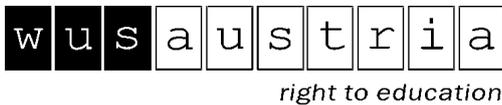


AUSTRIAN NATIONAL REPORT ON MIGRATION, SUSTAINABILITY AND DEVELOPMENT EDUCATION

Activity 1.1.1: Audit on migration, sustainability and development education

Final version 1 prepared in April 2018



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DIVERSITY DEVELOPMENT GROUP



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1. Introduction

1.1 Rationale behind

The results from the national snap elections from autumn 2018 are interpreted by the new government – consisting of the so-called "Neue ÖVP" and the FPÖ - as a clear mandate for change. However, this does not mean that social-ecological transformations within the scope of Sustainable Development Goals (SDGs) were addressed during the election campaign. The topic of migration, on the other hand, was among the most prevalent topics of the election campaign – leading to highly emotional debates among politicians and voters ("Austrians first") and stroking already existing fears within the population. This, however, is very much opposed to the important principle of the sustainability goals to „Leave no one behind“. Also, in areas such as climate protection and CO2 reduction, there is need for action in Austria.

Despite the renaissance of more nationally oriented policy in the US and in Europe (UK, Poland, Hungary), Austria has both economically (keyword: high export dependency) and politically (keywords: role of intermediary between East and West, UN capital Vienna) a special interest in the functioning of international cooperation. The implementation of the UN Sustainable Development Agenda in Austria's own sphere of activity as well as on an international level is therefore in Austria's very own interest. Austria's EU Council Presidency in the second half of 2018 in particular offers the opportunity to set initiatives for a sustainability policy at EU and international level (Obrovsky, 2017). Beyond politics, the implementation of the 2030 agenda, however, must be seen as a task for society as a whole and requires the involvement and support of all social actors.

As has been shown during the focus groups discussions, there is only limited awareness on the causes and consequences of migration among the population as such and in many cases, no differentiation is being made between refugees and asylum seeker. In this context, media education at schools is considered of central importance by participants of the two focus groups – in particular for shaping views and perceptions on sensitive issues such as migration among the younger generations. Overall, the integration of global learning and development education still depends on the pro-activeness and interest of individual teachers and professors and anchoring them more systematically in different educational paths is expected to raise awareness of the population on issues related to development. At the level of higher education institutions, specialised MA Programmes related to development education are, for example, offered at the Katholisch Pädagogische Hochschule Graz¹, Universität Klagenfurt² and Universität Wien³. There is also a faculty for

¹ Masterstudium "Global Studies": <https://globalstudies.uni-graz.at/> (Institution is associate partner in the InterCap project)

² Universitätslehrgang Master of Arts "Global Citizenship Education": <http://www.uni-klu.ac.at/frieden/inhalt/453.htm> (Institution is associate partner in the InterCap project)

³ Master "Globalgeschichte und Global Studies": <https://slw.univie.ac.at/studieren/masterstudien/globalgeschichte-und-global-studies-master/>



migration and globalization at the Donau-Universität Krems⁴. There have been also annual conferences on migration and integration research where researchers had the opportunity to present their papers.⁵

1.2 Aims and objectives

In line with the InterCap project proposal, the aim of this report is to take stock of gaps, needs and expectations of the target groups, beneficiaries and stakeholders in Austria in of (in) security and risk, and influencing understanding of migration, sustainable development and lifestyles in an interdependent world. National attitudes towards migration and security as well as specifics of the educational system are briefly introduced under 1.1. and analysed in further detail under section 3 (field research).

1.3 Available data and recourses

This audit is based on available data including research, reports, policy documents and previous surveys from NGOs, public institutions and associations in Austria. It furthermore builds on relevant international data from Eurobarometer related to Austria.

1.4 Limitations

This report builds on data collected from NGOs, think tanks, the education sector and public institutions. However, as also outlined during the focus group discussions, relevant data and information is not at all times available. This also includes research at the national level on the link between international migration and sustainable development as well as explicit references in relevant national strategies and policies relating to the SDGs.⁶

⁴ <https://www.donau-uni.ac.at/en/department/migrationglobalisierung/>

⁵ <https://www.oeaw.ac.at/en/kmi/activities/conference/>

⁶ As outlined also on the report of the Bundeskanzleramt Österreich (2016) on SDG Implementation (<http://archiv.bka.gv.at/DocView.axd?CobId=65724>), there is no separate strategy related to the implementation of the SDGs. The report contains many examples, indicating how already ongoing activities contribute to the realization of the SDGs. It is not clear though in many cases, on whether the SDGs have been indeed driving forces or at least influencing the development of mentioned policies and programmes.



2. Literature review

2.1 Public opinion polls

As outlined in the *Integration Report of the Austrian Expert Council of Integration*⁷ (The Expert Council of Integration, 2017), integration pessimism is unfortunately starting to spread again, after years in which an improvement in the sentiment was to be observed. The number of people agreeing with the claim that “integration in Austria is working quite well or very well” has fallen by almost 12 percent. The report further states that images driven by the media of a disorganised migration of asylum seekers from the Middle East, the reports of sexual assaults by asylum seekers and repeated acts of terrorism in European cities in which refugees were also involved are having their effect. In a less differentiated perception, the spin-off of the Middle East conflict to Europe is mingled with the situation of the migrants who came many years or even decades ago.

The Expert Council of Integration further states: Added to this is the specific action of the political leadership in Turkey that is influencing the population with Turkish migrant background either directly or via institutions steered by the leadership. This has also shaped the overall public opinion towards migrants. The famous dictum of the Turkish president in 2008 that assimilation is a crime against humanity, but also the political activation of the population with Turkish migrant background, even if these have taken on the nationality of their country of residence, have not failed to have the desired effect. An alienation process has started. The percentage rejecting the style of life in Austria (somewhat disapprove or totally disapprove) among people questioned with Turkish migrant background is around one-third, among people questioned with a Croatian, Bosnian or Serbian migrant background the figure is below 10%. Among the people questioned with Turkish migrant background the rejection has increased by roughly 16 percent, while it has remained stable among all the other groups. 57% of the people questioned with Turkish migrant background have an ethnic affiliation with the country from which they or their parents come. Among those questioned with a Croatian, Bosnian or Serbian migrant background the figure is only 31%.

In terms of the perception on the Sustainable Development Goals (SDGs) and Development Cooperation (EZA), an online survey conducted in 2017 among members of the Austrian Association of Towns conducted by KDZ Zentrum für Verwaltungsforschung has shown the following:

The implementation of the SDGs has not (yet) arrived in the Austrian cities. The survey also revealed a general information deficit of cities and towns. For some, goals are already reflected in the political programs, strategies and mission statements of cities (e.g. Goals 3,

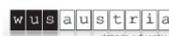
⁷ The Expert Council of Integration supports the responsible ministries on how an immigration society can be shaped sustainably. The Expert Council has been enshrined for the first time by law, in the adopted and enacted Integration Act 2017.



