the separation is the increased administrative workload mainly due to funding applications and reporting.

Two part-time trainers and advisors deliver a programme of workshops on global justice issues in schools. They have built an ongoing interest in their work through approximately 170 workshops per year in schools in the region. Every year they provide training services to the Pedagogical Institute.

### 4.3.4 The Ludwig Boltzmann Institute for Human Rights (BIM)

The Ludwig Boltzmann Institute for Human Rights (BIM) is a research institution of the Ludwig Boltzmann society in Vienna, and has as its main remit human rights research on a national and international level. The BIM sees itself as a link between research and practice.

Much of its work in the GE field is done through its *Service Centre for Civic Education* and its *Service Centre for Human Rights*.

The Service Centre for Civic Education is an initiative of BIM with the Ministry for Education, Science and Culture. It assists Austrian teachers in conveying a deeper understanding of the broad concept of civic education. The centre provides background information, research materials and counselling; and focuses on raising political awareness in order to give pupils a better grasp of democracy, open-mindedness and tolerance. It delegates much of the training workshops to support partners it hires in, for example workshops for primary school children.

The Service Centre for Human Rights Education was also established through an initiative of the Ministry for Education, Science and Culture and the Institute. It operates as a consultancy and information platform for mainly academic educational work. The service centre offers consultancy and support for schools (teachers and pupils), and other educational institutions. It allocates free publications for schools, as well as workshops and seminars with children, juveniles and teachers. The Centre has a web page on human rights - [www.humanrights.at](http://www.humanrights.at), and distributes the newsletter *Teaching Human Rights* three times per year.

The two centres cooperated in establishing a teachers platform on civic and human rights education aimed at strengthening networking and exchanging the experience of teachers in such areas. This platform is supported through a web page - [www.lehrerinnenplattform.at](http://www.lehrerinnenplattform.at). There seems to be a belief in the Institute (and in many organisations the peer review team met with) that GE can be facilitated well in the school curriculum through the Integral Principle of Civic Education.

The Centre for Human Rights education and the Centre for Civics education merged in February 2006.

#### **4.3.5 Church-based NGO-sector**

There is strong church involvement in development issues and GE activities in Austria.

DKA, the development cooperation agency of the Catholic Children's Movement (Katholische Jungschar) is one of the most successful fundraising organisations in the development field.<sup>35</sup>

In 2005, DKA raised over €15m for development initiatives. Approximately 8% of the funds are allocated to GE and information projects in Austria. There are plans to raise the percentage spent on GE to 10%. Key GE activities include programmes with young people in parishes throughout Austria, visits of young people from the South to Austria are organized, as are visits by young people from Austria to development projects in the South.<sup>36</sup>

DKA funds also contribute to another important network of organisations – Welthaus Austria (See Box 7).

With about 300,000 members, the Protestant Church of Austria is much smaller than the Catholic Church. However, through Protestant Development Cooperation (EAEZ) it is also active in supporting development cooperation and global education initiatives. Through a platform of like-minded organisations, awareness raising initiatives are carried out focusing on issues such as sustainable development, HIV-AIDS and Fair trade.

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<sup>35</sup> One of its key initiatives is the '3 Kings fund raising campaign'. During Christmas holidays, young people dress up as the three kings and collect funds in their home communities.

<sup>36</sup> Further information on the activities of DKA are available at [www.dka.at/english/](http://www.dka.at/english/)

### **Box 7 - Welthaus Graz**

Welthaus Graz is part of Welthaus Austria, the Catholic Diocesan Development Agency. There are six Welthaus organisations in Austria – which play an important role concerning GE in six Austrian dioceses in the federal states of Tyrol, Salzburg, Styria, Upper Austria, Lower Austria and the city of Vienna.

Just like the other five Welthaus organisations, Welthaus Graz has its own thematic emphasis and approaches to development cooperation and global education (GE). Approximately 20% of the budget of all Welthaus organisations is spent on global education. Examples of the education work are the provision of a GE resource centre for educators, which operates a well structured outreach programme (including public libraries); seminars and meetings with people involved in development projects overseas; thematic events on development themes and campaigns (for example on fair-trade, nutrition, and child labour.).

Welthaus is keen to maintain and strengthen the link between development and GE and thus educators are regularly going on field trips to projects overseas. Welthaus Graz places great importance on quality in GE and has recently produced an internal handbook on the subject.

For further information on Welthaus see: [www.welthaus.at](http://www.welthaus.at)

### **Box 8 - Alam<sup>37</sup> Project**

The Alam project is a joint initiative between AAI Graz, Südwind Styria and Welthaus Graz, training individuals (in particular from developing countries) to become trainers in the field of GE in Austria.

