

## ANNEX 1 – GRID FOR T 1.1

### CITIZED – T 1.1

#### REPORTING GRID ON THE GENERAL INVESTIGATION OF AUSTRIAN POLICY IN THE FIELD OF CITIZENSHIP EDUCATION

(4-6 pages)

#### SECTION 1 – PARTNER INFORMATION

<b>Name of the partner</b>	Land der Menschen OÖ
<b>Contact person</b>	Veronika Fehlinger
<b>Researcher(s)</b>	Veronika Fehlinger, Catherine Carré-Karlinger
<b>Methodology used to conduct the research</b>	<p>Desk research:</p> <p>Official documents, Austrian Ministry of education (primary sources):</p> <ul style="list-style-type: none"> <li>- BMBWF (Austrian Ministry of education) – Citizenship education</li> <li>- <a href="https://www.bmbwf.gv.at/Themen/schule/schulpraxis/prinz/politische_bildung.html">https://www.bmbwf.gv.at/Themen/schule/schulpraxis/prinz/politische_bildung.html</a></li> <li>- Teaching principle of citizenship education, Policy Statement 2015, Austria</li> <li>- Austrian policy decrees for teaching principles with reference to citizen education: <a href="https://www.politik-lernen.at/erlaesse">https://www.politik-lernen.at/erlaesse</a></li> <li>- Various curricula: summaries, comments and links to the official documents (bmbwf) on the the homepage of: <a href="http://www.zentrum-polis.at">Zentrum polis - Politik Lernen in der Schule - Politische Bildung in den Lehrplänen (politik-lernen.at)</a></li> <li>- Philipp Mittnik: Central Topics of History Teaching in Austria. Analysis of Maturity Examination Tasks at Viennese AHS.Source: <a href="#">4 2014.pdf (univie.ac.at)</a></li> </ul> <p>Telephone interview with Prof. Dr. Philipp MITTNIK, MSc, Head of the Center for Civic Education at the PH Vienna. <a href="http://www.phwien.ac.at">Pädagogische Hochschule Wien - Zentrum für Politische Bildung (ZPB) (phwien.ac.at)</a></p> <p>Secondary sources like the summaries on <i>Zentrum POLIS, Politik Lernen in der Schule</i> (= POLIS Centre, Learning Politics at School) website, <a href="https://www.politik-lernen.at/site/ueberuns/english">https://www.politik-lernen.at/site/ueberuns/english</a> (national centre with comprehensive secondary sources and a collection of primary sources)</p>
<b>SECTION 2 – COUNTRY/ORGANISATION</b>	
<b>Name of the organisation examined</b>	Austria

**General overview  
of the organisa-  
tion policy devel-  
opment in the  
field of citizen-  
ship education**

Basically, there is a broad understanding of citizenship education in Austria and it is taught in a very competence-oriented way. The understanding of citizenship education in Austria includes global citizenship education, democracy education and overlaps with other cross-curricular topics like diversity education, human rights education, peace education, intercultural education or the work with the Reference Framework of Competences for Democratic Culture, RFCDC.

The Austrian designation of this educational field needs to be clarified: "Citizenship Education" = "Politische Bildung" (literal translation: Political Education). Remark: There is no clear consensus on terminology: some Austrian experts translate "Politische Bildung" with "Civic Education". The debate on terminology remains open. (See also below: overlaps with other cross-curricular topics.)

**Educational principle of citizenship education, Policy Statement 2015**  
(*Grundsatzlerlass Politische Bildung, 2015*):

"Citizenship education is a precondition for individual development as well as the development of society as a whole. It actively contributes to shaping society and to putting democracy into practice."

Link to the document (English version): see the goals, page 2!

[https://www.politik-lernen.at/dl/KOrsJKJKoOoOnJqx4KJK/2015\\_12\\_en\\_pdf](https://www.politik-lernen.at/dl/KOrsJKJKoOoOnJqx4KJK/2015_12_en_pdf)

Citizenship education has been integrated into the Austrian school system since 1978 through the educational principle of citizenship education. The cross-curricular educational principle applies to all school types and school levels: it is an interdisciplinary principle and is aimed at all teachers as well as subjects.

In addition, citizenship education is combined with subjects like history, contemporary history, law and economics. In vocational schools "Political Education" is offered as a single and separate subject with 80 teaching hours per year.

**Educational principle for citizenship education**

As the educational principle for citizenship education applies to all school levels and types, citizenship education is taught by all teachers.

Qualification through teacher training:

In order to be able to teach citizenship education as part of the subject History and Civic Education in secondary and grammar school, the completion of the teacher training program History, Social Studies and Citizenship Education is required.

