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#GetInvolved

State of the Art Report Austria

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1. Data about democracy and discrimination in VET

1.1 Are there studies about discrimination in VET and on the labour market?

There are several studies about discrimination in the Austrian education system and on the Austrian labour market:

Labour Market:

The Chamber of Labour published their study on discrimination in 2019: "Discrimination experiences in Austria"¹. The study looks at experiences of discrimination in the areas of work, housing, health and education, based on gender, marital status, age, ethnical background, religion, sexual orientation, special needs, and social status. Almost half of respondents report to have been discriminated against at least once in one of the 4 areas between 2016 and 2018. Persons with a migration background and Muslim religion reported worse treatment twice as often as those without a migration background and Christian religion. LGBTI persons felt discriminated against three times as often as heterosexual respondents. Most discrimination is felt at work (21%), mainly due to skin color or accent, Muslim religion or disability. This mainly concerned a lower income for the same job position, lack of promotion, or unusual questions at job interviews. In the area of housing, Muslims and homosexuals felt most discriminated against, e.g. through higher rent, non-response to requests, or rumors spread by neighbours. The study recommends a strong and effective equality law, a strong social state which works against structural imbalances, transparent structures and a strengthening of awareness for respectful treatment.

Education:

The Chamber of Labour report also includes discrimination in the education sector. In the education sector, young people reported the most discriminatory incidents. More than other groups, homosexuals and Muslims, people of color or people with an accent reported discrimination. This included perceived deprecating treatment by teachers, unfair grading, not being given the chance to speak up in class, or facing discriminatory language and pictures in books or learning materials. Social discrimination included spreading rumors, nicknames, imitating, isolation, mobbing etc. For this sector, the report recommends permeable systems and responsibility of schools for the learning of students, independent from the possibilities parents could offer.

The annual report "Discrimination in the Austrian Education System" investigates reasons for discrimination, based on religion and world view, visibility of belonging to a religious group, gender, types of education and geographical spread. It gives examples of racism, islamophobia, antisemitism, sexism, heterosexism, disableism and world view. In 2019², the report is based on 402 submitted cases, which is an increase of 36% to the year before. The main reasons for discrimination were ethnical background (44%), religion or world view (43%), sexism (10%) and disability (3%).

¹https://www.arbeiterkammer.at/service/studien/gleichbehandlung/Diskriminierungserfahrungen_in_Oesterreich.html; Short version:

https://www.arbeiterkammer.at/interessenvertretung/arbeitsundsoziales/gleichbehandlung/Diskriminierungsstudie_2019_Kurzfassung.pdf

² Diskriminierung im Österreichischen Bildungswesen – Jahresbericht 2019 - <https://diskriminierungsfrei.at/>

Religious discrimination mostly affected Muslims (74%), followed by Jews (24%) – which, however, represent a small minority of students in public schools – and Atheists (2%). In 65% of reported cases, religious symbols of the victims were visible.

The perpetrators were most often teachers (41%), followed by students (28%), and school managers (3%). However, 26% did not name the offenders. Regarding the type of school, those who did name the institution, mostly named higher education (92 cases), primary schools (61), general secondary schools (55), followed by secondary VET schools (31) and lower secondary schools ('Neue Mittelschule') (38 cases). Less discrimination was reported from adult education (9 cases) 'polytechnical schools' (1 year secondary schools) (2) and kindergartens (2). Unfortunately, in the majority of cases, there was no intervention by by-standers/witnesses (63%). Only 12% reported support, and only in 5% of cases there were direct consequences for the offender, while 70% of perpetrators were not punished for their actions. This might be due to the fact that teachers are very often the person discriminating, and students do not dare to speak up in these cases.