These trainers then provide expertise and give workshops mainly in schools, but also for the non-formal sector (for example adult education). Regular training and certification of the trainers' aims at securing the quality of work. Particular emphasis is being placed on structured interventions (rather than once-off-events), including sufficient preparation and follow up.

#### **4.3.6 ÖFSE – Austrian Foundation for Development Research**

ÖFSE – the Austrian Foundation for Development Research - is Austria's largest information provider on development issues. Founded in 1967, it provides academic information for interested individuals, NGOs, the private and public sectors. It houses an impressive academic library with over 45,000 books as well as 130 journals. It

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<sup>37</sup> The world Alam means “world, universe” in the Arabian language. It is nowadays used in various Asian and African languages. The organisations concerned chose the term to express their belief that GE is about learning from other cultures.

recently started to link into the general IT system for libraries in Austria, thus making resources available to a much wider range of users.

The Research Department of ÖFSE offers information, consultancy and analytical research on topics of international and Austrian development policy, development cooperation, poverty reduction strategies and educational cooperation. The Research Department publishes studies as well as analytical and background documents on these topics. It, moreover, initiates and arranges reflection and learning processes open to the public.

ÖFSE has a commitment to outreach work, being aware that a clear dissemination strategy is important to maximize the impact of information providers and resource centres. This emphasis on an outreach approach is highly commendable and makes the work of ÖFSE very useful for those involved in global education in Austria.

#### **4.4 Intercultural Learning Initiatives**

##### **4.4.1 Intercultural Centre**

The Intercultural Centre is an independent non-profit association. It carries out intercultural projects and collaborates with a network of social scientists, pedagogues and activists in many countries around the world. It has a staff of ten and can draw on support from an international network of about 50 experts.

*‘We promote the development of relations between people of different cultural origin and train people to carry out practical intercultural work. For more than 15 years we have supported cross-border co-operation between schools, international youth work, as well as intercultural education and diversity management in Austria.’*

**Source:** [www.iz.or.at](http://www.iz.or.at)

Since 1990 the Intercultural Centre consults and supports school partnerships/twinning with countries all over the world. It is an active member of the directorate of the UNESCO/EURED teacher-training course on peace and human rights education. It is also participating together with the Südwind Agency in the project ‘Education for Global Citizenship: New Ways to learn for our Future’.

The Centre makes a contribution to integration on the community level with its educational and development projects in Austria. It does so by offering various seminars on integration politics and a training course on ‘Intercultural Education’.

While the Intercultural Centre is very active in facilitating school twinning between Austrian schools and schools abroad, this is also one of the areas where the global dimension could be strengthened. It provides this school linking service to the Ministry of Education, Science and Culture. But while funding is available for linking with schools in Europe, sourcing funding for linking with schools from the South seems to be more difficult. Thus the vast majority of linking is done with schools in Europe. However, the centre has facilitated linking with a small number of schools

from Africa. It estimates that there are probably active twinning links between about 30 Austrian and African schools.

The centre has no core source of funding. Its main funds stem from the Ministry of Education, Science and Culture, and the Ministry of Foreign Affairs, the European Commission and private foundations. According to the Intercultural Centre, a particular challenge for it is the rule of some funders that 15% of the budget must come from the organisations own sources. The Centre also made reference to cutbacks in the education system resulting in an increasingly conservative attitude in schools to teaching, with many teachers with-drawing from extra-curricular work. It considered the overall framework for its work as getting more difficult.

For further information see website in previous page.

***CASE STUDY – Education for Global Citizenship: An international pilot project of schools and NGOs***

The project Education for Global Citizenship (2003-2006) aims at establishing greater awareness of global issues among young people and developing practical concepts for the education of Global Citizens. Students, teachers and educational specialists work together towards a common goal – the development of practical recommendations for the implementation of Education for Global Citizenship in the school curriculum.

A total of 25 schools are involved in the project – five schools each from Austria, Cameroon, Chile, Italy and the Netherlands. Schools carry out project work on a school level and on an international level with partner schools. In each country, workshops and seminars are held with the support of an educational NGO.

Two international conferences form part of the activities of the project, to bring together students and teachers from all partner schools from the participating countries. This helps facilitate international cooperation, sharing experiences, planning and evaluation of their activities. School projects are documented and made available for others to learn from (see website below). The first international conference was held in Salzburg, Austria, in April 2004, the second international conference took place in the Netherlands in September 2005.

