

Strategy

Global Learning in the Austrian education system

Table of contents

Preface	p. 2
1. The Development of the Austrian Strategy on Global Learning	p. 3
1.1. Aims of a strategy for the integration of Global Learning within the Austrian education system	
1.2. The process of development of the strategy	
2. Contextual Issues	p. 6
2.1. Why Global Learning?	
2.2. What is Global Learning?	
2.3. Global Learning in a network	
2.4. Perspectives	
3. Priority Focus: Formal Education System	p. 11
3.1. In-Service training of teachers	
3.2. Teacher training	
3.3. School policy and school administration	
3.4. School development	
3.5. Projects and materials	
3.6. Curricula	
3.7. Pre-School / Kindergarden	
3.8. Research and evaluation	
Annex: Mission Statement of the Strategy Group on Global Learning	

Vienna / Salzburg, December 2009

Preface

The Austrian Federal Ministry for Education, Arts and Culture (MoE) mandated the Austrian Strategy Group Global Learning with the development of an Austrian strategy for Global Learning in the formal education system. The first part of the process took two years (2007-2009) and involved experts and various interest groups. The overarching aim of the Strategy is the broader integration of Global Learning in the Austrian education system.

The Strategy Group was given an international feedback by the Global Education Network Europe (GENE) in autumn 2009. The feedback particularly acknowledged the process-oriented access to the strategy development. To place globality and the learners as subjects into the centre of the perspective as well as the fact that the strategy builds upon existing structures and concrete experiences in Austria were strongly appreciated. The present version of the strategy includes the most important recommendations in the feedback.

The Strategy Group was established in 2003. Its members are experts from various fields in the Austria education system with a long-standing record in Global Learning. The group aims to strengthen Global Learning in Austria qualitatively and structurally – through measures taken throughout the education system. Among its members are representatives of the MoE, of ADA (the Austrian Development Agency), of NGOs, along with members from school practice and from universities. The Strategy Group is a co-ordinating group, which discusses Global Learning programmes, projects and initiatives in Austria and contributes to networking in this area.

The Strategy Group follows the international debate in the field of Global Education and Learning and reflects on its relevance for Austria.¹

Note: In Austria the term most commonly used is “Globales Lernen“. Therefore throughout the text the term is translated as Global Learning and not Global Education, when the term is used in the Austrian context.

Acknowledgement: Special thanks for their support with the translation go to Mr Liam Wegimont (Director GENE) and Mrs Neda-Forghani Arani (University Vienna). All unclarities or mistakes are in the responsibility of Mr Helmuth Hartmeyer.

List of abbreviations

ADA	Austrian Development Agency
ESD	Education for Sustainable Development
GENE	Global Education Network Europe
MoE	Ministry of Education
NGOs	Non-Governmental Organizations
UNESCO	United Nations Educational, Scientific and Cultural Organization

¹ See Annex: Mission Statement of the Strategy Group Global Learning

1. The Development of the Austrian Strategy on Global Learning

The development of an Austrian strategy for Global Learning is the result of a multi-annual process. It is informed by the European discourse and embedded in the European strategy for the strengthening of Global Education and Learning in European countries, as formulated in the Maastricht Declaration (2002). During the development of the Austrian strategy, experiences of similar processes in Finland and Ireland were taken on board.

In 2003 a first study “Global Learning in Austria. Current Status 2001-2003“ was carried out on behalf of the Strategy Group Global Learning. It contained recommendations calling for the deepened mainstreaming of Global Learning in the Austrian education landscape.

From 2005 to 2006 a Peer Review of Global Education in Austria was carried out. An international delegation of the North-South Centre of the Council of Europe and GENE (Global Education Network Europe) published a report on the situation of Global Learning in Austria.² The report was based on an analysis of documents and interviews with representatives of educational institutions and stakeholders in Global Learning. One of the recommendations was to develop an Austrian strategy for Global Learning.³

² Similar reviews have so far been carried out in Cyprus, The Netherlands, Finland, The Czech Republic, Norway and Poland (currently underway).

³ References

Bundesministerium für Unterricht, Kunst und Kultur und Bundesministerium für Land- und Forstwirtschaft (Hg.): ExpertInnengruppe Bildung & Nachhaltige Entwicklung: Rahmenkonzept einer Bildungsstrategie für Nachhaltige Entwicklung. Wien 2006.