The National Education Report 2018, Part 2, includes a chapter on 'Competences for Inclusive Education – Consequences for Teacher Training'³ which reflects on definitions of inclusiveness and presents current possibilities for teacher training in the field of 'inclusive education', and gives statistics on teachers' focus points, which are mainly 'disability' (39), multilingualism and migration (29), inter-religiousness (11) and gender (8) and talent (8). It also describes the reasons and criteria behind assembling classes, and raises the issue of potential for institutional discrimination. For example, organisational reasons might lead to discrimination of certain religious groups, due to curricula planning of religious education lessons, which may lead to ethnical segregation.⁴

General sentiments on political education in Austria can be found here:
<https://igpb.at/publikationen/>

1.2 Are there policy initiatives regarding the topic of supporting/promoting democracy?

Schools (school-based VET & dual VET):

In Austria, political or civic education is defined as a cross-curricular Educational Principle for all school levels and types of schools. The framework was already formulated in a 'General Ordinance on Citizenship education' in 1978, which was reissued in 2015.⁵ It states that all teachers should work together to incorporate political education into all subjects and ensure that young people 'leave school as active, committed and responsible citizens who are aware of their rights and obligations and who want to participate in politics and society.'⁶

3 https://www.bifie.at/wp-content/uploads/2019/03/NBB_2018_Band2_Beitrags_2.pdf

4 https://www.bifie.at/wp-content/uploads/2019/03/NBB_2018_Band2_final.pdf P.161

5 https://www.bmbwf.gv.at/Themen/schule/schulrecht/rs/1997-2017/2015_12.html

6 <https://www.politik->

[lernen.at/site/grundlagen/politischebildung/haeufiggestelltefragen/article/105728.html](https://www.politik-lernen.at/site/grundlagen/politischebildung/haeufiggestelltefragen/article/105728.html)

In support of this principle, the ministry of education is funding 'polis – The Austrian Centre for Citizenship Education in Schools', as the central educational service facility for political education in Austrian schools. The center supports teachers in the implementation of political education, human rights education, business education and consumer education in the classroom, acts as an information hub and provides teaching materials. It is also responsible for organising teacher training and further education.⁷ The website provides basic knowledge of political education and offers examples of lessons, including e-learning. Polis also organizes the annual 'Political Education Days of Action' across Austria. Polis is also part of the European network NECE – Networking European Citizenship Education. Since February 2019, polis is leading the NECE focus group on the Council of Europe's Reference Framework of Competences for Democratic Culture (RFDC), in cooperation with the DARE (Democracy and Human Rights Education in Europe) Network.⁸

The subject of political education is anchored differently in the individual school types. In the dual system's vocational school it is listed as a separate subject of 'political education', in all other vocational school types it is offered as a combined subject with history, contemporary history, law or economics ("Political Education and History", "Political Education and Contemporary History" or "Geography, History and Political Education")

However, in practice, political education is not always given priority among the combined subjects.⁹

The Education standards for social and personal competences for upper secondary VET schools include: Social participation – "I can describe ways in which I can help shape areas of social life." and "I can participate in shaping social areas of life."

Dual VET (apprenticeship):

Training regulations for apprentices do not usually include any references to civic education.

There are, however, several initiatives by public institutions, aimed at dual VET students / apprentices:

- Anti-discrimination project for apprentices at Viennese dual-VET vocational schools: **"Mut zur Vielfalt" (Courage for diversity)** – peer learning initiative established 12 years ago by ZARA and the city council of Vienna (MA 17 – Integration and Diversity).¹⁰
- **Apprentice-initiative** by the Austrian parliament initiated in 2015:¹¹

The Austrian Parliament also offers services especially developed for apprentices. The aim is to bring apprentices between the ages of 15 and 24 closer to the political system and to encourage their political participation:

7 www.politik-lernen.at

8 <https://www.nece.eu/about-nece/focus-groups/>

9 https://kurier.at/politik/inland/melisa-erkurt-jugendliche-entwickeln-verschwoerungstheorien-zum-terror/401097864?fbclid=IwAR2kHFg9jo3OlcpuYv7aLE_8pPi0DR8JZQNYGUeDVk_n-u90slGnpIPrHFc

10 <https://www.zara.or.at/de/training/detail/OSSM61XOV;>

https://www.ots.at/presseaussendung/OTS_20080813_OTS0063/antidiskriminierungsprojekt-in-wiener-berufsschule;