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9, 4 and 5). There is a fundamental willingness to implement SDGs at the local level; here the effects of the SDGs should be reinforced.

Awareness of local government about the benefits of the SDGs (to name a few):

- The SDGs strengthen the holistic and global view in local politics.
- The SDGs focus the city's attention on the long-term impact of measures for the benefit of the coming generations
- The SDGs give the environment a voice in local policy decisions
- The SDGs increase the sense of responsibility of urban actors.

In almost half of the cities surveyed, EZA seems to have little or no importance. Only one in three respondents works directly with cities and municipalities or organizations in destination countries.

Special Eurobarometer Reports

In 2017 a Special Eurobarometer report was published on Climate change. Climate change is considered a very serious global problem by 68% of respondents from Austria. National governments (45%) and environmental groups are most likely to be seen as responsible for tackling climate change. When it comes to personal actions that tackle climate change, respondents from Austria are more likely than EU average to buy locally produced and seasonal food whenever possible (58%), avoid taking short-haul flights (28%), switch to energy providers offering a greater share from renewable sources (17%) (Special Eurobarometer 459, 2017 and Eurobarometer 459, 2017).

In November 2017 a Special Eurobarometer Report was published on Attitudes of European citizens towards the environment. The survey shows that 85% of respondents think that protecting the environment is important while 41% think it is very important. Television news (49%) is a main information source on environmental issues while social networks make 34%. The most common environmental activity in Austria is buying local products (64%). The proportion of people who think that citizens themselves are not doing enough to protect the environment is one of the lowest at EU level (56%). Same perception about government is 54% and EU 56% (Special Eurobarometer 468, 2017).

End of 2017, a Special Eurobarometer 464b report on Europeans' attitudes towards security was published. It showed that respondents from Austria think that their country is a secure place to live in (93%) while 81% think the same about EU. Terrorism (71%) and EU's external borders (65%), natural and man-made disasters (53%) are considered as major challenges to EU security in Austria, but it is as well perceived (higher than EU average) that the police and law enforcement authorities are doing enough to fight specific threats (e.g. terrorism, cybercrime, corruption) (Special Eurobarometer 464b, 2017).



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In December 2017, INTEGRAL-Eigenforschung conducted an online survey (Umfrage zum internationalen Tag der Migranten, 2017) with 485 persons, which is representative for the Austrian population between 18 and 69 years on topics related to migration. When it comes to attitudes towards immigrants, feelings are mixed: 39% think that immigrants are an enrichment for Austria. Persons with migration background in their surroundings agreed with this statement to 50%. On the other hand, 59% express fear from foreigners in Austria. It was noticed that women and persons with lower educational backgrounds showed to have more fear. The fear is significantly lower if a person knows people with a migration background. Regarding the integration processes, the respondents are critical: 92% think that migrants should be better integrated. Even persons with migration background share this opinion to 87%.

Further, 76% of the respondents think that Austria needs to help people who are fleeing from war or aggression. 80% think that Austria should be more engaged in the countries of origin of immigrants to induce reduction of migration to Europe.

The study shows as well that the willingness to help (donations, volunteering) varies between social groups: persons with higher economic status are more ready to engage themselves in volunteering while those with lower show lower willingness.

GfK study: What does Austria think?

GfK Austria conducted a research (Dr Bretschneider, 2017) on behalf of Austrian Integration Foundation about what 1,000 Austrians aged 16 years and more understand under integration and what they expect from migrants and refugees. The results show that the integration of refugees and immigrants is the topic that currently occupies Austrians the most, even before questions on issues such as pensions, taxes or economic development. Almost three-quarters of respondents are concerned about the spread of radical Islam (73%), the integration of refugees and immigrants into school and work (73%) and the influx of refugees and asylum seekers (72%).

When asked about important factors for a successful integration, almost 100 percent of the respondents stated that migrants and refugees should accept the laws in force in Austria and acquire a good knowledge of the German language. For 9 out of 10 respondents, it is also crucial to adopt the values applicable in Austria and to be self-sustaining. As far as responsibility for integration is concerned, more than three-quarters of those surveyed stated that immigrants themselves are primarily responsible for their integration. Slightly more than half of the interviewees also stated that they saw responsibility for integration with the state.

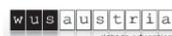
When asked what information and values should be provided to refugees and immigrants, nearly 100 percent of respondents named gender equality (97%), state laws over religious precepts (96%), and information on everyday foundations living together like garbage disposal or night's sleep (96%).



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Overall, migration in Austria is in most cases being put in direct correlation with integration problems already present in the society and fear from spreading of radical Islam. While existing challenges related to migration and integration should be taken seriously it seems that there is not enough willingness to understand the causes and step away from generalisation. Therefore, the complexity of these issues should be addressed in further project work. Also, there should be more awareness raising about global cause-consequence perspective between migration and security since these are being mainly reflected through the national context.

In Austria, SDGs are mainly being recognized through need to protect the environment and climate change. There should be a more strategic approach in defining the roles and responsibilities of different stakeholders (citizens, governments, NGOs) relevant to tackling these issues.

Even though Austria has a relatively strong tradition of global education and a range of committed organisations, initiatives and projects in the formal and non-formal education sectors and society (Global Education in Austria, 2006) the implementation of the SDGs is going slowly at local level. There should be more capacity building and educational activities how to implement the SDGs in cities and towns. Due to public sector cutbacks for organisations that are active in this field, this task will be very challenging.

2.2 Media response

SDGs and the media

As mentioned in the article “The SDGs in Austria” Die Nachhaltigen Entwicklungsziele (Kommission für Entwicklungsforschung (KEF), 2017) there are many events on the topic of SDGs but they are not so visible to the general public and did not occur in many TV shows before the national elections 2017. Further, the article reports that they screened the online editions of the three major Austrian print media: “Der Standard”, “Die Presse” und “Kurier” for articles on sustainable development goals (from June 2015 onwards) and realised that there is little to be found.

“Der Standard” provides 27 search results, out of which 6 have the SDGs as their core theme. There are 14 hits in “Die Presse”, 4 of them are guest commentaries. “Kurier” gives the best result, out of 15 search results there are 14 clearly oriented articles with a clear thematic orientation. While the SDGs are implicit in articles on climate change, food security, education, and many other forms, they were and are only rarely explicitly addressed.