Finnish Ministry of Education (ed.): Global Education 2010. Helsinki 2007.

Grandits, Marijana: Globales Lernen in Österreich. Bestandsaufnahme 2001 bis 2003, Wien 2003.

Hartmeyer, Helmuth: Die Welt in Erfahrung bringen. Globales Lernen in Österreich: Entwicklung, Entfaltung, Entgrenzung. Frankfurt am Main/ London 2007. (Published in English in 2008).

North-South Centre of the Council of Europe (ed.): Global Education in Austria. National report 2006. (The European Global Education Peer Review Process). Lisbon 2006.

O’Loughlin, Eddie/ Wegimont, Liam (eds.): European Strategy Framework for Improving and Increasing Global Education in Europe to the Year 2015. Europe-wide Global Education Congress, Maastricht, The Netherlands, 15th – 17th November 2002. Lisbon 2003.

1.1. Aims of a strategy for the integration of Global Learning within in the Austrian education system

The Strategy for Global Learning aims to make Global Learning widely recognised within the Austrian education landscape and to strengthen it. This will be achieved as follows:

- Strengthening of the structures of Global Learning in the Austrian formal education system, especially in the areas in-service training of teachers, teacher training, school development, curriculum development, external Global Learning programmes and educational materials for schools and pre-school/ kindergarden pedagogy.
- Widening academic lecturing and research in Global Learning as well as promoting a process of reflection on theory and practice of Global Learning; especially by offering a wider range of courses and lectures on Global Learning at Austrian universities.
- Carrying out research projects, promoting publications on Global Learning.
- Developing further the concept of Global Learning.
- Strengthening Global Learning in the non-formal education sector, esp. in adult education and extra-curricular youth-work.
- Establishing a commitment to Global Learning with various actors and stakeholders in society.

1.2. The process of the strategy development

The development of a strategy for the dissemination and strengthening of Global Learning in the Austrian education system comprises the following areas:

- Formal education system
- Adult education
- Extra-curricular youth- and children's work
- Third level sector and research

These areas involve differing frameworks and pre-conditions for Global Learning.

The Strategy Group on Global Learning planned the process according to the following criteria:

- Transparency: Through broad information various actors are informed at the beginning of the process and invited to participate.
- Participation: In workshops and roundtables interest- and expert-groups are integrated in the formulation of the strategy.
- Reflection: The Strategy Group Global Learning accompanies the process and its results.
- Documentation: The process of the strategy development is documented.

The participatory nature of the process of strategy development requires sufficient time. The overall timescale of the process was therefore set for two to three years. In the first phase the Strategy Group focused on the first of four chosen priority areas – the formal education sector. The group then analysed the framework conditions for Global Learning in the formal education system and then formulated recommendations for the strengthening of Global Learning in this area.

The most important milestones so far were:

Autumn 2006	Mandate for the Strategy Group from the MoE
Spring 2007	Information for partners and stakeholders Formulation of initial document for discussion
27 September 2007	Expert workshop 1: Conceptual challenges
27 November 2007	Expert workshop 2: Formal education system
13 March 2007	Expert workshop 3: First presentation in MoE
16 June 2008	Expert workshop 4: Role of NGOs
3 December 2008	Expert workshop 5: Inputs from third level sector
Spring 2009	Formulation of strategy (first part: formal education sector)
15 June 2009	Presentation of strategy in the Ministry of Education
24 September 2009	International Presentation and feedback by GENE

In-between there were individual meetings with representatives of the Universities of Teacher Education and other relevant educational institutions.

The formulation of strategies in relation to the other three areas of priority focus: for adult education; for extra-curricular children's and youth work; and for the third level sector and research takes place in a second phase starting in autumn 2009.

2. Contextual Issues

2.1. Why Global Learning?

Global political, economic and socio-cultural developments are reflected in our everyday life. We see new contacts between people with differing views of the world, attitudes and ways of life. We observe the growth of larger economic and political units, but parallel to this we also observe resurgent nationalisms, along with new forms of discrimination and exclusion. These developments provoke questions and discussions and pose challenges for the society as well as for the individual. With this in mind education takes on a decisive role: it allows for the knowledge and skills and aspirations to enable people to live in equality across borders of any kind.

