

Education for Sustainable Development towards Responsible Global Citizenship

An Austrian EU

Presidency Conference

Vienna, March 13 – 15, 2006

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Programme

■ SUNDAY EVENING

12. 03. 2006

Arrival of the participants

■ MONDAY

13. 03. 2006

KARDINAL KÖNIG HAUS, 1130 VIENNA

09.00	Arrival of the participants
12.00	Registration
12.30	Lunch
14.00	Opening of the conference Welcome by Heidrun Strohmeyer, Austrian Federal Ministry of Education, Science and Culture
14.30	“Education for Sustainable Development in the European Union”, Roger O’Keeffe, European Commission, DG EAC
15.00	“The Understanding of Education for Sustainable Development in the frame of the UN Decade” Charles Hopkins, York University, Toronto, CDN, UNESCO Chair
15.30 – 16.00	Coffee Break
16.00 – 16.45	“The Important Role of Pedagogy in Sustainable Development” Karsten Schnack, University of Copenhagen, DK
17.00 – 18.00	Setting of tasks and organisation of the working groups General Rapporteur, Michael Schratz, University of Innsbruck, AT
19.30	Dinner

■ AIMS OF THE CONFERENCE:

- to raise awareness about Education for Sustainable Development (ESD) in the European Union;
- to communicate current progress on ESD in Europe;
- to exchange information on the implementation of ESD in national educational systems;
- to create a common understanding of ESD in Europe.

■ TUESDAY

14. 03. 2006

KARDINAL KÖNIG HAUS

09.00 – 10.00	Strategic challenges: Panel presentation and discussion of the implementation plans in the EU-Troika countries (UK, AT, FI) Leszek Iwaskow, UK Martin Heinrich, AT, Satu Heikkinen, FI (requested) Moderator: Michael Schratz
10.00 – 10.30	Coffee Break
10.30 – 12.30	Working group session 1
12.30	Lunch
14.00 – 17.00	Working group session 2 incl. Coffee Break
17.00 – 18.00	Working group session 3: Preparation of short presentations of the working groups for the plenary session
18.00	Transfer to the City of Vienna
19.00	Dinner

■ WEDNESDAY

15. 03. 2006

HOFBURG

08.30	Transfer to the Hofburg
09.30 – 11.30	Plenary Session: Reports from the working groups and panel discussion with experts
12.00 – 13.30	Lunch
14.00 – 15.30	Closing Session <ul style="list-style-type: none">■ Introduction by Heidrun Strohmeyer■ The key issues emerging from the Conference, Take-Home Messages and Recommendations by the General Rapporteur Team Kerstin Mayr and Michael Schratz■ Contribution by Ján Figel’, Commissioner for Education, Training, Culture and Multilingualism: “Education leads the way to a sustainable Europe”■ Contribution by Antti Kalliomäki, Finnish Minister of Education and Science (requested): “The Perspective of the incoming EU-Presidency”■ Contribution by Elisabeth Gehrler, Austrian Minister of Education, Science and Culture: “Committing to sustain the dialogue“■ Closing of the Conference
15.30	Transfer to Airport/Hotel

Working groups

A) The contribution of Global Education to Education for Sustainable Development

Global Education is education that opens people's eyes and minds to the realities of the world, and opportunities for a world of greater justice, equity and human rights for all. Reflection on the bearing of global education in the UN Decade on Education for Sustainable Development

B) The contribution of Social Capital to Sustainable Development

All societies aspire to strengthening social cohesion and fighting against weakening of ties, the breaking of norms and the loss of trust. The term social capital refers to those collective resources within society that contribute to social cohesion and development. These resources constitute a form of capital within society that can be measured and increased, thus having a positive impact on health, happiness, motivation, group efficiency, welfare, ecological and ethical behaviour.

Social capital may be increased through appropriate socialisation and education – both long term processes and therefore linked to the concept of sustainability. Education can contribute to building social capital either directly within schools or indirectly by strengthening the cooperation between schools and out-of-school institutions (youth organisations). In the workshop the results of an investigation into the extent of social capital in schools will be presented and the role of schools in contributing to social cohesion will be discussed.

C) What are the Quality Criteria for ESD in the light of national and international Educational Quality Standards?

Education for Sustainable Development is a complex and evolving concept. Principles, content and approaches require ongoing reflection and review. We must also think about what we understand by quality in relation to Education for Sustainable development in international strategy (UNECE) and DESD (UNESCO). In this workshop we are going to discuss indicators for Education for Sustainable Development in general and quality criteria for education systems in particular.

Working groups

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

This workshop concentrates on different strategies and good practices to foster responsible and sustainable education in universities and universities of applied sciences. The panel will discuss the issue of responsible education from three different perspectives: Universities as responsible institutions will be examined. The discussion will focus on the role of universities in promoting sustainability in their own organisation. The second focus will be what responsible education actually means. The third part will deal with the question of responsible research.

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

Subgroup 1: Environmental Education and Health education: Challenges and Opportunities

The main challenge for environmental and health education is to change not just unhealthy and environmentally harmful life-styles, but also to change the way of thinking, the system of values underpinning them. On the other hand growing interest in health and environmental issues worldwide is an opportunity and also responsibility for educators. To develop a critical and self-reflective way of thinking and help citizens to acquire action competences concerning health and environmental issues could be a way to deal with this task. The workshop aims to facilitate an international discussion to exchange ideas and good practices about possible governmental support that could help educators to achieve these goals.

Subgroup 2: Consumer education and media competencies: Challenges, possibilities and chances

A wide array of media influences almost all areas of individual and social life. As a consequence, people need media competence to deal with their own individual environment and to participate actively in social developments. The interface between media competency, economic and consumer education as well as citizenship education will be addressed in this workshop.