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Refugees, migration and the media

From August 2015 to July 2016, Dr. Peter Hajek conducted a survey (Medienanalyse zur Flüchtlingsthematik, 2016) on how asylum seekers and refugees were viewed in the media and whether there were changes in the tonality and the focus of reporting during the given period of time. It was also a focus of the analysis to see when it came to turning points in the media debate.

The analysis period was selected to reflect both the first major flare-up of the asylum topic in late summer 2015 (Keyword "Refugees Welcome") and the events in Cologne at the turn of the year. As part of the media analysis, central, high-reach media (boulevard and quality media) and selected TV news formats in Austria were analysed.

Thematic development of reporting in daily newspapers: Over time the media topics have developed from issues related to refugee at the beginning (smuggling, accommodation search, refugee assistance, etc.) to topics such as refugee crime, sexual assault or terror (especially since incidents in Cologne in January 2016), which in the past were hardly ever associated with the issue of flight.

Tonality in reporting: The tonality of reporting on refugees has clearly worsened during the analysis period. While at the beginning of the refugee crisis reports that aroused pity for refugees or "friendly reporting" towards asylum seekers were dominating (welcoming culture, successful integration topics, etc.), there was a clear uptick until December 2015 in the light of the reports on the "wave of refugees" and the attacks in Paris Attacks in tonality. Refugees were presented even more critical in media in January 2016 against the background of the incidents in Cologne. Finally, in July there were slightly more positive reports than in the months before, but with 62% also a high proportion of negative reporting. The background of this development were probably the terrorist attacks that happened earlier.

Another break line existed between men and women or children. While reporting on women and especially children was mainly compassionate or friendly, reporting on men was mostly unfriendly.

The country of origin was also relevant. About Syrians, reporting was more compassionate or kind - this group was more likely to be given the status of "war refugees". On the other hand, there was a strong negative reporting on Afghani who were repeatedly mentioned in media in connection with criminal offenses. Moreover, people from Afghanistan and Iraq, as well as people from North Africa, have also been more strongly associated with flight for economic reasons. Those seeking protection from the African continent were also associated with offenses.

If one summarizes the topic "asylum / foreigners" and the topic "EU refugee policy", the asylum topic was the strongest domestic policy topic even before the coverage of election



campaigns and election results and far ahead of all other domestic issues. This is a proof of how much the issue of asylum overshadows all other domestic debates and how difficult it is for political actors to score points with other topics.

To sum up this chapter, there is no or little visibility of events, projects, initiatives on the topic of SDGs in the mainstream print media and television in Austria. Therefore, the general population is not or is very little familiar with this term and its meaning. The language of the SDGs is very complex, technical and abstract. When bringing forward the topic of SDGs to citizens concrete examples that they can relate to should be used. Stronger mainstream media presence seems to be possible only with stronger strategic political commitment to SDGs on national level. Currently, primarily CSOs are talking about this topic in media. It is also necessary to keep in mind that topics that are on the top of agenda in reporting are constantly changing and new always come up.

Media topics about refugees and migrants changed from more positive to currently rather negative reporting over the last couple of years. Media should contribute to constructive, critical and non-hateful discourses in the public arena. Many people take media coverage for granted so media education and media competence of teachers, students and general public should be more emphasized to develop critical questioning (interpreting, analysing, evaluating) of media contents.

2.3 Research and project production

According to a report of the Commission for Migration and Integration Research (Sievers in cooperation with Deibl, Pena, 2012), more than 3000 research papers were written on topics related to migration between 2000 and 2010 (including articles in books, MA thesis, newspaper articles). The general trend is increasing.

In its report **“Beiträge der Bundesministerien zur Umsetzung der Agenda 2030 für nachhaltige Entwicklung durch Österreich** (Budeskanzleramt Österreich, 2016)“ the Austrian Chancellor’s Office describes and analyses contributions in implementing the Agenda 2030 for sustainable development in Austria for each of the 17 development goals. Interesting initiatives for promoting the implementation of the SDGs overall include (but are not restricted) the following:

- **SDG 4** (quality education): Thematically, the sustainability goals in the learning life of the pupils come to fruition primarily through the principles of instruction and education: »Environmental Education for Sustainable Development«, »Political Education«, »Global Learning and Global Citizenship Education«, »Intercultural Learning«, »Gender Competence and Gender Equality« etc. These thematic areas must be treated and mainstreamed across all subjects.
- **SDG 8** (decent work and economic growth): In the context of SDG 8, a clear nexus is made to migration: The improvement of labour market opportunities for migrants is considered an



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explicit focus of the Austrian labour market policy, including through counselling services, recognition of professional qualifications or German language courses. The report also mentions in this context the voluntary year of integration for asylum seekers and subsidiary beneficiaries. The voluntary year is not a working relationship, but a 6 to 12 month training on the job comparable to the Voluntary Social Year, with a mix of education and hands-on activities.

In its Annual Policy Report on Austria (2016) and the Country Factsheet Austria (2016), the **European Migration Network** outlines the status and key features of the legal and policy framework of the Austrian Asylum and Migration System. There are no explicit references in these papers to the nexus between migration and sustainable development.

There is also a vibrant **community of CSOs and think tanks** that work in areas related to migration, asylum and development. These CSOs address different aspects and challenges when it comes to asylum, migration or development – both through direct support to asylum seekers/refugees⁸ as well as through research⁹. In general, though, it was very difficult to identify research and projects that relate both to sustainable development and migration and that elaborate on the nexus between these two fields.

One research project which could be identified is StartClim2016 - Migration, Climate Change and Social and Economic Inequalities and has been implemented by the Ludwig Boltzmann Institute of Human Rights in Vienna (<http://bim.lbg.ac.at/en>): Based on desktop research and a review and analysis of academic literature the research aims at comprehensively reviewing the state of research on migration scenarios in the context of climate change with a specific focus on those which are relevant for Europe and Austria. It further aims at analysing on how these scenarios take into consideration social, economic and political aspects and inequalities between different social groups and how these aspects could be better integrated in the scenarios. In a second step and by means of the analysis of secondary statistical data it should be ascertained whether there is meaningful statistical data available to quantify migration scenarios. Based on these different strands of analysis research gaps as well as entry points for potential adaptation strategies will be identified.¹⁰

2.4 Case studies of good practices

There are a number of good practices and initiatives (partly also linked to global networks/initiatives) which are being disseminated to raise awareness on the SDGs at the national level, including through the so-called platform “SDG Watch Austria”.

⁸ e.g. Asylkoordination (<https://www.asyl.at/de/>), Caritas (<https://www.caritas.at/hilfe-beratung/migrantinnen-fluechtlinge/>), Diakonie (<https://diakonie.at/presse-pr/kampagne/hilfe-fuer-fluechtlinge>), Omega (<http://omega-graz.at/index.shtml>) and many others.