The term *globalisation* has become very common. The question is: what chances or risks accompany processes of globalisation and what does this mean for humankind? There is a consensus that we are experiencing a time of political, economic, social and cultural upheaval/crisis and that the beginning of the 21st century is marked by vital and very rapid societal changes. We are exposed to increased complexity and uncertainty, which have both risen exponentially, no matter where we live.

With many people this leads to a loss of orientation in the light of the following questions: How can the individual do justice to the constant and rapid changes, live up to the increasing demands on flexibility at work, deal with the fast growing challenges in our mobility, integrate into and participate in a pluralistic and multicultural society, consider the ecological and social consequences of our patterns of consumption, make the “best” political decisions, and also assess the consequences of not taking action?

At the UN World Conference on Environment and Development in Rio de Janeiro 1992 and the World Summit on Sustainable Development in Johannesburg 2002 the international community of nation states agreed on a new vision for a sustainable formation of the world. To approach it also an education programme, the UN Decade Education for Sustainable Development, was formulated. This initiative underlines the relevance of Global Learning both in its claim and in the central issues it seeks to address. Global issues and questions of worldwide change are defined as cross-cutting tasks of education. This strategy takes up that challenge.

2.2. What is Global Learning?

As an educational concept Global Learning claims to respond to the growing complexity and to the movement towards a *Weltgesellschaft* (“global society”) in a pedagogically adequate way.

An essential task of education today is to enable people, young and old, to understand these complex processes of development and also to see their own possibilities for societal participation and shaping a *Weltgesellschaft*. By enabling learners to see and understand processes which are globally interdependent, by enabling them to pass personal judgement and to acknowledge the possibilities for action as well as through the development and reflection of values and attitudes

Global Learning is an indispensable contribution to a contemporary general education.

Thematic dimensions of Global Learning

Especially rooted in Development Education, Global Learning has been developed as a pedagogical concept since the beginning of the 1990s, which at its outset takes a look at the world as a whole. The global political, economic, social, ecological and cultural interdependences require us to see the world as a whole and to adjust teaching and learning accordingly.

The content of Global Learning is based on the concept of “One World“, while acknowledging diversity, disparities and differences. The selection and formation of content issues are derived from that. Global Learning curricula address the key issues of today, above all the economic and social disparities in the world, the structural violence against people and peoples, the ecological threats. Causes are analysed, probable consequences are explored and possibilities for intervention are considered.

In principle, almost every curriculum content in education can be understood in a global context and can thus become a priority in Global Learning. Therefore, a tight canon of topics make little sense. In Global Learning, issues are dealt with from differing perspectives and viewpoints led by differing interests are made visible.

Didactical dimensions of Global Learning

From the beginning the question how to arrange educational processes has played a vital role in the development of Global Learning. Global Learning is directed at participation of the learners. The most important corner stones are:

- Educational processes should start with the living experience of learners. Educational processes must be relevant to learners' needs and pertinent to their lives. Programmes must therefore be conceived and planned according to the interests and experiences of learners.
- The experiences of the learners should be moved into the centre of education processes. Global Learning should allow for self-reflection, and enable learners to examine their own values, opinions, prejudices and stereotypes. It should heighten learners understanding of prevailing tensions, such as heightened uncertainties, contradictions, lack of orientation and should foster the capabilities necessary for learners to deal with these tensions.
- The complexity of issues requires methods, which adequately depict the topics. The interdisciplinary and transdisciplinary⁴ treatment of issues is therefore an appropriate approach in Global Learning.
- Global Learning requires a variety of methods and opens up forms of changes of perspectives for the learners.
- Global Learning seeks to link learning on a cognitive, affective and social level.

⁴ Intersciplinarity is understood as the approach of global issues by linking the single disciplines. Transdisciplinarity is understood as the attempt to approach global issues beyond the limits of single disciplines and thus to reach new interlinked awareness as well as the attempt to combine theoretical and practical knowledge.

2.3. Global Learning in a network

In the context of the complexity of the subject, Global Learning requires the opening up of issues in a multi-perspective way, using inter- and transdisciplinary approaches. Global Learning shows many links to other pedagogical fields such as Peace and Human Rights Education, Civic Education, Intercultural and Interreligious Learning, Global Environment Education and Development Education as well as Education for Sustainable Development. These links are, on the one hand, defined by their historical context (roots of Global Learning) and development (already at the beginning of the 1990s Development Education and Global Learning had formed a close relationship between development and environment issues), on the other hand through aims, objectives, content and methodologies. As far as forms of learning and methodological and didactical principles are concerned there is a broad common basis among the different pedagogical areas and there is a common orientation with progressive educational movements and with critical pedagogical concepts and approaches. In the central issues there exist numerous cross-overs between the single areas.