The degree program in Political Science does not entitle the graduated students to teach (scientific studies without didactics).

In vocational schools, citizenship education is part of the subjects of economics and law or political education and law, but for these subjects there is no appropriate teacher training program (degree). In practice, these subjects are often taught by lawyers and business teachers.

Teacher competences can be acquired in different ways, either through a complete degree program (teacher training, at least 4 study years), individual university courses (1 to 2 study years) and/or in-service training (different selective offers in smaller formats). The extent and quality vary accordingly. Therefore, the teachers' qualification profile can be quite different from one teacher to another.

**Cooperation and overlaps with other cross-curricular topics** like global citizenship education, diversity education, human rights education, peace education, democracy education, intercultural education:

The **General Ordinance on Intercultural Education 2017** (*Grundsatzterlass Interkulturelle Bildung, 2017*) replaces the principle for intercultural learning (since 1992).

Its main goal is to enable pupils to deal constructively with diversity; the document shows a strong link to democracy education, gender education and "social learning" as a school subject.

The principles represent a change of perspective with regard to the concept of culture. They focus on a complex set of pupils' and teachers' competences and skills belonging to a dynamic and diverse system. Migration and multilingualism are two of many other dimensions of diversity: Individual and social diversity as well as multiple affiliations have become normal in societies. The policy statement refers to different levels of action and players (whole school approach) and define intercultural education as a learning opportunity for the whole school community and for the democratic society.

**Further policy ordinances for teaching principles with reference to citizen education:** <https://www.politik-lernen.at/erlaesse>

- Reflective gender pedagogy and gender equality: *Grundsatzterlass zum Unterrichtsprinzip Reflexive Geschlechterpädagogik und Gleichstellung (2018)*
- Teaching reading: *Grundsatzterlass zum Unterrichtsprinzip Leseerziehung (2017) -new decree in preparation!*
- Media education: *Grundsatzterlass zum Unterrichtsprinzip Medienerziehung (2012)*
- Sexual education: *Grundsatzterlass Sexualpädagogik (2015)*
- Environmental education for sustainable development: *Grundsatzterlass zum Unterrichtsprinzip Umweltbildung für nachhaltige Entwicklung (2014)*
- Economic and consumer education: *Grundsatzterlass zum Unterrichtsprinzip Wirtschafts- und VerbraucherInnenbildung (2015)*
- Project teaching: *Grundsatzterlass zum Projektunterricht (2017)*

They all refer to crucial educational concerns: they are cross-curricular and consider overarching themes that are significant for the personal development and shaping of pupils' lives and they are of social relevance. If no specific policy decree, they are at least based on international documents and agreements like the following topics: education and career guidance (Bildungs- und Berufsorientierung), development policy education (Entwicklungspolitische Bildung),

intellectual national defense (Geistige Landesverteidigung), language education: decree in preparation! (Sprachliche Bildung in Österreich)

**Competence-oriented teaching** (= Training abilities and willingness to find solutions to problems independently). Working knowledge divided in four main fields of competencies (Kramer Modell, 2008, [https://www.politik-lernen.at/dl/MosrJKJKoM-NkNjQx4KJK/Kompetenzmodell Politische Bildung Kurz-Langversion 2008-03-18.pdf](https://www.politik-lernen.at/dl/MosrJKJKoM-NkNjQx4KJK/Kompetenzmodell_Politische_Bildung_Kurz-Langversion_2008-03-18.pdf)): concept competence (*Sachkompetenz*), method competence (*Methodenkompetenz*), modeling competence (*Handlungskompetenz*) and decision-making competence (*Urteilskompetenz*). The aim is to enhance self-reflective and reflective civic awareness of learners for developing the political maturity of learners. A student should be enabled to learn about, think about and deal with political themes. The activities are therefore linked to the lives and experiences of the students themselves.

Basic principles of citizenship education: Prohibition of overwhelming the pupils, controversy imperative and pupil-centredness. Austrian citizenship education is based on the German model of the Beutelsbach Consensus, which says that: *“it is not permissible to catch pupils unprepared or unawares - by whatever means - for the sake of imparting desirable opinions and to hinder them from forming an independent judgement”. It is precisely at this point that the dividing line runs between political education and indoctrination. Indoctrination is incompatible with the role of a teacher in a democratic society and the universally accepted objective of making pupils capable of independent judgement (Mündigkeit).”* [Beutelsbacher Konsens \(lpb-bw.de\)](http://www.beutelsbacher-konsens.de)

System of school co-determination: parents' and pupils' right to have a say, pupils' and apprentice's parliament.