⁹ e.g. Ludwig Boltzmann Institute of Human Rights (<http://bim.lbg.ac.at/en>), European Training and Research Center for Human Rights and Democracy (www.etc-graz.at).

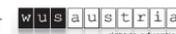
¹⁰ For more information see <http://bim.lbg.ac.at/en/startclim2016-migration-climate-change-and-social-and-economic-inequalities>



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In September 2017, this platform consisting of more than 80 CSOs was established to promote and enhance the realization of the SDGs in Austria (see <https://www.sdgwatch.at/de/>). The platform is promoting an effective and ambitious implementation of SDGs in Austria by means of coordinated advocacy, information and networking; serves as a joint platform for civil society in the implementation of the 2030 Agenda through a common outward appearance in participatory processes and towards political representatives; disseminates information and knowledge on implementation; coordinates coordinated actions and communication to create awareness; promotes networking, exchange and cooperation between affiliates and cooperation with European and international networks.

Good practices and initiatives – partly also promoted through the website of SDG Watch Austria - include (but are not restricted to) the following:

Schools/students and youth as main target audience:

- A booklet for secondary education, youth work and Adult Education on the Sustainable Development Goals: <https://www.globaleverantwortung.at/17-ziele-fuer-eine-bessere-welt>
- Unsere Welt. Unsere Zukunft - Ein Lesebuch über die neuen Weltziele (Exenberger, Huainigg, 2017). The individual stories in "Our World. Our future" should enable young people from Austria to get to know the everyday life of children from different countries of the world and at the same time to draw interesting comparisons with their own reality of life. In addition, they learn what they can do themselves to achieve each of the goals of the SDGs. Target group: Students from 9 to 13 years.

Other:

- SDG Info papers from IUFE (see also below)
- Changemaker is a card game for those who want to learn more about the global challenges of our time (Global Goals) and the opportunities to contribute to possible solutions (<http://www.ifte.at/entrepreneur/changemaker/>)

The Platform SDG Watch also disseminates information on events that promote and address specific aspects related to the SDGs¹¹.

So far, a number of events addressed challenges related to climate change and the environment, whereas migration has not been specifically addressed in any of the promoted events listed on the SDG Watch Austria website.

Concerning sustainable development and environmental issues, organisations such as the Institute for Environment, Peace and Development” (“Institut für Umwelt, Friede und

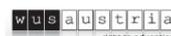
¹¹ <https://www.sdgwatch.at/de/veranstaltungen/>



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Entwicklung” - <http://www.iufe.at/>) actively promote the SDGs through a variety of activities. These includes also info papers on selected SDGs (2-5, 7-8, 12-13)¹².

When it comes specifically to migration and asylum, a considerable number of organisations (including think tanks, NGOs) in Austria is addressing existing challenges in this field (see also under 2.3.). Available research seeks to raise awareness on different challenges and aspects of asylum, migration and integration – i.e. related to social and economic conditions of refugees and asylum seekers - and propose recommendations to policy makers in order to mitigate existing challenges. Overall, reports though show little to no references to migration in the context of sustainable development and the SDGs.

The Austrian Development Agency is currently financing several ongoing projects¹³ related to development education and awareness raising in Austria. To name some:

1. A new EU funded, three-year project called Mind¹⁴ (Migration Interconnectedness Development) has been launched by Caritas charities from 12 countries: Austria, Belgium, Bulgaria, Italy, the Netherlands, Slovakia, Slovenia, the Czech Republic, Portugal, Sweden, Germany/Bavaria and Caritas Europe. on the theme of migration and development. The project aims at raising the awareness of civil society and national and European institutions on the complex connection between migration and development. Among others, the project will explore the underlying causes of migration, problems faced by hosting societies and integration processes.
2. On the trail of the SDGs - Global Sustainability Goals and Climate Protection in Lower Austria¹⁵
The overall goal of the project is to strengthen the awareness and promulgation of the Global Sustainable Development Goals among the Lower Austrian population and to present implementation examples in the federal state.
3. Development Education and Public Relations - Mattersburger Kreis_Paulo Freire Zentrum 2016-2017¹⁶
The overall goal of the project is to improve the cooperation between science and practice, areas where the beneficiary association has an intermediary role between science, research and university teaching on the one hand, and the field of development policy practice on the other.
4. Understanding Globalization - Transformation Support 2017-2018¹⁷

¹² Other topics addressed include true costs of the SDGs and the meaning of sustainable development for persons with disabilities. See also under <http://www.iufe.at/publikationen/artikelstudien/>. IUFE is also member of SDG Watch Austria.

¹³ <http://www.entwicklung.at/projekte/laufende-projekte/map/topic/32/>

¹⁴ <http://www.infomigrants.net/en/post/8041/new-project-for-migrants-kicks-off-with-11-caritas-charities>

¹⁵ <http://www.entwicklung.at/en/projects/detail-en/project/show/den-sdgs-auf-der-spur-globale-nachhaltigkeitsziele-und-klimaschutz-in-noe/>

¹⁶ <http://www.entwicklung.at/en/projects/detail-en/project/show/entwicklungspolitische-bildungs-und-oeffentlichkeitsarbeit-mattersburger-kreis-paulo-freire-zentr/>

¹⁷ <http://www.entwicklung.at/en/projects/detail-en/project/show/globalisierung-verstehen-transformation-unterstuetzen-2017-2018/>



The project contributes to strengthen and introduce Global Learning / Global Citizenship Education in the Austrian education system and cross-organizational capacity building and quality development in the mentioned areas.

5. The Austrian development NGO Südwind (www.suedwind.at), participated together with other international partners, in the EU project "Parlez-vous global?". The overall objective of the project was to present pedagogical and methodological approaches on how to address global development issues at school, especially for the topics "Migration" and "Global Citizenship". The project developed and in 2015 published a handbook called "Migration and Global Citizenship in the Classroom" with lesson examples for the upper secondary education.

According to the motto "think globally, act locally", the Austrian Municipal Gazette (OGZ) focuses on the local implementation of the UN Sustainable Development Goals in the February issue¹⁸. It is a local initiative for global challenges.

Altogether, there is a considerable number of research papers and projects related to migration on the one hand and SDGs on the other hand. However, there seems to be little awareness on the nexus between SDGs and migration which can be seen from the lack of research papers, projects and initiatives that relate both to sustainable development and migration and that elaborate on the nexus of these two fields. From an Austrian perspective, it will be thus essential for future activities within InterCap to elaborate and raise awareness on this nexus – e.g. within future training modules to be developed for in- and pre-service teachers. There are also a number of good practices and initiatives for raising awareness on the SDGs in Austria and several initiatives address challenges related to climate change and the environment. Overall, climate change/environmental challenges are also more directly and often addressed in the context of the SDGs in comparison to migration.