11 <https://www.parlament.gv.at/SERV/KJ/>

- **Apprentice forum:** An apprentice forum was introduced: “The Democracy Workshop”, has expanded its range of political education (formerly only students up to 14 years) to apprentices between the ages of 15 and 24. It offers four workshops on democracy, parliament, the tasks of politicians and the European Union.
- **An Apprentice parliament:** An apprentice parliament takes place at the place of legislation, in the Hofburg, and aims to inspire young people for democracy and enable them to get to know politics. The young people experience the legislative process directly in the Parliament.
- **Guided tours:** The Austrian Parliament also provides guided tours especially for apprentices.

2. Examination of existing VET programs:

- Are topics like democracy already part of the training programs?

School-based VET:

A basic issue concerns the question of whether creating a specific subject for citizenship education in the landscape of subjects, or of mainstreaming civics in all subjects is more feasible. The latter solution has been taken in Austria: The ‘instruction principle political education’ (*Politische Bildung*)¹² was introduced in 2015 as a cross-curricular teaching principle at all school levels.¹³

The main decrees for school education in Austria concern the regulation of assessment and of final exams. The general decree about assessment (Leistungsbeurteilungsverordnung-LBVO) does not mention civic education (*politische Bildung*).¹⁴

Thus, in school-based VET programmes, topics of citizenship education are already part of the training programmes. All VET schools in Austria include the subject of political education / citizenship education in their curricula for at least one year (2 hours per week) up to 5 years (1-2 hours per week).¹⁵ They include general skills such as autonomous acquisition of learning, decision-making competence and social understanding (general objectives of school-based VET that aim to help learners open to the political and ideological thinking of others and to being capable of participating in the economic and cultural life in Austria and beyond).¹⁶

Political education is further mentioned as a general goal of school-based VET: The general objectives of school-based VET, thus, is to enable learners/graduates to ‘acquire learning autonomously’, ‘make decisions autonomously’ and develop ‘social understanding’. The goal is for learners/graduates to become ‘healthy’ citizens who

12 https://www.bmbwf.gv.at/Themen/schule/schulrecht/rs/1997-2017/2015_12.html,

13 <https://www.schule.at/portale/politische-bildung/>

14 LBVO

<https://www.ris.bka.gv.at/GeltendeFassung.wxe?Abfrage=Bundesnormen&Gesetzesnummer=10009375>

15 https://www.politik-lernen.at/dl/qsmmJKJKoMIKnJqx4KJK/Politische_Bildung_in_den_Schulen_tab__bersicht_Stand_September_2020_pdf

16 https://www.cedefop.europa.eu/files/developments_in_vocational_education_and_training_policy_in_2015-19_austria.pdf

are 'open to the political and ideological views of others' and 'able to participate in the economic and cultural life of Austria, Europe and the world'.¹⁷

As an example, in Upper Secondary VET schools for Business education (*Handelsakademien*, HAK), they are part of the curriculum¹⁸: Interpersonal, intercultural, social and civic competences are taught both in an integrative form across the entire spectrum of subjects and in specific subjects. The curriculum for the first year lays down the subject 'personal development and social competence' with two hours per week. 'Citizenship education and history' is taught in years two, three and four in one hour (year two) and two hours per week each, respectively. Intercultural competences are taught as part of foreign language classes (in English and a second modern foreign language) in each of the five years. The following principles are specified, among others, in the HAK curriculum¹⁹:

- (a) citizenship education – education for democratic thinking, overall European thinking, and cosmopolitan approach;
- (b) education work on European policies – focus on current European developments and initiatives in the education sector (education programmes, qualifications frameworks, recognition directives, quality assurance frameworks, transparency instruments); (c) gender mainstreaming – education on gender equality; (d) media education – awareness-raising for a conscious use of and a critical approach to media; (e) health education – education for acting in a health-conscious, responsible, independent manner.

Dual VET (apprenticeship):

In VET schools for dual VET programmes, political education is both foreseen as a general and cross-curricular principle, as well as a separate subject, which is taught over the course of 80 hours in total. Democracy, human rights, rule of law and encouraging interest and participation in political processes are the main aims.²⁰

Training regulations for workplace training usually do not include any references to democracy or political education in general.