### **Citizenship education in the classroom:**

Citizenship education is anchored differently in the various types of schools in Austria. In vocational schools, civic education (Politische Bildung) is taught as an independent subject, while in all other types of schools it is offered as a combined subject with, for example, history, contemporary history, law or economics. In elementary schools, civic education is integrated into the subject area of science (Sachunterricht). From this school year (20/21), the polytechnic schools offer citizenship education, economics, and ecology as a new school subject. Source: [Citizenship Education as a Cross-curricular Educational Principle General Ordinance 2015 \(politik-lernen.at\)](https://www.politik-lernen.at)

### **Main features of the curriculum**

Nine thematic modules per grade level, two of which are citizenship education modules, two of which are historical-political learning modules, and five of which are historical learning modules.

Recurring basic concepts such as domination, power relations, gender, participation, scope for action, etc., which are relevant in both historical and current political learning, promote networked learning, age-appropriate teaching content and elements for testing political action, questions that allow for an examination of historical longitudinal sections as well as cross-sectional comparisons.

	<p>Source: <a href="http://www.zentrum-polis.at">Zentrum polis - Politik Lernen in der Schule - Lehrplan Geschichte und Sozialkunde/Politische Bildung Sek I (2016) (politik-lernen.at)</a></p> <p>The last curriculum reform took place 2 years ago. A revision of all curricula is currently taking place: they should probably become valid from 2021/22 onwards.</p>
<p><b>Longitudinal dimension of the policy</b></p> <p><i>(please specify whether and how citizenship education debate and policy implementation evolved in order to catch the trends and to analyse the evolution of the policies. This would allow to understand whether citizenship education has been subject to change and why or whether there has been an increase or a decrease of attention to the topic)</i></p>	<p><b>Historical perspective:</b></p> <p>With the electoral law reform of 2007, the active voting age in Austria was lowered to 16 and the passive voting age to 18. Since then, young people who have reached the age of 16 on election day have been allowed to vote in elections to the National Council, the municipal council, the provincial parliament and the Federal President as well as in elections to the European Parliament.</p> <p>This development has had a significant impact on citizenship education and strengthened the topic in the compulsory schools, although the educational principle was already valid for all school levels before and had created concrete references to specific school subjects, e.g. in primary schools in "Sachunterricht" (a subject that combines social and nature sciences) or in some other subjects. Nevertheless, it has set a milestone in better mainstreaming the issue. The aim now is to start citizenship education as early as possible, which until now was only properly anchored in secondary level 2.</p> <p>„Lowering the voting age to 16 makes sense from a democratic policy point of view if it is accompanied by a strategy to permanently involve young people in the political process.”</p> <p>(Source: PolicyBriefs, April 2018, Österreichische Gesellschaft für Europapolitik <a href="https://www.oegfe.at/policy-briefs/waehlen-ab-16/">https://www.oegfe.at/policy-briefs/waehlen-ab-16/</a>)</p>
<p><b>Dialectical dimension</b></p> <p><i>(please specify any relevant debates concerning the development of citizenship education policy: public opinion's reaction, debates in Parliament; reactions of local communities; etc...)</i></p>	<p>Based on the documents, sources and the process of research (curricula, competencies, training, foundations, principles, etc.), we have already taken into account the dialectical dimensions in the respective points: Terminology, Citizenship Education as a separate school subject, training and professionalization (expertise) of teachers, etc.</p> <p>Nevertheless, some relevant viewpoints of the political debate can still be mentioned here.</p> <ul style="list-style-type: none"> <li>➤ There is a long-standing demand of the "Interessensgemeinschaft Politische Bildung" (IGPB), which is chaired by Dr. Kathrin Steiner-Hämmerle and which is in favor of a separate subject "political education" (=civic education/citizenship education) in schools.</li> </ul> <p><i>However, this is difficult to implement for many reasons. One reason, mentioned informally and without scientific background by Prof. Mittnik, is that if you add to the total canon of hours at schools, other teachers will also come and say they want to increase.</i></p> <ul style="list-style-type: none"> <li>➤ The problem of unqualified teachers in civic education prevails mainly among older teachers, like 50+. Many had no relevant training at all. Therefore, in the new 2016 curriculum, a large part has been devoted to the area of "political education" and there is also an emphasis on separating it from history.</li> </ul>