The Austrian Ministry of Education contributes to the debate on global interdependence and shared global responsibility through various initiatives in Austria, including through contributions to teacher training. The two Austrian NGOs participating in the project are Südwind Agency and the Intercultural Centre, who also provide the project management and international coordination.<sup>38</sup>

This is an innovative and challenging project. It clearly involves international learning, partners in Europe and the South, ongoing evaluation, and the commendable aim of developing a curriculum for Global Citizenship. It is one of the four winners of the World Aware Education Awards in 2005. This award is presented by the North-South Centre of the Council of Europe, and recognizes excellence in networking, coordination and partnership for increased and improved global education.

For further information on this project see: [www.globalcitizenship.at](http://www.globalcitizenship.at)

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<sup>38</sup> The project is financed by the European Commission, the Austrian Federal Ministry for Education, Science and Culture, the participating NGOs and other sponsors in Austria, Cameroon, Chile, Italy and the Netherlands.

#### **4.4.2 AAI - African-Asian Institute**

There are African-Asian Institutes in Graz, Salzburg and Vienna. They were founded to support international understanding and provide popular intercultural and inter-religious meeting places in these cities, for young people in particular. They are affiliated to the Catholic Church. As social and development institutions they undertake a range of cultural, scientific, and religious activities that bring together people of all backgrounds and cultures.

The Peer Review team visited the AAI in Graz and Salzburg. The AAI Graz and AAI Salzburg have education departments, which aim to promote knowledge about African and Asian cultures in Austrian society. They provide a broad range of support services to foreign students studying in Austria, including intercultural hostels, composed of students from Africa, Asia, Latin America and Austria. They are also involved in awareness raising and global education (GE). They provide an education programme for scholarship holders covering issues such as the MDGs, gender issues and empowerment. They hold annual seminars on relevant issues with a global dimension and hold intercultural evenings.

AAI Salzburg has supported projects abroad, for example in Peru, through former students of the institute. AAI, Graz, is one of the partners in the Alam project which assists in providing experts from the South who carry out workshops on GE in schools and other educational institutions in Austria (see Box 8 above on the Alam project).

Sourcing sufficient funding is a particular challenge and concern at present for both AAI Graz and AAI Salzburg, especially as the system of national funding for GE is going through a period of significant change. There seems to be a perception that the emphasis by the state is increasingly being put on spending in the South, with less understanding of the need also for sustained and increased funds to be spent on GE in the North.

#### **4.4.3 VIDC - The Vienna Institute for Development Cooperation**

The Vienna Institute for Development and Cooperation was founded in 1987. It operates in the areas of development cooperation, global education, intercultural work and public relations, the main focus being on development research and intercultural work. Two departments operate in the field of intercultural work - 'moving cultures' which fosters cultural relations with countries of the South, and the department for 'fair play', which focuses on anti-discriminatory activities in and outside the world of sports.

VIDC combines the exchange programmes for artists who contribute to festivals and other cultural events in Austria with presentations to schools and other audiences. In addition, artists from the South living in Austria are trained to offer workshops in schools and youth-centres, creating opportunities for pupils and students to familiarize themselves with cultures from the developing world through various artistic approaches.

The youth sector is also a target group of another project of VIDC – ‘FairPlay’ - which used the European Year of Education through Sports as an opportunity to call for a school and youth contest about discrimination and racism in football. All Viennese 10 to 14-year olds were invited to participate. They received free background material and access to a workshop on sensitisation for discrimination. The aim of the project was the active examination of the problem of racism and discrimination.

Like many of the organisations the Peer Review team met with that receive government funding for their GE activities, the VIDC would like to see a greater emphasis on multi-annual funding to help facilitate progressive planning.

For further information on VIDC see: [www.vidc.org](http://www.vidc.org)

## **4.5 Civil Society Sectors**

### **4.5.1 ÖH – Austrian Student Council**

The Austrian Student Council represents students’ interests in relations with, for example, the Ministry for Education, Science and Culture, political parties, and national assemblies. Of particular interest from a global education (GE) perspective, is the unit for Human Rights and Social Policy, and the unit for International Affairs. Both of these units deal with projects and issues that promote and encourage a greater understanding among students of global justice issues. They cooperate on such initiatives with the trade unions and organisations such as BAÖBOB and Südwind Agency.

The unit Human Rights and Social Policy sees itself as a platform for critical discussion on social issues. Focus points of the unit are: work against fascism, protest against structural racism and discrimination, creation of ecological awareness and macro-economic understanding. The unit favours greater intercultural exchange at universities and the creation of a more open and multicultural society.