- Are there antidiscrimination parts in it?

School-based VET:

In school-based VET, political education is not a stand-alone subject, but merged with others, such as geography or history. As such, the curricula are not as detailed, and

17 https://www.refernet.at/images/Key_competences_AT_EN_2016.pdf, p. 4;
https://www.cedefop.europa.eu/files/developments_in_vocational_education_and_training_policy_in_2015-19_austria.pdf

18 https://www.refernet.at/images/Key_competences_AT_EN_2016.pdf

19 https://www.hak.cc/files/syllabus/Lehrplan_HAK_2014.pdf

20 https://www.politik-lernen.at/dl/qkotJKJKoOoOLJqx4KJK/Berufsschule_2020.pdf

there is no reference to the topic of discrimination in the curricula in the fields of commerce, technical education or elementary pedagogics²¹²²²³.

Dual-VET:

In the competence field 'Living in society', a learning outcome refers to 'detecting discrimination, reflecting on stereotypes and creating strategies to avoid these.'

- Are there participation opportunities for the students?

School-based VET & Dual-VET:

There are participation opportunities for the students at their respective schools. Apart from elections of 'class speakers' / class representatives, all schools, including VET schools for apprentices, also elect 'school speakers' / school representatives among the students. Representatives at school level are involved in regular meetings of the school committee. Student representatives also meet 4 times a year at regional at national level. Additionally, there is a student's parliament involving all students' representatives which takes place once a year.²⁴

The process, rights and obligations of the representatives are laid out in the School Act (SchUG §§ 58-59)²⁵:

- (1) The students of a school have the right of student co-administration in the form of representing their interests and helping to shape school life.
- (2) In the context of representing their interests against teachers, the school principal and the school authorities, the student representatives have the following rights²⁶:

Participation rights:

- a) the right to be heard,
- b) the right to be informed about all matters that concern students in general,
- c) the right to submit suggestions and opinions,
- d) the right to participate in teachers' conferences, with the exception of deliberations and resolutions on matters relating to the performance assessment of individual students, as well as legal matters relating to the service of teachers, and with the exception of participation in teachers' conferences for the election of teacher representatives,

21 https://www.politik-lernen.at/dl/NtlNJKJKoOoOLJqx4NJK/HAK_2020_pdf

22 https://www.politik-lernen.at/dl/lrOLJKJKoOoOLJqx4KkJK/HTL_2020_pdf

23 https://www.politik-lernen.at/dl/NOONJKJKoOoOLJqx4kJK/Bildungsanstalt_f_r_Elementarp_dagogik_2020_pdf

24 European Commission (2019): Study on the Representation of apprentices in vocational education and training, Fact Sheet Austria,

<https://ec.europa.eu/social/main.jsp?catId=738&langId=en&pubId=8245&type=2&furtherPubs=no>

25 <https://www.jusline.at/gesetz/schug/paragraf/58>

26 <https://www.jusline.at/gesetz/schug/paragraf/58>;

<https://www.ris.bka.gv.at/eli/bgbl/1986/472/P58/NOR40019426?Position=1&Abfrage=Bundesnormen&Index=&Titel=schug&Gesetzesnummer=&VonParagraf=&VonAnlage=&Kundmachungsnummer=&FassungVom=15.03.2017&VonInkrafttrededatum=&BisInkrafttrededatum=&VonAusserkrafttrededatum=&BisAusserkrafttrededatum=&ImRisSeitVonDatum=&ImRisSeitBisDatum=>

- e) the right to have a say in the design of lessons within the framework of the curriculum,
- f) the right to participate in the choice of teaching materials;

Codetermination rights:

- a) the right to co-decision in the use of educational resources
- b) the right to co-decision when applying for the exclusion of a student;
- c) the right to co-decision in the definition of teaching materials.