The basic difference lies in the contextual extension through Global Learning, where all issues are put into a global perspective. Therefore Global Learning can be seen, for example in Civic Education, in a global context; or when those engaged in Intercultural Learning or Environment Education, acknowledge that they start from local (spatially or socially) references, and move into global connections.

In such an understanding Global Learning is a broad network with other pedagogical areas. Global Learning is not meant to dominate or to expel these other areas. The complex challenges and interdependences in global developments, but also the problems that have to be tackled, require broad and varied access points and mutual acknowledgement and respect.

2.4. Perspectives

Through the process of the strategy development it was possible to initiate a qualified debate about the conceptual challenges for Global Learning in Austria. In five expert workshops open conceptual questions were identified and a professional discourse was initiated. Thus the process of the strategy development meant an enlarged frame of debate for representatives of education institutions, teachers, decision-makers, researchers, NGOs and others.

Some conceptual challenges are debated especially and require further development in theory and practice.

Globality as a perspective

Numerous educational programmes and practices of Global Learning are set within the tension between political and pedagogical positions. This tension can be characterised as a continuum of understandings: ranging from an understanding that education must include the task of striving for a better world, to an understanding of education as something that is necessarily open-ended, therefore not amenable to a pre-determined result.

The German-speaking discourse about the conceptual direction of Global Learning is particularly marked by a focus on the way in which normative aims in education are dealt with. The Strategy Group has taken on this debate in the expert workshops and has characterised this as a distinction between action-oriented and evolution-/systemic-oriented approaches to theories of Global Learning. The action-oriented approach puts the vision of a sustainable future on the basis of social justice at the centre. As a priority it aims at a competency of action in solidarity. Systemic models, on the other hand, (based on evolution theory) place a concern for the growth of complexity and progress towards a *Weltgesellschaft* at the centre. The priority is to educate for thinking and judging in interconnected situations.

The strategy Global Learning situates itself mainly within the second approach. It starts from the assumption that education can prepare learners to deal with complexity and life in a *Weltgesellschaft* by taking into account how to deal with uncertainty, not-knowing and the risk of lack of orientation. In close connection with it Global Learning follows a pedagogical understanding of learning processes, which are self-organised and individual and which are initiated by learning situations in one's own environment, but not determined through them.⁵ Thus Global Learning should promote the understanding, critical reflection of global developments and a differentiated ability to judgement as well as to contribute to an independent and creative opening up of alternative possibilities of interpretation, communication and action. Among the topics of Global Learning programmes, processes and materials are differing concepts of development, of power and lack of power, of global justice, of inclusion and exclusion of individuals as well as of groups, also of democracy and in a national and global context.

The Strategy Group Global Learning regards the further development and the implementation of this approach as an important challenge for theory development in Global Learning as well as for dialogue with the central stakeholders of Global Learning in Austria like e.g. the NGOs.

Competencies and acquisition of competencies in Global Learning

The question of the development of competencies in Global Learning was a central and controversial issue in the expert workshops. There was broad agreement that the aim of contemporary education is not only the acquisition of professional knowledge, but that education is about developing complex abilities. In analogy to the competency-structure model for Civic Education the competencies, which should be promoted through Global Learning, can generally speaking be seen as "reflected and self-reflexive political thinking and acting", when at the same time the global context is considered.⁶ The differentiation of competencies for Global Learning still has to be worked out.

The debate about competencies in Global Learning is young and requires theoretical foundation through research. The debate regarding which competencies are central in Global Learning is closely linked to the general direction of Global Learning as referred to above. It also follows the debate about competencies in neighbouring pedagogical fields, e.g. Civic Education or Education for Sustainable Development,

⁵ See Scheunpflug, Annette: Die konzeptionelle Weiterentwicklung des Globalen Lernens. In: VENRO (ed.): Jahrbuch Globales Lernen. Bonn 2007.