2.5 Migration policies and sustainable development

Asylum, migration and integration of migrants and refugees is considered a policy priority in Austria: As outlined in the 2017 Integration Report the immigration over the past years is still continuing to demand particular political and planning attention. Austria is faced with a real immigration situation with significant integration-political consequences that have not yet been wholly dealt with. 214,000 persons immigrated to Austria in 2015, in 2016 it was around 174,000 persons. In these two years, some 388,000 new citizens came to the country. Of course, these immigrants do not remain permanently in the country, because Austria also saw an emigration of 211,000 persons in 2015 and 2016, but the net

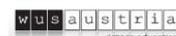
¹⁸ Österreichische Gemeindezeitung, 2018. Nachhaltigkeitsziele der UNO: Lokale Initiativen und globale Herausforderungen (2/2018). Available at: https://www.staedtebund.gv.at/fileadmin/USERDATA/oegz/dokumente/OeGZ_2_2018.pdf and <https://www.sdgwatch.at/de/ressourcen/>



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immigration was still +177,000, increasing the share of the population with a migrant background to around 1.9 million (The Expert Council of Integration, 2017, p. 6).

Amendments to the Asylum Act, the Aliens Police Act and the Federal Office for Immigration and Asylum Procedures Act became effective as of 1st June and 1st October 2016 respectively. These affected among other things the asylum application procedures, for example:

- An application for international protection must be decided within 15 months at the very latest;
- Legal counselling free of charge is generally provided when complaints are lodged against any decision issued by the Federal Office for Immigration and Asylum;
- A residence permit for recognised refugees is granted initially for a limited period of three years;
- A card for persons granted asylum was introduced, which serves as proof of identity and legal residence status;
- Special provisions were adopted allowing a reduction of the number of admitted asylum procedures due to a disproportionate pressure on the national asylum system in 2015 and 2016 in case of risk to public order and internal security (European Migration Network, Country Factsheet Austria, 2016).

The following national legislative initiatives have the largest effect on the area of integration: The Recognition and Assessment Act (AuBG)¹⁹, the Integration Act (IntG)²⁰ and the Integration Year Act (IJG).

The Recognition and Assessment Act (AuBG) entered into force on July 12th, 2016. The central provision for recognised refugees is article 8 of this act. It lays down special procedures for persons entitled to asylum or subsidiary protection, who involuntarily cannot provide any documentation of their qualifications. The act thus allows the target group to gain access to recognition and assessment procedures for the first time, thus fulfilling a long-standing request of the Expert Council for Integration. The aim is to promote the real labour market integration, in particular at a medium- and high qualification level.

The Integration Act (IntG), whose essential part concerning the integration of refugees became effective on June 9th, 2017, regulates the central framework conditions for the integration of third country nationals living in Austria, who settle down in Austria for a long-term period. It defines the integration process with distinct responsibilities on the part of the state and concrete integration steps on the part of immigrated persons. approach throughout Austria.

¹⁹ Federal Act on the Simplification of Procedures for the Recognition and Assessment of Foreign Educational and Professional Qualifications (Recognition and Assessment Act – AuBG), 2016. Available at: http://www.ris.bka.gv.at/Dokumente/Erw/ERV_2016_1_55/ERV_2016_1_55.pdf

²⁰ Federal Act for the Integration of Persons without Austrian Nationality Legally Resident in Austria (Integration Act), 2017. Available at: https://www.bmeia.gv.at/fileadmin/user_upload/Zentrale/Integration/Integrationsgesetz/20171006_IntG_Gesetzestext_UEbersetzung_fina_l.pdf



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The Integration Year Act (IJG) was adopted at the same time as the Integration Act. The target group of the Integration Year Act comprises persons entitled to asylum or subsidiary protection as well as asylum seekers with a high probability of recognition. The so-called 50 Action Points (Integration Report, 2017, p. 43ff), compiled in 2015, is the interpretative document for the integration of persons entitled to asylum or subsidiary protection and includes measures from all areas of life in the implementation of which the federal government, federal provinces, municipalities, social partners and the civil society are involved. A key focus is placed on language learning, entering the labour market and the communication of values. The 50 Action Points include sections on:

- Language and education (e.g. mandatory course of kindergarten, language support at schools, pedagogic intervention measures in the afternoon outside normal school hours, supporting access to higher education)
- Work and employment (e.g. survey of available skills and qualifications, vocational guidance)
- Rule of law and values (e.g. orientation, language and ethics courses)
- Health and social issues (e.g. expansion of examinations by school doctors)
- Intercultural dialogue (e.g. preventing radicalisation, measures against racism)
- Sports and leisure (e.g. development of buddy systems, funds for non-formal youth sector)
- Housing and the regional dimension of integration (e.g. provision of affordable housing, assistance in finding housing)
- General structural measures (e.g. interlinking statistical data, more resources for integration)

From the desk research conducted, there are however, no direct references made to sustainable development (goals) and relevant targets when it comes to migration and asylum policies.²¹ The topics addressed – as outlined also in the 50 Action Points – are nevertheless of direct relevance to the SDGs 1 (no poverty), 3 (good health and wellbeing), 4 (quality education), 5 (gender equality) and 8 (decent work and economic growth).

On 1 July 2018, Austria will take over the Presidency of the Council of the European Union. On his website²², the Austrian chancellor Sebastian Kurz mentions as one of three priorities of the Austrian presidency the fight against illegal migration and the proper protection of the external borders of the EU in order to increase security in Europe. Specifically, on the website it is written that the focus will be on those challenges that a state alone cannot cope with and where a European solution is needed (subsidiarity), including:

²¹ See in particular target 10.7. of the SDGs: Facilitate orderly, safe, regular and responsible migration and mobility of people, including through the implementation of planned and well-managed migration policies.

²² Sebastian Kurz chancellor website, 2018. Der österreichische EU-Ratsvorsitz 2018. Available at: <https://secure.sebastian-kurz.at/fb/eu-ratsvorsitz-2018/>



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- Security and the fight against illegal migration: focus on effective border management and on-site assistance, repatriation of rejected asylum seekers.
- Stability in the neighbourhood: Progress in the accession negotiations with the countries of South-Eastern Europe provides more security for Austria.

This can be put into correlation with the government programme 2017-2022 (Regierungsprogramm, 2017) which introduced stricter asylum regulations.

2.6 Migration policies and international commitments

So far, the SDGs are not yet explicitly referred to in national legislation on migration or migration policies. When it comes to SDG 8, the report of the Austrian Chancellor's Office on the implementation of the SDGs in Austria notices however, that the improvement of labour market opportunities for migrants is considered an explicit focus of the Austrian labour market policy, including through counselling services, recognition of professional qualifications or German language courses. The report also mentions in this context the voluntary year of integration for asylum seekers and subsidiary beneficiaries (Beiträge der Bundesministerien zur Umsetzung der Agenda 2030 für nachhaltige Entwicklung durch Österreich, 2016).