(3) As part of the codetermination, the students should carry out tasks together that go beyond the participation of an individual student. As such, projects come into consideration that serve the political, civic and cultural education of the pupils in terms of democratic principles, develop and consolidate their social behavior and offer opportunities for activities in their free time which correspond to their interests.

(4) Events of the student co-administration are not subject to the supervision obligation of the teacher (the school principal). The authority of the teachers (the school principal) to take part in these events is not affected.

(5) The school principals have to support and promote the activities of the student representatives.

However, in practice, some schools do not place as much importance on student participation as others.²⁷

Dual-VET (apprenticeship):

Youth Trust Council for Apprentices and young employees²⁸

For apprentices, in addition to representation at school, there is also a possibility for participation in decision-making in all companies with 5 or more 'young employees' (e.g. apprentices up to the age of 21). The setup of this 'youth trust council' is laid out in the Labour Relations Act (*Arbeitsverfassungsgesetz*)²⁹ Members of the council are elected for 2 years and try to ensure e.g. a high quality of apprenticeship training.

- Are there special trainings for the teaching and training staff?

School-based VET & Dual-VET (school-part):

Political education at VET schools is usually taught by graduates of law or 'economic pedagogy', as there is no individual study programme for teaching the subject.

Prerequisites for teaching are:

- relevant university degree

²⁷ https://kurier.at/politik/inland/melisa-erkurt-jugendliche-entwickeln-verschwoerungstheorien-zum-terror/401097864?fbclid=IwAR2kHFg9jo3OlcPuYv7aLE_8pPi0DR8JZQNYGUeDVk_n-u90slGnplPrHFc

²⁸ European Commission (2019): Study on the Representation of apprentices in vocational education and training, Fact Sheet Austria,

<https://ec.europa.eu/social/main.jsp?catId=738&langId=en&pubId=8245&type=2&furtherPubs=no>

²⁹ <https://www.jusline.at/gesetz/arbvg/paragraf/129>

- At least 4 years of work experience in a related field
- Participation in seminars on the subject

Pädagogische Hochschulen: All universities of pedagogy (Pädagogische Hochschulen) offer trainings, seminars (2 – 6 ECTS) and study programmes (over the course of more than one semester, 30+ ECTS) on political education since 2008/09. A wide range of topics is available, e.g. political education in general, discrimination, gender, human rights, democracy, ...³⁰

Master study programme Global Citizenship Education (6 semesters)³¹: "Train the Trainer" program at the University of Klagenfurt, which offers theory-based advanced training on Global Citizenship Education (GCED) leading to a master's degree. The participants acquire specialist knowledge of the basics of Global Citizenship Education (political education, global learning, inter- / transcultural education, education for sustainable development and peace education), develop technical and didactic competencies for the design of teaching and learning processes for global citizenship education and work on strategies to strengthen global citizenship education in their professional fields (e.g. modules for university teaching, school development processes, curriculum development, module development for modular upper levels, key topics in educational institutions, etc.) They also strengthen professional skills, reflection and judgment skills, action skills and methodological skills

Dual-VET (apprenticeship):

As political education is not part of the training programme at companies, there is no specific training offer for in-company trainers of apprentices. Continuing training offers include rather general topics such as communication, conflict resolution or dealing with 'different values'³².

3. Existing competitions

Competitions regarding the topic democracy (Antidiscrimination, diversity, participation possibilities etc.)

School-based VET:

Annual 'Competition for Political Education' at school:

The Austrian organization polis – Politik Lernen in der Schule, functions as the contact point for the **annual competition for political education at school**, run by the German 'Bundeszentrale für politische Bildung', for interested Austrian schools.³³ Students or

³⁰ <https://www.ph-online.ac.at/ph-wien/wbSuche.durchfuehren?pSuchTyp=19&pKritBez=pSucheTyp&pKritWert=S>; e.g. human rights, discrimination, ..

³¹ <https://www.aau.at/universitaetslehrgaenge/global-citizenship-education/>

³² <https://www.lehrlingstraining.at/portfolio-items/im-spannungsfeld-von-wertewelten/?portfolioCats=22>

³³ <https://www.schule.at/portale/politische-bildung/news/detail/schuelerinnenwettbewerb-politische-bildung-2.html> and <https://www.politik-lernen.at/wettbewerbpb>

their teachers choose one of the annually changing topics (depending on the age group of students) and elaborate a proposal.