The unit for International Affairs works on a number of global topics and in various international contexts. One particular concern is the support and active participation in the worldwide social forums, aimed at the realization of a more humane future. It is involved in campaigns such as the ongoing “Stop GATS” and the “Education Not Profit” campaigns.

Views from various sources in Austria suggest that young people tend to be increasingly concerned about domestic issues rather than global development issues. But these views are anecdotal rather than being based on any scientific data. So there clearly is a need for more opinion polls to further analyse the level of interest on global justice issues among young people and to inform GE initiatives focused on young people.

#### **4.5.2 The ÖGB - Federation of Austrian Trade Unions**

The ÖGB is the trade union federation in Austria.<sup>39</sup> Concerning educational work, there is a governing body that coordinates all educational institutions of the ÖGB. It is responsible for the organisation of continuing education in the adult education-sector. It offers, amongst others, seminars on politics, international unions work, and languages.

*Weltumspannend Arbeiten* – ‘Working Global’ is an educational project of the ÖGB on development politics. The project was initiated in 1996 by the Federation of Austrian Trade Unions of Upper Austria, and is supported by the European Commission and the Ministry for Foreign Affairs. It is now a nationwide initiative. Its purpose is to engage union members in activism regarding international issues, to promote the encounter and cooperation between union members of the North and the South, and to inspire discussions about global justice and solidarity.

Various campaigns and initiatives have been carried out as part of this project. For example, the project supported the involvement of a group of young Austrians participated in the ‘World Festival of Students and Youth’ in Venezuela in August 2005. The young union members visited some local factories and established contact with their Venezuelan colleagues. The aim of the trip was to give the young trade union members the opportunity to exchange experiences with colleagues from all over the world, and to show international solidarity. Strengthened global education with union members in Austria resulted from this project.

#### **4.6 Some General Issues Regarding Global Education in the Non-Formal Education, Civil Society and Other Sectors**

The work of the above organisations in global education in the non-formal civil society and other sectors in Austria suggests that a number of issues arise that are pertinent to the current progress and future possibilities for strengthening global education (GE) in these sectors. The following issues are seen as important by the Peer Review process:

- While there are important projects within civil society sectors in global education,<sup>40</sup> there appears to be little or no sector-wide strategies regarding global education within civil society sectors. Nor is there evidence of systematic learning between civil society sectors in this regard. Coordination of such approaches in other countries has led to more widespread civil society engagement, and there is room for coordinated programmes in this field in Austria.
- Global education in the non-formal sectors in Austria has a variety of organisations working at various levels - national, regional and local; and this diversity should be maintained and supported. However, there also seems to

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<sup>39</sup> Further information on OGB is available at [www.oegb.at](http://www.oegb.at)

<sup>40</sup> As can be seen for example in particular units of the Austrian Students Council or the North-South exchange programme of union members of the Austrian Trade Union Federation.

be a lack of organisations working at the strategic or coordinating level. There is certainly room for the NGDO coordinating body, AGEZ, to strengthen its strategic role and commitment to GE. While GE is not the preserve of development NGOs alone, nevertheless, in some countries NGDOs play a strong role as instigators and facilitators for global education in non-formal sectors. Furthermore, changes to the role of KommEnt, with the Austrian Development Agency taking over some, but not all of KommEnt's previous functions, suggests that a vacuum may emerge in relation to the strategic and coordinating functions coming from within the global education sector. A newly emerging, changed KommEnt may well take on this challenge to contribute to the further development of GE in quantity and quality. Furthermore, the role of research centres such as the Paulo Freire Centre may provide a necessary and strong research base for future initiatives in non-formal global education.

- There is a strong tradition of intercultural education within global education in Austria. Given societal changes in Austria in recent years, this is clearly a strength and Austria's new communities may become a powerhouse for non-formal global education, building on the traditions of intercultural learning organisations.
- Long-term planning, and appropriate funding mechanisms to support such planning, are required if non-formal global education in Austria is to reach its potential. In relation to funding levels, the example of the federal states of Salzburg or Styria, cited above, provide both a blueprint for other federal states, and challenge local and regional authorities across Europe to engage in similar initiatives, not only in formal but also in non-formal sectors.



## *Chapter 5*

### *Key observations and Recommendations*



## ***Chapter 5 – Key observations and Recommendations***

### **1. Introduction and General Educational Context**

Austria has a long tradition of and strong involvement in global education (GE). Civil society sector global education dates back to the 1960s, with involvement and support by the government since the late 1970s. This support for global education is reflected in the range of committed organisations involved in global education, and the many initiatives and projects in the formal and non-formal education sectors, and in civil society.<sup>41</sup>

While recognizing the good work in global education that is taking place in Austria, it was also observed that over recent years many organisations involved in GE state that they have been operating in a difficult climate, with many public sector cutbacks. The structures for administering the Development Cooperation Programme and administering the funding for GE in civil society are also going through a period of change and consequently uncertainty.