	<ul style="list-style-type: none"> <li>➤ Ethics classes are a questionable development in terms of civic education. Because religious teachers can teach ethics classes. Trained theologians have a different approach to political education. There is a danger that an ethics class replaces political education.</li>   <li>➤ During the development of the "New Secondary Schools", which was initiated by the then Minister of Education Gabriele Heinisch-Hosek [Bundesministerin für Bildung und Frauen (2014 – 2016)] the curricula of the PH (University of Education) were changed, and from then on, they had to include political education. With this change, the teacher training academies were transformed into teacher training colleges (University of Education) and 2014, the Center for Civic Education was founded at the PH Vienna, Prof. Phillip Mittnik is in charge here.</li>   <li>➤ Due to the reform of the curriculum in the teaching subject History and Social Studies/Political Education (GSKPB) in the school year 2008, the historical and political competences were implemented in the curriculum of the lower secondary school. The greater impetus for the transformation of teaching has been expected from the redesign of the Reifeprüfung/Matura/Abitur. Countless teacher training courses and central training seminars were held at the PH Vienna. A paradigm shift in history teaching from a strong content orientation to a competence orientation was to be achieved. For this purpose, an empirical survey was conducted by Prof. Philipp Mittnik, which investigated the extent to which the implementation of the competence-oriented curriculum is reflected in the Matura questions in the subject of history and social studies/political education in Austria in 2013. The central finding of the study is that the data- and fact-oriented and knowledge based assessment still shows absolute dominance today. Teaching history and social studies/political education in a way that stimulates students to think, that is technically exciting and that necessitates the development of students' own solution strategies should be the declared future goal. Source: <a href="#">4 2014.pdf (univie.ac.at)</a></li>   <li>➤ There is a long tradition of civic education, culminating in the teaching principle in the 1970s. This is a compromise document that Black (ÖVP) and Red (SPÖ) negotiated with each other and therefore had an impact. More recent developments are somewhat held back by the fact that there is such a long tradition of historical-political education. But with the lowering of the voting age, this barrier has also been broken somewhat.</li> </ul>
<p><b>Relevant actors involved in the policies field analysed</b> <i>(please list the relevant actors involved)</i></p>	<p><b>Support structures - Strands for policies:</b></p> <ul style="list-style-type: none"> <li>- <i>Zentrum POLIS</i> <a href="http://www.aktionstage.politische-bildung.at/site/ueberuns/english">http://www.aktionstage.politische-bildung.at/site/ueberuns/english</a> is an advisory centre and a comprehensive Austrian online information platform for education for democratic citizenship as well as human rights education. It contains advice on events and projects like the Austrian Citizenship Days etc., it develops</li> </ul>

<p><i>in each policy: for examples, those actors who promoted the policy, those who implemented it, etc..)</i></p>	<p>new teaching materials for the classroom, it guides through curricula and basic principles on citizenship education, offers teacher training workshops and seminars, advises schools on the implementation of citizenship education in the classroom. Its establishment was initiated by the Austrian Ministry of Education (BMBWF). Among others the centre offers support for the SQA process (School quality in general education = school development process):</p> <ul style="list-style-type: none"> <li>- <i>Zentrum für Politische Bildung (ZPB) (Centre for citizenship education, University of Teacher Education Vienna <a href="https://www.phwien.ac.at/die-ph-wien/institute/institut-fuer-uebergreifende-bildungsschwerpunkte-der-ph-wien/schwerpunktbereiche/zentrum-fuer-politische-bildung">https://www.phwien.ac.at/die-ph-wien/institute/institut-fuer-uebergreifende-bildungsschwerpunkte-der-ph-wien/schwerpunktbereiche/zentrum-fuer-politische-bildung</a></i> The foundation aims at better positioning and strengthening citizenship education, especially in teacher training. Domain-specific research is to be advanced through projects, but also through supervised bachelor's theses, national and international congresses and conferences.</li> <li>- <i>Department Didactics of citizenship education, Centre for teacher education, University of Vienna <a href="https://lehrerinnenbildung.univie.ac.at/arbeitsbereiche/didaktik-der-politischen-bildung/">https://lehrerinnenbildung.univie.ac.at/arbeitsbereiche/didaktik-der-politischen-bildung/</a></i> The research focus of the department is on democracy didactics, civic awareness research, global citizenship education, inclusive civic education and human rights education.</li> <li>- <i>NCoC - Federal Centre for Social Learning (Bundeszentrum für Gesellschaftliches Lernen), University of teacher education Salzburg</i> The research and development centre contribute to sustainably improving the quality of history and political education and to making a contribution to scientific research, especially in the field of history and political didactics in Austria. Source: <a href="#">NCoC Programs   National Conference on Citizenship</a></li> </ul>
<p><b>Names/titles of relevant policies development within the organisation</b></p> <p><i>(please specify the level of implementation)</i></p>	<p><b>1. Zentrum polis</b>  <input type="checkbox"/> International <input checked="" type="checkbox"/> National <input type="checkbox"/> Regional <input type="checkbox"/> Local <input type="checkbox"/> NGO(s)' initiatives <input type="checkbox"/> Bottom-up</p> <p><b>2. National curricula</b>  <input type="checkbox"/> International <input checked="" type="checkbox"/> National <input type="checkbox"/> Regional <input type="checkbox"/> Local <input type="checkbox"/> NGO(s)' initiatives <input type="checkbox"/> Bottom-up</p> <p><b>3.</b>  <input type="checkbox"/> International <input type="checkbox"/> National <input type="checkbox"/> Regional <input type="checkbox"/> Local <input type="checkbox"/> NGO(s)' initiatives <input type="checkbox"/> Bottom-up</p> <p><i>Any others:</i></p>
<p><b>KEY WORDS</b></p> <p><i>(please identify some key words that reflect the policies' topic area)</i></p>	<p>Curricula, Civic Education, Political Education, Historical social studies, Democratic culture, intercultural competence, competence-oriented learning, teacher training, Ordinances.</p>