Austrian Youth Parliament: competition for classes, the best 2 are allowed to attend a 2 day workshop at the Austrian Parliament:

The Austrian parliament offers two school classes from two regional provinces the opportunity to apply for a 2-day youth parliament session in Vienna. These sessions take place twice a year (in November 2020 for the first time in digital form). Classes discuss legislative proposals.³⁴ A 30-page folder for teachers is available to prepare their class. It includes work sheets on democracy, parliamentary structures, the Constitution, law-making processes, media literacy etc. The programme also offers an extensive preparation package for teachers, including worksheets and exercises, e.g. on media literacy.

European Youth Parliament (EYP) Austria:

EYP Austria is the Austrian branch of the European Youth Parliament, which is an educational programme bringing together young people from all over Europe to discuss current topics in a parliamentary setting. Its mission is to support the development of young people into politically aware and responsible citizens by involving them in European political thinking and promoting intercultural understanding; its methods are based on non-formal education and peer-to-peer learning. EYP Austria highly encourages teachers to play an active role in finding interested students to join their events: from each class or school, a selected number of students may apply to take part in one of the two annual Europe-wide sessions of the EYP. The competition for selection takes place once per year.

Prize “We are Europe”³⁵

In 2020, the European Commission’s Representation in Austria together with the Liaison Office of the European Parliament and the Austrian Ministry of Education have initiated a Prize to honor ‘pre-scientific’ papers in upper secondary schools in Austria (general and VET), which deal with European topics and show different approaches to the European Union.

The first papers selected from VET schools dealt with EU perceptions and Brexit – especially the role of Northern Ireland.

Dual VET (apprenticeship):

Apprenticeship Parliament (see above)

Apprenticeship Forum (see above)

³⁴ <https://www.reininsparlament.at/was-ist-das-jugendparlament/wissenswertes-zu-den-aufgaben-1>

³⁵ <https://www.politik-lernen.at/site/projekte/preiswirsindeuropa>

Existing labels for schools

European Parliament Ambassador School Programme: The European Parliament Ambassador Schools are a best-practice model across Europe, which has, however, not yet been introduced in Austria. The EPAS Programme aims to create a permanently increasing network of schools, teachers and students that engage with the European Parliament, its Members and the Information Offices. In order to become part of the network, schools carry out teaching activities that raise awareness on European Parliamentary democracy and European citizenship values.³⁶ Schools apply annually and upon successful application are allowed to call themselves EPAS School and receive a plaque to be displayed at the school.³⁷

Environment/Quality/Sustainability labels: In Austria, there do not appear to be any labels for schools regarding democracy or citizenship education. However, there are many other labels for schools in the fields of quality, environment, MINT subjects etc. and a regional one on global citizenship³⁸:

„Global Action Schools 2 Communities“ (Lower Austria):³⁹

Südwind Niederösterreich has been certifying schools that are exceptionally active in adding a global perspective to their educational work. The aim of the project "Global Action Schools" is to raise awareness of global questions and interdependencies and to increasing global learning at schools, but also in communities. There is also a toolkit⁴⁰

Some examples of environment-related labels:

PUMA Schools Vienna: ⁴¹

The City of Vienna has introduced an environmental awareness programme for the areas of energy, food, waste, mobility and school events.