⁶ See Krammer, Reinhard: Kompetenzen durch Politische Bildung. In: Informationen zur politischen Bildung (29) 2008, p.5.

where the debate is also controversial and unfinished. In the expert workshops questions dealing with it were merely touched upon; with an admission against narrowing the debate or defining certain competencies at too early a stage in the process.

Quality criteria for Global Learning

The development of the strategy led to questions regarding the quality development in Global Learning initiatives. This debate has to be continued in the process of implementing the relevant recommendations (see 3.5.).

The debate about quality development and quality criteria increasingly also takes place e.g. in the United Kingdom, in Finland, in Germany and Switzerland, so that it will be possible to bring together past experiences and any further development and to discuss it elsewhere.

2. Priority Focus: Formal Education System

For the strengthening of Global Learning in the Austrian education system its formal sector is the most important strategic area. On the one hand, the formal education system acts as a role-model and exercises influence on other strategic areas, and on the other hand, the sector encompasses a very large group: 6.319 schools, 122.328 teachers, 1,226.638 pupils (figures as of 2007).

Until now Global Learning is not known well enough within the formal Austrian education system and is structurally weakly rooted (as can be seen, for example, in teaching principles, or in the lessons per subject). However, there exist already a good number of Global Learning initiatives and projects in the different types of schools and at various other educational institutions. In most cases these initiatives depend on the commitment of individual teachers and on the availability of programmes, materials and NGO support.

In order to achieve a sustainable integration of Global Learning within the formal education system in Austria, it was agreed that the strategy for Global Learning must address the following areas:

- 3.1. In-Service training of teachers**
- 3.2. Pre-service or Initial teacher training**
- 3.3. School policy and school administration**
- 3.4. School development**
- 3.5. Projects and materials**
- 3.6. Curricula**
- 3.7. Pre-school/ Kindergartens**
- 3.8. Research and evaluation**

In the course of the development of the strategy, targets in each area were formulated and measures regarding how to reach these targets were recommended. Most recommendations are aimed at decision makers in the education system. Many measures complement those of other strategy areas (e.g. in-service training of teachers coalesces with research).

It is important to state that no recommendation in any field starts from scratch, but is connected to existing experiences and ongoing initiatives. At this point, however, no list of measures already taken or accomplished in the various sectors can be provided.

3.1. In-Service training of teachers

Target: To integrate Global Learning in the in-service training of teachers.

The development of content and personal competencies of teachers through in-service and further training in Global Learning is an important element in the strengthening of Global Learning in the Austrian school system.

In-service training of teachers in Austria takes place at Universities of Teacher Education or denominational teacher training colleges (for Primary and Secondary Schools) and at universities (for Grammar and Upper Secondary Schools). Besides, there are some special training forms (e.g. for practitioners in vocational schools).

The following measures are recommended:

- Global Learning modules should be implemented in the curricula of universities and pedagogical colleges; for a start there should be a pilot test at some of them.
- In the field of subject-centred didactics an interdisciplinary seminar should be offered.
- Teacher-trainers responsible for in-service training should be supported to enrich their lectures with Global Learning issues and methods. For their support “Train the Trainer“ modules should be developed and implemented.
- Experts from the theory and practice of Global Learning (e.g. from NGOs) should find broader acceptance in the in-service training at universities and pedagogical colleges.

3.2. Initial or pre-service Teacher training

Objective: To integrate Global Learning in teacher training.

Teacher training in Austria takes place at the Universities of Teacher Education or denominational teacher training colleges. Along with this training there is also training offered by subject-oriented working groups and internal training at schools.

The following measures are recommended:

- The provision of Global Learning at pedagogical colleges should be enlarged and structurally strengthened (e.g. definition of minimum quantity).
- Global Learning courses (for all school types and age levels) should be promoted explicitly.
- Global Learning modules should be integrated in existing courses e.g. for Civic Education or Intercultural Learning.
- More Global Learning seminars should be offered - both with reference to subject methodological training (e.g. Geography, History, Languages) and with a cross-cutting approach.
- Global Learning should be especially recommended in in-service training at schools.
- Trainers in teacher training should be supported to enrich their lectures in content and method according to the concept of Global Learning.
- An exhibition introducing the concept of Global Learning (in theory and practice) should be designed and shown at each pedagogical college.

3.3. School policy and school administration

Objective: To raise consciousness for Global Learning in the area of school policy and school administration.