- *The Peer Review recognises and acknowledges the commitment of the broad range of organisations in GE in Austria and believes this commitment should be supported to further grow and develop.*
- *It is felt that in this era of globalisation, it is crucial that a strong global justice perspective be included in the educational system in Austria as a necessity. While this can only come about in the context of adequate investment and support for the education system in general, global education advocates should position themselves strongly for integration.*
- *The Peer Review recognises that some of the key support structures for GE are going through a period of change; the challenges that will inevitably arise from this, provide opportunities for further developing GE in Austria.*

### **2. National Strategy for Global Education**

There would appear to be a commitment by relevant Ministries, in particular the Ministry of Foreign Affairs and the Ministry of Education, Science and Culture; and among other actors in the GE field, to increasing awareness and understanding of global justice issues. While some progress has been made in recent years with regard to coherence, direction and vision for the GE sector, the Peer Review team believes that this could be greatly strengthened.

- *The Peer Review recommends the development of a National Strategy on GE.*

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<sup>41</sup> Covering a broad range of issues such as sustainable development, fairtrade, peace, culture etc.

*Such a strategy might build on the current situation by:*

- *Further involving a broad spectrum of key stakeholders.*
- *Further clarifying the roles and responsibilities between the various actors in GE.*
- *Outlining key priorities.*
- *Agreeing mechanisms for strengthening the explicit integration of GE into the curriculum.*
- *Further elaborating issues of quality and evaluation.*
- *Setting a schedule for the increase of funding to GE.*

*Furthermore, ADA should also consider articulating GE more fully in its programme, and outlining its objectives for global education.*

### **3. The National Strategy Group for Global Education**

The Austrian Strategy Group for Global Education, set up in 2003, is to be commended for its vision in bringing together various actors in GE and for initiating the process and doing the preparatory work for a national strategy for GE. It should play a key role in coordinating and facilitating the further development and elaboration of such a national strategy. The Peer Review makes a number of recommendations for the Group:

- *To further strengthen its membership (with regard to key national ministries, NGOs, civil society – including the Youth sector - and regional representation).*
- *To consider the steps necessary to ensure that key stakeholders are involved in the elaboration of the National Strategy.*
- *To include cooperation with relevant potential partners outside the development field.*
- *To secure adequate funding for a secretariat for the process.*
- *To share the model of elaboration of a national strategy internationally, as other countries are currently engaged in a similar process.<sup>42</sup>*

### **4. National Debate on Global Education**

The Government of Austria is committed to making the public aware of global issues. A national debate on global education issues should be initiated (to include for example the MDGs and Education for Sustainable Development). This could be realised in a number of ways:

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<sup>42</sup> For example, Finland, Slovakia and Portugal are currently at different stages of developing a national strategy for global education.

- *Through the development of a national debate, involving coordination between key Ministries, and perhaps led by the Ministry of Foreign Affairs, the Ministry of Education, Science and Culture and ADA as the key Government organisations financing or supporting global education initiatives.*
- *To strengthen content and participation in the Development Forum which is held every two years, where key actors meet and debate; to ensure a strong global education element in the forum.*
- *To consider organising an annual global education hearing.*

## **5. Funding Levels**

The level of funding for global education (GE) in Austria is somewhat below the leaders in Europe, with official funding for GE in 2005 at €3.65m. Including funding for information this comes to a total of €5.48m in 2005 or approximately €0.67 per capita (some of the leading states allocate over €2 per capita). But this should also be viewed against a backdrop of an expected rise in ODA. The government has confirmed its commitment to push for higher ODA, which has climbed from 0.24% of GNI in 2004 to 0.52% according to provisional figures available for 2005.<sup>43</sup> There may be opportunities in this context to highlight the importance of increasing funding for GE:

- *As ODA increases, the key players in GE in Austria should ensure that funding for GE increases accordingly.<sup>44</sup>*
- *It has been noted by the Peer Review that some of the governments of the federal states in Austria allocate approximately 20% of their ODA budgets to GE, this should be a target for other Local and Regional Authorities in Austria and further afield, to emulate.*
- *As funding to global education should increase, so too should support for promoting the quality, impact and effectiveness of global education.*

## **6. Funding Mechanism**

Austria is going through a period of change concerning its global education (GE) funding mechanism. Funding for GE of civil society initiatives was coordinated through KommEnt for many years. Since 1st of October 2005 the Austrian

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<sup>43</sup> However, this increase in ODA from 2004 to 2005, was mainly due to debt relief for Iraq.