FAIRTRADE Schools

In order to achieve the label 'FAIRTRADE School', five criteria have to be fulfilled:

- a fairtrade school team consisting of teachers, students, parents
- a fairtrade action plan at the school, signed by the head of school
- at least two different class levels and in at least two different subjects, fair trade has to be talked about
- use of fair trade products at the school

36 <http://www.ambassadorschool.eu/mon-evaluation-epas/>

37 <https://www.europarl.europa.eu/ireland/en/youth-outreach/ambassador-school-programme>

38 <https://www.haup.ac.at/publikation/umwelt-und-nachhaltigkeit-labels-und-netzwerke-fuer-schulen/>

39 <https://www.suedwind.at/niederoesterreich/angebote/global-action-schools/>

40 http://www.suedwindniederoesterreich.at/files/toolkit_ii_finale_version.pdf

41 <https://www.haup.ac.at/wp-content/uploads/2019/11/Schulen-NH-Zert-20190102-bq.pdf>

Already existing trainings and workshop methods

- Diversity training, training in human rights, antidiscrimination, democratic structures etc.
- Collect existing training methods
- Pro & cons
- What is usable

On a general note, there seems to be a substantial amount of high-quality learning and teaching material on the subject of citizenship education, in Austrian and the German-speaking countries of Europe. Many good platforms exist in parallel, and it could be useful to *try* and channel these sources – although there is always the issue of keeping the links updated.

Non-formal offers for teacher training and student training (e.g. through workshops):

There are numerous offers for teacher training as well as workshops for students and apprentices, among non-formal institutions and education providers.

Stakeholders offering training and workshops in the respective fields:

Political education / Democracy:

- Sapere aude
 - o Peer Education⁴² on democracy and politics for school students, apprentices, youth work and teachers and trainers. A toolkit is offered as well, for download⁴³.
- Zentrum polis
 - o polis offers courses introducing the toolbox “Compasito” (described below in the ‘teaching materials’ section) to teachers and interested individuals working with children and youth.⁴⁴
 - o Contact teacher for Zentrum polis: Contact teacher for civic/political education: Zentrum polis endeavors to have at least one teacher at every school as a contact person for political education. The information is primarily intended to facilitate teachers’ work in the field of political education. In addition, contact teachers are asked to be a multiplier for political education at their school.
 - o There is also the possibility of inviting Zentrum polis to the school , cons: only a few appointments possible per year

Global/European citizenship:

- BAOBAB (for teachers)
- Südwind
- IZ – Vielfalt, Dialog, Bildung
- European Youth Parliament Austria
 - o “Understanding Europe”

42 <http://www.sapereaude.at/peer-education>

43 http://www.sapereaude.at/sites/default/files/Tool%20Kit%20Webversion_1.pdf

44 <https://www.compasito-zmrb.ch/kurse/index.html>

The international umbrella organisation of the EYP initiated a series of events called „Understanding Europe“, which includes EU Crash Courses which each take four hours and aim at imparting a basic knowledge about European politics to pupils interactively and mobilising first-time voters for the European elections. For every crash course two trainers are sent to schools where they are moderators for discussions and a much broader programme. Since 2014 the EU Crash Courses are successfully conducted in Austria by the European Youth Parliament.

Discrimination / Diversity:

- ZARA – Zivilcourage Anti-Rassismus Arbeit
 - o Workshops and webinars on a variety of topics on racism, discrimination, diversity gender equality, hate speech etc.⁴⁵
- asylkoordination
- IZ – Vielfalt, Dialog, Bildung

Human rights:

- ZARA,
- amnesty international Austria (amnesty Academy for teachers and students / schools⁴⁶)
 - o **Amnesty academy** offers many workshops for teachers and for school classes, currently also in webinar format, for free / by donation. E.g. “Workshop on the basics of Human Rights”⁴⁷ for lower and upper secondary schools including all VET schools for apprentices (Berufsschule).
- asylkoordination

Teaching and Learning Material / Toolboxes:

Political Education / Democratic structures / Citizenship:

Learning Democracy at School⁴⁸

A general outline on ways to integrate citizenship education into other subjects is provided in the compendium ‘Learning Democracy at School – Political Education for all teaching subjects’. After defining ‘democracy education’ and democracy at school, different papers address how citizenship education can be conceptualised in subjects such as history, languages, Latin, psychology, philosophy and others.

‘Practice exchange’ (Praxisbörse) by polis⁴⁹

Polis offers a very comprehensive online database of teaching materials, including preparation of lessons, on numerous topics of citizenship education, including discrimination, equality, SDGs, family policy, poverty, data protection, ...