As outlined under 2.5., the topics addressed in the so-called 50 Action Points are in practice also relevant for the realisation of specific SDGs in the context of migration – despite the fact that no specific reference to the SDGs are being made.

Experts on sustainable development have raised concerns about the lack of information from Government actors on priorities for implementing the SDGs, as well as on coordinating the process of implementation, monitoring and reporting to the United Nations (Südwind magazine, 2/2018).

Different initiatives are/have been underway to transpose EU directives in the field of migration (e.g. Seasonal Workers Directive (Directive 2014/36/EU) and Inter-Corporate Transferees Directive (Directive 2014/66/EU).²³ Even though there is no direct link made to sustainable development, specific aspects (such as more flexible conditions governing the issuing and validity of category D visas) may positively impact e.g. on target 10.7. of the SDGs.

When it comes to development cooperation projects funded by the Austrian Development Cooperation in partner countries, reporting of beneficiaries is required regarding contributions of project activities for the realisation of the SDGs. In addition, initiatives are

²³ See also European Migration Network. Country Factsheet: Austria 2016. Available at: <http://www.emn.at/wp-content/uploads/2016/12/EMN-Country-Factsheet-Austria-2016.pdf>.



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W U S A U S T R I A right to education



ROZKARZYSTWO EDUKACJI ANTYDYSKRYMINACYJNE

ICU Istituto per la Cooperazione Universitaria Dada One month old 1992

kmop KNOWLEDGETEACHER WORLD

WUS World University Service

Euro training



supported by the Austrian Development Cooperation for promoting the SDGs at the national level.²⁴

Asylum, migration and integration of migrants and refugees is considered a policy priority in Austria. A number of laws, policies and programmes regulate asylum, migration and integration. However - the SDGs are not explicitly referred to in national legislation on migration or in migration policies. This also includes the so-called 50 Action Points which address areas relevant to specific SDGs – despite the fact that no specific reference to the SDGs are being made. Experts on sustainable development have raised concerns about the lack of information from Government actors on priorities for implementing the SDGs, as well as on coordinating the process of implementation, monitoring and reporting to the United Nations (Südwind magazine, 2/2018). Future initiatives to promote and implement the SDGs (also beyond InterCap) may thus aim at raising awareness of policy makers on the SDGs and developing their capacities for incorporating the SDGs in law and policy making processes.

3. Field Research

3.1 Introduction

For the field research, two focus groups with 11 persons in total were organised. The focus groups took place at the KPH—the Private University College of Teacher Education, Diocese Graz-Seckau—on two different days. The focus groups started with an introduction about the project and the main aims of the focus group. After that, the methodology and advantages of a focus group were explained and presented to participants. After signing the consent of participants, discussions started in line with the questions outlined in the respective InterCap guidelines. Participants of each focus group included invited experts, representatives from WUS Austria and the moderator from KPH Graz. The focus group with experts from the education sector lasted 90 minutes, the focus group with stakeholders in fields of migration, sustainable development and global education, 75 minutes. For clarity in this report, the experts from the education sector are called “experts” and the stakeholders in fields of migration, sustainable development and global education are called “stakeholders”.

In addition to the moderator and WUS AT representatives, there were in total 11 participants in the two focus groups, 5 in the focus group with experts and 6 in the focus group with stakeholders. All participants are university graduates, 7 of them have masters’ degrees and four of them have doctorate degrees. All of them work at the moment in Graz,

²⁴ e.g. <https://www.globaleverantwortung.at/17-ziele-fuer-eine-bessere-welt>. For more project examples see also section 2.4.



the second largest city in Austria. Some of the participants have also worked in the capital, Vienna.

The persons who participated in the focus group of the education sector came from different educational institutions. Three of them work in different positions at university (university professor, vice rector and lector at the Institute for Educational Professionalization), one person is the director of a primary school with children exclusively from a migratory background, and one person is teacher at a high school in Graz.

The participants in the second focus group came from different NGOs and institutions in the fields of migration, sustainable development and global education in Graz. This included one representative from OMEGA (Transcultural Centre for Mental and Physical Health and Integration), a centre for migrants. Furthermore, there were experts for sustainable development from Welthaus Graz and the DKA (Dreikönigsaktion). The representative from Südwind Steiermark is an expert on global education. There was also one person from Caritas who is an expert on projects with Slovakia, Rumania and Bulgaria. Finally, there was also a representative from the Afro Asiatic Institute, an institute that creates opportunities for students from Africa, Latin America and Asia in the context of development collaboration as well as in a migration policy context.

3.2 Awareness about international migration and sustainable development

Both groups emphasised that there is a huge need to catch up in terms of public awareness on migration and its link to sustainable development. Participants of the stakeholder focus group also mentioned that there is supposedly a very high awareness about international migration in the Austrian society, but overall people do not correctly differentiate – e.g. between migrants and refugees/asylum seekers. There is also a limited understanding on the broader context of migration (globally - who, migrates where and for what reasons?). Overall, migration is very much perceived as a threat within the Austrian population – a tendency which is further exacerbated by the rhetoric of politicians.

Experts also see a notable change in language or choice of words. For example, "foreigner" is often used in a derogative meaning. They agree that family plays an important role in creating awareness of children and young people in fields of migration and sustainable development.

A lack of awareness also exists among students and teachers. NGOs offer workshops and didactic materials for teachers, but nowadays it's the individual responsibility of each teacher to accept those offers or not. For the students it's similar—there are lectures related to these themes, but most of them are elective subjects only. Awareness about sustainable development is also very limited.

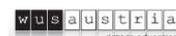
On the other hand, there are also some good practice examples: At the KPH and other universities of the so-called Developing Group Southeast (EVSO), Global education and



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Global Citizenship Education have been implemented in the new curriculum for teacher education.

Experts in the education sector do know about SDGs, Habitat II or PCD to some extent, but consider NGO experts to be better suited to address these topics. They believe that increased information in these areas at schools would be useful. It was also mentioned that the Paris Agreement is better known because it was promoted more strongly in the media.

Stakeholders from NGOs naturally know more about these documents, but they think that the SDGs could be overwhelming for students. It was emphasised in this context, that it is important not just to teach terms, but also concepts. It would be essential to implement a pedagogical concept for global education rather than to explain each single SDG. It was also underlined that it is more important to understand the context rather than to know all the goals. Stakeholders think that it is important to discuss the Paris Agreement, but also broken down into topics that have to do with the reality of pupils (e.g. usage of palm oil or clean clothes campaign).