<p><b>Suggestions for case studies</b></p> <p><i>(please list some case studies that you believe may be analysed in the next phases of the project)</i></p>	<p>1. Title: <b>Open Mind - Learning to live democracy</b></p> <p><b>Keywords:</b> Reference Framework of Competences for Democratic Culture, schools, national curricula, teaching programmes, school development, workshops.</p> <p>2. Title: <b>VOXMI-Schools</b> (acronym for „Learning and Experiencing Languages From and With Each Other“): Austrian school network (50 schools), coordinated by 3 universities of teacher education: <a href="https://www.voxmi.at/voxmi/english/">https://www.voxmi.at/voxmi/english/</a></p> <p><b>Keywords:</b> plurilingualism, whole school approach - all types of compulsory schools - culture of peace- social cohesion in society - valuing and integrating all languages that children bring to school - multilingual society - digital media - against all forms of exclusion, racism and linguisticism - engagement for democracy, human rights, global citizenship, social justice and educational equity</p> <p>1. Title: <b>Service Learning in higher education in Austria (policy development) and school network "Learning through Engagement" in Upper Austria (current project)</b></p> <p><b>Keywords:</b> teacher training method, <i>international approach to democracy education</i>, social engagement, subject-specific learning, responsibility in the school environment, for all ages, subjects, types of schools, universities.</p> <p><i>Any others:</i></p>
<p><b>Expected degree of difficulty in analysing each case study</b> <i>(please indicate the degree of difficulty in analysing each policy and explain why: challenges, lack of bibliography; lack of assessment data, etc.)</i></p>	<p>Case study 1: <input type="checkbox"/> high <input type="checkbox"/> average <input checked="" type="checkbox"/> low</p> <p><i>Why? There is a lot of material already at hand, the Project: "Open Mind" is based on the policy of the RFCDC. We can also contribute the findings of the University of applied science of Upper Austria, who worked on Open Mind.</i></p> <p>Case study 2: <input type="checkbox"/> high <input type="checkbox"/> average <input checked="" type="checkbox"/> low</p> <p><i>Why? There is also a lot of experience and material given – specific focus on one thematic field related to citizenship education. Cross-curricular approach which is at the crossroads of intercultural education, citizenship education and global citizenship education.</i></p> <p>Case study 3: <input type="checkbox"/> high <input checked="" type="checkbox"/> average <input type="checkbox"/> low</p> <p><i>Why? Service Learning in higher education is a quite new development at policy level in Austria and a very young social innovation in education (since 2017). It may be difficult to find adequate information. But the University of Education in Upper Austria (Catherine) is engaged in the field.</i></p>

<b>Any other relevant comments/details or information</b>	
<b>References</b>  <i>(if available, list the references used to conduct the analysis)</i>	The references are integrated in the different parts of the document.
<b>OTHER DETAILS</b>	
<b>Filled by</b>  <i>(name, institution, and email)</i>	Land der Menschen OÖ Veronika Fehlner <a href="mailto:office@landdermenschen.at">office@landdermenschen.at</a> <a href="mailto:veronika@fehlinger.com">veronika@fehlinger.com</a> Catherine Carré-Karlinger: <a href="mailto:catherine.carre-karlinger@ph-ooe.at">catherine.carre-karlinger@ph-ooe.at</a> <a href="mailto:cckarlinger@gmail.com">cckarlinger@gmail.com</a>
<b>Challenges faced in conducting the analysis</b>  <i>(if any)</i>	The anchoring of Citizenship Education is structurally very unequal in Austria. There is a big amount of material available, anyway the Polis Center offers a very helpful, up-to-date and qualitative overview.