<sup>44</sup> Such increases in spending on GE have been called for at a European level by, for example, the Maastricht Declaration on Global Education (2002), and by the more recent European Conference on Public Awareness and Development Education for North-South Solidarity organised by the European Commission and the Belgian Ministry of Foreign Affairs, with the NSC, the OECD Development Centre and Concord, under the Presidency (May 2005).

Development Agency (ADA) integrated KommEnt's main tasks (appraisal of applications, issuing of contracts and control of reports) into the Agency itself. To strengthen the current situation, the Peer Review suggests the following:

- *GE policy needs to be further elaborated by the Ministry of Foreign Affairs, the Ministry of Education, Science and Culture, and the Austrian Development Agency (ADA), as the current policy framework is slim. Other international models for such policies exist.*
- *A long term funding strategy is required.*
- *A mechanism for engagement with civil society, politicians, the trade unions and business, and other relevant sectors is required.*
- *ADA and KommEnt (on the basis of its know-how) should play a role in increasing the overall quality of GE.*
- *KommEnt has built up a body of experience and expertise over the years. Ways of channelling this experience and expertise into the rearranged GE scene should be considered.*

## **7. Ministerial Coordination**

Coordination between Ministries is often difficult to achieve, nevertheless, further work is required in this respect:

- *Strengthen coordination and cooperation between the key Ministries involved in facilitating global education (in particular the Ministry of Foreign Affairs and the Ministry of Education, Science and Culture).*
- *Strengthened coordination within Ministries concerning global education is also required.*

## **8. Key Resource Organisations and Networks**

Austria has an extensive network of global education (GE) resource organisations and multipliers facilitated through organisations such as BAOBAB, Südwind, Welthaus, the Vienna Institute for Development and Cooperation, the Forum for Environmental Education and the Intercultural Centre. The work of these resource organisations and networks could be strengthened in a number of ways:

- *The ability of these organisations to effectively deliver on GE initiatives could be strengthened through the security of 2-3 year multi-annual contracts rather than 1-year contracts. There would appear to be a movement in ADA already towards multi-annual funding, this is to be encouraged.*

- *Coordination within and between such networks seems to be quite good in Austria, but should be further strengthened where possible, especially concerning the formal education sector.*
- *Special emphasis should be put on encouraging coordination with initiatives in the regions and the federal states.*
- *See also references to KommEnt under point 6 above.*

## **9. NGDOs**

NGDOs currently play a rather minor role concerning global education in Austria, yet they have a wealth of experience of the South which they could directly share through GE and which could be fed into educational initiatives by others in the North.

- *It is the view of the Peer Review that NGDOs should be encouraged, through AGEZ, to strengthen their commitment to GE, and to strengthen the emphasis on quality.*
- *Links should be made with the Strategy Group for Global Education, to ensure an information flow.*
- *NGDOs should also be involved (possibly through AGEZ) in any initiative to develop a national strategy on GE.*

## **10. Global Education in the Formal Education Sector**

While neither *global education* nor *development education* are explicitly mentioned in the school curricula, it seems to be generally agreed that there is space for global education (GE) in the curriculum at all levels. In particular it can be covered under the principle for Civics Education. Plans to facilitate GE seminars for teachers in all federal states in Austria are particularly welcome. The situation could be further strengthened in a number of ways:

- *Consideration should be given to explicitly articulating the necessity of GE in the curriculum.*
- *A booklet for teachers outlining in detail opportunities in the curriculum for GE could be prepared by the Ministry of Education, Science and Culture (with outside assistance as required).*
- *At third level, more conceptual work and more networking is needed between universities and faculties with a particular interest in GE.*
- *Along with existing strategies for in-service teacher-training in global education, it is important to develop coordinated strategies for the integration of GE into initial teacher-training.*

## 11. Non-formal Education in Civil Society Sectors

While it has been noted that there are a number of vibrant single-issue organisations involved in GE in the civil society sector, both the Youth Sector and the Trade Unions appear to have rather limited involvement generally in GE. In particular it has been observed that in the youth sector there is a need to strengthen interest in GE issues.