Austrian school policy and school administration is in its core marked by the following institutions: Ministry of Education, school administration of the Laender, school inspectors, teachers unions, parents unions and pupils unions. Beyond that influence is exercised by the social partners (e.g. Trade Union, Chamber of Commerce), the political parties, the media, the research community and the NGOs.

The following measures are recommended:

- There should be targeted communication work about Global Learning for each of the groups mentioned above.
- International initiatives with reference to Global Learning (e.g. Decade on ESD, Global Education Week, thematic focus initiatives), which contribute to greater popularity of Global Learning, should continue to happen.

3.4. School development

Objective: More schools integrate Global Learning in their school development processes (mission statements and school focuses).

The strategy acknowledges the special significance of “school cultures”. School development is an internal, autonomous and participatory process, which takes into account the content priorities of schools, but also the very culture of the school itself. In the Austrian school landscape there exist some networks with specialised visions (e.g. Ecology Schools, UNESCO schools). Global Learning can only be found in traces.

The following measures are recommended:

- A thematic and procedural framework plan concerning school development and Global Learning should be worked out.
- Heads of schools and co-ordinators of school-management should be informed of the possibilities available to consider Global Learning in the frame of school development.
- Schools, which already have Global Learning in their vision or have a school focus on it, should be enlisted and invited for an exchange.
- Pilot projects can contribute to further qualitative development of school cultures.

3.5. Projects and materials

Objective: Existing programmes and materials in Global Learning are distributed and enlarged.

In this field there exist well-known products, which are usually offered by external organisations (in most cases NGOs) to schools for a small fee. In internal materials (school books or materials in school libraries) Global Learning is hardly present at all, and dependent on the good will of authors of school books and managers of school libraries.

The following measures are recommended:

- Quality criteria for Global Learning programmes and materials should be developed (in the frame of the Strategy Group).⁷
- An approved list of recommended Global Learning offers and materials should be published annually and disseminated to all schools.
- The existing repertoire of programmes and materials should be constantly enlarged in the following ways:
 - Brief thematic programmes for the new Middle Schools
 - More subject-oriented programmes (e.g. Geography, History. Languages)
 - Usage of new information- and communication-technologies
 - Global Learning programmes and materials should promote cross-subject and inter-subject oriented teaching.
- The existing external specialist libraries and advice centres for Global Learning should be strengthened.
- Existing internal school materials (school books and extra materials for subjects) should be revised to strengthen/ include a Global Learning perspective. Members of schoolbook commissions could be advised concerning Global Learning.

⁷ Similar considerations are taking place in other practical areas.

3.6. Curricula

ObjectiveTarget: Global Learning is made visible in the subject curricula.

A formal guiding principle for Global Learning does not exist in the Austrian school system. Links to existing principles like Civic Education or Intercultural Learning are the case. Nor does a subject called Global Learning exist. However, in the frame of some school priorities there are teaching units under this title. The main links exist with subjects like Geography or History, but they have not yet been formulated in detail yet. A comprehensive study on how to link subjects or how to cross-cut them in the sense of Global Learning has yet to be carried out in Austria.

The following measures are recommended:

- A comprehensive commentary on the curricula (concerning their links with Global Learning) should be written by Global Learning experts.
- Global Learning should find access into the development of curricula. There are some concrete areas for it: General Educational Aims (Introduction of Curricula), Areas of Education (Global Learning could be added as a new element), Subject Curricula and Education Standards.

3.7. Pre-school/ Kindergardens

Objective: Global Learning is integrated into the pre-school/ kindergarden curricula.

The following measures are recommended:

- The sector of pre-school education grows more important in all pedagogical debates. Global Learning offers many links to the lives of children and thus can enrich the spectrum of materials in kindergardens.
- Global Learning should be integrated into the training of kindergarden/ pre-school educators.
- Global Learning materials for kindergardens should be developed and made accessible.

3.8. Research and evaluation

Close co-operation between practice and theory, school and universities in the area of Global Learning is regarded as important. Recommendations will be formulated in a later phase of the strategy development.

For information

How the Austrian strategy for GL is already being implemented

The recommendations in the Austrian strategy for GL reflect the experiences and activities of various stakeholders. Some of them have been carried out for many years already.