45 <https://zara.or.at/de/training/angebote/schulklassen>

46 <https://www.amnesty.at/academy/schule/>

47 <https://www.amnesty.at/academy/schule/workshops/menschenrechte-allgemein/>

48 Ammerer, Geelhaar, Palmstorfer 2020,

<https://www.waxmann.com/index.php?eID=download&buchnr=4194>

49 <https://www.politik-lernen.at/site/praxis/unterrichtsideen>

Competendo: Open Source Toolbox for Civic Education & Handbook on methods for teachers and trainers: ⁵⁰ "Competendo is committed to developing better learning spaces for civic competences and empowerment. The toolbox offers and shares experience, methods and inspiration for competency-based learning in communities, schools, organizations, and non-formal groups or institutions." It offers books but also apps and tools. The tools and methods are structured according to timing: before, during or after learning processes.

SALTO-Youth Toolbox (especially aimed at youth work rather than schools):
<https://www.salto-youth.net/tools/toolbox/>

"Don't panic! Political education optimistic and digital": Sapere aude and polis have developed online training materials on political education named, which they have especially designed to be studied also during times of home schooling. It includes teaching and learning materials and videos .⁵¹

Austrian Parliament: The Austrian parliament offers numerous teaching and learning materials. Some are especially designed to prepare students for taking part in the competition for the Austrian Youth Parliament, but can all be used in general citizenship education classes as well.

DemokratieWEBstatt, for example includes an online 'law generator'⁵² or quizzes on several topics related to democracy, such as forms of government, Austria in the EU etc.⁵³

Human rights / Discrimination / Anti-racism⁵⁴:

"Compass human rights" (in cooperation with Switzerland and Germany), including examples for school lessons and how to prepare for them⁵⁵: cons: old (since 2005, not clear how updated it is), pro: solid foundation, short overview on methods which have basically not changed (role play, simulation, ...)

Example: Heroines and Heroes⁵⁶ - an examination of history lessons and acceptance of the different perceptions of common historical events and the associated heroes, critical analysis of the importance of heroes and heroines as role models and recognition of the origin of gender role stereotypes in history and culture as well as in everyday life.

Land der Menschen⁵⁷: For Upper Austrian schools (in particular, but open to everyone), the NGO Land der Menschen offers material including videos on topics of 'moral courage', anti-racism and diversity

50 <https://www.suedwind.at/niederoesterreich/downloads/publikationen-und-handbuecher/competendo/>; https://competendo.net/en/Main_Page

51 <https://www.politik-lernen.at/site/projekte/politischebildungtogo>

52 <https://www.demokratiewebstatt.at/gesetzesgenerator0>

53 <https://www.demokratiewebstatt.at/spiel-mit/teste-dein-wissen>

54 <https://www.schule.at/portale/politische-bildung/detail/unterrichtsmaterialien-downloads-1.html?parentuid=109586&cHash=8e2065d62cd6779a6f86c986ae3c0977> – many links outdated

55 http://kompass.humanrights.ch/cms/front_content.php?idart=4&lang=1

56 http://kompass.humanrights.ch/cms/front_content.php?idcatart=382

57 <https://www.landdermensen.at/index.php/material>

Gender – Equality – Gender equality⁵⁸: Polis offers a very elaborated handbook on teaching practices for topics on gender and gender equality, stereotypes etc.

Compasito:⁵⁹

A Swiss/German/Austrian cooperation, Compasito is a vademecum for human rights education with children: 40 exercises / games on the topic of human rights, discrimination, violence, participation, gender equality etc.

'Gender Suitcase' VÖGB: collection of methods, learning materials information material on gender mainstreaming⁶⁰ cons: can only be accessed as a union member

Migration / Global Learning:

Südwind Platform:

<https://www.suedwind.at/bilden/schulen/downloads/unterrichtsmaterialien/>

58 https://www.politik-lernen.at/gender_gleichstellung

59 <https://www.compasito-zmrb.ch/uebungen/index.html>

60 https://www.voegb.at/cms/S08/S08_999_Search.a/1342534299488/suche/genderkoffer