Policy makers unfortunately don't have a strategic approach to the implementation of the goals. They are still at the beginning of its implementation. SDGs are not reflected in mass media or tabloid media, but only in specialised magazines. Stakeholders noticed, however, that at the regional policy level, there are more efforts towards the realization and implementation of the SDGs. NGOs have also noticed specific grant opportunities for projects related to the SDGs (e.g. by the Austrian Development Cooperation).

3.3 Link between migration and sustainable development

Experts believe that this link is only clear to experts from specialised NGOs, but not to policy makers in general or the overall population. NGO stakeholders believe that due to many factors, it is difficult for the overall society to understand the links between climate change and migration. Now that migration is very present in the heart of Europe, a closer look is being taken at its causes. For many people, it is difficult to connect war and asylum/migration - and connecting climate change or sustainable development and migration is considered as even more challenging. In the media and among policy makers the link is not enough presented and discussed. NGO stakeholders also drew the attention to the fact that this topic may not be enough exploited by policy makers. However, also NGO stakeholders were not completely clear about the link between climate change and migration – the interconnection is complex and related as well to world economic policies, inequalities between social systems, political systems that are not sustainable. One person stated that climate change is not a reason for migration in line with the Geneva Refugee Convention.

There is only a small amount of elbowroom for anchoring these subjects appropriately in the educational offer at colleges. However, there are exceptions or special offers like a course for Global Education at the KPH. The University of Klagenfurt offers a master course



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for Global Citizenship Education. Lectures discussing those issues can be also found at institutes like International Law, Global Studies or human rights.

3.4 Insecurity

In the view of experts, globalisation also causes fears. The precarious situation of employment is attributed to globalisation and this view is further supported by political players. However, globalisation is only transmitted in a negative way. Positive aspects are rarely mentioned by policy makers or in the most commonly read newspapers.

Another reason for social insecurity is migration. According to experts, discussions about migration are also held mostly in negative ways both in media and politics. Consequently, experts observed a huge insecurity in dealing with migrants, mostly by people who do not have actual contacts with immigrants. This insecurity originates from their foreignness. Experts think that existing fears should be taken seriously and that there should be well developed strategies to address and ultimately reduce these fears. In this context, it is considered essential to create opportunities for encounter between foreigners and Austrians. There are also examples for good practice in several districts of Graz (and Austria) where politicians or persons from specialised organisations involved the general population, for example, in the construction of a refugee home, and where living together of Austrians and migrants works very well. There should be also more focus on intercultural learning and intercultural dialogue. To respond to this need, the KPH offers a course for teachers entitled „Intercultural and Interreligious Education“.

Other reasons for the feeling of social insecurity are on the one hand a lack of information and on the other hand an abundance of information: Most of the people in Austria read just one and always the same newspaper. A number of mainstream newspapers (including Kronen Zeitung, Kleine Zeitung, Österreich) have an exceptional influence on the opinion making of the Austrian population in this context. People do not reflect on which political opinion the newspaper represents or compare the positions in several newspapers.

For younger people, social media play a very big role in collecting information and consequently for creating or preventing a feeling of social insecurity. Therefore, media competence should be highly valued and taught at schools but also at universities. Starting as of the next school year, media education will be introduced at the secondary school level in all Austrian schools.

3.5 Main factors that shape public opinion and instruments to shape public discourse



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There is currently a large assortment of media and high-quality programs on national TV and radio, but experts stated that only a limited number of people take advantage of this information offer. As mentioned in the previous chapter, social media has a very big influence on people, but experts note a difference between younger and older generations. For older people, television or the newspaper still play a big role, whereas for most younger people social media platforms like Facebook or twitter are very important and thus much of their information comes from articles they find on these platforms. They get their information quickly, anytime and everywhere on their mobile phones. This media behaviour should be investigated in more depth and also used more strongly as a channel to transmit news related to sustainable development.

Experts and stakeholders agree that it is neither possible nor desirable to avoid emotional discussions. Although facts and evidence should play a central role, emotional information can also positively contribute to discussions (e.g. stories about real life of migrant families in Austria). Overall, it is considered difficult to catch people’s attention “simply” with facts or numbers. Experts state that sometimes it’s just not possible to convince with arguments, so one should wrap important information in stories that arouse emotions. It’s however critical, what kind of emotion are being caused. If it’s about emotions like solidarity, this can be very positive.

To create values like solidarity or empathy, education from the very beginning is central. On the one hand, relevant topics should be included in every subject at school – today the education of values is nearly reduced to the subject of religious studies - but on the other hand, there should also be strategies to support parents since they are instrumental for shaping the values and opinions of their children. And as experts put it: “It’s only possible to generate a mature civil society if enough opportunities are being created for participation of all people – including young and old.”

The SDGs are in the media discussed little and if then primarily through the initiative of Civil Society Organisations.

There is thought more awareness about the SDGs compared to the MDGs. Some improvement is visible especially in politics and public administration where activities are assigned to SDGs or e.g. findings put in relation to SDGs. There are also some local and regional initiatives to approach this topic. Nevertheless, more strategic approach on national level is needed for the realisation of this complex Matera.

3.6 Gaps of information and instruments to fill the gaps

Experts and NGO stakeholders identified a lot of information gaps related to migration and sustainable development (see also above). Subjects like land grabbing, desertification or global economic and political connections have to be better represented and a greater awareness is needed. Many people feel a certain powerlessness when it comes to very complex topics. It is therefore important to create possibilities and spaces of action and



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participation. A big challenge is the communication of the everyday relevance of global subjects such as the global consequences of consumer behaviour - although in this very case the awareness of the population is considered relatively high.

The topic of migration is discussed only in a very one-sided way. In the perception of most people, migration means that people from other, poorer countries come to Europe. Migration should be discussed in a much more multifaceted way and with reference to both historical and global trends. A very high percentage of migration happens from one country of the Global South to another. This reality should be transmitted as well.

International mobility at universities is very popular and important nowadays, but mobility mostly takes place between European countries. School or university partnerships with schools or universities from the Global South could be helpful for the exchange of information and could help to develop a better understanding for global subjects and challenges.

Another important instrument to fill existing gaps are social media platforms with their specific language and available instruments which are being used by a wide swath of society. It was recommended that experts and NGO stakeholders read the headlines and the newspapers that the majority of people read in Austria, in order to understand how people think and then to adapt projects, workshops and didactic materials accordingly. It was sensed that experts/NGO stakeholders need “to get out of their bubble”. NGO Stakeholders also discussed about how to better reach out to people related to topics of development and migration. They stated that they are in contact with teachers who use to book their workshops or with people who have a special interest in the offered subjects. However, it is considered very difficult to expand the circle of interested persons.