The following list is open for amendments:

1. In-service training of teachers

Contacts exist with the Universities of Teacher Education in Vienna, Upper Austria, Styria, Salzburg and Carinthia, i.e. 5 out of 9. At these universities courses for GL have been offered and integrated into the system for the last 2-5 years.

The same can be said about initial or pre-service training.

2. School policy and school administration/ School development

GL as a part of school development has been the focus of a number of model projects – on a larger scale esp. as part of EC-funded international school programmes since 1996 (e.g. Global Citizenship Project, Global Action Schools).

An interesting 3-year-model project was carried out by Baobab in Vienna. GL was introduced into a good number of primary schools via the Conference of School Inspectors and the Conference of School Principals.

3. Projects and materials

Since the early 1980s an Austrian-wide network of GE libraries and media centres offer materials (books, magazines, didactical material, videos, DVDs, exhibitions, lists of guest-speakers, workshops) to schools and teachers. Baobab publishes lists of recommended new material for approx. 10.000 teachers and other multipliers in education twice a year.

4. Curricula

The Austrian Strategy Group GL has been included into the expert groups advising the MoE on new subject curricula.

5. Pre-school/ Kindergartens

ADA has funded first projects to produce GL materials for the use in kindergartens.

H. Hartmeyer, 14 September 2009

Annex

Austrian Strategy Group Global Learning

Mission Statement, Vienna, June 2009

1. Understanding and Organisation

The Strategy Group Global Learning was founded in 2003 in order to implement the results of the European Congress on Global Education held in Maastricht/ Netherlands in 2002. Above all this includes the strengthening of Global Learning and the networking of everybody active in this field.

The Strategy Group Global Learning is made up of members from both public and private organisations and institutions. Membership in the Strategy Group Global Learning follows an invitation by the group. External experts are asked to contribute to consultations and public discussions.

The Strategy Group Global Learning is a co-ordinating body which discusses, advises and supports Global Education programmes, projects and activities in Austria and it contributes to networking in the field of Global Learning. The Strategy Group Global Learning takes no decisions on public funding.

The Strategy Group Global Learning follows the institutional discussions in the very field and reflects its relevance for Austria.

At present the Strategy Group Global Learning is composed of the following members:

Neda FORGHANI-ARANI (Institute for Educational Studies, University of Vienna)

Heidi GROBBAUER (KommEnt - Society for Communication and Development)

Hakan GÜRSES (Society for Citizenship Education)

Franz HALBARTSCHLAGER (Südwind Agentur – Southwind Agency)

Helmuth HARTMEYER (ADA - Austrian Development Agency)

Franz RAUCH (Institute for School Development, University Klagenfurt)

Christine STROMBERGER (Dept. for International Educational Affairs, Federal Ministry for Education, the Arts and Culture)

Karin THALER (BAOBAB - Global Education Resource Centre)

Erika TIEFENBACHER (Cooperative Secondary School, Vienna 18)

Claudia WINKLHOFER (Federal Pedagogical Institute Salzburg)

Sonja ZIEGELWAGNER (Dept. for Political Education, Federal Ministry for Education, the Arts and Culture)

2. Aims and Tasks

The Strategy Group Global Learning's role is to strengthen the quality and institutional setting of Global Education in Austria. The work programme of the Group aims to have an impact upon all sectors of education.

The Strategy Group Global Learning has agreed on the following tasks for the years to come:

- advising on the programmes and projects in Global Education in Austria including the production of materials; planning of workshops, exhibitions; training courses in Global Learning, seminars; web policy; annual Global Education Weeks)
- co-ordinating public discussions on Global Learning (workshops, expert meetings, conferences)
- facilitating networking of individuals, groups and institutions (e.g. through training courses, working groups from same professional background)
- promoting debates on conceptual frameworks including definitions of key terms, what we mean by quality and engaging in international debates
- working at a national strategy on Global Learning
- supporting co-operation with organisations whose work follows similar themes and approaches to Global Education
- ensuring its activities are well documented.

Co-ordination and Contact:

Franz Halbartschlager
Südwind Agentur
Laudongasse 40
1080 Vienna, Austria
phone: +43/ 1 / 405 55 15 - 314
Email: franz.halbartschlager@suedwind.at

Heidi Grobbauer
KommEnt
Elisabethstr. 2/5
5020 Salzburg, Austria
phone: +43 / 662 / 840953
Email: heidi.grobbauer@komment.at