- *There is a need for greater coordination within civil society sectors, perhaps led by the national coordinating bodies (e.g. The Federation of Austrian Trade Unions) and between different civil society sectors.*
- *The Peer Review recommends that the Youth Sector in particular is more involved in existing structures and networks in GE.*
- *Capacity building concerning GE and the youth sector should also be supported financially.*

## 12. Public Opinion

Based on the data available, general public support for development cooperation has remained strong over recent years in Austria. However, it is the view of the Peer Review that GE could benefit from more systematic polling:

- *There would appear to be a need in Austria for systematic public opinion polling of attitudes of various groups to global justice issues, in order to better inform many of the actors in GE with regard to planning activities and involving different sectors.*

## 13. International Aspects

Austria holds the EU Presidency in the first half of 2006 and has worked over many years supporting broader European initiatives concerning GE through, for example, the activities of the North-South Centre of the Council of Europe<sup>45</sup>. In addition, Austria has been active in cooperating with German-speaking neighbouring countries in particular, and with Slovakia and recently Portugal. Austria could also, due to its history and geographical position in central Europe, be in a good position to share her experience with developing GE, with neighbouring countries to the east.

- *This sharing of Austrian global education experience, and mutual learning internationally, is to be welcomed and should be encouraged.*

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<sup>45</sup> Through in particular the GENE, the European Global Education Peer Review process and the V4 programme.

## ***APPENDICES***



## *APPENDIX I*

### *Peer Review Process Meetings*

As part of the process of the Peer Review, meetings with the following groups and organisations took place in Austria in June and September 2005.

1. ADA (Austrian Development Agency)
2. AGEZ (Working Association for Development Cooperation)
3. AGEZ Steiermark (Styria)
4. AAI (African Asian Institute) Graz
5. AAI Salzburg
6. Austrian Strategy Group for Global Education
7. BAOBAB
8. BIM (Boltzmann Institute for Human Rights)
9. Church-based NGO-sector (DKA; and EAEZ)
10. EU-Platform Working Group (PEPI)
11. Forum Environmental Education
12. Intercultural Centre
13. KommEnt, Salzburg
14. Government of the Federal State of Styria
15. Government of the Federal State of Salzburg
16. Ministry of Education, Science and Culture
17. Ministry of the Environment (Department for Sustainable Development)
18. Ministry of Foreign Affairs
19. MPs (Members of Parliament)
20. ÖFSE (Austrian Foundation for Development Research)
21. ÖH (Austrian Student Council)
22. Paulo Freire Centre

23. Pedagogical Institute(s)
24. PEPI (Platform of Awareness Raising Programmes) - Austrian EU-Platform of NGDOs
25. Südwind Agency
26. Südwind Salzburg
27. Trade Union Sector
28. University Sector (Institute for Pedagogies in Religious Studies)
29. VIDC (Vienna Institute for Development and Co-operation)
30. Welthaus Graz

**APPENDIX II**  
**MAASTRICHT GLOBAL EDUCATION DECLARATION**

**A European Strategy Framework**  
**For Improving and Increasing Global Education in Europe**  
**to the Year 2015**

*We, the participating delegations of the Europe-wide Global Education Congress, Maastricht, November 15<sup>th</sup>–17<sup>th</sup> 2002, representing parliamentarians, governments, local and regional authorities and civil society organisations from the member states of the Council of Europe, desiring to contribute to the follow-up to the World Summit on Sustainable Development and to the preparations for the United Nations' Decade for Education for Sustainable Development.*

**1. Recalling:**

- **International commitments to global sustainable development** made at the recent *World Summit on Sustainable Development*, **and to the development of a global partnership for the reduction of global poverty** as outlined in the *UN Millennium Development Goals*.
- **International, regional and national commitments to increase and improve support for Global Education**, as education that supports peoples' search for knowledge about the realities of their world, and engages them in critical global democratic citizenship towards greater justice, sustainability, equity and human rights for all (See Appendix 1).
- **The Council of Europe's North-South Centre definitions of Global Education (2002)**
  - *Global Education is education that opens people's eyes and minds to the realities of the world, and awakens them to bring about a world of greater justice, equity and human rights for all.*
  - *Global Education is understood to encompass Development Education, Human Rights Education, Education for Sustainability, Education for Peace and Conflict Prevention and Intercultural Education; being the global dimensions of Education for Citizenship.*

**2. Profoundly aware of the fact that:**

- Vast global inequalities persist and basic human needs, including the right to education (as mentioned in the Dakar declaration on Education For All), are not yet met for all people;
- Democratic decision-making processes require a political dialogue between informed and empowered citizens and their elected representatives;

- The fundamental transformations of production and consumption patterns required to achieve sustainable development can only be realised if citizens, women and men alike, have access to adequate information and understand and agree to the necessity to act;
- Well conceived and strategically planned Global Education, which also takes account of gender issues, should contribute to understanding and acceptance of such measures.