Stakeholders also stated that there are already a lot of organisations implementing very good projects for schools and teachers. It is important to support these organisations so they can build upon their work and use their experiences to further develop and expand available materials.

3.7 The role of education systems

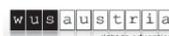
Experts and stakeholders agree that education plays a central role in promoting issues such as migration and sustainable development. Still, participants in the focus group underlined that the following questions need to be assessed and weighed: “What can an education system actually do – and where are priorities to be set? What can be the role of the family, civil society and the education sector? Experts mentioned that it’s not possible to force schools and/or educational institutions to constantly introduce new subjects. Teachers often feel overburdened with all the tasks they have to perform. In this context, experts mentioned that “schools cannot fix everything that goes wrong in our society”. However, they agree that a specialised education for future teachers and also for in-service teachers



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related to global and sustainable education is very important. Global and sustainable themes should become subjects of discussion from primary school on and should be reinforced in secondary and high school through obligatory courses. Global and Sustainable Education should be thus part of every teacher training curriculum. Future teachers should be able to use a toolkit that helps them to address socio-politically relevant issues in the classroom.

At secondary schools, Global Education is an interdisciplinary topic. On the one hand, there is potential to incorporate it into every subject. On the other hand, the incorporation depends on the teachers and there is a danger that nobody will handle those themes. Experts recommended to introduce a special subject called Global Learning and stated that “if all pupils get acquainted with issues of global learning, it will be like planting a seed”.

NGO stakeholders observed that the majority of teachers who book a workshop are teachers of religious studies. Therefore, it seems that there is a special attention on global learning in these studies, which seems to be missing in others. In addition, since the Austrian Ministry of Education introduced the “Neue Reifeprüfung” (new high school exam) and the competence orientation, the percentage of workshops booked by primary school teachers has increased opposed to high school teachers. Experts stated that the new system in Austria seems to limit the possibility to implement projects or to teach development issues at secondary school level.

Starting with the next school year, mandatory media competence classes will be taught at secondary schools. It is important in this context, that the information to be conveyed to students will go beyond acquiring technical skills.

Experts and stakeholders agree that intercultural and interreligious dialogue should gain more significance in universities and other institutes of higher learning. At the KPH Graz there is a course focusing on intercultural learning as well as one on global learning. These themes are also positioned well in lifelong learning. It was considered important by experts that an introduction of these topics will be also mandatory in traditional teacher education. In the university context, there is a high demand for educational offerings with focus on migration. The role of universities in the creation of a multifaceted understanding of migration and integration should be strengthened. Socially and politically relevant themes should be continuously and sustainably integrated into the education system.

Migrants should have easier access to universities and other higher education institutions, both in order to create opportunities for exchange and in order to support higher education for migrants.

Global and sustainable education should be more easily incorporated into pedagogical studies so that workshops and trainings can also be incorporated into lifelong learning.



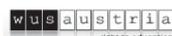
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4. Conclusions and recommendations

4.1 National and local level recommendations for NGOs

- Pro-actively expand the circle of persons interested and engaged in topics related to sustainable development, including international migration and climate change.
- In this respect, social media are seen as a powerful tool and should be further explored to catch people's attention, shape public opinion and to raise the overall awareness on issues related to sustainable development.
- Decisive factors that shape opinions and attitudes of the population towards sustainable development require understanding and need to be further explored.
- In this context, relevant articles in mainstream newspaper and TV programmes should be monitored and analysed, since they are central for forming the opinions of a major part of Austria's population.
- Efforts to promote sustainable development should not only address younger people, but also target adults in the context of lifelong learning.
- Existing knowledge about migration, global and sustainable development within the broader population should be better understood and analysed and interconnections between these fields should be presented in easily understandable ways.
- NGOs are encouraged to cooperate with governmental institutions, municipalities and educational institutions to further promote topics related to sustainable development.

4.2 National and local level recommendations for governmental institutions

- Use existing power structures and influence for transmitting knowledge and creating opportunities for education and training in this field, with view to overcome fears that exist within the population.
- Anchor Global Education, Intercultural Learning and education for Sustainable Development mandatory in teacher training.
- Generate financial resources for the implementation of new, important subjects at school that are related to sustainable development.
- Governmental institutions are also encouraged to further cooperate with NGOs and educational actors and to use their scientific knowledge and expertise.



4.3 Local level recommendations for municipalities

- Create possibilities/platforms for exchange/face-to face encounter between migrants/refugees and the general population.
- Involve and consult the population (including civil society) in the development of plans and policies, in particular in areas relevant to sustainable development.
- Organize public lectures or talks to fill existing gaps of information.
- Offer workshops and trainings, including for older generations.
- Support existing organisations, dedicated to promoting the realisation of SDGs and addressing specific aspects of sustainable development in their daily work.

4.4 National and local level recommendations for educational institutions

- There are a number of good practice examples for addressing topics of global education at educational institutions. For example, the Developing Group Southeast (EVSO) implemented the course “Global Education and Global Citizen Education” in the new curriculum for teacher education. Another example are various courses for in-service teachers such as the course at University of Klagenfurt on “Global Citizenship Education” or at the “Kirchlich Pädagogische Hochschule Graz “Globales Lernen”. InterCap should build upon these already ongoing initiatives and create synergies to the extent possible.
- The pedagogical concepts of global learning should become an integral part of teacher education for all teachers.
- There should be also a stronger focus on intercultural and interreligious learning and dialogue, to enable teachers to deal with diversity in the classroom.
- At schools, there should be a stronger focus on media education and media competence so that students learn to look at news in newspapers and social media in a critical way.
- Every pupil should have the chance to learn about global and sustainable issues starting from the age of primary school.
- Teachers need to be supported through a set of capacity building measures in order not to feel overwhelmed with new tasks (such as media education or introduction of global learning topics). In this context, it is also recommended to provide them with a toolkit that addresses socio-politically relevant issues and how to respond to these in the classroom.



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4.5 Recommendations for future research areas

- Further engage in research on the nexus between sustainable development, climate change and migration.
- Further explore existing models and good practices in Europe for integrating topics of global learning in the higher education system, including teacher education.
- Further explore existing models and good practices in Europe for integrating pupils with a migrant background in the education system.
- Further explore the interaction between migrants and the majority population. So far, these two groups have been mainly analysed and looked at separately from each other. Already existing examples address the following topics: interethnic friendships and partnerships; interactions in schools between asylum seekers and pupils from the majority population (Sievers in cooperation with Deibl and Pena, 2012).
- Further analyse participation of migrants in decision making processes. Already existing studies address aspects of participation in political parties, CSOs and workers' councils. Overall though, there is a lack of studies in other areas related to this topic (Sievers in cooperation with Deibl and Pena, 2012).



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Further background materials: global context

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