### **3. Recognising that:**

- Europe is a continent whose peoples are drawn from and are present in all areas of the world.
- We live in an increasingly globalised world where trans-border problems must be met by joint, multilateral political measures.
- Challenges to international solidarity must be met with firm resolve.
- Global Education is essential for strengthening public support for spending on development co-operation.
- All citizens need knowledge and skills to understand, participate in and interact critically with our global society as empowered global citizens. This poses fundamental challenges for all areas of life including education.
- There are fresh challenges and opportunities to engage Europeans in forms of education for active local, national and global citizenship and for sustainable lifestyles in order to counter-act loss of public confidence in national and international institutions.
- The methodology of Global Education focuses on supporting active learning and encouraging reflection with active participation of learners and educators. It celebrates and promotes diversity and respect for others and encourages learners to make their choices in their own context in relation to the global context.

### **4. Agreeing that....**

A world that is just, peaceful and sustainable is in the interest of all.

Since the definitions of Global Education above include the concept of Education for Sustainable Development, this Strategy can be included in follow-up to the recent World Summit on Sustainable Development and serve as a preparation for the UN decade for Education for Sustainable Development starting in 2005.

Global Education being a cross-sectoral obligation can significantly contribute to achieving these commitments. Access to Global Education is both a necessity and a right.

This will require:

- Increased and improved co-operation and co-ordination between international, national, regional and local level actors.
- The active participation and commitment in the follow-up to this Congress of all four categories of political actors – parliamentarians, governments, local and regional authorities as well as civil society (the quadrilogue) – which are involved in the on-going useful political discussion in the framework of the North-South Centre.
- Significantly increased additional funding, on national and international levels.
- Increased support across Ministries of Development Co-operation, Foreign Affairs, Trade, Environment and particularly Ministries of Education to ensure full integration into curricula of formal and non-formal education at all levels.
- International, national, regional and local support and co-ordination mechanisms;
- Greatly increased co-operation between North and South and between East and West.

**5. Wish to commit ourselves, and the member states, civil society organisations, parliamentary structures and local and regional authorities that we represent to...**

- 5.1** Take forward the process of defining Global Education and ensuring that a rich diversity of experience and perspectives (e.g. Southern, Minorities, Youth and Women's perspectives) is included at every stage.
- 5.2** Develop, in cooperation with the competent authorities and relevant actors, (or build on existing), national action plans, starting now and to 2015, for increased and improved Global Education towards the target date of the Millennium Development Goals.
- 5.3** Increase funding for Global Education.
- 5.4** Secure the integration of Global Education perspectives into education systems at all levels.
- 5.5** Develop, or where developed, improve and increase national structures for funding, support, co-ordination and policy-making in Global Education in all Council of Europe member states, as appropriate to national conditions.
- 5.6** Develop, or where developed improve strategies for raising and assuring the quality of Global Education.

- 5.7 Increase support for Regional, European, and International networking of strategies for increased and improved Global Education; between policymakers and practitioners.
- 5.8 Test the feasibility of developing a peer monitoring/peer support programme, through national Global Education Reports, and regular peer reviews, in a 12-year frame.
- 5.9 Contribute to the follow-up to the World Summit on Sustainable Development and to the preparations for the United Nations Decade for Education for Sustainable Development.

*We, the participating delegations of the Europe-wide Global Education Congress, Maastricht, November 15<sup>th</sup>–17<sup>th</sup> 2002, representing parliamentarians, governments, local and regional authorities and civil society organisations from the member states of the Council of Europe, commit ourselves to an ongoing dialogue with the South about the form and content of Global Education.*

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**North-South Centre**

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\* Note the initial secretariat visit to Austria in June 2005 also included Mr. Liam Wegimont, then Head of Global Education at the NSC.



# The European Global Education Peer Review Process

**The European Global Education Peer Review Process was initiated in the framework of the Maastricht Declaration on Global Education in Europe. This process highlights good practice and engages in critical review of Global Education policy and provision in member states of the Council of Europe. Countries reviewed so far include Cyprus, Finland, the Netherlands and, with this report, Austria.**

**The Peer Review Process on Global Education in Austria consulted and involved Austrian ministries, agencies, non-governmental organisations, civil society, other sectors; and the Austrian Strategy Group for Global Education. The international Peer Review of Austria included reviewers from Finland, Germany, Ireland and Slovakia.**

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